



Director – Jenn Thompson

ACVS Charter Renewal Hearing

Relevant Law

“[...] An authorized chartering entity may renew or nonrenew any charter in which the public charter school failed to meet one (1) or more of the terms of its performance certificate.” (I.C. § 33-5209B(9))

When making charter renewal decisions, the Commission is required to “[g]round its decisions in evidence of the school’s performance over the term of the performance certificate in accordance with the performance framework set forth in the performance certificate.” (I.C. § 33-5209B(7))

Relevant Exhibits

Exhibit B – Performance Certificate; Page 29 - Performance Framework.

ACVS – Background

- Virtual
- Grades K-12
- Opened in 2010
- Focuses on academic achievement; development of social competence; post-secondary preparedness; and the development and advancement of student's technological skills

<https://www.anotherchoicecharter.org/>

Relevant Exhibits

Exhibit A – Slide Deck

Exhibit B – Performance Certificate; Page 32 Charter Narrative.

Current Performance Certificate

Section 4(D)

The School shall achieve an accountability designation of Good Standing or Honor on each of the three sections of the Performance Framework.

Section 5(A)

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.

Section 6(A)

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 Performance Framework incorporated into this agreement as Appendix B.

Relevant Exhibits

Exhibit B = Performance Certificate 2017-2022

Director's Recommendation

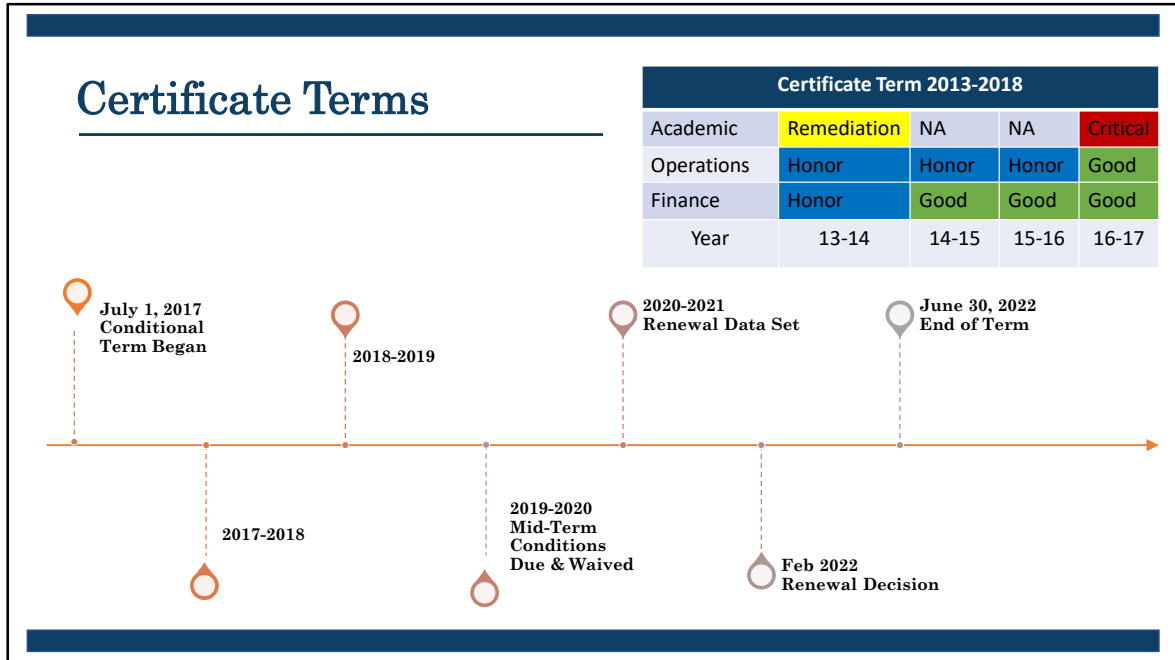
- Nonrenewal of ACVS's charter
 - low academic performance over the course of the current Performance Certificate term (see Section 4(D) of current performance certificate)
 - financial data indicates financial instability and distress (see Section 6(A) of current performance certificate)
 - did not meet standard on 'Operational Measure 3a: Governance Requirements'
 - did not meet standard on 'Operational Measure 3b: Board Oversight'
 - did not meet standard on 'Operational Measure 3c: Reporting Requirements'
 - did not meet standard on 'Operational Measure 3d: Public Transparency' and did not meet standard on 'Operational Measure 5a: Additional Obligations'

Relevant Exhibits

Exhibit C – Notice and Acknowledgment of Commission Director's Recommendation for Nonrenewal of Charter

Exhibit D – ACVS Renewal Application

Exhibit E – ACVS Request for Administrative Hearing



Relevant Exhibits

Exhibit B – Performance Certificate 2017-2022

- page 18 states the academic conditions put in place when that contract was signed.

Exhibit F - Previous Certificate Term Annual Reports 2013 and 2017

- Page 8 highlights 2013 framework ratings
- page 28 highlights 2017 framework ratings

Current Term Academic Outcomes

	Data Point	Outcome	State	Virtuals	Alts
FY21	Math ISAT Proficiency	17%	40%	33%	22%
	ELA ISAT Proficiency	43%	55%	57%	33%
FY20	Graduation Rate	50%	82%	55%	NA
FY19	Math ISAT Proficiency	11%	45%	18%	NA
	ELA ISAT Proficiency	34%	56%	48%	NA
	Math Growth	18%	54%	33%	NA
	ELA Growth	30%	65%	56%	NA
	Graduation Rate	37%	81%	48%	NA
FY18	Math ISAT Proficiency	16%	45%	14%	NA
	ELA ISAT Proficiency	38%	56%	51%	NA
	Math Growth	25%	54%	41%	NA
	ELA Growth	51%	65%	56%	NA
	Graduation Rate	45%	81%	32%	NA

Alt Schools: 100% At-Risk Students
ACVS: 62% At-Risk Students

Current Certificate Term Ratings		
Year	2018	2019
Academic	Critical	Critical

Data From Underlying Report Card
Data, as published by SDE

Relevant Exhibits

Exhibit G – FINAL Annual Performance Report 2020-2021

Exhibit H – ACVS Annual Report Response Form

Exhibit I – Notice of No Change to FY21 Annual Report

Exhibit J – ACVS - 2020-2021 Annual Report New Framework Preview

Exhibit K – Email regarding consideration of custom comparison group 11/30/20

Exhibit L – 2019-2020 annual performance report FINAL

Exhibit M – 2018-2019 annual performance report FINAL

Exhibit N – 2017-2018 annual performance report FINAL

Exhibit O – Excerpt from 2021 Underlying Report Card Performance.

2020-2021 Financial Performance Outcomes

Financial	
Current Ratio	3.94
Cash Ratio	1.7
Days Cash	41
Default	None
Total Margin and 3 Year Total Margin	-9.5% and 1.14%
Debt to Asset Ratio	.24
Cash Flow and Multi-Year Cash Flow	Multi – Negative Recent - Negative
Debt Service	-1.98

Current Certificate Term Ratings			
Year	2018	2019	2020
Finance	Honor	Honor	Good

1. 3 Year Aggregated Total Margin indicates that the school has expended more than it has received across the past 3 years.
2. Multi-Year Cash Flow indicates that the school has reduced its year-end fund balance across multiple years.
3. Current Year Cash Flow indicates that the school did not add to its reserves in FY21, but rather dipped into funds issued in previous years for operations.
4. Debt Service Ratio indicates that the school is not likely to be able to meet its debt obligations long term based on FY21 revenue.

Relevant Exhibits

Exhibit G – FINAL Annual Performance Report 2020-2021

Exhibit P – FY21 Audit Report

- source data used to populate the calculations outlined in the Performance Framework

Exhibit B – Performance Certificate,

- page 30 - the formula for each financial measure is defined in the Performance Framework.

2020-2021 Operational Performance Outcomes

Operational				Current Certificate Term Ratings				
1a- Educational Model	M	3b – Board Oversight	DNM	Year	2018	2019	2020	2021
1b – Content	DNM	3c – Reporting	DNM	Ops	Honor	Honor	Remediation	Critical
1c – SpEd Program	M	3d - Transparency	DNM	M = Meets Standard DNM = Does Not Meet Standard				
1d – ELL Program	M	3e – Staff Credentialing	DNM					
2a – Financial Reporting	DNM	3f – Data Security	M					
2b – GAAP	DNM	4a - Transportation	NA					
2c Enrollment Variance	DNM	4b - Facilities	M					
3a – Governance Compliance	DNM	5a – Leadership Compliance	DNM					

Relevant Exhibits

Exhibit Q – IPCSC Investigation Final Letter

- noting that if any concerns remain at the time of renewal they would be considered in the renewal decision.

Related to Measure 2a – This measure requires compliance with all laws rules and regulations related to financial reporting.

Exhibit R - ACVS Compiled Investigation Documentation

- Page 100 - ACVS 2nd response to investigation received on 7/8/2020 stating that no bid had ever been engaged in for Afl services and no written disclosures by McLaren or Sandidge had ever been made, or were ever made after notification.

Exhibit S – ACVS Board Meeting Minutes 10/21/20

- noting McLaren’s resignation.

Exhibit T – ACVS Board Meeting Minutes 12/09/21

- noting Sandidge’s resignation.

Exhibit U – Screenshot from canyon county property ownership

- indicating Sandidge as owner of the Hemingway property in Caldwell.

Exhibit R– Articles of Incorporation for SMS Enterprises

- page 129 noting Kevin McLaren and Laura Sandidge as managers and members of the LLC.

Exhibit R– Lease Agreement between ACVS and SMS as of end of certificate term.

- Page 121 – Articles of Incorporation for Afl
- page 46 - Services Agreement between ACVS and Afl.
- page 110 – includes a list of expenditures that were identified by the IPCSC as potential issues in that the companies being paid were at the time and continue to be owned/operated by school employees and/or board directors. The pages following that list are the school's expenditure reports noting the corresponding expenditures.

Related to Measure 3a- the governing board failed to properly notice and post public meetings and failed to disclose conflicts of interests appropriately. (no meeting minutes evidence disclosure)

Exhibit V – Board meeting observation summary

- indicating concern with failure to properly post the agenda for this meeting.

Exhibit W – Compiled Emails between school and IPCSC staff

- Indicating that meeting notices and agendas may not have been properly posted.

Exhibit X - Email from Canyon County Prosecutor

- indicating his intent to investigate, but not pursue if criminal charges are not warranted.

Exhibit Y – Letter from the Canyon County Prosecutor's office noting no criminal charges brought in this matter.

Related to Measure 3b – the governing board failed to provide competent financial oversight in the area of finances (i.e. poor purchasing/procurement and failure to disclose conflict); in the area of academics (not ensuring that the school meets standards as required by IDAPA); and in the area of operations in not managing their school leader.

Exhibit R– The compiled documentation from the IPCSC's investigation addresses this governance failure in depth.

Relating to Measure 3c – Reporting

Exhibit Z – email from the SDE

- noting late reports that held up payments for the whole state in May of 2019 and indicating concern regarding the school leader’s response to the matter.

Exhibit AA – notice of delinquent authorizer fee payment in March of 2019

Exhibit BB – notice of delinquent authorizer fee payment in March of 2021

Exhibit CC – Courtesy Letter

- noting leadership’s failure to produce records at the authorizer’s request

Related to Measure 3d – this measure evaluates compliance with transparency of public records including expenditure reports, including budget, contracts, policies, and reports, etc.

Exhibit DD – screenshots of website.

Related to Measure 3e – this measure requires compliance with staff credentialing.

Exhibit EE – email from SDE

- noting corrections to funding pending based on inaccurate certification reports.

Exhibit FF – email from SDE

- noting amount and timing of funding corrections due to certification reporting.

Related to Measure 5a – this measure requires the school’s administration to act in compliance with all laws, rules, and regulations that apply.

Exhibit GG – Professional Standards Commission Stipulation

- Noting a required ethics course to be taken by the school’s administrator

Systemic Issues

- Chronic
- Severe
- Direct Action
- Neglect

Indicators of Distress at ACVS

- Mismatched leadership competencies to context
- Lack of leadership development
- Breakdown in reporting and compliance functions
- Increased Teacher Turn-Over
- Board's inability to hold leadership accountable
- Inadequate capacity to govern

Identifying Indicators of Distress in Charter Schools – Part 1
U.S. Department of Education National Charter School Resource Center.
September 2020.

Relevant Exhibits

Exhibit HH – Identifying Indicators of Distress in Charter Schools – Part 1

- article published by the NCRSC regarding research funded by the US dept of ed in 2020.

Exhibit II – email from a former teacher at ACVS

- noting internal concerns regarding teacher turn over and nepotism.

Authorizing Best Practices

A Quality Authorizer...

- Makes Data-Driven Decisions
- Holds schools accountable to the terms of the contract and the measures of the framework.
- Makes renewal decisions based on past performance not promises of future results.
- Considers the difference between potential success and likelihood of success.

Principles and Standards of Quality Charter School Authorizing.
National Association of Charter School Authorizers, 2018.

Relevant Exhibits

Exhibit JJ - Principles and Standards of Quality Charter School Authorizers

- as published by the National Association of Charter School Authorizers in 2018.

Cost of Operations 2020-2021

Base Support issued - \$2,909,690.92

Facility Support issued - \$327,548.39

Federal Distributions - \$164,389.00

\$3,401,628.31

Federal pandemic relief
available to ACVS: \$1.4M.

Including \$187,731
earmarked for learning
loss.

ACVS has claimed \$0

FY 2021 Foundation Payments and Special Distributions as of July 15, 2021
Published by the State Department of Education

2020-2021 Final Federal Allocations
Published by the State Department of Education

Pandemic Relief Funds Data Report
Published by the State Department of Education, retrieved on Jan. 25, 2022.

Relevant Exhibits

Exhibit KK – 2020-2021 Foundation Payments and Special Distributions as of July 15, 2021

- Published by the State Department of Education, available on the SDE's website

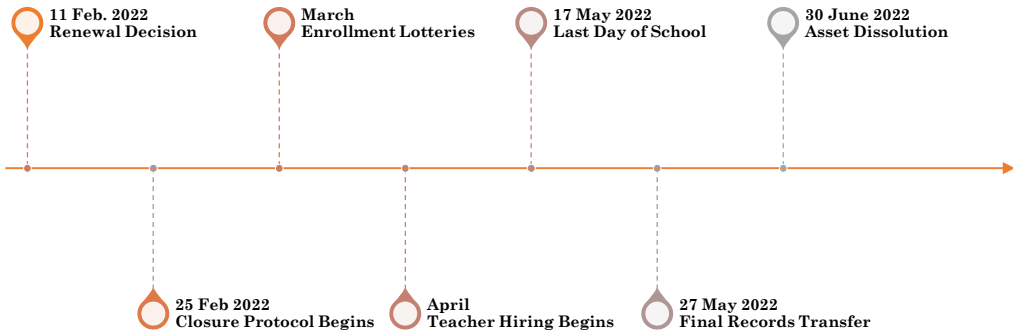
Exhibit LL – 2020-2021 Final Federal Allocations

- Published by the State Department of Education, available on the SDE's website

Exhibit MM – Pandemic Relief Funds Data Report

- Published by the State Department of Education, available on the SDE's website

Nonrenewal Timeline



A nonrenewal decision may be appealed within 30 days of written notification. Appeals are made directly to the SBE. Closure protocol continues regardless of appeal.

Relevant Exhibits

Exhibit NN – Closure Protocol



304 N 8th St, Ste 242
Boise, ID 83720
pcsc@osbe.Idaho.gov / 208-332-1561

CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 30th day of June 2017, by and between the Idaho Public Charter School Commission (the “Authorizer”), and Another Choice Virtual Charter School, Incorporated (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq.*, as amended (the “Charter Schools Law.”)

RECITALS

WHEREAS, on February 5, 2009, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year 2010; and

WHEREAS, the School’s charter was renewed on February 7, 2017 for a five-year term of operations,

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

SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

- A. Continued Operation of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the continued operation of the School on the terms and conditions set forth in this Charter School Performance Certificate (the “Certificate”). The approved Charter is attached to this Certificate as Appendix C.
- B. Term of Agreement.** This Certificate is effective as of July 1, 2017, and shall continue through June 30, 2022, unless earlier terminated as provided herein.

SECTION 2: SCHOOL GOVERNANCE

- A. Governing Board.** The School shall be governed by a board (the “Charter Board”) in a manner that is consistent with the terms of this Certificate so long as such provisions are in accordance with state, federal, and local law. The Charter Board shall have final authority and responsibility for the academic, financial, and organizational performance of the School. The Charter Board shall also have authority for and be responsible for policy and operational decisions of the School, although nothing herein shall prevent the Charter Board from delegating decision-making authority for policy and operational decisions to officers, employees and agents of the School, as well as third party management providers.

- B. Articles of Incorporation and Bylaws.** The articles of incorporation and bylaws of the entity holding the charter shall provide for governance of the operation of the School as a nonprofit corporation and public charter school and shall at all times be consistent with all applicable law and this Certificate. The articles of incorporation and bylaws are attached to this Certificate as Appendix D (the “Articles and Bylaws”). Any modification of the Articles and Bylaws must be submitted to the Authorizer within five (5) business days of approval by the Charter Board.
- C. Charter Board Composition.** The composition of the Charter Board shall at all times be determined by and consistent with the Articles and Bylaws and all applicable law and policy. The Charter Board shall notify the Authorizer of any changes to its composition and provide an amended School Leadership Roster within five (5) business days of their taking effect.

SECTION 3: EDUCATIONAL PROGRAM

- A. School Mission.** The mission of the School is as follows:
Another Choice Virtual Charter School seeks to provide a safe, individualized, standards-based education for Idaho’s students, K through 12, with and without disabilities, to enable them to meet their full potential both intellectually and socially. Our focus is to offer an individualized education for all, specializing in individuals with learning differences, to become full and active contributing members of society through a virtual and experiential format. Another Choice Virtual Charter School is built on
- i. Academic achievement,
 - ii. Development of social competence,
 - iii. Post-secondary preparedness,
 - iv. And the development and advancement of student’s technological skills.
- B. Grades Served.** The School may serve students in kindergarten through twelfth grade.
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- Our Vision: Together with technology, rigorous academics, and highly qualified teachers, Another Choice Virtual Charter School strives to be Idaho’s model virtual school offering students the utmost in educational quality for an individualized flexible education that prepares Idaho’s future citizens for career and/or college readiness.
 - Educational Philosophy: Another Choice Virtual Charter School meets every student at their current level and seeks to develop their skills based on their individualized learning path. Another Choice Virtual Charter School feels that an educated student is someone who has exceptional character; academic prowess; social competence; and independent thinking skills.
 - Implementation: Another Choice Virtual Charter is a virtual school that uses a blended model of implementation. Our focus is working with individuals with learning differences. All instruction is offered virtually. Asynchronous, synchronous, and/or face-to-face support services via a computer lab location, offer a

variety of enhanced support opportunities for students. Another Choice Virtual Charter School offers:

- i. Various online curriculums to provide core instruction.
- ii. Blended learning opportunities such as face-to-face tutoring through a computer lab, asynchronous, and synchronous options to support the virtual learning.
- iii. Intervention programs to supplement core instruction for students' not meeting proficiency on state assessments and/or not making adequate gains through core curriculum.
- iv. Extended educational opportunities to offer additional learning/credit recovery for students looking to make up credits and/or work ahead.
- v. Socialization opportunities to enhance students' social, emotional, and wellbeing.
- vi. Vocational, college readiness, and dual credit opportunities to prepare students for post-secondary education and other career opportunities.

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

E. Accreditation. The School shall be accredited as provided by rule of the state board of education.

SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

A. Oversight Allowing Autonomy. The Authorizer shall comply with the provisions of Charter School Law and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School. The Authorizer's Role will be to evaluate the School's outcomes according to this Certificate and the Performance Framework rather than to establish the process by which the School achieves the outcomes sought.

B. Charter School Performance Framework. The Charter School Performance Framework ("Performance Framework") is attached and incorporated into this agreement as Appendix B. The Performance Framework shall be used to evaluate the School's academic, financial and operational performance, and shall supersede and replace any and all assessment measures, educational goals and objectives, financial operations metrics, and operational performance metrics set forth in the Charter and not explicitly incorporated into the Performance Framework. The specific terms, form and requirements of the Performance Framework, including any required indicators, measures, metrics, and targets, are determined by the Authorizer and will be binding on the School.

C. Authorizer to Monitor School Performance. The Authorizer shall monitor and report on the School's progress in relation to the indicators, measures, metrics and targets set out in the Performance Framework. The School shall be subject to a formal review of its academic, mission-specific, operational, and financial performance at least annually.

D. School Performance. The School shall achieve an accountability designation of *Good Standing* or *Honor* on each of the three sections of the Performance Framework. In the

event the School is a party to a third party management contract which includes a deficit protection clause, the School shall be exempt from some or all measures within the financial portion of the Performance Framework. In accordance with Charter School Law, the Authorizer shall renew any charter in which the public charter school met all of the terms of its performance certificate at the time of renewal.

- E. Performance Framework As Basis For Renewal of Charter.** The School's performance in relation to the indicators, measures, metrics and targets set forth in the Academic and Mission-Specific, Operational and Financial sections of the Performance Framework shall provide the basis upon which the Authorizer will decide whether to renew the School's Charter at the end of the Certificate term. As part of the Performance Framework, the Authorizer agrees to consider mission-specific, rigorous, valid, and reliable indicators of the School's performance. These negotiated indicators will be included in the Mission-Specific portion of the Academic and Mission Specific section of the Performance Framework.
- F. Authorizer's Right to Review.** The School will be subject to review of its academics, operations and finances by the Authorizer, including related policies, documents and records, when the Authorizer deems such review necessary. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.
- G. Site Visits.** In addition to the above procedures, the Charter School shall grant reasonable access to, and cooperate with, the Authorizer, its officers, employees and other agents, including allowing site visits by the Authorizer, its officers, employees, or other agents, for the purpose of allowing the Authorizer to fully evaluate the operations and performance of the School. The Authorizer may conduct a site visit at any time if the Authorizer has reasonable concern regarding the operations and performance of the School. The Authorizer will provide the School reasonable notice prior to its annual site visit to the School. The School shall have an opportunity to provide a written response to the site visit report no later than fourteen (14) days prior to the meeting at which the report is to be considered by the Authorizer. If no written response is provided, the School shall have the opportunity to respond orally to the site visit report at the meeting.
- H. Required Reports.** The School shall prepare and submit reports regarding its governance, operations, and/or finances according to the established policies of and upon the request of the Authorizer. However, to the extent possible, the Authorizer shall not request reports from the School that are otherwise available through student information systems or other data sources reasonably available to the Authorizer.

SECTION 5: SCHOOL OPERATIONS

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

- B. Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be 514 students. The maximum number of students who may be enrolled per class/grade level as well as the rate at which the school may expand to full capacity, shall be as follows:

	Grades K-6	Grades 7-12	Total
2014-2015	115	265	380
2015-2016	133	305	438
2016-2017 & After	115	399	514

- C. Enrollment Policy.** The School shall make student recruitment, admissions, enrollment and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the charter school than there are spaces available, the charter school shall select students to attend using a random selection process that shall be publicly noticed and open to the public.
- D. School Facilities.** 1014 W. Hemingway Blvd., Nampa, ID 83651 (Primary); 10114 W. Overland Rd., Boise, ID 83709 (Secondary); 704 Blaine St., Caldwell, ID 83605 (Secondary). The School shall provide reasonable notification to the Authorizer of any change in the location of its facilities.
- E. Attendance Area.** The School's primary attendance area is as follows: Idaho Education District Three, Treasure Valley.
- F. Staff.** Instructional staff shall be certified teachers as provided by rule of the state board of education. All full-time staff members of the School will be covered by the public employee retirement system, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.
- G. Alignment with All Applicable Law.** The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the effective date of said amendment.

SECTION 6: SCHOOL FINANCE

- A. General.** The School shall comply with all applicable financial and budget statutes, rules, regulations, and financial reporting requirements, as well as the requirements contained in the Performance Framework incorporated into this agreement as Appendix B.
- B. Financial Controls.** At all times, the Charter School shall maintain appropriate governance and managerial procedures and financial controls which procedures and controls shall include, but not be limited to: (1) commonly accepted accounting practices

and the capacity to implement them (2) a checking account; (3) adequate payroll procedures; (4) procedures for the creation and review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year; (5) internal control procedures for cash receipts, cash disbursements and purchases; and (6) maintenance of asset registers and financial procedures for grants in accordance with applicable state and federal law.

- C. Financial Audit.** The School shall submit audited financial statements from an independent auditor to the Authorizer no later than November 1 of each year.
- D. Annual Budgets.** The School shall adopt a budget for each fiscal year, prior to the beginning of the fiscal year. The budget shall be in the Idaho Financial Accounting Reporting Management Systems (IFARMS) format and any other format as may be reasonably requested by the Authorizer.

SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION

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

- E. Disposition of School's Assets upon Termination or Dissolution.** Upon termination of the Charter for any reason, any assets owned by the School shall be distributed in accordance with Charter Schools Law.

SECTION 8: MISCELLANEOUS

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

IN WITNESS WHEREOF, the Authorizer and the School have executed this Performance Certificate to be effective July 1, 2017.

Alan Reed

Chairperson, Idaho Public Charter School Commission

John F. Kellah

Chairperson, Another Choice Virtual School Board

Appendix A: Conditions of Authorization/Renewal

Appendix B: Performance Framework

Appendix C: Charter

Appendix D: Articles of Incorporation and Bylaws

Appendix E: Public Charter School Closure Protocol

Appendix A: Conditions of Authorization / Renewal

1. By June 30, 2020, ACVS's general education population will achieve an academic accountability designation of good standing or higher on the performance framework adopted by the Commission in 2017. "General education population" is defined as all students who are classified by the State Department of Education as Students without Disabilities.

2. ACVS's 2019 five (5) year cohort graduation rate will be at least thirty-five percent (35%). Five (5) year cohort graduation rate data for 2019 will be available in early 2020. This condition is based on a rate of increase sufficient to promote ACVS's ability to achieve a five (5) year cohort graduation rate of at least forty-eight percent (48%) by the end of the next performance certificate term. Forty-eight percent (48%) is the 2014 median five (5) year cohort graduation rate for Idaho alternative schools. Although ACVS is not an alternative school, the Commission recognizes that its student population faces similar challenges.

Regardless of whether or not ACVS agrees to fulfill the specific conditions above, ACVS remains responsible for meeting the terms and conditions contained in its signed Performance Certificate effective July 1, 2017, through June 30, 2022, which will incorporate the performance framework adopted by the Commission in 2017.

Appendix B: Performance Framework

Another Choice Virtual School [YEAR] ANNUAL PERFORMANCE REPORT

INTRODUCTION

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

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

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

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

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

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

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

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

PERFORMANCE FRAMEWORK STRUCTURE

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

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

ACCOUNTABILITY DESIGNATIONS

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

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

SCHOOL OVERVIEW			
Mission Statement	Another Choice Virtual Charter School seeks to provide a safe, individualized, standards-based education for Idaho's students, K through 12, with and without disabilities, to enable them to meet their full potential both intellectually and socially. Our focus is to offer an individualized education for all, specializing in individuals with learning differences, to become full and active contributing members of society through a virtual and experiential format. Another Choice Virtual Charter School is built on: academic achievement, development of social competence, post-secondary preparedness, and the development and advancement of student's technological skills.		
Key Design Elements	<p>Another Choice Virtual Charter School is a virtual school that uses a blended model of implementation. Our focus is working with individuals with learning differences. All instruction is offered virtually. Asynchronous, synchronous, and/or face-to-face support services via a computer lab location, offer a variety of enhanced support opportunities for students. Another Choice Virtual Charter School offers:</p> <ul style="list-style-type: none"> i. Various online curriculums to provide core instruction. ii. Blended learning opportunities such as face-to-face tutoring through a computer lab, asynchronous, and synchronous options to support the virtual learning. iii. Intervention programs to supplement core instruction for students not meeting proficiency on state assessments and/or not making adequate gains through core curriculum. iv. Extended educational opportunities to offer additional learning/credit recovery for students looking to make up credits and/or work ahead. v. Socialization opportunities to enhance students' social, emotional, and wellbeing. vi. Vocational, college readiness, and dual credit opportunities to prepare students for post-secondary education and other career opportunities. 		
School Location	Address: 1014 W. Hemingway Blvd. Nampa, Idaho 83651	School Phone	(208) 475-4255
Surrounding District	Treasure Valley Area Districts		
Opening Year	2010		
Current Term	July 1st, 2017- June 30, 2022		
Grades Served	K-12		
Enrollment (Approved)	514	Enrollment (Actual)	

SCHOOL LEADERSHIP	

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

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

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

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

ACVS has opted out of including Mission Specific Goals.

OPERATIONAL	Measure	Points Possible	Points Earned	FINANCIAL	Measure	Points Possible	Points Earned
Educational Program	1a	25	0	Near-Term	1a	50	0
	1b	25	0		1b	50	0
	1c	25	0		1c	50	0
	1d	25	0		1d	50	0
Financial Management & Oversight	2a	25	0	Sustainability	2a	50	0
	2b	25	0		2b	50	0
	2c	25	0		2c	50	0
Governance & Reporting	3a	25	0		2d	50	0
	3b	25	0	Total Financial Points		400	0
	3c	25	0	% of Financial Points			0%
	3d	25	0				
	3e	25	0				
	3f	25	0				
School Environment	4a	25	0				
	4b	25	0				
Additional Obligations	5a	25	0				
Total Operational Points		400	0				
% of Operational Points			0%				

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

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

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

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

INDICATOR 1: STATE PROFICIENCY COMPARISON			
Measure 1a	Do math proficiency rates meet or exceed the state average?	Result	Points Possible Points Earned
Math Proficiency Rate Comparison to State	Exceeds Standard: The school's proficiency rate in math exceeds the state average by 16 percentage points or more.		50 0
	Meets Standard: The school's proficiency rate in math is equal to the state average, or exceeds it by 1 - 15 percentage points.		30 - 45 0
	Does Not Meet Standard: The school's proficiency rate in math is 1 - 10 percentage points lower than the state average.		15 - 29 0
	Falls Far Below Standard: The school's proficiency rate in math is 11 or more percentage points lower than the state average.		0 - 14 0
Notes	The state average will be determined using the same grade set as is served by the public charter school.		0
Measure 1b	Do English Language Arts proficiency rates meet or exceed the state average?	Result	Points Possible Points Earned
ELA Proficiency Rate Comparison to State	Exceeds Standard: The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.		50 0
	Meets Standard: The school's proficiency rate in ELA is equal to the state average, or exceeds it by 1 - 15 percentage points.		30 - 45 0
	Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 10 percentage points lower than the state average.		15 - 29 0
	Falls Far Below Standard: The school's proficiency rate in ELA is 11 or more percentage points lower than the state average.		0 - 14 0
Notes	The state average will be determined using the same grade set as is served by the public charter school.		0

INDICATOR 2: DISTRICT PROFICIENCY COMPARISON		
Measure 2a	Do math (or similar subject area) proficiency rates meet or exceed the district average?	Result
Math Proficiency Rate		Points Possible
Comparison to District	Exceeds Standard: The school's proficiency rate in math either exceeds the district average by 16 percentage points or more, or is at least 80%.	Points Earned
	Meets Standard: The school's proficiency rate in math is equal to the district average, or exceeds it by 1 - 15 percentage points.	
	Does Not Meet Standard: The school's proficiency rate in math is 1 - 10 percentage points lower than the district average.	
	Falls Far Below Standard: The school's proficiency rate in math is 11 or more percentage points lower than the district average.	
Notes	The district average will be determined using the same grade set as is served by the public charter school. Because ACVS is a virtual school serving students in multiple districts, other Idaho virtual schools (instead of the district) will be used as the comparison group for purposes of this measure.	
Measure 2b	Do ELA (or similar subject area) proficiency rates meet or exceed the district average?	Result
ELA Proficiency Rate		Points Possible
Comparison to District	Exceeds Standard: The school's proficiency rate in ELA either exceeds the district average by 16 percentage points or more, or is at least 80%.	Points Earned
	Meets Standard: The school's proficiency rate in ELA is equal to the district average, or exceeds it by 1 - 15 percentage points.	
	Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 10 percentage points lower than the district average.	
	Falls Far Below Standard: The school's proficiency rate in ELA is 11 or more percentage points lower than the district average.	
Notes	The district average will be determined using the same grade set as is served by the public charter school. Because ACVS is a virtual school serving students in multiple districts, other Idaho virtual schools (instead of the district) will be used as the comparison group for purposes of this measure.	

INDICATOR 3: CRITERION-REFERENCED STUDENT GROWTH (GRADES K-8)			
Measure 3a	Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade?	Result	Points Possible Points Earned
Criterion-Referenced Growth			
Math	Exceeds Standard: At least 85% of students are making adequate academic growth in math. Meets Standard: Between 70% and 84% of students are making adequate academic growth in math. Does Not Meet Standard: Between 50% and 69% of students are making adequate academic growth in math. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth in math.		39-50 0 26-38 0 13-25 0 0-12 0 <hr/> 0
Notes			
Measure 3b	Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade?	Result	Points Possible Points Earned
Criterion-Referenced Growth			
ELA	Exceeds Standard: At least 85% of students are making adequate academic growth in ELA. Meets Standard: Between 70% and 84% of students are making adequate academic growth in ELA. Does Not Meet Standard: Between 50% and 69% of students are making adequate academic growth in ELA. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth in ELA.		39-50 0 26-38 0 13-25 0 0-12 0 <hr/> 0
Notes			

INDICATOR 4: NORM-REFERENCED STUDENT GROWTH (GRADES 9-12)			
Measure 4a	Are students making expected academic growth in math compared to their academic peers?	Result	Points PossiblePoints Earned
Norm-Referenced Growth			
Math	Exceeds Standard: The school's median student growth percentile in math falls between the 66th and 99th percentile. Meets Standard: The school's median student growth percentile in math falls between the 43rd and 65th percentile. Does Not Meet Standard: The school's median student growth percentile in math falls between the 30th and 42nd percentile. Falls Far Below Standard: The school's median student growth percentile in math falls below the 30th percentile.		39-500 26-380 13-250 0-120 0
Notes	Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.		
Measure 4b	Are students making expected academic growth in English Language Arts compared to their academic peers?	Result	Points PossiblePoints Earned
Norm-Referenced Growth			
ELA	Exceeds Standard: The school's median student growth percentile in ELA falls between the 66th and 99th percentile. Meets Standard: The school's median student growth percentile in ELA falls between the 43rd and 65th percentile. Does Not Meet Standard: The school's median student growth percentile in ELA falls between the 30th and 42nd percentile. Falls Far Below Standard: The school's median student growth percentile in ELA falls below the 30th percentile.		39-500 26-380 13-250 0-120 0
Notes	Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.		

INDICATOR 5: COLLEGE & CAREER READINESS (GRADES 9-12)		
Measure 5a	Are students graduating from high school on time?	Result
Four-Year Adjusted Cohort Graduation Rate	<p>Exceeds Standard: The school's four-year ACGR was at least 90%.</p> <p>Meets Standard: The school either:</p> <p>a) had a four-year ACGR of 80% - 89% OR</p> <p>b) had a four-year ACGR of at least 66% AND met its progress goal.</p> <p>Does Not Meet Standard: The school met its progress goal but had a four-year ACGR below 66%.</p> <p>Falls Far Below Standard: The school did not meet its progress goal and had a four-year ACGR below 66%.</p> <p>The school's graduation rate progress goal will be established by the state accountability system. If such goals are not established by the state accountability system in any given year, the school's graduation rate progress goal will be established as follows: The progress goal will represent the school's most recent four-year ACGR plus one-sixth of the amount of growth needed to decrease the rate of non-graduates by 50% within 6 years, using the most recent school year as the baseline year. If the school does not have baseline data, its progress goal will initially be based on the surrounding district average graduation rate.</p>	<div>Points Possible</div> <div>Points Earned</div>
		125
		100
		75
		0-65
		0
Notes	<p>Graduation rates are calculated on a 4-year-plus-summer cohort; for this reason, data availability will always run one year behind (that is, annual reports will contain graduation rate data from the cohort preceding the most recent school year. For example, 2015-16 ACGRs will be reflected in 2017 reports.)</p> <p>The 66% "floor" established by the bottom two categories is based on ESSA's mandatory inclusion in Targeted Support of any school that graduates fewer than 2/3 of its students on time.</p>	

INDICATOR 1: EDUCATIONAL PROGRAM			
Measure 1a	Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?	Result	Points Possible
Implementation of Educational Program	<p>Meets Standard: The school implements the material terms of the mission, vision, and educational program in all material respects, and the implementation of the educational program reflects the essential elements outlined in the charter and performance certificate. A cohesive professional development program is utilized.</p> <p>Partially Meets Standard: The school partially implements the material terms of the mission, vision, and educational program. However, implementation is incomplete, not cohesive, inconsistent, unclear, and/or unsupported by adequate resources and professional development.</p> <p>Does Not Meet Standard: The school has deviated from the material terms of the mission, vision, and/or essential elements of the educational program as described in the performance certificate, without an approved amendment, such that the program provided differs substantially from the program described in the charter and performance certificate.</p>		Points Earned
			25
			15
			0
Notes			0
Measure 1b	Is the school complying with applicable educational requirements?	Result	Points Possible
Educational Requirements	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements, including but not limited to: Instructional time requirements, graduation, and promotional requirements, content standards including the Common Core State Standards, the Idaho State Standards, state assessments, and implementation of mandated programming related to state or federal funding.</p> <p>Partially Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to educational requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>		Points Earned
			25
			15
			0
Notes			0

Measure 1c		Result	Points Possible	Points Earned
Students with Disabilities				
<p>Is the school protecting the rights of students with disabilities?</p> <p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral, appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provisions of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to school's facility and programs; appropriate use of all available applicable funding.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>			25	
			15	
			0	
Notes				0
Measure 1d		Result	Points Possible	Points Earned
English Language Learners				
<p>Is the school protecting the rights of English Language Learner (ELL) students?</p> <p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting students from ELL services; and ongoing monitoring of exited students.</p> <p>Partially Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>			25	
			15	
			0	
Notes				0

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT			
Measure 2a	Is the school meeting financial reporting and compliance requirements?	Result	Points Possible
Financial Reporting and Compliance	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable) periodic financial reports as required by PCSC, and any reporting requirements if the board contracts with an Education Service Provider; on-time completion and submission of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>		25
			15
			0
Notes			0
Measure 2b	Is the school following General Accepted Accounting Principles (GAAP)	Result	Points Possible
GAAP	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit option, an audit devoid of significant findings and conditions, material weakness, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit. Any matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>		25
			15
			0
Notes			0
Measure 2c	Is the school successfully enrolling the projected number of students?	Result	Points Possible
Enrollment Variance	<p>Meets Standard: Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year.</p> <p>Partially Meets Standard: Enrollment variance was between 90 and 95 percent in the most recent fiscal year.</p> <p>Does Not Meet Standard: Enrollment variance was less than 90 percent in the most recent fiscal year.</p>		25
			15
			0
Notes	Enrollment variance is calculated by dividing actual mid-term enrollment by the enrollment projection in the school's board-approved budget, as submitted to the SDE at the beginning of the fiscal year.		0

INDICATOR 3: GOVERNANCE AND REPORTING			
Measure 3a	Is the school complying with governance requirements?	Result	Points Possible Points Earned
Governance Requirements			
Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.			25
Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.			15
Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.			0
Notes			0
Measure 3b	Is the board fulfilling its oversight obligations?	Result	Points Possible Points Earned
Board Oversight			
Meets Standard: The school's board practices consistent, effective oversight of the school, including but not limited to frequent review of the school finances and academic outcomes. Board meeting agendas, packets, and minutes reflect competent oversight practices and actions to foster academic, operational, and financial strength of the school, including ongoing board training, policy review, and strategic planning. The school's board has adopted and maintains a complete policy book.			25
Partially Meets Standard: Some of the school board's oversight practices are underdeveloped, inconsistent, incomplete, or reflect a need for additional training. Board meeting agendas, packets, and minutes reflect meaningful efforts toward self-evaluation and improvement. The school's policy book may be substantially complete but require additional maintenance.			15
Does Not Meet Standard: The school's board fails to practice consistent, effective oversight of the school, and/or documentation of competent oversight practices and actions is not maintained. The school's policy book may be incomplete, unmaintained, or non-existent.			0
Notes			0

Measure 3c	Is the school complying with reporting requirements?	Result	Points Possible	Points Earned
Reporting Requirements	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; and additional information requested by the authorizer.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
Notes				0
Measure 3d	Is the school complying with public transparency requirements?	Result	Points Possible	Points Earned
Public Transparency	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency, including but not limited to: maintenance of its website, timely availability of board meeting minutes, and accessibility of documents maintained by the school under the state's Freedom of Information Act, Open Meeting Law, Public Records Law, and other applicable authorities.</p> <p>Partially Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency. Any instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
Notes				0
Measure 3e	Is the school meeting employee credentialing and background check requirements?	Result	Points Possible	Points Earned
Credentialing & Background Checks	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification and background check requirements.</p> <p>Partially Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification and background check requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to state and federal certification and background check requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
Notes				0

Measure 3f	Is the school handling information appropriately?	Result	Points Possible	Points Earned
Information Handling	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of student records under the Family Educational Rights and Privacy Act and other applicable authorities; storing and transferring student and personnel records; and securely maintaining testing materials.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
Notes				0
INDICATOR 4: SCHOOL ENVIRONMENT				
Measure 4a	Is the school complying with transportation requirements?	Result	Points Possible	Points Earned
Transportation	<p>Meets Standard: The school provides student transportation within its primary attendance area and materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to transportation.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to transportation; and/or provides and incomplete form of transportation services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board; and/or the school does not provide transportation.</p>		25	
			15	
			0	
Notes				0
Measure 4b	Is the school complying with facilities requirements?	Result	Points Possible	Points Earned
Public Transparency	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds, including but not limited to: Americans with Disabilities Act, fire inspections and related records, viable certification of occupancy or other required building use authorization, and documentation of requisite insurance coverage. The school facility is clean, well-maintained, and adequate for school operations.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Additional facility maintenance and/or updates have been recommended by DBS.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the school facilities and grounds; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. The school facility may be in need of modification or repair required by DBS.</p>		25	
			15	
			0	
Notes				0

INDICATOR 5: ADDITIONAL OBLIGATIONS			
Measure 5a	Is the school complying with all other obligations?	Result	Points Possible
Additional Obligations			Points Earned
Meets Standard: The school materially complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to statute and administrative rule; requirements of the State Department of Education; and requirements of the accrediting body.			25
Partially Meets Standard: The school largely complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.			15
Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.			0
Notes			0

INDICATOR 1: NEAR-TERM																	
Measure 1a Current Ratio Current Ratio Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i> Does Not Meet: Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative. Falls Far Below Standard: Current ratio is less than or equal to 0.9. Notes		<table> <tr> <th>Result</th><th>Points Possible</th><th>Points Earned</th></tr> <tr> <td></td><td>50</td><td></td></tr> <tr> <td></td><td>10</td><td></td></tr> <tr> <td></td><td>0</td><td></td></tr> <tr> <td></td><td></td><td>0</td></tr> </table>	Result	Points Possible	Points Earned		50			10			0				0
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Measure 1b Cash Ratio Cash Ratio Meets Standard: Cash Ratio is greater than 1.0 OR Cash Ratio is equal to 1.0 and one-year trend is positive (current year ratio is higher than last year's). Does Not Meet: Cash Ratio is between 0.9 and 1.0 OR Cash Ratio equals 1.0 and one-year trend is negative. Falls Far Below Standard: Cash ratio is equal to or less than 0.9. Notes		<table> <tr> <th>Result</th><th>Points Possible</th><th>Points Earned</th></tr> <tr> <td></td><td>50</td><td></td></tr> <tr> <td></td><td>10</td><td></td></tr> <tr> <td></td><td>0</td><td></td></tr> <tr> <td></td><td></td><td>0</td></tr> </table>	Result	Points Possible	Points Earned		50			10			0				0
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Measure 1c Unrestricted Days Cash Unrestricted Days Cash Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i> Does Not Meet: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative. Falls Far Below Standard: Fewer than 15 Days Cash. Notes		<table> <tr> <th>Result</th><th>Points Possible</th><th>Points Earned</th></tr> <tr> <td></td><td>50</td><td></td></tr> <tr> <td></td><td>10</td><td></td></tr> <tr> <td></td><td>0</td><td></td></tr> <tr> <td></td><td></td><td>0</td></tr> </table>	Result	Points Possible	Points Earned		50			10			0				0
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Measure 1d Unrestricted Days Cash Unrestricted Days Cash Meets Standard: School is not in default of financial obligations. Financial obligations include, but are not limited to: nonpayment, breach of financial representation, non-reporting, non-compliance, financial judgements, loan covenants, and/or tax obligations. Does Not Meet: School is in default of financial obligations. Notes	Default	<table> <tr> <th>Result</th><th>Points Possible</th><th>Points Earned</th></tr> <tr> <td></td><td>50</td><td></td></tr> <tr> <td></td><td>0</td><td></td></tr> <tr> <td></td><td></td><td>0</td></tr> </table>	Result	Points Possible	Points Earned		50			0				0			
Result	Points Possible	Points Earned															
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Appendix C: Charter

Another Choice Virtual Charter School

Petition for a Charter for School Year Starting 2010-2011

Submitted to the Idaho Department of Education
on July 11, 2008

Submitted to the Idaho Public Charter School Commission
August 2008

Amendment Submitted to the Idaho Public Charter School Commission
February 2014

Attendance Area: Statewide

Physical Location: Nampa, Idaho

Another Choice Virtual Charter School
1014 W. Hemingway Blvd.
Nampa, Idaho 83651
Contact Person:
Laura Sandidge or Kelsey Williams
Phone: 475-4255
FAX: 475-4274

Executive Summary:

In discussions with families and educators of individuals with and without disabilities, it became clear to the founding leaders of Another Choice Virtual Charter School that Idaho, and the Treasure Valley specifically, needs a charter school built on academic achievement, the development of social competence, and connections to the community with a primary focus of having individuals with disabilities as full and active members of their school and community. Since charter schools are mission-driven and locally governed, they are able to design a coherent school program that capitalizes on the strengths of the individuals and the community they reside in to meet the needs of all students. With management and governance decisions under one roof, charter schools eliminate the bureaucratic decision-making that often does not have the best interest in mind for individuals with, and or without, disabilities. Another Choice Virtual Charter School means to capitalize on building upon the strengths of each of their students by proposing a school design that will meet the mission's goals of high academic achievement, social competence, and strong connections to community resources for all students. In order to meet these goals, the founding team has drawn heavily on the effective practices of other charter and district schools as well as the current research in best practice for education of all children.

Another Choice Virtual Charter School will offer all grades, kindergarten through senior high. Every effort will be made to offer preschool as well. Another Choice Virtual Charter School is a public charter that is based on ethical and morally sound standards. Idaho State standards have been accepted as our educational guidelines for verification of student academic success. The Department of Education in Idaho has six accepted regions that make up the state educational boundaries. Another Choice Virtual Charter School primary attendance area will initially fall within the full scope of the Treasure Valley or educational region three. After one year of successful operation within the Treasure Valley, the Another Choice Virtual Charter School Board will make a decision to expand the school attendance zone by up to two regions per year if deemed appropriate

by the Commission. All expansions will be brought forth to the Commission prior to implementation. Therefore, Another Choice Virtual Charter School could be state wide within four years of initial operation.

When a sample of four charter schools and four public schools in Idaho Education district three were reviewed it was found that on average the percentage of special education population for non charter public schools was approximately 12%; when looking at the sample of four public charter schools the average percentage of the special education population was exactly half that, or 6%. This was found to be unacceptable to the founding leaders of Another Choice Virtual Charter School. Our vision is to have all students represented in a manner more consistent with the general American population. According to the 2000 Census 29% of the families living in America have some form of a disability represented within their membership. Another Choice Virtual Charter School would minimally want to reflect that level of appropriate representation (Disability and American Families 2000 found at <http://www.census.gov/prod/2005pubs/censr-23.pdf>).

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Tab One

Organization

Articles of Incorporation and By-Laws of Another Choice Virtual Charter School, Inc.

See Appendix One.

Signature of Qualified Electors

See Appendix One.

Vision and Mission Statement

Our Vision:

Through positive academic and social learning opportunities and an educational learning environment that meets the specific learning needs for all, Another Choice Virtual Charter School seeks to make a lasting change in their students by providing a higher quality of life, now and in the future.

Our Mission:

Another Choice Virtual Charter School seeks to provide a safe, individualized educational experience for children with and without disabilities to enable them to meet their full potential both intellectually and socially.

Tab 2

Proposed Operations and Potential Effects

PROPOSED OPERATION Ref. Idaho Code 33-5205 (4)

NOTE: If at any time parents, staff, or students have issue with policies set forth hereafter, they are to proceed through Another Choice Virtual School's, ACVS's, Uniform Grievance Procedure as follows:

Uniform Grievance Procedure

All individuals should use this grievance procedure if they believe that the ACVS Board, its employees, or agents have violated their rights guaranteed by the state or federal constitution, state or federal statute, or Board policy. ACVS will endeavor to respond to and resolve complaints without resorting to this grievance procedure and, if a complaint is filed, to address the complaint promptly and equitably. The right of a person to prompt and equitable resolution of the complaint filed hereunder will not be impaired by the person's pursuit of other remedies. Use of this grievance procedure is not a prerequisite to the pursuit of other remedies, and use of this grievance procedure does not extend any filing deadline related to the pursuit of other remedies.

Level 1: Informal

An individual with a complaint is encouraged to first discuss it with the teacher, counselor, or administrator involved, with the objective of resolving the matter promptly and informally. An exception is that complaints of sexual harassment should be discussed with the first line administrator that is not involved in the alleged harassment.

Level 2: Principal

If the complaint is not resolved at Level 1, the grievant may file a written grievance stating: 1) the nature of the grievance and 2) the remedy requested. It must be signed and dated by the grievant. The Level 2 written grievance must be filed with the Principal within sixty (60) days of the event or incident, or from the date the grievant could reasonably become aware of such occurrence. If the complaint alleges a violation of Board policy or procedure, the Principal shall investigate and attempt to resolve the

complaint. If either party is not satisfied with the Principal decision, the grievance may be advanced to Level 3 by requesting in writing that the Board review the Principal's decision. This request must be submitted to the Board within fifteen (15) days of the Principal's decision. If the complaint alleges a violation of Title IX, Title II, Section 504 of the Rehabilitation Act, or sexual harassment, the Principal shall turn the complaint over to the Special Education/Special Programs Director, who will also serve as Nondiscrimination Coordinator, who will investigate the complaint. ACVS will appoint Nondiscrimination Coordinators to assist in the handling of discrimination complaints. The Coordinator will complete the investigation and file the report with the Board within thirty (30) days after receipt of the written grievance. The Coordinator may hire an outside investigator if necessary. If the Board agrees with the recommendation of the Coordinator, the recommendation will be implemented. If the Board rejects the recommendation of the Coordinator, and/or either party is not satisfied with the recommendations from Level 2, either party may make a written appeal within fifteen (15) days of receiving the report of the Coordinator to the Board for a hearing.

Level 3: The Board

Upon receipt of a written appeal of the decision of the Principal, and assuming the appeal alleges a failure to follow Board policy, the matter shall be placed on the agenda of the Board for consideration not later than their next regularly scheduled meeting. A decision shall be made and reported in writing to all parties within thirty (30) days of that meeting. The decision of the Board will be final.

Another Choice Virtual Charter School does not deny parents the right to complain directly and immediately to the State Department of Education regarding a special education concern.

I. Proposed Operation

A. Organization

Another Choice Virtual Charter School Inc. is a non-profit organization organized and managed under the Idaho Nonprofit Corporation Act meeting Section 501(c)(3) of the

Internal Revenue Code of 1986, or the corresponding provisions of any future federal income tax code. The Corporation was organized to support Another Choice Virtual Charter School. The Articles of Incorporation for Another Choice Virtual Charter School, Inc. were originally filed with the Secretary of the State of Idaho on October 14, 2008 and were fully approved on November 5, 2008. The Employer Identification Number is 26-3533892. An organizing group of founders have written the initial petition for the Charter for ACVS and have recruited and appointed an initial Governing Board of Directors, hereafter referred to as the ACVS Board. The founders will continue to be a data gathering entity, recommending curriculum, teaching instruction, professional development and/or daily operations that will reflect the vision, purpose and mission of ACVS to the ACVS Board. Additional founding members may be recruited prior to the official opening of the first school year in order to accomplish the goals of ACVS. This group will remain as advisors to the Board for three years.

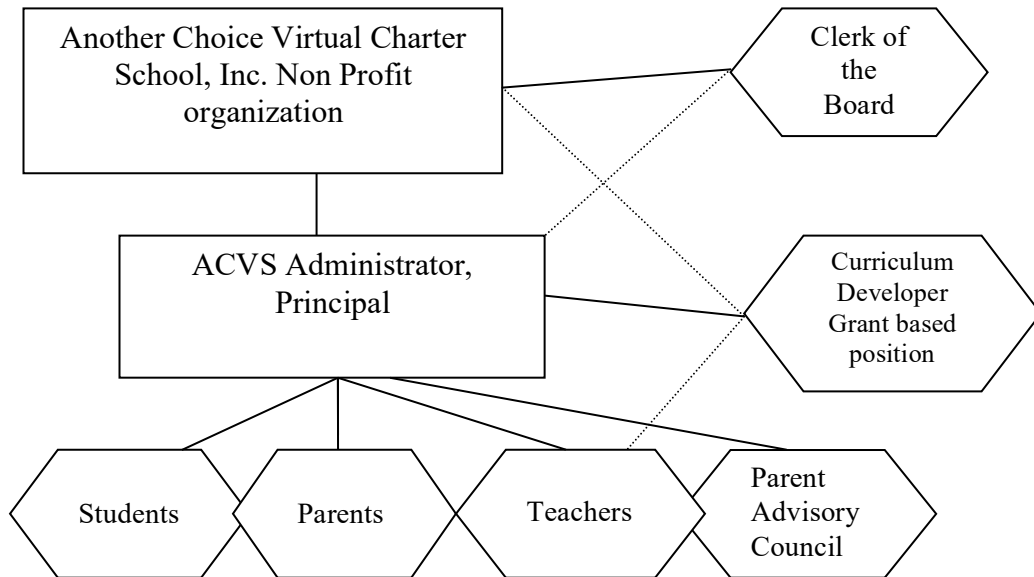
The ACVS Board, as a Board, has the full power and duty to manage and oversee the operation of the Corporation's ACVS business and to pledge the credit, assets, and property of the Corporation when necessary to facilitate the efficient operation thereof. Authority is given to ACVS Board by the State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

Upon approval, members of the Board are deemed public agents to control ACVS. The Board has all the power and duties afforded to a board of directors. ACVS will be considered a public school for all purposes and, as such, will be responsible to identify and comply with all statutory requirements affecting the operation of a public school. Therefore, upon approval, the Board will follow the open meeting laws, keep accurate minutes, and make said minutes available to the public.

ACVS will function as a non-profit organization, organized and managed under the *Idaho Nonprofit Corporation Act*, as outlined in Another Choice Virtual Charter School

Corporate Bylaws and Articles of Incorporation. Accordingly, the organizational flow chart representing the flow of information and the chain of command is as follows:

Tab 2, Table 1



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

1. The ACVS Board, hereafter known as the Board, will have the full power and duty to manage and oversee the operation of the Corporation's ACVS business.
2. The Board will have the responsibility to approve the selection of the school Principal, who may not be one of its members. The Board also will be responsible for hearing, and approving or disapproving, the recommendations of the school Principal with respect to changes in staffing, programs, or curriculum.
3. The Board and Parent-Advisory Council (PAC) of ACVS may provide consultation to the Principal/Designee regarding ongoing plans for the school. (Hereafter, the term "parent" will be used to represent parents, legal guardians, or other persons legally responsible for the rights of ACVS students.)
4. The Board will, when necessary, adjudicate disagreements between parents and the administration.
5. The Principal/Designee represents the Board as the liaison between the Board and the ACVS community.

6. A committee, not to exceed six (6) members, comprised of the Principal/Designee and representatives of the Board and faculty will be responsible for hiring all teachers.
7. The Principal supervises, directly or indirectly, all employees of ACVS, with the exception of the Clerk of the Board.
8. The administrative staff's primary functions will be management of ACVS and facilitation of the implementation of a quality educational program. It is the goal of the Board that the administrative organization:
 - a. provide for efficient and responsible supervision, implementation, evaluation, and improvement of the instructional program, consistent with the policies established by the Board;
 - b. provide effective and responsive communication with staff, students, parents, and other citizens; and
 - c. foster staff initiative and rapport.
9. ACVS's administrative organization will be designed so that all divisions and departments are part of a single system guided by Board policies which are implemented through the Principal. Other administrators are expected to administer their facilities in accordance with Board policy and the Principal's rules and procedures.

Primary Attendance Area

Another Choice Virtual Charter School (ACVS) plans to open in the fall of 2010 with grades kindergarten through senior high. Residents of Idaho Education District Three, known as the Treasure Valley, will be the primary attendance area during the first year of operation. Ultimately, the State of Idaho will be the primary attendance area.

School Size

ACVS will begin relatively small with a maximum cap of approximately 230 students, for the first year.

II. Facilities

“Virtual school” means a school that delivers a full-time, sequential program of synchronous and/or asynchronous instruction primarily through the use of technology via

the internet in a distributed environment across more than one primary attendance area. Schools classified as virtual must have an online component to their school with online lessons and tools for student and data management. ACVS will meet this definition of a virtual school as set forth in Idaho Code § 33-5205. Tab 9 of this charter will provide further information specific to virtual schools as set forth in Idaho Code § 33-5205. In spite of ACVS being a virtual school, the Board recognizes the importance the physical plant plays in enhancing the instructional program on occasion. The goal of ACVS is to provide a facility when needed in a convenient location that will both ensure the safety and enhance the education of our students, more than one site may be necessary in order to fully address the student population as the school grows. All sites will be considered based on factors such as safety, diversity of the immediate surrounding neighborhoods, access to major utilities, convenience for transportation, and affordability. The Board will develop a program to maintain and/or upgrade the buildings and grounds of ACVS, or its affiliated partner locations. ACVS's Board has finished negotiations with a local organization that will provide a physical location when and if needed. We have three Letters of Intent to utilize existing buildings and/or other facilities sufficient for our needs (See Appendix Two). We look forward to a long and innovative relationship with our community partners.

Currently, ACVS will have their offices at 958 Corporate Lane, Nampa, Idaho. This is a secured location with a written contract documented in Appendix Six. This location provides minimal office space and a small computer lab location. Our goal will be to move into a new building, which would hold offices, a large computer lab, and a library for our students. These offices would be on the corner of Middleton and Roosevelt Avenues in Nampa. ACVS has a community partner that is interested in leasing to us. They have purchased that property and have secured building permits as well as blue prints for the building.

A. Operation and Maintenance of Charter School Facilities

ACVS seeks to maintain and operate facilities in a safe and healthful condition. The operation of ACVS's facilities will be the responsibility of the Principal/Designee. The

Principal/Designee, in cooperation with the fire chief and county sanitarian, will periodically inspect plant and facilities. S/he will provide for a program to maintain ACVS's physical plant by way of a continuous program of repair, maintenance, and reconditioning. If necessary budget recommendations will be made each year to meet these needs and any such needs arising from an emergency.

B. Proof of Insurances

Copies of the initial insurance binders from a company authorized to do business in Idaho for a liability policy, a property loss policy, health insurance, worker's compensation insurance, and unemployment insurance will be provided to the Authorized Chartering Entity no later than thirty (30) days prior to the opening of school, and thereafter thirty (30) days before the expiration of the insurance policies.

III. Administrative Services: Ref. Idaho Code 33-5205 (4)

A. Instructional Organization

1. *School Fiscal Year* - The fiscal year of the school is from July 1 to June 30.
2. *School Calendar* - The Board will establish the dates for opening and closing classes, teacher in-services, the length and dates of vacation, and the days designated as legal school holidays. The proposed school year begins during the last week of August and dismissal will occur before Memorial Day. This schedule will be reviewed on an annual basis and may be changed, as necessary, by the Principal in consultation with the Board.
3. *Holidays/Commemorative Day* - School holidays will include New Year's Day, Thanksgiving Day, and Christmas Day. For those commemorative days that fall on a school day, the teachers and students will devote a portion of the day on each such day designated in Idaho Code § 73-108.
4. *Instructional Hours* - The Board will provide the minimum number of instructional hours for students at each grade level as follows:
Grades Hours

K	450
1 through 3	810
4 through 8	900
9 through 12	990

5. *PIR Days* - Not more than twenty-two (22) hours may be utilized for in-service teacher activities. ACVS is considering school wide in-service and/or teacher collaboration time on Friday afternoons from 1:00 to 3:00 p.m. for the purpose of ensuring our teachers are fully trained to meet the goals and objectives of ACVS and consequently our student population.

6. *Records Management* - The Clerk of the Board will be the custodian of records under the supervision of the Principal/Designee. Personnel files and student files are confidential and will be disclosed only as provided in policy and/or by law. A record of persons examining/copying personnel files or student files, other than administrative staff, will be kept for each employment file and student file. All public records will be provided to the public in accordance with the Family Educational Rights and Privacy Act (FERPA), laws of the State of Idaho, and ACVS policy.

7. *Non-Instructional Operations* - Contractor License, Surety Bonds, and Insurance: The school may hire staff or contract with a service provider for services such as transportation, food service, accounting, business management, or other business or educational services. All contract service providers are required to have adequate limits of liability insurance as determined by the Board or other state requirement and will maintain the same throughout any contract period. A list of all contracts identifying the party with whom ACVS has contracted, the length of the contract, and the expenditures required by the contract must be submitted to the Authorized Chartering Entity for its review no later than thirty (30) days prior to the opening of school and thereafter, annually. No contract will be let to any contractor who is not licensed as required by the laws of Idaho. If applicable, before any contract is awarded to any person, such person

will furnish to ACVS performance and payment bonds that will become binding upon award of the contract to a contractor as follows:

- a. Performance bonds in an amount not less than eighty five percent (85%) of the contract amount for the sole protection of ACVS; and
- b. Payment bond in an amount less than eighty five percent (85%) of the contract amount for the protection of persons supplying labor or materials, or renting or otherwise supplying equipment to the contractor and/or his subcontractors in the prosecution of the work performed under the contract.

IV. Potential Civil Liability

ACVS will obtain its own liability insurance and insure its Board, employees, contents, equipment, and fixtures against injury, damage, or loss. Additionally, both the facility provider and ACVS will insure their respective interests against damage and for liability exposures with minimum limits of liability of not less than \$1,000,000 per person, \$5,000,000 aggregate or such limits as imposed by the State requirement or as otherwise determined by the Board. All such insurance policies will name ACVS as an additional insured and provide for at least ten (10) days written notice prior to cancellation. The facility provider and ACVS will provide to each other certificates of insurance prior to the commencement date of facility occupancy evidencing such coverage. Pursuant to Idaho Code § 33-5204(2), the Authorizing Chartering Entity shall have no liability for the acts, omissions, debts, or other obligations of ACVS, except as may be provided in the Charter. ACVS will operate its business in conformance with all local, state and federal environmental laws. Specific documentation of the above outlined requirements will be contained in the respective insurance policies negotiated with the insurance providers.

V. Potential Affects

The opening of ACVS will have minimal adverse affects on our community. ACVS will be a small school. Therefore, it is not expected to take a significant number of students away from other public schools within our community. Additionally, not all students would benefit from our model.

The opening of ACVS has the potential to affect the community in a positive way. ACVS can serve as a model of service delivery for other public schools, both virtual and bricks and mortar. Additionally, students with special needs are under served in the charter school community. We feel we will be a viable choice for many families and charter schools. We intend to work in a collaborative manner with other charter and non charter schools.

TAB 3: EDUCATIONAL PROGRAMS AND GOAL

Educational Programs

A school day for individuals attending Another Choice Virtual Charter School will look very similar to any other public school. Students will be required to attend school and to advance in their learning. Idaho state standards will guide the curriculum choices. The curriculum packages that have been selected are aligned with Idaho state standards. Teachers will have classrooms assignments, caseloads and office hours as any other school would. They will be responsible to meet the needs of all students and to assist parents in being an active part of their child's learning. General education teachers and special education teachers will work collaboratively to assist all students. Students attending ACVS will be held accountable for assignments and attendance as they would be in any other public school.

However, there will be significant differences as well. In ACVS learning is personalized and continually visible for all students. Parents will be an active part of their student's education, but will not feel as if it is their responsibility to be the teacher. Certified teachers will be making the lesson plans and accommodations in a collaborative manner as necessary. The general education teacher to student ratio will be approximately 40 to one during the first year of operation. Students with special needs will additionally have a certified special education teacher working with them which will significantly reduce the teacher student ratio in those situations. While the lesson plans and corresponding activities will be developed and implemented by certified teachers they will be delivered via the Blackboard School Central™ learning management platform. This system will allow students to take advantage of a variety of technologies that can facilitate learning. Students will have the capacity to start and stop their school day in a more flexible manner which will allow them to maximize their learning potential. Assistive Technology will not be for just some students, it will be for all. Social skill and language development will be a priority for all. Our hope is to make ACVS a model school that will allow students to excel in their academics as well as in their social skills and civic responsibility which will in turn make well rounded and well grounded citizens.

With that goal in mind the curriculum choice was of paramount concern. It is required by federal law that individuals qualifying for special education have individually designed instruction based on the general education curriculum, which is guided by state standards or set grade level learning expectations. It is very important to the Board that the curriculum be able to engage all levels and ages of the student body. This is complicated within the virtual format. Therefore, it was determined that a mixture of cohesive curriculums aligned with Idaho state standards would be required. ACVS will use the following research based curriculums:

Waterford Early Learning™, developed by Pearson Digital Learning;

Success Maker™, developed by Pearson Digital Learning;

ELLis Academic™, developed by Pearson Digital Learning; and

Nova Net Curriculum™, developed by Pearson Digital Learning.

All of these programs work seamlessly across all grade and ability levels, K through 12 using the BlackBoard learning management platform. Students with Limited English Proficiency can also utilize these programs. The curriculum can be adapted easily at the objective level for all grades which allows for the luxury of providing enrichment and accommodations if needed with minimal teacher assistance. The programs themselves are able to monitor student performance with dynamic data sequencer technology which allows for built in remediation and reintroduction if needed. The programs will initiate cumulative review of curriculum for retention of material as well as progress students on to the next level of learning if they are ready. These programs also connect with assistive technology as needed.

During the first year of operation the majority of students will be elementary age, therefore the majority of teachers will be elementary teachers. However, ACVS will have a small secondary program which will require the hiring of highly qualified core area secondary teachers that will use the NovaNet™ curriculum, an easily accessible curriculum for students through the twelfth grade. During the first year of operation it is not expected that ACVS will be hiring full time secondary teachers. The Idaho Department of Education allows Idaho teachers to teach up to a 1.33 FTE when the

teaching is combined with a virtual format. This provides both our students and secondary teachers with a great opportunity. Students can benefit from highly qualified secondary teachers that are very knowledgeable in their core subject while teachers can experience teaching within the virtual format for their desired core area while maintaining another full time position at another school if desired.

I. Educational Programs and Services

ACVS's Board and Principal will establish a school philosophy embraced by teachers, students, and parents that supports the belief that every student is valued and every student will succeed at a high level both socially and academically. The character education plan will result in a safe school environment infused with positive peer pressure, students who are ready to learn every day, and who possess the self-discipline needed to maximize the educational experiences of themselves and others. Styles and rates of learning are thoroughly taken into account on every level, yet expectations for achievements are not compromised. ACVS promotes a positive and supportive learning environment continually, therefore, when there is low threat of physical and/or emotional harm, and academic content is highly engaging and challenging for all, accelerated learning will take place for all students!

II. Educational Thoroughness Standards

ACVS will achieve the Thoroughness Standards (as defined in § 33-1612, Idaho Code) through its basic and expanded curriculum offerings, which include character education, social skill development, and community, school, and family service projects.

A. Standard A: A safe environment conducive to learning is provided.

Goal. Maintain a positive, safe, and orderly teaching and learning environment that will promote student respect for themselves and others. Each student has the right to participate in their school and learning experience without fear of taunting, teasing, or violence. Each parent has the right to expect the school to provide a safe and supportive learning environment for his/her student. The philosophy of ACVS is grounded in the belief that when individual differences are taken into consideration, there is a low threat

of physical or mental harm, and when curricular content is highly engaging and challenging, accelerated learning takes place for all. ACVS will create a safe environment with a unique curriculum that focuses on education while developing qualities such as kindness, empathy, being able to articulate and verbalize emotions and tapping into each student's innate need to know the limitations or boundaries that are continually put on an individual in any setting, all while facilitating and protecting their dignity.

Objectives. ACVS will regardless of setting location:

- a. Provide a learning environment which may include facilities that are inspected as required and adopt policies that meet all required city, county, state, and federal health, accessibility, safety, fire, and building codes to ensure the safety of students and staff.
- b. Establish, publish, and enforce policies that define acceptable and unacceptable behavior in all environments, including zero tolerance for weapons, violence, gangs, and use or sale of alcohol and drugs.
- c. Create an environment that encourages parents and other adults to participate fully in their child's education and to participate in the school's activities. There will be advertised opportunities.
- d. Develop a staff/student handbook to provide rules and guidelines for on-line and physical safety. These guidelines will include, and not be limited to, the procedures for fire drills, reporting unsafe equipment, methods for checking students in and out of school locations if applicable, notification of parents' rights, and staff monitoring responsibilities.

B. Standard B: Educators are empowered to maintain classroom discipline.

Each staff member has the right to teach without fear of violence, and students have the right to learn with the same privilege.

Goal. Create a positive teaching and learning environment with an emphasis on high expectations of performance and behavior. The atmosphere created by our focus on empathy and kindness allows teachers to teach without fear of harassment from students, parents, and the public. In addition, teachers will enjoy a greater level of interaction with

students as students will not be afraid to take academic risks, such as asking or answering questions in front of peers, or in the virtual environment, because everyone feels safe and supported. Fear will not detract from teaching or learning. The result is an environment that is warm and friendly, filled with mutual respect, orderly, and free from chaos.

Objectives. ACVS will:

- a. Develop a student handbook providing a code of conduct including clear expectations with consequences for unacceptable behavior, and a process for teachers to handle minor and major infractions in the educational setting. This will be available on line at all times.
- b. Teach appropriate behaviors and foster responsible decision-making skills by using Ron Clark's "Essential 55," "Excellent 11" and "Great Expectations"; "The Daily Five: Fostering Literacy Independence in the Elementary Grades" by Gail Boushey and Joan Moser; "Engaging the Online Learner: Activities and Resources for Creative Instruction (Online Teaching and Learning Series)" by Rita-Marie Conrad and J. Ana Donaldson; and "The Unwritten Rules of Social Relationships: Decoding Social Mysteries Through the Unique Perspectives of Autism" by Temple Grandin, and Sean Barron.
- c. Establish and maintain rules to be used consistently throughout the learning environment.

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

Goal. Offer opportunities for students to develop and express exemplary character traits in concert with the overall educational program.

Objectives. ACVS will:

- a. Emphasize the importance of adults modeling important values in the learning environment. This is done through expectation training in which teachers clearly illustrate and define what empathy and kindness looks like before students have a chance to be unkind. Daily procedures are designed to support the school's emphasis on empathy and kindness. The student will have a variety of

opportunities for social interaction both on line and through community service projects.

b. Help students build personal bonds and carry out responsibilities to one another and to the faculty and staff by providing opportunities for and strongly encouraging age appropriate school and community service hours. Students who display kindness and good citizenship are given special recognition. This will develop a sense of community and service within the school and between the school and the larger community.

c. Evaluate and report student service hours to teachers and/or advisors because community service instills a sense of individual, social, and civic responsibility and enables the student to use newly-gained knowledge to solve community problems.

D. Standard D: The skills necessary to communicate effectively are taught.

Goal. Teach students a range of effective verbal and nonverbal communication skills.

Objectives. ACVS will:

a. Emphasize meaningful language and social interaction experiences. This will be measured through weekly evaluations.

b. Emphasize meaningful language experience in reading, writing, spelling, and core content materials with enhanced dramatization and memorization. This will be measured through weekly evaluations.

c. Use an age-appropriate curriculum that supports development of a variety of communication skills, including written and verbal.

d. Provide instruction in a foreign language in grades K-8 as budget permits.

Knowledge of a second language is essential in many occupations. In addition, knowledge of a second language boosts English proficiency, improves memory and self-discipline, and enhances verbal and problem-solving skills. Students in grades 9-12 will be highly encouraged to enroll in dual credit with other secondary and post-secondary institutions for advanced language study if courses are not available directly through ACVS.

- e. Provide instruction in music, dance, and art as budget permits. This will provide many opportunities for social interaction with peers.

E. Standard E: A basic curriculum necessary to enable students to enter academic or professional-technical postsecondary educational programs is provided. ACVS will utilize approved curriculum choices that will follow Idaho adoption protocol which has its basis in Idaho Code and is defined in the Administrative Rules of the State Board of Education, IDAPA 08.02.03.128.

Goal. Develop an educated citizenry that is prepared for the 21st century, and beyond, through a dynamic, interactive, academic program where pacing is driven by student capabilities rather than textbooks and or grade levels. Students must be well grounded in the basics such as reading, writing, mathematics, science, and social studies as well as in technology while being able to access current information. ACVS has determined that an educated person in the 21st century has the following characteristics:

- a. Understands that learning is personally driven and publicly demonstrated.
- b. Can use a variety of technologies to promote, maintain, and advance learning.
- c. Have a global perspective of knowledge that is able to integrate new information in a proficient manner.
- d. Have a positive and interdisciplinary view towards learning.

Objectives. ACVS will:

- a. Use the Idaho State Department of Education's Academic Standards as a starting point to be enhanced by the Core Knowledge® Sequence and a variety of other creative methods.
- b. Use a variety of methods, both digital and tangible, to ensure student learning, including, but not limited to, the Core Knowledge® Sequence.
- c. Emphasize environmental responsibility by providing students with opportunities for voluntary, age-appropriate service opportunities. Service hours may be required in school organizations.
- d. Use field trips and career development discussions, particularly encouraging patriotism, as appropriate. (The school mascot will be determined by the first year's student body.)

F. Standard F: The skills necessary for the students to enter the workforce are taught.

Goal. Provide students with basic skills that prepare them for future employment.

By using learning tools such as computers, scientific equipment, and networks linked to local and nationwide resources, students learn how to be life-long learners and will be prepared to enter the workforce with a solid foundation of knowledge and skills.

Vocational education opportunities will be available and required by students in grades higher than 9th grade.

Objectives. ACVS will:

- a. Provide a strong foundation in basic reading, writing, science, social studies, and written computational skills.
- b. Provide a strong foundation in the social competencies that will allow individuals to enter the job market and retain successful employment.
- b. Provide a technology-rich environment, encouraging the effective use of technology as a tool in the workplace.
- c. Enable students to develop the following intellectual habits important in the work place: adapting to new situations and responding effectively to new information, solving problems, and locating and evaluating information from a variety of sources.

G. Standard G: The students are introduced to current technology.

Goal. Provide students with basic skills in technology; by using learning tools such as computers and a wide variety of learning networks linked to local and nationwide resources, students learn how to access current technology and apply that learning in a variety of situations.

Objectives. ACVS will:

- a. Provide a strong foundation in technology skills by using a virtual format to deliver education.
- b. Develop a technology team that is composed of representatives from all segments of the school and the community, administrators, teachers, parents, and local businesspeople that have expertise in technology and telecommunications.

A team leader will be designated who is able to delegate responsibility to individuals or committees and keep the team on task. The team's responsibility is to develop a plan for integrating technology into the school based on the school's educational vision. The plan will be a part of an overall school-improvement plan. After development, this plan is periodically reviewed and updated.

c. The technology plan aims to improve student learning, to help students perform authentic tasks, and to help students learn skills that will prepare them for future careers.

d. Professional development and support for staff will be provided on an ongoing basis.

e. Provide a technology-rich environment, encouraging the effective use of technology as a tool in the workplace.

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

Goal. Provide students with basic skills that will enable them to be responsible citizens in their home, school, and community.

Objectives. ACVS will:

a. Provide students with basic skills in understanding what it means to be a responsible citizen in their home, school, and community by specifically using the Idaho Standards standard in Civics and Government and Global Perspectives and linking those standards with on-going school based activities.

b. Document the level of civic engagement and the linking of civic education knowledge and skills to service learning or community service, in grade levels four (4) and higher. c. Professional development and support for staff will be provided on an ongoing basis that will allow all teachers to understand the impact of civic engagement on student learning and provide opportunities for students to engage in civic life, politics, and government.

III. Educated Person

A. Definition of an "Educated Person"

ACVS has determined that an educated person in the 21st century has the following characteristics:

- a. Understands that learning is personally driven and publicly demonstrated.
- b. Can use a variety of technologies to promote, maintain, and advance learning.
- c. Have a global perspective of knowledge that is able to integrate new information in a proficient manner.
- d. Have a positive and interdisciplinary view towards learning.

ACVS will provide an environment in which students can become an educated citizenry through a dynamic, interactive, academic program with a tempo set by student capabilities, not textbooks or grade levels. Students will be competent in the basics, such as, reading, writing, math, science, and social studies. They will also have opportunities to become well-rounded learners with training in technology, fine arts, and foreign language. ACVS's educational program will seek to provide an opportunity for each student to develop to his or her maximum potential. The objectives for the educational program are, among other things, to:

- Foster the love of learning and independence by using self-discovery, self-awareness, and self-discipline;
- Develop an awareness of and appreciation for cultural and learning diversity;
- Stimulate intellectual curiosity and growth;
- Provide fundamental career concepts and skills;
- Help the student develop sensitivity and empathy to the needs and values of others and respect for individual and group differences;
- Help each student strive for excellence and instill a desire to reach the limit of his or her potential;
- Develop the fundamental skills which will provide a basis for lifelong learning; and
- Be free of any cultural, ethnic, sexual, or religious bias.

B. Methods of Instruction

The teacher will work with the multiple learning styles of their students by using interactive and multi-media content. Blackboard School Central™ will be used, which is

a fully-hosted and secure learning platform. If appropriate, the student will initially receive a nationally normed placement test called the BASI, Basic Achievement Skills Inventory. This 2.5 hour computer provided test, along with measuring annual progress, will assist the teacher to determine educational placement. The teacher, with the full support of the curriculum and the curriculum coordinator, will create assignments, projects and assessments that are aligned with Idaho standards and congruent with the student's way of learning. If the student qualifies for special education services, the special education teacher will also be a part of this process. The teacher will utilize synchronous and asynchronous tools specifically through Wimba's Collaboration Suite Express which provides instant messaging, virtual classrooms, blogs and discussion boards. Teachers will be able to provide lessons that are digitally recorded, with both audio and synchronized visuals. Teachers will use observational data, such as traditional grading mechanisms and tracking data via e-mail and log in's. They will also have access to Blackboard Grade Center™ which assists teachers to create assignments and assessments with the capacity for instant feedback. Assignments have the potential to be automatically graded and recorded in the integrated Grade Center. Parents can greatly benefit by being provided with a parent login that will provide access, in real-time, to their student's grades, assignments, tasks, and upcoming tests, making them a vital part of their student's education.

Teachers will receive in-service training on the curriculum prior to school beginning. Additionally, they will continually develop their skills in both teaching and on-line teaching through a variety of in-service opportunities. ACVS has a relationship with two community partners Northwest Nazarene University, NNU and Boise State University, BSU. Both universities are interested and able to provide all our teachers with a variety of course work that will develop their capacity to provide on-line instruction. Additionally, teachers will be engaged in the act of direct and indirect teaching throughout the day using a variety of proven teaching techniques including: tactile, visual, kinesthetic, auditory, group, and independent approaches. By taking into account and addressing the varying developmental rates and learning modalities of the student

population, it is possible through this indirect and direct-teaching and monitoring approach to keep curricula challenging and the expectations for learning high.

IV. Curricular Emphasis

A. How Learning Best Occurs

The curriculum will reflect our belief that learning best occurs when:

1. Students are actively engaged in integrated and meaningful tasks;
2. Students see the connection between what they learn and the real world;
3. Students work individually and as members of a group;
4. Students, parents, and educators work together to identify academic and personal learning goals, and the support required in order to reach those goals;
5. Students accept responsibility for learning as an intrinsic part of the educational program;
6. Students are supported by mentors, advocates, and/or learning coaches as needed;
7. All students have advanced learning opportunities;
8. Students see themselves as part of the community and find ways to serve the community;
9. Students are allowed to make mistakes in order to achieve success;
10. A positive and productive learning environment is provided; and
11. Students are given time to reflect on the value and purpose of what they learn.

The curriculum coordinator will be responsible to ensure a variety of quality curriculums are made available for all ACVS students. The Board is responsible for curriculum adoption and must approve all significant changes, including the adoption of new curriculum or textbooks as well as courses, before such changes are made. The Principal and teachers are responsible for making curriculum recommendations. The curriculum will be designed to accomplish the learning objectives and goals for excellence consistent with ACVS's educational philosophy, mission statement, objectives, and goals.

B. Core of Instruction

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

C. Remediation

ACVS will comply with the requirements of IDEA and Section 504. Evaluation of progress assessment data could prompt additional help that could include remediation, tutoring, and/or evaluation for Special Education services. Data indicators include, but are not limited to:

1. Meeting criteria for Special Education services as set forth in IDEA and clarified in the most recent Idaho Special Education Manual.
2. Not reaching grade level on state adopted standardized tests;
3. Reading below grade level as determined by IRI in grades K through 3—teachers will use multiple sources of data such as the BASI, classroom grades, fluency checks, comprehension checks, and/or other computerized programs to determine a student's reading level; and/or
4. Failure to do math at grade level as determined by the BASI or other program assessments and/or on state adopted standardized tests.

D. Instructional Methodologies

All curriculum taught at ACVS will be reviewed and approved by ACVS's Board.

1. *Ron Clark's, "Essential 55"*

ACVS will utilize Ron Clark's, "Essential 55," which among other things enables students to develop the following important life skills: accepting responsibility for personal decisions and actions; honesty, courage, and integrity; a healthy lifestyle; empathy, courtesy, and respect for differences among people; self-confidence; concentration and perseverance; responsible time management; assuming a fair share of

the work load; and working cooperatively with others to reach group consensus. ACVS will strongly encourage every parent to read the book. This will familiarize them with Clark's code of conduct and methodologies, which will be used by teachers.

2. *Great Expectations*

ACVS will utilize *Great Expectations*, which is a professional development program that:

- a. provides teachers and administrators with the skills needed to create harmony and excitement within the school atmosphere; creates an infrastructure that promotes improved student self-esteem, attendance, discipline, and parent participation—all of which result in improved academic achievement;
- b. creates an infrastructure that promotes improved student self-esteem, attendance, discipline, and parent participation - all of which result in improved academic achievement; and
- c. is grounded in the belief that all students can learn, no matter what labels have been placed on them.

3. ACVS will utilize the following books and programs “The Daily Five: Fostering Literacy Independence in the Elementary Grades;” “Engaging the Online Learner: Activities and Resources for Creative Instruction (Online Teaching and Learning Series);” “Core Knowledge® Sequence materials;” and “The Unwritten Rules of Social Relationships: Decoding Social Mysteries through the Unique Perspectives of Autism,” in their professional development program to:

- a. provide teachers and administrators with the skills needed to deliver appropriate educational services to diverse learners in an on-line format.
- b. create an infrastructure that promotes improved student self-esteem, attendance, discipline, and parent participation, all of which result in improved academic achievement; and
- c. to ensure the belief that all students can learn, no matter what labels have been placed on them is continually addressed.

E. Instruction Courses

At appropriate grade levels, instruction will include, but not be limited to, the following:

1. Language Arts and Communication will include instruction in reading, writing, English, literature, technological applications, spelling, speech, and listening;
2. Mathematics will include instruction in addition, subtraction, multiplication, division, percentages, mathematical reasoning, and probability;
3. Science will include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences; and
4. Social Studies will include instruction in history, government, geography, economics, current world affairs, citizenship, global perspectives, and sociology.

ACVS may use the unique aspects of the Core Knowledge® Sequence to meet or exceed all Idaho State Standards and benchmarks. The Core Knowledge® Sequence will expose students in each grade to a broad range of historical, scientific, and cultural topics that will build on one another to prepare them for later educational success. This wide array of subject matter will not only develop cultural literacy but also will build the strong vocabulary necessary for *true* reading comprehension. Core Knowledge® tries to develop cultural literacy in a way that is systematic but leaves room for creativity for both teacher and student. This curriculum eliminates the gaps and repetition that characterize a curriculum in which textbooks and programs are selected more or less at random.

F. Grading Procedures

ACVS students will be required to meet established academic standards and graduation requirements adopted by the Board. The Board will establish and/or approve grading procedures for students enrolled in supplementary (such as Idaho Digital Learning Academy) programs and other public school dual enrollments as well.

ACVS will utilize a report card developed by the teachers and Principal to indicate growth as well as achievement. All ACVS students will be evaluated on the same platform so parents will be able to detect whether their student is growing in each academic area throughout the year. Students with limited language capacity will be gaining growth so their evaluation will typically reflect growth more than achievement.

G. Other Required Instruction

1. *Elementary School (Grades 1-8)*

a. Other required instruction for all students and other required offerings include:

Fine Arts (art and music)

Health (wellness)

Physical Education (fitness)

b. Additional instructional options as determined by ACVS include:

Foreign Language (Spanish)

Keyboarding

2. *High School Curriculum and Focus (Grades 9-12)*

a. The high school curriculum is composed of required classes and elective classes. All students take required academic and non-academic classes as well as a variety of elective classes which will include vocational placements.

b. Required Classes

i. Freshman Required Core Courses

General Education Credits as required by the State of Idaho for graduation

English I-IV

Mathematics: Algebra I-II

Science: Physical and Biology

Social Sciences: American History I-II

ii. Freshman Elective Courses will be offered

iii. Sophomore Required Core Courses General Education Credits as required by the State of Idaho for graduation

English I-IV

Mathematics: Algebra I-II

Science: Physical and Biology

Social Sciences: American History I-II

iv. Sophomore Elective Courses will be offered

v. Junior-Senior Required Core Courses

General Education Credits as required by the State of Idaho for graduation

English 101 and 102

Algebra and Higher level Math as needed for the student	
American National Government	
Economics 201-202	
Concepts of Biology	
vi. General Education Credits	29
Communication.....	1
English	8
Mathematics.....	6
Social Science	5
Vocational Studies	6
Total Credit Hours Required,.....	46-55

ACVS recognizes students will need to be given the necessary instructional time and accommodations in order to achieve this standard.

H. Alternative Credit Options will be outlined in the student handbook.

I. Graduation Minimum Requirements (IDAPA 08.02.03 105, 106, 107)

- a. For specific graduation requirements see the student handbook.
- b. GPA of 75% on a 100% scale to receive an academic diploma.
- c. 5 of the 17 required elective credits must be vocational in nature.
- d. Provision of educational programs and services such as HIV/AIDS education, family life/sex education, driver education, guidance and counseling services, summer school programs, parent education programs, social work, and psychological services will be identified based on need. The Board, Administrator, and staff will work together to determine the need for, and estimated cost and value of the above programs. These programs will be provided as required by Idaho Code §33-1612 and the rules governing thoroughness at IDAPA 08.02.03.

V. Special or Alternative Programs

Individuals with Disabilities in Education Act (IDEA), Section 504 of the Rehabilitation, (Section 504), and the Americans with Disabilities Act (ADA)

While the Individuals with Disabilities in Education Act (IDEA), Section 504 of the Rehabilitation, (Section 504), and the Americans with Disabilities Act (ADA) all have different definitions of disability and all three have different purposes and guidelines, ACVS will ensure that all three federal statutes are adhered to as it pertains to ACVS student body and staff. ACVS designs their academic programs based on student strengths in order to ensure that an optimal learning environment is ensured for all students. ACVS provides a Special Education Program in full accordance with federal and state regulations and guidelines. ACVS will adopt the Idaho Special Education Manual from the State Department of Education The ACVS Special Education administrator, which may also be the Administrator/Principal if certified appropriately, will hold the role of the IDEA, Section 504, and ADA Compliance Officer.

ACVS will ensure that students who meet the definition of disability as outlined within the Educational Law of IDEA are identified, evaluated and provided with appropriate educational services, including related services, assistive technology, and Extended School Year, in the least restrictive environment possible to ensure attainment of all their goals. For those students who need or are believed to need special instruction and/or related services under IDEA, ACVS will establish and implement, prior to student enrollment, a system of procedural safeguards. The safeguards will cover students' identification, evaluation, meeting protocol, development of educational goals if necessary, placement, and continued program development as necessary. This system will fully comply with all IDEA regulations.

ACVS will ensure that students and or staff who meet the definition of disability as outlined within the Civil Rights Law of Section 504 and/or ADA will receive the accommodations they need in order to be successful in their endeavors. Prior to the first day of school an ACVS policy will be clarified that delineates what constitutes a 504 accommodation and who would be eligible.

Eligibility

ACVS will provide a free and appropriate public education (FAPE) to qualified students who have meet the definition of a disability as outlined in the Idaho Special Education Manual 2007, chapter four. A free and appropriate public education will consist of regular and/or special education and related aids and services designed to meet the individual educational needs of students with disabilities as adequately as the needs of students without disabilities are met. “Qualified students with a disability” for whom ACVS will provide these services are students with a disability who are: between the ages of three through the end of the first semester in which they turn twenty-one; or of an age at which it is mandatory under state law to provide elementary and secondary educational services to students with disabilities; or a student to whom a state is required to provide a free appropriate public education under the Individuals with Disabilities Education Act (IDEA).

A certified special education teacher will be responsible to develop and monitor Individual Education Plans (IEPs) and supervise the implementation as written in a collaborative manner with the general education teachers. Current IEP’s may be accepted from another school; however modifications may be required to adjust to the virtual environment of ACVS. The special education teacher, and/or learning coach under his/her supervision, will provide services as determined through the IEP Team meeting. The special education teacher and general education staff will collaborate fully in order to ensure a successful educational experience for all students.

Students protected under either IDEA, Section 504, and/or ADA will be determined to meet the definition of disability by the federal law they seek protection under.

Evaluation

ACVS will utilize evaluative procedures for initial evaluations and periodic re-evaluations of students who need or are believed to need special education and/or related services because of disability that ensure students are not misclassified, unnecessarily labeled as having a disability, or incorrectly placed, based on inappropriate selection,

administration, or interpretation of evaluation materials. ACVS will conduct periodic re-evaluations at three-year intervals or more frequently if conditions warrant, such as prior to a significant change of placement, or if the student's parent or teacher requests a re-evaluation. Changes considered significant by ACVS include, but are not limited to, exclusion from the educational program for more than 10 school days, transfer of a student from one type of program to another, or terminating or significantly reducing a related service.

ACVS will adopt the Idaho Special Education Manual. All forms used by ACVS will comply with, if not fully replicate, State forms.

Pursuant to Section 504 regulations, ACVS will individually obtain information that would substantiate a student as eligible for a 504 accommodation before classifying the student as having a disability or providing the student with accommodations under Section 504. The determination of substantial limitation will be made on a case-by-case basis with respect to each individual student, in accordance with Section 504 regulations. A temporary impairment does not constitute a disability for purposes of Section 504 unless its severity is such that it results in a substantial limitation of one or more major life activities for an extended period of time. The issue of whether a temporary impairment is substantial enough to be a disability will be resolved on a case-by-case basis, taking into consideration either the duration or expected duration, of the impairment and the extent to which it actually limits a major life activity of the student.

All evaluations, whether actually administering the evaluation or gathering specific information will be done without discrimination or bias, presumptions, and/or stereotypes regarding persons with disabilities or classes of such persons. If parents disagree with the determination, a request for a due process hearing may be made.

Impartial Due Process Hearing

If there is a dispute between the parent of a student who qualifies under IDEA and ACVS with respect to: (1) the identification of the student as qualifying for IDEA; (2) evaluation

of the student; and/or (3) the educational placement of the student; and/or (4) IEP implementation concerning the child, the individual is entitled to certain procedural safeguards. ACVS will adhere fully to the most currently adopted Idaho Special Education Manual (at this writing Chapter 13 of the Idaho Special Education Manual 2007) in regards to these disputes. The student will remain in his/her current placement until the matter has been resolved through the process set forth.

If the parent of a student who qualifies under Section 504, or ADA for accommodations disagrees with a decision of ACVS with respect to: (1) the identification of the student; (2) the obtaining of evaluations of the student; and/or (3) the determined accommodations set forth for the student, the individual and/or their parents will resolve the issue through the following process.

- a. The parent of the student may make a request in writing for an impartial due process hearing. The written request for an impartial due process hearing will identify with specificity the areas in which the parent are in disagreement with ACVS.
- b. The ACVS Special Education administrator, which may also be the Administrator/Principal if certified appropriately, will hold the role of the IDEA, Section 504, and ADA Compliance Officer. That individual will make every effort to resolve the conflict at that level.
- c. Upon receipt of a written request for an impartial due process hearing, a copy of the written request will be forwarded to all interested parties within three (3) business days of receipt of the same by the appointed Compliance Officer. If it is determined that the designated Compliance Officer is not appropriate to serve as the monitor of the proceedings a Hearing Officer will be assigned.
- d. Within ten (10) days of receipt of a written request for an impartial due process hearing, ACVS will provide the parent and all other interested parties with notice of the person selected.
- e. Within five (5) days of ACVS's selection of a Hearing Officer, a pre-hearing conference will be scheduled to set a date and time for a hearing, identify the

issues to be heard and stipulate to undisputed facts to narrow the contested factual issues.

f. The Compliance Officer will in writing notify all parties of the date, time and location of the due process hearing.

g. At the hearing, ACVS and the parent may be represented by counsel.

h. The hearing will be conducted in an informal but orderly manner. Either party may request that the hearing be recorded. Should either party request that the hearing be recorded, it will be recorded using either appropriately equipped or a court-reporter. ACVS will be allowed to present its case first. Thereafter the parent will be allowed to present its case. Witnesses may be called to testify and documentary evidence may be admitted, however, witnesses will not be subject to cross-examination and the Idaho Rules of Evidence will not apply. The Hearing Officer will make all decisions relating the relevancy of all evidence intended to be presented by the parties. Once all evidence has been received the Hearing Officer will close the hearing. The Hearing Officer may request that both parties submit proposed findings of fact, conclusions and decision.

i. Within twenty (20) days of the hearing, the Hearing Officer should issue a written report of his/her decision to the parties.

Appeals may be taken as provided by law. The parent may contact the Office of Civil Rights, 1244 Speer Blvd., Suite 310, Denver, Colorado 80204-3582, (303) 844-5695 or 5696.

Grading Procedures for Special Education Students

In every way possible students who qualify for special education at ACVS will be included in all procedures and protocols as specified for all other students at ACVS when deemed appropriate. ACVS will adhere fully to the most currently adopted Idaho Special Education Manual (at this writing Chapter 7 of the Idaho Special Education Manual 2007) in regards to grading. Students on an IEP will receive grades according to criteria set forth in Chapter 7 of Idaho Special Education Manual:

The transcript serves as a record of individual accomplishments, achievements, and courses completed. Transcripts shall adhere to the following conditions:

1. Accommodations that allow the student to complete and demonstrate that he or she has met graduation requirements will not be noted on the transcript.
2. Adapted course work may be noted on the transcript if the parent and/or adult student is informed in advance and the designation is not discriminatory. More specifically, cannot identify the student as having a disability or receiving special education.
3. Course designations, titles, or symbols that are used solely to identify adapted course work that is taken by students with disabilities will not be used.

Disciplinary Procedures for Special Education Students

In every way possible students who qualify for special education at ACVS will be included in all procedures and protocols as specified for all other students at ACVS when deemed appropriate. However, ACVS will adhere fully to the most currently adopted Idaho Special Education Manual (at this writing Chapter 12 of the Idaho Special Education Manual 2007) in regards to discipline.

Gifted and Talented Program

Section 33-2001, Idaho Code describes gifted/talented students as "...those students who are identified as possessing demonstrated or potential abilities that give evidence of high performing capabilities in intellectual, creative, specific academic, or leadership areas, or ability in the performing or visual arts and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities." All public schools, including charter schools, must identify and serve gifted/talented students. By law, ACVS is required to provide for special instructional needs of gifted and talented students enrolled in ACVS. The Board, in conjunction with the Principal and staff, will develop the State required plan for ACVS's gifted/talented program. The Plan will include a philosophy statement, definition of giftedness, program goals, program options, identification procedures and a program evaluation. ACVS's initial plan will be submitted to the Department of Education. Pursuant to State Board mandate, the Plan will be updated every three (3) years. The Board designates the Principal or his/her designee to be responsible for development, supervision and implementation of ACVS's

gifted and talented program. Such program will include, but not be limited to, the following:

- Expansion of academic attainments and intellectual skills;
- Stimulation of intellectual curiosity, independence and responsibility;
- Development of a positive attitude toward self and others; and
- Development of originality and creativity.

The Principal/Designee will establish procedures consistent with state guidelines for screening, nominating, assessing, and selecting students of demonstrated achievement, or potential ability in terms of general intellectual ability and academic aptitude.

Development of a continuum of services, ranging from general enrichment, to curriculum differentiation, to acceleration, is recommended by the National Research Center on the Gifted and Talented for challenging gifted and talented students. Additionally, there are a variety of methods for meeting the educational needs of gifted students. Acceleration (skipping grades), enrichment activities, curriculum compacting, pull-out programs for the gifted, ability grouping, and differentiated instruction are some of the options. ACVS will review all of those options as needed to ensure that our population of gifted students are acknowledged and are provided opportunities to achieve their full potential.

Limited-English Proficiency (LEP) Program

ACVS anticipates an initial enrollment ranging from 100-200 students. ACVS attendance zone is education region 3, or the Treasure Valley, within the Treasure Valley the most prevalent ethnic group are individuals of Hispanic or Latino origin, based upon the 2006 Idaho Census. This population does not have a consistent representation throughout the Treasure Valley, for example, according to the census; individuals of Hispanic or Latino origin constitute 9% of the general population in Idaho, in Canyon County that percentage increases to 21%, while in Boise the percentage reduces to 4.5%. With those statistics in mind it could be feasible that ACVS could anticipate Limited-English Proficient (LEP) students could make up 10-20% of our total enrollment. In accordance with the Board's philosophy to provide a quality educational program to all students, ACVS will provide an appropriately planned instructional program for

identified students whose dominant language is not English. ACVS has specifically made choices on our curriculum, particularly with ELLis Academic, for individuals with limited English proficiency. The purpose of ACVS LEP program is to increase the English proficiency of eligible students, so they can attain academic success. Students that have limited English proficiency (LEP) will be identified, assessed, and provided appropriate services. ACVS will maintain an effective means of outreach to encourage parental involvement in the education of their students. The BlackBoard School Central learning platform can convert to a variety of languages. This will be accomplished at the beginning of each school year. ACVS will enlist the services of an interpreter to communicate with non-English speaking parents, as required by law. Parents will also regularly be apprised of their student's progress.

Progression of Student through LEP Program

The Principal/Designee will implement, supervise and disseminate written procedures regarding an LEP program which will:

1. Identify and assist LEP students.
2. Create a plan to quickly emerge student in the English language.
3. Transition LEP students through the program with fluency as quickly as possible.
4. Set attainable goals for students to meet.

LEP Program Goals and Procedures

ACVS's Principal/Designee will also oversee appropriate LEP instruction and compliance with applicable laws and regulations, by ensuring implementation and adherence to the following programs and procedures:

- A. Program goals - Students whose dominant language is not English should be enrolled in ACVS. Students will have access to and be encouraged to participate in all academic and extracurricular activities of ACVS. Students will be identified by teacher referral and by appropriate testing. Identified students will be provided an appropriate, planned instructional program, which may include one-on-one education with a learning coach.
- B. Student Enrollment Procedures - ACVS will establish the following procedure for identifying students whose language is not English.

1. ACVS will have registration cards for every new student that includes at least the question:
What is the primary language spoken in the home?
2. If a response is any language other than English, ACVS will send a School/Home Language Survey (HLS) home to the parents.
3. If the survey comes back indicating that a student may be LEP, they will be tested with the English language learners (ELL) Placement test within 30 days of registration or within 2 weeks (15 days) of entry into the school (if during the year).
4. If the student tests less than proficient on the ELL Placement test, then a letter will be sent home to the parents indicating that their child was identified as needing specific English language services. The parent will then be given the opportunity to waive or accept services to improve English skills.
5. If the parent does not waive the LEP services for his/her child, the student will be placed in a program of “high quality language instruction,” based on scientifically-based research.
6. Once a student tests proficient on the ELL test, they will be exited from the LEP program and monitored for two years. Students on monitoring status will be coded LEPX on the ISAT and still counted for state and Federal funding purposes.
7. Those students whose parents waive the services may not be considered LEP for state and Federal funding purposes and ISAT coding. However, they are still ELL and will still be served according to their needs.

C. Assessment Procedures for Program Entrance and Measurement of Progress

1. ACVS’s testing coordinator will oversee compliance with the requirements of “No Child Left Behind (NCLB)” by administering the Idaho English Language Assessment (IELA) to determine a student’s proficiency in the English language once they have been placed in the LEP program. This will enable ACVS to comprehensively and accurately track LEP student growth.
2. LEP students will take the IELA in addition to the ISAT or other state content assessment tests administered to students statewide.
3. The IELA will be given using pencil and paper.

4. ACVS will study the results of IELA and ISAT tests to set standards and objectives for raising LEP students' level of English proficiency.
5. ACVS's testing coordinator, having been trained in the pre-identification process, will identify all eligible LEP students so labels can be generated and the correct number of tests (by grade span) can be shipped to ACVS.
6. The pre-identification will take place through the same secure website of the ELL Placement test.
7. ACVS's testing coordinator will administer the IELA each spring (approximately February through April).
8. ACVS plans to use the following state adopted Idaho English Language Development Level Descriptors:

Level 1 – Beginning

Students performing at mastery of this level of English language proficiency begin to demonstrate basic communication skills. They can understand brief, very simple speech on familiar topics, with visual support. They can respond to simple social talk and academic instruction by using gestures or a few words or phrases, or very simple subject predicate sentences. With assistance, they can read very brief text with simple sentences and familiar vocabulary, supported by graphics or pictures. They can write words, phrases and very simple sentences. They exhibit frequent errors in pronunciation, grammar, and writing conventions that often impede meaning. Beginning was chosen to reflect the skill level of English learners as they are just beginning to learn English; it refers to the mastery level after roughly six months of English language development (ELD) instruction.

Level 2 - Advanced Beginning

Students performing at mastery of this level of English language proficiency communicate with increasing ease in a greater variety of social and academic situations. They can understand brief, simple speech on mostly familiar topics, and need visual support. They can engage in basic social talk and academic instruction by using phrases or simple subject-predicate sentences. With assistance, they can read brief text with

simple sentences and mostly familiar vocabulary, supported by graphics or pictures. They can write phrases and simple sentences. They exhibit frequent errors in pronunciation, grammar, and writing conventions that often impede meaning. Advanced Beginning was chosen for the second level because Objectives at that level generally reflect advancement of skills above the Beginning level rather than lack of skills below the Intermediate level.

Level 3 – Intermediate

Students performing at mastery of this level of English language proficiency begin to expand the complexity and variety of their communication skills. They can understand speech on familiar and some unfamiliar topics, and may need some visual support. They can engage in social talk and academic instruction using increasingly detailed sentences. They can independently read simple text with mostly familiar vocabulary, and can read more complex text supported by graphics or pictures. They can write simple texts with support. They exhibit fairly frequent errors in pronunciation, grammar, and writing conventions that may impede meaning. Intermediate tends to be a major benchmark in ELD progress; English learners with proficiency at this level can learn in various content areas in a mainstream classroom as long as the teacher provides appropriate support.

Level 4 - Early Fluent

Students performing at mastery of this level of English language proficiency communicate adequately in complex, cognitively demanding situations. They can understand social and academic speech at their grade level, and may need some visual support for unfamiliar topics. They can engage in social talk and academic instruction using detailed sentences and expanded vocabulary. They can write texts near grade level. They exhibit some errors in pronunciation, grammar, and writing conventions that usually do not impede meaning.

Level 5 – Fluent

Students performing at mastery of this level of English language proficiency communicate effectively with various audiences on a wide range of topics, though they

may need further enhancement and refinement of English language skills to reach the native level of their peers. They can understand a variety of social and academic speech at their grade level. They can engage in social talk and academic instruction using varied sentence structures and vocabulary appropriate to the context. They can independently read grade-level text, including technical text. They can write expanded texts appropriate to their grade level. They may exhibit a few errors in pronunciation, grammar, and writing conventions that do not impede meaning. Early Fluent and Fluent reflect the practice of considering English learners at these levels for redesignation as Fluent English Proficient status (based on a variety of appropriate measures). The tables below show the correspondence between scale scores obtained on the Idaho English Language Assessment (IELA) and Idaho English Proficiency Levels. Scale scores are derived from raw scores and provide results for alternate forms (e.g., B1 and B2) on a common scale. IELA scale scores can be compared for the same domain and the same grade-span test (A, B, C, D or E). For example, all Form C Reading scale scores can be compared, regardless of whether the student took the C1 or the C2 Reading test. However, Form C scale scores cannot be compared to Form D scale scores. Scale scores are useful for making comparisons over individuals and over time (with the restrictions cited above), but they are not useful in gauging absolute levels of performance unless they are mapped onto proficiency levels as they are in the tables that follow. The mapping of score ranges to proficiency levels is based on the results of a formal Standard Setting process involving Idaho educators. These tables can be used to determine a student's level of proficiency based on total test results and within each language domain. In addition, they can be used to know where in the proficiency category (e.g., bottom, middle) a student's score places her or him. The first table below shows the range of Total IELA scale scores that correspond to each of five proficiency levels.

The following table shows scale score ranges corresponding to proficiency levels in each of the language domains (Listening, Speaking, Reading, Writing, and Comprehension.) Only three proficiency levels are reported because the individual language domain tests do not include a sufficient number of items to reliably report more than three levels.

Language Domains Proficiency Levels				
Form	Grade	Beginning	Advanced Beginning to Intermediate	Early Fluent and Above
A	K	Below 80	80-99	100 and above
B1 or B2	1	Below 80	80-99	100 and above
	2	Below 83	83-108	109 and above
C1 or C2	3	Below 80	80-99	100 and above
	4	Below 81	81-106	107 and above
	5	Below 85	85-107	108 and above
D1 or D2	6-8	Below 80	80-99	100 and above
E1 or E2	9-12	Below 80	80-99	100 and above

D. Exit from LEP Program - ACVS will exit students out of the LEP Program when they:

1. Score at the Fluent level overall (5) and at the Early Fluent level or above (EF+) on each domain tested on the IELA; AND one of the following:
2. Receive an Idaho Reading Indicator (IRI) score of at least a 2, or an Idaho Standards Achievement Tests (ISATs) score that meets the “Basic” level; OR
3. Demonstrate access to mainstream content curriculum in one of the following ways:
 - a. Elementary: Consistent proficient scores on grade level benchmark unit assessments; or
 - b. Secondary: Core content area GPA (non-modified) of 2.0; or
 - c. Qualified teacher observations that are based on language proficiency benchmarks and criteria, with supporting portfolio of student classroom work.

Taking into consideration the State recommended exit criteria, ACVS will detail exit criteria on the annual LEP Plans which are approved by the Board and submitted to the LEP Program Manager June 30th of each year.

E. Return to LEP Program - In instances when students who have been exited out of the LEP program still need more assistance, the following procedure for reclassification back into the LEP program will be followed:

1. ACVS will determine whether the student in fact needs to be placed back into the LEP program. In most cases, these students will still be on two-year monitoring status and coded as LEPX. LEPX students are eligible to take the IELA each spring that they are on monitoring status, however it is not required. ACVS's testing coordinator will recommend that these students be tested, so that further monitoring can take place.

Additional forms of monitoring an exited student will be:

- a. classroom teacher observations
- b. classroom or unit assessments
- c. student work
- d. other statewide assessments
- e. conversations with the student and parents

2. If sufficient evidence deems that a particular student needs to be placed back into the LEP program, ACVS's testing coordinator will make sure all documentation is placed in the student's cumulative file.

3. ACVS's reclassification form for the student file might include, but may not be limited to the following:

- a. Date
- b. Student name
- c. Student ID number
- d. Student LEP number
- e. Original entry date into the LEP program
- f. Exit date of original LEP program
- g. Total previous years in the (an) LEP Program prior to exiting
- h. Criteria for originally exiting the LEP program
- i. Reason for placing the student back into the LEP program
- j. Signature of LEP Coordinator
- k. Signature of Principal
- l. Copy of notification letter sent to parents

4. ACVS will notify the parent in writing if the student is placed back into the LEP program. The parent may still opt to waive services. If the parent waives services, documentation should be placed in the student's file.

5. If the student is placed back in a program, then they will again be coded as LEP for testing purposes. ACVS will track the exact number of years (total) that a student has been in an LEP program.

LEP Instructional Program, Educational Approach, and Classroom

Accommodation

A. ACVS will use of the “sheltered English instruction” as it has produced positive results according to the Idaho State Board of Education and ERIC, the Educational Resources Information Center.

B. ACVS feels teacher in-service helping teachers become proficient in the sheltered model matches our model of teaching to the student needs using proven protocol.

C. The following are examples of some of the methods teachers will employ:

1. Extralinguistic cues such as visuals, props, and body language (Parker, 1985).
2. Linguistic modifications such as repetition and pauses during speech (Parker, 1985).
3. Interactive lectures with frequent comprehension checks.
4. Cooperative learning strategies (Kagan, 1985).
5. Focus on central concepts rather than on details by using a thematic approach.
6. Development of reading strategies such as mapping and writing to develop thinking (Langer & Applebee, 1985).

D. The Principal will monitor the program through the Sheltered Instruction Observation Protocol (SIOP) model to ensure teacher follow through. Teacher’s aides and Principal will constantly evaluate student progress, but test data monitoring progress will be the best and most accurate measure of progress.

1. Teachers will be given instruction on use of the SIOP model, including the following components:

- a. Component 1: Lesson Preparation
- b. Component 2: Building Background
- c. Component 3: Comprehensible Input
- d. Component 4: Strategies
- e. Component 5: Interaction
- f. Component 6: Practice/Application

g. Component 7: Lesson Delivery

h. Component 8: Review and Assessment

2. The Principal will monitor progress of each teacher in the model.

E. Deborah J. Short, Center for Applied Linguistics and Jana Echevarria, California State University, Long Beach (1999) Conclusions referenced Darling-Hammond (1998, pps. 7-8), in which the kinds of knowledge teachers need to prepare students for standards-based instruction include the need for teachers to:

1. Understand the subject matter deeply and flexibly.
2. Know about learning (teaching strategies, decision-making strategies about the content to cover and the best way to do so, assessment strategies, language acquisition theory.
3. Know about curriculum resources and technologies.
4. Know about collaboration-their collaboration with other teachers, students collaborating together, and collaboration with parents.
5. Be able to analyze and reflect on their practice, to assess the effects of their teaching, and to refine and improve their instruction.

F. Additional Support

1. Students not achieving at expected levels will receive additional help with the infusion of a direct pullout program if needed, in which the student is temporarily removed from the educational environment for specialized attention. The program will be run by an appropriately qualified aide.
2. The elementary instruction is centered on specially designed academic instruction in English. The educational approaches chosen for implementation will reflect the demands of a high level of diversity in the LEP population and will be based on sound research.
3. An ELP is required for any student who has an accommodation on a state-wide or district-wide assessment. Any assessment accommodation given must be an accommodation that a student receives during regular classroom instruction. A student may not receive accommodations on any assessment if that specific accommodation is not documented in the ELP and provided in the classroom. The intention is that every school evaluates the specific individual needs of each LEP student and is helping the student daily, rather than just on assessments. The ELP also helps to provide every teacher with valuable information regarding how to serve each of their LEP students. It is

recommended that every LEP student has an ELP on file, even if that particular student is not given accommodations in the classroom.

Staffing and Professional Development

1. An effort will be made to provide some in-service every year on achieving successful sheltered instruction.
2. The Principal will utilize the SIOP model to evaluate use of sheltered instruction.
3. All learning coaches or paraprofessionals who work with LEP students will preferably have experience, training, or language study in the language of the majority of the LEP population.
4. Because sheltered instruction is quality instruction, ACVS will promote using the model in all classes and all lessons.

Equal Access to Other School District Programs

1. Statewide Assessments: Idaho Standards Achievement Test (ISAT), Idaho Reading Indicator (IRI), Direct Writing Assessment (DWA) and Direct Mathematics Assessment (DMA).
 - a. LEP students must take the ISAT, DWA, DMA and IRI tests. However, there are some exceptions for LEP students, which are described below. All tests should be given in English; however, the Spanish IRI may be given to determine fluency in the native language and to assist with student educational learning plans. A person who scores a 3-4 on the Spanish Woodcock-Munoz is able to administer the Spanish IRI for a student.
 - b. ISAT

All LEP students must take the ISAT. However, if a student is coded LEP1, which means that they are new to a U.S. school within the past 12 months before testing, they may be exempt from the Reading and Language Usage ISATs. Those LEP1 students still must take the Math ISAT so they are counted for participation purposes, but will not be counted for proficiency (AYP) calculations. All other LEP students will be coded as LEP and take all ISAT tests. LEPX, students who are exited from an LEP program and who are in their 2-years of monitoring, will be counted in the LEP subgroup for proficiency

calculations, only if they are specifically coded as LEPX. It is imperative that all districts code their LEP students correctly on all tests, including the ISAT. In 2006, a Legislative change in rulemaking was made that affects LEP students on the ISAT.

Rules Governing Thoroughness 08-02-03-0502.111.04.c. Assessment in the Public Schools. This rule change removes the 7 year total that an LEP student may be in an LEP Program. Therefore, there is no longer a limitation on how long a student should be given services, if the services are needed.

2. Parents will be contacted to inform them of available programs and activities in the school and how to qualify.

Parent and Community Involvement

ACVS will communicate in writing with all parents.

A. Notification of Placement and Parental Rights

1. Each District or School serving English language learners shall inform the parents that their student(s) has been placed in an instructional program for English language learners, no later than 30 days after the beginning of the school year. Or, if the student is identified after the beginning of the school year, the district/school shall notify parents within the first two weeks of the child being placed in a program for ELL students. The notification must include the date it is sent and the date of enrollment of the student.

2. The following information should be included in the Notification of Placement:

- a. The reasons for the identification, which may include results from proficiency test, other test data, teacher, parent or self-referral. Multiple criteria for identification are strongly advised.
- b. The student's level of English proficiency, how such level was assessed, and the status of the student's academic achievement. Please include the name of the test and the date the test(s) was administered.
- c. Methods of instruction used in the program in which the LEP student is or will be participating in.
- d. Methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language of instruction.

- e. How the program in which the student is, or will be participating in, will meet the educational strengths and needs of the student.
 - f. How the program will specifically help their child to learn English and meet age appropriate academic achievement standards for grade promotion and graduation.
 - g. The exit requirements, including the expected rate of transition from such program into English only instruction classrooms. For secondary school students, also include the expected rate of graduation.
 - h. How the program meets the objectives of the individualized education program of a child with a disability.
 - i. Information pertaining to parental rights that include written guidance on:
 - i. the right that parents have to have their child immediately removed from the program upon their request;
 - ii. the options that parents have to decline to enroll their child in the program or to choose another program or method of instruction, if available;
 - iii. the assistance available to parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the district or school.
3. Open meetings will be conducted throughout the year with appropriate interpreters present.

Program Evaluation, Review, and Improvement

ACVS will evaluate the success of the LEP Program to ensure student success.

A. Using Data to Drive Decision Making for LEP Programs Data and test scores for each student should be only one way to evaluate if a program is successful. Professional development, teacher training and solid instruction all help to determine or drive the “data”. Therefore, there must be an accountability plan in place for all teachers to begin to implement good teaching strategies aimed at reaching the English language learners in their classroom.

1. Below is some of the information that schools should consider when disaggregating data:

- a. Race/ethnicity
 - b. Gender
 - c. Migrant, Immigrant or Refugee status
 - d. Free or reduced lunch
 - e. Individualized Education Plan (IEP) for special education
 - f. Gifted
 - g. LEP Program of service
 - h. 1st year in a U.S. school (LEP1)
 - i. LEP on 2 year monitoring status (LEPX1 or LEPX2)
 - j. English language proficiency assessment data (IELA)
 - k. Academic achievement data
 - i. Classroom grades
 - ii. ISAT, IRI, DWA, DMA
2. ACVS will create a school improvement planning checklist as per sample in Idaho LEP Program Guide.
3. ACVS will use the following grading procedures for students participating in LEP programs:
- a. Students will be required, with accommodations, to meet established academic standards and graduation requirements adopted by the Board.
 - b. ACVS will utilize a report card developed by the teachers and Principal to indicate growth as well as achievement. All ACVS students will be evaluated on the same platform so parents will be able to detect whether their student is growing in each academic area throughout the year. Students with limited language will be gaining growth tools so their evaluation will typically reflect growth more than achievement.
 - c. Graduation requirements (See Tab 3,)
4. Meet at the minimum with teachers and parents twice a year to discuss LEP progress.

VI. Plan for Dual Enrollment Participation

Students enrolled in ACVS will be allowed to participate in dual enrollment with traditional public schools as required by Idaho Code 33-203. Dual enrollment options

will be subject to district procedures as allowed in Idaho Code 33-203 (1). Parents will be provided information concerning dual enrollment options and requirements. State funding of a dually enrolled student will be only to the extent of the student's participation in the public school programs.

TAB 4: MEASUREMENT OF STUDENT PROGRESS

Measurement of Student Progress

In all program areas and at all levels, ACVS will assess student progress toward achieving learner goals and program area performance standards including: the content and data; the accomplishment of appropriate academic skills; the development of communication, critical thinking and reasoning; and the development of social competence. ACVS will use assessment results to improve the educational program, and use effective and appropriate tools for assessing such progress. This may include, but is not limited to: standardized tests; criterion-referenced tests; teacher-made tests; ongoing observation and evaluation; actual communication assessments such as writing, speaking, and listening assessments; samples of student work and/or narrative reports passed from grade to grade; samples of students' creative and/or performance work; and surveys of carry-over skills to other program areas and outside of school. This will accomplish ACVS's goal for all students to meet, at a minimum, the standards established by the state.

I. Measurable Student Educational Standards: Ref. Idaho Code 33-5202 (3) (b)

ACVS's goal is to accomplish these educational standards annually:

Goal One: Our students will, within one school year of continuous enrollment from the beginning of the school year, show an annual academic gain of minimally 50% in reading and math skills when measured on standardized state approved tests.

Goal Two: Sixty-five percent (65%) of our students will, within three consecutive academic years at ACVS, score at levels considered proficient or above on state approved standardized tests.

Goal Three: Ninety-five percent (95%) of our students in grades 7-12 will, within one school year, develop and maintain a career portfolio that documents exposure to the job market.

Goal Four: One hundred percent (100%) of students in grades 9 – 12 will, within one school year, participate in a vocational experience that is considered successful as documented by established indicators.

Goal Five: Seventy-five percent (75%) of students enrolled at ACVS in grades 11 and 12 will participate in the ACT and SAT tests within one school year. Of those students, fifty percent (50%) will meet or exceed the college entrance cut-off criteria established by Boise State University.

Goal Six: Seventy-five percent (75%) of our students will, within three consecutive academic years at ACVS, improve their personal scores in on state approved standardized tests.

II. Measurable Student Progress: Ref. Idaho Code 33-5205 (3) (c) and (d)

Goal One: Our students will, within one school year of continuous enrollment from the beginning of the school year, show an annual academic gain of minimally 50% in reading and math skills when measured on standardized state approved tests.

ACVS will measure goal one by:

1. 50% of K – 3 students will receive a score of proficient or better as measured by the Idaho Reading Indicator. This was determined by taking a representative sample of the progress data on the 2005/06 Adequate Yearly Progress data provided by the Idaho Department of Education and comparing it to our expected student population.
2. 50% of students in grades 5, 7, & 9 will receive a score of proficient or better as measured by the Idaho Direct Writing Assessment. This was determined by taking a representative sample of the progress data on the 2005/06 Adequate Yearly Progress data provided by the Idaho Department of Education and comparing it to our expected student population.
3. 50% of grade 4, 6, and 8 students will receive a score of proficient or better as measured by the Idaho Direct Mathematics Assessment. This was determined by taking a representative sample of the progress data on the 2005/06 Adequate Yearly Progress data

provided by the Idaho Department of Education and comparing it to our expected student population.

4. 50% of students will receive a score of proficient or above in all required subjects as measured by the Idaho Standards Achievement Test (ISAT). This was determined by taking a representative sample of the progress data on the 2005/06 Adequate Yearly Progress data provided by the Idaho Department of Education and comparing it to our expected student population.

5. 75% of students will achieve satisfactory or above in core subjects on quarterly academic progress reports as measured by teacher developed classroom assessment tools, such as, but not limited to culminating portfolios, assignments, quizzes and tests. Tools will be an ongoing development starting the first day of school. When ACVS is fully staffed, every teacher will meet with his/her colleagues in the grade below and the grade above to align expectations and established accommodations. Established standards will be reviewed and aligned with the curriculum to ensure teachers are preparing students for success at the next grade level, i.e., kindergarten teaches to first grade and above, first grade teaches to second grade and above, etc. Staff will also review student accomplishment records to direct their teaching efforts most effectively.

Goal Two: Sixty-five percent (65%) of our students will, within three consecutive academic years at ACVS, score at levels considered proficient or above on state approved standardized tests.

ACVS will measure goal two by:

1. Our students will demonstrate a 30% growth rate in reading and math skills through board approved portfolio assessment procedures after a period of two consecutive academic years at ACVS.
2. Our students will reflect continuous social and behavioral skills improvement and growth in skills by using the combined assessment tools of Social Skills Rating System® and the Social Skills Improvement System®. These tools will provide a nationally standardized series of questionnaires that addresses the need for an evidence-based, multi-tiered assessment and intervention system to help students develop, improve and maintain important social skills. Individual growth in social and behavioral skills will be

documented and evidenced by standardized scores annually. School wide growth will be assessed and documented through the overall group standard score which can be broken down by grade, age, and gender.

3. Our students will produce work that depicts academic growth that is acquired, integrated, extended, refined and utilized meaningfully as measured by required State DWA, DMA, IRI, and ISAT assessments.
4. Our students will reflect positive growth on the parent surveys done yearly on the parent's perception of their student's attitudes and habits toward, but not limited to, work ethic, honesty, empathy, taking responsibility, self-confidence, knowledge, etc.
5. Our students will reflect positive growth on self-assessment surveys done yearly on attitudes and habits toward task performance.

Goal Three: Ninety-five percent (95%) of our students in grades 7-12 will, within one school year, develop and maintain a career portfolio that documents exposure to the job market.

ACVS will measure goal three by:

1. Completion/progress monitoring benchmarks are:
 - a. All students will achieve satisfactory status or above for their grade appropriate portfolio based on rubrics developed by teaching staff. The rubric for the first grading period will be completed prior to the commencement of the first grading period. The rubric for the second grading period will be developed during the first grading period, and so on. The resulting rubric will be re-evaluated and updated at the conclusion of each academic year to ensure the highest level of academic excellence.
 - b. All eighth-grade students will develop an educational plan including a four year high school and a four year post high school career/education plan as part of their career portfolio.
 - c. Portfolio pieces may include, but not be limited to grade appropriate pictures, interviews, reports, journal pages, speeches, biographies, internships, plans, and college/career investigations. Development of the career portfolio will be directed by a teacher/advisor and reviewed by the parents.

Goal Four: One hundred percent (100%) of students in grades 9 – 12 will, within one school year, participate in a vocational experience that is considered successful as documented by established indicators.

ACVS will measure goal four by:

1. Completion/progress monitoring benchmarks are:

- a. All students will achieve satisfactory status or above for their grade appropriate portfolio based on rubrics developed by teaching staff. The rubric for the first grading period will be completed prior to the commencement of the first grading period. The rubric for the second grading period will be developed during the first grading period, and so on. The resulting rubric will be re-evaluated and updated at the conclusion of each academic year to ensure the highest level of academic excellence.
- b. Portfolio pieces may include, but not be limited to grade appropriate pictures, interviews, reports, journal pages, speeches, biographies, internships, plans, and college/career investigations. Development of the carrier portfolio will be directed by a teacher/advisor and reviewed by the parents.

Goal Five: Seventy-five percent (75%) of students enrolled at ACVS in grades 11 and 12 will participate in the ACT and SAT tests within one school year. Of those students, fifty percent (50%) will meet or exceed the college entrance cut-off criteria established by Boise State University.

ACVS will measure goal five by:

The student will participate in the ACT and SAT tests, fifty percent (50%) will meet or exceed the college entrance cut-off criteria established by Boise State University.

Goal Six: Seventy-five percent (75%) of our students will, within three consecutive academic years at ACVS, improve their personal scores in on state approved standardized tests.

ACVS will measure goal six by:

Seventy-five percent (75%) of students in attendance at ACVS will be expected to improve their personal scores in all aspects of the following assessments:

Direct Writing Assessment (State), Grades 5, 7, & 9

Direct Math Assessment (State), Grades 4, 6, & 8

Idaho Reading Assessment, Grades K– 3

ACT – 11, 12

SAT- 10-12

ISAT assessment, Grades 3-10

III. Standardized Testing

A. Statewide Assessments

The students at ACVS will be evaluated using the same standardized tests as other Idaho public school students and will follow guidelines as established by the Idaho State Board of Education. Assessments will reflect current Idaho State Board of Education guidelines as determined annually. Students who qualify for special education services will be included in all statewide and district wide assessments as required by law.

B. Additional Assessments

Additional yearly assessment tools may be required as determined by the ACVS Board.

C. Reporting of Student Test Results

Staff will report results of the following student tests to the school testing coordinator who will compile a report to be presented to the Principal/Designee:

1. Individual student progress
2. Grade level/school composite scores
3. Year-to-year comparative results by subject
4. Comparative results between ACVS, state, and national averages

D. Annual Reports will be submitted to our Authorizing Chartering Entity, providing formative and summative data to demonstrate that the school is meeting all the performance standards prescribed by the State and other standards still under construction. This data can include emerging Idaho State Department of Education standards, benchmarks and/or ACVS developed criteria.

IV. Accreditation: Ref. Idaho Code 33-5205 (3) (e)

A. State Accreditation of Charter School

ACVS will be accredited through the Northwest Association of Accredited Schools as the State of Idaho has determined this entity as the sole accreditation organization for Idaho.

B. Accreditation Standards

The Board will comply with all accreditation standards established by the Idaho State Board of Education. ACVS will use the Northwest Accreditation Standards.

C. Accreditation Reports

ACVS will submit all accreditation reports to the Elementary/Secondary Accreditation Committee in a timely manner.

V. “No Child Left Behind” (NCLB)

Student learning is the primary focus for ACVS. If ACVS is ever deemed to be a school that is in need of improvement as specified under “No Child Left Behind,” a Strategic Plan will be put in place as part of our accreditation process with the State of Idaho. The Strategic Plan will be developed by the ACVS Board, Principal, and staff representatives. The plan will outline, by year, educational steps including needed remediation for all educational goals identified. Explicit curriculum and procedures will be included in the Strategic Plan.

1. Plan for Improvement per NCLB

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

TAB 5: GOVERNANCE STRUCTURE

Governance

I. Description of Governance Structure

A. Governing Body

The Governing Body consists of Directors elected or appointed as set forth in the Corporate Bylaws Article 3. The number of Directors constituting the ACVS Board will be not less than five (5) or more than eight (8) Directors at any time. The function of the Board can be described as policy making and evaluating. The Board will have the further duty of directing the financial means by which the educational program is conducted. They will also ensure that the community be informed of the needs, purposes, values, and status of ACVS. The Board has ultimate responsibility for the fulfillment of the commitments in this charter and compliance with statute and administrative rule.

During the initial year of operation, the Board will be comprised of at least the following positions: president, vice-president, secretary, and treasurer. The responsibilities of these positions are outlined in the Corporate Bylaws. The minimal five (5) Board members must provide adequate representation of the following areas or perspectives: Education, Special Education, Business, Technology or parent of a student of Another Choice Virtual Charter School. The initial ACVS Board will be determined through appointment for a three year term as outlined in the Corporate Bylaws. All subsequent ACVS Board members will be nominated by any interested party and elected by the current board. The Corporate principals will remain the same unless the Articles of Incorporation are amended through the Idaho Secretary of State's office.

B. Liability

Upon approval, ACVS will be liable for all acts, omissions, debts or other obligations. To the fullest extent permitted by law, ACVS will defend, hold harmless and indemnify the State of Idaho, Idaho State Board of Education, State Charter School Commission, against any claim, action, loss, damage, injury liability, cost or expense of any kind or nature, including, but not limited to, attorney's fees and court costs, arising out of the operation of ACVS and/or arising out of the acts or omissions of the agents, employees or contractors of ACVS.

Upon approval, ACVS will secure and maintain insurance for liability, errors and omissions, and property loss. Pursuant to Idaho Code § 33-5204(2), the Authorized Chartering Entity has no liability for the acts, omissions, debts, or other obligations of this public charter school. ACVS may sue or be sued, purchase, receive, hold and convey real and personal property for school purposes, and borrow money for such purposes, to the same extent and on the same condition as a public school district. All employees, directors and officers will enjoy the same immunities as employees, directors and officers of traditional public schools.

II. Parental Involvement

The Board will establish policies to ensure parental involvement. These requirements will not require the payment of tuition or mandatory service requirements, but will strongly encourage parental participation in enrollment procedures, school policy recommendation, and student discipline. ACVS is a public school of choice and parents who choose this school for their students are agreeing to abide by the policies of the school. The Board will establish or recognize an official Parent Advisory Council (PAC). All parents of students enrolled in ACVS and full-time faculty will be members of the PAC. Officers of that committee will be elected annually by the members according to policy to be set by resolution of the Board. The PAC will be authorized to make recommendations regarding any aspect of the school. The PAC will assist and counsel the Board in the creation, implementation, and evaluation of school policy.

III. Annual Financial and Programmatic Audits

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

April Board meeting, ACVS's Board, with assistance from the Principal, will appoint a committee consisting of least one Board member, the Principal, one teacher, two ACVS parents, and one person at large (not affiliated with ACVS) who will conduct a programmatic audit each year targeting the parameters of this petition. The audit will be conducted as required by section 33-5205(3)(k), Idaho Code, and the conclusions will be reported to the Authorized Chartering Entity with suggestions for policy and program changes intended to improve the educational services provided to the students. The programmatic audit report will also be included in an annual report to the Authorized Chartering Entity and submitted no later than October 15th.

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

1. All individuals to be employed by ACVS will possess the personal characteristics, knowledge base, and successful experiences necessary for meeting the requirements of this Charter.
2. Administrative and instructional staff will be certified teachers, or a waiver or another limited certification option will be obtained as provided by rules of the Idaho State Board of Education. All instructional staff will be highly qualified as required by the "No Child Left Behind Act."
3. ACVS will follow the same personnel practices as are required by the Idaho Code. This will include supervision, evaluation, and dismissal as detailed by the Idaho Code.
4. Those required by Idaho Code 33-130 and others the Board or Administrator require will undergo State of Idaho criminal background checks including the FBI fingerprinting checks.
5. Teachers will be evaluated according to the procedures outlined in Idaho Code 33-513. Parents may make recommendations regarding teacher and/or administrator evaluations.
6. The school will employ as many teachers as course loads demand and as qualified applicants are available. All staffing decisions will be made with the needs of the students being the highest priority.
7. Student/Teacher ratios will be recommended by the Administrator or PAC and subject to Board approval. Student/Teachers ratios established may require the Board to hire

additional staff to ensure adequate services or dismiss staff members to ensure fiscal responsibility.

8. An experienced Clerk of the Board will be hired to be responsible for payroll, data entry, and records management.

TAB 6: EMPLOYEES

Employees

I. Employee Qualifications

A. Professional Development

A series of professional and in-house professional development sessions will be conducted to train personnel in the unique aspects of ACVS. Training may include, but is not limited to:

1. Instructional models methodology to insure the consistency of instruction as pertinent to ACVS student population and philosophy
2. Social Skill Development
3. Best Practices in Virtual Schools
4. Language Arts
5. Vocabulary Development
6. Teacher Expectations training
7. Math Development
8. Rules and Reasons – Student Behavior Plans
9. Memorization and Dramatization
10. Citizen of the Week/Citizen of the Month
11. Hall of Fame
12. Homework
13. Utilizing Parent Volunteers
14. Effective use of educational assistants, or paraprofessionals, or learning coaches
15. Modeling as a staff
16. Working with diversity

The Principal, Curriculum Developer, Informational Technology Specialist and all ACVS teachers will be strongly encouraged to obtain college level credit in online teaching.

There will be two ways this could be done. Boise State University offers a Graduate Certificate in Online Teaching that consists of 9 credits. This will be an acceptable certificate. Additionally, the following courses will be provided in an ongoing manner within the ACVS virtual community on our BlackBoard Platform:

1 Credit (15 class hours) – Technology: BlackBoard Basics

1 Credit (15 class hours) – Multi Media

1 Credit (15 class hours) – Portfolios & Assessments

3 Credits (45 class hours) – Online Course Design

These courses have been developed for ACVS with Northwest Nazarene University at a cost of \$60 per credit per teacher. It is required that the Curriculum Developer, take these courses prior to school starting. It is strongly encouraged that all teachers take these course offerings during their tenure with ACVS.

There will be significant professional development provided to ACVS staff through Pearson Digital Learning and the BlackBoard School Central learning management system.

B. Health and Safety Procedures

ACVS will comply with the provisions of Idaho Code to ensure the health and safety of staff and students by implementing health and safety policies and procedures. The policy/procedure in its entirety may be found in ACVS's Policy Manual, the bulk of which will be modeled after the "Charter School Model Policy Manual" created by the Idaho School Board Association. Applicable policies and procedures will be included in the student handbook. Some of ACVS's applicable health and safety policies and procedures and their references are listed below:

1. Criminal History/Background Check Policy (See Appendix Four)
2. Equal Employment Opportunity and Non-Discrimination Policy (See Appendix Four)
3. Sexual Harassment/Sexual Intimidation in the Workplace Policy (See Appendix Four)
4. Staff Complaints/Uniform Grievance Procedure (See Appendix Four)
5. Substance- and Alcohol-Free Workplace Policy (See Appendix Four)
6. Tobacco-Free Policy (See Appendix Four)
7. Weapons Policy (See Appendix Four and Student Handbook in Appendix Three)
8. Facilities Inspection Policy (See Appendix Four)
9. First Aid/Emergency Treatment Policy (See Appendix Four)
10. Medication Administration Policy (See Student Handbook in Appendix Three)

11. Discipline Policies including, but not limited to, Truancy, Detention, Suspension, and Expulsion (See Tab 7 and Student Handbook in Appendix Three).

C. Employee Benefits

All employees who currently are members of PERSI will continue their participation. All new employees will become members of PERSI. Employees will contribute at the rate established by PERSI. All employees will contribute to the Social Security System. ACVS will make all employer contributions as required by PERSI, and Federal Social Security. ACVS will also pay for workers compensation insurance, unemployment insurance, and any other payroll obligations of an employer as required by Idaho Code 33-1279. ACVS will also allow for accumulation of sick leave as allowed by Idaho Code 33-1217. The Board will provide health insurance and may establish other benefits.

D. Transfer Rights

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

The Board for ACVS will provide coverage for their employees with the Public Employee Retirement System, federal social security, unemployment insurance, and worker's compensation insurance.

E. Collective Bargaining

The staff of ACVS will be considered a separate unit for purposes of collective bargaining.

F. Teachers and Administrators Under Contract

All teachers and administrators will be on a written contract approved by the ACVS Board of Directors on a form approved by the Superintendent of Public Instruction.

TAB 7: ADMISSION PROCEDURES

Admission Procedures

I. Admission Procedures

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

In the 2014.15 school year there will be a cap as follows:

Elementary grades K – 6 will have a cap of no more than 115 students.

Secondary grades 7 – 12 will have a cap of no more than 265 students.

This is a total cap of 380 students for the 2014.15 school year.

In the 2015.16 School year there will be a cap as follows:

Elementary grades K – 6 will have a cap of no more than 133 students.

Secondary grades 7 – 12 will have a cap of no more than 305 students.

This is a total cap of 437 students for the 2015.16 school year.

In the 2016.17 School year there will be a cap as follows:

Elementary grades K – 6 will have a cap of no more than 153 students.

Secondary grades 7 – 12 will have a cap of no more than 351 students.

This is a total cap of 504 students for the 2016.17 school year.

A. Enrollment Deadline

ACVS has established an enrollment deadline of the first Friday of every April by which date all requests for admission to attend ACVS for the next school year must be received. Late applications will be accepted for admission for slots remaining open and/or in addition to waiting lists at any time. Enrollment deadline dates will be advertised each

year. The board through the appropriate channels may determine a change in the enrollment deadline. However, that date would need to be advertised as appropriate.

B. Requests for Admission

A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a student in Idaho, may make a request in writing for such student to attend ACVS. A single request for admission must be submitted on behalf of all siblings. The request for admission must be submitted to, and received by, ACVS on or before the enrollment deadline. The request for admission will contain the name(s) and grade(s) of student(s) seeking enrollment, address, and telephone number of each prospective family.

C. Admissions Preference

If initial capacity is insufficient to enroll all pupils who submit a timely application, then the admission procedures may provide that preference shall be given in the following order: first, to children of founders, provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of the public charter school; second, to siblings of pupils already selected by the lottery or other random method; and third, an equitable selection process such as by lottery or other random method.

1. Founders

Founders will be defined as those persons:

- a. involved in the initial writing of the petition for the Charter of ACVS, by:
 - i. researching start-up facilities sites
 - ii. budget planning
 - iii. writing pre-operation policies and definitions
- b. Those individuals who have made a significant contribution to the development and pre-operation establishment of ACVS as defined by the Board.

D. Priority of Preferences for Initial Enrollment

1. Selection Hierarchy

Admission preferences for initial enrollment of students for ACVS will have the selection hierarchy as described in Section 33-5205 of the Idaho Code and IDAPA 08.02.04.203.

2. Attendance Areas

The primary attendance area for ACVS will be statewide. During the first year of operation the primary attendance area will be Educational Region 3 which includes the Treasure Valley.

3. Re-enrollment

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

E. Priority Preferences for Subsequent Enrollment Periods

If capacity is insufficient to enroll all pupils for subsequent school terms, who submit a timely application, then the admission procedures may provide that preference shall be given in the following order: first, to pupils returning to the public charter school in the second or any subsequent year of its operation; second, to children of founders, provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of the public charter school; third, to siblings of pupils already enrolled in the public charter school; and fourth, an equitable selection process such as by lottery or other random method.

F. Proposed Attendance List

There shall be no carryover from year to year of the list maintained to fill vacancies. A new lottery shall be conducted each year to fill vacancies which become available.

G. Provision for Over Enrollment: Equitable Selection Process

If capacity is insufficient to enroll all pupils for subsequent school terms, who submit a timely application, then the admission procedures may provide that preference shall be given in the following order: first, to pupils returning to the public charter school in the second or any subsequent year of its operation; second, to children of founders, provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of the public charter school; third, to siblings of pupils already enrolled in the

public charter school; and fourth, an equitable selection process such as by lottery or other random method.

H. Final Selection List

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

1. Notification and Acceptance Process

- a. Within seven days after conducting the selection process, ACVS will send an offer letter to the parent, who submitted an admission request on behalf of the student, advising the person that the student has been selected for admission to ACVS. The offer letter must be signed by the student's parent, and returned to ACVS no later than 15 calendar days from the date of the acceptance letter.
- b. Within seven days after conducting the selection process, ACVS will send a letter to the parent, or other person who has submitted an admission request on behalf of the student, advising them that the perspective student is not eligible for admission, but will be placed on a waiting list and may be eligible for admission at a later date during that school year if a seat becomes available.
- c. If a parent receives an offer letter on behalf of a student and declines admission, or fails to sign and return the offer within 15 calendar days of the acceptance letter, then the name of that student will be stricken from the final selection list, and that seat will be made available to the next eligible student on the selection list.
- d. If a student withdraws from ACVS during the school year for any reason, then the seat that opens in that grade will be made available to the next eligible student on the selection list.

2. Subsequent School Years

The final selection list for a given school year will not roll over to the next subsequent school year.

I. Amendments

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

II. Disciplinary Procedures

A. Due Process

When school begins in the fall of each year, the Principal/Designee will review with staff and students ACVS's expectations of students. At that time, the material contained in the ACVS Student Handbook will be reviewed as well as any other information that may be pertinent. This review will constitute the basis for informing students of policies and procedures, and should they fail to adhere to them, the disciplinary action that will occur.

B. Consequences

Discipline actions and consequences for violations of school rules, regulations, and procedures include, but are not limited to, the following:

- a. Student conference with the Teacher and/or Principal.
- b. Email or phone call to parent
- c. Loss of privileges
- d. Student and parent conference with Teacher and/or Principal
- e. Suspension from extracurricular activities
- f. In-School Suspension (if applicable)
- g. Out-of-school suspension (if applicable)
- h. Referral to Counselor or Student Specialist for intervention

2. Recommendation to Board for Expulsion

The Principal determines appropriate consequences for infractions. Both the seriousness of the violation and the number of violations will be considered in determining the proper disciplinary action(s) to be taken.

C. Suspension Policy

While it is highly unlikely that in a virtual school suspension would be necessary, the Principal may temporarily suspend any pupil for disciplinary reasons. Procedure used for suspension will conform to the minimal requirements of due process and IDEA specifications.

1. Temporary Suspension:

ACVS's Principal may temporarily suspend any student for disciplinary reasons or for other conduct disruptive of good order or of the instructional effectiveness of ACVS. A temporary suspension by the Principal shall not exceed five (5) school days in length; and the Board may extend the temporary suspension an additional ten (10) school days. If the Board finds that immediate return to ACVS by the temporarily suspended student would be detrimental to other students' health, welfare or safety, the Board may extend the temporary suspension for an additional five (5) school days. Prior to suspending any student, the Principal or Board will grant an informal hearing on the reasons for the suspension and the opportunity to challenge those reasons. Any student who has been suspended may be readmitted to ACVS by the Principal or Board who suspended him upon such reasonable conditions as said Principal or Board may prescribe. The Board will be notified of any temporary suspensions, the reasons therefore, and the response, if any, thereto. The Board shall be notified of the reasons for and response, if any, to any temporary suspensions.

2. In-school Suspension:

In-school suspension can be for one (1) period to five (5) days. The student is assigned to a study area during the suspension. The missed period(s) or days do not count as absences and the student is allowed to complete all work for full credit.

D. Expulsion Policy

While it is highly unlikely that in a virtual school expulsion would be necessary, the Principal or Board may deny attendance at ACVS by expulsion of any student who is a habitual truant, or who is incorrigible, or whose conduct, in the judgment of the Principal or Board, is such as to be continuously a discipline problem, or who may be harmful to the other students. IDEA regulations and due process will always be addressed. Any student having been expelled may be readmitted to ACVS by the Principal or Board upon

such reasonable conditions as may be prescribed by the Principal or Board; but such readmission will not prevent the Principal or Board from again expelling such pupil for cause. No student will be expelled nor denied enrollment without the Principal or Board having first given written notice to the parent of the student, which notice shall:

- State the grounds for the proposed expulsion;
- Indicate the time and place where such parent may appear to contest the action of the board to deny school attendance; and
- State the rights of the pupil to be represented by counsel, to produce witnesses and submit evidence on his own behalf, and to cross-examine any adult witnesses who may appear against him.

Within a reasonable period of time following such notification, the Principal or Board will grant the student and his parents a full and fair hearing on the proposed expulsion. However, the board will allow a reasonable period of time between such notification and the holding of such hearing to allow the student and his parents to prepare their response to the charge.

Any student who is within the age of compulsory attendance, who is expelled as herein provided, will come under the purview of the Juvenile Corrections Act, and the Principal or representative designated by the Board will, within five (5) days, give written notice of the student's expulsion to the Prosecuting Attorney of the county of the student's residence.

E. Reenrollment to School Following Expulsion

A student who has been expelled may appeal to the Board to hear a petition for reenrollment in school. ACVS's Board will have the right to deny reenrollment for disciplinary or attendance reasons.

III. Alcohol, Tobacco, Drug Policy

ACVS recognizes that substance abuse, the harmful use of drugs, tobacco and alcohol, and the problems associated with it are becoming increasingly commonplace in our society. We recognize that a student's involvement with drugs and alcohol may cause

problems in their daily lives. We also recognize that in many instances a student's involvement can lead to the illnesses of chemical dependency and alcoholism. We support prevention, early intervention, and appropriate referral. Our intent is to identify and document any behavior/appearance that would be considered problematic to the student. We will be involved in disciplinary action when needed as outlined in the policy manual and student handbook (See "Drug Policy" in Student Handbook Appendix Three).

IV. Attendance Alternatives

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

V. Public Notification of Enrollment Opportunities

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

VI. Denial of School Attendance

ACVS is a public school, open to all students based on the provisions provided within this petition. Strict adherence to ACVS's Code of Conduct for Students as described in the student handbook is required for optimum learning to be achieved. We will strongly encourage new/incoming students and parents to signify their acceptance of and willingness to comply with the conditions and consequences of ACVS's Code of Conduct. Students who are truant, incorrigible, disruptive to the learning process, or present a health or safety risk will follow the provisions set forth under Disciplinary Procedures in this petition. Except in extenuating circumstances as presented to the Board, a student expelled from another school or district in this state or any other state will be denied the right to enroll in ACVS. Written notice to the parent of the student will state the grounds for the denial of enrollment and will indicate a time and place where parents may appear to contest the action of the Board.

VII. Parental Access to Student Handbook

Upon approval of the charter, the Board will appoint a committee to further develop the student handbook to ensure it reflects the vision and purpose of ACVS, and will continue to be in compliance with Idaho School Board Policies and the laws of the State of Idaho. The student handbook will be available in hard copy and on the ACVS website. All new students will receive a copy of the student handbook upon enrollment.

VIII. School-Provided Access to Electronic Information, Services, and Networks

A. General

Internet access and interconnected computer systems are available to ACVS's students and faculty. Electronic networks, including the Internet, are a part of ACVS's instructional program in order to promote educational excellence by facilitating resource sharing, innovation, and communication. In order for ACVS to be able to continue to make its computer network and Internet access available, all students must take responsibility for appropriate and lawful use of this access. Students utilizing school-provided Internet access are responsible for good behavior online. The same general rules for behavior apply to students' use of school-provided computer systems. Students must understand that one student's misuse of the network and Internet access may

jeopardize the ability of all students to enjoy such access. While the ACVS's teachers and other staff will make reasonable efforts to supervise use of network and Internet access, they must have student cooperation in exercising and promoting responsible use of this access.

B. Curriculum

The use of ACVS's electronic networks will be consistent with the curriculum adopted by ACVS, as well as the varied instructional needs, learning styles, abilities, and developmental levels of the students, and will comply with the selection criteria for instructional materials and, if applicable, library media center materials. Staff members may, consistent with ACVS's educational goals, use the Internet throughout the curriculum. ACVS's electronic network is part of the curriculum and is not a public forum for general use.

IX. Internet Safety

If applicable, each ACVS computer with Internet access will have a filtering device that blocks entry to visual depictions that are (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by the Children's Internet Protection Act and as determined by the Principal/Designee.

ACVS will also monitor the online activities of students, through direct observation and/or technological means, to ensure that students are not accessing such depictions or other material that is inappropriate for minors. The Principal/Designee will enforce the use of such filtering devices.

A. Definition of "Harmful to Minors"

The term "harmful to minors" is defined by the Communications Act of 1934 (47 USC Section 254 [h][7]).

B. Methods of Ensuring Acceptable Internet Usage

Filtering will only be viewed as one of a number of techniques used to manage student's access to the Internet and encourage acceptable usage. It will not be viewed as a foolproof approach to preventing access to material considered inappropriate or harmful to minors. Filtering will be used in conjunction with:

- Educating students to be "Net-smart;"
- Using recognized Internet gateways as a searching tool and/or homepage for students, in order to facilitate access to appropriate material;
- Using "Acceptable Use Agreements;"
- Using behavior management practices for which Internet access privileges can be earned or lost; and
- Appropriate supervision, either in person and/or electronically.

The system administrator and/or Principal/Designee will monitor student Internet access.

C. Confidentiality of Student Information

Personally identifiable information concerning students may not be disclosed or used in any way on the Internet without the permission of a parent or, if the student is 18 or over, the permission of the student himself/herself. Users should never give out private or confidential information about themselves or others on the Internet, particularly credit card numbers and social security numbers. A supervising teacher or administrator may authorize the release of directory information, as defined by law, for internal administrative purposes or approved educational projects and activities.

D. Internet Access Conduct Agreements

Each student and his/her parent will be required to sign and return to the school at the beginning of each school year the Internet Access Conduct Agreement prior to having access to ACVS's computer system and/or Internet Service (see Student Handbook in Appendix Three).

E. Warranties/Indemnification

ACVS makes no warranties of any kind, express or implied, in connection with its provision of access to and use of its computer networks and the Internet provided under

this policy. ACVS is not responsible for any information that may be lost, damaged, or unavailable when using the network, or for any information that is retrieved or transmitted via the Internet. ACVS will not be responsible for any unauthorized charges or fees resulting from access to the Internet, and any user is fully responsible to ACVS and will indemnify and hold ACVS, its trustees, administrators, teachers, and staff harmless from any and all loss, costs, claims, or damages resulting from such user's access to its computer network and the Internet, including but not limited to any fees or charges incurred through purchases of goods or services by the user. The user or, if the user is a minor, the user's parent agrees to cooperate with ACVS in the event of the school's initiating an investigation of a user's use of his/her access to its computer network and the Internet.

F. Violations

Given that IDEA must be adhered to, if any user violates this policy, the student's access will be denied, if not already provided, or withdrawn and he/she may be subject to additional disciplinary action. The system administrator and/or Principal/Designee will make all decisions regarding whether or not a user has violated this policy and any related rules or regulations and may deny, revoke, or suspend access at any time, with his/her/their decision being final.

TAB 8: BUSINESS PLAN

Business Plan

I. Business Plan

A. Description

An organizing group of founders have written the initial petition for a Charter for Another Choice Virtual Charter School and have recruited and appointed an initial Board of Directors with specific areas of expertise. The Board of Directors is to establish and set forth school policies and rules. The founders will continue to be a data gathering entity, recommending curriculum, teaching instruction, professional development and/or daily operations that will reflect the vision, purpose and mission of ACVS Charter School to the ACVS Board. Additional Founding Members may be recruited prior to the official opening of the first school year in order to accomplish the goals of ACVS Charter.

B. Marketing Plan

ACVS will be aggressive in marketing prior to the school opening. Advertisements will be on the web, in local newspapers, radio stations, and with other community partners. ACVS will develop a web site. As per Idaho Code, all advertising and promotion processes for ACVS will include the dissemination of enrollment information, in both English and other languages as required by the demographics of the area, at least three (3) months in advance of the enrollment deadline established by the public charter school each year, to be posted in highly visible and prominent locations within the area of attendance of the public charter school. In addition, ACVS will ensure that such process includes the dissemination of press release and/or public service announcements on local radio channels and media outlets that broadcast within, and/or disseminate printed publications within, the attendance area of the public charter school. Marketing will be offered no less than on three (3) occasions, beginning not later than fourteen (14) days prior to the enrollment deadline each year will be presented. Finally, such enrollment information will advise that all prospective students will be given the opportunity to enroll in the public charter school, regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs. Advertising for ACVS may actively recruit students for enrollment using, but not limited to, the following methods:

1. Advertising with public schools located within the target area using flyers upon administrative approval.
2. ACVS website (available after charter approval) that will introduce information about the school.
3. Brochures promoting the curriculum and methods used at ACVS.
4. Public informational meetings about ACVS held in accordance with Idaho Statute §67-23.
5. Other methods that may include: news releases, newspapers, news conferences, and newsletters.

C. Management Plan

1. Operations

ACVS will be organized as outlined in detail under Tab 2, and will generally follow the organizational structure of a multi-grade virtual classroom environment. A virtual environment offers a unique opportunity for the traditional student classroom.

Enrollment shortages in one grade would allow for the possibility of combined grades as deemed appropriate to achieve student learning goals. The Principal will determine the day-to-day operations of the school learning environment including but not limited to the school calendar, schedule, and hours of operation in accordance to State required hours of attendance and Board approval.

2. Board Policy

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

3. Class Size

ACVS will be organized to feel and act as a small school with learning clusters typically developed with one to two grade levels per classroom. The general education teacher will typically have a teaching load of 40 students. This may consist of two grade levels or if applicable one subject area. This will be determined based on the most appropriate way to meet the needs of the student population. ACVS plans to offer grades K-12 as the curriculum choices indicate. Teacher assignments will be made based on highly qualified guidelines and student enrollment.

In our initial school year we will have a total student cap of 230 students. We believe that students benefit from uniquely designed learning that can be self-paced; this philosophy can be optimized using the virtual format as well as the curriculum offerings that ACVS offers. Additionally, a Curriculum Coordinator will be employed as a grant funded position for minimally the first three years of operation in order to facilitate more course offerings. The virtual environment makes it possible to turn what often is seen as negative (i.e. large, hard to control classrooms with wide ranges of ability levels) into a more positive, energetic, and vibrant place in which to learn. We anticipate drawing upon a large number of local students enrolled in home school and private schools in neighboring communities, as well as students who have not benefited from other models of education delivery. Market research of approximately 150 parents of students conducted during the fall of 2007 and 2008, supports our belief that parents want educational options for their students, especially for parents of individuals with different learning styles.

D. Resumes of Directors

The Board was specifically selected for their expertise in a variety of areas. Appendix Five has a full listing as well as the resumes of all board members.

E. Financial Plan

A school that uses a virtual environment has a broad range of initial and ongoing expenses. In order to achieve the educational goals of ACVS a combination of funding sources are required. Ongoing funding sources will include state allocation per student

funding as well as private grants, business collaborations and donations. ACVS determined that a full time grant writer is a highly desired staff member. This position will be initiated minimally in the second year of operation. All these sources will work together for fiscal sustainability of ACVS. Initially ACVS will also be able to access two start-up grants that are offered within the state of Idaho. The allocations and the expected expenditures of these grants, and a very conservative state allocation per student funding allocation have determined the first three years of operation. A detailed listing of how these three funding sources will merge together to support and sustain ACVS, as well as a listing of budget assumptions has been detailed in the first five pages of Appendix Six.

There will be other purchases that will be required in order to fully meet the goals of the charter. These minimal purchases are listed in Appendix Six. Line items for these materials are documented within the Annual Operating Expenses allocations.

F. Start-up Budget with Assumptions

The start-up budgets and assumptions listed within the first five pages of Appendix Six are determined off of minimal state allocation and grant allocations. ACVS anticipate additional revenue from a variety of sources. Two highly feasible sources of additional income can be derived from outsourcing our curriculums. The ELLis Academic™ has potential to be an excellent resource for English as Second Language learners of all ages. This program could be used as a revenue maker for ACVS with other public schools and charters, as well as private individuals. The same could be said for the GED, ACT, and SAT test preparatory curriculum that is available to others through the NovaNet™ curriculum. ACVS anticipate that these curriculums could be used to generate income if needed or desired.

G. Three-Year Operating Budget Form

The three year operating budget form is listed in Appendix Six.

II. Transportation

A. Transportation Services

In a virtual school environment transportation will not be a primary issue. However, the goal of ACVS is to provide a significant amount of social interaction and vocational opportunities with students in order to facilitate social, emotional, and vocational goals. Therefore, in those situations ACVS may provide transportation services to students within our primary attendance area as needed and or requested and agreed upon by the Board.

ACVS, or its contracted designee, may transport any student when it serves to facilitate social, emotional, and/or vocational goals as deemed appropriate for the educational plan when the age, health, safety, and/or educational plan of the student warrants for them to attend. A day care center, family day care home, or a group day care facility, as defined in section 39-1102, Idaho Code, may substitute for the student's residence for student transportation to and from school location. ACVS will not transport students between child care facilities and home in accordance to 33-1501, Idaho Code.

B. Student Travel To or From an Extracurricular or Co-Curricular Activity

Unless other travel arrangements are authorized, students will board the contracted bus at the school designated point of origin for the trip and will return to the designated point of origin in the bus if applicable. There will be no stops along the designated route to pick up or discharge students without written permission that is signed and dated by the guardian. The only variation allowed in this regulation is the release of students to parents in a face-to-face situation at the close of the activity before buses begin the return trip.

III. School Lunch Program

A. Student Nutrition

In a virtual school situation the school lunch may not be an issue. However, when the situation deems it appropriate, parents will be responsible to ensure students bring their lunch with them to school. The estimated cost to the school for this program will be \$0. However, no student will be denied acceptance into ACVS based on his/her inability to provide lunch. If necessary, ACVS may work with parents, the Idaho Food Bank, or on

their own to provide food services. Meals provided will be subject to the guidelines of the local health district. When it is determined that there are sufficient funds, facility and resources, ACVS may begin offering hot food services and will follow the guidelines listed by the National School Lunch Program.

B. Free and Reduced Lunch

If ACVS develops a school-lunch program, the Board will approve policies for determining eligibility of students for free and reduced prices for meals, verification reporting, and record keeping before the implementation of such program. Any such policies will be consistent with guidance from the Idaho State Department of Education.

C. Lunchroom Climate

If applicable, ACVS will provide an environment that provides students with a place where they have adequate space to eat.

D. Meal Times and Scheduling

If applicable, ACVS will provide:

1. Students with at least 20 minutes to eat after sitting down for lunch.
2. Meal periods scheduled at appropriate times, e.g., lunch will be scheduled between 11 a.m. and 1 p.m.
3. Recess or break periods will be scheduled to follow lunch periods for all grades.
4. Access to water during mealtimes, in whatever manner is deemed appropriate.
5. Access to hand washing or hand sanitizing before students eat meals or snacks.
6. Reasonable accommodations of the tooth-brushing regimens of students with special oral health needs (e.g., orthodontia or high tooth decay

TAB 9: VIRTUAL CHARTER SCHOOL REQUIREMEN

Virtual Charter School

ACVS is a virtual public school. It is deemed virtual because it meets the following definition of a virtual public school in Idaho, “‘Public virtual school’ means a public charter school that may serve students in more than one (1) school district and through which the primary method for the delivery of instruction to all of its pupils is through virtual distance learning or online technologies. ACVS provides families and student a unique way to deliver and receive their educational services that will be adjusted as needed to fully maximize learning for all students. ACVS provides an opportunity to make the 21st century classroom a reality in Idaho for all students.

A. The learning management system by which courses and communication will be delivered is via the Blackboard K-12 School Central TM. ACVS board members have a business relationship with the Blackboard provider. This web system is fully hosted by the provider. The cost of Blackboard School Central is \$15,000 annually. During the first three years of operation this cost will be supported through our State grant funds, after the grant expires this cost will be incorporated into the general budget. Once ACVS has been approved the BlackBoard agreement will be confirmed and purchased.

B. Through the Blackboard K-12 School Central TM system there are significant opportunities to provide an environment for community building as well as to expand the learning opportunities for both the students and the teachers. In many cases professional development will be delivered via the same format the students will be learning in. This format provides a synchronous and an asynchronous learning environment for both teacher and student. The Blackboard learning system and the Blackboard on line community system connect together seamlessly with the Pearson Digital Learning materials to maximize student engagement and learning in all areas and for all grade levels. Through this system home and school connections, as well as Parent Advisory Committees, are strengthen while maintaining flexibility and affordability.

Teachers will be required to attend the Pearson curriculum training. This training will consist of a total of eleven days; seven of those days will be in a face to face onsite format prior to school starting, and four of those days being delivered via the internet. These days will be incorporated into the school calendar.

BlackBoard School Central provides six weeks of intensive on line training with the purchase of the BlackBoard system. The training is taught in a train the trainer format, allowing our full staff to benefit from the expertise of the individuals trained. It has been determined that minimally the IT Specialist and the curriculum developer will receive that training in order to provide the most comprehensive technical support to ACVS teachers.

Teachers are required to have ongoing professional development specifically in the area of on line instruction, as previously identified in Tab Six, Employee Qualifications. Northwest Nazarene University, a community partner, has significant experience in providing on line instruction utilizing the Blackboard™ format. ACVS and Northwest Nazarene University have a collaborative agreement to facilitate all teachers, both general and special education, to receive university credit in online teaching strategies if needed. Boise State University also has an online educational program available. These courses covers a wide variety of issues including class preparation, fundamentals of online teaching, accountability, assessment, collaboration, and incorporation of various forms of technology.

ACVS teachers are required to make contact minimally twice a week, with their students and/or family members as appropriate. They are required to maintain virtual office hours as well. Contacts may be done via phone, email, face to face meetings, virtual meetings, and on line scheduled phone conferences. Frequent feedback about student progress is vital in order for families to be an active part of their child's education. On line live lessons from teachers and the use of learning coaches will be implemented as needed to ensure student success and to meet the Least Restrictive Environment using a full continuum of services aspect of IDEA.

Attendance is defined as either:

- 1.) actual hours of attendance in ACVS determined on a flexible schedule as determined by the school calendar, or
- 2.) the percentage of coursework completed,
- 3.) in either case the student is required to make twice weekly contact,

Under either definition, the student's time computation must include the actual time the student is engaged in school based activities as outlined by the ACVS teacher/s. This may include supplemental hours in music, art and Physical Education as determined and approved by the ACVS teacher/s. Both the BlackBoard School Central system and the Pearson learning products have tracking mechanisms within their programs to monitor time usage if needed.

Idaho Code §33-512 requires that each school district adopt a calendar that provides students at each grade level with the following minimum number of hours of instruction:

K	450 hours
Grades 1 -3	810 hours
Grades 4-8	900 hours
Grades 9-12	990 hours

Credit for a course is provided once the class has been completed. Courses have been previously developed through the curriculum choice offerings. School is developed around a traditional school calendar. However, if a student needs addition time to complete their course work an accommodation can be made as long as the course is completed by the end of a 12 month period.

While it is expected that the expansive curriculum offerings will meet most individual student needs, it is possible that more curriculum will be needed based on a student's particular educational requirement. Therefore, a grant funded position of a Curriculum Coordinator will be established for the first three years of operation. This individual will

work with the teachers and the administrator to ensure that all needed courses developed and offered via the BlackBoard™ system. These courses will be retained allowing other students to access these materials over several years. This will enable the teachers to concentrate solely on teaching while using the system and curriculum for individualization on course material as well as course delivery.

The curriculum selected allows the teacher to adapt the curriculum down to the objective level so accommodations can be made for both higher and lower skills as needed for both the individual and the entire class. The BlackBoard™ learning management system allows students and families to access curriculum, grading and assignment information at all times. Additionally, video presentations and other curriculum enrichment materials can be stored and assessed at any time. This can be very beneficial to a student that may need to see the presentation more than once in order to fully understand the assignment. Teachlets, as well as many other advanced forms of visual presentations such as united streaming can all be utilized using this format. Assistive Technology can be easily connected as needed for our students. It is intentional that as with any course, the teacher will prepare the expectations for the course, provide accommodations as necessary, and then grade and disseminate those grades as appropriate. Furthermore, the Blackboard K-12 School Central™ has a component called Safe Assign that protects originality and copyright infringement and teaches students to individualize work. The learning management system is a well thought out product that works seamlessly with many technology based applications.

In order to provide social experiences opportunities for students to work together in a face to face format will be available on occasion. An Activities Coordinator will facilitate those endeavors. Within the Blackboard K-12 School Central™ students will be able to collaborate in a group within the on line environment with the Wimba Collaboration Suite.

Teacher and parent involvement in student learning is necessary. Through ACVS students can have a personalized learning plan designed in conjunction with the student,

teacher, and parent. The learning plan can be determined quickly using the BASI: Basic Achievement Skills Inventory that is incorporated within the NovaNet™ curriculum package. This assessment is delivered via internet and provides a complete norm and criterion referenced achievement test. If the student requires further assessment, testing and further plan development will be completed with an IEP or a 504 accommodation as needed.

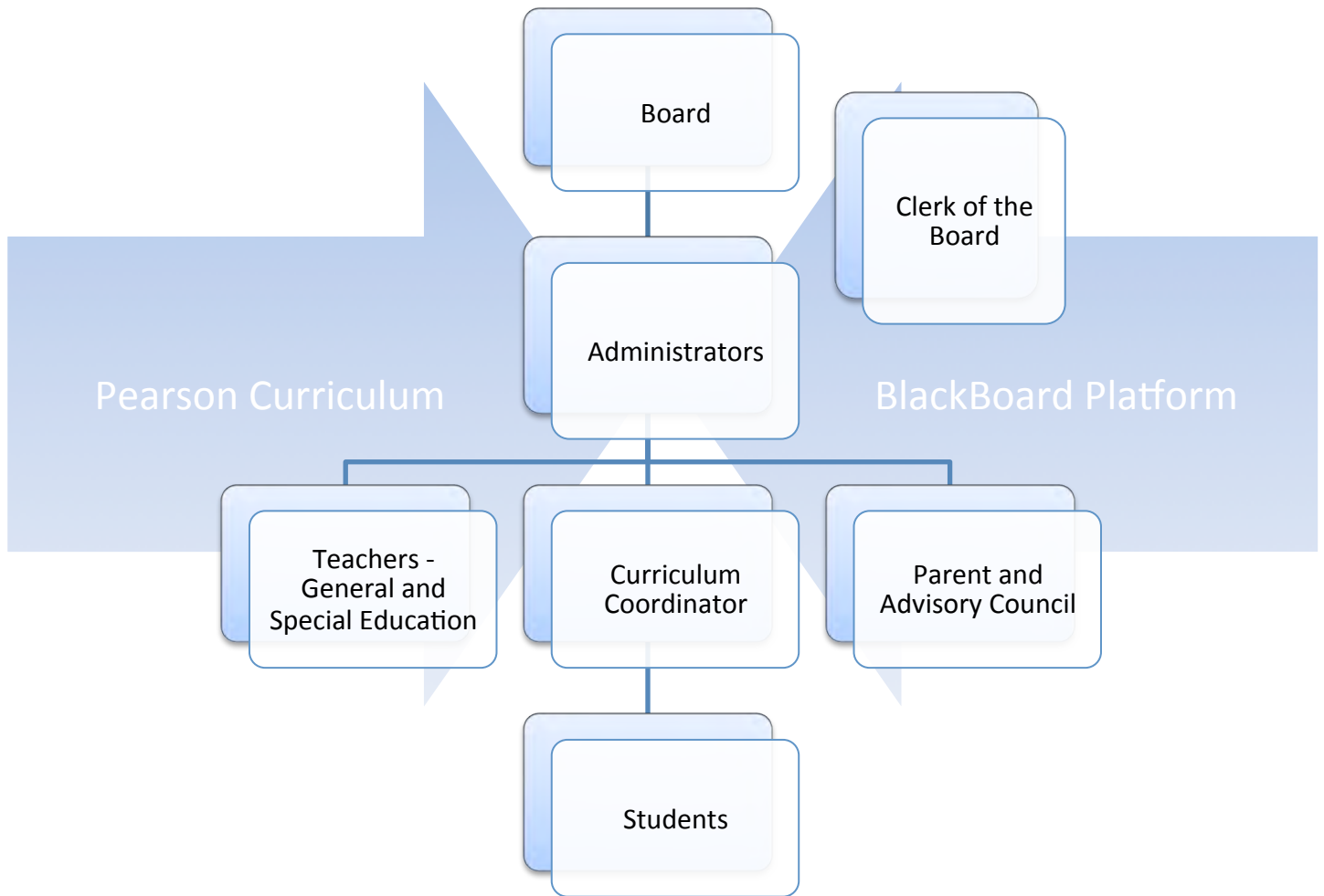
As stated, both the BlackBoard School Central system and the Pearson learning products have tracking mechanisms within their programs to monitor the duration of time the program is used, as well as frequency of accessing materials. Without question teachers will be grading assignments as they would in any school situation, however, with both of these programs grading is minimized due to the technology.

The Blackboard K-12 School Central™ organization assures security, availability, and reliability in accessing their program. Blackboard provides minimal technical support for the hardware and software as it relates to that program. Teachers will be trained in the platform and curriculum prior to the start of school and will be able to assist students with basic questions and issues. The Blackboard K-12 School Central™ is a fully hosted management system. However, it is expected that using a virtual school format technical support will be required. Therefore, ACVS has designated a full time position to provide onsite technical assistance and/or support as it relates to curriculum and teaching or learning activities surrounding the technology. ACVS has additionally designated an additional .5 FTE for an Assistive Technology Coordinator. This individual's duties include working with individuals with special needs that may need more assistance on maximizing their learning by using assistive technology.

ACVS will obtain computers through a contract with Computers for Kids. This is a nonprofit organization that works with Idaho's children and schools to ensure that a computer is available for them at low cost. We will be fiscally responsible by using family computers if the family so desires. Ultimately, ACVS will ensure that all students have access to computers that have the necessary system requirements, and the online

ability needed, to access all educational material. Computers will be considered loaned to the student and will be required to be returned to ACVS within 15 days of exiting our program for any reason. A \$20.00 monthly stipend for nine months of the year will be provided to each student for internet access in their home. If more than one child lives in the same home only one stipend will be provided to the house. The cost for this is documented within grant expenses for the first year, and then absorbed within the general budget thereafter.

A visual representation of how all the components of ACVS work together is shown below.



TAB 10: BUSINESS PRACTICES

Business Practices

I. Business Arrangements

A. Facilities Contract

ACVS has a commitment and contract with two possible community providers for specific locations. In both locations ACVS students and staff will have access to facilities on their campus to accommodate our needs and educational purposes if applicable. Lease costs have been incorporated into the budget. Both locations have been outlined in Tab Two, Facilities. ACVS will be aggressive in working with our community partner with property located on Middleton and Roosevelt Avenues for the specific reason this location would have a larger square footage and would allow ACVS to be able to have a larger computer lab and actual library. Our budget reflects the expectation that during the initial year we will be in a smaller office and small computer lab location. It is expected and realistic to expect to pay between \$12 and \$15 per square foot. We currently have a commitment from our community provider for a location.

B. Curriculum Contract

ACVS has chosen to contract with Pearson Digital Learning for an extensive curriculum package. This contract is in Appendix Six. ACVS additionally expect their teachers, in their effort to teach students using the State standards may need additional choices in order to reach our goal of providing an excellent educational environment. Therefore, a grant funded position of a curriculum coordinator has also been budgeted. That individual will work with the teachers to ensure that ACVS has a wide range of creative teaching materials available. Students attending ACVS will be able to benefit from their education from the first day of school.

C. Transportation Contract

ACVS does not plan at this time to have an outside transportation contract as school will primarily be delivered in the virtual format.

D. Meals Contract

ACVS does not plan at this time to have an outside provision of meals contract as school will primarily be delivered in the virtual format.

E. Legal, Accounting, and Independent Auditor Contracts

ACVS does plan on securing legal, accounting, and independent auditor contracts.

ACVS will work with Ripley Doorn & Company Certified Public Accountants for their auditing needs. Additionally, the legal representative will be from the offices of Carl Hamilton Law Offices.

II. Additional Information

A. State Compliance

ACVS will comply with the Idaho State Board of Education and State Department of Education as they relate to Charter Schools and all state statutes applying to public education unless exempt through charter legislation. Accounting records will be in accordance with State Department of Education requirements using the Idaho Financial Accounting Reporting Management System. Documentation of a bonding of all personnel involved in financial operations will be provided prior to the start of school. ACVS will purchase a computer program called 2M Software. The invoice is provided in Appendix Six. This software works in conjunction with the financial reporting requirements of our state.

ACVS will conduct an independent financial audit annually. Ripley Doorn, C.P.A. has confirmed they will do our audits if the Board so desires.

Expenditures will be determined by the Principal. If needed, checks will be written by the Clerk. Three individual Board members will be approved as signers on the ACVS bank account. All checks will have two signatures documented.

B. Right to Evaluate Contract Compliance

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

1. Visit ACVS;
2. Review ACVS's records and data;
3. Directly survey ACVS's parents, students, or employees;
4. Audit the books of ACVS;
5. Pursue other reasonable means of determining accountability for ACVS contract.
6. A monthly cash flow will be available to the Commission if requested.

III. Plan for Termination

It is the responsibility of the Board of ACVS to maintain communications with the Authorized Chartering Entity regarding any changes, problems, or difficulties in the operations of the school. The Authorized Chartering Entity and ACVS will resolve disputes relating to provisions of the Charter following the procedures set forth in section 33-5209, Idaho Code, and the applicable rules of the Idaho State Board of Education and the Authorized Chartering Entity for notice of defect and submission of a corrective action plan. Copies of any complaints filed against ACVS, including lawsuits, will be provided to the Authorized Chartering Entity within five (5) business days of receipt by ACVS.

A. Dissolution

Dissolution of ACVS will be conducted by ACVS's Board and will follow the Articles of Incorporation as stated under Tab 1. In the event of dissolution of the school, all parents will be notified in writing. ACVS will offer advice in the placing of students in alternate education settings.

B. Disposal of Assets

“Upon the winding up and dissolution of this Corporation, after paying or adequately providing for the debts and obligations of the Corporation, pursuant to Sections 30-3-114

and 30-3-115 of Idaho Code, the remaining assets will be distributed as outlined in the Articles of Incorporation. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for public charitable or educational purposes” (Reference Articles of Incorporation).

C. Payment of Creditors

The Corporation will pay or adequately provide for the debts and obligations of the Corporation, pursuant to Sections 30-3-114 and 30-3-115 of Idaho Code.

D. Transfer of Student Records

It will be the ultimate responsibility of the President of the Board to ensure that all student school records will be forwarded to the local school district or to the school where the student will be attending.

APPENDIX ONE

APPENDIX TWO

APPENDIX THREE

APPENDIX FOUR

APPENDIX FIVE

APPENDIX SIX

Appendix D: Articles of Incorporation and Bylaws

ARTICLES OF INCORPORATION

OF

Another Choice Virtual Charter School, Inc.

IDAHO SECRETARY OF STATE
11/07/2008 05:00
CK: 169228 CT: 172099 BH: 1143612
1 @ 30.00 = 30.00 INC NONP # 2

C180749

To the Secretary of State of the State of Idaho:

THE UNDERSIGNED INCORPORATOR, in order to form a nonprofit corporation for the purposes hereinafter stated, under and pursuant to the provisions of the Idaho Nonprofit Corporation Act (Title 30, Chapter 3, Idaho Code), submits the following articles of incorporation:

ARTICLE I

The name of the Corporation shall be Another Choice Virtual Charter School, Inc.

ARTICLE II

The purpose for which the corporation is organized is to be a school. The business of the Corporation shall be conducted for the benefit of students, faculty, administration and patrons of the Corporation. The Corporation shall not issue certificates of stock and no dividends or pecuniary profits shall be declared or paid, nor shall any part of the net earnings of the Corporation inure to the benefit of, or be distributable to its incorporators, directors, officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth hereof.

No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting, to influence legislation (except as permitted by section 501(h) of the Code, if applied to the Corporation) and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements), any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE III

The street address of the registered office shall be 958 Corporate Lane, Nampa, Idaho 83651, until the Board of Directors designates another mailing address for the Corporation.

The name and address of the registered agent is as follows:

NAME	ADDRESS
Laura Sandidge	809 W. Riverstone Court Nampa, Idaho 83686

ARTICLE IV

The board of directors shall consist of no fewer than three (3) people and no greater than (8) people. The names and addresses of the persons who will serve as the initial Directors until their successors are elected and qualify are as follows:

NAME	ADDRESS
Laura Sandidge, Chairman of the Board	809 W. Riverstone Court Nampa, Idaho 83686
Kim Hunter, Treasurer	712 W. Redwood Lane Nampa, Idaho 83651
Jeri Hyslop, Secretary	11901 Emerson St. Caldwell, ID 83605

The Corporation may accept contributions, gifts, loans (including program related loans) and grants of whatever nature, and may accept contributions, gifts, loans and grants subject to conditions or restrictions as to use or expenditure of income and capital, or may reject any proposed contributions, gifts, loans and grants, all as in the discretion of the Board of Directors shall be determined to be consistent with the purposes for which the Corporation is formed.

As a means of accomplishing the foregoing purposes, the Corporation shall have the power to engage in any lawful act or activity necessary or conducive to the attainment of the purposes hereinbefore set forth; provided, however, that notwithstanding any provision of these Articles or any provisions of law, the Corporation shall not have the power to carry on any activities which would cause it to fail to qualify, or to fail to continue to qualify, as (a) an organization exempt from Federal income tax under section 501(c)(3) of the Code, or (b) an organization contributions to which are deductible under section 170 of the Code.

ARTICLE V

The name and address of the incorporators is as follows:

NAME	ADDRESS
Laura Sandidge	809 W. Riverstone Court
Chairman of the Board	Nampa, Idaho 83686
Kim Hunter,	712 W. Redwood Lane
Treasurer	Nampa, Idaho 83651
Jeri Hyslop,	11901 Emerson St.
Secretary	Caldwell, ID 83605

The powers of the incorporators shall cease upon the filing of these Articles of Incorporation.

ARTICLE VI

The mailing address of the Corporation shall be 958 Corporate Lane, Nampa, Idaho 83651, until the Board of Directors designates another mailing address for the Corporation.

ARTICLE VII

The Corporation shall not have voting members. The Corporation will have voting directors.

ARTICLE VIII

The Corporation is not organized for profit and shall not have authority to issue capital stock. There will be no payment provided to directors for serving on the Board.

In the event of the liquidation, dissolution, or winding up of the affairs of the Corporation, whether voluntary, involuntary, or by operation of law, the Board of Directors of the Corporation shall,

except as may be otherwise provided by law, transfer all of the assets of the Corporation in to the Idaho Charter School Commission, once all creditors have been satisfied.

ARTICLE IX

The Corporation shall not endorse candidates for public office, distribute or publish statements for or against candidates, raise funds for or donate to candidates, or become involved in any activity on behalf of or in opposition to any candidate. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation. However, the Corporation may, as a part of its educational activities, sponsor debates or forums to educate students and/or voters, so long as the debate or forum evidences no preference for or against a certain candidate or political position.

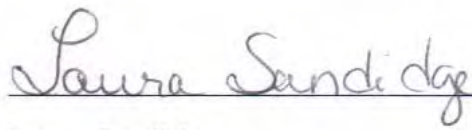
ARTICLE X

The affairs and business of the Corporation shall be managed and conducted by the Board of Directors. The other qualifications, election, number, tenure, powers, and duties of the members of the Board of Directors shall be as provided in the Bylaws, except that the number of directors constituting the Board of Directors shall be not less than three (3). The Board of Directors shall have the power to adopt, amend, or repeal the Bylaws.

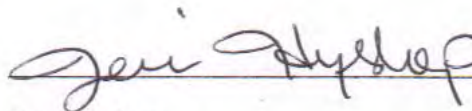
ARTICLE XI

These Articles of Incorporation may be amended by a majority vote of the Directors then in office at any annual, regular or special meeting that meets as prescribed in Idaho Open Meeting Laws. No amendment shall authorize the Corporation to conduct its affairs in any manner or for any purpose contrary to the provisions of section 501(c) (3) of the Code.

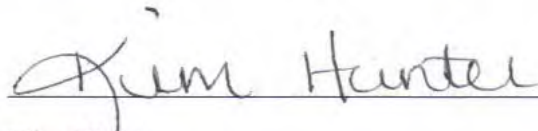
Dated this 15th day of October, 2008.

_____

Laura Sandidge

_____

Jeri Hyslop

_____

Kim Hunter

BYLAWS

OF

Another Choice Virtual Charter School, Inc.

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BY LAWS OF Another Choice Virtual Charter School, Inc.

ARTICLE I

OFFICES

The principal office of the Corporation shall be located at such place, within the State of Idaho, as the Board of Directors shall designate from time to time. The Corporation may maintain additional offices at such other places as the Board of Directors may designate. The Corporation shall maintain a registered office within the State of Idaho at such place as the Board of Directors may designate.

ARTICLE II

EMPLOYEES

“Member” shall also mean stockholder(s) or shareholder(s) the Corporation shall have no members or stockholders or shareholders. “Employee” does not include an officer or director who is not otherwise employed by the corporation.

ARTICLE III

BOARD OF DIRECTORS

Section 3.1: **Powers.** The Board of Directors of the Corporation shall supervise, manage, and control all of the affairs, business activities and policies of the Corporation.

Section 3.2: **Number, Tenure and Qualifications.** The number of directors constituting the Board of Directors shall be not less than three (3) or more than eight (8). The exact number of directors shall be fixed by a resolution adopted by the affirmative vote of a majority of the directors then in office. The initial Board of Directors shall be composed of those directors named in the Corporation’s Articles of Incorporation. Initially those directors shall appoint no more than five (5) additional board members that will represent adequate representation of the following areas or perspectives: Education, Special Education, Business, Technology or parent of a student of Another Choice Virtual Charter School. This shall be done within sixty days, or at the annual meeting of the directors, whichever comes first. All directors shall hold office for a

term of three (3) years and until his or her successor has been duly elected and/or appointed or until his or her earlier death, resignation or removal. Directors may hold consecutive terms. With unanimous board approval a director may choose to hold a one (1) year term in an effort to establish staggered terms.

The Board of Directors will consist of appointed directors and elected directors. All appointed and elected directors must have the approval of fifty percent of the current serving Board of Directors. Nominations for appointed directors may be presented to the Board by either a past or present director or a founding member. Nominations for elected directors may be presented to the Board by either a past or present director or a member of the Parent Advisory Council at-large. The director for both the education and parent perspectives will be elected positions. Nominations and appointments will be discussed during a regularly scheduled meeting when an opening has occurred. Notice of such meeting shall comply with state laws. Elections will be conducted as needed using a mechanism that is accessible to the full body. Notification of the election will be provided to the full body thirty (30) days prior to the election date.

Section 3.3: **Resignation.** A director may resign at any time by delivering written notice of his or her resignation to the Board of Directors, to the Chairman or to the Secretary of the Corporation. Such resignation shall be effective when the notice is delivered unless the notice specifies a later effective date. If a resignation is made effective at a later date, the Board of Directors may fill the pending vacancy before the effective date if the Board of Directors deems it appropriate.

Section 3.4: **Removal.** A director may be removed, with or without cause, at an annual, regular, or special meeting of the Board of Directors by the affirmative vote of a two-thirds majority of the directors then in office. Notice of such meeting shall be provided in writing to each director at least five (5) days before the meeting. A director must be removed if they do not attend a minimum of one fourth of all regular meetings annually.

Section 3.5: **Vacancies and Newly-Created Directorships.** Vacancies on the Board of Directors resulting from the death, resignation, or removal of a director or from an increase in the authorized number of directors may be filled by an affirmative vote of a majority of the

remaining directors. A director elected to fill any vacancy resulting from the death, resignation or removal of a director shall hold office for the unexpired portion of his or her predecessor's term and until his or her successor has been duly elected or qualified. A director elected to fill a newly-created directorship shall hold office for a term of three (3) years, or for such shorter period as the Board of Directors may provide when electing such director, and until his or her successor has been duly elected or qualified.

Section 3.6: **Compensation.** Directors shall not receive compensation for their services as directors, but by resolution of the Board of Directors, expenses of attendance, if any, may be reimbursed to a director for each special or regular Board meeting that he or she attends.

ARTICLE IV

MEETINGS OF THE BOARD OF DIRECTORS

Section 4.1: **Regular Meetings.** Regular meetings of the Board of Directors may be held at such times and at such places, as may from time to time be determined by resolution of the Board. It is expected that meetings will be held monthly unless the Board has determined this is not appropriate. The Board of Directors may authorize the Chairman to fix the exact date and place of each regular meeting, in which case notice of the time and place of such regular meetings shall be given in the manner provided in Section 11.1 herein.

Section 4.2: **Special Meetings.** Special meetings of the Board of Directors may be called at any time by the Chairman and shall be called by the Chairman or the Secretary at the request of any two directors. Special meetings may be held at such place, within the State of Idaho, and at such time as shall be specified in the notice of meeting, given in the manner provided in Section 11.2 herein.

Section 4.3: **Quorum.** A majority of the current directors in office shall constitute a quorum for the transaction of business. The action of a majority of the directors present at a meeting at which a quorum is present shall be the action of the Board of Directors, except as otherwise provided by law, the Corporation's Articles of Incorporation or these Bylaws.

Section 4.4: **Conduct of Meetings.** The Chairman of the Board shall preside over meetings of the Board of Directors using Robert's Rules of Order as a guideline for professionalism. The Secretary or their designee shall act as Secretary of the meeting.

Section 4.5: **Electronic Meetings.** A director may participate in a meeting of the Board of Directors by means of conference telephone or similar means of communications by means of which all directors participating in the meeting may simultaneously hear each other during the meeting. Participation in a meeting pursuant to this Section 4.6 shall constitute presence in person at the meeting.

Section 4.6: **General Powers as to Negotiable Paper.** The Board of Directors shall, from time to time, prescribe the manner of signature or endorsement of checks, drafts, notes, acceptances, bills of exchange, obligations and other negotiable paper or other instruments for the payment of money and designate the officer or officers, or agent or agents, who shall from time to time be authorized to make, sign or endorse the same on behalf of the Corporation.

Section 4.7: **Powers as to Other Documents.** The Board of Directors may authorize any officer or officers, or agent or agents, to enter into any contract or execute or deliver any instrument in the name of the Corporation. Such authority shall be in writing and may be general or confined to specific instances. When the execution of any contract or instrument has been authorized without specifying the exact officers authorized to execute such contract or instrument, the Chairman or the Vice Chairman may execute it on behalf of the Corporation.

ARTICLE V

COMMITTEES

Section 5.1: **Committees of the Board of Directors.** The Board of Directors, by resolution adopted by a majority of the directors then in office, may designate one or more committees, each of which shall consist of one (1) or more directors, which committees, to the extent provided in said resolution and not restricted by law, shall have and exercise the authority and act on behalf of the Board of Directors in the management of the Corporation; provided, however, that no such committee shall have power to (i) approve dissolution, merger or the sale,

pledge or transfer of all or substantially all of the Corporation's assets, (ii) elect, appoint or remove directors or fill vacancies on the Board or any of its committees, (iii) adopt, amend or repeal the Corporation's Articles of Incorporation, or (iv) adopt, amend or repeal the Corporation's Bylaws. Such committee will keep a record of its proceedings and report to the Board in a timely manner as required by the Board. Vacancies in the membership of any committee may be filled by appointments made in the same manner as provided in the case of the original appointments.

Section 5.2: **Term of Office.** Each member of a committee shall continue as such until his or her successor is appointed, unless the committee shall be sooner terminated, or until his or her earlier death, resignation or removal.

Section 5.3: **Chairman.** One member of each committee shall be appointed Chairman of the committee.

Section 5.4: **Quorum.** Unless otherwise provided in the resolution of the Board of Directors designating a committee, a majority of the whole committee shall constitute a quorum and the act of a majority of the members present at a meeting at which a quorum is present shall be the act of the committee.

Section 5.5: **Rules.** Each committee adopts the rules of ACVS for its own government that is consistent with these Bylaws.

Section 5.6: **Electronic Meetings.** A member of a committee may participate in a meeting of a committee by means of conference telephone or similar means of communications by means of which all committee members participating in the meeting may simultaneously hear each other during the meeting. Participation in a meeting pursuant to this Section 5.6 shall constitute presence in person at the meeting.

ARTICLE VI

OFFICERS

Section 6.1: **Officers.** The officers of the Corporation shall minimally consist of a Chairman, Treasurer, and a Secretary, and such other officers as may be elected or appointed by the Board of Directors. Officers whose authority and duties are not prescribed in these Bylaws shall have the authority to perform the duties prescribed, from time to time, by resolution of the Board of Directors. The same individual may simultaneously hold more than one office.

Section 6.2: **Term of Office.** The term of office of all officers shall commence upon their election or appointment and shall continue until the regularly scheduled meeting of the Board of Directors of the Corporation held during the third calendar year of the officer's election or appointment and thereafter until their respective successors are chosen or until their earlier resignation or removal.

Section 6.3: **Chairman.** The Chairman shall be the principal executive officer of the Corporation and shall, if present, preside at all meetings of the Board of Directors. Subject to the direction and control of the Board of Directors, he or she shall be in charge of the business and affairs of the Corporation and shall see that the resolutions and directives of the Board of Directors are carried into effect except in those instances in which responsibility is assigned to some other person by the Board of Directors. Except in those instances in which the authority to execute is expressly delegated to another officer or agent of the Corporation or a different mode of execution is expressly prescribed by the Board of Directors, he or she may execute for the Corporation any contracts or other instruments which the Board of Directors has authorized to be executed, and he or she may accomplish such execution either under or without the seal of the Corporation and either individually or with the Secretary or any other officer thereunto authorized by the Board of Directors, according to the requirements of the form of the instrument. He or she may vote all securities which the Corporation is entitled to vote except to the extent such authority shall be vested in a different officer or agent of the Corporation by the Board of Directors.

Section 6.4: **Vice Chairman.** If applicable, the Vice Chairman shall, in the absence or disability of the Chairman, perform the duties and exercise the powers of the Chairman and shall perform such other duties as the Board of Directors shall prescribe.

Section 6.5: **Secretary.** The Secretary, or his/her designee, shall attend all meetings of the Board of Directors of the Corporation and record all votes and the minutes of all proceedings in the minute book of the Corporation. The Secretary, or his/her designee, shall give, or cause to be given, notice of all meetings of the Board of Directors of the Corporation for which notice may be required, and shall perform such other duties as may be prescribed by the Board of Directors or the Chairman, under whose supervision the Secretary shall act.

Section 6.6: **Treasurer.** If the Board determines, the Treasurer, or his/her designee, shall have custody of the funds and securities of the Corporation, shall keep full and accurate accounts of receipts and disbursements in financial books of the Corporation and shall deposit all monies and other valuable effects in the name and to the credit of the Corporation in such bank or depositories as may be designated by the Board of Directors. The Treasurer, or his/her designee, shall be charged with the disbursement of funds of the Corporation, including, without limitation, distributions authorized by the Board of Directors in furtherance of the charitable purposes of the Corporation. The Treasurer shall render to the Chairman and to the Board of Directors, at the regular meetings of the Board of Directors, or whenever they may require it, an account of all his or her transactions as Treasurer and of the financial condition of the Corporation.

ARTICLE VII

INDEMNIFICATION AND INSURANCE

Section 7.1: **Indemnification.** The Corporation shall, except as provided in or limited by Section 7.3 herein, indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative, by reason of the fact that he or she is or was a director, officer, employee or agent of the Corporation, and shall advance expenses to such person reasonably incurred in connection therewith, to the fullest extent permitted by the relevant provisions of the

Idaho Nonprofit Corporation Act, as such law presently exists or may hereafter be amended. The Corporation shall be required to indemnify a person in connection with a proceeding initiated by such person only if the proceeding was authorized by the Board of Directors.

Section 7.2: **Insurance.** The Corporation may purchase and maintain insurance on behalf of any person who is or was a director, officer, employee or agent of the Corporation, or who is or was serving at the request of the Corporation as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise, against any liability asserted against him or her and incurred by him or her in any such capacity or arising out of his or her status as such, whether or not the Corporation would have the power to indemnify him or her against such liability under the provisions of this Article VII.

Section 7.3: **Certain Limitations on Indemnification.** At any time the Corporation is deemed to be a private foundation within the meaning of Section 509 of the Internal Revenue Code of 1986 as it presently exists or may hereafter be amended (the “Code”), then, during such time, no payment shall be made under this Article VII if such payment would constitute an act of self-dealing or a taxable expenditure as defined in Sections 4941(d) or 4945(d), respectively, of the Code or under the comparable or corresponding provisions of any future United States internal revenue laws.

ARTICLE VIII

BOOKS, RECORDS, CONTRACTS AND CHECKS

Section 8.1: **Books and Records.** The Corporation shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of its Board of Directors and committees having any of the authority of the Board of Directors.

Section 8.2: **Contracts and Other Documents.** The Board of Directors may, except as otherwise required by law, the Corporation’s Articles of Incorporation, or these Bylaws, authorize any officer or officers, agent or agents of the Corporation, in addition to the Chairman, to enter into any contract or execute and deliver any instrument or document in the name of and on behalf of the Corporation and such authority may be general or confined to specific instances. The Board may delegate this power to the Chairman, on such terms as it prescribes.

Section 8.3: **Checks, Drafts, Loans, Etc.** All checks, drafts, loans or other orders for the payment of money, notes or other evidence of indebtedness issued in the name of the Corporation shall be signed by two (2) such officer or officers, agent or agents of the Corporation and in such manner as shall be from time to time determined by the Board of Directors. The Board may delegate this power to the Chairman, on such terms as it prescribes. In the absence of such determination, such instruments shall be signed by the Treasurer and the Chairman. No loans shall be made by the Corporation to its directors or officers, and the Corporation shall not guarantee the obligation of a director or officer of the Corporation.

Section 8.4: **Conflict of Interest.** There is a Duty to Disclose in connection with any actual or possible conflict of interest when an interested person may have a financial or personal interest in a matter. Disclosure must be made to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement. After disclosure of all material facts, and after any discussion with the interested person, he/she may leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists. Presentation, discussion, and full review of possible conflicts will receive due diligence. The organization's best interest is of importance. If, after hearing all response and after making further investigation as warranted by the circumstances, the governing board or committee determines if there has been a failure to disclose an actual or possible conflict of interest, and appropriate disciplinary and corrective action will ensue. If applicable, there will be full compliance with the Ethics in Government Act.

ARTICLE IX

FISCAL YEAR

The fiscal year of the Corporation shall be July 1 to June 30.

ARTICLE X

SEAL

The corporate seal shall have inscribed thereon the name of the Corporation, the year of its incorporation and the words "Corporate Seal, State of Idaho."

ARTICLE XI

NOTICE

Section 11.1: **Notice of Regular Meeting.** Meeting Notice must be posted five (5) or more calendar days prior to the meeting date, as per Idaho Code § 67-2343. Agenda Notice must be posted at least 48 hours prior to the meeting, as per Idaho Code § 67-2343. Minutes of the meeting will be made available to the public within a reasonable time after the meeting as per Idaho Code § 67-2344.

Section 11.2: **Notice of Special Meeting.** Meeting and Agenda Notice must be posted at least 24 hours prior to the meeting date, as per Idaho Code § 67-2343(2). Notification must be provided to the news media as per Idaho Code § 67-2343(2). Minutes of the meeting will be made available to the public within a reasonable time after the meeting as per Idaho Code § 67-2344.

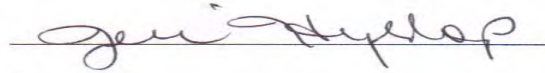
ARTICLE XII

AMENDMENTS

These Bylaws may be amended, altered or repealed and new Bylaws may be adopted by a majority vote of the directors then in office at any regular or special meeting for which each director receives at least five (5) days written notice, stating that the purpose, or one of the purposes of the meeting, is to consider a proposed amendment to the Bylaws and containing or accompanied by a copy or summary of the amendment or stating the general nature of the amendment.

* * * * *

I certify that the foregoing Bylaws were approved and adopted for the organization by its Board of Directors by unanimous consent on 15th October, 2008, and that they are currently in effect.


Secretary

11-12-08
Date

14

* * * * *

Appendix E: Public Charter School Closure Protocol

IDAHO PUBLIC CHARTER SCHOOL COMMISSION



CLOSURE PROTOCOL

August 2013

Background

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

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

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

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

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

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

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Introduction

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

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

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

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

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

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

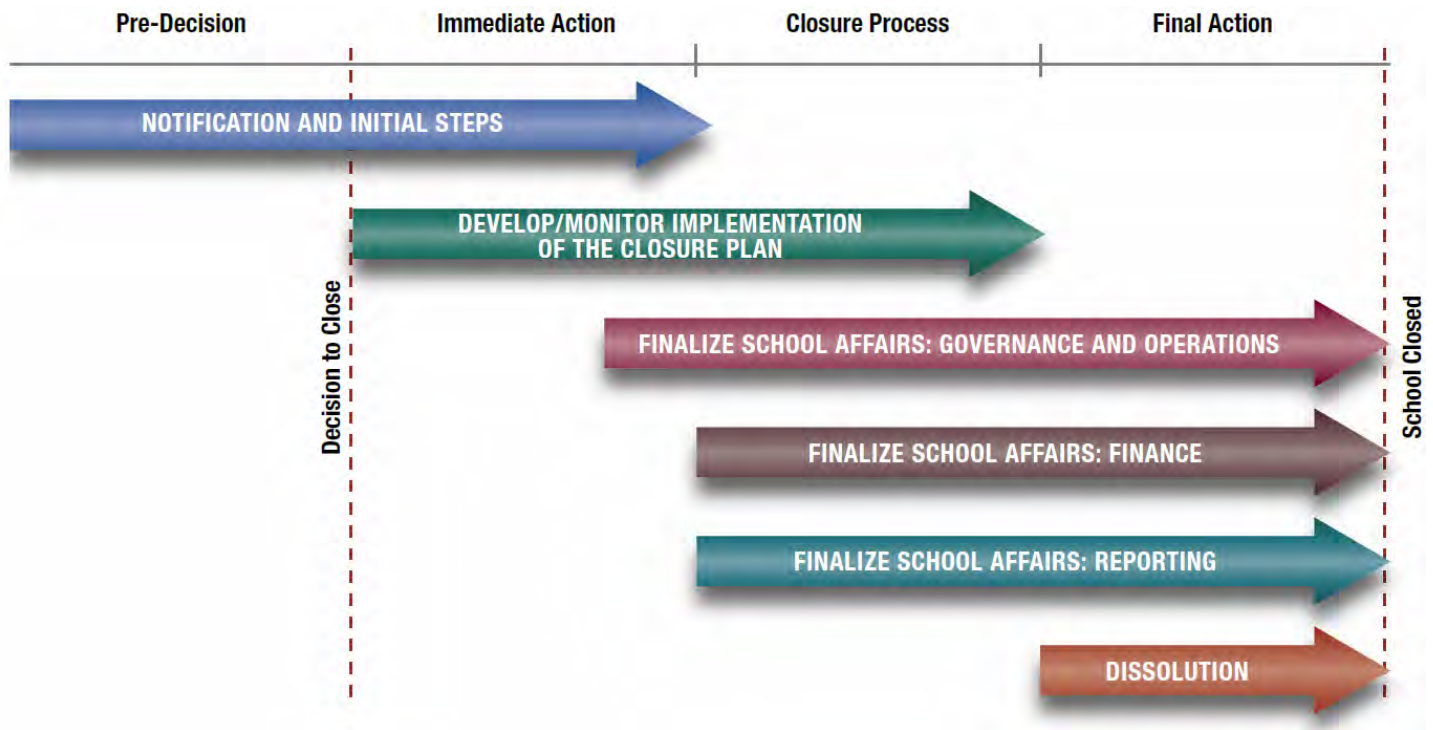
Endnotes

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

² I.C. § 33-5212

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

A Conceptual Timeline for Closure



Another Choice Virtual Charter School

Notification and Initial Steps

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

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

Another Choice Virtual Charter School

Develop/Monitor Implementation of the Closure Plan

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

Another Choice Virtual Charter School

Finalize School Affairs: Governance and Operations

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

Another Choice Virtual Charter School

Finalize School Affairs: Governance and Operations (continued)

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

Another Choice Virtual Charter School
Finalize School Affairs: Finance

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Maintain IRS 501(c)(3) Status Maintain IRS 501(c)(3) status until final dissolution. Notify IRS regarding any address change(s) and file required tax returns and reports.	School			
Notify Funding Sources / Charitable Partners Notify all funding sources, including charitable partners of school closure. Notify state and federal agencies overseeing grants / programs of school closure.	School			
Review and Revise School Budget <ol style="list-style-type: none"> 1. Review the school's budget and overall financial condition. 2. Make revisions, taking closure expenses into account closure while prioritizing continuity of instruction. Submit budget to PCSC and SDE. 3. Identify acceptable use of reserve funds. 	School, PCSC, SDE			
List all Creditors and Debtors Formulate a list of creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor. Note that the creditor list is not the same as the contractor list (above), but should include any contractors with whom the school owes money (based on a contract or invoice). <ol style="list-style-type: none"> 1. Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors. 2. Debtors include persons who owe the school fees or credits, any lessees or sub-lessees of the school, and any person holding property of the school. 	School			
Notify Debtors and Process Payments Contact debtors to request payment. Process and document received payments.	School			
Determine PERSI Obligations Contact PERSI to determine remaining liabilities for employee retirement program.	School			
Notify and Pay Creditors <ol style="list-style-type: none"> 1. Notify all creditors of the school's closure and request final invoices. 2. Sell appropriate assets. 3. Prioritize and pay creditors in accordance with I.C. § 33-5212(2). Document payments made. 	School			
Itemize Financials Review, prepare and make available the following: <ol style="list-style-type: none"> 1. Fiscal year-end financial statements. 2. Cash analysis. 3. Bank statements for the year, investments, payables, unused checks, petty cash, bank accounts, and payroll reports including taxes. 4. Collect and void all unused checks and destroy all credit and debit cards. Close accounts after transactions have cleared. 	School			
Close Out All State and Federal Grants Close out state, federal, and other grants. This includes filing any required expenditure reports or receipts and any required program reports, including disposition of grant assets.	School, SDE, Fed			
Prepare Final Financial Statement Retain an independent accountant to prepare a final statement of the status of all contracts and obligations of the school and all funds owed to the school, showing: <ol style="list-style-type: none"> 1. All assets and the value and location thereof. 2. Each remaining creditor and amounts owed. 3. Statement that all debts have been collected or that good faith efforts have been made to collect same. 4. Each remaining debtor and the amounts owed. 	School			
Complete Final Financial Audit Complete a financial audit of the school in accordance with statute by a date to be determined by the authorizer. Submit final audit to the PCSC and SDE.	School, PCSC, SDE			
Reconcile with State Reconcile state billings and payments. Reimbursement of funds previously disbursed to the school may be required.	School, SDE			

Another Choice Virtual Charter School

Finalize School Affairs: Reporting

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

Another Choice Virtual Charter School

Dissolution

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

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

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

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

**BEFORE THE IDAHO PUBLIC CHARTER SCHOOL COMMISSION
STATE OF IDAHO**

In the Matter of the Charter Renewal for:

ANOTHER CHOICE VIRTUAL CHARTER
SCHOOL, INC.,

Respondent.

Reference No. 21-52502

**NOTICE AND ACKNOWLEDGMENT OF
COMMISSION DIRECTOR'S
RECOMMENDATION FOR
NONRENEWAL OF CHARTER**

Pursuant to Idaho Code section 33-5209B, the Director of the Idaho Public Charter School Commission ("Commission") recommends that the charter for ANOTHER CHOICE VIRTUAL CHARTER SCHOOL, INC. ("ACVS") not be renewed for the reasons listed below in Section I.

Upon its review of the Director's recommendation, ACVS may agree to accept the recommendation, or ACVS may request an administrative hearing to contest the Director's recommendation.

If ACVS agrees to accept the Director's recommendation as presented below, an authorized representative of ACVS must complete the Consent Agreement, attached to this Notice as Attachment A, and return it to the Director **by no later than December 15, 2021** to the following address:

Jenn Thompson, Director
Idaho Public Charter School Commission
304 N. 8th St., Ste. 242
Boise Idaho, 83702
jenn.thompson@osbe.idaho.gov

If ACVS does not accept the Director's recommendation as presented herein and wishes to have an administrative hearing before the Commission, an authorized representative of ACVS must complete the Request for Administrative Hearing, attached to this Notice as Attachment B, and return it to the Director **by no later than December 15, 2021** to the address provided above.

If ACVS does not complete either the Consent Agreement or the Request for Administrative Hearing and return it to the Director **by December 15, 2021**, ACVS's inaction will be interpreted as a request for an administrative hearing for recommendation not accepted.

I. DIRECTOR'S RECOMMENDATION FOR NONRENEWAL

The reasons for the Director's recommendation for nonrenewal of charter are limited to ACVS's failure to meet the terms of its performance certificate, executed by and between ACVS and the Commission. Section 4E of the performance certificate states that ACVS's performance in relation to the measures set forth in the Performance Framework serves as a basis for renewal decisions. Additionally, Section 5G of the performance certificate states that ACVS shall comply with all applicable federal and state laws, rules, and regulations. The Director recommends that ACVS's charter not be renewed for the following reasons:

1. Reason 1: ACVS did not meet standard on "Operational Measure 3a: Governance Requirements" of the Commission's Performance Framework. After conducting an investigation into the conduct of ACVS's governing board, the Commission found there was reason to believe that the governing board may have violated multiple charter statutes. Specifically, the Commission's investigation, in part, revealed: 1) that an ACVS board member may have received a personal pecuniary benefit from a contract entered into by and between ACVS's governing board and a company the board member co-owned, in violation of Idaho Code section 33-5204A(2); and 2) that ACVS's governing board did not follow the statutory procedure for competitive bidding required to be followed when an ACVS board member had an interest in a company the board was seeking to contract with, in violation of Idaho Code section 33-5204(6)(a). Additionally, although ACVS's governing board was notified of the Commission's concerns in April of 2020, the governing board did not immediately take

corrective action on existing contracts entered into in violation of section 33-5204(6)(a), but instead waited until the fall of 2021 to begin taking corrective action. Lastly, pursuant to IDAPA 08.02.04.300.04, when operational issues are identified, the governing board is responsible for providing the Commission with follow-up information as to when, and how, such operational issues are going to be resolved and corrected. The ACVS governing board failed to provide the Commission with follow-up information regarding the concerns identified above. Based on this information, ACVS received a “does not meet standard” rating on this measure.

2. Reason 2: ACVS did not meet standard on “Operational Measure 3d: Public Transparency” of the Commission’s Performance Framework. In conducting standard oversight activities, the Commission found that ACVS failed to publish the following documentation to its website as required by law: its most recent annual performance report, pursuant to Idaho Code section 33-5209C(2); the State Board of Education’s updated model policy governing data collection, access, security, and use of such data pursuant to Idaho Code section 33-133(7); and its updated continuous improvement plan, pursuant to Idaho Code sections 33-320(2)(c) and 33-320(3). Additionally, the Commission found that ACVS failed on multiple occasions to electronically post meeting notices and agendas by the corresponding deadlines, pursuant to Idaho Code section 74-204(1). Lastly, ACVS failed to reasonably cooperate with the Commission’s verbal and written requests for documentation necessary for it to fulfill its statutory responsibilities. Significant delays in providing the requested documentation to the Commission ultimately resulted in the issuance of a courtesy letter to ACVS. Based on this information, ACVS received a “does not meet standard” rating on this measure.

3. Reason 3: ACVS did not meet standard on “Operational Measure 3c: Reporting Requirements” of the Commission’s Performance Framework. Specifically, in September of 2020, the State Department of Education notified ACVS that it reported numerous teacher certifications inaccurately. This inaccurate reporting resulted in the State Department of Education issuing corrections to ACVS’s data and making appropriate adjustments to ACVS’s financial distributions. Based on this information, ACVS received a “does not meet standard” rating on this measure.

4. Reason 4: ACVS did not meet standard on “Operational Measure 3b: Board Oversight” of the Commission’s Performance Framework, which required ACVS’s governing board to practice consistent and effective oversight over the school and its administrator. Specifically, after conducting an investigation into the conduct of ACVS’s administrator, Laura Sandidge, the Commission found there was reason to believe that Ms. Sandidge may have violated multiple ethics-related statutes, including Idaho Code sections 33-5204A(1), 33-5204A(2), and 74-404(3), in regard to contracts she entered into on behalf of the school with companies she co-owned. As ACVS’s governing board failed to exercise consistent and effective oversight over the school and its administrator, ACVS received a “does not meet standard” rating on this measure.

Similarly, ACVS did not meet standard on “Operational Measure 5a: Additional Obligations” of the Commission’s Performance Framework, which required ACVS to comply with the requirements imposed by the State Department of Education. Specifically, the State Department of Education’s Professional Standards Commission (“PSC”) issued a stipulation, signed by Laura Sandidge, on March 25, 2021 and executed by the PSC on April 8, 2021, which determined that probable cause existed for initiating administrative action against Ms.

Sandidge for two code of ethics violations. The stipulation required, in part, that Ms. Sandidge complete a PSC-approved ethics course. As of the date of this Notice, the Commission has not been informed by either Ms. Sandidge or the ACVS governing board that Ms. Sandidge has completed this required ethics course. As this matter of non-compliance has not been quickly remedied, ACVS received a “does not meet standard” rating on this measure.

5. Reason 5: ACVS’s academic performance has been consistently low throughout the current Performance Certificate term. At the end of the 2017-2018 school year, ACVS earned a total of 27% of the points possible on the academic section of the Performance Framework, securing an overall academic performance rating of “critical”. Specifically, ACVS only met standard on one (1) of the nine (9) measures of academic success (Norm-Referenced Math Growth). At the end of the 2018-2019 school year, ACVS earned a total of 30% of the points possible on the academic section of the Performance Framework, securing an overall academic performance rating of “critical”. Specifically, ACVS only met standard on one (1) of the nine (9) measures of academic success (Norm-Referenced ELA Growth). No assessments were given during the 2019-2020 school year due to the COVID-19 pandemic. Academic data for the 2020-2021 school year is limited, as growth cannot be calculated and graduation rate data has not yet been released. However, ACVS’s Math and ELA proficiency data for the 2020-2021 school year are available (17% and 43%, respectively) and fall significantly below the average of other virtual schools (33% and 57%, respectively) and the statewide average (40% and 54%, respectively).

6. Reason 6: ACVS’s financial audit for fiscal year 2021 reflects several outcomes indicative of financial distress. The Commission’s Performance Framework includes eight (8) measures that consider a school’s likelihood of short-term and long-term financial stability.

ACVS achieved low outcomes on five (5) of these measures during FY21. ACVS only maintained 88% of its projected enrollment through the first funding period of the 2020-2021 school year. Because ACVS's actual enrollment percentage was less than the projected number, ACVS generated lesser revenue than it had anticipated, which negatively impacted its FY21 budget. As a result of the school not achieving its enrollment projections, several other measures were impacted. First, ACVS's FY21 total margin was negative, indicating that ACVS expended more than it received in FY21. Second, both ACVS's most recent year cash flow and its multi-year cash flow were negative, indicating that the school did not build its reserves, but instead its reserves decreased significantly between the end of FY19 and the end of FY21. Specifically, ACVS's number of days' of unrestricted cash on hand dropped from one-hundred (100) days at the end of FY20 to forty-one (41) days at the end of FY21, indicating that the school has largely depleted its most readily available financial resource. Finally, the school's debt service coverage ratio was negative, indicating that the school may have greater financial obligations than it can sustain long-term with its current levels of enrollment.

Dated this 15th day of November, 2021.

Jenn Thompson
Director
Idaho Public Charter School Commission

CERTIFICATE OF SERVICE

I HEREBY CERTIFY that on this 15th day of November, 2021, I caused to be served a true and correct copy of the Notice and Acknowledgment of Commission Director's Recommendation for Nonrenewal of Charter by the following method to:

John Kelleher	<input checked="" type="checkbox"/>	U.S. Mail
Board of Directors Chairperson	<input type="checkbox"/>	Hand Delivery
Another Choice Virtual Charter School, Inc.	<input type="checkbox"/>	Overnight Mail
1014 W Hemingway Blvd.	<input type="checkbox"/>	Facsimile:
Nampa, ID 83651	<input checked="" type="checkbox"/>	Email: jnkelleher@fmtcblue.com
jnkelleher@fmtcblue.com		
Laura Sandidge, Ph.D.	<input checked="" type="checkbox"/>	U.S. Mail
School Administrator	<input type="checkbox"/>	Hand Delivery
Another Choice Virtual Charter School, Inc.	<input type="checkbox"/>	Overnight Mail
1014 W Hemingway Blvd.	<input type="checkbox"/>	Facsimile:
Nampa, ID 83651	<input checked="" type="checkbox"/>	Email:
lsandidge@anotherchoicecharter.org		lsandidge@anotherchoicecharter.org

Jenn Thompson
Director
Idaho Public Charter School Commission

ATTACHMENT A:

CONSENT AGREEMENT ACCEPTING DIRECTOR'S RECOMMENDATION

**CONSENT AGREEMENT
ACCEPTING DIRECTOR'S RECOMMENDATION**

This Consent Agreement ("Agreement") is entered into between the Director of the Idaho Public Charter School Commission ("Director") and ANOTHER CHOICE VIRTUAL CHARTER SCHOOL, INC. ("ACVS"). ACVS understands, acknowledges, and agrees to the following:

1. On behalf of ACVS, the undersigned authorized representative acknowledges the receipt of the Notice and Acknowledgment of Commission Director's Recommendation for Nonrenewal of Charter, dated November 15, 2021 ("Notice").
2. ACVS understands and acknowledges the recommendation of the Director, and agrees to accept the recommendation for nonrenewal of charter as proposed in the Notice.
3. ACVS understands and acknowledges that the Director's recommendation will be presented to the Idaho Public Charter School Commission ("Commission"). ACVS further understands and acknowledges that the Commission is under no obligation to agree with the Director's recommendation, and is under no obligation to adopt this Agreement.
4. ACVS understands and acknowledges that if the Commission decides to renew ACVS's charter, either with or without conditions, the Commission and ACVS shall negotiate the terms of and execute a new performance certificate, as defined in Idaho Code section 33-5202A(6), by June 30, 2022.
5. On behalf of ACVS, the undersigned authorized representative understands and acknowledges that by accepting the Director's recommendation as proposed in the Notice and entering into this Agreement, ACVS is freely and voluntarily waiving certain rights provided by the Idaho Administrative Procedure Act and the laws and rules governing public charter schools in Idaho. These rights include: a full and complete administrative hearing; the right to present evidence or to call witnesses; the right to confront and cross-examine witnesses; the right to reconsideration; the right to appeal this matter to district court; and any other rights provided by the aforementioned laws and rules governing public charter schools in the state of Idaho.

[Signatures on following page]

The undersigned authorized representative, on behalf of ACVS, and the Director have caused this Agreement to be executed on the date written below, or if signed on different dates, on the later of the two dates written below.

Authorized Representative
Board Chair/President
ANOTHER CHOICE VIRTUAL CHARTER SCHOOL, INC.

Date

Jenn Thompson
Director
Idaho Public Charter School Commission

Date

ATTACHMENT B:

REQUEST FOR ADMINISTRATIVE HEARING

REQUEST FOR ADMINISTRATIVE HEARING

On behalf of ANOTHER CHOICE VIRTUAL CHARTER SCHOOL, INC. (“ACVS”), the undersigned authorized representative acknowledges the receipt of the Notice and Acknowledgment of Commission Director’s Recommendation for Nonrenewal of Charter dated November 15, 2021 (“Notice”). ACVS does not agree with the Director’s recommendation as stated in the Notice, and is hereby exercising its right to an administrative hearing before the Idaho Public Charter School Commission (“Commission”).

The hearing will be held at the date and place to be set forth in a Notice of Hearing, which will be issued by the Commission by no later than January 15, 2022. ACVS will proceed to the hearing under the terms and requirements set forth in the Notice of Hearing. ACVS acknowledges that, at the conclusion of the hearing and after a reasonable period for deliberation, the Commission will vote to either renew ACVS’s charter with no conditions, renew ACVS’s charter with conditions, or nonrenew ACVS’s charter.

Dated: _____.

Authorized Representative
Board Chair/President
ANOTHER CHOICE VIRTUAL CHARTER SCHOOL,
INC.



ANOTHER CHOICE VIRTUAL CHARTER SCHOOL

LEA # 476 / School # 1247
1014 W. Hemingway Blvd.
Nampa, Idaho 83651

Laura Sandidge, Ph.D.
Administrator / Head of School
208-475-4255
lsandidge@anotherchoicecharter.org

John Kelleher, Ph.D.
Board Chair
208-475-4255
jkelleher@anotherchoicecharter.org

Mission Statement: *Another Choice Virtual Charter School seeks to provide a safe, individualized education experience for children with and without disabilities to enable them to meet their full potential both intellectually and socially. Another Choice Virtual School is a charter school that is built on academic achievement, the development of social competence, with a primary focus of assisting individuals with learning differences to become full and active members of their school and community.*

<i>K = 7</i>	<i>7th = 31</i>
<i>1st = 19</i>	<i>8th = 40</i>
<i>2nd = 8</i>	<i>9th = 45</i>
<i>3rd = 11</i>	<i>10th = 56</i>
<i>4th = 12</i>	<i>11th = 69</i>
<i>5th = 17</i>	<i>12th = 76</i>
<i>6th = 24</i>	<i>Total = 415</i>

REQUEST FOR ADMINISTRATIVE HEARING

On behalf of ANOTHER CHOICE VIRTUAL CHARTER SCHOOL, INC. ("ACVS"), the undersigned authorized representative acknowledges the receipt of the Notice and Acknowledgment of Commission Director's Recommendation for Nonrenewal of Charter dated November 15, 2021 ("Notice"). ACVS does not agree with the Director's recommendation as stated in the Notice, and is hereby exercising its right to an administrative hearing before the Idaho Public Charter School Commission ("Commission").

The hearing will be held at the date and place to be set forth in a Notice of Hearing, which will be issued by the Commission by no later than January 15, 2022. ACVS will proceed to the hearing under the terms and requirements set forth in the Notice of Hearing. ACVS acknowledges that, at the conclusion of the hearing and after a reasonable period for deliberation, the Commission will vote to either renew ACVS's charter with no conditions, renew ACVS's charter with conditions, or nonrenew ACVS's charter.

Dated: 12-9-21.



Authorized Representative
Board Chair/President
ANOTHER CHOICE VIRTUAL CHARTER SCHOOL,
INC.

REQUEST FOR ADMINISTRATIVE HEARING - 1

Executive Summary

Pursuant to Idaho Code section 33-5209B the Director of the Idaho Public Charter School Commission recommended that Another Choice Virtual Charter School, ACVS, not be renewed. The following document outlines and addresses the changes that have been implemented, and are proposed by ACVS to be implemented, to address the concerns outlined by the Commission. As always, ACVS is willing to accept additional suggestions on how to make improvements to resolve the cited concerns.

Narrative

ACVS did not meet standard on “Operational Measure 3a: Governance Requirements” of the Commission’s Performance Framework. This Reason pertained to a Board Member who obtained a pecuniary benefit from a contract entered into with the ACVS; and when notified of the issue, failed to take prompt steps to address the concern. Several steps have been taken, and additional steps will be taken to address these concerns.

The improvements planned for Another Choice Virtual Charter School’s certificate term in the area of governance are as follows:

- To begin, the Director involved has resigned and no longer is affiliated with the school.
- The Board will be increasing its membership from 5 members to 7 members, and is actively seeking applicants who have previous, successful experience as a charter school director. These additional board members will possess and apply their extensive experience with charter school governance to our organization.
- In addition, the Board has received, and will continue to receive, training through the Idaho School Board Association (ISBA) regarding Board ethics and Board governance. During meetings held on November 19, 2021 and December 9, 2021 the Board firmly established its two priorities for ongoing training in multiple areas of governance as an effort to actively increase their knowledge of governance procedures.
- Dr. Kelleher, who has been the Chairman of the Board since 2013, will be transitioning from the Chairman of the Board to a Board Director when an individual has been secured to take on his position.
- ACVS is ready and willing to accept additional suggested improvements to resolve the cited concerns.

Operational Outcomes Board Stewardship: Another Choice Virtual Charter School, ACVS, has worked with the Idaho School Boards Association, ISBA, for several years and modeled our structure and policies per its School District Policy manuals, which we initially purchased in 2010. We have kept our membership intact and purchased the policy update option for our

Charter several years ago. This calendar year, ACVS purchased the newer Charter School Policy manual through ISBA and are in the process of converting to the new manual.

As requested, ACVS submitted our policies to the Idaho Public Charter School Commission. Policy documents were requested from the Program Manager of the Idaho Public Charter School Commission on March 12, 2021. ACVS submitted all the policies to the commission on May 16, 2021. It is acknowledged that, due to formatting issues as well as end-of-the year responsibilities surrounding graduation and academic needs during an especially trying year with the myriad number of restrictions due to the Covid-19 pandemic, that Dr. Sandidge was not timely in this submission to the Commission. Dr. Sandidge did ultimately seek out technological assistance in order to submit the policies in the proper format to the Commission. ACVS has not been informed prior to the proposed Annual Performance Report 2021 received in November 2021 that our policies may be incomplete, as indicated by the words, “Based on IPCSC review, the board’s policies appear to be incomplete.” We look forward to continuing our work with the Idaho Public Charter School Commission to fully understand what that means and ensure we are in compliance.

Our Board arranged for an individualized training through ISBA for Ethical Practices, as well as having representatives attend the ISBA annual convention. We are continuing to work with ISBA for additional training and have worked with Anderson, Julian, & Hull, LLP for additional training on Board practices. Our Board is open and actively seeking training and will continue in this endeavor.

Kevin McLaren was a member on ACVS’s Board. He was a co-owner of a corporation that provided services to ACVS. While he worked diligently to abstain from any voting that could have been perceived as a conflict of interest, it was still an area of concern that we have since addressed on several levels. Mr. McLaren resigned from the board to ensure there was no conflict or possible mismanagement. After an initial investigation from the Idaho Public Charter School Commission, there was a referral from Idaho Public Charter School Commission to the Canyon County Prosecutor for serving on the board while being connected to businesses affiliated with ACVS. No charges were ever issued and no action was ever taken against Mr. McLaren from the Canyon County Prosecutor nor anyone else affiliated with our organization.

The improvements planned for Another Choice Virtual Charter School’s certificate term in the area of governance oversight and operational compliance are as follows:

- At the December 9, 2021 meeting Dr. Sandidge submitted her resignation that will go into effect at the end of the 2021 / 2022 school year. This move will ensure that there is no possibility of a conflict of interest between Dr. Sandidge and any locations or contractors ACVS works with going forward.

- At the December 9, 2021 meeting ACVS Board of Directors determined that two full time administrative positions will be created and recruited for to replace the role Dr. Sandidge will vacate. These roles will be what is typically viewed as a school superintendent and a school principal. The search for the administrative positions will be conducted by a search committee and will be advertised through ISBA early in 2022.
- Starting in April and May of 2021, ACVS restructured two positions which included updating job structure and hiring to take on the responsibilities of Human Resources and the Clerk of the Board, as well as ISEE Reporting.

ACVS did not meet standard on “Operational Measure 3b: Board Oversight” of the Commission’s Performance Framework, which required ACVS’s governing board to practice consistent and effective oversight over the school and its administrator. Dr. Sandidge has been an administrator with ACVS since 2010. She is also a co-owner of a corporation that provided services to ACVS. The relationship was documented with the initial charter authorization within the resume and physical initial location of operation. It was the interpretation that this information was known by the Idaho Public Charter School Commission initially in 2010 as it was documented within the charter documents. Additionally, this was public information. However, as the school grew and as time progressed this public information was not continuously documented adequately. As a result, Dr. Sandidge received a letter of reprimand by the Professional Standards Commission. A requirement for that letter of reprimand is, prior to recertification in 2025, Dr. Sandidge must complete an ethics training. It is acknowledged that to date, while that training has been personally purchased by Dr. Sandidge it has not been completed. Dr. Sandidge did confirm with the Professional Standards Commission when that needed to be completed and that information was verbally discussed with the Idaho Public Charter School Commission staff. Dr. Sandidge was not told by the Idaho Public Charter School Commission this needed to be completed earlier than what was specified by the Professional Standards Commission, therefore the standard on “Operational Measure 5a: Additional Obligations” is still in progress within the timeframes outlined by the Professional Standards Commission.

Additionally, as a result of the investigation from the Idaho Public Charter School Commission, there was a referral from Idaho Public Charter School Commission to the Canyon County Prosecutor for being connected to businesses affiliated with ACVS. No charges were ever issued and no action was ever taken against Dr. Sandidge from the Canyon County Prosecutor. That has additionally been made public information.

Dr. Sandidge acknowledges that she did not guide the school well in regards to procurement procedures when establishing financial contacts. Once she was made aware of expected procurement structures and policies, Dr. Sandidge sought out extensive legal guidance to ensure that these procedures were addressed as needed. Upon the completion of their extensive review she fully adhered to their advice. Requests for bids were posted in July and subsequently

awarded in the fall of 2021. The entire process was fully overseen by legal counsel to ensure it was done appropriately.

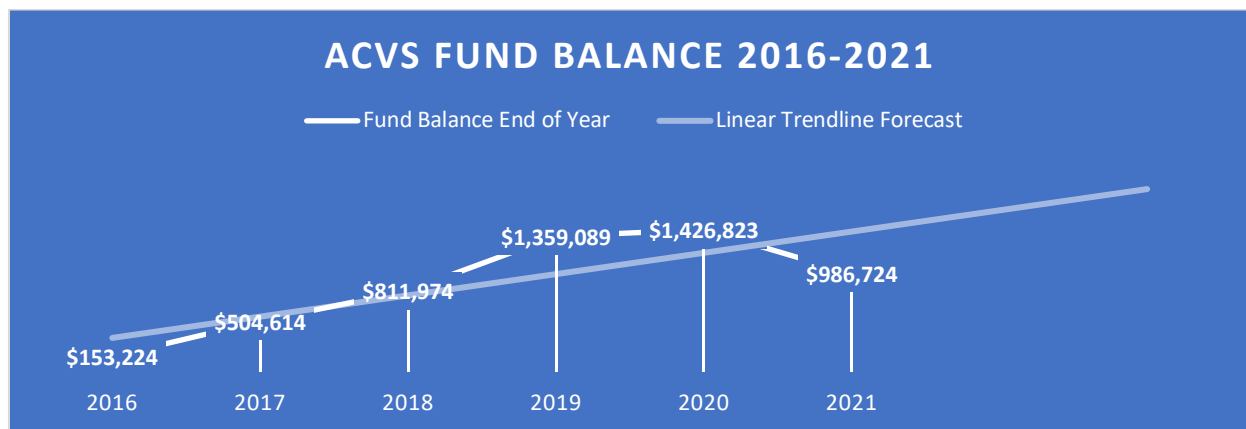
As is often the case in schools, staff are responsible for a variety of areas. As adjustments to the pandemic made clear in 2020, our overall staff responsibilities had grown enough beyond capacity that positions would need to be adjusted in order to ensure that tasks were completed appropriately and in a timely manner. This process is still an ongoing. Our school continues to work on balancing the tasks and roles of staff to ensure they have the time and the training to be equipped to do their tasks well. As part of this goal of continuing to improve our school, four individuals took over key roles within our organization in April and May of 2021. This restructuring has enabled the administrator to delegate key responsibilities to further ensure work on tasks would be addressed in a comprehensive and timely fashion.

These functional leaders began the arduous task of learning these new tasks as of April of 2021. Human Resources and Clerk of the Board were placed into one position and a new staff member was hired for that position. Two highly experienced special educators took on the role of coordination of our extensive special education and 504 accommodation program. Additionally, we fully changed over our ISEE reporter. All of those positions have undergone significant training both inside and outside of ACVS and have worked collaboratively with the Idaho Department of Education, the Idaho Public Charter School Commission, and various outside training entities to ensure they are equipped for the positions they hold. All are key in helping to ensure that operational compliance is addressed. To date these changes have proven very beneficial to address the standard “Operational Measure 3c: Reporting Requirements” of the Commission’s Performance Framework.

The improvements planned for Another Choice Virtual Charter School’s certificate term in the area of Fiscal Accountability are as follows:

- ACVS has zero debt and enough reserves to sustain school operations for 3.2 months (96 days) without revenue. As you can see in the following table, within the past five years we have significantly improved our Fund Balance each year with the exception of last year during the height of the COVID19 pandemic.

ACVS Fiscal Year	Fund Balance End of Year	Fund Balance Improvement End of Year
2016	\$153,224	
2017	\$504,614	\$351,390
2018	\$811,974	\$307,360
2019	\$1,359,089	\$543,006
2020	\$1,426,823	\$67,734
2021	\$986,724	-\$440,099



We have a good history of financial success and improvement demonstrated by real numbers confirmed by our auditor. ACVS did not take any loans during the Covid-19 pandemic and has never taken out a loan for any reason. We work hard to manage resources to the end that our diverse student population is well served. Our distinct student population remains at the forefront of our planning as we strategically spend each dollar for their sole benefit. Not unlike other schools our enrollment numbers dropped during the pandemic. However, we are currently experiencing a return to normal enrollment figures, and expect to continue in this direction in the near future. Regardless, with no debt and significant reserves we anticipate being able to weather occasional downturns.

In the Idaho Public Charter School Commission Annual Performance Reports of 2017 / 2018, 2018 / 2019, and 2019 / 2020 ACVS was provided with the “Accountability Designation” of “Honor” in the “Financial Outcome” component. In 2020 / 2021 the “Accountability Designation” was determined to be “N/A”. According to the performance reports prepared and distributed by the Idaho Public Charter School Commission, ACVS’s Fiscal Accountability was considered exemplary and was provided with a designation of “Honor”, which is above and beyond the designation of “Good Standing”.

Our auditor, Dan Coleman, CPA of Quest CPAs PLLC, has confirmed and agrees with our perspective of the numbers and data I am providing here. I am unsure as to why the Idaho Public

Charter School Commission's recent report recommending non-renewal, characterized "ACVS's financial audit for fiscal year 2021" as reflecting or being "indicative of financial distress". In our auditors' own words, he addressed the "Net Change in Fund Balance" as follows:

Large decrease due to a reduction in state funding for prior year ISEE reporting discrepancies. The School has made adjustments to make sure those discrepancies don't happen in the future. Although we showed a big loss for FY21, we did have prior year fund balance carryforward that was able to absorb the loss. **The ending fund balance / carryover is about a 3-month operating reserve which is still on the high-end of our 11/2 - 3-month recommendation.**

Throughout the past five years ACVS has consistently improved its financial position. As evidenced by our improving fund balance seen above, ACVS is in a much stronger financial position today than we were five years ago. In fact, we are in a much stronger financial position today than we were three years ago when we earned the Financial Outcome accountability designation of "Honor" from the Idaho Public Charter School Commission in annual performance reports mentioned above.

Fiscal year 2021 was challenging on a number of levels for our school, and all schools, due in large part to the pandemic which started at the beginning of 2020 (end of fiscal year 2020). Prior to the pandemic we enjoyed the privilege of having a waitlist of students who wanted to enroll at ACVS because we were at maximum capacity with enrollment numbers. The privilege of having a waitlist and maximum enrollment waned throughout the pandemic. However, despite diminishing enrollment numbers in addition to a state-wide reduction in state funding due to the pandemic, ACVS did not experience financial hardship. We did not experience financial hardship because we were responsible with our budget and accumulated sufficient funds to withstand potential hardship. We currently remain prepared to weather potential hardship, should the need present itself.

The improvements planned for Another Choice Virtual Charter School's certificate term in the area of Data Security and Transparency are as follows:

- ACVS has made great efforts at working towards increasing data security and transparency on our website. ACVS has worked with our website developer to further enhance the ease of accessing information from our site. This is a matter of great importance to us and we will continue to work with our website developer and the Idaho Public Charter School Commission to keep our site accessible to all.

ACVS did not meet standard on "Operational Measure 3d: Public Transparency" of the Commission's Performance Framework. As required by PCSC policy an ACVS Board Meeting was observed by Mr. Dawson. While Mr. Dawson has attended multiple board meetings and

Director Thompson attended one board meeting we were provided one observation form written below which was addressed according to a follow up email from Mr. Dawson.

School: ACVS

PCSC Board Meeting Observation Summary

Observation Date: 2/17/2021

Observer: Jared Dawson

ACVS Board of Directors-

Below you will find the summary of the PCSC board meeting observation required by PCSC Policies & Procedures (updated on August 13th,2020). The intent of this observation is to follow PCSC standard and serves as documentation of the fulfillment of your annual requirements. If you have any questions/comments/concerns regarding the summary below, please feel free to reach out to the Program Managers or PCSC Director. You have 5 days from the date of receipt of this summary to provide any follow-up as needed.

Director's Name	Office (if applicable)	Present/Remote/Absent
John Kelleher	Chair	Remote
Misty Puckett	Secretary/Treasurer	Remote
Ruth Kropp	Director	Remote
Laura Shoemaker	Director	Remote
School Leadership	Title	Present/Remote/Absent
Laura Sandidge	Administrator	Remote
Ross Jones	Business Manager	Remote

ACVS Observation Summary

Observation Category	Status	Date
Open Meeting Law	Concern	2/17/2021
Public Participation	No Concern	2/17/2021
Operational Efficacy	No Concern	2/17/2021
Academic Achievement	No Concern	2/17/2021
Financial Health	No Concern	2/17/2021



Laura Shoemaker <lshoemaker@anotherchoicecharter.org>

Meeting

Jared Dawson <Jared.Dawson@osbe.idaho.gov>
To: Laura Shoemaker <lshoemaker@anotherchoicecharter.org>

Thu, Nov 18, 2021 at 1:51 PM

Absolutely, Laura. I'm including the formal meeting observation from March, as that is really the only meeting that I took notes on, and it is a required part of the renewal packet. There was a concern about an open meeting law violation with the agenda not being posted in the summary, and that was eventually resolved as it was tied to the new/old website changes, etc.

I don't know if I took notes for the other meetings, as I was mainly there just to keep tabs on where you were in the process (ethics training, contracts, etc.). I can go back and look through my notepads just to make sure, and send that information over to you, but there's nothing in a word doc or formal observation or anything like that. A lot of my contact and follow-up communication was done with Laura via either phone or email.

I'm just fine with working with you as the liaison, and I hope from your perspective you can trust that I'll be transparent and work with you as best I can through this process. Thank you for the heads up on the meeting tomorrow – I know I've been attending all of your meetings – however, with this one, I don't plan on attending unless you recommend that I be there. I know this is difficult and an emotional situation, and I don't want to add any unnecessary pressure and give your team a chance to breathe a little as you begin working through this. If you disagree with this thinking and think it would be a good idea for me to attend instead let me know (with the agenda specifically set for mostly executive session, I also don't have anything to observe, really, although I could be mistaken).

As soon as your board and legal counsel decide how they want to go, I can be as involved in the process to whatever extent or capacity you wish, and will be available to answer whatever questions you have. I appreciate how difficult this situation is and how everyone on your team must be feeling right now. I also want to say thank you for coming to the Renewal presentation yesterday – hopefully that conversation was productive, answered some of your questions, and helped you see how the process should look moving forward. Let me know if you have any questions, and thank you.

JARED DAWSON

Program Manager, Idaho Public Charter School Commission
(208) 332-1585

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[Quoted text hidden]

Laura Shoemaker

ACVS Board Clerk / HR

lshoemaker@anotherchoicecharter.org

The improvements planned for Another Choice Virtual Charter School's certificate term in the area of Academic Outcomes are as follows:

- ACVS has made great efforts at increasing Academic Outcomes for all students at ACVS. Our school was identified to be involved with the Department of Education School Improvement project beginning with the 2018 / 2019 school year for a three-year cycle. All schools identified were continued for a fourth year due to the impacts of the pandemic. This has been a major activity for all staff at ACVS. We have fully adjusted multiple key elements of our school's academic program in an effort to increase academic outcomes for all students. While schools have not been identified as yet for school improvement in the 2022 / 2023 school year at this point all meetings with the Department of Education School Improvement project team have indicated that ACVS has sufficiently progressed to the extent that we will no longer be eligible for that supportive and empowering program.
- ACVS plans to continue to develop our staff's capacity in understanding how to better work with students that have experienced trauma. Our school is moving towards a trauma informed model of serving students that stresses academic success and increased mental health.

Since ACVS did have academic concerns according to our last renewal ACVS expected there would be a team site visit as per PCSC policy for the purpose of observing the school's Key Design Elements. This visit has not been scheduled or discussed with ACVS administration prior to this report, most likely due to the pandemic. Therefore key design elements along with data that supports positive academic change is occurring at ACVS will be provided.

ACVS clearly serves a wonderfully diverse population as was the goal of our original charter. This has been discussed with Director Thompson recently when discussing what schools would provide appropriate data comparables to ACVS. Director Thompson and Dr. Sandidge both agreed that while there is no true comparable due to the unique demographics of our students, our school would most likely best be compare to an alternative school. This was consistent with a condition that was placed on ACVS at the last reauthorization.

ACVS's 2019 five (5) year cohort graduation rate will be at least thirty-five percent (35%). Five (5) year cohort graduation rate data for 2019 will be available in early 2020. This condition is based on a rate of increase sufficient to promote ACVS's ability to achieve a five (5) year cohort graduation rate of at least forty-eight percent (48%) by the end of the next performance certificate term. Forty-eight percent (48%) is the 2014 median five (5) year cohort graduation rate for Idaho alternative schools. Although ACVS is not an alternative school, the Commission recognizes that its student population faces similar challenges.

That condition, while dropped due to the Covid-19 pandemic was met due to the changes our school has made. The 2019 / 2020 4 Year Graduation rate was 49.5% and our 5 Year Graduation rate was 52.2%. While the graduation rate for 2020-2021 school year has not been fully compiled from the State our initial data indicates that our rate will continue to move forward by being closer to 55%.

The student demographics for Another Choice Virtual Charter School is as follows: ACVS currently has 415 students. That population is approximately 50% females and 50% males. Those students further go on to be 36% non-white; 29% on an Individualized Education Plan, 10% on a 504 Accommodation Plan; and 69% of all our students qualify for At-Risk according to Idaho's definition of At-Risk, which means that 69% of our student population is at risk for academic failure or dropping out of school. Additionally, .01% of that population is three or more years behind grade, .07% are two or more years behind grade level, and .38% of the population is approximately one year behind grade level. While this doesn't always impact the graduation rate, it does impact motivation for students to continue with their education. .10% of our current population are already 18 or older. While many students have been consistent with ACVS for many years, there is significant mobility which is as indicative of a high at-risk population.

Additionally, the pandemic exacerbated the mobility rate during the 2020 / 2021 school year considerably. The mobility rate is determined by calculating the total number of new student entries and withdrawals during the year divided by the total opening day enrollment. Therefore, the mobility rate for the 2020 / 2021 school year was 118%. The mobility rate is still being determined for the 2021 / 2022 school year, however, to date it is 72%. This data could include students that entered and withdrew from ACVS multiple times throughout the year due to various circumstances. The population of mobile students require staff that continually work extensively to help students connect with their environment, their curriculum, teachers, as well as other students. Our teachers and staff are continually being taught better ways to engage their students. This has been a successful school improvement goal.

While ACVS's academic performance has been consistently low throughout the current Performance Certificate term we have consistently worked individually with every student that attends ACVS to ameliorate the situation. Given the demographics of our student population the school improvement focus has been on growth in ELA, Math, and Informational Reading, for all students. We have specifically focused on students in grades 6, 7, and 8 as those grades have typically proven to be the population that has experienced the slowest amount of growth. They also represent the key transition grades from elementary to high school. ACVS has utilized the Interims as a tool within the State ISAT portal extensively in order to facilitate student growth. Growth is monitored continuously. The data in Interims and in NWEA's Measures of Academic Progress, MAPs, have been specifically individualized and reviewed continually for students in 7th and 8th grade to measure growth at the student level, as demonstrated below.

Number System	Opportunity #1	Opportunity #2	Opportunity #3	Analyze & Solve Linear Equations	Opportunity #1	Opportunity #2	Opportunity #3	Proportional Relationships	Opportunity #1	Opportunity #2	Opportunity #3
Student A	6/13 At/Near Standard	8/13 Above Standard		Student A	6/12 At/Near Standard	8/12 Above Standard	9/12 Above Standard	Student A	2/10 Below Standard	8/10 Above Standard	
Student B	7/13 At/Near Standard	9/13 Above Standard		Student B	2/12 Below Standard	6/12 At/Near Standard	6/12 At/Near Standard	Student B	2/10 Below Standard	6/10 At/Near Standard	
Student C	3/13 At/Near Standard	2/13 Below Standard		Student C	1/12 Below Standard	3/12 At/Near Standard	4/12 At/Near Standard	Student C	1/10 Below Standard	2/10 Below Standard	

During the pandemic, and even with an extremely high student mobility rate, ACVS actually outperformed the state on the ISAT in scale growth for math for our students in 6th grade and in both ELA and math for our students in 10th grade when comparing the growth rate for all students in ACVS in comparison to all students across the state. Additionally, it bears noting that students with special needs are a major focus for our school, therefore we cannot neglect the fact that there is a population of students that need to be celebrated for their growth even though more standardized testing may not reflect it as pronounced as we would like. Progress can and should be measured in a variety of ways. We have seen it as our students blossom and grow in an environment that allows for their differences and focuses on taking the student where they are at while encouraging them to fully realize their academic and personal goals. It is incredibly difficult to statistically measure the growth of a student that literally growled at those that came too close when she initially enrolled at ACVS to her joyful and demonstrative participation with teachers and peers upon her graduation day a few short years later. We fully celebrate the growth of our students and can see that through many forms of data, including IEP goal progress data. In spite of struggles with mental and physical health issues, over 82% of our students with disabilities have made growth on their IEP goals. It is also important to note that over 50% of our students qualifying for special education have shown an upward trend on their grade level MAPs testing scores.

Since the last reauthorization for ACVS three major changes have occurred academically that have had a significant impact on students and staff.

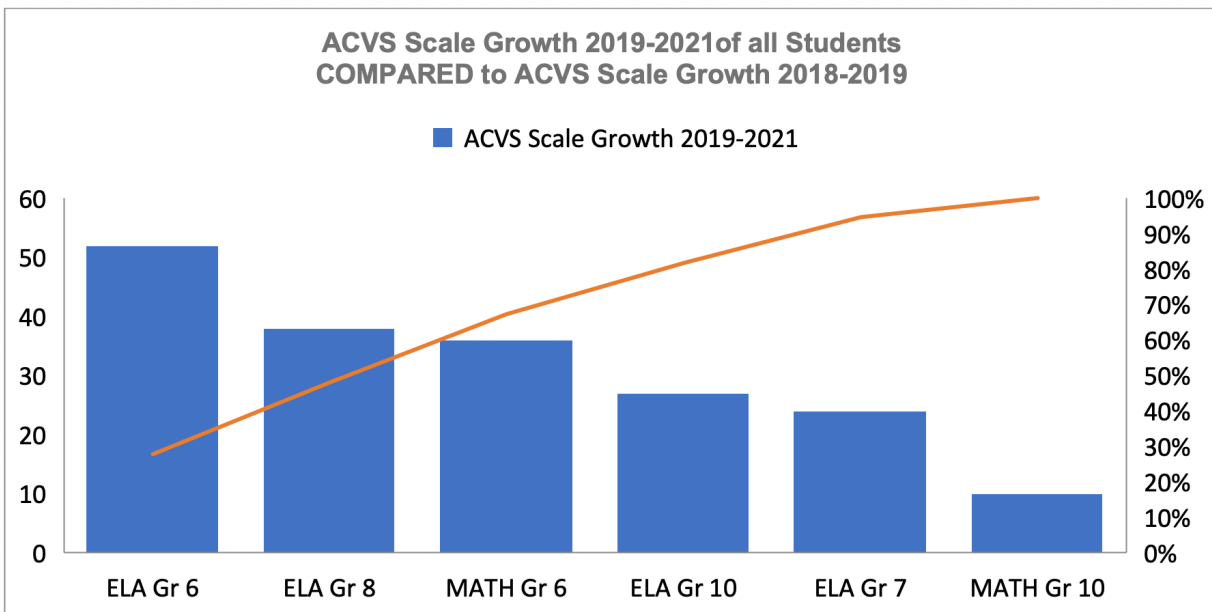
First, all students in grades K through 12 are required to take NWEA Measuring Academic Performance, MAPs, three times a year; prior to entry or at the beginning of the school year, again mid-year, and at the end of the year. Growth is significantly monitored through the MAPs program as well as with the State's Interims. The Interims typically close in February or early March so MAPs have been key to understanding the full year's growth.

A second change that ACVS has implemented is based on the results of the MAPs test and how it correlates to the assigned classes students in grades 7 through 12 are placed. ACVS has used the NWEA skills program, as well as other researched-based programs, to work on building key skills for our students. Therefore, if a student scores 75% or below grade level on their ELA or math MAPs test they get their regular subject grade level course that is required and appropriate for their grade level plus another full class designed to build the student's skill level in the subject area. If the student scores below 50% they are placed in one class and if they score

between 50 and 75% they are placed in more of an accelerated program that still builds their academic skills in the subject area. This has required students who are below grade level to have two class periods in either the ELA or math subject area, one working on grade level skills and the other working on below grade level skills. This has proven very successful for our students. Likewise, students who score 75% or below grade level on their reading MAPs test are assigned a reading class that using research and evidence-based programming to increase their reading level. This program is very individualized and time intensive both for students and staff, but it has been very important for our growth.

Lastly, we have fully revamped our curriculum in grades K through grade 12 for all students over the past five years to ensure that our curriculum is fully aligned with the state standards and embeds progress monitoring to ensure students are achieving. Our academic program is rigorous and time intensive for student and teacher alike. Our students often do not get to have electives that other students would be able to have because their electives are working on skill building. However, our students and families are encouraged by the growth they have seen individually in their specific skill levels.

While ACVS has not met the growth measures we are seeking to. The chart below indicates that the changes we have instituted for all students are impacting our trend towards achieving the growth we hope to achieve. This work is intensive and all staff are fully involved in this endeavor at ACVS. The standard of Academic Progress is paramount to ACVS and is still in progress.



Outline of Additional Evidence

- 1) Exhibit 1: Comparison of ACVS Scale Growth to State Wide Average Scale Growth through the Pandemic.
 - a) This data is a comparison of all students against all students. It does not extract students on an IEP or any other student demographic areas.
- 2) Exhibit 2: Comparison of ISAT proficiency level change between ACVS to the State through the Pandemic in ELA and math.
 - a) This data is a comparison of all students against all students. It does not extract students on an IEP or any other student demographic areas. I provides us with data that says we are comparable with the state in overall proficiency change.
- 3) Exhibit 3: Growth Resiliency Measure Organizational Report.
 - a) Resiliency, or the ability for an individual to overcome a major crises, tragedy, or trauma is extremely important for all students. In a school that has 69% of the student population qualifying as At-Risk for academic failure or dropping out of school requires that all staff are equipped to help our students develop their resiliency skills. Dr. Jonathan Locust from Winona State University in Minnesota has worked with ACVS to help us quantify how well our staff are helping our students build resiliency. This report is not a final report as it will not be complete until the end of the year.

Exhibit 1: Comparison of ACVS Scale Growth to State Wide Average Scale Growth through the Pandemic.

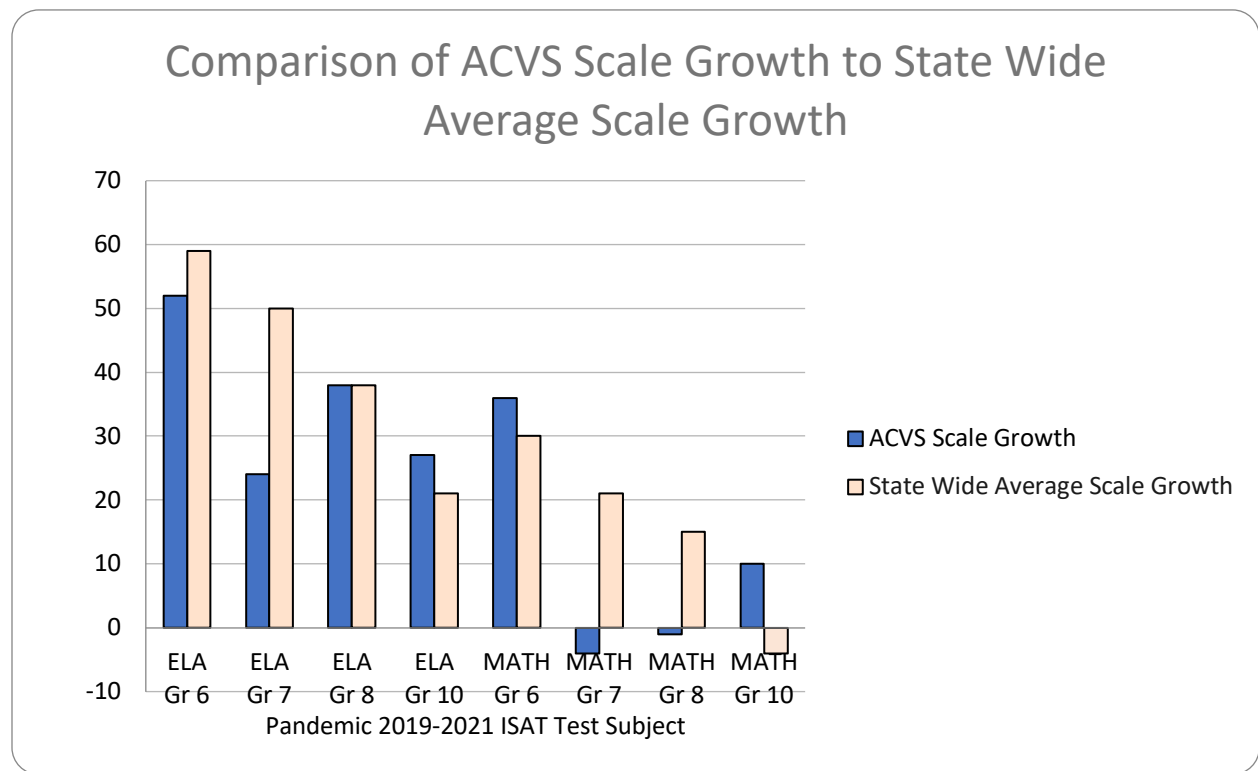
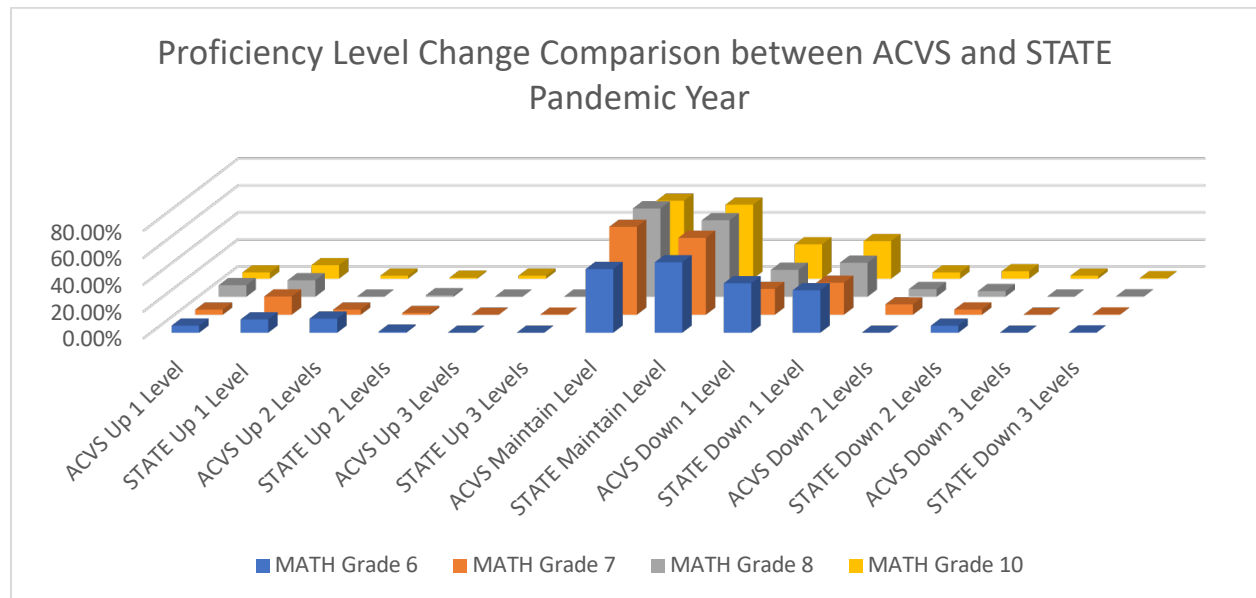
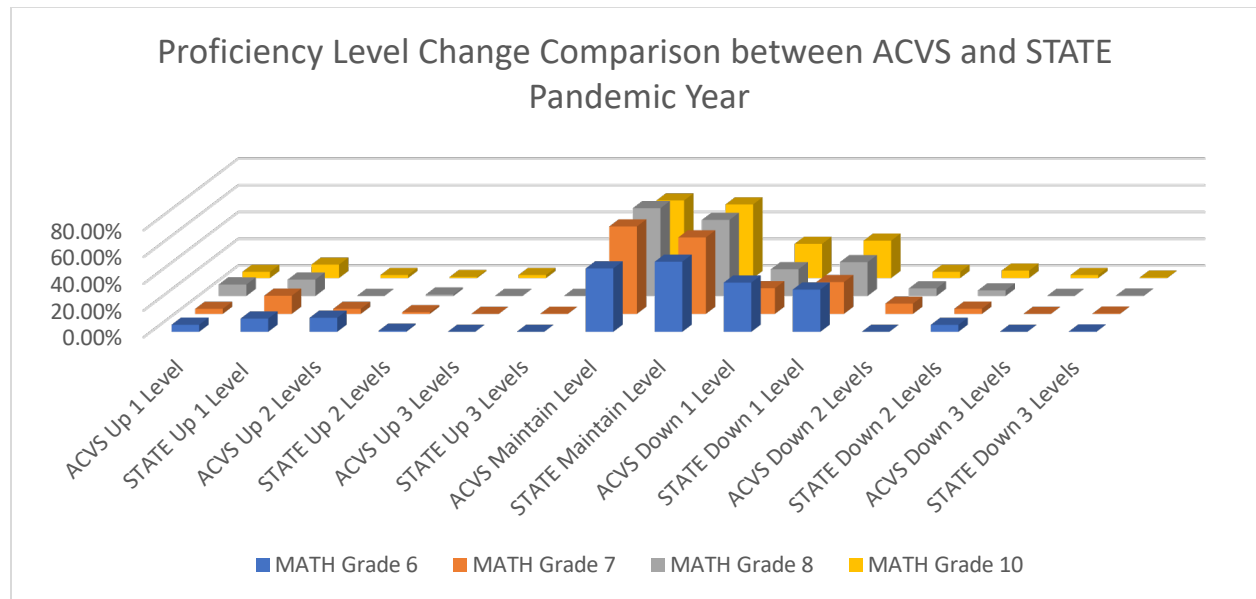


Exhibit 2: Comparison of ISAT proficiency level change between ACVS to the State through the Pandemic in ELA and math.



Additional Evidence

Exhibit Three Growth Resiliency Measure



GRM

Growth Resiliency Measure Organizational Report

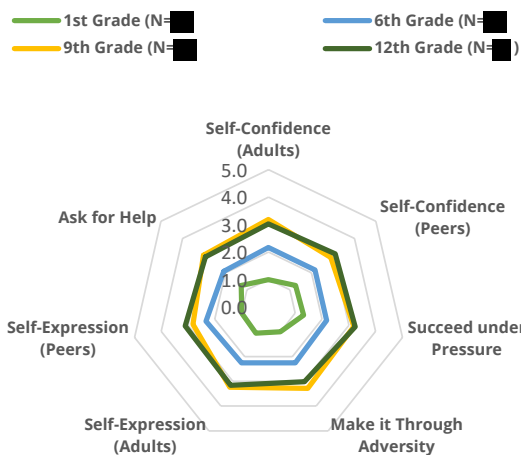
Another Choice Virtual Charter School

Grades: K-12 # Students: 413 Students of Color: 36% Male: 50%
Female: 49% Transgender: ■ At-Risk: 69% IEP: 29% 504 Plan: 10%
Avg. Per Pupil Spending: \$1,554 Free/Discount Lunch: 36.8%

Fall 2021

Average Scores for Selected Grades

Start of the Academic Year



Data Insights

Organizationally, students showed the highest gain in *Self-Confidence w/ Adults* on average.

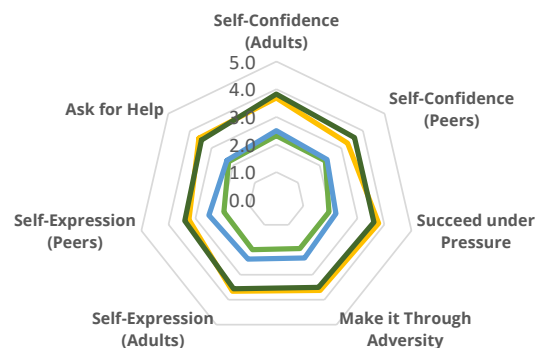
Below is the highest gain components for each grade.

- 1st Grade – *Self-Confidence w/ Adults* and *Self-Confidence w/ Peers*
- 2nd Grade – *Self Expression w/ Adults*
- 3rd Grade – *Self-Confidence w/ Peers* and *Self Expression w/ Adults*
- 4th Grade – *Asking for help*
- 5th Grade – *Self-Confidence w/ Adults*
- 6th Grade – *Self-Confidence w/ Adults*

Data Insights (cont'd)

- 7th Grade – *Self-Confidence w/ Adults* and *Self Expression w/ Adults*
- 8th Grade – *Self-Confidence w/ Adults*, *Succeeding Under Pressure* and *Making it Through Adversity*
- 9th Grade – *Succeeding Under Pressure* and *Asking for help*
- 10th Grade – *Self-Confidence w/ Adults*
- 11th Grade – *Self-Confidence w/ Adults* and *Asking for help*
- 12th Grade – *Self-Confidence w/ Adults* and *Succeeding Under Pressure*

At the time of Assessment



GRM scores were reported by teachers for individual students in their classes at any point in the fall term of 2021. The scores for each category range from 1 through 5, w/ 1 as the lowest and 5 as the highest.

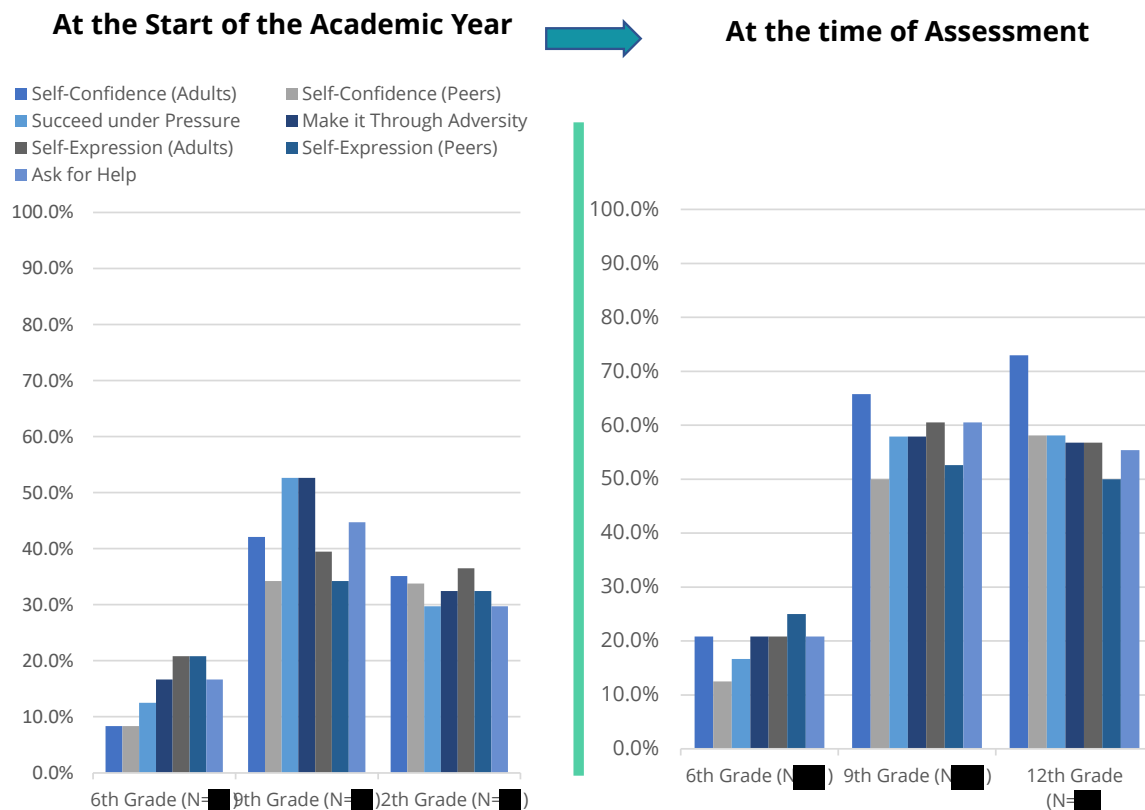


GRM

Growth Resiliency Measure Organizational Report

Fall 2021

Percent of Students w/ High Scores (4 or 5)



Data Insights

Below are the grades that had the largest percentage of students w/ high scores (4 or 5) for each resilience component. Components are not included if there was no growth.

Self-confidence w/ Adults – 5th, 6th, 7th, 9th, 11th, and 12th Grades

Success under pressure – 8th Grade

Ask for help – 10th Grade

Self-expression w/ Adults – 3rd Grade

Self-expression w/ Peers – 3rd Grade

GRM scores were reported by teachers for individual students in their classes at any point in the fall term of 2021. The scores for each category range from 1 through 5, w/ 1 as the lowest and 5 as the highest.



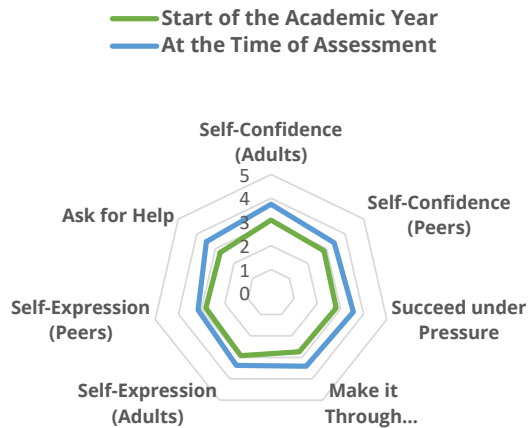
GRM

Growth Resiliency Measure Organizational Report

Fall 2021

Students of Color

Change in GRM Average (12th Grade)



Overall, students of color were most represented in *Self-confidence w/ Adults*, followed by *Self Expression w/ Adults*.

Self-expression w/ Adults had the highest percentage of 11th grade students of color.

Success under pressure had the highest percentage of 8th grade students of color.

Self-Confidence w/ Adults and *Peers* showed the highest percentage of students of color in the 3rd, 4th, and 10th grades.

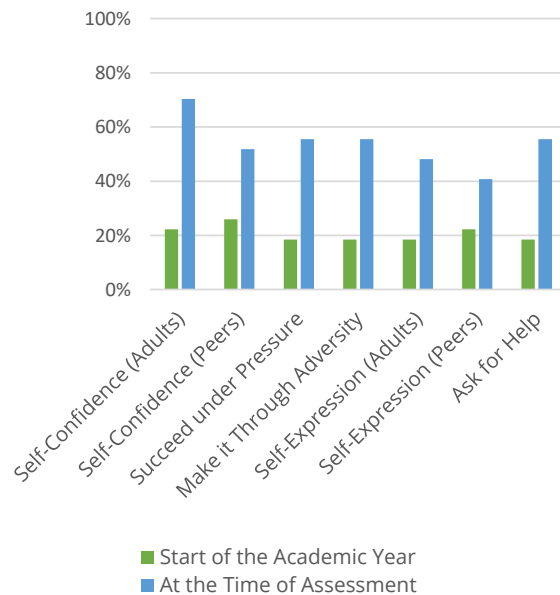
Note: 2nd Grade was evenly distributed amongst all components.

Data Insights

For each component of resilience, find the highest gain areas made by students of color for each grade.

- *Self-confidence w/ Adults* – 7th grade
- *Self-confidence w/ Peers* – 2nd, 4th, 5th, 6th, 10th, 11th, and 12th grades
- *Success under pressure* – 8th and 9th and 11th grades
- *Ask for help* – 8th and 11th Grade
- *Self-expression w/ Adults* – 3rd Grade

Change in Percentage of Students w/ Score 4 or 5 (12th Grade)



GRM scores were reported by teachers for individual students in their classes at any point in the fall term of 2021. The scores for each category range from 1 through 5, w/ 1 as the lowest and 5 as the highest.



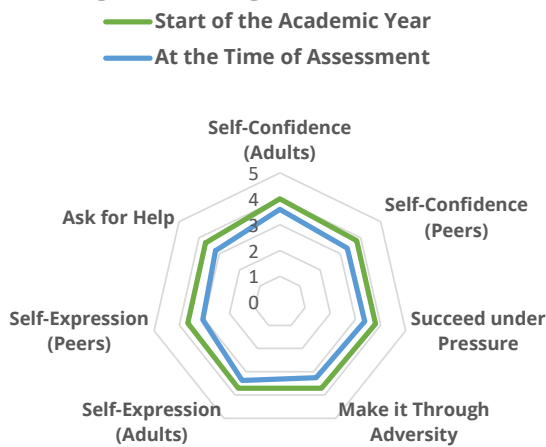
GRM

Growth Resiliency Measure Organizational Report

Fall 2021

IEP Students

Change in Average GRM (12th Grade)



Data Insights

For each component of resilience, find the highest gains areas made by students of color for each grade.

- *Self-confidence w/ Adults* – 1st and 5th grade
- *Self-confidence w/ Peers* – 1st, 2nd, 3rd, 4th, 10th, 11th, and 12th grades
- *Success under pressure* – 8th, 9th and 11th grades
- *Make it through Adversity* – 11th grades
- *Ask for help* – 4th, 6th and 11th grades
- *Self-expression w/ Adults* – 7th grade

Note: K had 0 IEP students.

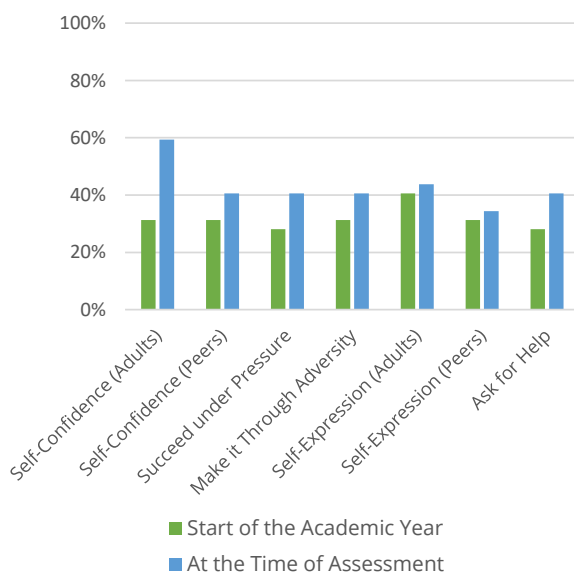
Overall, IEP students were most represented in Self-confidence w/ adults, followed by Success Under Pressure.

Self-Confidence w/ Adults showed the highest percentage of IEP students in the 11th and 12th grades, and was one of several for grades 4, 6, 7 and 10.

Self-expression w/ Adults had the highest percentage of 9th grade IEP students. gm

Success under pressure had the highest percentage of 8th grade students of color.

Change in the Percentage of Students w/ Score 4 or 5 (12th Grade)



GRM scores were reported by teachers for individual students in their classes at any point in the fall term of 2021. The scores for each category range from 1 through 5, w/ 1 as the lowest and 5 as the highest.



GRM

Growth Resiliency Measure Organizational Report

Data Tables – Fall 2021

1. GRM Submitted by Student Characteristics

Excludes students w/out information on their grade level or complete GRM scores

	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade	Grand Total
Student Count		19	8	13	11	12	24	19	39	38	48	74	73	382
Boy %														
Girl %														
Transgender %														
Students of Color %				46%			33%		28%	37%	33%	36%	37%	34%
IEP %							50%	63%	46%	42%	46%	45%	44%	41%

2. Baseline GRM Averages (at the start of the semester)

Grade	Self-Confidence (Adults)	Self-Confidence (Peers)	Succeed under Pressure	Make it Through Adversity	Self-Expression (Adults)	Self-Expression (Peers)	Ask for Help
Kindergarten	1.3	1.3	1.0	1.0	1.3	1.3	1.3
1st Grade	1.3	1.3	1.0	1.0	1.1	1.0	1.3
2nd Grade	2.9	2.6	2.5	2.5	2.6	2.6	2.5
3rd Grade	2.2	2.0	1.8	1.8	2.2	2.2	2.0
4th Grade	2.7	2.5	2.4	2.5	2.3	2.3	2.0
5th Grade	2.8	2.8	2.4	2.7	2.5	2.6	2.8
6th Grade	2.2	2.2	2.2	2.3	2.3	2.3	2.1
7th Grade	2.9	2.7	2.0	2.1	2.5	2.6	2.1
8th Grade	2.6	2.5	2.4	2.5	2.5	2.4	2.7
9th Grade	3.2	2.9	3.2	3.3	3.2	2.8	3.0
10th Grade	2.9	2.8	2.6	2.8	2.7	2.6	2.8
11th Grade	2.6	2.6	2.4	2.5	2.7	2.7	2.6
12th Grade	3.2	3.1	3.0	3.0	3.2	3.1	2.9
Grand Total	2.7	2.6	2.5	2.6	2.6	2.6	2.6

3. Current GRM Averages (at the time of data entry)

Grade	Self-Confidence (Adults)	Self-Confidence (Peers)	Succeed under Pressure	Make it Through Adversity	Self-Expression (Adults)	Self-Expression (Peers)	Ask for Help
Kindergarten	2.3	2.3	2.0	2.0	2.3	2.3	2.3
1st Grade	2.3	2.3	1.9	1.9	2.0	1.9	2.2
2nd Grade	4.0	3.6	3.5	3.5	3.9	3.8	3.6
3rd Grade	3.2	2.8	2.5	2.5	3.0	2.9	2.5
4th Grade	3.0	2.6	2.5	2.5	2.5	2.5	2.4
5th Grade	3.1	2.8	2.5	2.8	2.6	2.7	2.8
6th Grade	2.5	2.3	2.2	2.3	2.4	2.5	2.3
7th Grade	3.3	2.9	2.1	2.2	2.8	2.7	2.2
8th Grade	3.2	2.8	3.1	3.1	3.0	2.8	3.1
9th Grade	3.7	3.3	3.8	3.6	3.7	3.2	3.6
10th Grade	3.1	3.0	2.8	2.9	2.8	2.8	2.9
11th Grade	3.4	3.2	3.1	3.2	3.2	3.1	3.4
12th Grade	3.8	3.6	3.6	3.5	3.6	3.4	3.5
Grand Total	3.30	3.07	3.00	3.01	3.07	2.95	3.07



GRM

Growth Resiliency Measure Organizational Report

Data Tables – Fall 2021

4. Baseline GRM High Scores (4 or 5) - *at the start of the semester*

Grade	Student Count	Self-Confidence (Adults)	Self-Confidence (Peers)	Succeed under Pressure	Make it Through Adversity	Self-Expression (Adults)	Self-Expression (Peers)	Ask for Help
Kindergarten	■							
1st Grade	19							
2nd Grade	8							
3rd Grade	13							
4th Grade	11							
5th Grade	12							
6th Grade	24					5	5	■
7th Grade	19	7				5		
8th Grade	39	10	10	6	8	10	8	13
9th Grade	38	16	13	20	20	15	13	17
10th Grade	49	7	7	■	5	5	6	6
11th Grade	74	17	19	12	16	16	20	24
12th Grade	74	26	25	22	24	27	24	22
Grand Total	384	94	86	73	84	88	85	96

5. Current GRM High Scores (4 or 5) - *at the time of data entry*

Grade	Student Count	Self-Confidence (Adults)	Self-Confidence (Peers)	Succeed under Pressure	Make it Through Adversity	Self-Expression (Adults)	Self-Expression (Peers)	Ask for Help
Kindergarten	■							
1st Grade	19							
2nd Grade	8	5	5	5	5	5	5	5
3rd Grade	13					5	5	■
4th Grade	11							
5th Grade	12	5	■					
6th Grade	24	5			5	5	6	5
7th Grade	19	9	■			6		
8th Grade	39	18	14	17	17	14	12	16
9th Grade	38	25	19	22	22	23	20	23
10th Grade	49	14	15	8	9	10	11	15
11th Grade	74	37	33	31	30	34	31	41
12th Grade	74	54	43	43	42	42	37	41
Grand Total	384	179	142	136	137	146	133	156



GRM

Growth Resiliency Measure Organizational Report

Data Tables – Fall 2021

6. Percent of GRM High Scores (4 or 5) - *at the start of the semester*

Grade	Total Student Count	Self-Confidence (Adults)	Self-Confidence (Peers)	Succeed under Pressure	Make it Through Adversity	Self-Expression (Adults)	Self-Expression (Peers)	Ask for Help
Kindergarten								
1st Grade	19							
2nd Grade	8							
3rd Grade	13							
4th Grade	11							
5th Grade	12							
6th Grade	24					21%	21%	
7th Grade	19	37%						
8th Grade	39	26%	26%		21%	26%	21%	33%
9th Grade	38	42%	34%	53%	53%	39%	34%	45%
10th Grade	49	14%	14%				12%	12%
11th Grade	74	23%	26%	16%	22%	22%	27%	32%
12th Grade	74	35%	34%	30%	32%	36%	32%	30%
Grand Total	384	24%	22%	19%	22%	23%	22%	25%

7. Percent of GRM High Scores (4 or 5) - *at the time of data entry*

Grade	Student Count	Self-Confidence (Adults)	Self-Confidence (Peers)	Succeed under Pressure	Make it Through Adversity	Self-Expression (Adults)	Self-Expression (Peers)	Ask for Help
Kindergarten								
1st Grade	19							
2nd Grade	8	63%	63%	63%	63%	63%	63%	63%
3rd Grade	13							
4th Grade	11							
5th Grade	12	42%	25%					25%
6th Grade	24	21%			21%	21%	25%	21%
7th Grade	19	47%				32%		
8th Grade	39	46%	36%	44%	44%	36%	31%	41%
9th Grade	38	66%	50%	58%	58%	61%	53%	61%
10th Grade	49	29%	31%	16%	18%	20%	22%	31%
11th Grade	74	50%	45%	42%	41%	46%	42%	55%
12th Grade	74	73%	58%	58%	57%	57%	50%	55%
Grand Total	384	47%	37%	35%	36%	38%	35%	41%

8. GRM Definitions (referred as “components”)

Self-confidence: trust in one’s abilities, capacities, and judgment.

Self-expression: free expression of one’s feelings, impulses, thoughts, attitudes, and talents.

Perseverance: persistence in doing something despite difficulty or delay in achieving success.

Success under pressure: accomplishment through an opposing situation/obstacle.

Ask for help: request to see/talk to someone for help.

REQUEST FOR ADMINISTRATIVE HEARING

On behalf of ANOTHER CHOICE VIRTUAL CHARTER SCHOOL, INC. ("ACVS"), the undersigned authorized representative acknowledges the receipt of the Notice and Acknowledgment of Commission Director's Recommendation for Nonrenewal of Charter dated November 15, 2021 ("Notice"). ACVS does not agree with the Director's recommendation as stated in the Notice, and is hereby exercising its right to an administrative hearing before the Idaho Public Charter School Commission ("Commission").

The hearing will be held at the date and place to be set forth in a Notice of Hearing, which will be issued by the Commission by no later than January 15, 2022. ACVS will proceed to the hearing under the terms and requirements set forth in the Notice of Hearing. ACVS acknowledges that, at the conclusion of the hearing and after a reasonable period for deliberation, the Commission will vote to either renew ACVS's charter with no conditions, renew ACVS's charter with conditions, or nonrenew ACVS's charter.

Dated: 12-9-21.



Authorized Representative
Board Chair/President
ANOTHER CHOICE VIRTUAL CHARTER SCHOOL,
INC.

REQUEST FOR ADMINISTRATIVE HEARING - 1

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL



ANNUAL PERFORMANCE REPORT 2013-2014

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

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

Alan Reed, Chairman
Tamara Baysinger, Director

Distributed Spring 2015

Introduction

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

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

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

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

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

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

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

School Overview

Mission Statement	<p>Another Choice Virtual Charter School seeks to provide a safe, individualized, standards-based education for Idaho's students, K through 12, with and without disabilities, to enable them to meet their full potential both intellectually and socially. Our focus is to offer an individualized education for all, specializing in individuals with learning differences, to become full and active contributing members of society through a virtual and experiential format. Another Choice Virtual Charter School is built on: academic achievement, development of social competence, post-secondary preparedness, and the development and advancement of student's technological skills.</p>	
Key Design Elements	<p>Another Choice Virtual Charter School is a virtual school that uses a blended model of implementation. Our focus is working with individuals with learning differences. All instruction is offered virtually. Asynchronous, synchronous, and/or face-to-face support services via a computer lab location, offer a variety of enhanced support opportunities for students. Another Choice Virtual Charter School offers:</p> <ul style="list-style-type: none"> i. Various online curriculums to provide core instruction. ii. Blended learning opportunities such as face-to-face tutoring through a computer lab, asynchronous, and synchronous options to support the virtual learning. iii. Intervention programs to supplement core instruction for students not meeting proficiency on state assessments and/or not making adequate gains through core curriculum. iv. Extended educational opportunities to offer additional learning/credit recovery for students looking to make up credits and/or work ahead. v. Socialization opportunities to enhance students' social, emotional, and wellbeing. vi. Vocational, college readiness, and dual credit opportunities to prepare students for post-secondary education and other career opportunities. 	
School Contact Information	<p>Address: 1014 W. Hemingway Blvd. Nampa, Idaho 83651</p>	<p>Phone: (208) 475-4255</p>
Surrounding District	Kuna Joint School District	
Opening Year	2010	
Current Term	April 17, 2014 - June 30, 2017	
Grades Served	K-12	
Enrollment	Approved: 504	Actual: 326

	School	Surrounding District	State
Non-White	32.49%	13.43%	22.56%
Limited English Proficiency	10.09%	3.07%	6.24%
Special Needs	35.33%	10.49%	9.46%
Free & Reduced Lunch	70.35%	44.60%	47.07%

School Leadership	Role
John Kelleher, Ph.D.	Chairman
Misty Puckett	Secretary/Treasurer
Harold Kropp	Member
Landon Shaffer, MBA	Member
Amanda Towle Popescu	Member
Kelsey Williams Ph.D.	Administrator
Laura Sandidge Ph.D.	Administrator

To facilitate a clearer context for the academic results, the demographic data provided above is from the 2012-13 school year. The enrollment and school leadership information provided above is from the 2013-14 school year. Updated enrollment and school leadership information is available upon request from the school or PCSC office.

Name of School: Another Choice Virtual Charter School Year Opened: 2010 Operating Term: 4/17/14 - 6/30/17 Date Executed: 4/17/2014

Introduction

Idaho's charter school legislation requires each public charter school authorizer to develop a Performance Framework on which the provisions of the Performance Certificate will be based. Performance Frameworks must clearly set forth the academic and operational performance indicators, measures, and metrics that will guide the authorizer's evaluations of each public charter school, and must contain the following:

- Indicators, measures, and metrics for student academic proficiency;
- Indicators, measures, and metrics for student academic growth;
- Indicators, measures, and metrics for college and career readiness (for high schools); and
- Indicators, measures, and metrics for board performance and stewardship, including compliance with all applicable laws, regulations and terms of the performance certificate.

The measurable performance targets contained within the framework must require, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. This Performance Framework was adopted by the Public Charter School Commission (PCSC) on August 30, 2013, and is intended for use with non-alternative public charter schools authorized by the PCSC.

Performance Framework Structure

The Performance Framework is divided into four sections: Academic, Mission-Specific, Operational, and Financial. The Academic and Mission-Specific sections comprise the primary indicators on which most renewal or non-renewal decisions will be based. The Operational and Financial sections contribute additional indicators that will, except in cases of egregious failure to meet standards, be considered secondary.

Academic:

A high percentage (60%) of a school's total score for the Academic & Mission Specific Accountability Designation reflects the school's performance on a set of academic measures. These measures are the same for all non-alternative schools. The "Meets Standard" rating for each measure is designed to align closely with state minimum standards as established in Idaho's ESEA waiver and Star Rating System.

Mission-Specific:

A significant portion (40%) of a school's total score for the Academic & Mission Specific Accountability Designation reflects the school's performance on a set of mission-specific measures. These measures may be academic or non-academic in nature, but must be objective and data-driven. The number and weighting of mission-specific measures should be established during one-on-one negotiations between the school and authorizer.

During their first Performance Certificate term only, schools authorized to open in or before Fall 2014 may choose to opt-out of the Mission-Specific section of the framework. Schools choosing to opt out of Mission-Specific measures for their first term agree that the weight of those measures will be placed instead on the Academic section, which then becomes the single, primary factor considered for purposes of renewal or non-renewal.

Operational:

Operational indicators comprise a secondary element for consideration during the renewal process. While each school will receive a score in the operational section, this score should not be used as the primary rationale for non-renewal unless the non-compliance with organizational expectations is severe or systemic. Particularly for a school whose academic performance meets or exceeds standards, poor results in this area are more likely to lead to a conditional renewal decision than to non-renewal.

Another Choice Virtual Charter School

Financial:

Financial indicators comprise a secondary element for consideration during the renewal process. While each school will receive a score in the financial section, this score should not be used as the primary rationale for non-renewal unless the school's financial state at the time of renewal is dire. Particularly for a school whose academic performance meets or exceeds standards, poor results in this area are more likely to lead to a conditional renewal decision than to non-renewal. The PCSC may also elect to renew a financially troubled school that is clearly providing a high quality education, but notify the SDE of the situation so that the payment schedule may be modified in order to safeguard taxpayer dollars.

Accountability Designations

Calculation of the percentage of eligible points earned for each school will guide the determination of that school's accountability designation: Honor, Good Standing, Remediation, or Critical. The accountability designation will, in turn, guide the PCSC's renewal or non-renewal decision-making. Measures for which a school lacks data due to factors such as grade configuration or small size will not contribute to that school's accountability designation. The PCSC will consider contextual factors affecting a school's accountability designation when making renewal or non-renewal decisions.

Honor:

Schools achieving at this level in all categories (academic, mission-specific, operational, and financial) are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed. The Framework places schools that earn 75-100% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 5-star schools, high-range 4-star schools with solid mission-specific outcomes, and mid-range 4-star schools with strong mission-specific outcomes to receive an honor designation. Schools that fall into this point-percentage category but have poor operational and/or financial outcomes will not be eligible for an honor designation.

Good Standing:

Schools achieving at this level will be recommended for renewal; however, conditional renewal may be recommended if operational and/or financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category, schools must receive the appropriate percentage of the combined academic and mission-specific points possible and have at least a 3-star rating. The Framework places schools that earn 55-74% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 3-star or 4-star schools with solid mission-specific outcomes, or 5-star schools with poor mission-specific, financial, and/or operational outcomes to receive a good standing designation. Although 2-star schools with strong mission-specific outcomes could fall into this point-percentage range, they would not be eligible to receive a good standing designation due to their star ratings; the Framework is drafted thus in recognition of Idaho's statutory provision that the performance framework shall, at a minimum, require that each school meet applicable federal and state goals for student achievement.

Remediation:

Schools achieving at this level may be recommended for non-renewal or conditional renewal, particularly if operational and/or financial outcomes are poor. Replication and expansion proposals are unlikely to succeed. The Framework places schools that earn 31-54% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 3-star schools with poor mission-specific outcomes, 2-star schools, or 1-star schools with strong mission-specific outcomes to receive a remediation designation.

Critical:

Schools achieving at this level face a strong likelihood of non-renewal, particularly if operational and/or financial outcomes are also poor. Replication and expansion proposals should not be considered. The Framework places schools that earn less than 30% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 1-star schools or 2-star schools with poor mission-specific outcomes to receive a Critical designation.

Another Choice Virtual Charter School

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL --- PERFORMANCE FRAMEWORK SCORECARD

ACADEMIC	Measure	Possible Elem / MS Points	% of Total Points	POINTS EARNED	Possible HS Points	% of Total Points	POINTS EARNED
State/Federal Accountability	1a	25	2%	0.00	25	2%	0.00
	1b	25	2%	0.00	25	2%	0.00
Proficiency	2a	75	5%	39.81	75	7%	39.81
	2b	75	5%	23.88	75	7%	23.88
	2c	75	5%	27.70	75	7%	27.70
	3a	100	7%	46.63	100	10%	46.63
Growth	3b	100	7%	17.94	100	10%	17.94
	3c	100	7%	23.81	100	10%	23.81
	3d	75	5%	43.20	75	7%	43.20
	3e	75	5%	33.54	75	7%	33.54
	3f	75	5%	33.54	75	7%	33.54
	3g	100	7%	43.33	100	10%	43.33
College & Career Readiness	4a				50	5%	0.00
	4b1				50	5%	0.00
	4c				50	5%	8.13
Total Possible Academic Points		900			1050	100%	
- Points from Non-Applicable							
Total Possible Academic Points for This School		900			1050		
Total Academic Points Received				333.37			341.50
% of Possible Academic Points for This School				37.04%			32.52%

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Course Completion (7-12 grade)	1						
Language Arts Growth (K-6)	2						
Math Growth (K-6)	3						
Motivation to Learn (SPED)	4						
Engagement in Learning (7, 9, 11)	5						
Postsecondary Course Completion (12)	6						
Typing Skills (8)	7						
Total Possible Mission-Specific Points		600	40%		0	0%	
Total Mission-Specific Points Received				0.00			0.00
% of Possible Mission-Specific Points Received				0.00%			#DIV/0!

TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS		1500			1050		
TOTAL POINTS RECEIVED				333.37			341.50
% OF POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS				22.22%			32.52%

OPERATIONAL	Measure	Points Possible	% of Total Points	Points Earned
Educational Program	1a	25	6%	25.00
	1b	25	6%	25.00
	1c	25	6%	25.00
	1d	25	6%	25.00
Financial Management & Oversight	2a	25	6%	15.00
	2b	25	6%	25.00
Governance & Reporting	3a	25	6%	25.00
	3b	25	6%	25.00
Students & Employees	4a	25	6%	25.00
	4b	25	6%	25.00
	4c	25	6%	25.00
	4d	25	6%	25.00
School Environment	5a	25	6%	25.00
	5b	25	6%	25.00
	5c	25	6%	25.00
Additional Obligations	6a	25	6%	25.00
TOTAL OPERATIONAL POINTS		400	100%	390.00
% OF POSSIBLE OPERATIONAL POINTS				97.50%

FINANCIAL	Measure	Points Possible	% of Total Points	Points Earned
Near-Term Measures	1a	50	13%	50.00
	1b	50	13%	10.00
	1c	50	13%	50.00
	1d	50	13%	50.00
Sustainability Measures	2a	50	13%	50.00
	2b	50	13%	50.00
	2c	50	13%	50.00
	2d	50	13%	50.00
TOTAL FINANCIAL POINTS		400	100%	360.00
% OF POSSIBLE FINANCIAL POINTS				90.00%

The financial measures included here are based on industry standards. They are not intended to reflect the nuances of a school's financial status. A low score on any single measure indicates only the *possibility* of a problem. In many cases, contextual information that alleviates concern is provided in the notes that accompany individual measures. Please see the financial section of this framework for additional detail.

Another Choice Virtual Charter School

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL --- PERFORMANCE FRAMEWORK SCORECARD

ACCOUNTABILITY DESIGNATION	Academic & Mission-Specific		Operational		Financial	
	Range	% of Points Possible Earned	Range	% of Points Possible Earned	Range	% of Points Possible Earned
Honor Schools achieving at this level in all categories are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed.	75% - 100% of points possible		90% - 100% of points possible	97.50%	85% - 100% of points possible	90.00
Good Standing Schools achieving at this level in Academic & Mission-Specific will be recommended for renewal; however, conditional renewal may be recommended if Operational and/or Financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category for Academic & Mission-Specific, schools must receive the appropriate percentage of points and have at least a Three Star Rating.	55% - 74% of points possible		80% - 89% of points possible		65% - 84% of points possible	
Remediation Schools achieving at this level in Academic & Mission-Specific may be recommended for non-renewal or conditional renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals are unlikely to succeed.	31% - 54% of points possible	32.52%	61% - 79% of points possible		46% - 64% of points possible	
Critical Schools achieving at this level in Academic & Mission-Specific face a strong likelihood of non-renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals should not be considered.	0% - 30% of points possible		0% - 60% of points possible		0% - 45% of points possible	

INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY							
Measure 1a Overall Star Rating	Is the school meeting acceptable standards according to existing state grading or rating systems?	Result (Stars)	Points Possible	Points Earned			
	Exceeds Standard: School received five stars on the Star Rating System. Meets Standard: School received three or four stars on the Star Rating System. Does Not Meet Standard: School received two stars on the Star Rating System. Falls Far Below Standard: School received one star on the Star Rating System.	5	25				
		4	20				
		3	15				
		2	0	0			
		1	0	0			
Notes							
Measure 1b State Designations	Is the school meeting state designation expectations as set forth by state and federal accountability systems?	Result	Points Possible	Points Earned			
	Exceeds Standard: School was identified as a "Reward" school. Meets Standard: School does not have a designation. Does Not Meet Standard: School was identified as a "Focus" school. Falls Far Below Standard: School was identified as a "Priority" school.	Reward	25				
		None	15				
		Focus	0				
		Priority	0	0			
				0			
Notes							
INDICATOR 2: STUDENT ACADEMIC PROFICIENCY							
Measure 2a ISAT / SBA % Proficiency Reading	Are students achieving reading proficiency on state examinations?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		57-75	19	90-100	11	0
		67.70	38-56	19	65-89	25	40
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
							40
Notes							
Measure 2b ISAT / SBA % Proficiency Math	Are students achieving math proficiency on state examinations?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		57-75	19	90-100	11	0
			38-56	19	65-89	25	0
		46.50	20-37	18	41-64	24	24
			0-19	19	1-40	40	0
							24
Notes							
Measure 2c ISAT / SBA % Proficiency Language Arts	Are students achieving language proficiency on state examinations?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		57-75	19	90-100	11	0
			38-56	19	65-89	25	0
		51.60	20-37	18	41-64	24	28
			0-19	19	1-40	40	0
							28
Notes							
INDICATOR 3: STUDENT ACADEMIC GROWTH							
Measure 3a Criterion-Referenced Growth in Reading	Are students making adequate annual academic growth to achieve proficiency in reading with 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth. Meets Standard: Between 70-84% of students are making adequate academic growth. Does Not Meet Standard: Between 50-69% of students are making adequate academic growth. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		76-100	25	85-100	16	0
			51-75	25	70-84	15	0
		66.30	26-50	25	50-69	20	47
			0-25	25	1-49	49	0
							47
Notes							
Measure 3b Criterion-Referenced Growth in Math	Are students making adequate annual academic growth to achieve math proficiency within 3 years or by 10th grade?	Result (Percentage)	Points Possible	Points possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth. Meets Standard: Between 70-84% of students are making adequate academic growth. Does Not Meet Standard: Between 50-69% of students are making adequate academic growth. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		76-100	25	85-100	16	0
			51-75	25	70-84	15	0
			26-50	25	50-69	20	0
		35.16	0-25	25	1-49	49	18
							18
Notes							

Measure 3c Criterion-Referenced Growth in Language	Are students making adequate annual academic growth to achieve language proficiency within 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.	46.67	0-25	25	1-49	49	24
Notes							24
Measure 3d Norm-Referenced Growth in Reading	Are students making expected annual academic growth in reading compared to their academic peers?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: The school's Median SGP in reading falls between the 66 th and 99 th percentile.		57-75	19	66-99	34	0
	Meets Standard: The school's Median SGP in reading falls between the 43 rd and 65 th percentile.	49.50	38-56	19	43-65	23	43
	Does Not Meet Standard: The school's Median SGP in reading falls between the 30 th and 42 th percentile.		20-37	18	30-42	13	0
	Falls Far Below Standard: The school's Median SGP in reading falls below the 30 th percentile.		0-19	19	1-29	29	0
Notes							43
Measure 3e Norm-Referenced Growth in Math	Are students making expected annual academic growth in math compared to their academic peers?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: The school's Median SGP in math falls between the 66 th and 99 th percentile.		57-75	19	66-99	34	0
	Meets Standard: The school's Median SGP in math falls between the 43 rd and 65 th percentile.		38-56	19	43-65	23	0
	Does Not Meet Standard: The school's Median SGP in math falls between the 30 th and 42 th percentile.	42.00	20-37	18	30-42	13	34
	Falls Far Below Standard: The school's Median SGP in math falls below the 30 th percentile.		0-19	19	1-29	29	0
Notes							34
Measure 3f Norm-Referenced Growth in Language	Are students making expected annual academic growth in language compared to their academic peers?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: The school's Median SGP in language arts falls between the 66 th and 99 th percentile.		57-75	19	66-99	34	0
	Meets Standard: The school's Median SGP in language arts falls between the 43 rd and 65 th percentile.		38-56	19	43-65	23	0
	Does Not Meet Standard: The school's Median SGP in language arts falls between the 30 th and 42 th percentile.	39.50	20-37	18	30-42	13	34
	Falls Far Below Standard: The school's Median SGP in language arts falls below the 30 th percentile.		0-19	19	1-29	29	0
Notes							34
Measure 3g Subgroup Growth Combined Subjects	Is the school increasing subgroup academic performance over time?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: School earned at least 70% of possible points in SRS Accountability Area 3.		76-100	25	70-100	31	0
	Meets Standard: School earned 45-69% of possible points in SRS Accountability Area 3.		51-75	25	45-69	25	0
	Does Not Meet Standard: School earned 30-44% of possible points in SRS Accountability Area 3.	40.00	26-50	25	30-44	15	43
	Falls Far Below Standard: School earned fewer than 30% of possible points in SRS Accountability Area 3.		0-25	25	1-29	29	0
Notes							43

INDICATOR 4: COLLEGE AND CAREER READINESS							
Measure 4a Advanced Opportunity Coursework Notes	Are students participating successfully in advance opportunity coursework?	Result	Points Possible	Points Earned			
	Exceeds Standard: School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity	5	50				
	Meets Standard: School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity	3-4	30				
	Does Not Meet Standard: School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity	2	10				
	Falls Far Below Standard: School earned 1 or fewer points in SRS Post-Secondary Content Area: Adv Oppty	1	0	0.00			
		0					
Measure 4b1 College Entrance Exam Results Notes	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible	Points Earned			
	Exceeds Standard: Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
	Meets Standard: Effective in 2013-14, between 25-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	3-4	30				
	Does Not Meet Standard: Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	2	10				
	Falls Far Below Standard: Effective in 2013-14, fewer than 20% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0	0			
Notes		No result due to insufficient sample size.					
Measure 4b2 College Entrance Exam Results Notes	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible	Points Earned			
	Exceeds Standard: Effective in 2014-15 and thereafter, at least 45% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
	Meets Standard: Effective in 2014-15 and thereafter, between 35-44% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	3-4	30				
	Does Not Meet Standard: Effective in 2014-15 and thereafter, between 30-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	2	10				
	Falls Far Below Standard: Effective in 2014-15 and thereafter, fewer than 30% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0	0			
Notes		N/A					
Measure 4c Graduation Rate Notes	Are students graduating from high school?	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 90% of students graduated from high school.		39-50	12	90-100	11	0
	Meets Standard: 81-89% of students graduated from high school.		26-38	13	81-89	9	0
	Does Not Meet Standard: 71%-80% of students graduated from high school.		14-25	12	71-80	10	0
	Falls Far Below Standard: Fewer than 70% of students graduated from high school.	43.80	0-13	13	1-70	70	8
		8					

Another Choice Virtual Charter School

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL --- MISSION-SPECIFIC FRAMEWORK (N/A. Initial data set will be available fall 2015.)

MISSION-SPECIFIC GOALS				
Measure 1	Is the school ensuring that secondary students successfully complete coursework?	Result	Points Possible	Points Earned
	Exceeds Standard: 85% - 100% of 7-12 grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better achieved a course completion rate of 70% or better.		100	
	Meets Standard: 65% - 84% of 7-12 grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better achieved a course completion rate of 70% or better.		80	
	Does Not Meet Standard: 50% - 64% of 7-12 grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better achieved a course completion rate of 70% or better.		40	
	Falls Far Below Standard: Less than 50% of 7-12 grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better achieved a course completion rate of 70% or better.		0	
				<hr/> 0.00
Notes	For the purposes of this measure, a student will be considered enrolled at the "beginning of the school year" if he/she is enrolled no later than 2 weeks after the start of school. A student's attendance rate will be calculated by averaging the student's attendance rates for all of the courses in which the student was enrolled during the school year. Course completion will be defined as completion of the course with a 60% or better. The school will report data to the PCSC by October 1.			
Measure 2	Is the school ensuring that elementary students make appropriate academic growth in language arts?	Result	Points Possible	Points Earned
	Exceeds Standard: 85% to 100% of kindergarten through 6th grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better made at least one year of academic growth in language arts as demonstrated through pre and post curriculum-based assessments.		100	
	Meets Standard: 65% to 84% of kindergarten through 6th grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better made at least one year of academic growth in language arts as demonstrated through pre and post curriculum-based assessments.		80	
	Does Not Meet Standard: 50% to 64% of kindergarten through 6th grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better made at least one year of academic growth in language arts as demonstrated through pre and post curriculum-based assessments.		40	
	Falls Far Below Standard: Less than 50% of kindergarten through 6th grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better made at least one year of academic growth in language arts as demonstrated through pre and post curriculum-based assessments.		0	
				<hr/> 0.00
Notes	For the purposes of this measure, a student will be considered enrolled at the "beginning of the school year" if he/she is enrolled no later than 2 weeks after the start of school. A student's attendance rate will be calculated by averaging the student's attendance rates for all of the courses in which the student was enrolled during the school year. Pre assessments will be given within the first 60 days of the start of school. Post assessments will be given within the last 30 days of school. The school will report data to the PCSC by October 1.			

Another Choice Virtual Charter School

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL --- MISSION-SPECIFIC FRAMEWORK (N/A. Initial data set will be available fall 2015.)

Measure 3	Is the school ensuring that elementary students make appropriate academic growth in math?	Result	Points Possible	Points Earned
	Exceeds Standard: 85% to 100% of kindergarten through 6th grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better made at least one year of academic growth in math as demonstrated through pre and post curriculum-based assessments.		100	
	Meets Standard: 65% to 84% of kindergarten through 6th grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better made at least one year of academic growth in math as demonstrated through pre and post curriculum-based assessments.		80	
	Does Not Meet Standard: 50% to 64% of kindergarten through 6th grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better made at least one year of academic growth in math as demonstrated through pre and post curriculum-based assessments.		40	
	Falls Far Below Standard: Less than 50% of kindergarten through 6th grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better made at least one year of academic growth in math as demonstrated through pre and post curriculum-based assessments.		0	
				<hr/> 0.00
Notes	For the purposes of this measure, a student will be considered enrolled at the "beginning of the school year" if he/she is enrolled no later than 2 weeks after the start of school. A student's attendance rate will be calculated by averaging the student's attendance rates for all of the courses in which the student was enrolled during the school year. Pre assessments will be given within the first 60 days of the start of school. Post assessments will be given within the last 30 days of school. The school will report data to the PCSC by October 1.			
Measure 4	Is the school encouraging special education students' motivation to learn?	Result	Points Possible	Points Earned
	Exceeds Standard: 90% to 100% of special education students who were enrolled since the beginning of the school year and whose attendance rate was 90% or better EITHER demonstrated growth of 1 rating category or more OR achieved a rating of 4 or 5 on the SSIS Motivation to Learn Screening Guide.		100	
	Meets Standard: 70% to 89% of special education students who were enrolled since the beginning of the school year and whose attendance rate was 90% or better EITHER demonstrated growth of 1 rating category or more OR achieved a rating of 4 or 5 on the SSIS Motivation to Learn Screening Guide.		80	
	Does Not Meet Standard: 40% to 69% of special education students who were enrolled since the beginning of the school year and whose attendance rate was 90% or better EITHER demonstrated growth of 1 rating category or more OR achieved a rating of 4 or 5 on the SSIS Motivation to Learn Screening Guide.		40	
	Falls Far Below Standard: Less than 40% of special education students who were enrolled since the beginning of the school year and whose attendance rate was 90% or better EITHER demonstrated growth of 1 rating category or more OR achieved a rating of 4 or 5 on the SSIS Motivation to Learn Screening Guide.		0	
				<hr/> 0.00
Notes	For the purposes of this measure, a student will be considered enrolled at the "beginning of the school year" if he/she is enrolled no later than 2 weeks after the start of school. The Motivation to Learn Screening Guide is a section of the Social Skills Improvement System (SSIS). All special education students who have the appropriate attendance rate will take a post test within the last 30 days of the school year. The school will report data to the PCSC by October 1.			

Another Choice Virtual Charter School

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL --- MISSION-SPECIFIC FRAMEWORK (N/A. Initial data set will be available fall 2015.)

Measure 5	Is the school encouraging at-risk secondary students to engage in their learning?	Result	Points Possible	Points Earned
	Exceeds Standard: 90% to 100% of general education at-risk students in grades 7, 9, and 11 who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better achieved an average score of 3 or higher on the engaged learning questions within the Student Engagement Instrument.		100	
	Meets Standard: 70% to 89% of general education at-risk students in grades 7, 9, and 11 who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better achieved an average score of 3 or higher on the engaged learning questions within the Student Engagement Instrument.		80	
	Does Not Meet Standard: 40% to 69% of general education at-risk students in grades 7, 9, and 11 who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better achieved an average score of 3 or higher on the engaged learning questions within the Student Engagement Instrument.		40	
	Falls Far Below Standard: Less than 40% of general education at-risk students in grades 7, 9, and 11 who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better achieved an average score of 3 or higher on the engaged learning questions within the Student Engagement Instrument.		0	
				0.00
Notes	Engaged learning questions = 2, 8, 9, 11, 15, 17, 18, 19, 22, 23, 25, 28, 29, 30, 32, 33, and 34. For the purposes of this measure, a student will be considered enrolled at the "beginning of the school year" if he/she is enrolled no later than 2 weeks after the start of school. The school will use the state's definition of "at risk." The school will report data to the PCSC by October 1.			
Measure 6	Is the school ensuring that a significant percentage of high school students complete postsecondary work prior to graduation?	Result	Points Possible	Points Earned
	Exceeds Standard: 90%-100% of 12th grade students who have been enrolled since the beginning of their 11th grade year completed one or more vocational, PTE, and/or concurrent credit courses prior to graduation.		100	
	Meets Standard: 70%-89% of 12th grade students who have been enrolled since the beginning of their 11th grade year completed one or more vocational, PTE, and/or concurrent credit courses prior to graduation.		80	
	Does Not Meet Standard: 40%-69% of 12th grade students who have been enrolled since the beginning of their 11th grade year completed one or more vocational, PTE, and/or concurrent credit courses prior to graduation.		40	
	Falls Far Below Standard: Less than 40% of 12th grade students who have been enrolled since the beginning of their 11th grade year completed one or more vocational, PTE, and/or concurrent credit courses prior to graduation.		0	
				0.00
Notes	For the purposes of this measure, a student will be considered enrolled at the "beginning of their 11th grade year" if he/she was enrolled no later than 2 weeks after the start of school during their 11th grade year. Course completion will be defined as completion of the course with a 60% or better. The minimum sample size for this measure will be 20 students. If the school has an inadequate sample size, the points assigned to this measure will be redistributed evenly amongst the remaining measures. The school will report data to the PCSC by October 1.			

Another Choice Virtual Charter School

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL --- MISSION-SPECIFIC FRAMEWORK (N/A. Initial data set will be available fall 2015.)

Measure 7	Is the school improving middle school students' technology literacy?	Result	Points Possible	Points Earned
	Exceeds Standard: 80%-100% of 8th grade general education students who have been continuously enrolled since at least the beginning of 7th grade typed 35 wpm or higher with at least 85% accuracy on the spring typing assessment.		100	
	Meets Standard: 60%-79% of 8th grade general education students who have been continuously enrolled since at least the beginning of 7th grade typed 35 wpm or higher with at least 85% accuracy on the spring typing assessment.		80	
	Does Not Meet Standard: 40%-59% of 8th grade general education students who have been continuously enrolled since at least the beginning of 7th grade typed 35 wpm or higher with at least 85% accuracy on the spring typing assessment.		40	
	Falls Far Below Standard: Less than 40% of 8th grade general education students who have been continuously enrolled since at least the beginning of 7th grade typed 35 wpm or higher with at least 85% accuracy on the spring typing assessment.		0	
				0.00
Notes	<p>Students will be given a curriculum-based typing assessment within 30 days of the end of school year. ACVS will notify the PCSC no later than August 15, 2014 regarding the name of the specific typing assessment that has been adopted. This assessment will be used for the entirety of the performance certificate term. The school will provide data to the PCSC no later than October 1.</p> <p>The word-per-minute (wpm) target and performance ranges are based on current and past data of ACVS's 8th grade students' performance on typing tests.</p> <p>ACVS recognizes that overall technology literacy is critical and closely-tied to the school's mission as a virtual school. Therefore, ACVS intends to identify or develop an appropriate measurement tool to evaluate students' overall technology literacy. At the time of renewal, ACVS will present a new mission-specific measure focused on students' technology literacy using this tool.</p>			

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


INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT		Result	Points Possible	Points Earned
Measure 2a Financial Reporting and Compliance	Is the school meeting financial reporting and compliance requirements?		25	
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable), periodic financial reports as required by the PCSC, and any reporting requirements if the board contracts with an Education Service Provider; on-time submission and completion of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.			
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.	See note	15	15.00
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes	FY13 fiscal audit (due Nov 15, 2013) was submitted 12/18/13.			15.00
		Result	Points Possible	Points Earned
Measure 2b GAAP	Is the school following Generally Accepted Accounting Principles (GAAP)?			
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit opinion; an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.	No instances of non-compliance documented	25	25.00
	Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audits; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes	The FY14 fiscal audit includes a note that the school's management failed to include the management's discussion and analysis information required by GAAP; however, this is very common in Idaho school audits and is general recognized as inconsequential.			25.00
GOVERNANCE AND REPORTING		Result	Points Possible	Points Earned
Measure 3a Governance Requirements	Is the school complying with governance requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; state open meetings law; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00
		Result	Points Possible	Points Earned
Measure 3b Reporting Requirements	Is the school complying with reporting requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; additional information requested by the authorizer.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00

INDICATOR 4: STUDENTS AND EMPLOYEES				
Measure 4a Student Rights	Is the school protecting the rights of all students?	Result	Points Possible	Points Earned
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the rights of students, including but not limited to: policies and practices related to recruitment and enrollment; the collection and protection of student information; due process protections, privacy, civil rights, and student liberties requirements; conduct of discipline.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the rights of students. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the rights of students; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	25.00
Notes				
Measure 4b Credentialing	Is the school meeting teacher and other staff credentialing requirements?	Result	Points Possible	Points Earned
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification requirements.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to state and federal certification requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	25.00
Notes				
Measure 4c Employee Rights	Is the school complying with laws regarding employee rights?	Result	Points Possible	Points Earned
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to employment considerations, including those relating to the Family Medical Leave Act, the Americans with Disabilities Act, and employment contracts.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to employment considerations or employee rights. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to employment considerations; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	25.00
Notes				
Measure 4d Background Checks	Is the school completing required background checks?	Result	Points Possible	Points Earned
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to background checks of all applicable individuals.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to background checks of all applicable individuals. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to background checks of all applicable individuals; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	25.00
Notes				

INDICATOR 5: SCHOOL ENVIRONMENT		Result	Points Possible	Points Earned
Measure 5a Facilities and Transportation	Is the school complying with facilities and transportation requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities, grounds, and transportation, including but not limited to: American's with Disabilities Act, fire inspections and related records, viable certificate of occupancy or other required building use authorization, documentation of requisite insurance coverage, and student transportation.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the school facilities, grounds, or transportation. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the school facilities, grounds, and transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00
Measure 5b Health and Safety	Is the school complying with health and safety requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to safety and the provision of health-related services.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to safety or the provision of health-related services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to safety and the provision of health-related services; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00
Measure 5c Information Handling	Is the school handling information appropriately?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act and other applicable authorities; accessing documents maintained by the school under the state's Freedom of Information law and other applicable authorities; transferring of student records; proper and secure maintenance of testing materials.	No instances of non-compliance documented	25	25.00
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00
ADDITIONAL OBLIGATIONS		Result	Points Possible	Points Earned
Measure 6a Additional Obligations	Is the school complying with all other obligations?			
	Meets Standard: The school materially complies with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to state charter law; and requirements of the State Department of Education. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.	No instances of non-compliance documented	25	25.00
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				25.00

INDICATOR 1: NEAR-TERM MEASURES			25
Measure 1a Current Ratio	Current Ratio: Current Assets divided by Current Liabilities	Result	Points Possible
	Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i>		Points Earned
	Does Not Meet Standard: Current Ratio is between 0.9 and 1.0 or equalis 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.	Ratio is 2.41	50
	Falls Far Below Standard: Current ratio is less than or equal to 0.9.		50.00
Notes			
Measure 1b Unrestricted Days Cash	Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)	Result	Points Possible
	Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i>		Points Earned
	Does Note Meet Standard: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.	19.93 days cash	10
	Falls Far Below Standard: Fewer than 15 Days Cash.		10.00
Notes			
Measure 1c Enrollment Variance	Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget	Result	Points Possible
	Meets Standard: Enrollment Variance equals or exceeds 95 percent in the most recent year.		Points Earned
	Does Not Meet Standard: Enrollment Variance is between 85-95 percent in the most recent year.	Variance is 98.15%	50
	Falls Far Below Standard: Enrollment Variance is less than 85 percent in the most recent year.		50.00
Notes			
Measure 1d Default	Default	Result	Points Possible
	Meets Standard: School is not in default of loan covenant(s) and/or is not delinquent with debt service payments.		Points Earned
	Does Not Meet Standard: Not applicable	No default or delinquency noted in audit	50
	Falls Far Below Standard: School is in default of loan covenant(s) and/or is delinquent with debt service payments.		50.00
Notes			

INDICATOR 2: SUSTAINABILITY MEASURES				
Measure 2a Total Margin and Aggregated 3-Year Total Margin	Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues	Result	Points Possible	Points Earned
	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. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i>	Current year is 0.09 and aggregated is 0.001	50	50.00
	Does Not Meet Standard: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"		10	
	Falls Far Below 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.		0	50.00
Notes				
Measure 2b Debt to Asset Ratio	Debt to Asset Ratio: Total Liabilities divided by Total Assets	Result	Points Possible	Points Earned
	Meets Standard: Debt to Asset Ratio is less than 0.9	Ratio is .41	50	50.00
	Does Not Meet Standard: Debt to Asset Ratio is between 0.9 and 1.0		30	
	Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0		0	50.00
Notes				
Measure 2c Cash Flow	Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One-Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash	Result	0	Points Earned
	Meets Standard (in one of two ways): Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i>	Multi-year cumulative is \$129,731 & each year is positive	50	50.00
	Does Not Meet Standard: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"		30	
	Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative		0	50.00
Notes				
Measure 2d Debt Service Coverage Ratio	Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)	Result	Points Possible	Points Earned
	Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1	See note	50	50.00
	Does Not Meet Standard: Debt Service Coverage Ratio is less than 1.1		0	
	Falls Far Below Standard: Not Applicable			50.00
Notes				
The school has only operating leases for its facility.				



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

Alison Consoletti, The Center for Education Reform

ANOTHER CHOICE VIRTUAL SCHOOL 2017 ANNUAL PERFORMANCE REPORT

INTRODUCTION

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

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

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

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

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

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

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

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

PERFORMANCE FRAMEWORK STRUCTURE

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

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

ACCOUNTABILITY DESIGNATIONS

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

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

SCHOOL OVERVIEW			
Mission Statement	<p>Another Choice Virtual Charter School seeks to provide a safe, individualized, standards-based education for Idaho's students, K through 12, with and without disabilities, to enable them to meet their full potential both intellectually and socially. Our focus is to offer an individualized education for all, specializing in individuals with learning differences, to become full and active contributing members of society through a virtual and experiential format. Another Choice Virtual Charter School is built on: academic achievement, development of social competence, post-secondary preparedness, and the development and advancement of student's technological skills.</p>		
Key Design Elements	<p>Another Choice Virtual Charter School is a virtual school that uses a blended model of implementation. Our focus is working with individuals with learning differences. All instruction is offered virtually. Asynchronous, synchronous, and/or face-to-face support services via a computer lab location, offer a variety of enhanced support opportunities for students. Another Choice Virtual Charter School offers:</p> <ul style="list-style-type: none"> i. Various online curriculums to provide core instruction. ii. Blended learning opportunities such as face-to-face tutoring through a computer lab, asynchronous, and synchronous options to support the virtual learning. iii. Intervention programs to supplement core instruction for students not meeting proficiency on state assessments and/or not making adequate gains through core curriculum. iv. Extended educational opportunities to offer additional learning/credit recovery for students looking to make up credits and/or work ahead. v. Socialization opportunities to enhance students' social, emotional, and wellbeing. vi. Vocational, college readiness, and dual credit opportunities to prepare students for post-secondary education and other career opportunities. 		
School Location	Address: 1014 W. Hemingway Blvd. Nampa, Idaho 83651	School Phone	(208) 475-4255
Surrounding District	Treasure Valley Area Districts		
Opening Year	2010		
Current Term	July 1, 2017- June 30, 2022		
Grades Served	K-12		
Enrollment (Approved)	514	Enrollment (Actual)	477

SCHOOL LEADERSHIP	
John Kelleher	Chairman
Misty Puckett	Secretary/Treasurer
Harold Kropp	Member
Kevin McLaren	Member
Kelsey Williams	Administrator
Laura Sandidge	Administrator

STUDENT DEMOGRAPHICS				
	School	State	Surrounding	Neighboring
Non-White	23%	26%	N/A	N/A
Limited English Proficiency	2%	6%	N/A	N/A
Special Needs	29%	10%	N/A	N/A
Free and Reduced Lunch	N/A	49%	N/A	N/A

ISAT PROFICIENCY RATES	
Percentage of students meeting or exceeding proficiency in Math	8%
Percentage of students meeting or exceeding proficiency in English Language Arts	26%
Percentage of students meeting or exceeding proficiency in Science	41%

GO-ON RATE (Post-secondary enrollment within 12 months of graduation)	18%
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ACADEMIC	Measure	Points Possible K-8	Points Earned K-8	Points Possible 9-12	Points Earned 9-12	Points Possible K-12	Points Earned K-12	Points Possible Alternative	Points Earned Alternative
State Proficiency Comparison	1a	50	0	50	0	50	0		
	1b	50	0	50	0	50	4		
District Proficiency Comparison	2a	50	0	50	0	50	8	50	0
	2b	50	0	50	0	50	4	50	0
Criterion-Referenced Growth	3a	100	0			50	4		
	3b	100	0			50	11		
Norm-Referenced Growth	4a			100	0	50	23	50	0
	4b			100	0	50	14	50	0
Post-Secondary Readiness	5a			125	0	125	75	100	0
Total Academic Points		400	0	525	0	525	143	300	0
% of Academic Points			0%		0%		27%		0%

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

ACVS has chosen not to include mission-specific measures.

OPERATIONAL	Measure	Points Possible	Points Earned	FINANCIAL	Measure	Points Possible	Points Earned
Educational Program	1a	25	25	Near-Term	1a	50	50
	1b	25	25		1b	50	0
	1c	25	25		1c	50	10
	1d	25	25		1d	50	50
Financial Management & Oversight	2a	25	15	Sustainability	2a	50	50
	2b	25	25		2b	50	50
	2c	25	25		2c	50	50
Governance & Reporting	3a	25	25		2d	50	50
	3b	25	25	Total Financial Points		400	310
	3c	25	15	% of Financial Points			78%
	3d	25	0				
	3e	25	25				
	3f	25	25				
School Environment	4a	25	25				
	4b	25	25				
Additional Obligations	5a	25	25				
Total Operational Points		400	355				
% of Operational Points			89%				

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

ACCOUNTABILITY DESIGNATION	Range (% of Points Possible)	Academic Gen Ed Outcome	Academic Alt Outcome	Range	Mission Specific Outcome	Range	Operational Outcome	Range	Financial Outcome
Honor	75% - 100%			75% - 100%		90% - 100%		85% - 100%	
Good Standing	55% - 74%	27%	0%	55% - 74%	NA	80% - 89%	89%	65% - 84%	78%
Remediation	31% - 54%			31% - 54%		61% - 79%		46% - 64%	
Critical	0% - 30%			0% - 30%		0% - 60%		0% - 45%	

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

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

INDICATOR 1: STATE PROFICIENCY COMPARISON			
Measure 1a	Do math proficiency rates meet or exceed the state average?	Result	Points Possible Points Earned
Math Proficiency Rate Comparison to State	Exceeds Standard: The school's proficiency rate in math exceeds the state average by 16 percentage points or more.		50 0
	Meets Standard: The school's proficiency rate in math is equal to the state average, or exceeds it by 1 - 15 percentage points.		30 - 45 0
	Does Not Meet Standard: The school's proficiency rate in math is 1 - 15 percentage points lower than the state average.		15 - 29 0
	Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the state average.	X	0 - 14 0
Notes	The state average will be determined using the same grade set as is served by the public charter school.		<hr/> 0
Measure 1b	Do English Language Arts proficiency rates meet or exceed the state average?	Result	Points Possible Points Earned
ELA Proficiency Rate Comparison to State	Exceeds Standard: The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.		50 0
	Meets Standard: The school's proficiency rate in ELA is equal to the state average, or exceeds it by 1 - 15 percentage points.		30 - 45 0
	Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 15 percentage points lower than the state average.		15 - 29 0
	Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the state average.	X	0 - 14 4
Notes	The state average will be determined using the same grade set as is served by the public charter school.		<hr/> 4

INDICATOR 2: DISTRICT PROFICIENCY COMPARISON			
Measure 2a	Do math (or similar subject area) proficiency rates meet or exceed the district average?	Result	Points Possible Points Earned
Math Proficiency Rate			
Comparison to District	Exceeds Standard: The school's proficiency rate in math either exceeds the district average by 16 percentage points or more, or is at least 80%.		50 0
	Meets Standard: The school's proficiency rate in math is equal to the district average, or exceeds it by 1 - 15 percentage points.		30 - 45 0
	Does Not Meet Standard: The school's proficiency rate in math is 1 - 15 percentage points lower than the district average.		15 - 29 0
	Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the district average.	X	0 - 14 8
			8
Notes	The district average will be determined using the same grade set as is served by the public charter school. Because ACVS is a virtual school serving students in multiple districts, other Idaho virtual schools (instead of the district) will be used as the comparison group for purposes of this measure.		
Measure 2b	Do ELA (or similar subject area) proficiency rates meet or exceed the district average?	Result	Points Possible Points Earned
ELA Proficiency Rate			
Comparison to District	Exceeds Standard: The school's proficiency rate in ELA either exceeds the district average by 16 percentage points or more, or is at least 80%.		50 0
	Meets Standard: The school's proficiency rate in ELA is equal to the district average, or exceeds it by 1 - 15 percentage points.		30 - 45 0
	Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 15 percentage points lower than the district average.		15 - 29 0
	Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the district average.	X	0 - 14 4
			4
Notes	The district average will be determined using the same grade set as is served by the public charter school. Because ACVS is a virtual school serving students in multiple districts, other Idaho virtual schools (instead of the district) will be used as the comparison group for purposes of this measure.		

INDICATOR 3: CRITERION-REFERENCED STUDENT GROWTH (GRADES K-8)			
Measure 3a	Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade?	Result	Points Possible Points Earned
Criterion-Referenced Growth			
Math	Exceeds Standard: At least 85% of students are making adequate academic growth in math. Meets Standard: Between 70% and 84% of students are making adequate academic growth in math. Does Not Meet Standard: Between 50% and 69% of students are making adequate academic growth in math. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth in math.	18	39-50 0 26-38 0 13-25 0 0-12 4 <hr/> 4
Notes			
Measure 3b	Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade?	Result	Points Possible Points Earned
Criterion-Referenced Growth			
ELA	Exceeds Standard: At least 85% of students are making adequate academic growth in ELA. Meets Standard: Between 70% and 84% of students are making adequate academic growth in ELA. Does Not Meet Standard: Between 50% and 69% of students are making adequate academic growth in ELA. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth in ELA.	44	39-50 0 26-38 0 13-25 0 0-12 11 <hr/> 11
Notes			

INDICATOR 4: NORM-REFERENCED STUDENT GROWTH (GRADES 9-12)			
Measure 4a	Are students making expected academic growth in math compared to their academic peers?	Result	Points PossiblePoints Earned
Norm-Referenced Growth			
Math	Exceeds Standard: The school's median student growth percentile in math falls between the 66th and 99th percentile. Meets Standard: The school's median student growth percentile in math falls between the 43rd and 65th percentile. Does Not Meet Standard: The school's median student growth percentile in math falls between the 30th and 42nd percentile. Falls Far Below Standard: The school's median student growth percentile in math falls below the 30th percentile.	40	39-500 26-380 13-2523 0-120 23
Notes	Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.		
Measure 4b	Are students making expected academic growth in English Language Arts compared to their academic peers?	Result	Points PossiblePoints Earned
Norm-Referenced Growth			
ELA	Exceeds Standard: The school's median student growth percentile in ELA falls between the 66th and 99th percentile. Meets Standard: The school's median student growth percentile in ELA falls between the 43rd and 65th percentile. Does Not Meet Standard: The school's median student growth percentile in ELA falls between the 30th and 42nd percentile. Falls Far Below Standard: The school's median student growth percentile in ELA falls below the 30th percentile.	31	39-500 26-380 13-2514 0-120 14
Notes	Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.		

INDICATOR 5: COLLEGE & CAREER READINESS (GRADES 9-12)		
Measure 5a	Are students graduating from high school on time?	Result
Four-Year Adjusted Cohort Graduation Rate	<p>Exceeds Standard: The school's four-year ACGR was at least 90%.</p> <p>Meets Standard: The school either:</p> <p>a) had a four-year ACGR of 80% - 89% OR</p> <p>b) had a four-year ACGR of at least 66% AND met its progress goal.</p> <p>Does Not Meet Standard: The school met its progress goal but had a four-year ACGR below 66%.</p> <p>Falls Far Below Standard: The school did not meet its progress goal and had a four-year ACGR below 66%.</p>	Points Possible
		Points Earned
		125
		100
		34 75 75
		0-65 0
		75
Notes	<p>The school's graduation rate progress goal will be established by the state accountability system. If such goals are not established by the state accountability system in any given year, the school's graduation rate progress goal will be established as follows: The progress goal will represent the school's most recent four-year ACGR plus one-sixth of the amount of growth needed to decrease the rate of non-graduates by 50% within 6 years, using the most recent school year as the baseline year. If the school does not have baseline data, its progress goal will initially be based on the surrounding district average graduation rate. ACVS's progress goal for 2017 was 30%.</p> <p>Graduation rates are calculated on a 4-year-plus-summer cohort; for this reason, data availability will always run one year behind (that is, annual reports will contain graduation rate data from the cohort preceding the most recent school year. For example, 2015-16 ACGRs will be reflected in 2017 reports.)</p> <p>The 66% "floor" established by the bottom two categories is based on ESSA's mandatory inclusion in Targeted Support of any school that graduates fewer than 2/3 of its students on time.</p>	

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

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

Measure 1d	Is the school protecting the rights of English Language Learner (ELL) students?	Result	Points Possible	Points Earned
English Language Learners	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations , and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting students from ELL services; and ongoing monitoring of exited students.</p> <p>Partially Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25
Notes	No instances of non-compliance documented.			25

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT			
Measure 2a Financial Reporting and Compliance	Is the school meeting financial reporting and compliance requirements?	Result	Points Possible Points Earned
<p>Meets Standard: The school materially complies with applicable laws, rules, regulations , and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable) periodic financial reports as required by PCSC, and any reporting requirements if the board contracts with an Education Service Provider; on-time completion and submission of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>			25
		See note	15 15
			0
			15
Notes	The school's third-quarter financial report, due May 1, 2017, was received May 3, 2017.		
Measure 2b GAAP	Is the school following General Accepted Accounting Principles (GAAP)	Result	Points Possible Points Earned
<p>Meets Standard: The school materially complies with applicable laws, rules, regulations , and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit option, an audit devoid of significant findings and conditions, material weakness, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit. Any matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>		No instances of non-compliance documented	25 25
			15
			0
			25
Notes			
Measure 2c Enrollment Variance	Is the school successfully enrolling the projected number of students?	Result	Points Possible Points Earned
<p>Meets Standard: Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year.</p> <p>Partially Meets Standard: Enrollment variance was between 90 and 95 percent in the most recent fiscal year.</p> <p>Does Not Meet Standard: Enrollment variance was less than 90 percent in the most recent fiscal year.</p>		100%	25 25
			15
			0
			25
Notes	Enrollment variance is calculated by dividing actual mid-term enrollment by the enrollment projection in the school's board-approved budget, as submitted to the SDE at the beginning of the fiscal year.		

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

Measure 3c	Is the school complying with reporting requirements?	Result	Points Possible	Points Earned
Reporting Requirements	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; and additional information requested by the authorizer.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
		See note	15	15
			0	
				15
Notes	The school's calendar, due to the SDE on May 31, 2017, was submitted June 28, 2017.			
Measure 3d	Is the school complying with public transparency requirements?	Result	Points Possible	Points Earned
Public Transparency	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency, including but not limited to: maintenance of its website, timely availability of board meeting minutes, and accessibility of documents maintained by the school under the state's Freedom of Information Act, Open Meeting Law, Public Records Law, and other applicable authorities.</p> <p>Partially Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency. Any instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
		See note	0	0
				0
Notes	The school's 2015-16 annual performance report was not published on the school's website in accordance with §33-5209C, Idaho Code. The school has not posted a Continuous Improvement Plan on its website as required by §33-320, Idaho Code. These matters had not been remedied as of November 6, 2017.			

Measure 3e	Is the school meeting employee credentialing and background check requirements?	Result	Points Possible	Points Earned
Credentialing & Background Checks	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification and background check requirements.</p> <p>Partially Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification and background check requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to state and federal certification and background check requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25
			15	
			0	
				25
Notes				

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

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

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

INDICATOR 1: NEAR-TERM			
Measure 1a	Current Ratio: Current Assets divided by Current Liabilities	Result	Points Possible Points Earned
Current Ratio	<p>Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i></p> <p>Does Not Meet: Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.</p> <p>Falls Far Below Standard: Current ratio is less than or equal to 0.9.</p>	Current Ratio: 2.72	50 10 0
Notes			50
Measure 1b	Current Ratio: Cash divided by Current Liabilities	Result	Points Possible Points Earned
Cash Ratio	<p>Meets Standard: Cash Ratio is greater than 1.0 OR Cash Ratio is equal to 1.0 and one-year trend is positive (current year ratio is higher than last year's).</p> <p>Does Not Meet: Cash Ratio is between 0.9 and 1.0 OR Cash Ratio equals 1.0 and one-year trend is negative.</p> <p>Falls Far Below Standard: Cash ratio is equal to or less than 0.9.</p>	Cash Ratio: 0.79	50 10 0
Notes			0
Measure 1c	Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense/365)	Result	Points Possible Points Earned
Unrestricted Days Cash	<p>Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i></p> <p>Does Not Meet: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.</p> <p>Falls Far Below Standard: Fewer than 15 Days Cash.</p>	No. of Days Cash: 22	50 10 0
Notes			10
Measure 1d	Default	Result	Points Possible Points Earned
Default	<p>Meets Standard: School is not in default of financial obligations. Financial obligations include, but are not limited to: nonpayment, breach of financial representation, non-reporting, non-compliance, financial judgements, loan covenants, and/or tax obligations.</p> <p>Does Not Meet: School is in default of financial obligations.</p>	No Default Noted	50 0
Notes			50

INDICATOR 2: SUSTAINABILITY			
Measure 2a	Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues.	Result	Points Possible Points Earned
Total Margin and Aggregated		Aggregated 3-Year Totals:	
3-Year Total Margin	<p>Meets Standard: Aggregated 3-yr Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the</i></p> <p>Does Not Meet: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard".</p> <p>Falls Far Below 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.</p>	3.45%	50 50
			30
			0
			50
Notes	Due to the Restatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension restatement that do not provide or require current financial resources have been removed from the Net Position calculation. This restatement had no material effect on the standard outcome.		
Measure 2b	Debt to Asset Ratio: Total Liabilities divided by Total Assets	Result	Points Possible Points Earned
Debt to Asset Ratio		Ratio is:	
	<p>Meets Standard: Debt to Asset Ratio is less than 0.9.</p> <p>Does Not Meet: Debt to Asset Ratio is between 0.9 and 1.0</p> <p>Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0</p>	0.34	50 50
			30
			0
			50
Notes	Due to the Restatement of Pension Liability, as required by GASB 68, Total Liabilities may be higher than expected. The restatement had a material effect on the standard outcome, decreasing/increasing the rating from "Meets Standard" (.34) to "Falls Far Below Standard" (1.49). However, the pension liability was removed from the Total Liability calculation in the reported standard outcome.		
Measure 2c	Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One -Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash	Result	Points Possible Points Earned
Cash Flow		Multi-Year Cumulative is:	
	<p>Meets Standard: Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i></p> <p>Does Not Meet: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative.</p>	\$120,075	50 50
			30
			0
			50
Notes			

		Result	Points Possible	Points Earned
Measure 2d	Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)			
Debt Service Coverage Ratio		Ratio is:		
	Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1	2.43	50	50
	Does Not Meet: Debt Service Coverage Ratio is less than 1.1		0	
				50
Notes	Due to the Restatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension restatement that do not provide or require current financial resources have been removed from the Net Position calculation. This restatement had no material effect on the standard outcome.			

The mission-specific measures below are not part of the school's current performance framework. The outcomes are included here to recognize the school's achievement during the final year during which its previous performance framework applied.

MISSION-SPECIFIC GOALS				
Measure 1	Is the school ensuring that secondary students successfully complete coursework?	Result	Points Possible	Points Earned
	<p>Exceeds Standard: 85% - 100% of 7-12 grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better achieved a course completion rate of 70% or better.</p> <p>Meets Standard: 65% - 84% of 7-12 grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better achieved a course completion rate of 70% or better.</p> <p>Does Not Meet Standard: 50% - 64% of 7-12 grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better achieved a course completion rate of 70% or better.</p> <p>Falls Far Below Standard: Less than 50% of 7-12 grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better achieved a course completion rate of 70% or better.</p>	89.10%	100	100
			80	
			40	
			0	
				100.00
Notes	For the purposes of this measure, a student will be considered enrolled at the "beginning of the school year" if he/she is enrolled no later than 2 weeks after the start of school. A student's attendance rate will be calculated by averaging the student's attendance rates for all of the courses in which the student was enrolled during the school year. Course completion will be defined as completion of the course with a 60% or better. The school will report data to the PCSC by October 1.			
Measure 2	Is the school ensuring that elementary students make appropriate academic growth in language arts?	Result	Points Possible	Points Earned
	<p>Exceeds Standard: 85% to 100% of kindergarten through 6th grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better made at least one year of academic growth in language arts as demonstrated through pre and post curriculum-based assessments.</p> <p>Meets Standard: 65% to 84% of kindergarten through 6th grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better made at least one year of academic growth in language arts as demonstrated through pre and post curriculum-based assessments.</p> <p>Does Not Meet Standard: 50% to 64% of kindergarten through 6th grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better made at least one year of academic growth in language arts as demonstrated through pre and post curriculum-based assessments.</p> <p>Falls Far Below Standard: Less than 50% of kindergarten through 6th grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better made at least one year of academic growth in language arts as demonstrated through pre and post curriculum-based assessments.</p>		100	
			80	
		53.73%	40	40
			0	
				40.00
Notes	For the purposes of this measure, a student will be considered enrolled at the "beginning of the school year" if he/she is enrolled no later than 2 weeks after the start of school. A student's attendance rate will be calculated by averaging the student's attendance rates for all of the courses in which the student was enrolled during the school year. Pre assessments will be given within the first 60 days of the start of school. Post assessments will be given within the last 30 days of school. The school will report data to the PCSC by October 1.			
Measure 3	Is the school ensuring that elementary students make appropriate academic growth in math?	Result	Points Possible	Points Earned
	<p>Exceeds Standard: 85% to 100% of kindergarten through 6th grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better made at least one year of academic growth in math as demonstrated through pre and post curriculum-based assessments.</p> <p>Meets Standard: 65% to 84% of kindergarten through 6th grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better made at least one year of academic growth in math as demonstrated through pre and post curriculum-based assessments.</p> <p>Does Not Meet Standard: 50% to 64% of kindergarten through 6th grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better made at least one year of academic growth in math as demonstrated through pre and post curriculum-based assessments.</p> <p>Falls Far Below Standard: Less than 50% of kindergarten through 6th grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better made at least one year of academic growth in math as demonstrated through pre and post curriculum-based assessments.</p>		100	
			80	
		60.65%	40	40
			0	
				40.00
Notes	For the purposes of this measure, a student will be considered enrolled at the "beginning of the school year" if he/she is enrolled no later than 2 weeks after the start of school. A student's attendance rate will be calculated by averaging the student's attendance rates for all of the courses in which the student was enrolled during the school year. Pre assessments will be given within the first 60 days of the start of school. Post assessments will be given within the last 30 days of school. The school will report data to the PCSC by October 1.			

		Result	Points Possible	Points Earned
Measure 4	Is the school encouraging special education students' motivation to learn?			
	Exceeds Standard: 90% to 100% of special education students who were enrolled since the beginning of the school year and whose attendance rate was 90% or better EITHER demonstrated growth of 1 rating category or more OR achieved a rating of 4 or 5 on the SSIS Motivation to Learn Screening Guide.		100	
	Meets Standard: 70% to 89% of special education students who were enrolled since the beginning of the school year and whose attendance rate was 90% or better EITHER demonstrated growth of 1 rating category or more OR achieved a rating of 4 or 5 on the SSIS Motivation to Learn Screening Guide.	70.27%	80	80
	Does Not Meet Standard: 40% to 69% of special education students who were enrolled since the beginning of the school year and whose attendance rate was 90% or better EITHER demonstrated growth of 1 rating category or more OR achieved a rating of 4 or 5 on the SSIS Motivation to Learn Screening Guide.		40	
	Falls Far Below Standard: Less than 40% of special education students who were enrolled since the beginning of the school year and whose attendance rate was 90% or better EITHER demonstrated growth of 1 rating category or more OR achieved a rating of 4 or 5 on the SSIS Motivation to Learn Screening Guide.		0	
				80.00
Notes	For the purposes of this measure, a student will be considered enrolled at the "beginning of the school year" if he/she is enrolled no later than 2 weeks after the start of school. The Motivation to Learn Screening Guide is a section of the Social Skills Improvement System (SSIS). All special education students who have the appropriate attendance rate will take a post test within the last 30 days of the school year. The school will report data to the PCSC by October 1.			
		Result	Points Possible	Points Earned
Measure 5	Is the school encouraging at-risk secondary students to engage in their learning?			
	Exceeds Standard: 90% to 100% of general education at-risk students in grades 7, 9, and 11 who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better achieved an average score of 3 or higher on the engaged learning questions within the Student Engagement Instrument.		100	
	Meets Standard: 70% to 89% of general education at-risk students in grades 7, 9, and 11 who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better achieved an average score of 3 or higher on the engaged learning questions within the Student Engagement Instrument.		80	
	Does Not Meet Standard: 40% to 69% of general education at-risk students in grades 7, 9, and 11 who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better achieved an average score of 3 or higher on the engaged learning questions within the Student Engagement Instrument.	63%	40	40
	Falls Far Below Standard: Less than 40% of general education at-risk students in grades 7, 9, and 11 who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better achieved an average score of 3 or higher on the engaged learning questions within the Student Engagement Instrument.		0	
				40.00
Notes	Engaged learning questions = 2, 8, 9, 11, 15, 17, 18, 19, 22, 23, 25, 28, 29, 30, 32, 33, and 34. For the purposes of this measure, a student will be considered enrolled at the "beginning of the school year" if he/she is enrolled no later than 2 weeks after the start of school. The school will use the state's definition of "at risk." The school will report data to the PCSC by October 1.			
		Result	Points Possible	Points Earned
Measure 6	Is the school ensuring that a significant percentage of high school students complete postsecondary work prior to graduation?			
	Exceeds Standard: 90%-100% of 12th grade students who have been enrolled since the beginning of their 11th grade year completed one or more vocational, PTE, and/or concurrent credit courses prior to graduation.		100	
	Meets Standard: 70%-89% of 12th grade students who have been enrolled since the beginning of their 11th grade year completed one or more vocational, PTE, and/or concurrent credit courses prior to graduation.	85%	80	80
	Does Not Meet Standard: 40%-69% of 12th grade students who have been enrolled since the beginning of their 11th grade year completed one or more vocational, PTE, and/or concurrent credit courses prior to graduation.		40	
	Falls Far Below Standard: Less than 40% of 12th grade students who have been enrolled since the beginning of their 11th grade year completed one or more vocational, PTE, and/or concurrent credit courses prior to graduation.		0	
				80.00
Notes	For the purposes of this measure, a student will be considered enrolled at the "beginning of their 11th grade year" if he/she was enrolled no later than 2 weeks after the start of school during their 11th grade year. Course completion will be defined as completion of the course with a 60% or better. The minimum sample size for this measure will be 20 students. If the school has an inadequate sample size, the points assigned to this measure will be redistributed evenly amongst the remaining measures. The school will report data to the PCSC by October 1.			

		Result	Points Possible	Points Earned
Measure 7	Is the school improving middle school students' technology literacy?			
	Exceeds Standard: 80%-100% of 8th grade general education students who have been continuously enrolled since at least the beginning of 7th grade typed 35 wpm or higher with at least 85% accuracy on the spring typing assessment.		100	
	Meets Standard: 60%-79% of 8th grade general education students who have been continuously enrolled since at least the beginning of 7th grade typed 35 wpm or higher with at least 85% accuracy on the spring typing assessment.		80	
	Does Not Meet Standard: 40%-59% of 8th grade general education students who have been continuously enrolled since at least the beginning of 7th grade typed 35 wpm or higher with at least 85% accuracy on the spring typing assessment.		40	
	Falls Far Below Standard: Less than 40% of 8th grade general education students who have been continuously enrolled since at least the beginning of 7th grade typed 35 wpm or higher with at least 85% accuracy on the spring typing assessment.		0	
				<hr/> 0.00
Notes	Students will be given a curriculum-based typing assessment within 30 days of the end of school year. ACVS will notify the PCSC no later than August 15, 2014 regarding the name of the specific typing assessment that has been adopted. This assessment will be used for the entirety of the performance certificate term. The school will provide data to the PCSC no later than October 1.			
	The word-per-minute (wpm) target and performance ranges are based on current and past data of ACVS's 8th grade students' performance on typing tests.			
	ACVS recognizes that overall technology literacy is critical and closely-tied to the school's mission as a virtual school. Therefore, ACVS intends to identify or develop an appropriate measurement tool to evaluate students' overall technology literacy. At the time of renewal, ACVS will present a new mission-specific measure focused on students' technology literacy using this tool. Due to small sample size, no result is available for the 2016-17 school year.			

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

OPERATIONAL	Measure	Points Possible	Points Earned	FINANCIAL	Measure	Points Possible	Points Earned
Educational Program	1a	25	25	Near-Term	1a	50	NA*
	1b	25	0		1b	50	NA*
	1c	25	25		1c	50	NA*
	1d	25	25		1d	50	NA*
Financial Management & Oversight	2a	25	0	Sustainability	2a	50	NA*
	2b	25	0		2b	50	NA*
	2c	25	0		2c	50	NA*
	2d	25	0		2d	50	NA*
Governance & Reporting	3a	25	0	Total Financial Points		400	NA*
	3b	25	0				NA*
	3c	25	0				NA*
	3d	25	0				NA*
School Environment	3e	25	0	% of Financial Points			NA*
	3f	25	25				NA*
	4a	0					
	4b	25	25				
Additional Obligations	5a	25	0				
Total Operational Points		375	125				
% of Operational Points			33%				

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

ACCOUNTABILITY DESIGNATION	Range (% of Points Possible)	Academic Gen Ed Outcome	Academic Alt Outcome	Range	Mission Specific Outcome	Range	Operational Outcome	Range	Financial Outcome
Honor	75% - 100%			75% - 100%		90% - 100%		85% - 100%	
Good Standing	55% - 74%	NA	NA	55% - 74%	NA	80% - 89%	33%	65% - 84%	NA
Remediation	31% - 54%			31% - 54%		61% - 79%		46% - 64%	
Critical	0% - 30%			0% - 30%		0% - 60%		0% - 45%	

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

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

INDICATOR 1: STATE PROFICIENCY COMPARISON			
Measure 1a	Do math proficiency rates meet or exceed the state average?	Result	Points Possible Points Earned
Math Proficiency Rate Comparison to State	Exceeds Standard: The school's proficiency rate in math exceeds the state average by 16 percentage points or more.	School	NA NA
	Meets Standard: The school's proficiency rate in math is equal to the state average, or exceeds it by 1 - 15 percentage points.	17%	NA NA
	Does Not Meet Standard: The school's proficiency rate in math is 1 - 15 percentage points lower than the state average.	State	NA NA
	Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the state average.	40%	
Notes	The state average will be determined using the same grade set as is served by the public charter school.		
Measure 1b	Do English Language Arts proficiency rates meet or exceed the state average?		Points Possible Points Earned
ELA Proficiency Rate Comparison to State	Exceeds Standard: The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.	School	NA NA
	Meets Standard: The school's proficiency rate in ELA is equal to the state average, or exceeds it by 1 - 15 percentage points.	43%	NA NA
	Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 15 percentage points lower than the state average.	State	NA NA
	Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the state average.	55%	
Notes	The state average will be determined using the same grade set as is served by the public charter school.		

INDICATOR 2: DISTRICT PROFICIENCY COMPARISON			
Measure 2a	Do math (or similar subject area) proficiency rates meet or exceed the district average?	Points Possible	Points Earned
Math Proficiency Rate Comparison to District	Exceeds Standard: The school's proficiency rate in math either exceeds the district average by 16 percentage points or more, or is at least 80%.	School	NA
	Meets Standard: The school's proficiency rate in math is equal to the district average, or exceeds it by 1 - 15 percentage points.	17%	NA
	Does Not Meet Standard: The school's proficiency rate in math is 1 - 15 percentage points lower than the district average.	District	NA
	Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the district average.	33%	
Notes	The district average will be determined using the same grade set as is served by the public charter school. Because ACVS is a virtual school serving students in multiple districts, other Idaho virtual schools (instead of the district) will be used as the comparison group for purposes of this measure.		
Measure 2b	Do ELA (or similar subject area) proficiency rates meet or exceed the district average?	Points Possible	Points Earned
ELA Proficiency Rate Comparison to District	Exceeds Standard: The school's proficiency rate in ELA either exceeds the district average by 16 percentage points or more, or is at least 80%.	School	NA
	Meets Standard: The school's proficiency rate in ELA is equal to the district average, or exceeds it by 1 - 15 percentage points.	43%	NA
	Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 15 percentage points lower than the district average.	District	NA
	Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the district average.	57%	
Notes	The district average will be determined using the same grade set as is served by the public charter school. Because ACVS is a virtual school serving students in multiple districts, other Idaho virtual schools (instead of the district) will be used as the comparison group for purposes of this measure.		

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

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

INDICATOR 5: COLLEGE & CAREER READINESS (GRADES 9-12)		
Measure 5a	Are students graduating from high school on time?	Points Possible
Four-Year Adjusted Cohort Graduation Rate	<p>Exceeds Standard: The school's four-year ACGR was at least 90%.</p> <p>Meets Standard: The school either:</p> <p>a) had a four-year ACGR of 80% - 89% OR</p> <p>b) had a four-year ACGR of at least 66% AND met its progress goal.</p> <p>Does Not Meet Standard: The school met its progress goal but had a four-year ACGR below 66%.</p> <p>Falls Far Below Standard: The school did not meet its progress goal and had a four-year ACGR below 66%.</p>	Points Earned
		NA
		NA
		NA
Notes	The school's 4 Year ACGR of 45% met the progress goal of 35.98%. The progress goal is calculated as follows: last year's 4-year ACGR plus 8.3% of the non-graduates from that cohort.	

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

Measure 1c		Result	Points Possible	Points Earned
Is the school protecting the rights of students with disabilities?				
Students with Disabilities				
<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral, appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provisions of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to school's facility and programs; appropriate use of all available applicable funding.</p>		No instances of non-compliance documented	25	25
<p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p>			15	
<p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>			0	
Notes				25
Measure 1d		Result	Points Possible	Points Earned
Is the school protecting the rights of English Language Learner (ELL) students?				
English Language Learners				
<p>Meets Standard: The school materially complies with applicable laws, rules, regulations , and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting students from ELL services; and ongoing monitoring of exited students.</p>		No instances of non-compliance documented	25	25
<p>Partially Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p>			15	
<p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>			0	
Notes				25

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT			
Measure 2a Financial Reporting and Compliance	Is the school meeting financial reporting and compliance requirements?	Result	Points Possible Points Earned
	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations , and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable) periodic financial reports as required by PCSC, and any reporting requirements if the board contracts with an Education Service Provider; on-time completion and submission of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>		25 15 0 0
Notes	Mr. McLaren resigned from the board in October of 2020. However, the required written disclosure of financial interest in contracts before the board was not properly disclosed by Mr.McLaren. The board was made aware of the issue in September of 2020 but chose not to begin procurement procedures until FY22.		0
Measure 2b GAAP	Is the school following General Accepted Accounting Principles (GAAP)	Result	Points Possible Points Earned
	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations , and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit opinion, an audit devoid of significant findings and conditions, material weakness, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit. Any matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>		25 15 0 0
Notes	The IPCSC's investigation found that proper separation of duties and/or internal controls were not in place for Dr. Sandidge with regards to her role as principal of the school and as co-owner of various companies the school contracted with. Decisions she made to hire contractors for a company she owns were the same decisions that impacted the contractual payments from the school to the company.		0
Measure 2c Enrollment Variance	Is the school successfully enrolling the projected number of students?	Result	Points Possible Points Earned
	<p>Meets Standard: Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year.</p> <p>Partially Meets Standard: Enrollment variance was between 90 and 95 percent in the most recent fiscal year.</p> <p>Does Not Meet Standard: Enrollment variance was less than 90 percent in the most recent fiscal year.</p>	88.33%	25 15 0 0
Notes	Enrollment variance is calculated by dividing mid-term ADA by the enrollment projection reported to the PCSC at the beginning of the fiscal year.		0

INDICATOR 3: GOVERNANCE AND REPORTING				
Measure 3a	Is the school complying with governance requirements?	Result	Points Possible	Points Earned
Governance Requirements	Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.		25	
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.	see note	0	0
				0
Notes	8/21/2020 letter update to ongoing investigation; this issue was eventually referred to the Canyon County Prosecutor on 9/30/2020; notice of delinquent authorizer fees sent 3/16/2021; courtesy letter sent 5/12/2021 regarding excessive time without receiving requested records. The Canyon County Prosecutor's Office notified the IPCSC on 10/19/21 that it chose not to pursue criminal charges in this matter.			
Measure 3b	Is the board fulfilling its oversight obligations?	Result	Points Possible	Points Earned
Board Oversight	Meets Standard: The school's board practices consistent, effective oversight of the school, including but not limited to frequent review of the school finances and academic outcomes. Board meeting agendas, packets, and minutes reflect competent oversight practices and actions to foster academic, operational, and financial strength of the school, including ongoing board training, policy review, and strategic planning. The school's board has adopted and maintains a complete policy book.		25	
	Partially Meets Standard: Some of the school board's oversight practices are underdeveloped, inconsistent, incomplete, or reflect a need for additional training. Board meeting agendas, packets, and minutes reflect meaningful efforts toward self-evaluation and improvement. The school's policy book may be substantially complete but require additional maintenance.		15	0
	Does Not Meet Standard: The school's board fails to practice consistent, effective oversight of the school, and/or documentation of competent oversight practices and actions is not maintained. The school's policy book may be incomplete, unmaintained, or non-existent.	see note	0	0
				0
Notes	The governing board has failed to take action to ensure the operational, academic, and financial success of the school through management of its employee, the school director. Based on IPCSC review, the board's policies appear to be incomplete.			

Measure 3c	Is the school complying with reporting requirements?	Result	Points Possible	Points Earned
Reporting Requirements	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; and additional information requested by the authorizer.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
		see note	0	0
Notes	Courtesy letter sent May 12, 2021, due to excessive wait time after the IPCSC submitted a request for documentation.			
Measure 3d	Is the school complying with public transparency requirements?	Result	Points Possible	Points Earned
Public Transparency	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency, including but not limited to: maintenance of its website, timely availability of board meeting minutes, and accessibility of documents maintained by the school under the state's Freedom of Information Act, Open Meeting Law, Public Records Law, and other applicable authorities.</p> <p>Partially Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency. Any instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
		see note	0	0
				0
Notes	The school did not post contracts that support expenditures (I.C. 33-357), did not post the Annual Report for the prior fiscal year (I.C. 33-5209C(2)), and did not have the Continuous Improvement Plan posted.			
Measure 3e	Is the school meeting employee credentialing and background check requirements?	Result	Points Possible	Points Earned
Credentialing & Background Checks	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification and background check requirements.</p> <p>Partially Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification and background check requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to state and federal certification and background check requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
		see note	0	0
				0
Notes	The SDE made notice of concerns regarding the accuracy of teacher certification reporting in FY20 and FY21 on 9/21/20. The inaccurate reporting may have resulted in inaccurate funding in both years. The SDE is currently determining the necessary corrections. The school did not take action to resolve the matter within 30 days. The issue is not currently resolved.			

Measure 3f	Is the school handling information appropriately?	Result	Points Possible	Points Earned
Information Handling				
	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of student records under the Family Educational Rights and Privacy Act and other applicable authorities; storing and transferring student and personnel records; and securely maintaining testing materials.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25
			15	
			0	
				25
Notes	INDICATOR 4: SCHOOL ENVIRONMENT			
Measure 4a	Is the school complying with transportation requirements?	Result	Points Possible	Points Earned
Transportation				
	<p>Meets Standard: The school provides student transportation within its primary attendance area and materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to transportation.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to transportation; and/or provides an incomplete form of transportation services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board; and/or the school does not provide transportation.</p>		25	
			15	
			0	
				0
Notes	This measure does not apply to online schools.			
Measure 4b	Is the school complying with facilities requirements?	Result	Points Possible	Points Earned
Facilities				
	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds, including but not limited to: Americans with Disabilities Act, fire inspections and related records, viable certification of occupancy or other required building use authorization, and documentation of requisite insurance coverage. The school facility is clean, well-maintained, and adequate for school operations.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Additional facility maintenance and/or updates have been recommended by DBS.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the school facilities and grounds; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. The school facility may be in need of modification or repair required by DBS.</p>	No instances of non-compliance documented	25	25
			15	
			0	
				25

INDICATOR 5: ADDITIONAL OBLIGATIONS			
Measure 5a	Is the school complying with all other obligations?	Result	Points Possible
Additional Obligations			Points Earned
	Meets Standard: The school materially complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to statute and administrative rule; requirements of the State Department of Education; and requirements of the accrediting body.		25
	Partially Meets Standard: The school largely complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.		15
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	see note	0
			0
Notes	Dr. Laura Sandidge was issued a letter of reprimand by the Professional Standards Commission and was required to take an ethics course due to her failure to disclose ownership of businesses with which the school contracts and failed to guide the school through appropriate procurement procedures when establishing financial contracts.		

INDICATOR 1: NEAR-TERM												
Measure 1a Current Ratio Notes	Current Ratio: Current Assets divided by Current Liabilities Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i> Does Not Meet: Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative. Falls Far Below Standard: Current ratio is less than or equal to 0.9.	<table> <tr> <th>Result</th><th>Points Possible</th><th>Points Earned</th></tr> <tr> <td rowspan="3">3.94</td><td>NA</td><td>NA</td></tr> <tr> <td>NA</td><td>NA</td></tr> <tr> <td>NA</td><td>NA</td></tr> </table>	Result	Points Possible	Points Earned	3.94	NA	NA	NA	NA	NA	NA
Result	Points Possible	Points Earned										
3.94	NA	NA										
	NA	NA										
	NA	NA										
Measure 1b Cash Ratio Notes	Current Ratio: Cash divided by Current Liabilities Meets Standard: Cash Ratio is greater than 1.0 OR Cash Ratio is equal to 1.0 and one-year trend is positive (current year ratio is higher than last year's). Does Not Meet: Cash Ratio is between 0.9 and 1.0 OR Cash Ratio equals 1.0 and one-year trend is negative. Falls Far Below Standard: Cash ratio is equal to or less than 0.9.	<table> <tr> <th>Result</th><th>Points Possible</th><th>Points Earned</th></tr> <tr> <td rowspan="3">1.7</td><td>NA</td><td>NA</td></tr> <tr> <td>NA</td><td>NA</td></tr> <tr> <td>NA</td><td>NA</td></tr> </table>	Result	Points Possible	Points Earned	1.7	NA	NA	NA	NA	NA	NA
Result	Points Possible	Points Earned										
1.7	NA	NA										
	NA	NA										
	NA	NA										
Measure 1c Unrestricted Days Cash Notes	Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense/365) Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i> Does Not Meet: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative. Falls Far Below Standard: Fewer than 15 Days Cash.	<table> <tr> <th>Result</th><th>Points Possible</th><th>Points Earned</th></tr> <tr> <td rowspan="3">41</td><td>NA</td><td>NA</td></tr> <tr> <td>NA</td><td>NA</td></tr> <tr> <td>NA</td><td>NA</td></tr> </table>	Result	Points Possible	Points Earned	41	NA	NA	NA	NA	NA	NA
Result	Points Possible	Points Earned										
41	NA	NA										
	NA	NA										
	NA	NA										
Measure 1d Default Notes	Default Meets Standard: School is not in default of financial obligations. Financial obligations include, but are not limited to: nonpayment, breach of financial representation, non-reporting, non-compliance, financial judgements, loan covenants, and/or tax obligations. Does Not Meet: School is in default of financial obligations.	<table> <tr> <th>Result</th><th>Points Possible</th><th>Points Earned</th></tr> <tr> <td rowspan="3">None</td><td>NA</td><td>NA</td></tr> <tr> <td>NA</td><td>NA</td></tr> <tr> <td>NA</td><td>NA</td></tr> </table>	Result	Points Possible	Points Earned	None	NA	NA	NA	NA	NA	NA
Result	Points Possible	Points Earned										
None	NA	NA										
	NA	NA										
	NA	NA										

INDICATOR 2: SUSTAINABILITY		
Measure 2a	Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues.	Result -9.50% 1.14%
Total Margin and Aggregated		Points Possible Points Earned
3-Year Total Margin	<p>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. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i></p> <p>Does Not Meet: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard".</p> <p>Falls Far Below 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.</p>	NA NA NA
Notes		
Measure 2b	Debt to Asset Ratio: Total Liabilities divided by Total Assets	Result 0.24
Debt to Asset Ratio		Points Possible Points Earned
	<p>Meets Standard: Debt to Asset Ratio is less than 0.9.</p> <p>Does Not Meet: Debt to Asset Ratio is between 0.9. and 1.0</p> <p>Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0</p>	NA NA NA
Notes		
Measure 2c	Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One -Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash	Result Multi - (\$626,381) Recent One - (\$717,507) Previous One - \$91,126
Cash Flow		Points Possible Points Earned
	<p>Meets Standard: Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i></p> <p>Does Not Meet: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative.</p>	NA NA NA
Notes		
Measure 2d	Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)	Result -1.98
Debt Service Coverage Ratio		Points Possible Points Earned
	<p>Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1</p> <p>Does Not Meet: Debt Service Coverage Ratio is less than 1.1</p>	NA NA NA
Notes		

Another Choice Virtual School Longitudinal Results

		Percentage of Points Earned					
ACADEMIC	Measure	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
State Proficiency Comparison	1a			0%	NA	NA	
	1b			0%	NA	NA	
District Proficiency Comparison	2a			19%	NA	NA	
	2b			13%	NA	NA	
Criterion-Referenced Growth	3a			7%	NA	NA	
	3b			21%	NA	NA	
Norm-Referenced Growth	4a			Masked	NA	NA	
	4b			Masked	NA	NA	
Post-Secondary Readiness	5a	60%	24%	60%	NA	NA	
% of Possible Academic Points for this School		27%	27%	30%	NA	NA	
		Percentage of Points Earned					
OPERATIONAL	Measure	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Educational Program	1a -1d	100%	100%	100%	100%	75%	
Financial Management	2a - 2c	87%	87%	100%	100%	0%	
Governance & Reporting	3a - 3f	77%	100%	87%	100%	17%	
School Environment	4a - 4b	100%	100%	100%	100%	100%	
Additional Obligations	5a	100%	100%	100%	100%	0%	
% of Possible Operational Points for this School		89%	97%	95%	100%	33%	
		Percentage of Points Earned					
FINANCIAL	Measure	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Near-Term	1a - 1d	55%	100%	100%	100%	NA	
Sustainability	2a - 2d	100%	90%	100%	100%	NA	
% of Possible Financial Points for this School		78%	95%	100%	100%	NA	
ACCOUNTABILITY DESIGNATION		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Academic		Critical	Critical	Critical	N/A	N/A	
Mission Specific		N/A	N/A	N/A	N/A	N/A	
Operational		Good Standing	Honor	Honor	Critical	Critical	
Financial		Good Standing	Honor	Honor	Honor	N/A	

Another Choice Virtual Charter School Idaho Public Charter School Commission
New Framework-Annual Report Response Form

Thank you for taking the time to review your preliminary annual report results. If you would like to correct factual errors or provide contextual information, please complete this form and return it to the PCSC office by January 10, 2021.

Instructions

- A. Please select the correlating measure under “Choose an Item” that directly relates to the need for correction/contextual information.
- B. Label and attach supporting documentation as applicable.

PERFORMANCE FRAMEWORK	CORRECTION or CONTEXTUAL INFORMATION
Choose an Item(Academic)	<p>The school bylaws and articles of incorporation have been amended.</p> <p style="text-align: center;">EXAMPLE</p> <p><i>*Please provide a brief description of correction or contextual information.</i></p>
Choose an Item(Operational)	
Choose an Item (Financial)	
Choose an Item (Academic)	<p>Academic: During discussions during the 2021.2022 school year ACVS was told our comparison group was challenging due to our student population. It was understood that ACVS would be compared to alternative schools, however, we were compared to all virtual schools in Idaho. See Attachment A.</p> <p><i>*Please provide a brief description of correction or contextual information.</i></p>
Choose an Item(Operational)	
Choose an Item(Financial)	
Choose an Item(Academic)	<p>Operational: Clarification on Board Stewardship is found in Attachment A ACVS Supporting Documentation.</p>
Governance Board Stewardship	
Choose an Item(Financial)	
<i>Ex.-Supporting Documentation</i>	<i>Example: Attachment A.- “July 2020 Bank Statement”</i>
<i>#1-Supporting Documentation</i>	Attachment A - ACVS Supporting Documentation
<i>#2-Supporting Documentation</i>	
<i>#3-Supporting Documentation</i>	
<i>#4-Supporting Documentation</i>	
<i>#5-Supporting Documentation</i>	
<i>#6-Supporting Documentation</i>	

Another Choice Virtual Charter School

PERFORMANCE FRAMEWORK		CORRECTION or CONTEXTUAL INFORMATION
Choose an Item(Academic)	Governance Management	<div><div><div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></d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Attachment A – ACVS Supporting Documentation

Academic Supporting Documentation:

ACVS has made great efforts at increasing Academic Outcomes for all students at ACVS. Our school was identified to be involved with the Department of Education School Improvement project beginning with the 2018 / 2019 school year for a three-year cycle. All schools identified were continued for a fourth year due to the impacts of the pandemic. This has been a major activity for all staff at ACVS. We have fully adjusted multiple key elements of our school's academic program in an effort to increase academic outcomes for all students. While schools have not been identified as yet for school improvement in the 2022 / 2023 school year at this point all meetings with the Department of Education School Improvement project team have indicated that ACVS has sufficiently progressed to the extent that we will no longer be eligible for that supportive and empowering program.

Since ACVS did have academic concerns according to our last renewal ACVS expected there would be a team site visit as per PCSC policy for the purpose of observing the school's Key Design Elements. This visit has not been scheduled or discussed with ACVS administration prior to this report, most likely due to the pandemic. Therefore key design elements along with data that supports positive academic change is occurring at ACVS will be provided.

ACVS clearly serves a wonderfully diverse population as was the goal of our original charter. This has been discussed with Director Thompson recently when discussing what schools would provide appropriate data comparables to ACVS. Director Thompson and Dr. Sandidge both agreed that while there is no true comparable due to the unique demographics of our students, our school would most likely best be compare to an alternative school. This was consistent with a condition that was placed on ACVS at the last reauthorization.

ACVS's 2019 five (5) year cohort graduation rate will be at least thirty-five percent (35%). Five (5) year cohort graduation rate data for 2019 will be available in early 2020. This condition is based on a rate of increase sufficient to promote ACVS's ability to achieve a five (5) year cohort graduation rate of at least forty-eight percent (48%) by the end of the next performance certificate term. Forty-eight percent (48%) is the 2014 median five (5) year cohort graduation rate for Idaho alternative schools. Although ACVS is not an alternative school, the Commission recognizes that its student population faces similar challenges.

That condition, while dropped due to the Covid-19 pandemic was met due to the changes our school has made. The 2019 / 2020 4 Year Graduation rate was 49.5% and our 5 Year Graduation rate was 52.2%. While the graduation rate for 2020-2021 school year has not been fully

compiled from the State our initial data indicates that our rate will continue to move forward by being closer to 55%.

The student demographics for Another Choice Virtual Charter School is as follows:

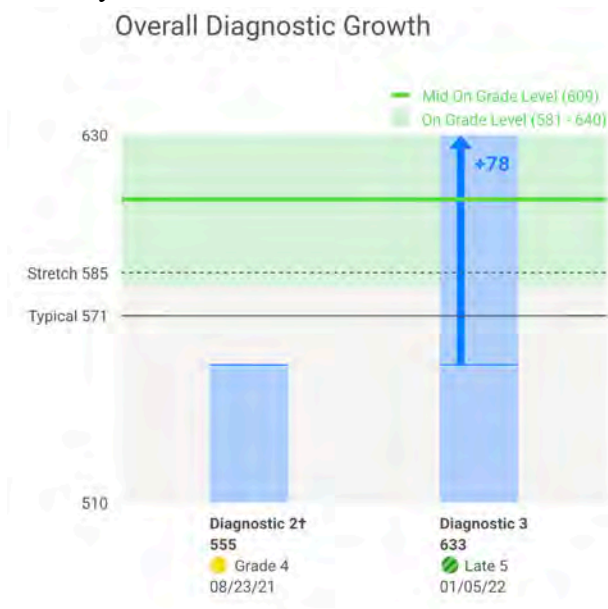
ACVS currently has 415 students. That population is approximately 50% females and 50% males. Those students further go on to be 36% non-white; 29% on an Individualized Education Plan, 10% on a 504 Accommodation Plan; and 69% of all our students qualify for At-Risk according to Idaho's definition of At-Risk, which means that 69% of our student population is at risk for academic failure or dropping out of school. Additionally, .01% of that population is three or more years behind grade, .07% are two or more years behind grade level, and .38% of the population is approximately one year behind grade level. While this doesn't always impact the graduation rate, it does impact motivation for students to continue with their education. .10% of our current population are already 18 or older. While many students have been consistent with ACVS for many years, there is significant mobility which is as indicative of a high at-risk population.

Additionally, the pandemic exacerbated the mobility rate during the 2020 / 2021 school year considerably. The mobility rate is determined by calculating the total number of new student entries and withdrawals during the year divided by the total opening day enrollment. Therefore, the mobility rate for the 2020 / 2021 school year was 118%. The mobility rate is still being determined for the 2021 / 2022 school year, however, to date it is 72%. This data could include students that entered and withdrew from ACVS multiple times throughout the year due to various circumstances. The population of mobile students require staff that continually work extensively to help students connect with their environment, their curriculum, teachers, as well as other students. Our teachers and staff are continually being taught better ways to engage their students. This has been a successful school improvement goal.

While ACVS's academic performance has been consistently low throughout the current Performance Certificate term we have consistently worked individually with every student that attends ACVS to ameliorate the situation. Given the demographics of our student population the school improvement focus has been on growth in ELA, Math, and Informational Reading, for all students. We have specifically focused on students in grades 6, 7, and 8 as those grades have typically proven to be the population that has experienced the slowest amount of growth. They also represent the key transition grades from elementary to high school. ACVS has utilized the Interims as a tool within the State ISAT portal extensively in order to facilitate student growth. Growth is monitored continuously. The data in Interims and in NWEA's Measures of Academic Progress, MAPs, have been specifically individualized and reviewed continually for students in 7th and 8th grade to measure growth at the student level, as demonstrated below.

Number System	Opportunity #1	Opportunity #2	Opportunity #3	Analyze & Solve Linear Equations	Opportunity #1	Opportunity #2	Opportunity #3	Proportional Relationships	Opportunity #1	Opportunity #2	Opportunity #3
Student A	6/13 At/Near Standard	8/13 Above Standard		Student A	6/12 At/Near Standard	8/12 Above Standard	9/12 Above Standard	Student A	2/10 Below Standard	8/10 Above Standard	
Student B	7/13 At/Near Standard	9/13 Above Standard		Student B	2/12 Below Standard	6/12 At/Near Standard	6/12 At/Near Standard	Student B	2/10 Below Standard	6/10 At/Near Standard	
Student C	3/13 At/Near Standard	2/13 Below Standard		Student C	1/12 Below Standard	3/12 At/Near Standard	4/12 At/Near Standard	Student C	1/10 Below Standard	2/10 Below Standard	

As a school we have not just looked at our middle school students. All grades are concentrating on academic improvement and reviewing data continually. This is an example of one 5th grade student and the overall growth they have experienced in the first semester of our 2021.2022 school year:



While this represents the growth of one 5th grade student many others are demonstrating growth as well due to the conscious efforts of our teachers and staff and students.

During the pandemic, and even with an extremely high student mobility rate, ACVS actually outperformed the state on the ISAT in scale growth for math for our students in 6th grade and in both ELA and math for our students in 10th grade when comparing the growth rate for all students in ACVS in comparison to all students across the state. Additionally, it bears noting that students with special needs are a major focus for our school, therefore we cannot neglect the fact that there is a population of students that need to be celebrated for their growth even though more standardized testing may not reflect it as pronounced as we would like. Progress can and should be measured in a variety of ways. We have seen it as our students blossom and grow in an environment that allows for their differences and focuses on taking the student where they are at while encouraging them to fully realize their academic and personal goals. It is incredibly difficult to statistically measure the growth of a student that literally grew at those that came too close when she initially enrolled at ACVS to her joyful and demonstrative participation with teachers and peers upon her graduation day a few short years later. We fully celebrate the growth of our students and can see that through many forms of data, including IEP goal progress

data. In spite of struggles with mental and physical health issues, over 82% of our students with disabilities have made growth on their IEP goals. It is also important to note that over 50% of our students qualifying for special education have shown an upward trend on their grade level MAPs testing scores.

Since the last reauthorization for ACVS three major changes have occurred academically that have had a significant impact on students and staff.

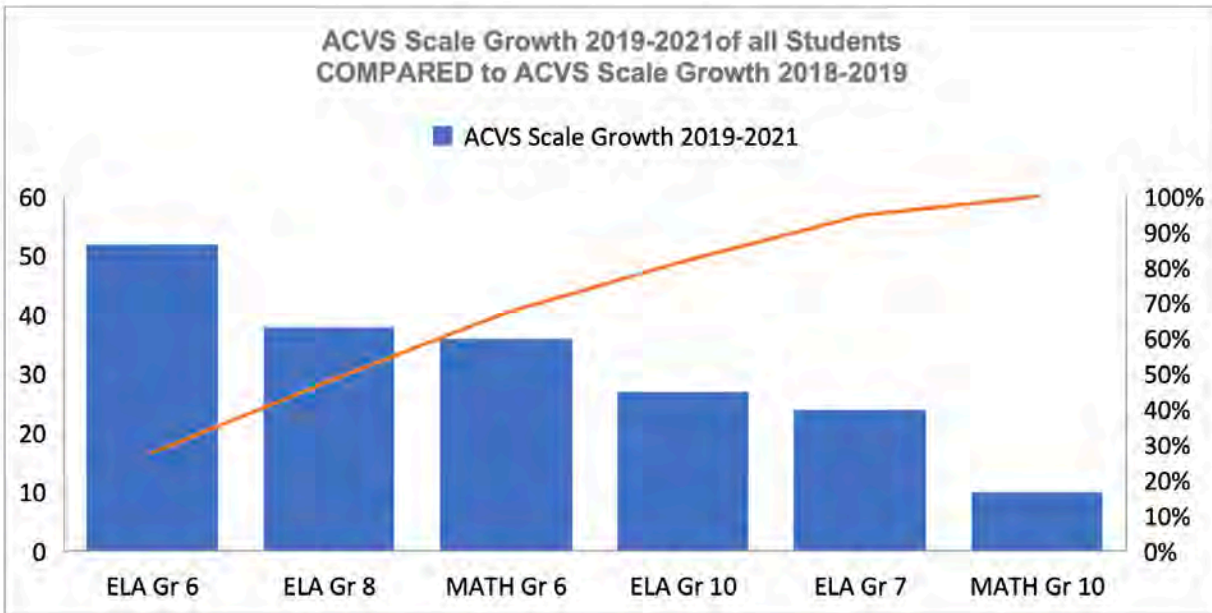
First, all students in grades K through 12 are required to take NWEA Measuring Academic Performance, MAPs, three times a year; prior to entry or at the beginning of the school year, again mid-year, and at the end of the year. Growth is significantly monitored through the MAPS program as well as with the State's Interims. The Interims typically close in February or early March so MAPs have been key to understanding the full year's growth.

A second change that ACVS has implemented is based on the results of the MAPs test and how it correlates to the assigned classes students in grades 7 through 12 are placed. ACVS has used the NWEA skills program, as well as other researched-based programs, to work on building key skills for our students. Therefore, if a student scores 75% or below grade level on their ELA or math MAPs test they get their regular subject grade level course that is required and appropriate for their grade level plus another full class designed to build the student's skill level in the subject area. If the student scores below 50% they are placed in one class and if they score between 50 and 75% they are placed in more of an accelerated program that still builds their academic skills in the subject area. This has required students who are below grade level to have two class periods in either the ELA or math subject area, one working on grade level skills and the other working on below grade level skills. This has proven very successful for our students. Likewise, students who score 75% or below grade level on their reading MAPs test are assigned a reading class that using research and evidence-based programming to increase their reading level. This program is very individualized and time intensive both for students and staff, but it has been very important for our growth.

Lastly, we have fully revamped our curriculum in grades K through grade 12 for all students over the past five years to ensure that our curriculum is fully aligned with the state standards and embeds progress monitoring to ensure students are achieving. Our academic program is rigorous and time intensive for student and teacher alike. Our students often do not get to have electives that other students would be able to have because their electives are working on skill building. However, our students and families are encouraged by the growth they have seen individually in their specific skill levels.

While ACVS has not met the growth measures we are seeking to. The chart below indicates that the changes we have instituted for all students are impacting our trend towards achieving the

growth we hope to achieve. This work is intensive and all staff are fully involved in this endeavor at ACVS. The standard of Academic Progress is paramount to ACVS and is still in progress.



Board Stewardship Supporting Documentation:

The annual report states: The board was made aware of the issue in September of 2020 but chose not to begin procurement procedures until FY22. The Board immediately sought counsel from our legal team to ensure that our procurement procedures were firmly in place. It is acknowledged that during the Covid-19 pandemic things moved slower than would have been desired. However, upon the completion of our counsel's extensive review the Board posted in July and subsequently awarded in the fall of 2021. The entire process was fully overseen by legal counsel to ensure it was done appropriately.

Board Management Supporting Documentation:

Dr. Sandidge has been an administrator with ACVS since 2010. She is also a co-owner of a corporation that provided services to ACVS. The relationship was documented with the initial charter authorization within the resume and physical initial location of operation. It was the interpretation that this information was known by the Idaho Public Charter School Commission initially in 2010 as it was documented within the charter documents. Additionally, this was public information. However, as the school grew and as time progressed this public information was not continuously documented adequately. As a result, Dr. Sandidge received a letter of reprimand by the Professional Standards Commission. A requirement for that letter of reprimand

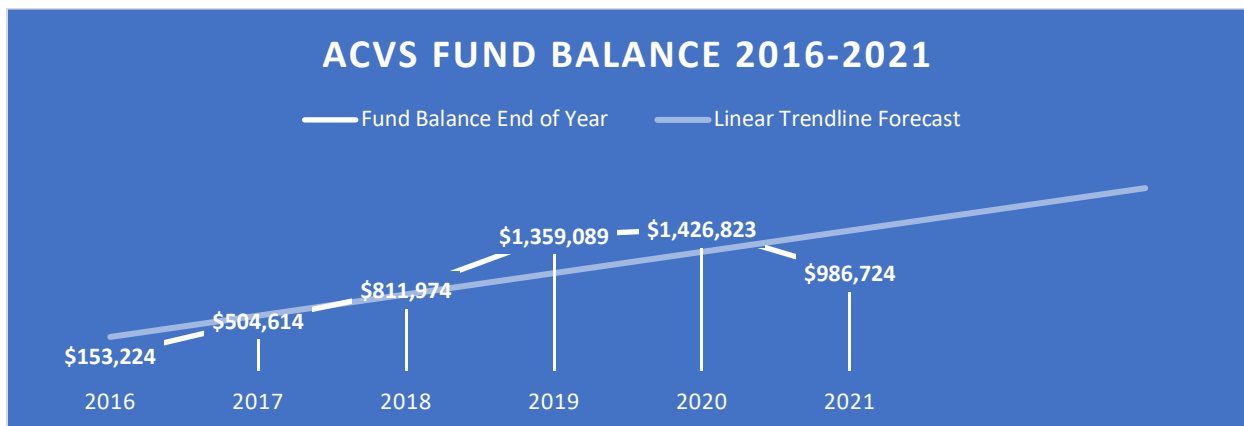
is, prior to recertification in 2025, Dr. Sandidge must complete an ethics training. It is acknowledged that to date, while that training has been personally purchased by Dr. Sandidge it has not been completed. Dr. Sandidge did confirm with the Professional Standards Commission when that needed to be completed and that information was verbally discussed with the Idaho Public Charter School Commission staff. Dr. Sandidge was not told by the Idaho Public Charter School Commission this needed to be completed earlier than what was specified by the Professional Standards Commission.

Financial Outcomes Supporting Documentation:

In the Idaho Public Charter School Commission Annual Performance Reports of 2017 / 2018, 2018 / 2019, and 2019 / 2020 ACVS was provided with the “Accountability Designation” of “Honor” in the “Financial Outcome” component. In 2020 / 2021 the “Accountability Designation” was determined to be “N/A”. According to the performance reports prepared and distributed by the Idaho Public Charter School Commission, ACVS’s Fiscal Accountability was considered exemplary and was provided with a designation of “Honor”, which is above and beyond the designation of “Good Standing”.

Our auditor, Dan Coleman, CPA of Quest CPAs PLLC, has confirmed and addressed the “Net Change in Fund Balance” as follows:

Large decrease due to a reduction in state funding for prior year ISEE reporting discrepancies. The School has made adjustments to make sure those discrepancies don’t happen in the future. Although we showed a big loss for FY21, we did have prior year fund balance carryforward that was able to absorb the loss. **The ending fund balance / carryover is about a 3-month operating reserve which is still on the high-end of our 1 1/2 - 3-month recommendation.**





1/12/21

Another Choice Virtual Charter School
1014 Hemingway Blvd
Nampa, ID 83651
Delivered via email

Dear ACVS School Board and Administration,

After review of the FY21 Annual Report Response Form submitted by ACVS on 1/10/22, I am writing to inform you that no changes to the annual report will be made. The report is released to you in its final format through the ShareFile secure transfer folder. This report will be posted on the IPCSC website by January 30th. Your report response and this letter will be included in your Renewal Portfolio.

Your report response form notes four areas of concern. I will address each briefly.

1. The annual report response form indicates that the school does not agree with the data presented across all measures of the academic section of the FY21 annual report. The school states that it was under the impression that academic performance outcomes would be compared to those of alternative schools, not virtual schools.

While it is true that Dr. Sandidge and I discussed the potential of creating a custom comparison group and amending the school's current performance certificate to reflect that change, two factors contributed to the change not being made. First, Dr. Sandidge did not respond to a request for confirmation of the potential comparison group; subsequently, the amendment was never drafted, considered, or signed by either party. IPCSC policy, Section V.B.v states: "If the amended Performance Certificate or Charter is not executed by both parties within thirty (30) days of notification of approval, the amendment shall be considered failed and the Performance Certificate or Charter will revert to its state prior to the failed amendment." In this case the amendment was not completed and the performance certificate reverted to the original comparison group of all virtual schools.

Second, while Dr. Sandidge states that the student body is largely at-risk, data reported to the State Board of Education by the school does not support that the school serves proportionately more at-risk students than the local district. Additional, verifiable data will need to be provided should this amendment be considered again in the future.

2. The annual report response form contests the ratings earned on Operational Measures 3a and 3b (regarding governance) in the FY21 annual report. The response form states the timeline by which the school's governing board took action to correct the noted procurement issues. The

response form further explains that the pandemic caused a delay of over a year in the board's ability to take action.

The school administrator and board chair were initially made aware of the concerns in April of 2020. The IPCSC completed its investigation in September of 2020, issuing a final letter stating the outstanding concerns. The governing board initiated a bid process in July of 2021. This timeline is not contested by either party. While I am sensitive to the impact of the pandemic, the board's ability to research, seek training, and discuss the issue with legal counsel were not prevented by the pandemic, nor does a state of pandemic absolve the board of its responsibility to ensure that the school is operating within the boundaries of the law. The argument presented is insufficient to warrant a change in the earned rating on these measures.

3. The annual report response form indicates that the school contests the "does not meet standard" rating on Operational Measure 5a. The response form includes information stating that the stipulation issued by the Professional Standards Commission is not required to be completed until 2025, and that as the IPCSC did not inform the school of an expectation of an earlier due date, the rating is unwarranted.

Measure 5a of the FY21 annual report issued by the IPCSC includes the following note: "Dr. Laura Sandidge was issued a letter of reprimand by the Professional Standards Commission and was required to take an ethics course due to her failure to disclose ownership of businesses with which the school contracts and failed to guide the school through appropriate procurement procedures when establishing financial contracts."

The school earned a "Does Not Meet Standard" rating on this measure because the stipulation was issued. While the lack of urgency on the part of the administrator and governing board to ensure that this crucial training is completed is quite concerning, it was not a factor in the rating of this measure, and therefore no change will be made.

4. The annual report response form indicates that the school generally contests the financial data reported in the FY21 annual report. The school does not appear to be contesting the data, but rather presents an argument stating that the reason the school's fund balance is low is due to the fact that the SDE withheld funds. Further, the school presents previous year's financial framework ratings as indication that the school is financially successful.

It is unclear which measure the school is referring to, specifically in this section of the response form. The financial framework data reported in the FY21 annual report is drawn directly from the school's independent fiscal audit. The calculations are accurate. It appears that this section of the school's annual report response form is addressing the renewal recommendation, which does indicate general financial concern, rather than identifying an error or correction necessary on any given measure of the annual report.

Indirectly, the annual report response form does appear to address the cash flow measure. The school notes that its year end fund balance for FY21 was significantly lower than normal due to the State Department of Education's decision to withhold funds mid-year. Importantly, the cause of this withholding was inaccurate reporting by the school that resulted in the school being issued more funding than it was eligible for. Once the SDE identified the problem, the

error was corrected. The school received accurate funding. Unfortunately, due to inaccurate reporting, and poor checks and balances in the school's operations, the school built a budget and staff around an inflated assumption of revenue.

While the school has previously earned ratings of "honor" on the measures of the financial framework, the FY21 annual report only considers FY21. In this case the ratings are accurate and no changes will be made.

The annual report response form is intended to provide an opportunity for charter schools to review the report for the purpose of identifying any inaccuracies in the reported data. While I appreciate ACVS's willingness to engage in this process, much of the content included in the annual report response form may be more applicable to the renewal hearing than a direct response to the FY21 annual report.

Sincerely,



Jenn Thompson
Director, Idaho Public Charter School Commission



Annual Performance Report 2021

Another Choice Virtual Charter School

Mission Statement: Another Choice Virtual Charter School seeks to provide a safe, individualized, standards-based education for Idaho's students, K through 12, with and without disabilities, to enable them to meet their full potential both intellectually and socially. Our focus is to offer an individualized education for all, specializing in individuals with learning differences, to become full and active contributing members of society through a virtual and experiential format. Another Choice Virtual Charter School is built on: academic achievement, development of social competence, post-secondary preparedness, and the development and advancement of student's technological skills.

Chair/President	Dr. John Kelleher
Treasurer/Secretary	Misty Puckett
Administrator	Dr. Laura Sandidge
Business Manager	Ross Jones
School Location	1014 W. Hemingway Blvd., Nampa
School Phone	208-475-4274

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Introduction

Charter schools in Idaho operate on 5-year terms as defined in a Performance Certificate executed between the school's board and its authorizer. In addition, Idaho law requires that every certificate includes a framework describing the expectations the school must meet in order to earn a next operational term. It also requires that charter school authorizer's complete performance reports for the schools they oversee each year. The annual performance report serves the following purposes:

1. To provide transparent information about charter school quality to the public;
2. To ensure charter school boards have access to clear expectations and;
3. To inform mid-term authorizing decisions.

This report reflects how the school's outcomes during the most recently completed school year measure up against the expectations established in the framework. At the end of each 5-year term, the authorizer reviews the school's annual reports and financial data to inform its decision to renew, conditionally renew, or non-renew, the school for a subsequent term.

Each measure included in the IPCSC's framework has a meets standard benchmark. A school that meets standard on all measures at the end of its current operational term is guaranteed an unconditional renewal. A school that does not meet standard on at least one measure at the end of its current operational term may be conditionally renewed or non-renewed. Because the outcomes on this report inform high-stakes decisions, schools are encouraged to use this information to support their strategic planning efforts each year.

COVID-19 NOTE: Please note that due to the COVID-19 pandemic, the IPCSC has suspended ratings (exceeds, meets, etc.) on academic and financial measures for the FY21 report. All outcomes are included in this report; however, outcomes are not rated.

Another Choice Virtual School Performance Certificate: [ACVS Performance Certificate](#)

Performance Framework: [IPCSC Performance Framework](#)

Current Term: 2017-2022

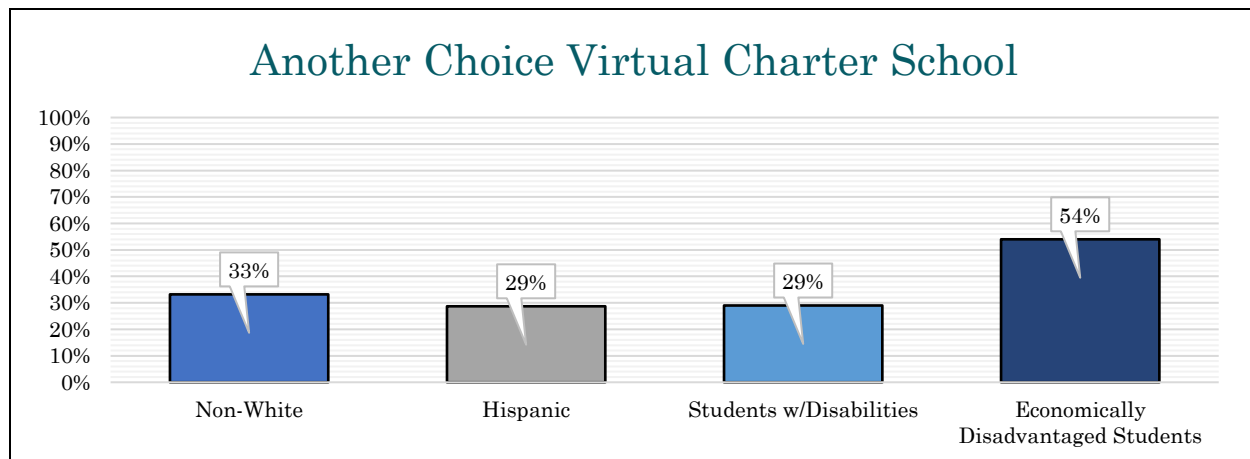
School Overview

Model:	Virtual
Enrollment Capacity:	514
Grades Served:	K-12
Enrollment Projected FY22:	514

Key Design Elements:

- Our Vision: Together with technology, rigorous academics, and highly qualified teachers, Another Choice Virtual Charter School strives to be Idaho's model virtual school offering students the utmost in educational quality for an individualized flexible education that prepares Idaho's future citizens for career and/or college readiness.
- Educational Philosophy: Another Choice Virtual Charter School meets every student at their current level and seeks to develop their skills based on their individualized learning path. Another Choice Virtual Charter School feels that a educated student is someone who has exceptional character; academic prowess; social competence; and independent thinking skills.
- Implementation: Another Choice Virtual Charter is a virtual school that uses a blended model of implementation. Our focus is working with individuals with learning differences. All instruction is offered virtually. Asynchronous, synchronous, and/or face-to-face support services via a computer lab location, offer a variety of enhanced support opportunities for students. Another Choice Virtual Charter School offers:
 - i. Various online curriculums to provide core instruction.
 - ii. Blended learning opportunities such as face-to-face tutoring through a computer lab, asynchronous, and synchronous options to support the virtual learning.
 - iii. Intervention programs to supplement core instruction for students' not meeting proficiency on state assessments and/or not making adequate gains through core curriculum.
 - iv. Extended educational opportunities to offer additional learning/credit recovery for students looking to make up credits and/or work ahead.
 - v. Socialization opportunities to enhance students' social, emotional, and wellbeing.
 - vi. Vocational, college readiness, and dual credit opportunities to prepare students for post-secondary education and other career opportunities.

2021 ANOTHER CHOICE VIRTUAL CHARTER SCHOOL DEMOGRAPHIC SUMMARY:



2020-2021 Annual Snapshot

Schools are encouraged to use this information for strategic planning and to ensure that any identified weaknesses are addressed in advance of renewal consideration.

RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
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ACADEMIC OUTCOMES:	
Math Proficiency	17%
Math Growth	<i>Data Not Available for 2020-2021</i>
ELA Proficiency	43%
ELA Growth	<i>Data Not Available for 2020-2021</i>
Literacy Proficiency	FALL IRI: 50 SPRING IRI: 47
College & Career Readiness	

FINANCIAL OUTCOMES: NEAR TERM MEASURES	
Current Ratio	3.94
Unrestricted Days Cash	41
Default	None
Enrollment Variance	88.33%

OPERATIONAL OUTCOMES: BOARD STEWARDSHIP	
Governance Structure	DOES NOT MEET STANDARD
Governance Oversight	DOES NOT MEET STANDARD
Governance Compliance	DOES NOT MEET STANDARD

FINANCIAL OUTCOMES: SUSTAINABILITY MEASURES	
Total Margin	TM: -9.50%
3 Yr. Aggregate Margin	3YR: 1.14%
Cash Flow	CF: -\$717,507
Multi-Year Cash Flow	MY: -\$626,381
Debt Service Coverage Ratio	-1.98
Debt Asset Ratio	.24
Financial Compliance	Not Rated for 2020-2021

OPERATIONAL OUTCOMES: MANAGEMENT	
Student Services	EXCEEDS STANDARD
Data Security/Transparency	DOES NOT MEET STANDARD
Facility & Services	EXCEEDS STANDARD
Operational Compliance	DOES NOT MEET STANDARD

Note: Due to the impact of the pandemic, Academic outcomes were not available for the 2019-2020 school year. Academic outcomes are available but will not be rated for the 2020-2021 school year.

Academic Outcomes

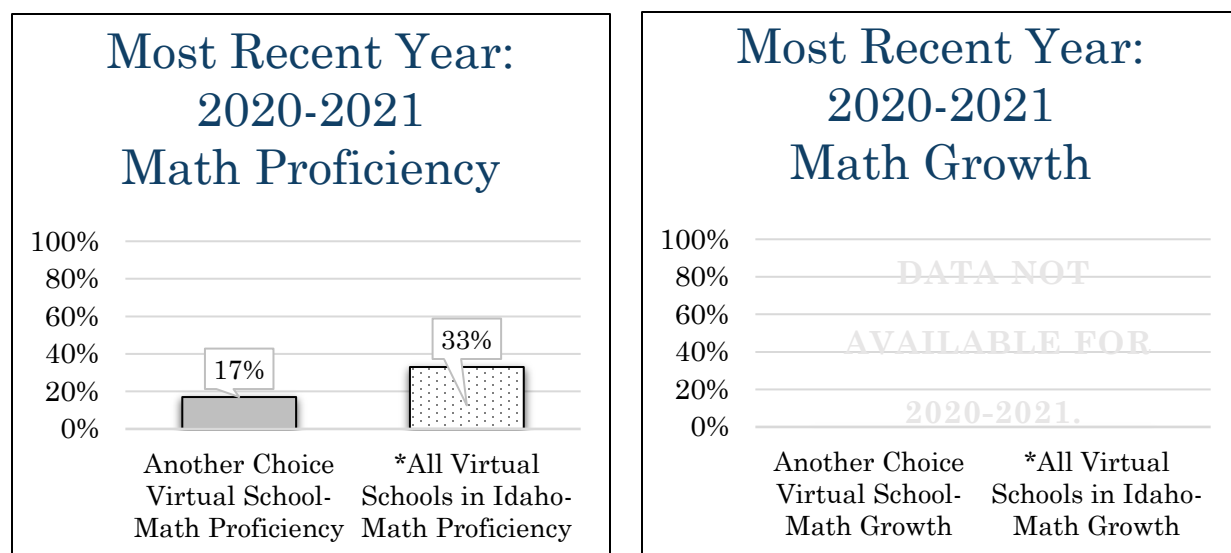
MATH PROFICIENCY & MATH GROWTH

Why This Matters:

The IPCSC must determine whether the academic performance at the school represents a favorable return on the investment of public dollars. For context, the IPCSC considers the school's performance in relation to other educational choices available to families. A school that performs as well or better than the average of its comparison group on the statewide mathematics assessment (ISAT) meets the IPCSC standard on both the math proficiency and math growth measures.

If this standard is not yet met, the school should focus its strategic planning on improving mathematics achievement outcomes to ensure the school will earn a next operational term. If the standard is met, strategic planning may focus on whatever data points will best establish and sustain an exemplary school of the specific model for which the school is chartered.

Comparison Group: All Virtual Schools in Idaho



RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
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*Please see the [Performance Framework Rubrics](#) for details regarding how each measure is rated.

MEASURE	PROFICIENCY RATING	APPLICABLE RUBRIC DESCRIPTION
MATH PROFICIENCY	Rating Not Applicable for 2020-2021	Not Applicable for 2020-2021 School Year

MEASURE	GROWTH RATING	APPLICABLE RUBRIC DESCRIPTION
MATH GROWTH	Rating Not Applicable for 2020-2021	Not Applicable for 2020-2021 School Year

Academic Outcomes

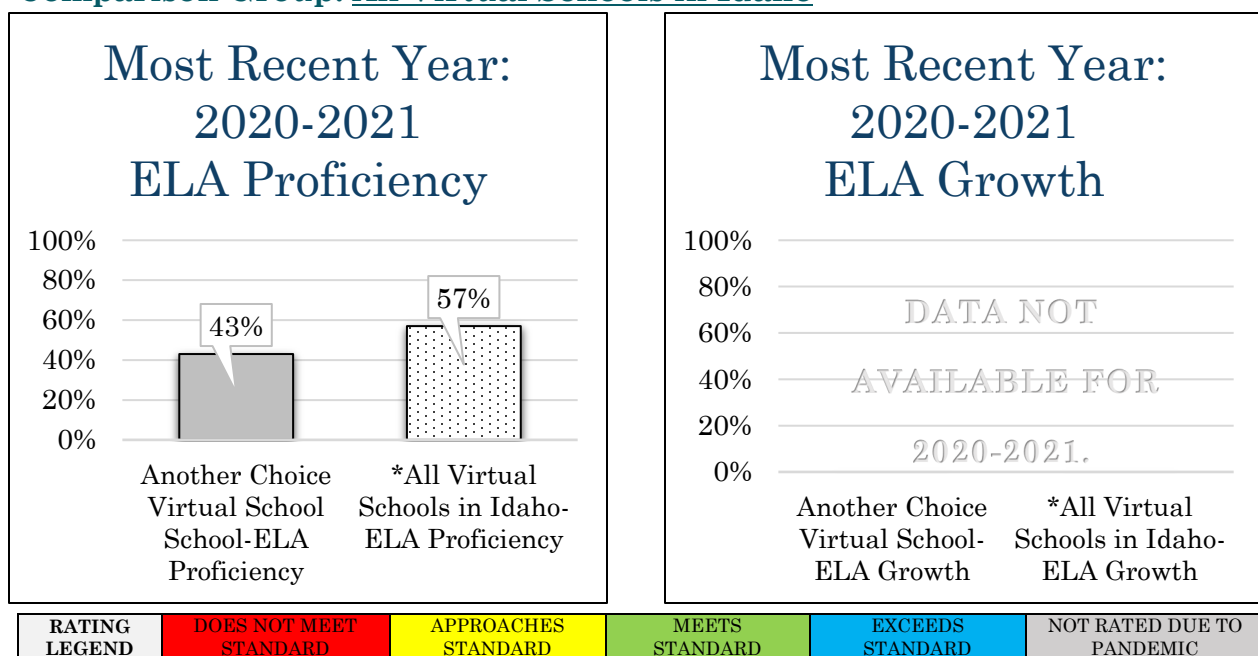
ELA PROFICIENCY & ELA GROWTH

Why This Matters:

The IPCSC must determine whether the academic performance at the school represents a favorable return on the investment of public dollars. For context, the IPCSC considers the school's performance in relation to other educational choices available to families. A school that performs as well or better than the average of its comparison group on the statewide ELA assessment (ISAT) meets the IPCSC standard on both the ELA proficiency and ELA growth measures.

If this standard is not yet met, the school should focus its strategic planning on improving these outcomes to ensure the school will earn a next operational term. If the standard is met, strategic planning may focus on whatever data points will best establish and sustain an exemplary school of the specific model for which the school is chartered.

Comparison Group: All Virtual Schools in Idaho



*Please see the [Performance Framework Rubrics](#) for details regarding how each measure is rated.

MEASURE	PROFICIENCY RATING	APPLICABLE RUBRIC DESCRIPTION
ELA PROFICIENCY	Rating Not Applicable for 2020-2021	Not Applicable for 2020-2021 School Year

MEASURE	GROWTH RATING	APPLICABLE RUBRIC DESCRIPTION
ELA GROWTH	Rating Not Applicable for 2020-2021	Not Applicable for 2020-2021 School Year

Academic Outcomes

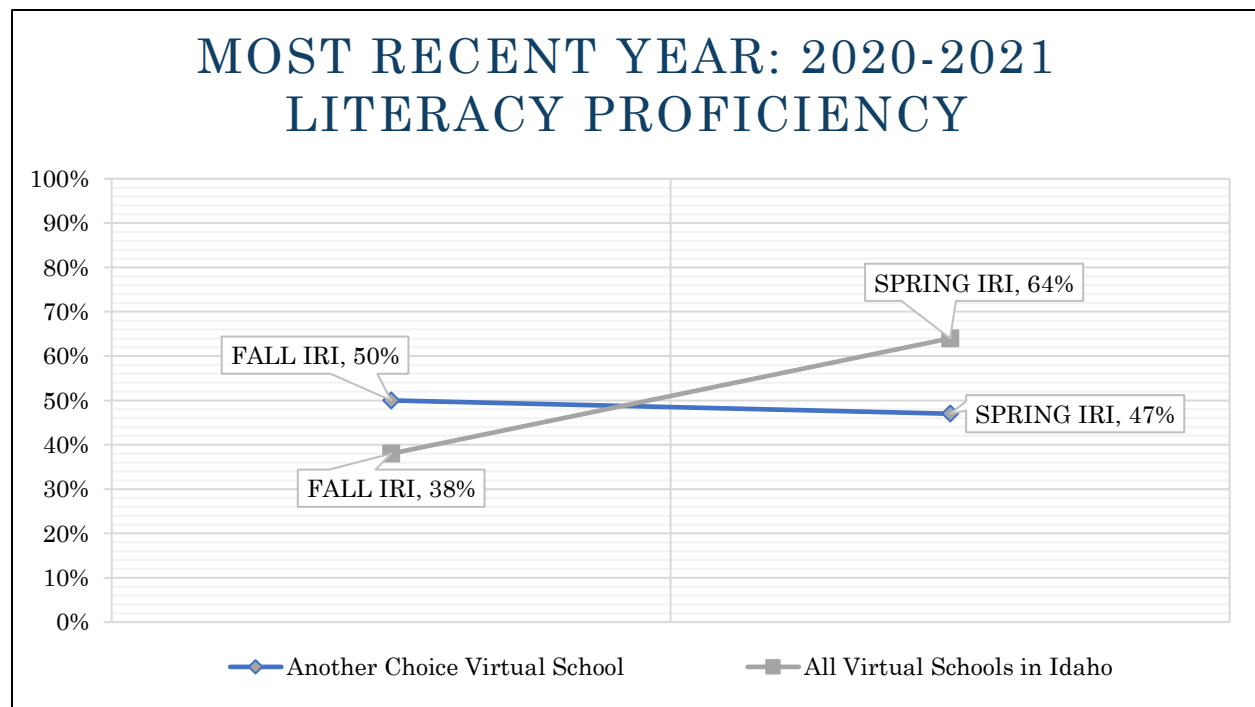
LITERACY PROFICIENCY

Why This Matters:

The IPCSC must determine whether the academic performance at the school represents a favorable return on the investment of public dollars. For context, the IPCSC considers the school's performance in relation to other educational choices available to families. A school that performs as well or better than the average of its comparison group on the spring statewide literacy assessment (IRI) meets the IPCSC standard. Alternatively, a school that did not perform as well or better than its comparison group on the spring assessment, but that did improve its outcome by at least 10% from fall to spring, also meets standard.

If this standard is not yet met, the school should focus its strategic planning on improving these outcomes to ensure the school will earn a next operational term. If the standard is met, strategic planning may focus on whatever data points will best establish and sustain an exemplary school of the specific model for which the school is chartered.

Comparison Group: All Virtual Schools in Idaho



RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
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*Please see the [Performance Framework Rubrics](#) for details regarding how each measure is rated.

MEASURE	PROFICIENCY RATING	APPLICABLE RUBRIC DESCRIPTION
LITERACY PROFICIENCY	Rating Not Applicable for 2020-2021	Not Applicable for 2020-2021 School Year

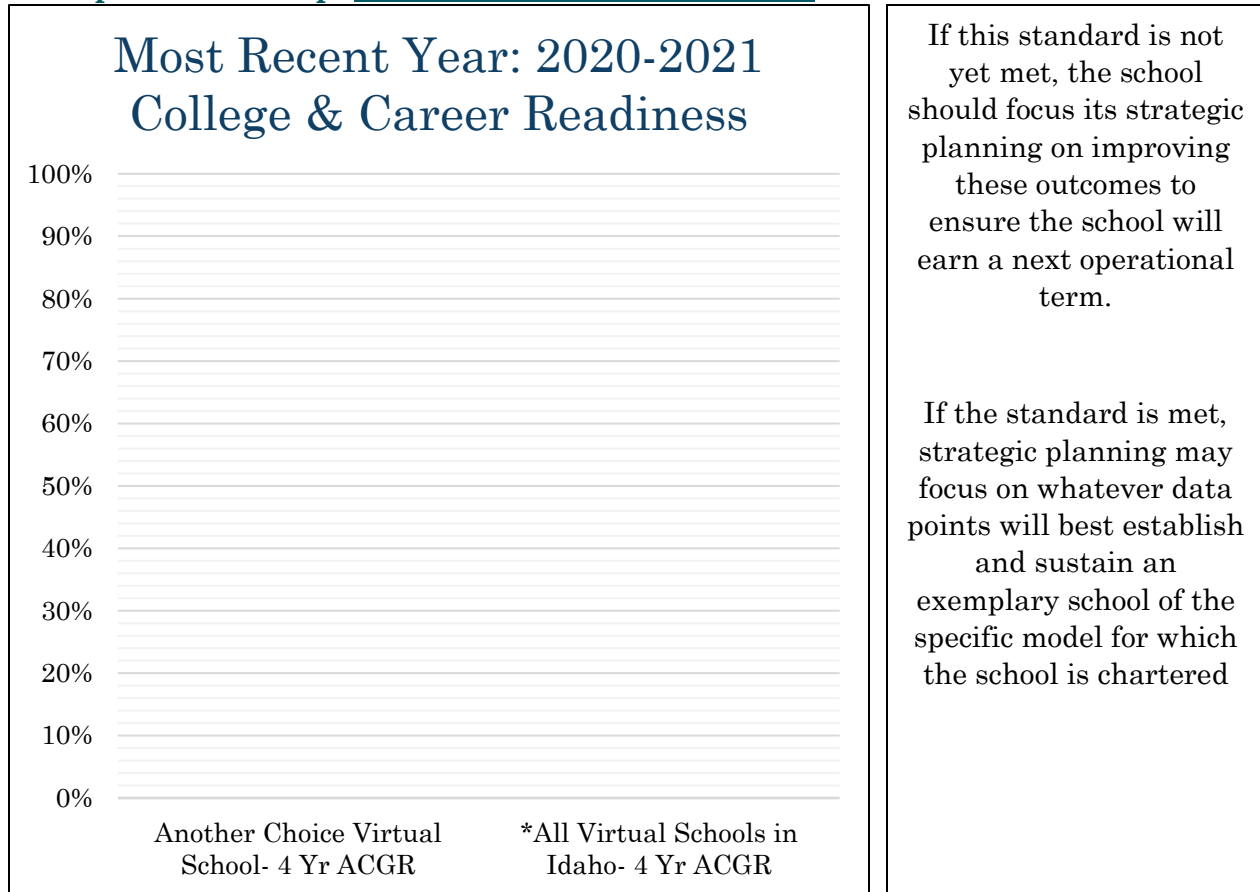
Academic Outcomes

COLLEGE & CAREER READINESS

Why This Matters:

The IPCSC must determine whether the academic performance at the school represents a favorable return on the investment of public dollars. For context, the IPCSC considers the school's performance in relation to other educational choices available to families. A school with a 4-year graduation rate equal to or greater than the average of its comparison group meets the IPCSC standard.

Comparison Group: All Virtual Schools in Idaho



RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
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*Please see the [Performance Framework Rubrics](#) for details regarding how each measure is rated.

MEASURE	COLLEGE & CAREER RATING	APPLICABLE RUBRIC DESCRIPTION
College & Career Readiness	Ratings Not Applicable for 2020-2021	Not Applicable for 2020-2021 School Year.

Longitudinal Academic Ratings | 2017-2022

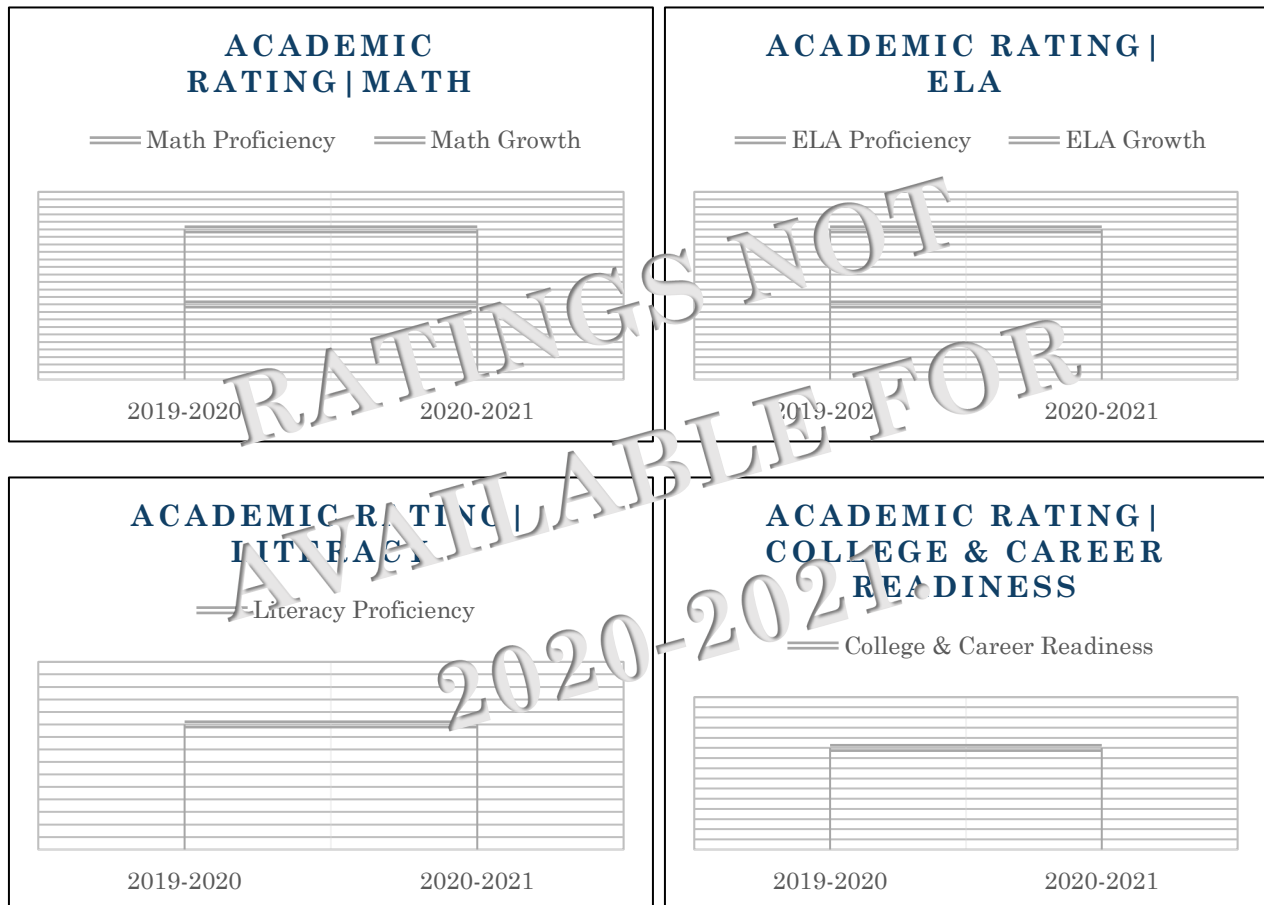
Longitudinal data provides a snapshot of a school's ratings over the school's current performance certificate (5 years). This data helps to identify performance trends and changes over time. Schools are encouraged to consider how this data might be used to drive strategic planning as the school approach its next renewal decision.

Academic Ratings | Historical Framework

School Year	ACADEMIC GEN ED OUTCOME
2017-2018	CRITICAL
2018-2019	CRITICAL

Academic Ratings | Revised Framework

Due to COVID-19 pandemic, no academic data was available for the 2019-2020 school year. Additionally, as ratings are used to inform charter renewal decisions, the IPCSC chose to suspend ratings for the 2020-21 school year due to the anticipated impact of the pandemic.



RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
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Operational Outcomes

BOARD STEWARDSHIP

Why This Matters:

At the highest level, the success of a charter school is driven by the ability of its governing board to govern effectively. The measures in this section help identify the strengths and challenges faced by the school's board. As success on these measures was not unduly influenced by the pandemic, ratings are applied for the 2020-2021 school year. *Please see the [Performance Framework Rubrics](#) for details regarding how each measure is rated.

STANDARD RATING: DOES NOT MEET STANDARD	
Governance Structure Measure	Data/Evidence Source
The board bylaws are compliant with ID law.	Bylaws 06/04/2021. *Please provide an updated copy if any amendments have been made as of 7/1/21.
The school's articles of incorporation are current.	Articles of Incorporation initially filed on 11/7/2008.
The board does operate in compliance with its bylaws.	*No instances of non-compliance documented.
Investigations were conducted into ethical behavior or conflict of interest regarding any board director this year.	Kevin McLaren was the subject of an investigation into financial mismanagement by the IPCSC beginning in 9/30/2020;
The board did not experience Open Meeting Law violations that needed to be cured this year.	*No instances of non-compliance documented.
Comments/ Context: Mr. McLaren resigned from the board in October of 2020. However, the required written disclosure of financial interest in contracts before the board was not properly disclosed by Mr. McLaren. The board was made aware of the issue in September of 2020 but chose not to begin procurement procedures until FY22.	

STANDARD RATING: DOES NOT MEET STANDARD	
Governance Oversight Measure	Data/Evidence Source
The IPCSC did not evaluate the boards review of academic data in a timely and thorough manner due to pandemic for 2020-2021.	*No instances of non-compliance documented.
The board did review financial reports in a timely and thorough manner.	*No instances of non-compliance documented.
The board did not maintain compliant policies.	Based on IPCSC review, the board's policies appear to be incomplete.
The board did engage in strategic planning.	*No instances of non-compliance documented.
The board did not conduct a compliant evaluation of their school leader or management organization.	The governing board has failed to take action to ensure the operational, academic, and financial success of the school through management of its employee, the school director.
Comments/ Context:	

STANDARD RATING: DOES NOT MEET STANDARD	
Governance Compliance Measure	Data/Evidence Source
The IPCSC did issue courtesy letters to the school noting compliance concerns this year.	Formal letters issued August 21, 2020, March 16, 2021 and May 12, 2021.
Another investigative body was notified of concerns at this school this year.	Professional Standards Commission and Canyon County Prosecutor notified this year.
Comments/ Context: 8/21/2020 letter update to ongoing investigation; this issue was eventually referred to the Canyon County Prosecutor on 9/30/2020; notice of delinquent authorizer fees sent 3/16/2021; courtesy letter sent 5/12/2021 regarding excessive time without receiving requested records. The Canyon County Prosecutor's Office notified the IPCSC on 10/19/21 that it chose not to pursue criminal charges in this matter.	

Operational Outcomes

MANAGEMENT

Why This Matters:

The systems and structures that support school operations are an important part of the school's overall success. The measures in this section help identify the strengths and challenges that impact the school's day-to-day operations. As success on these measures was not unduly influenced by the pandemic, ratings are applied for the 2020-2021 school year.

STANDARD RATING: EXCEEDS STANDARD	
Student Services	Data/Evidence Source
The school's English Language Learners program is in good standing.	*No instances of non-compliance documented.
The school's Special Education program is in good standing.	*No instances of non-compliance documented.
The school's college and career readiness program is in good standing.	Continuous Improvement Plan 2020-2021
Comments/ Context: The school has met this standard for three or more consecutive years.	

STANDARD RATING: DOES NOT MEET STANDARD	
Data Security and Information Transparency	Data/Evidence Source
The school's website is not compliant and updated appropriately.	See comment below.
The school did not experience issues involving data security this year.	*No instances of non-compliance documented.
The school did experience compliance issues with public records requests.	Courtesy letter sent May 12, 2021, due to excessive wait time after the IPCSC submitted a request for documentation.
Comments/ Context: The school did not post contracts that support expenditures (I.C. 33-357), did not post the Annual Report for the prior fiscal year (I.C. 33-5209C(2)), and did not have the Continuous Improvement Plan posted.	

STANDARD RATING: EXCEEDS STANDARD	
Facility and Services	Data/Evidence Source
The school's occupancy certificate is current.	*No instances of non-compliance documented. <i>Please provide an updated copy for the 2020-2021 school year to IPCSC staff.</i>
Safety inspections and evacuation drills are compliant.	*No instances of non-compliance documented. <i>Please provide an updated copy for the 2020-2021 school year to IPCSC staff.</i>
<i>The IPCSC did not evaluate school transportation for students due to measure being waived for 2020-2021.</i>	*No instances of non-compliance documented.
<i>The IPCSC did not evaluate school nutrition for students due to measure being waived for 2020-2021</i>	*No instances of non-compliance documented.
Comments/ Context: The school has met this standard for three or more consecutive years.	

STANDARD RATING: DOES NOT MEET STANDARD	
Operational Compliance	Data/Evidence Source
Required reports were submitted accurately and on time.	*No instances of non-compliance documented.
The enrollment process is compliant.	*No instances of non-compliance documented.
The teachers are not properly credentialed.	The SDE made notice of concerns regarding the accuracy of teacher certification reporting in FY20 and FY21 on 9/21/20. The inaccurate reporting may have resulted in inaccurate funding in both years. The SDE is currently determining the necessary corrections. The school did not take action to resolve the matter within 30 days. The issue is not currently resolved.
Corrective action plans were not issued by the SDE this year.	School has open corrective action plan with SDE regarding Title One audit findings that must be resolved.
Comments/ Context: Dr. Laura Sandidge was issued a letter of reprimand by the Professional Standards Commission and was required to take an ethics course due to her failure to disclose ownership of businesses with which the school contracts and failed to guide the school through appropriate procurement procedures when establishing financial contracts.	

Longitudinal Operational Ratings | 2017-2022

Board Stewardship

Longitudinal data provides a snapshot of a school's ratings over the school's current performance certificate (5 years). This data helps to identify performance trends and changes over time. Schools are encouraged to consider how this data might be used to drive your strategic planning as your school approach its next renewal decision.

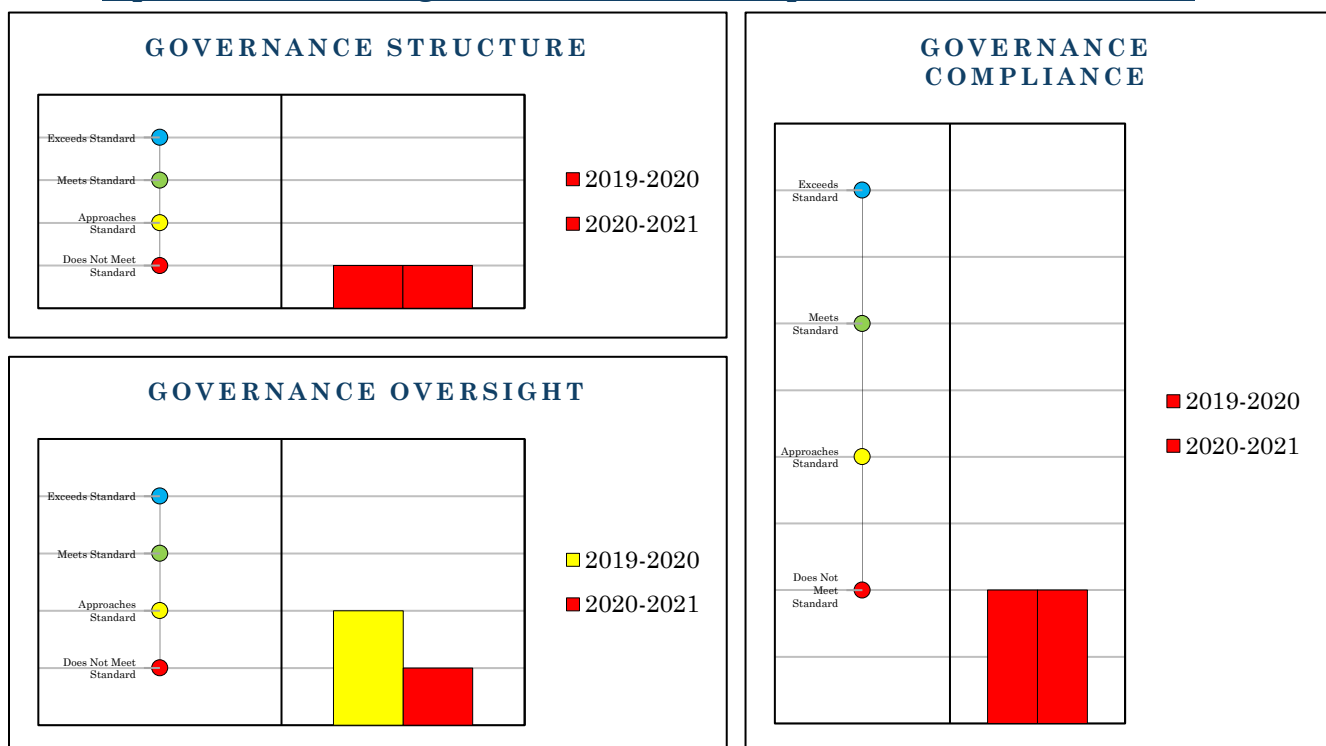
Ratings on the historical and revised framework are not comparable in the operational section. The two sets of data have been included. The school's operational ratings on the historical framework are provided for reference.

Operational Ratings | Historical Framework

School Year	Rating
2017-2018	HONOR
2018-2019	HONOR

Note: In 2020, the IPCSC reorganized these measures for clarity. Operational outcomes are now divided into two sections (board stewardship and management) based on the primary party responsible for the school's success on each measure.

Operational Ratings: Board Stewardship | Revised Framework



Longitudinal Operational Ratings | 2017-2022

Management

Longitudinal data provides a snapshot of a school's ratings over a 5-year period. This data helps to identify performance trends and changes over time. Schools are encouraged to consider how this data might be used to drive your strategic planning as your school approach its next renewal decision.

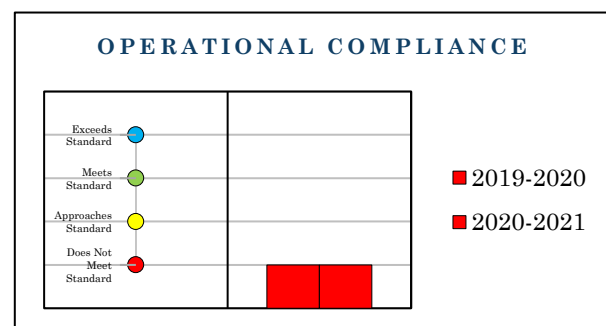
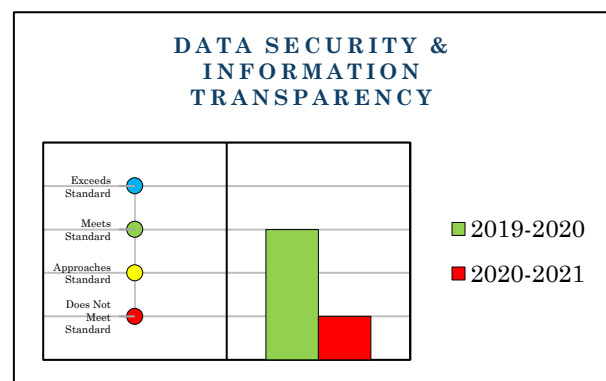
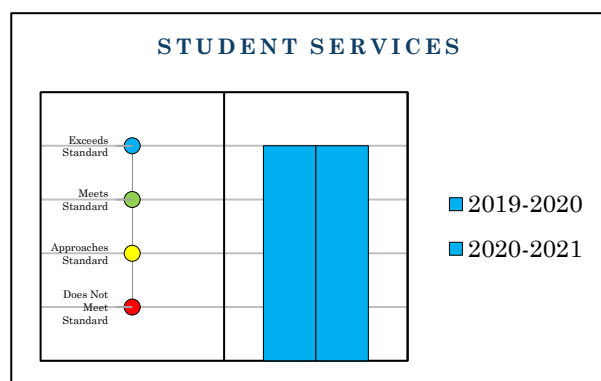
Ratings on the historical and revised framework are not comparable in the operational section. The two sets of data have been included. The school's operational ratings on the historical framework are provided for reference.

Operational Ratings | Historical Framework

School Year	Rating
2017-2018	HONOR
2018-2019	HONOR

Note: In 2020, the IPCSC reorganized these measures for clarity. Operational outcomes are now divided into two sections (board stewardship and management) based on the primary party responsible for the school's success on each measure.

Operational Ratings: Management | Revised Framework



Financial Outcomes

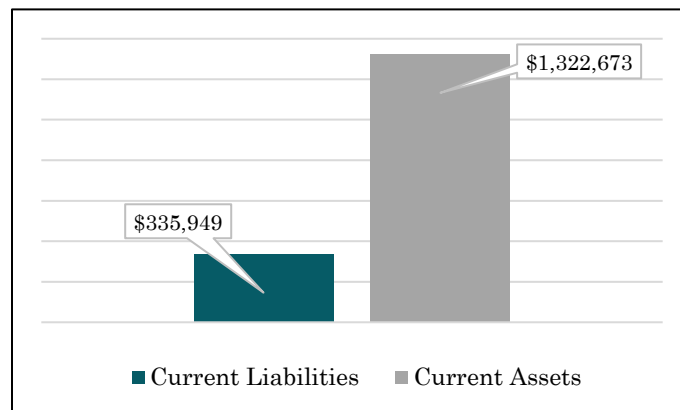
NEAR TERM MEASURES

These measures evaluate whether a school is likely to meet its financial obligations in the next year.

*Please see the [Performance Framework Rubrics](#) for details regarding how each measure is rated.

Current Ratio

The school has a current ratio of more than 1.5.	Current Ratio 3.94	Ratings Not Applicable for 2020-2021
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Why This Matters:

Current Ratio is a comparison of a school's financial obligations due within one year (current liabilities) to the cash and investments held by the school (current assets).

A school with more assets than liabilities (a Current Ratio greater than 1.0) would be able to meet its financial obligations for the

next year without relying on future revenue.

A school with more liabilities than assets (a Current Ratio of less than 1.0) is dependent on revenue it has not yet received to meet existing financial obligations.

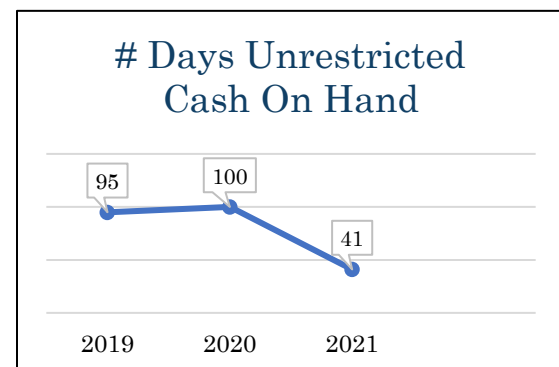
Unrestricted Days Cash

The school has between 30- and 60-days cash on hand, but the 1-year trend is negative.	41 Days	Ratings Not Applicable for 2020-2021
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Why this Matters:

This measure estimates a school's average daily cost of operations and considers the number of days a school could operate using only its available cash and investments.

A school with at least 60 days cash on hand would be able to meet its immediate financial obligations with available cash, buying the time it might take to access other current assets. Occasionally, a planned purchase may decrease this number temporarily. In those cases, 30-60 days cash on hand with an upward trend is acceptable. A school with less than 15 days cash on hand is in financial distress and is at risk of automatic closure.



Default

The school is not in default of any financial obligations and did not experience any instances of default during the fiscal year.	Ratings Not Applicable for 2020-2021
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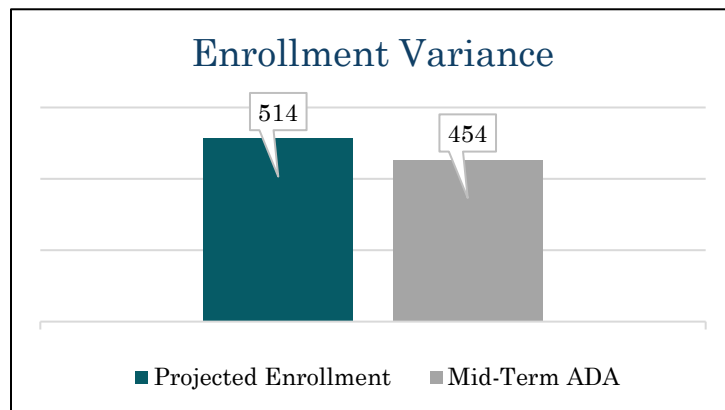
Why this Matters:

This measure identifies whether a school has defaulted on any of its financial obligations. Default can mean many things. Examples of default include: paying bills late, failing to make payroll, or inaccurately filing reports required for funding. Default can also include a failure to meet any additional requirements of long-term debt as established by the lender (such as meeting a specific enrollment target or maintaining a greater amount of cash on hand than the PCSC requires).

Any act of default can result in disruption of services, loans being called due, or funding that is inaccurate or withheld.

Enrollment Variance

The school achieved and sustained less than 90% of its projected enrollment and did not provide a mid-year amended budget evidencing a break-even financial plan.	Enrollment Variance 88.33%	Ratings Not Applicable for 2020-2021
---	-------------------------------	--------------------------------------



Why this Matters:

The Enrollment Variance measure considers what percentage of a school's projected enrollment was achieved. As the majority of a public school's funding is generated by student enrollment, this measure reflects a school's ability to execute its budget to plan.

A school that achieves at least 95% of its projected enrollment will likely experience few bumps and may make minor adjustments. A school that achieves less than 95% of projected enrollment is likely to face budget challenges requiring more significant budget amendments and may be in financial distress.

Financial Outcomes

SUSTAINABILITY MEASURES

These measures help determine whether a school is likely to remain financially stable into the future.

Total Margin

The school's aggregated 3-year total margin is less than or equal to -1.5%.	CY Total Margin -9.50% 3-Year Aggregated 1.14%	Ratings Not Applicable for 2020-2021
---	---	--------------------------------------

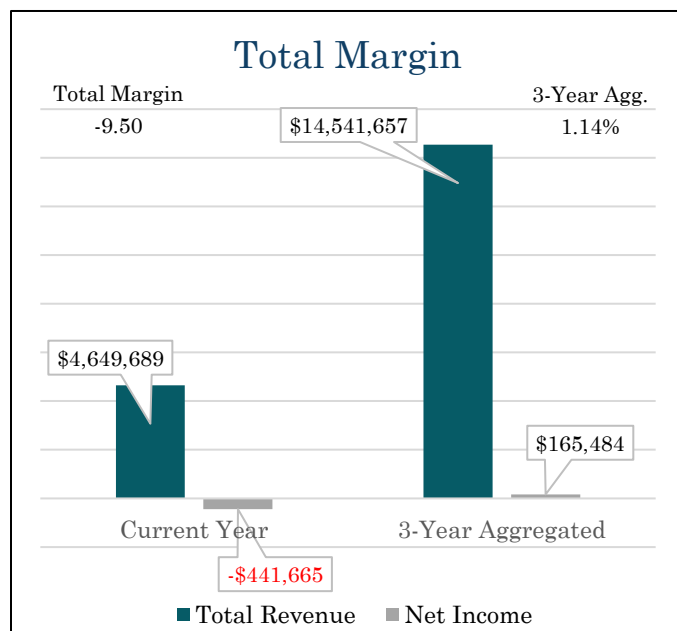
Why this Matters:

The Total Margin compares a school's total revenue to its net income. Specifically, this measure identifies what percentage of a school's total revenue in a given year was not expended during that year. A school with a positive total margin spent less than it brought in. That is, the school is living within its means and can plan for future purchases and investments.

An occasional negative total margin may indicate that a planned or necessary purchase has taken place. This is not necessarily a negative indicator.

However, if the Total Margin is chronically negative or severe decreases appear, the school may be in financial distress. Aggregating this margin over three years helps to identify these long-term trends.

Note: for the purposes of this calculation, pension liability is excluded from the school's net income.



Cash Flow

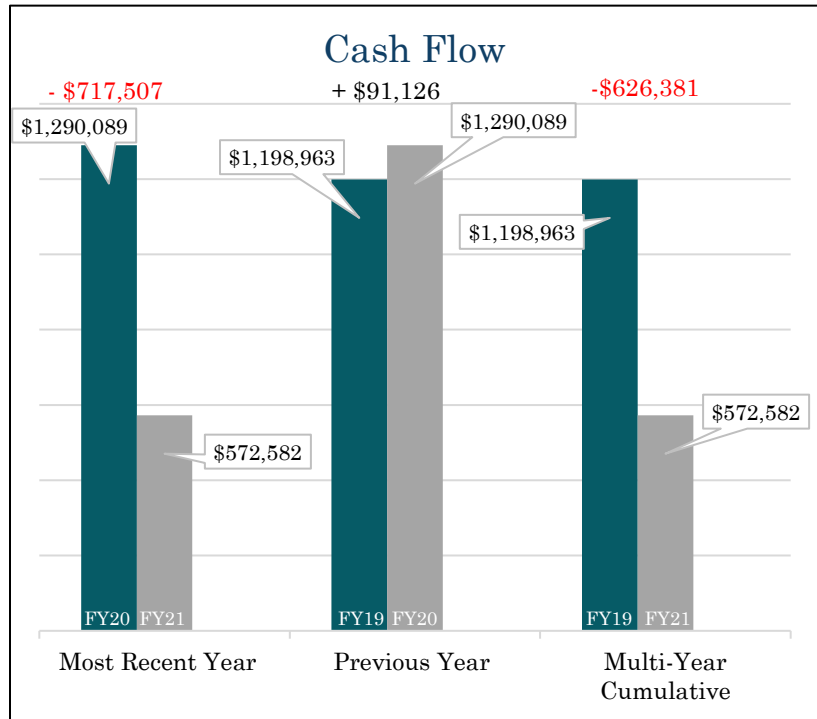
The school's multi-year cumulative cash flow is negative.	Most Recent Year -\$717,507 Previous Year \$91,126 Multi-Year -\$626,381	Ratings Not Applicable for 2020-2021
---	--	--------------------------------------

Why this Matters:

The Cash Flow measure considers the change in a school's cash balance over time. A school with a positive cash flow is increasing its reserves and is likely able to fund future projects and purchases.

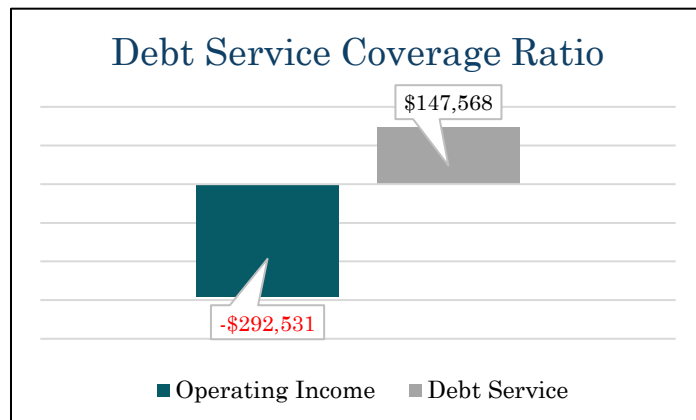
A school with a negative cash flow is using its existing reserves to fund general operations and is not likely to have the financial flexibility to fund future plans.

A multi-year cumulative cash flow helps to identify long-term trends.



Debt Service Coverage Ratio

The school's debt service coverage ratio is less than .9	Debt Service Coverage Ratio -1.98	Ratings Not Applicable for 2020-2021
--	-----------------------------------	--------------------------------------



Why this Matters:

This measure evaluates a school's ability to make payments on debt due in a given year using only that year's income. This helps determine whether a school has more debt than it can manage.

A school with more Operating Income than Debt Service (a Debt Service Coverage Ratio greater than 1) can meet the financial obligations of their debt. A

school with more Debt Service than Operating Income (a ratio of less than 1) is reliant on either reserves or revenues anticipated in future years to meet its debt obligations.

Debt to Asset Ratio

The school's Debt to Asset Ratio is less than 0.9	Debt/Asset Ratio .24	Ratings Not Applicable for 2020-2021
---	----------------------	--------------------------------------

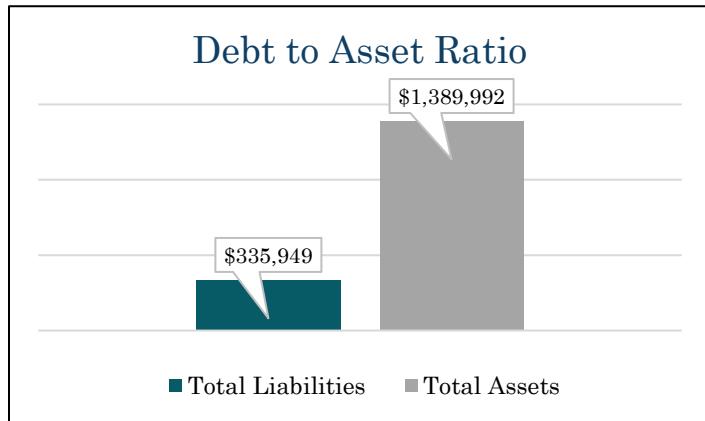
Why This Matters:

The Debt to Asset Ratio compares a school's total liabilities to its total assets. This helps determine whether a school would be able to meet both its short and long-term financial obligations.

A school whose total liabilities are 90% or less of its Total Assets is

likely to be able to repay all short-term debts and still manage to set its long-term affairs in order in a worst-case scenario. A school with more liabilities than assets would not be able to meet all its financial obligations in a worst-case scenario.

Note: for the purposes of this measure, pension liability is excluded from the school's total liabilities.



Financial Compliance

STANDARD RATING: NOT RATE FOR 2020-2021	
Financial Operations	Data and/or Evidence Source
The school's finances are managed in compliance with GAAP.	Financial Audit 10/29/2021
Expenditures and contracts are not posted online appropriately.	School's Expenditure Page 7/29/2021 *See Comments
The school maintains compliant internal controls.	*No instances of non-compliance documented.
The school is not operating under a Notification of Fiscal Concern.	*No instances of non-compliance documented.
The school is not operating under a Notification of Possible or Imminent Closure.	*No instances of non-compliance documented.
Comments/Context IPCSC staff could not verify/locate contracts that supported the school's expenditures on the school's website.	

Longitudinal Financial Ratings | 2017-2022

Longitudinal data provides a snapshot of a school's ratings over the school's current performance certificate (5 years). This data helps to identify performance trends and changes over time. Schools are encouraged to consider how this data might be used to drive your strategic planning as your school approach its next renewal decision.

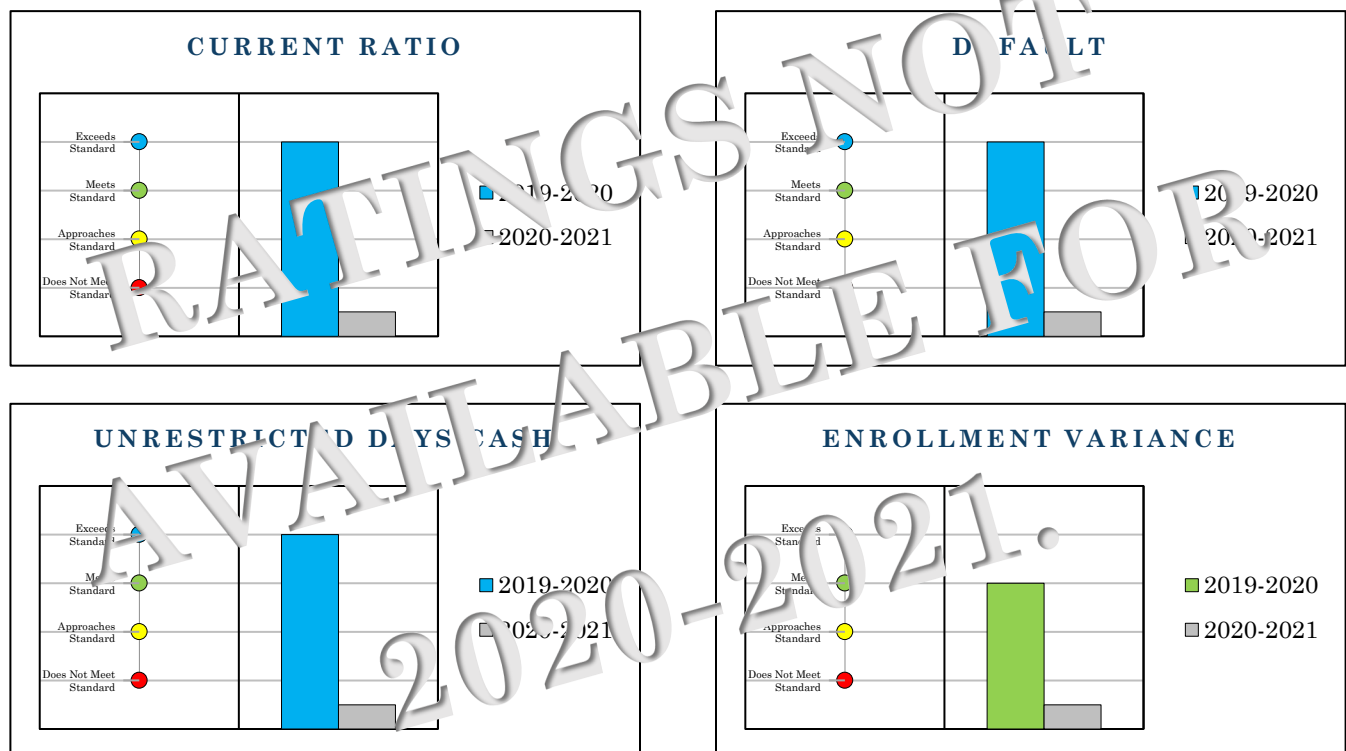
Notes: The 2020 framework revision removed the "cash ratio" measure and moved the existing enrollment variance measure to the financial section.

Due to the impact of the pandemic, financial outcomes are not rated for 2020-21. Additionally, the enrollment variance measure was calculated based on projected enrollment and actual enrollment (not ADA).

Financial Near Term Health Ratings | Historical Framework

School Year	Near Term Health Rating
2017-2018	HONOR
2018-2019	HONOR

Financial Near Term Health Ratings | Revised Framework



Longitudinal Financial Ratings | 2017-2022

Longitudinal data provides a snapshot of a school's ratings over the school's current performance certificate (5 years). This data helps to identify performance trends and changes over time. Schools are encouraged to consider how this data might be used to drive your strategic planning as your school approaches its next renewal decision.

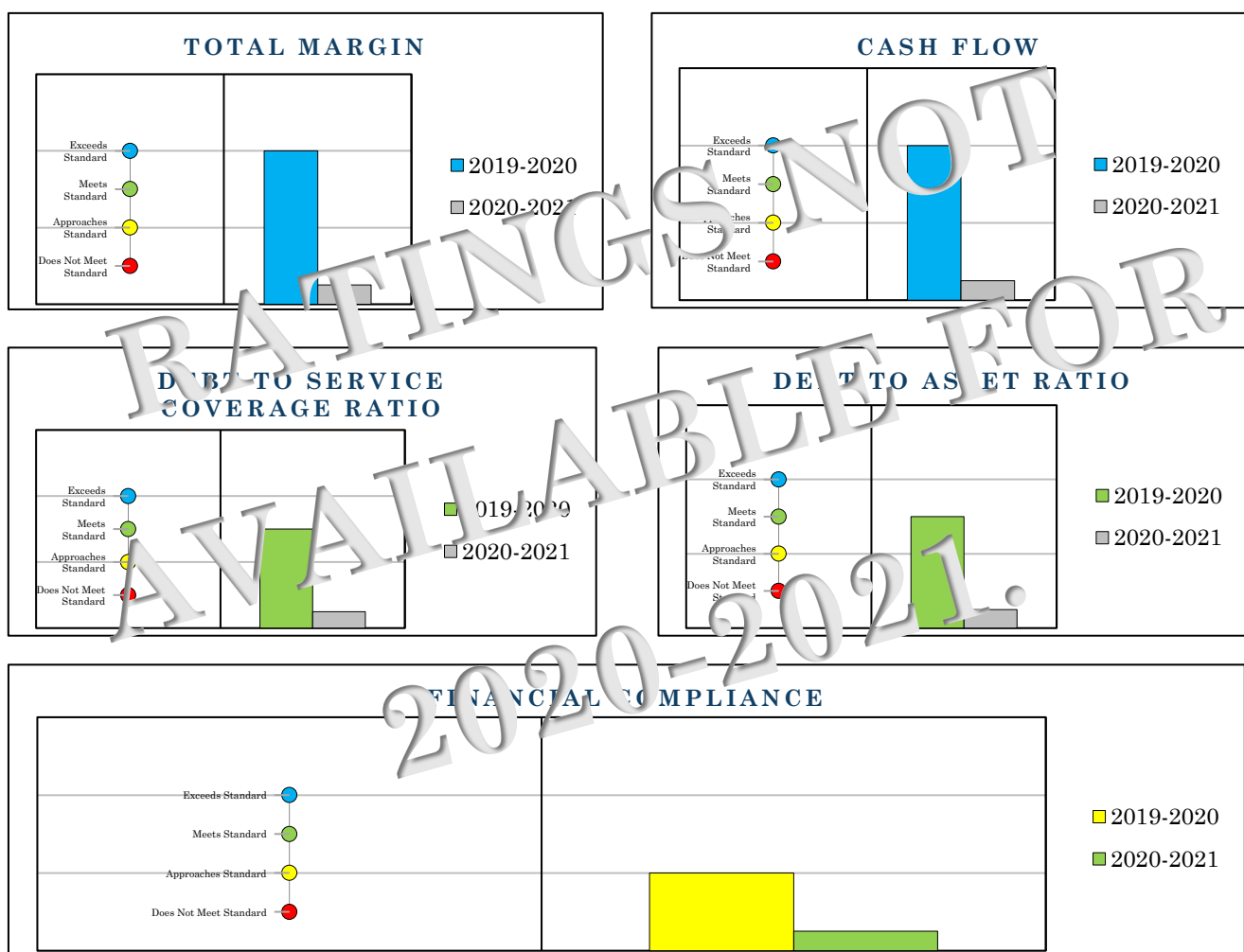
Notes: The 2020 framework revision removed the "cash ratio" measure and moved the existing enrollment variance measure to the financial section.

Due to the impact of the pandemic, financial outcomes are not rated for 2020-21. Additionally, the enrollment variance measure was calculated based on projected enrollment and actual enrollment (not ADA).

Financial Sustainability Ratings | Historical Framework

School Year	Sustainability Rating
2017-2018	HONOR
2018-2019	GOOD STANDING

Financial Sustainability Ratings | Revised Framework



Conditional Certificate Status Update

Another Choice Virtual Charter School's Performance Certificate was renewed in 2017 subject to the conditions listed below. The school's status with regard to each condition is also provided.

Condition 1: Condition Waived

By June 30, 2020, ACVS's general education population will achieve an academic accountability designation of good standing or higher on the performance framework adopted by the Commission in 2017. "General education population" is defined as all students who are classified by the State Department of Education as Students without Disabilities.

Status: IPCSC did not consider revocation of the school's charter for failure to meet this condition on June 30, 2020, due to a lack of assessment data for the 2019-2020 school year.

Condition 2: Condition Waived

ACVS's 2019 five (5) year cohort graduation rate will be at least thirty-five percent (35%).

Five (5) year cohort graduation rate data for 2019 will be available in early 2020. This condition is based on a rate of increase sufficient to promote ACVS's ability to achieve a five (5) year cohort graduation rate of at least forty-eight percent (48%) by the end of the next performance certificate term. Forty-eight percent (48%) is the 2014 median five (5) year cohort graduation rate for Idaho alternative schools. Although ACVS is not an alternative school, the Commission recognizes that its student population faces similar challenges.

Status: IPCSC did not consider revocation of the school's charter for failure to meet this condition on June 30, 2020, due to the pandemic.

*The 2020-2021 Annual Report has been finalized by the
Idaho Public Charter School Commission staff.*

If you have any questions or comments, please contact
the IPCSC.



IDAHO PUBLIC CHARTER SCHOOL COMMISSION

304 N. 8th St. Ste.242

Boise, ID 83720

208-332-1561

pcsc@osbe.idaho.gov

Another Choice Virtual Charter School

From: [Jenn Thompson](#)
To: [Laura Sandidge](#)
Subject: RE: Checking in
Date: Friday, November 13, 2020 3:26:45 PM
Attachments: [image002.png](#)

Hi Laura. I ran the 2019 alternative schools data to what that looked like as a comparison group for you. I can send you all the data if you want to look through it, but the results charts are embedded below. Obviously, there's work to do regardless of the comparison group.

But as long as we can verify high % of at-risk students, I think this is the best comparison group to use. Let me know what you'd like to do and I'll get the amendment drafted up for you.

ELA Proficiency						
Does Not Meet		Approaches		Meets		Exceeds
below.	28	29	40	41	53	54 above
ACVS's ELA proficiency in 2019 was 36%, which approaches standard.						
Math Proficiency						
Does Not Meet		Approaches		Meets		Exceeds
below.	20	21	33	34	46	47 above
ACVS's Math proficiency in 2019 was 14%, which does not meet standard						

From: Laura Sandidge <lsandidge@anotherchoicecharter.org>
Sent: Thursday, November 5, 2020 5:05 PM
To: Jenn Thompson <Jenn.Thompson@osbe.idaho.gov>
Cc: Chair <jnkelleher@fmtcblue.com>
Subject: Re: Checking in

Oh wonderful! I am so glad! I will solidly be available. I was so concerned when you hadn't seen my emails. Thank you so much and I will look forward to your call.

Laura

Sent from my iPad

On Nov 5, 2020, at 4:28 PM, Jenn Thompson <Jenn.Thompson@osbe.idaho.gov> wrote:

Hi Laura. I got your voicemail. And I did get your emails. You were correct, the were sorted into an "other" bucket. My apologies for missing them.

If you still have time to chat tomorrow morning, let's do that. Zero frustration on my end. I just didn't want to let it sit too long or forget about it and honestly hadn't seen your response.

cc'ing John, so he knows we're back on track.

Laura, could I call you tomorrow around 10? That would work really well for me.

Jenn Thompson

Director, Idaho Public Charter School Commission

office: 208-332-1594

cell: 208-781-2937

jenn.thompson@osbe.idaho.gov

Follow us on [Facebook](#)

From: Laura Sandidge <lsandidge@anotherchoicecharter.org>

Sent: Thursday, November 5, 2020 10:37 AM

To: Jenn Thompson <Jenn.Thompson@osbe.idaho.gov>

Cc: Chair <jnkelleher@fmtcblue.com>

Subject: Re: Checking in

Hello Jenn,

I did send you an email last week. I was surprised I didn't hear from you, I am sorry if you didn't get that email for any reason. Thank you for getting back to me. Our next board meeting is on November 18th at 4:00 and we would love to have you join us. I will ensure you have a link. We do have someone on site during our meetings to welcome physical guests and board members are currently virtual.

If you would like to meet prior to that please know I am available. I apologize you didn't get my response.

Thank you,
Laura Sandidge

On Thu, Nov 5, 2020 at 10:30 AM Jenn Thompson
<Jenn.Thompson@osbe.idaho.gov> wrote:

Hi Laura I haven't heard back from you; I'm sure you are busy. I do want to touch base on that progress monitoring plan. I think what we really need is to understand what is happening with your school at a board level. I think that is best done by attending your meetings as a member of the public. And then if something comes up during the meeting that we need more information on, we'll let you know.

I believe this is where your meetings are noticed:

<https://www.anotherchoicecharter.org/o/another-choice/page/school-board-33>. It looks like agendas are supposed to post here:

<https://www.anotherchoicecharter.org/o/another-choice/browse/11796>, but I don't see any. Please let me know if I have either of those incorrect as I'll

need access to both.

As far as attending meetings, I will be attending as a member of the public, so I'll need whatever access you are providing for public participation (a link to your live stream of the meeting, a login to the meeting platform, or the location of the meeting to attend in person).

The waiver that allowed for no public participation in person at the site of the meeting expired a few months ago. Just as a reminder, you do need to have a physical location option for public observation, though you can limit it for social distancing and offer a video/audio live stream for overflow. Obviously, during the pandemic, I wouldn't want to attend in person unless it was the only option. Also, a reminder to make sure that the means of public observation is either noticed on your website or on your agendas.

Please let me know how I can observe board meetings going forward. I'm assuming your next meeting is Nov.16th at 4.

Thank you,

Jenn Thompson

Director, Idaho Public Charter School Commission

office: 208-332-1594

cell: 208-781-2937

jenn.thompson@osbe.idaho.gov

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--

Laura Sandidge, Ph.D.

Administrator / Head of School

Another Choice Virtual Charter School

<http://www.anotherchoicecharter.org>

* Please note no links come from me without communication concerning the link.

Idaho Public Charter School Commission

Annual Performance Report 2020

PCSC School: Another Choice Virtual Charter School

Mission Statement: Another Choice Virtual Charter School seeks to provide a safe, individualized, standards-based education for Idaho's students, K through 12, with and without disabilities, to enable them to meet their full potential both intellectually and socially. Our focus is to offer an individualized education for all, specializing in individuals with learning differences, to become full and active contributing members of society through a virtual and experiential format.

Another Choice Virtual Charter School is built on: academic achievement, development of social competence, post-secondary preparedness, and the development and advancement of student's technological skills.

School Location:	1014 W. Hemmingway Blvd. Nampa, Idaho 83651
School Phone:	208-475-4255
Comparison Group:	All Alternative Schools
Opening Year:	2010
Current Term:	2017-2022
Model:	Virtual
Grades Served:	K-12
Enrollment Capacity:	514
Enrollment (Projected):	488
Mid Term ADA (Actual):	459
FY20 Full-Term ADA:	490

School Leadership

Chair	John Kelleher
Vice-Chair	Laura Shoemaker
Treasurer / Secretary	Misty Puckett
Director	Ruth Kropp
Director	Open Seat
Executive Director	Laura Sandidge
Business Manager	Ross Jones

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PREPARED BY

Idaho Public Charter School Commission

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Introduction

Charter schools in Idaho operate on 5-year terms as defined in a [Performance Certificate](#) executed between the school's board and its authorizer. In addition, Idaho law requires that every certificate include a framework describing the expectations the school must meet in order to earn a next operational term. It also requires that charter school authorizers complete performance reports for the schools they oversees each year. The annual performance report serves the following purposes:

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

This report, based on the performance framework adopted by the PCSC on October 8, 2020, reflects how the school's outcomes during the most recently completed school year measure up against the expectations established in the framework. At the end of each 5-year term, the authorizer reviews the school's annual reports and financial data to inform its decision to renew, conditionally renew, or non-renew, the school for a subsequent term of operation.

Each measure included in the PCSC's framework has a meets standard benchmark. A school that meets standard on all measures at the end of its current operational term is guaranteed an unconditional renewal. A school that does not meet standard on at least one measure at the end of its current operational term may be conditionally renewed or non-renewed. Because the outcomes on this report inform high-stakes decisions, schools are encouraged to use this information to support their strategic planning efforts each year.

COVID-19 NOTE: Please note that due to the COVID-19 pandemic, statewide assessments were canceled in the spring of 2020. No academic evaluation has been made in this report due to absent and incomplete data. The academic outcomes overview page only includes graduation rate (if applicable), though the measure is not rated.

The [performance framework](#) rubrics provide detail on calculations and data sources.

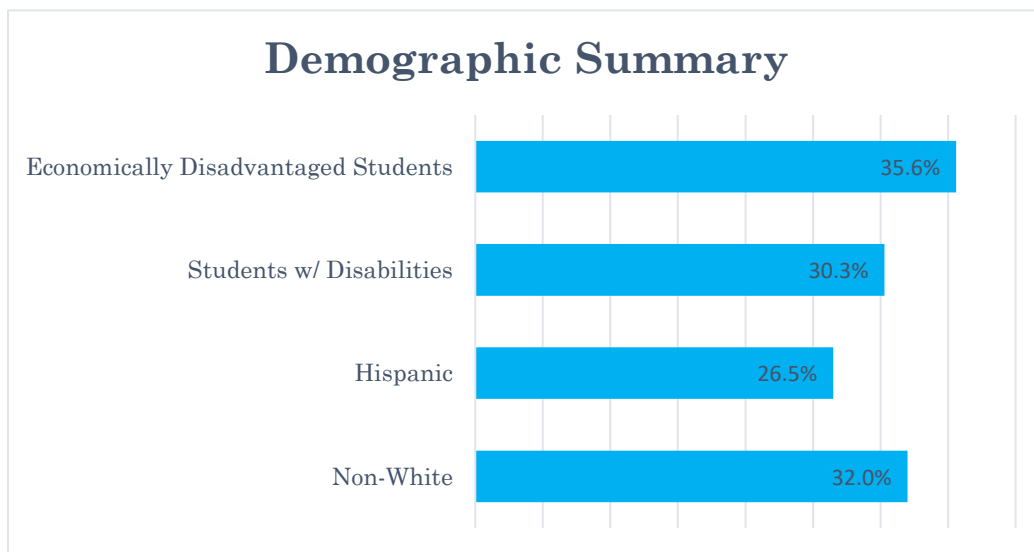
Each authorized chartering entity shall annually publish and make available to the public a performance report for each public charter school it oversees, in accordance with the performance framework set forth in the performance certificate and section 33-5209(C)(2), Idaho Code.

School Overview

Key Design Elements

Another Choice Virtual Charter School is a virtual school that uses a blended model of implementation. Our focus is working with individuals with learning differences. All instruction is offered virtually. Asynchronous, synchronous, and/or face-to-face support services via a computer lab location, offer a variety of enhanced support opportunities for students. Another Choice Virtual Charter School offers:

- I. Various online curriculum to provide core instruction.
- II. Blended learning opportunities such as face-to-face tutoring through a computer lab, asynchronous, and synchronous options to support the virtual learning.
- III. Intervention programs to supplement core instruction for students not meeting proficiency on state assessments and/or not making adequate gains through core curriculum.
- IV. Extended educational opportunities to offer additional learning/credit recovery for students looking to make up credits and/or work ahead.
- V. Socialization opportunities to enhance students' social, emotional, and wellbeing.
- VI. Vocational, college readiness, and dual credit opportunities to prepare students for post-secondary education and other career opportunities.



Annual Snapshot

◆ ◆ ◆ ◆

Schools are encouraged to use this information for strategic planning and to ensure that any identified weaknesses are addressed in advance of renewal consideration.

ACADEMIC	
Math Proficiency	<i>Not Applicable (2020)</i>
ELA Proficiency	<i>Not Applicable (2020)</i>
Literacy Proficiency	<i>Not Applicable (2020)</i>
Math Growth	<i>Not Applicable (2020)</i>
ELA Growth	<i>Not Applicable (2020)</i>
5-Year Grad Rate	<i>Not Applicable (2020)</i>

FINANCIAL HEALTH (NEAR TERM MEASURES)	
Current Ratio	<i>Exceeds Standard</i>
Unrestricted Days Cash	<i>Exceeds Standard</i>
Default	<i>Exceeds Standard</i>
Enrollment Variance	<i>Meets Standard</i>

BOARD STEWARDSHIP	
Governance Structure	<i>Does Not Meet Standard</i>
Governance Oversight	<i>Approaches Standard</i>
Governance Compliance	<i>Does Not Meet Standard</i>

FINANCIAL HEALTH (SUSTAINABILITY MEASURES)	
Total Margin	<i>Exceeds Standard</i>
Debt to Asset Ratio	<i>Meets Standard</i>
Cash Flow	<i>Exceeds Standard</i>
Debt Service Coverage Ratio	<i>Meets Standard</i>
Financial Compliance	<i>Approaches Standard</i>

MANAGEMENT	
Student Services	<i>Exceeds Standard</i>
Data Security/ Transparency	<i>Meets Standard</i>
Facility & Services	<i>Exceeds Standard</i>
Operational Compliance	<i>Does Not Meet Standard</i>

Academic Outcomes

Proficiency

(Data Source: Scatterplot)

Math Proficiency	Standard Rating
Math proficiency data is not available for FY20.	N/A
ELA Proficiency	Standard Rating
ELA proficiency data is not available for FY20.	N/A
IRI Spring Proficiency	Standard Rating
IRI spring proficiency data is not available for FY20	N/A
Comments/ Context: <i>Academic ratings are <u>not applicable for 2020 outcomes.</u></i>	

Growth

(Data Source: Scatterplot)

Math Growth	Standard Rating
Math growth data is not available for FY20.	N/A
ELA Growth	Standard Rating
ELA growth data is not available for FY20.	N/A
Comments/ Context: <i>Academic ratings are <u>not applicable for 2020 outcomes.</u></i>	

College and Career Readiness

(Data Source: Scatterplot)

4-Year Graduation Rate (ACGR)	Standard Rating
5-Year ACGR	48.5%
Comments/ Context: <i>Academic ratings are <u>not applicable for 2020 outcomes.</u></i> This school serves a high percentage of at-risk students. The average 5-Year ACGRs for all alternative schools in Idaho is 46%.	

Operational Outcomes: Board Stewardship

STANDARD RATING: DOES NOT MEET STANDARD	
Governance Structure	Data/Evidence Source
The board bylaws are compliant with ID law.	Bylaws 11/12/08. *Please provide an updated copy if any amendments have been made.
The school's articles of incorporation are current.	Articles of Incorporation were initially filed in 2008 and most recently updated 10/3/2019.
The board does operate in compliance with its bylaws.	*No instances of non-compliance documented.
Investigations were conducted into either ethical behavior or conflict of interest regarding any board director this year.	The school was initially notified of concerns on 4/14/20. The school did cooperate with request for documentation and is working to resolve the issues. However, the issues are not currently resolved.
The board did not experience Open Meeting Law violations that needed to be cured this year.	*No instances of non-compliance documented.
Comments/ Context:	

STANDARD RATING: APPROACHES STANDARD	
Governance Oversight	Data/Evidence Source
The board did review academic data in a timely and thorough manner.	*No instances of non-compliance documented.
The board did not review financial reports in a timely and thorough manner.	Board meeting minutes requested by the PCSC note review and approval of financial reports and contracts; however, a PCSC investigation found that more thorough review by this board is necessary.
The board did maintain compliant policies.	Policy provided to the PCSC upon request appears to be compliant. However, failure to implement compliant policy does not meet PCSC standard. While board policy notes that purchasing will be compliant with the appropriate laws, the actions of the board do not appear to have complied with the policy or the law. A courtesy letter issued on 9/30/20 provides detail on this issue.
The board did engages in strategic planning.	*No instances of non-compliance documented.
The board did conduct a compliant evaluation of their school leader or management organization.	*No instances of non-compliance documented.
Comments/ Context: The school's website designates a location for meeting minutes and board policy, but none are posted. While these documents are not required to be posted online, the school's approach is unclear. Please note that due to the PCSC's concern regarding governance practices at the school, PCSC staff will monitor the school's progress toward resolution through board meeting observations and additional request for documentation if necessary.	

STANDARD RATING: DOES NOT MEET STANDARD	
Governance Compliance	Data/Evidence Source
The PCSC did issue courtesy letters to the school noting compliance concerns this year.	The PCSC received a complaint regarding operational compliance issues at the school in April of 2020. Two courtesy letters were issued during FY20, and two additional letters have been issued in FY21. The issues had not been resolved at the time of this report. Courtesy Letters are dated: 4/15/20, 5/28/20, 8/21/20, and 9/30/20.
Another investigative body was notified of concerns at this school this year.	The PCSC notified both the Professional Standards Commission and the Canyon County Prosecutor on 9/30/20 of possible violations of law under their jurisdiction that took place during the reporting period. Further investigation is pending.

Operation Outcomes: Management

STANDARD RATING: EXCEEDS STANDARD	
Student Services	Data/Evidence Source
The school's English Language Learners program is in good standing.	*No instances of non-compliance documented.
The school's Special Education program is in good standing.	*No instances of non-compliance documented.
The school's college and career readiness program is in good standing.	Continuous Improvement Plan 2019-20.
Comments/ Context: The school has met this standard for three or more consecutive years.	

STANDARD RATING: MEETS STANDARD	
Data Security and Information Transparency	Data/Evidence Source
The school's website is compliant and updated appropriately.	*No instances of non-compliance documented.
The school did not experience issues involving data security this year.	*No instances of non-compliance documented.
The school did not experience compliance issues with public records requests.	*No instances of non-compliance documented.
Comments/ Context:	

STANDARD RATING: EXCEEDS STANDARD	
Facility and Services	Data/Evidence Source
The school's occupancy certificate is current.	*No instances of non-compliance documented. <i>Please provide an updated copy for the 2020-2021 school year to PCSC staff.</i>
Safety inspections and evacuation drills are compliant.	*No instances of non-compliance documented. <i>Please provide an updated copy for the 2020-2021 school year to PCSC staff.</i>
The school does not provide daily transportation for students.	N/A Virtual School
The school does not provide a compliant National School Lunch Program.	N/A Virtual School
Comments/ Context: The school has met this standard for three or more consecutive years.	

STANDARD RATING: DOES NOT MEET STANDARD	
Operational Compliance	Data/Evidence Source
Required reports were submitted accurately and on time.	*No instances of non-compliance documented.
The enrollment process is compliant.	*No instances of non-compliance documented.
The teachers are not properly credentialed.	The SDE made notice of concerns regarding the accuracy of teacher certification reporting in FY20 and FY21 on 9/21/20. The inaccurate reporting may have resulted in inaccurate funding in both years. The SDE is currently determining the necessary corrections. The school did not take action to resolve the matter within 30 days. The issue is not currently resolved.
Corrective action plans were not issued by the SDE this year.	*No instances of non-compliance documented.
Comments/ Context:	

Financial Outcomes

(Primary Data Source: FY20 Financial Audit.)

Near Term Measures		STANDARD RATING
The school has a current ratio of more than 1.5.	Current Ratio 5.91	Exceeds Standard
The school has more than 60 days cash on hand.	100 Days	Exceeds Standard
The school is not in default of any financial obligations, and did not experience any instances of default during the fiscal year. The school has met this standard for at least 3 years.	No Default	Exceeds Standard
Enrollment variance was between 90% and 95%,	Enrollment Variance 94.07%	Meets Standard

Sustainability Measures		STANDARD RATING
Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive. The school has met this standard for at least three consecutive years.	CY Total Margin 1.37% 3-Year Aggregated 6.32%	Exceeds Standard
Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive in the most recent year is positive	Most Recent Year \$91,126 Previous Year \$264,107 3-Year \$355,233	Meets Standard
Debt Service Coverage Ratio is between 1.1 and 1.49	Debt Service Coverage Ratio 1.48	Meets Standard
The school's Debt to Asset Ratio is less than 0.9 and the school has met this standard for at least three consecutive years.	Debt/Asset Ratio .16	Exceeds Standard

STANDARD RATING: APPROACHES STANDARD	
Financial Operations	Data and/or Evidence Source
The school's finances are managed in compliance with GAAP.	Financial Audit received on 10/26/20.
Expenditures and contracts are not posted online appropriately.	School's Expenditure Page was reviewed quarterly. Expenditures were not updated on two occasions.
The school maintains compliant internal controls.	The school appears to maintain appropriate policies; however, it does not appear that the policy was implemented appropriately.
The school is not operating under a Notification of Fiscal Concern.	N/A
The school is not operating under a Notification of Possible or Imminent Closure.	N/A

Longitudinal Snapshot

Operational Outcomes: Board Stewardship

2020 2021 2022 2023

Governance Structure	DOES NOT MEET STANDARD	DATA NOT AVAILABLE	DATA NOT AVAILABLE	DATA NOT AVAILABLE
Governance Oversight	APPROACHES STANDARD	DATA NOT AVAILABLE	DATA NOT AVAILABLE	DATA NOT AVAILABLE
Governance Compliance	DOES NOT MEET STANDARD	DATA NOT AVAILABLE	DATA NOT AVAILABLE	DATA NOT AVAILABLE

“Success is the sum of small efforts repeated day in and day out.”
-Anonymous

Operational Outcomes: Management

2020 2021 2022 2023

“Education is the MOST powerful weapon which you can use to change the world.”
-Nelson Mandela

Student Services	EXCEEDS STANDARD	DATA NOT AVAILABLE	DATA NOT AVAILABLE	DATA NOT AVAILABLE
Data Security & Transparency	MEETS STANDARD	DATA NOT AVAILABLE	DATA NOT AVAILABLE	DATA NOT AVAILABLE
Facility & Services	EXCEEDS STANDARD	DATA NOT AVAILABLE	DATA NOT AVAILABLE	DATA NOT AVAILABLE
Operational Compliance	DOES NOT MEET STANDARD	DATA NOT AVAILABLE	DATA NOT AVAILABLE	DATA NOT AVAILABLE

ANOTHER CHOICE VIRTUAL SCHOOL 2019 ANNUAL PERFORMANCE REPORT

INTRODUCTION

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

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

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

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

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

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

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

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

PERFORMANCE FRAMEWORK STRUCTURE

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

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

ACCOUNTABILITY DESIGNATIONS

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

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

Another Choice Virtual Charter School

SCHOOL OVERVIEW			
Mission Statement	Another Choice Virtual Charter School seeks to provide a safe, individualized, standards-based education for Idaho's students, K through 12, with and without disabilities, to enable them to meet their full potential both intellectually and socially. Our focus is to offer an individualized education for all, specializing in individuals with learning differences, to become full and active contributing members of society through a virtual and experiential format. Another Choice Virtual Charter School is built on: academic achievement, development of social competence, post-secondary preparedness, and the development and advancement of student's technological skills.		
Key Design Elements	<p>Another Choice Virtual Charter School is a virtual school that uses a blended model of implementation. Our focus is working with individuals with learning differences. All instruction is offered virtually. Asynchronous, synchronous, and/or face-to-face support services via a computer lab location, offer a variety of enhanced support opportunities for students. Another Choice Virtual Charter School offers:</p> <ul style="list-style-type: none"> i. Various online curriculum to provide core instruction. ii. Blended learning opportunities such as face-to-face tutoring through a computer lab, asynchronous, and synchronous options to support the virtual learning. iii. Intervention programs to supplement core instruction for students not meeting proficiency on state assessments and/or not making adequate gains through core curriculum. iv. Extended educational opportunities to offer additional learning/credit recovery for students looking to make up credits and/or work ahead. v. Socialization opportunities to enhance students' social, emotional, and wellbeing. vi. Vocational, college readiness, and dual credit opportunities to prepare students for post-secondary education and other career opportunities. 		
School Location	1014 W. Hemmingway Blvd. Nampa, Idaho 83651	School Phone	208-475-4255
Surrounding District	Treasure Valley Area Districts		
Opening Year	2010		
Current Term	July 1, 2017- June 30, 2022		
Grades Served	K-12		
Enrollment (Approved)	514	Enrollment (Actual)	535

SCHOOL LEADERSHIP	
Dr. John Kelleher	Chair
Misty Puckett	Secretary/Treasurer
Kevin McLaren	Member
Laura Shoemaker	Member
Ruth Kropp	Member

STUDENT DEMOGRAPHICS				
	School	State	Surrounding District	Neighboring District
Non-White	30.65%	24.85%	N/A	N/A
Limited English Proficiency	2.80%	6.44%	N/A	N/A
Special Needs	31.96%	10.73%	N/A	N/A
Free and Reduced Lunch	Masked	44.74%	N/A	N/A

ISAT PROFICIENCY RATES	
Percentage of students meeting or exceeding proficiency in Math	9.28%
Percentage of students meeting or exceeding proficiency in English Language Arts	32.99%
Percentage of students meeting or exceeding proficiency in Science	23.08%

GO-ON RATE (Post-secondary enrollment within 12 months of graduation)	16.36%
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ACADEMIC	Measure	Points Possible K-8	Points Earned K-8	Points Possible 9-12	Points Earned 9-12	Points Possible K-12	Points Earned K-12	Points Possible Alternative	Points Earned Alternative
State Proficiency Comparison	1a	50	0	50	0	50	0	50	0
	1b	50	0	50	0	50	0		
District Proficiency Comparison	2a	50	0	50	0	50	9		
	2b	50	0	50	0	50	6		
Criterion-Referenced Growth	3a	100	0			50	4	50	0
	3b	100	0			50	10		
Norm-Referenced Growth	4a			100	0	50	Masked	50	0
	4b			100	0	50	Masked	50	0
Post-Secondary Readiness	5a			125	0	125	75	100	0
Total Academic Points		400	0	525	0	525	155	300	0
% of Academic Points			0%		0%		30%		0%

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

ACVS has chosen not to include mission-specific measures.

OPERATIONAL	Measure	Points Possible	Points Earned	FINANCIAL	Measure	Points Possible	Points Earned
Educational Program	1a	25	25	Near-Term	1a	50	50
	1b	25	25		1b	50	50
	1c	25	25		1c	50	50
	1d	25	25		1d	50	50
Financial Management & Oversight	2a	25	25	Sustainability	2a	50	50
	2b	25	25		2b	50	50
	2c	25	25		2c	50	50
Governance & Reporting	3a	25	25	Total Financial Points	2d	50	50
	3b	25	15				
	3c	25	25				
	3d	25	15				
	3e	25	25				
	3f	25	25				
School Environment	4a	0	0	The financial measures above are based on industry standards. They are not intended to reflect nuances of the school's financial status. Please see the financial section of this framework for relevant contextual information that may alleviate concern.			
	4b	25	25				
Additional Obligations	5a	25	25				
Total Operational Points		375	355				
% of Operational Points			95%				

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

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

Another Choice Virtual Charter School

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

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

INDICATOR 2: DISTRICT PROFICIENCY COMPARISON		
Measure 2a	Do math (or similar subject area) proficiency rates meet or exceed the district average?	Points Possible
Math Proficiency Rate		Points Earned
Comparison to District	<p>Exceeds Standard: The school's proficiency rate in math either exceeds the district average by 16 percentage points or more, or is at least 80%.</p> <p>Meets Standard: The school's proficiency rate in math is equal to the district average, or exceeds it by 1 - 15 percentage points.</p> <p>Does Not Meet Standard: The school's proficiency rate in math is 1 - 15 percentage points lower than the district average.</p> <p>Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the district average.</p>	<p>50</p> <p>0</p> <p>30 - 45</p> <p>0</p> <p>15 - 29</p> <p>0</p> <p>X 0 - 14</p> <p>9</p>
Notes	The district average will be determined using the same grade set as is served by the public charter school. Because ACVS is a virtual school serving students in multiple districts, other Idaho virtual schools (instead of the district) will be used as the comparison group for purposes of this measure.	
Measure 2b	Do ELA (or similar subject area) proficiency rates meet or exceed the district average?	Points Possible
ELA Proficiency Rate		Points Earned
Comparison to District	<p>Exceeds Standard: The school's proficiency rate in ELA either exceeds the district average by 16 percentage points or more, or is at least 80%.</p> <p>Meets Standard: The school's proficiency rate in ELA is equal to the district average, or exceeds it by 1 - 15 percentage points.</p> <p>Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 15 percentage points lower than the district average.</p> <p>Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the district average.</p>	<p>50</p> <p>0</p> <p>30 - 45</p> <p>0</p> <p>15 - 29</p> <p>0</p> <p>X 0 - 14</p> <p>6</p>
Notes	The district average will be determined using the same grade set as is served by the public charter school. Because ACVS is a virtual school serving students in multiple districts, other Idaho virtual schools (instead of the district) will be used as the comparison group for purposes of this measure.	

INDICATOR 3: CRITERION-REFERENCED STUDENT GROWTH (GRADES K-8)			
Measure 3a	Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade?	Points Possible	Points Earned
Criterion-Referenced Growth			
Math	Exceeds Standard: At least 85% of students are making adequate academic growth in math. Meets Standard: Between 70% and 84% of students are making adequate academic growth in math. Does Not Meet Standard: Between 50% and 69% of students are making adequate academic growth in math. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth in math.	39-50 26-38 13-25 0-12	0 0 0 4
Notes		15	4
Measure 3b	Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade?	Points Possible	Points Earned
Criterion-Referenced Growth			
ELA	Exceeds Standard: At least 85% of students are making adequate academic growth in ELA. Meets Standard: Between 70% and 84% of students are making adequate academic growth in ELA. Does Not Meet Standard: Between 50% and 69% of students are making adequate academic growth in ELA. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth in ELA.	39-50 26-38 13-25 0-12	0 0 0 10
Notes		42	10

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

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

INDICATOR 5: COLLEGE & CAREER READINESS (GRADES 9-12)		
Measure 5a	Are students graduating from high school on time?	Points Possible Points Earned
Four-Year Adjusted Cohort Graduation Rate	<p>Exceeds Standard: The school's four-year ACGR was at least 90%.</p> <p>Meets Standard: The school either:</p> <p>a) had a four-year ACGR of 80% - 89% OR</p> <p>b) had a four-year ACGR of at least 66% AND met its progress goal.</p> <p>Does Not Meet Standard: The school met its progress goal but had a four-year ACGR below 66%.</p> <p>Falls Far Below Standard: The school did not meet its progress goal and had a four-year ACGR below 66%.</p>	<p>125 0</p> <p>100 0</p> <p>45 75</p> <p>0-65 0</p> <hr/> <p>75</p>
Notes	The school's 4 Year ACGR of 45% met the progress goal of 35.98%. The progress goal is calculated as follows: last year's 4-year ACGR plus 8.3% of the non-graduates from that cohort.	

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

Measure 1c	Is the school protecting the rights of students with disabilities?	Result	Points Possible	Points Earned
Students with Disabilities	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral, appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provisions of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to school's facility and programs; appropriate use of all available applicable funding.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25
			15	
			0	
				25
Notes				
Measure 1d	Is the school protecting the rights of English Language Learner (ELL) students?	Result	Points Possible	Points Earned
English Language Learners	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations , and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting students from ELL services; and ongoing monitoring of exited students.</p> <p>Partially Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25
			15	
			0	
				25
Notes				

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT			
Measure 2a	Is the school meeting financial reporting and compliance requirements?	Result	Points Possible Points Earned
Financial Reporting and Compliance	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations , and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable) periodic financial reports as required by PCSC, and any reporting requirements if the board contracts with an Education Service Provider; on-time completion and submission of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25 25
			15
			0
			25
Notes			
Measure 2b	Is the school following General Accepted Accounting Principles (GAAP)	Result	Points Possible Points Earned
GAAP	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations , and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit option, an audit devoid of significant findings and conditions, material weakness, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit. Any matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>	See note	25 25
			15
			0
			25
Notes	No points are deducted for failure to comply with GASB 75.		
Measure 2c	Is the school successfully enrolling the projected number of students?	Result	Points Possible Points Earned
Enrollment Variance	<p>Meets Standard: Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year.</p> <p>Partially Meets Standard: Enrollment variance was between 90 and 95 percent in the most recent fiscal year.</p> <p>Does Not Meet Standard: Enrollment variance was less than 90 percent in the most recent fiscal year.</p>	106.00%	25 25
			15
			0
			25
Notes	Enrollment variance is calculated by dividing mid-term ADA by the enrollment projection reported to the PCSC at the beginning of the fiscal year.		

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

Measure 3c	Is the school complying with reporting requirements?	Result	Points Possible	Points Earned
Reporting Requirements	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; and additional information requested by the authorizer.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25
			15	
			0	
Notes				25
Measure 3d	Is the school complying with public transparency requirements?	Result	Points Possible	Points Earned
Public Transparency	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency, including but not limited to: maintenance of its website, timely availability of board meeting minutes, and accessibility of documents maintained by the school under the state's Freedom of Information Act, Open Meeting Law, Public Records Law, and other applicable authorities.</p> <p>Partially Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency. Any instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
		See note	15	15
			0	
Notes	As of 5/6/2019, several links to board policy were broken. As of 4/30/19 the school's annual performance report was not posted on the school's website.			15
Measure 3e	Is the school meeting employee credentialing and background check requirements?	Result	Points Possible	Points Earned
Credentialing & Background Checks	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification and background check requirements.</p> <p>Partially Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification and background check requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to state and federal certification and background check requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25
			15	
			0	
Notes				25

Measure 3f Information Handling	Is the school handling information appropriately? Meets Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of student records under the Family Educational Rights and Privacy Act and other applicable authorities; storing and transferring student and personnel records; and securely maintaining testing materials. Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	Result No instances of non-compliance documented 	Points Possible 25 15 0	Points Earned 25 <hr/> 25
Notes	INDICATOR 4: SCHOOL ENVIRONMENT			
Measure 4a Transportation	Is the school complying with transportation requirements? Meets Standard: The school provides student transportation within its primary attendance area and materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to transportation. Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to transportation; and/or provides an incomplete form of transportation services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board; and/or the school does not provide transportation.	Result	Points Possible 25 15 0	Points Earned <hr/> 0
Notes	This measure does not apply to online schools.			
Measure 4b Facilities	Is the school complying with facilities requirements? Meets Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds, including but not limited to: Americans with Disabilities Act, fire inspections and related records, viable certification of occupancy or other required building use authorization, and documentation of requisite insurance coverage. The school facility is clean, well-maintained, and adequate for school operations. Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Additional facility maintenance and/or updates have been recommended by DBS. Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the school facilities and grounds; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. The school facility may be in need of modification or repair required by DBS.	Result No instances of non-compliance documented 	Points Possible 25 15 0	Points Earned 25 <hr/> 25
Notes				

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

INDICATOR 1: NEAR-TERM			
Measure 1a	Current Ratio: Current Assets divided by Current Liabilities	Result	Points Possible Points Earned
Current Ratio	<p>Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i></p> <p>Does Not Meet: Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.</p> <p>Falls Far Below Standard: Current ratio is less than or equal to 0.9.</p>	5.96	50 50
Notes			10 0 50
Measure 1b	Current Ratio: Cash divided by Current Liabilities	Result	Points Possible Points Earned
Cash Ratio	<p>Meets Standard: Cash Ratio is greater than 1.0 OR Cash Ratio is equal to 1.0 and one-year trend is positive (current year ratio is higher than last year's).</p> <p>Does Not Meet: Cash Ratio is between 0.9 and 1.0 OR Cash Ratio equals 1.0 and one-year trend is negative.</p> <p>Falls Far Below Standard: Cash ratio is equal to or less than 0.9.</p>	4.38	50 50
Notes			10 0 50
Measure 1c	Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense/365)	Result	Points Possible Points Earned
Unrestricted Days Cash	<p>Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i></p> <p>Does Not Meet: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.</p> <p>Falls Far Below Standard: Fewer than 15 Days Cash.</p>	96 days	50 50
Notes			10 0 50
Measure 1d	Default	Result	Points Possible Points Earned
Default	<p>Meets Standard: School is not in default of financial obligations. Financial obligations include, but are not limited to: nonpayment, breach of financial representation, non-reporting, non-compliance, financial judgements, loan covenants, and/or tax obligations.</p> <p>Does Not Meet: School is in default of financial obligations.</p>	No default noted	50 50
Notes			0 50

INDICATOR 2: SUSTAINABILITY			
Measure 2a	Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues.	Result	Points Possible Points Earned
Total Margin and Aggregated			
3-Year Total Margin	<p>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. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i></p> <p>Does Not Meet: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard".</p> <p>Falls Far Below 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.</p>	See note	50 50
			30
			0
			50
Notes	The Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive. Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.		
Measure 2b	Debt to Asset Ratio: Total Liabilities divided by Total Assets	Result	Points Possible Points Earned
Debt to Asset Ratio			
	<p>Meets Standard: Debt to Asset Ratio is less than 0.9.</p> <p>Does Not Meet: Debt to Asset Ratio is between 0.9. and 1.0</p> <p>Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0</p>	0.16	50 50
			30
			0
			50
Notes	Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.		
Measure 2c	Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One -Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash	Result	Points Possible Points Earned
Cash Flow			
	<p>Meets Standard: Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. Note: Schools in their first or second year of operation must have positive cash flow.</p> <p>Does Not Meet: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative.</p>	See note	50 50
			30
			0
			50
Notes	The Multi-Year Cumulative Cash Flow is positive. The most recent year Cash Flow is positive.		
Measure 2d	Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)	Result	Points Possible Points Earned
Debt Service Coverage Ratio			
	<p>Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1</p> <p>Does Not Meet: Debt Service Coverage Ratio is less than 1.1</p>	2.35	50 50
			0
			50
Notes	Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.		

Another Choice Virtual Charter School

Another Choice Virtual School Longitudinal Results

ACADEMIC	Measure	Percentage of Points Earned					
		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
State Proficiency Comparison	1a			0%			
	1b			0%			
District Proficiency Comparison	2a			19%			
	2b			13%			
Criterion-Referenced Growth	3a			7%			
	3b			21%			
Norm-Referenced Growth	4a			Masked			
	4b			Masked			
Post-Secondary Readiness	5a	60%	24%	60%			
% of Possible Academic Points for this School		27%	27%	30%			

OPERATIONAL	Measure	Percentage of Points Earned					
		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Educational Program	1a -1d	100%	100%	100%			
Financial Management	2a - 2c	87%	87%	100%			
Governance & Reporting	3a - 3f	77%	100%	87%			
School Environment	4a - 4b	100%	100%	100%			
Additional Obligations	5a	100%	100%	100%			
% of Possible Operational Points for this School		89%	97%	95%			

FINANCIAL	Measure	Percentage of Points Earned					
		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Near-Term	1a - 1d	55%	100%	100%			
Sustainability	2a - 2d	100%	90%	100%			
% of Possible Financial Points for this School		78%	95%	100%			

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

ANOTHER CHOICE VIRTUAL SCHOOL 2018 ANNUAL PERFORMANCE REPORT

INTRODUCTION

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

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

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

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

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

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

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

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

PERFORMANCE FRAMEWORK STRUCTURE

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

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

ACCOUNTABILITY DESIGNATIONS

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

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

SCHOOL OVERVIEW			
Mission Statement	Another Choice Virtual Charter School seeks to provide a safe, individualized, standards-based education for Idaho's students, K through 12, with and without disabilities, to enable them to meet their full potential both intellectually and socially. Our focus is to offer an individualized education for all, specializing in individuals with learning differences, to become full and active contributing members of society through a virtual and experiential format. Another Choice Virtual Charter School is built on: academic achievement, development of social competence, post-secondary preparedness, and the development and advancement of student's technological skills.		
Key Design Elements	<p>Another Choice Virtual Charter School is a virtual school that uses a blended model of implementation. Our focus is working with individuals with learning differences. All instruction is offered virtually. Asynchronous, synchronous, and/or face-to-face support services via a computer lab location, offer a variety of enhanced support opportunities for students. Another Choice Virtual Charter School offers:</p> <ul style="list-style-type: none"> i. Various online curriculums to provide core instruction. ii. Blended learning opportunities such as face-to-face tutoring through a computer lab, asynchronous, and synchronous options to support the virtual learning. iii. Intervention programs to supplement core instruction for students not meeting proficiency on state assessments and/or not making adequate gains through core curriculum. iv. Extended educational opportunities to offer additional learning/credit recovery for students looking to make up credits and/or work ahead. v. Socialization opportunities to enhance students' social, emotional, and wellbeing. vi. Vocational, college readiness, and dual credit opportunities to prepare students for post-secondary education and other career opportunities. 		
School Location	1014 W. Hemingway Blvd. Nampa, Idaho 83651	School Phone	208-475-4255
Surrounding District	Treasure Valley Area Districts		
Opening Year	2010		
Current Term	July 1, 2017- June 30, 2022		
Grades Served	K-12		
Enrollment (Approved)	514	Enrollment (Actual)	474

SCHOOL LEADERSHIP	
John Kelleher	Chairman
Misty Puckett	Secretary/Treasurer
Harold Kropp	Member
Kevin McLaren	Member
Laura Sandidge	Administrator

STUDENT DEMOGRAPHICS				
	School	State	Surrounding	Neighboring
Non-White	28%	25%	N/A	N/A
Limited English Proficiency	2%	6%	N/A	N/A
Special Needs	32%	10%	N/A	N/A
Free and Reduced Lunch	42%	47%	N/A	N/A

ISAT PROFICIENCY RATES	
Percentage of students meeting or exceeding proficiency in Math	14%
Percentage of students meeting or exceeding proficiency in English Language Arts	37%
Percentage of students meeting or exceeding proficiency in Science	38%
GO-ON RATE (Post-secondary enrollment within 12 months of graduation)	18%

ACADEMIC	Measure	Points Possible K-8	Points Earned K-8	Points Possible 9-12	Points Earned 9-12	Points Possible K-12	Points Earned K-12	Points Possible Alternative	Points Earned Alternative
State Proficiency Comparison	1a	50	0	50	0	50			
	1b	50	0	50	0	50			
District Proficiency Comparison	2a	50	0	50	0	50		50	0
	2b	50	0	50	0	50		50	0
Criterion-Referenced Growth	3a	100	0			50			
	3b	100	0			50			
Norm-Referenced Growth	4a			100	0	50		50	0
	4b			100	0	50		50	0
Post-Secondary Readiness	5a			125	0	125		100	0
Total Academic Points		400	0	525	0	525	142	300	0
% of Academic Points			0%		0%		27%		0%

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

ACVS has chosen not to include mission-specific measures.

OPERATIONAL	Measure	Points Possible	Points Earned	FINANCIAL	Measure	Points Possible	Points Earned
Educational Program	1a	25	25	Near-Term	1a	50	50
	1b	25	25		1b	50	50
	1c	25	25		1c	50	50
	1d	25	25		1d	50	50
Financial Management & Oversight	2a	25	15	Sustainability	2a	50	50
	2b	25	25		2b	50	50
	2c	25	25		2c	50	30
Governance & Reporting	3a	25	25		2d	50	50
	3b	25	25	Total Financial Points		400	380
	3c	25	25	% of Financial Points			95%
	3d	25	25				
	3e	25	25				
	3f	25	25				
School Environment	4a	0	0				
	4b	25	25				
Additional Obligations	5a	25	25				
Total Operational Points		375	365				
% of Operational Points			97%				

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

ACCOUNTABILITY DESIGNATION	Range (% of Points Possible)	Academic Gen Ed Outcome	Academic Alt Outcome	Range	Mission Specific Outcome	Range	Operational Outcome	Range	Financial Outcome
Honor	75% - 100%			75% - 100%		90% - 100%		85% - 100%	
Good Standing	55% - 74%	27%	0%	55% - 74%	NA	80% - 89%	97%	65% - 84%	95%
Remediation	31% - 54%			31% - 54%		61% - 79%		46% - 64%	
Critical	0% - 30%			0% - 30%		0% - 60%		0% - 45%	

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

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

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

INDICATOR 2: DISTRICT PROFICIENCY COMPARISON				
Measure 2a	Do math (or similar subject area) proficiency rates meet or exceed the district average?	Result	Points Possible	Points Earned
Math Proficiency Rate				
Comparison to District	Exceeds Standard: The school's proficiency rate in math either exceeds the district average by 16 percentage points or more, or is at least 80%.		50	
	Meets Standard: The school's proficiency rate in math is equal to the district average, or exceeds it by 1 - 15 percentage points.		30 - 45	
	Does Not Meet Standard: The school's proficiency rate in math is 1 - 15 percentage points lower than the district average.		15 - 29	
	Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the district average.		0 - 14	
Notes	The district average will be determined using the same grade set as is served by the public charter school. Because ACVS is a virtual school serving students in multiple districts, other Idaho virtual schools (instead of the district) will be used as the comparison group for purposes of this measure.			
Measure 2b	Do ELA (or similar subject area) proficiency rates meet or exceed the district average?	Result	Points Possible	Points Earned
ELA Proficiency Rate				
Comparison to District	Exceeds Standard: The school's proficiency rate in ELA either exceeds the district average by 16 percentage points or more, or is at least 80%.		50	
	Meets Standard: The school's proficiency rate in ELA is equal to the district average, or exceeds it by 1 - 15 percentage points.		30 - 45	
	Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 15 percentage points lower than the district average.		15 - 29	
	Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the district average.		0 - 14	
Notes	The district average will be determined using the same grade set as is served by the public charter school. Because ACVS is a virtual school serving students in multiple districts, other Idaho virtual schools (instead of the district) will be used as the comparison group for purposes of this measure.			

INDICATOR 3: CRITERION-REFERENCED STUDENT GROWTH (GRADES K-8)				
Measure 3a		Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade?		
Criterion-Referenced Growth		Result	Points Possible	Points Earned
Math			39-50	
Exceeds Standard: At least 85% of students are making adequate academic growth in math.			26-38	
Meets Standard: Between 70% and 84% of students are making adequate academic growth in math.			13-25	
Does Not Meet Standard: Between 50% and 69% of students are making adequate academic growth in math.			0-12	
Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth in math.				
Notes				
Measure 3b		Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade?		
Criterion-Referenced Growth		Result	Points Possible	Points Earned
ELA			39-50	
Exceeds Standard: At least 85% of students are making adequate academic growth in ELA.			26-38	
Meets Standard: Between 70% and 84% of students are making adequate academic growth in ELA.			13-25	
Does Not Meet Standard: Between 50% and 69% of students are making adequate academic growth in ELA.			0-12	
Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth in ELA.				
Notes				

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

INDICATOR 5: COLLEGE & CAREER READINESS (GRADES 9-12)		
Measure 5a	Are students graduating from high school on time?	Result Points Possible Points Earned
Four-Year Adjusted Cohort Graduation Rate	<p>Exceeds Standard: The school's four-year ACGR was at least 90%.</p> <p>Meets Standard: The school either:</p> <p>a) had a four-year ACGR of 80% - 89% OR</p> <p>b) had a four-year ACGR of at least 66% AND met its progress goal.</p> <p>Does Not Meet Standard: The school met its progress goal but had a four-year ACGR below 66%.</p> <p>Falls Far Below Standard: The school did not meet its progress goal and had a four-year ACGR below 66%.</p> <p>The school's graduation rate progress goal will be established by the state accountability system. If such goals are not established by the state accountability system in any given year, the school's graduation rate progress goal will be established as follows: The progress goal will represent the school's most recent four-year ACGR plus one-sixth of the amount of growth needed to decrease the rate of non-graduates by 50% within 6 years, using the most recent school year as the baseline year. If the school does not have baseline data, its progress goal will initially be based on the surrounding district average graduation rate.</p>	<p>125</p> <p>100</p> <p>75</p> <p>0-65</p>
Notes	<p>Graduation rates are calculated on a 4-year-plus-summer cohort; for this reason, data availability will always run one year behind (that is, annual reports will contain graduation rate data from the cohort preceding the most recent school year. For example, 2015-16 ACGRs will be reflected in 2017 reports.)</p> <p>The 66% "floor" established by the bottom two categories is based on ESSA's mandatory inclusion in Targeted Support of any school that graduates fewer than 2/3 of its students on time.</p>	

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

Measure 1c	Is the school protecting the rights of students with disabilities?	Result	Points Possible	Points Earned
Students with Disabilities	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral, appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provisions of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to school's facility and programs; appropriate use of all available applicable funding.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25
			15	
			0	
				25
Notes				
Measure 1d	Is the school protecting the rights of English Language Learner (ELL) students?	Result	Points Possible	Points Earned
English Language Learners	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations , and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting students from ELL services; and ongoing monitoring of exited students.</p> <p>Partially Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25
			15	
			0	
				25
Notes				

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT			
Measure 2a	Is the school meeting financial reporting and compliance requirements?	Result	Points Possible
Financial Reporting and Compliance	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable) periodic financial reports as required by PCSC, and any reporting requirements if the board contracts with an Education Service Provider; on-time completion and submission of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>		
			25
		See note	15
			0
			15
Notes	First quarter income statement and balance sheet were submitted late to the PCSC.		
Measure 2b	Is the school following General Accepted Accounting Principles (GAAP)	Result	Points Possible
GAAP	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit option, an audit devoid of significant findings and conditions, material weakness, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit. Any matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>		
		See note	25
			15
			0
			25
Notes	The school's audit notes that the school was compliant with GAAP, except for GASB Statement 75, which requires actuarial calculations performed for post-employment benefits other than pensions (OPEB). While the PCSC must note that the school was not entirely compliant with GAAP, points have not been deducted from this measure for failure to comply with GASB 75.		
Measure 2c	Is the school successfully enrolling the projected number of students?	Result	Points Possible
Enrollment Variance	<p>Meets Standard: Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year.</p> <p>Partially Meets Standard: Enrollment variance was between 90 and 95 percent in the most recent fiscal year.</p> <p>Does Not Meet Standard: Enrollment variance was less than 90 percent in the most recent fiscal year.</p>		
		100%	25
			15
			0
			25
Notes	Enrollment variance is calculated by dividing actual mid-term enrollment by the enrollment projection in the school's board-approved budget, as submitted to the SDE at the beginning of the fiscal year.		

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

Measure 3c	Is the school complying with reporting requirements?	Result	Points Possible	Points Earned
Reporting Requirements	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; and additional information requested by the authorizer.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25
			15	
			0	
Notes				25
Measure 3d	Is the school complying with public transparency requirements?	Result	Points Possible	Points Earned
Public Transparency	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency, including but not limited to: maintenance of its website, timely availability of board meeting minutes, and accessibility of documents maintained by the school under the state's Freedom of Information Act, Open Meeting Law, Public Records Law, and other applicable authorities.</p> <p>Partially Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency. Any instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25
			15	
			0	
Notes				25

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

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

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

INDICATOR 1: NEAR-TERM			
Measure 1a	Current Ratio: Current Assets divided by Current Liabilities	Result	Points Possible Points Earned
Current Ratio	<p>Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i></p> <p>Does Not Meet: Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.</p> <p>Falls Far Below Standard: Current ratio is less than or equal to 0.9.</p>	4.61	50 50
Notes		10	
		0	50
Measure 1b	Current Ratio: Cash divided by Current Liabilities	Result	Points Possible Points Earned
Cash Ratio	<p>Meets Standard: Cash Ratio is greater than 1.0 OR Cash Ratio is equal to 1.0 and one-year trend is positive (current year ratio is higher than last year's).</p> <p>Does Not Meet: Cash Ratio is between 0.9 and 1.0 OR Cash Ratio equals 1.0 and one-year trend is negative.</p> <p>Falls Far Below Standard: Cash ratio is equal to or less than 0.9.</p>	4.15	50 50
Notes		10	
		0	50
Measure 1c	Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense/365)	Result	Points Possible Points Earned
Unrestricted Days Cash	<p>Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i></p> <p>Does Not Meet: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.</p> <p>Falls Far Below Standard: Fewer than 15 Days Cash.</p>	80 days	50 50
Notes		10	
		0	50
Measure 1d	Default	Result	Points Possible Points Earned
Default	<p>Meets Standard: School is not in default of financial obligations. Financial obligations include, but are not limited to: nonpayment, breach of financial representation, non-reporting, non-compliance, financial judgements, loan covenants, and/or tax obligations.</p> <p>Does Not Meet: School is in default of financial obligations.</p>	No default noted	50 50
Notes		0	50

INDICATOR 2: SUSTAINABILITY			
Measure 2a	Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues.	Result	Points Possible Points Earned
Total Margin and Aggregated			
3-Year Total Margin	<p>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. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i></p> <p>Does Not Meet: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard".</p> <p>Falls Far Below 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.</p>	See note	50 50
			30
			0
			50
Notes	The Aggregated 3-Year Total Margin is positive and the most recent year Total Margin is positive. Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.		
Measure 2b	Debt to Asset Ratio: Total Liabilities divided by Total Assets	Result	Points Possible Points Earned
Debt to Asset Ratio			
	<p>Meets Standard: Debt to Asset Ratio is less than 0.9.</p> <p>Does Not Meet: Debt to Asset Ratio is between 0.9 and 1.0</p> <p>Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0</p>	0.2	50 50
			30
			0
			50
Notes	Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.		
Measure 2c	Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One -Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash	Result	Points Possible Points Earned
Cash Flow			
	<p>Meets Standard: Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i></p> <p>Does Not Meet: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative.</p>		50
		See note	30 30
			0
			30
Notes	Multi-Year Cumulative Cash Flow is positive. The most recent year Cash Flow is negative.		
Measure 2d	Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)	Result	Points Possible Points Earned
Debt Service Coverage Ratio			
	<p>Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1</p> <p>Does Not Meet: Debt Service Coverage Ratio is less than 1.1</p>	1.94	50 50
			0
			50
Notes	Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.		

Another Choice Virtual School Longitudinal Results

ACADEMIC	Measure	Percentage of Points Earned					
		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
State Proficiency Comparison	1a						
	1b						
District Proficiency Comparison	2a						
	2b						
Criterion-Referenced Growth	3a						
	3b						
Norm-Referenced Growth	4a						
	4b						
Post-Secondary Readiness	5a						

% of Possible Academic Points for this School

27%

27%

OPERATIONAL	Measure	Percentage of Points Earned					
		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Educational Program	1a -1d	100%	100%				
Financial Management	2a - 2c	87%	87%				
Governance & Reporting	3a - 3f	77%	100%				
School Environment	4a - 4b	100%	100%				
Additional Obligations	5a	100%	100%				
% of Possible Operational Points for this School		89%	97%				

FINANCIAL	Measure	Percentage of Points Earned					
		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Near-Term	1a - 1d	55%	100%				
Sustainability	2a - 2d	100%	90%				
% of Possible Financial Points for this School		78%	95%				

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

Another Choice Virtual Charter School

entity_id	entity_name	analysis_group	metric	year	value
ID	State of Idaho	all_students	ela_proficiency	2019	55.6
ID	State of Idaho	all_students	ela_proficiency	2021	54.6
ID	State of Idaho	all_students	math_proficiency	2019	45.1
ID	State of Idaho	all_students	math_proficiency	2021	40.3
1247	ANOTHER CHC	all_students	ela_proficiency	2019	34
1247	ANOTHER CHC	all_students	grad_4yr	2018	44.7
1247	ANOTHER CHC	all_students	grad_4yr	2019	36.9
1247	ANOTHER CHC	all_students	grad_4yr	2020	49.5
1247	ANOTHER CHC	all_students	math_proficiency	2019	10.7
1247	ANOTHER CHC	all_students	ela_proficiency	2021	42.9
1247	ANOTHER CHC	all_students	math_proficiency	2021	16.5

Another Choice Virtual Charter School

Year Ended June 30, 2021

Audited Financial Statements



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Quest CPAs PLLC

Another Choice Virtual Charter School
ANOTHER CHOICE VIRTUAL CHARTER SCHOOL
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Independent Auditor's Report

Board of Directors
Another Choice Virtual Charter School

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Another Choice Virtual Charter School (the School) as of and for the year ended June 30, 2021, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Basis for Qualified Opinion on Governmental Activities

Management has elected not to adopt the provisions of GASB 75 *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions*. Accounting principles generally accepted in the United States of America require recognition and measurement of an asset or liability, deferred outflows of resources, deferred inflows of resources, and expenses related to the other postemployment benefits as well as certain note disclosures and required supplementary information. The amount by which the departure would affect net position, assets, liabilities, deferred outflows of resources, deferred inflows of resources, expenses, note disclosures, and required supplementary information has not been determined.

Qualified Opinion

In our opinion, except for the effects of the matter described in the “Basis for Qualified Opinion on Governmental Activities” paragraph, the financial statements referred to previously present fairly, in all material respects, the financial position of the governmental activities of the School, as of June 30, 2021, and the changes in financial position thereof for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Unmodified Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of each major fund and the aggregate remaining fund information of the School as of June 30, 2021, and the respective changes in financial position thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the budgetary comparison schedules, schedule of employer’s share of net pension liability, and schedule of employer contributions listed as required supplementary information in the table of contents be presented to supplement the basic financial statements. Such information, although not required to be a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, and historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management’s responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Management has not included the management’s discussion and analysis information that accounting principles generally accepted in the United States of America require to be presented to supplement the basic financial statements. Such information, although not part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, and historical context. Our opinion on the basic financial statements is not affected by not including this information.

Other Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the School's basic financial statements. The accompanying combining and individual nonmajor fund financial statements are presented for purposes of additional analysis and are not a required part of the basic financial statements.

The combining and individual nonmajor fund financial statements are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the combining and individual nonmajor fund financial statements are fairly stated in all material respects in relation to the basic financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 7, 2021, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

Quest CPAs PLLC

Payette, Idaho
October 7, 2021

Another Choice Virtual Charter School

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL

Statement of Net Position

June 30, 2021

	<u>Governmental Activities</u>
Assets	
Current Assets	
Cash	\$572,582
Receivables:	
Local Sources	
State Sources	306,175
Federal Sources	443,916
Total Current Assets	<u>1,322,673</u>
Noncurrent Assets	
Nondepreciable Capital Assets	
Depreciable Net Capital Assets	67,319
Total Noncurrent Assets	<u>67,319</u>
Total Assets	<u><u>1,389,992</u></u>
Deferred Outflows of Resources	
Pension Deferred Outflows	584,227
Total Deferred Outflows of Resources	<u>584,227</u>
Total Assets and Deferred Outflows of Resources	<u><u>\$1,974,219</u></u>
Liabilities	
Current Liabilities	
Accounts Payable	
Salaries & Benefits Payable	\$335,949
Unspent Grant Allocation	
Total Current Liabilities	<u>335,949</u>
Noncurrent Liabilities	
Net Pension Liability	1,470,472
Total Noncurrent Liabilities	<u>1,470,472</u>
Total Liabilities	<u><u>1,806,421</u></u>
Deferred Inflows of Resources	
Pension Deferred Inflows	48,014
Total Deferred Inflows of Resources	<u>48,014</u>
Total Liabilities and Deferred Inflows of Resources	<u><u>1,854,435</u></u>
Net Position	
Invested in Capital Assets	67,319
Restricted:	
Special Programs	4,109
Unrestricted	48,356
Total Net Position	<u>119,784</u>
Total Liabilities and Deferred Inflows of Resources and Net Position	<u><u>\$1,974,219</u></u>

Another Choice Virtual Charter School

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL

Statement of Activities
Year Ended June 30, 2021

Functions/Programs	Expenses	Program Revenues		Net (Expense) Revenue And Changes in Net Position
		Charges For Services	Operating Grants And Contributions	Capital Grants And Contributions
Governmental Activities				Governmental Activities
Instructional Programs				
Elementary School	\$634,759		\$428,640	(\$206,119)
Secondary School	1,625,147			(1,625,147)
Alternative School	0			0
Special Education	686,636		581,256	(105,380)
Summer School	0			0
Support Service Programs				
Special Education Support Services	288,717		250,124	(38,593)
Instruction Improvement	7,928			(7,928)
Instruction Related Technology	75,004			(75,004)
Board of Education	35,726			(35,726)
District Administration	772,222		12,245	(759,977)
Administrative Technology	259,156			(259,156)
Buildings - Care	271,224			(271,224)
Maintenance - Grounds	14,603			(14,603)
Other Support Services	142,740		142,740	0
Non-Instructional Programs				
Capital Assets - Student Occupied	1,566			(1,566)
Capital Assets - Non-Student Occupied	0			0
Total	<u>\$4,815,428</u>	<u>\$0</u>	<u>\$1,415,005</u>	<u>\$0</u>
General Revenues				
Local Revenue				5,868
State Revenue				3,228,816
Federal Revenue				0
Pension Revenue (Expense)				(633,718)
Total				<u>2,600,966</u>
Change in Net Position				(799,457)
Net Position - Beginning				<u>919,241</u>
Net Position - Ending				<u>\$119,784</u>

Balance Sheet - Governmental Funds

June 30, 2021

	General Fund	Other Governmental Funds	Total Governmental Funds
Assets			
Cash	\$568,473	\$4,109	\$572,582
Receivables:			
Local Sources		0	0
State Sources	306,175	0	306,175
Federal Sources		443,916	443,916
Due From Other Funds	443,916	0	443,916
Total Assets	\$1,318,564	\$448,025	\$1,766,589
Liabilities			
Accounts Payable		\$0	\$0
Due To Other Funds		443,916	443,916
Salaries & Benefits Payable	\$335,949	0	335,949
Unspent Grant Allocation		0	0
Total Liabilities	335,949	443,916	779,865
Fund Balances			
Restricted:			
Special Programs		4,109	4,109
Unassigned	982,615	0	982,615
Total Fund Balances	982,615	4,109	986,724
Total Liabilities and Fund Balances	\$1,318,564	\$448,025	\$1,766,589

Reconciliation of Total Governmental Fund Balances to Net Position of Governmental Activities

Total Governmental Fund Balances	\$986,724
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Amounts reported for governmental activities in the statement of net position are different because:

Capital assets used in governmental activities are not financial resources and therefore are not reported in the funds.	67,319
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Net pension liability and related pension source deferred outflow and deferred inflow of resources, are not due and payable in the current period and therefore are not reported in the funds.	(934,259)
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Net Position of Governmental Activities	<u>\$119,784</u>
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Statement of Revenues, Expenditures, and Changes in
Fund Balances - Governmental Funds
Year Ended June 30, 2021

	General Fund	Other Governmental Funds	Total Governmental Funds
Revenues			
Local Revenue	\$5,868	\$0	\$5,868
State Revenue	3,228,816	8,114	3,236,930
Federal Revenue		1,406,891	1,406,891
Total Revenues	<u>3,234,684</u>	<u>1,415,005</u>	<u>4,649,689</u>
Expenditures			
Instructional Programs			
Elementary School	283,621	428,640	712,261
Secondary School	1,823,571	0	1,823,571
Alternative School		0	0
Special Education	105,380	581,256	686,636
Summer School		0	0
Support Service Programs			
Special Education Support Services	38,593	250,124	288,717
Instruction Improvement	7,928	0	7,928
Instruction Related Technology	75,004	0	75,004
Board of Education	35,726	0	35,726
District Administration	759,977	12,245	772,222
Administrative Technology	259,156	0	259,156
Buildings - Care	271,224	0	271,224
Maintenance - Grounds	14,603	0	14,603
Other Support Services		142,740	142,740
Non-Instructional Programs			
Capital Assets - Student Occupied		0	0
Capital Assets - Non-Student Occupied		0	0
Total Expenditures	<u>3,674,783</u>	<u>1,415,005</u>	<u>5,089,788</u>
Excess (Deficiency) of Revenues			
Over Expenditures	(440,099)	0	(440,099)
Other Financing Sources (Uses)			
Transfers In		0	0
Transfers Out		0	0
Total Other Financing Sources (Uses)	<u>0</u>	<u>0</u>	<u>0</u>
Net Change in Fund Balances	(440,099)	0	(440,099)
Fund Balances - Beginning	1,422,714	4,109	1,426,823
Fund Balances - Ending	<u>\$982,615</u>	<u>\$4,109</u>	<u>\$986,724</u>

Statement of Revenues, Expenditures, and Changes in
Fund Balances - Governmental Funds
Year Ended June 30, 2021

**Reconciliation of the Statement of Revenues, Expenditures, and Changes in
Fund Balances - Governmental Funds to the Statement of Activities**

Net Change in Fund Balances - Total Governmental Funds (\$440,099)

Amounts reported for governmental activities in the statement of activities are different because:

Government funds report capital outlays as expenditures. However, in the statement of activities the cost of those assets is allocated over their estimated useful lives as depreciation expense. This is the excess of capital outlays over (under) depreciation expense in the current period. (1,566)

Changes in net pension liability and related pension source deferred outflow and deferred inflow of resources do not provide or require current financial resources and therefore are not reflected in the funds. (357,792)

Change in Net Position of Governmental Activities (\$799,457)

A. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Reporting Entity – Another Choice Virtual Charter School (the School) is organized as a nonprofit corporation providing public charter school educational services as authorized by Section 33 of Idaho Code.

Idaho Code Section 33-5210(3) requires charter schools to comply with the same financial reporting requirements imposed on school districts, i.e. – on a governmental, rather than nonprofit, basis of accounting. Additionally, enabling legislation creates charter schools as public entities, i.e. – as public schools, subject to provisions common with other governmental entities as set forth in Idaho Code Section 33-5204. Accordingly, the School's basis of presentation follows the governmental, rather than nonprofit, reporting model.

These financial statements are prepared in accordance with generally accepted accounting principles (GAAP) as applied to charter schools. The governmental accounting standards board (GASB) is responsible for establishing GAAP for state and local governments through its pronouncements (statements and interpretations). The more significant accounting policies established in GAAP and used by the School are discussed below.

Basic Financial Statements - Government-Wide Statements – The School's basic financial statements include both government-wide (reporting the School as a whole) and fund financial statements (reporting the School's major funds). Both government-wide and fund financial statements categorize primary activities as either governmental or business type. Currently, all the School's activities are categorized as governmental activities.

In the government-wide statement of net position, the activities columns (a) are presented on a consolidated basis by column, (b) and are reported on a full accrual, economic resource basis, which recognizes all long-term assets and receivables as well as long-term debt and obligations.

The government-wide statement of activities reports both the gross and net cost of each of the School's functions. The functions are also supported by general government revenues as reported in the statement of activities. The statement of activities reduces gross expenses (including depreciation when recorded) by related program revenues and operating and capital grants. Program revenues must be directly associated with the function. Internal activity between funds (when two or more funds are involved) is eliminated in the government-wide statement of activities. Operating grants include operating-specific and discretionary (either operating or capital) grants while the capital grants column reports capital-specific grants.

The net costs (by function) are normally covered by general revenues.

The School reports expenditures in accordance with the State Department of Education's "Idaho Financial Accounting Reporting Management System" (IFARMS). IFARMS categorizes all expenditures by function, program and object. Accordingly, there is no allocation of indirect costs.

The government-wide focus is more on the sustainability of the School as an entity and the change in the School's net position resulting from the current year's activities. Fiduciary funds, when present, are not included in the government-wide statements.

Basic Financial Statements - Fund Financial Statements – The financial transactions of the School are reported in individual funds in the fund financial statements. Each fund is accounted for by providing a

separate set of self-balancing accounts that comprises its assets, deferred outflows of resources, liabilities, deferred inflows of resources, fund equity, revenues and expenditures/expenses.

The emphasis in fund financial statements is on the major funds. Nonmajor funds by category are summarized into a single column. Generally accepted accounting principles set forth minimum criteria (percentage of assets and deferred outflows of resources, liabilities and deferred inflows of resources, revenues or expenditures/expenses of the funds) for the determination of major funds.

The focus of the governmental funds' measurement (in the fund statements) is upon determination of financial position and changes in financial position (sources, uses, and balances of financial resources) rather than upon net income. Major governmental funds of the School include:

General Fund – The general fund is the School's primary operating fund. It is used to account for all financial resources except those required to be accounted for in another fund.

Basis of Accounting – Basis of accounting refers to the point at which revenues or expenditures/expenses are recognized in the accounts and reported in the financial statements. It relates to the timing of the measurements made regardless of the measurement focus applied.

Activities in the government-wide and fiduciary fund financial statements are presented on the full accrual basis of accounting. Revenues are recognized when earned and expenses are recognized when incurred.

The governmental funds financial statements are presented on the modified accrual basis of accounting. Under the modified accrual basis of accounting, revenues are recorded when susceptible to accrual (when they become both measurable and available). "Measurable" means the amount of the transaction can be determined and "available" means collectible within the current period or within thirty days after year end. Expenditures are recorded when the related fund liability is incurred. Exceptions to this general rule include principal and interest on long-term debt which, if any, are recognized when due and payable.

Cash – Nearly all the cash balances of the School's funds are pooled for investment purposes. The individual funds' portions of the pooled cash are reported in each fund as cash. Interest earned on pooled cash is allocated to the various funds in proportion to each fund's respective investment balance.

Receivables – Receivables are reported net of any estimated uncollectible amounts.

Inventories – Material supplies on hand at year end are stated at the lower of cost or net realizable value using the first-in, first-out method.

Capital Assets and Depreciation – Capital assets purchased or acquired with an original cost of \$5,000 or more are reported at historical cost or estimated historical cost. Contributed assets are reported at acquisition value as of the date received. Additions, improvements and other capital outlays that significantly extend the useful life of an asset are capitalized. Other costs incurred for repairs and maintenance are expensed as incurred. Depreciation over the estimated useful lives of depreciable assets is recorded using the straight line method.

Compensated Absences – The School provides certain compensated absences to its employees. The estimated amount of compensation for future amounts is deemed to be immaterial and, accordingly, no liability is recorded.

Other Post-Employment Benefits – The School does not provide benefits to retired employees other than retirement benefits funded through the Public Employees Retirement System of Idaho. However, certain retired employees can remain on the School insurance policy after retirement if the retired employee pays the average monthly cost. The difference between the age-adjusted monthly cost and the average monthly cost is referred to as an “implicit subsidy” since the medical insurance rate of a retired employee is generally higher than the medical insurance rate of a younger employee. GASB 75 requires that employers have actuarial calculations performed for these other post-employment benefits so that an asset or liability, deferred outflows of resources, deferred inflows of resources, and expenses can be recorded in the government-wide financial statements and related notes and required supplementary information can be prepared. Management believes the costs of implementing GASB 75 cannot be justified at this time. Accordingly, the School accounts for the other-post employment benefits for retirees on the pay-as-you-go basis.

Pensions – For purposes of measuring the net pension liability and pension expense/revenue, information about the fiduciary net position of the Public Employee Retirement System of Idaho Base Plan (the Base Plan) and additions to/deductions from Base Plan’s fiduciary net position have been determined on the same basis as they are reported by the Base Plan. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

Net Position – Net position is assets plus deferred outflows of resources less liabilities less deferred inflows of resources. The net investment in capital assets component of net position consists of the historical cost of capital assets less accumulated depreciation less any outstanding debt that was used to finance those assets plus deferred outflows of resources less deferred inflows of resources related to those assets. Restricted net position consists of assets that are restricted by creditors, grantors, contributors, legislation, and other parties. All other net position not reported as restricted or net investment in capital assets is reported as unrestricted.

Fund Balance Classifications – Restrictions of the fund balance indicate portions that are legally or contractually segregated for a specific future use. Nonspendable portions of the fund balance are those amounts that cannot be spent because they are in a nonspendable form or because they are legally or contractually required to be maintained intact. Committed portions represent amounts that can only be used for specific purposes pursuant to formal action (i.e. board approval) of the reporting entity’s governing body. Assigned portions represent amounts that are constrained by the government’s intent to be used for a specific purpose. Remaining fund balances are reported as unassigned. When expenditures are incurred that qualify for either restricted or unrestricted resources, the School first utilizes restricted resources. When expenditures are incurred that qualify for either committed or assigned or unassigned resources, the School first utilizes committed resources then assigned resources before using unassigned resources.

Income Taxes – The School is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code except for income, if any, derived from unrelated business activities. The School’s tax returns for the current year and prior two years are subject to examination by the IRS and state tax authorities, generally for three years after they are filed.

Contingent Liabilities – Amounts received or receivable from grantor agencies are subject to audit and adjustment by grantor agencies. Any disallowed claims, including amounts already collected, may constitute a liability of the applicable funds. The amount, if any, of expenditures which may be disallowed by the grantor cannot be determined at this time although the School expects such amounts, if any, to be immaterial.

Interfund Activity – Interfund activity is reported either as loans, services provided, reimbursements, or transfers. Loans are reported as interfund receivables and payables as appropriate and are subject to elimination upon consolidation. Services provided, deemed to be at market or near market rates, are treated as revenues and expenditures/expenses. Reimbursements are when one fund incurs a cost, charges the appropriate benefiting fund, and reduces its related cost as a reimbursement. All other interfund transactions are treated as transfers.

Use of Estimates – The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

Custodial Credit Risk – The School maintains its cash at insured financial institutions. Periodically, balances may exceed federally insured limits. The School does not have a formal policy concerning custodial credit risk.

Risk Management – The School is exposed to various risks related to its operations. Insurance is utilized to the extent practical to minimize these risks.

Subsequent Events – Subsequent events were evaluated through the date of the auditor's report, which is the date the financial statements were available to be issued.

B. CASH

Cash consists of the following at year end:

Cash - Deposits	\$572,582
Total	\$572,582

Deposits – At year end, the carrying amounts of the School's deposits were \$572,582 and the bank balances were \$785,055. Of the bank balances, \$250,000 was insured and the remainder was uninsured and uncollateralized.

Investments – State statutes authorize government entities to invest in certain bonds, notes, accounts, investment pools, and other obligations of the state, U.S. Government, and U.S. corporations pursuant to Idaho Code 67-1210 and 67-1210A. These statutes are designed to help minimize the custodial risk that deposits may not be returned in the event of the failure of the issuer or other counterparty, interest rate risk resulting from fair value losses arising from rising interest rates, or credit risks that an issuer or other counterparty will not fulfill its obligations. The School's investment policy complies with state statutes.

C. RECEIVABLES

Receivables consist of the following at year end:

	General Fund	Special Revenue Funds	Total
State Sources			
Foundation Program	\$306,175		\$306,175
Total	<u>\$306,175</u>		<u>\$306,175</u>
Federal Sources			
Special Programs		\$443,916	\$443,916
Total		<u>\$443,916</u>	<u>\$443,916</u>

D. CAPITAL ASSETS

A summary of capital assets for the year is as follows:

	Beginning Balance	Increases	Decreases	Ending Balance
Nondepreciable Capital Assets				
Land	\$0			\$0
Total	<u>0</u>	<u>\$0</u>	<u>\$0</u>	<u>0</u>
Depreciable Capital Assets				
Buildings	78,278			78,278
Equipment	5,000			5,000
Subtotal	<u>83,278</u>	<u>0</u>	<u>0</u>	<u>83,278</u>
Accumulated Depreciation				
Buildings	9,393	1,566		10,959
Equipment	5,000			5,000
Subtotal	<u>14,393</u>	<u>1,566</u>	<u>0</u>	<u>15,959</u>
Total	<u>68,885</u>	<u>(1,566)</u>	<u>0</u>	<u>67,319</u>
Net Capital Assets	<u>\$68,885</u>	<u>(\$1,566)</u>	<u>\$0</u>	<u>\$67,319</u>

Depreciation expense of \$1,566 was charged to the capital assets – student occupied program.

E. OPERATING LEASES

The School has four operating leases for its premises and all are considered non-cancelable. The term for the first lease is from July 18, 2012 through July 17, 2022. The term for the second lease is from July 1, 2021 through July 31, 2023. The terms for all other leases are from September 1, 2021 through July 31,

2023. Each lease has options to renew. The leases call for monthly payments and total lease payments for the year amounted to \$147,568.

Future minimum lease payments are estimated as follows:

Year Ended	
6/30/22	\$137,780
6/30/23	82,586
6/30/24	6,393
Total	\$226,759

F. PENSION PLAN

Plan Description

The School contributes to the Base Plan which is a cost-sharing multiple-employer defined benefit pension plan administered by Public Employee Retirement System of Idaho (PERSI or System) that covers substantially all employees of the State of Idaho, its agencies and various participating political subdivisions. The cost to administer the plan is financed through the contributions and investment earnings of the plan. PERSI issues a publicly available financial report that includes financial statements and the required supplementary information for PERSI. That report may be obtained on the PERSI website at www.persi.idaho.gov.

Responsibility for administration of the Base Plan is assigned to the Board comprised of five members appointed by the Governor and confirmed by the Idaho Senate. State law requires that two members of the Board be active Base Plan members with at least ten years of service and three members who are Idaho citizens not members of the Base Plan except by reason of having served on the Board.

Pension Benefits

The Base Plan provides retirement, disability, death and survivor benefits of eligible members or beneficiaries. Benefits are based on members' years of service, age, and highest average salary. Members become fully vested in their retirement benefits with five years of credited service (5 months for elected or appointed officials). Members are eligible for retirement benefits upon attainment of the ages specified for their employment classification. The annual service retirement allowance for each month of credited service is 2.0% (2.3% for police/firefighters) of the average monthly salary for the highest consecutive 42 months.

The benefit payments for the Base Plan are calculated using a benefit formula adopted by the Idaho Legislature. The Base Plan is required to provide a 1% minimum cost of living increase per year provided the Consumer Price Index increases 1% or more. The PERSI Board has the authority to provide higher cost of living increases to a maximum of the Consumer Price Index movement or 6%, whichever is less; however, any amount above the 1% minimum is subject to review by the Idaho Legislature.

Member and Employer Contributions

Member and employer contributions paid to the Base Plan are set by statute and are established as a percent of covered compensation. Contribution rates are determined by the PERSI Board within limitations, as defined by state law. The Board may make periodic changes to employer and employee contribution rates

(expressed as percentages of annual covered payroll) that are adequate to accumulate sufficient assets to pay benefits when due.

The contribution rates for employees are set by statute at 60% of the employer rate for general employees and 72% for police and firefighters. As of June 30, 2020 it was 7.16% for general employees and 8.81% for police and firefighters. The employer contribution rate as a percent of covered payroll is set by the Retirement Board and was 11.94% for general employees and 12.28% for police and firefighters. The School's contributions were \$275,926 for the year ended June 30, 2021.

Pension Liabilities, Pension Expense (Revenue), and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

At June 30, 2021, the School reported a liability for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2020, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of that date. The School's proportion of the net pension liability was based on the School's share of contributions in the Base Plan pension plan relative to the total contributions of all participating PERSI Base Plan employers. At June 30, 2020, the School's proportion was 0.0633242 percent.

For the year ended June 30, 2021, the School recognized pension revenue (expense) of (\$633,718). At June 30, 2021, the School reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	\$114,889	\$48,014
Changes in assumptions or other inputs	24,868	
Net difference between projected and actual earnings on pension plan investments	168,544	
Employer contributions subsequent to the measurement date	275,926	
Total	<u><u>\$584,227</u></u>	<u><u>\$48,014</u></u>

\$275,926 reported as deferred outflows of resources related to pensions resulting from School contributions made subsequent to the measurement date will be recognized as an addition to the pension expense or reduction of the pension revenue in the year ending June 30, 2022.

The average of the expected remaining service lives of all employees that are provided with pensions through the System (active and inactive employees) determined at July 1, 2019 the beginning of the measurement period ended June 30, 2019 is 4.8 and 4.8 for the measurement period June 30, 2020.

Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension revenue (expense) as follows:

Year Ended	
6/30/22	(\$4,749)
6/30/23	(61,942)
6/30/24	(84,070)
6/30/25	<u>(109,526)</u>
Total	<u><u>(\$260,287)</u></u>

Actuarial Assumptions

Valuations are based on actuarial assumptions, the benefit formulas, and employee groups. Level percentages of payroll normal costs are determined using the Entry Age Normal Cost Method. Under the Entry Age Normal Cost Method, the actuarial present value of the projected benefits of each individual included in the actuarial valuation is allocated as a level percentage of each year's earnings of the individual between entry age and assumed exit age. The Base Plan amortizes any unfunded actuarial accrued liability based on a level percentage of payroll. The maximum amortization period for the Base Plan permitted under Section 59-1322, Idaho Code, is 25 years.

The total pension liability in the June 30, 2020 actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	3.00%
Salary increases	3.75%
Salary inflation	3.75%
Investment rate of return	7.05%, net of investment expenses
Cost-of-living adjustments	1%

Mortality rates were based on the RP – 2000 combined table for healthy males or females as appropriate with the following offsets:

- Set back 3 years for teachers
- No offset for male fire and police
- Forward one year for female fire and police
- Set back one year for all general employees and all beneficiaries

An experience study was performed for the period July 1, 2013 through June 30, 2017 which reviewed all economic and demographic assumptions other than mortality. The total pension liability as of June 30, 2020 is based on the results of an actuarial valuation date of July 1, 2020.

The long-term expected rate of return on pension plan investments was determined using the building block approach and a forward-looking model in which best estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighing the expected future real rates of return by the target asset allocation percentage and by adding expected inflation.

Even though history provides a valuable perspective for setting the investment return assumption, the System relies primarily on an approach which builds upon the latest capital market assumptions. Specifically, the System uses consultants, investment managers and trustees to develop capital market

assumptions in analyzing the System's asset allocation. The assumptions and the System's formal policy for asset allocation are shown below. The formal asset allocation policy is somewhat more conservative than the current allocation of System's assets.

The best-estimate range for the long-term expected rate of return is determined by adding expected inflation to expected long-term real returns and reflecting expected volatility and correlation. The capital market assumptions are as of 2020.

Capital Market Assumptions from Callen 2020

Asset Class	Target Allocation	Long-Term Expected Nominal Rate of Return (Arithmetic)	Long-Term Expected Real Rate of Return (Arithmetic)
Core Fixed Income	30.00%	2.80%	0.55%
Broad US Equities	55.00%	8.55%	6.30%
Developed Foreign Equities	15.00%	8.70%	6.45%
Assumed Inflation - Mean		2.25%	2.25%
Assumed Inflation - Standard Deviation		1.50%	1.50%
Portfolio Arithmetic Mean Return		6.85%	4.60%
Portfolio Standard Deviation		12.33%	12.33%
Portfolio Long-Term (Geometric) Expected Rate of Return		6.25%	3.89%
Assumed Investment Expenses		0.40%	0.40%
Portfolio Long-Term (Geometric) Expected Rate of Return*		5.85%	3.49%

Investment Policy Assumptions from PERSI November 2019

Portfolio Long-Term Expected Real Rate of Return*	4.14%
Portfolio Standard Deviation	14.16%

Economic/Demographic Assumptions from Milliman 2018

Valuation Assumptions Chosen by PERSI Board	
Long-Term Expected Real Rate of Return*	4.05%
Assumed Inflation	3.00%
Long-Term Expected Geometric Rate of Return*	7.05%

*Net of Investment Expenses

Discount Rate

The discount rate used to measure the total pension liability was 7.05%. The projection of cash flows used to determine the discount rate assumed that contributions from plan members will be made at the current contribution rate. Based on these assumptions, the pension plans' net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability. The long-term expected rate of return was determined net of pension plan investment expense but without reduction for pension plan administrative expense.

Sensitivity of the School's proportionate share of the net pension liability to changes in the discount rate.

The following presents the School's proportionate share of the net pension liability calculated using the discount rate of 7.05 percent, as well as what the School's proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1-percentage-point lower (6.05 percent) or 1-percentage-point higher (8.05 percent) than the current rate:

	1% Decrease (6.05%)	Current Discount Rate (7.05%)	1% Increase (8.05%)
School's proportionate share of the net pension liability (asset)	\$3,015,535	\$1,470,472	\$192,956

Pension plan fiduciary net position

Detailed information about the pension plan's fiduciary net position is available in the separately issued PERSI financial report.

PERSI issues a publicly available financial report that includes financial statements and the required supplementary information for PERSI. That report may be obtained on the PERSI website at www.persi.idaho.gov.

Impacts on the School's net position

Depending on the annual performance of the Base Plan and the various non-financial factors that affect the collective Base Plan net pension liability (as described above), the School may periodically experience a deficit in its net position. This can occur as a result of recording the School's allocable portion of the net pension liability which is an estimated liability that changes substantially from year to year depending on the factors described above but does not currently require cash outflows. As the net pension liability of the Base Plan is closely monitored by PERSI's board (who makes changes to the contribution rates and other terms of the Base Plan whenever deemed necessary), such deficits are not deemed to be of substantial concern.

G. INTERFUND BALANCES

Interfund balances at year end consist of the following:

	Due From Fund	
	Nonmajor Governmental	Total
Due To Fund		
General	\$443,916	\$443,916
Total	\$443,916	\$443,916

These interfund balances resulted from the time lag between when expenditures are incurred in a fund and when the fund is reimbursed for such expenditures.

Another Choice Virtual Charter School

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL

Budgetary Comparison Schedule - General and Major Special Revenue Funds
Year Ended June 30, 2021

General Fund	Budgeted Amounts (GAAP Basis)		Actual Amounts	Final Budget Variance Positive (Negative)
	Original	Final		
Revenues				
Local Revenue	\$71,040	\$71,040	\$5,868	(\$65,172)
State Revenue	3,780,105	3,780,105	3,228,816	(551,289)
Federal Revenue	0	0	0	0
Total Revenues	<u>3,851,145</u>	<u>3,851,145</u>	<u>3,234,684</u>	<u>(616,461)</u>
Expenditures				
Instructional Programs				
Elementary School	547,110	547,110	283,621	263,489
Secondary School	1,735,575	1,735,575	1,823,571	(87,996)
Alternative School	52,164	52,164	0	52,164
Special Education	0	0	105,380	(105,380)
Summer School	0	0	0	0
Support Service Programs				
Special Education Support Services	300,000	300,000	38,593	261,407
Instruction Improvement	45,000	45,000	7,928	37,072
Instruction Related Technology	205,462	205,462	75,004	130,458
Board of Education	33,400	33,400	35,726	(2,326)
District Administration	913,327	913,327	759,977	153,350
Administrative Technology	402,011	402,011	259,156	142,855
Buildings - Care	678,304	678,304	271,224	407,080
Maintenance - Grounds	36,000	36,000	14,603	21,397
Other Support Services	1,380	1,380	0	1,380
Non-Instructional Programs				
Capital Assets - Student Occupied	260,500	260,500	0	260,500
Capital Assets - Non-Student Occupied	0	0	0	0
Total Expenditures	<u>5,210,233</u>	<u>5,210,233</u>	<u>3,674,783</u>	<u>1,535,450 *</u>
Excess (Deficiency) of Revenues Over Expenditures	<u>(1,359,088)</u>	<u>(1,359,088)</u>	<u>(440,099)</u>	<u>918,989</u>
Other Financing Sources (Uses)				
Transfers In	0	0	0	0
Transfers Out	0	0	0	0 *
Total Other Financing Sources (Uses)	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Net Change in Fund Balances	<u>(1,359,088)</u>	<u>(1,359,088)</u>	<u>(440,099)</u>	<u>918,989</u>
Fund Balances - Beginning	<u>1,359,089</u>	<u>1,359,089</u>	<u>1,422,714</u>	<u>63,625</u>
Fund Balances - Ending	<u>\$1</u>	<u>\$1</u>	<u>\$982,615</u>	<u>\$982,614</u>

**Total expenditures (over) under appropriations are:* \$1,535,450

Another Choice Virtual Charter School

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL

Schedule of Employer's Share of Net Pension Liability

PERSI - Base Plan

Last 10 - Fiscal Years*

	2021	2020	2019
School's portion of the net pension liability	0.0633242%	0.0564800%	0.0551315%
School's proportionate share of the net pension liability	\$1,470,472	\$644,703	\$813,199
School's covered payroll	\$2,245,168	\$1,918,286	\$1,770,168
School's proportional share of the net pension liability as a percentage of its covered payroll	65.49%	33.61%	45.94%
Plan fiduciary net position as a percentage of the total pension liability	88.22%	93.79%	91.69%

	2018	2017	2016	2015
School's portion of the net pension liability	0.0525366%	0.0499363%	0.0386604%	0.0361811%
School's proportionate share of the net pension liability	\$825,785	\$1,012,285	\$509,095	\$266,350
School's covered payroll	\$1,631,749	\$1,460,495	\$1,091,360	\$980,194
School's proportional share of the net pension liability as a percentage of its covered payroll	50.61%	69.31%	46.65%	27.17%
Plan fiduciary net position as a percentage of the total pension liability	90.68%	87.26%	91.38%	94.95%

*GASB 68 requires ten years of information to be presented in this table. However, until a 10-year trend is compiled, only those years for which information is available will be presented.

Data reported is measured as of June 30, 2020.

Another Choice Virtual Charter School

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL

Schedule of Employer Contributions

PERSI - Base Plan

Last 10 - Fiscal Years*

	2021	2020	2019
Statutorily required contribution	\$275,926	\$268,073	\$217,150
Contributions in relation to the statutorily required contribution	\$275,926	\$268,073	\$217,150
Contribution deficiency (excess)	\$0	\$0	\$0
School's covered payroll	\$2,310,938	\$2,245,168	\$1,918,286
Contributions as a percentage of covered payroll	11.94%	11.94%	11.32%

	2018	2017	2016	2015
Statutorily required contribution	\$200,383	\$184,714	\$165,328	\$123,542
Contributions in relation to the statutorily required contribution	\$200,383	\$184,714	\$165,328	\$123,542
Contribution deficiency (excess)	\$0	\$0	\$0	\$0

June 30, 2021

	Special Revenue Funds			
	Substance Abuse	Title I-A ESSA IBP	IDEA Part B 611 School Age 3-21	School Based Medicaid
Assets				
Cash	\$4,109			
Receivables:				
Local Sources				
State Sources				
Federal Sources				\$443,916
Due From Other Funds				
Total Assets	<u>\$4,109</u>	<u>\$0</u>	<u>\$0</u>	<u>\$443,916</u>
Liabilities				
Accounts Payable				
Due To Other Funds				\$443,916
Salaries & Benefits Payable				
Unspent Grant Allocation				
Total Liabilities	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>443,916</u>
Fund Balances				
Restricted:				
Special Programs	4,109			
Unassigned				
Total Fund Balances	<u>4,109</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total Liabilities and Fund Balances	<u>\$4,109</u>	<u>\$0</u>	<u>\$0</u>	<u>\$443,916</u>

June 30, 2021

	Special Revenue Funds			
	Title IV-A ESSA SS & AE	Title II-A ESSA SEI	CRF	Total
Assets				
Cash				\$4,109
Receivables:				
Local Sources				0
State Sources				0
Federal Sources				443,916
Due From Other Funds				0
Total Assets	\$0	\$0	\$0	\$448,025
Liabilities				
Accounts Payable				\$0
Due To Other Funds				443,916
Salaries & Benefits Payable				0
Unspent Grant Allocation				0
Total Liabilities	\$0	\$0	\$0	443,916
Fund Balances				
Restricted:				
Special Programs				4,109
Unassigned				0
Total Fund Balances	0	0	0	4,109
Total Liabilities and Fund Balances	\$0	\$0	\$0	\$448,025

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL
Combining Statement of Revenues, Expenditures, and Changes in
Fund Balances - Nonmajor Governmental Funds
Year Ended June 30, 2021

	Special Revenue Funds			
	Substance Abuse	Title I-A ESSA IBP	IDEA Part B 611 School Age 3-21	School Based Medicaid
Revenues				
Local Revenue				
State Revenue	\$8,114			
Federal Revenue		\$270,235	\$99,067	\$724,199
Total Revenues	<u>8,114</u>	<u>270,235</u>	<u>99,067</u>	<u>724,199</u>
Expenditures				
Instructional Programs				
Elementary School		127,495		
Secondary School				
Alternative School				
Special Education	8,114		99,067	474,075
Summer School				
Support Service Programs				
Special Education Support Services				250,124
Instruction Improvement				
Instruction Related Technology				
Board of Education				
District Administration				
Administrative Technology				
Buildings - Care				
Maintenance - Grounds				
Other Support Services		142,740		
Non-Instructional Programs				
Capital Assets - Student Occupied				
Capital Assets - Non-Student Occupied				
Total Expenditures	<u>8,114</u>	<u>270,235</u>	<u>99,067</u>	<u>724,199</u>
Excess (Deficiency) of Revenues Over Expenditures	0	0	0	0
Other Financing Sources (Uses)				
Transfers In				
Transfers Out				
Total Other Financing Sources (Uses)	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Net Change in Fund Balances	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Fund Balances - Beginning	<u>4,109</u>	<u>0</u>	<u>0</u>	<u>0</u>
Fund Balances - Ending	<u><u>\$4,109</u></u>	<u><u>\$0</u></u>	<u><u>\$0</u></u>	<u><u>\$0</u></u>

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL
Combining Statement of Revenues, Expenditures, and Changes in
Fund Balances - Nonmajor Governmental Funds
Year Ended June 30, 2021

	Special Revenue Funds			Total
	Title IV-A ESSA SS & AE	Title II-A ESSA SEI	CRF	
Revenues				
Local Revenue				\$0
State Revenue				8,114
Federal Revenue	\$12,245	\$21,872	\$279,273	1,406,891
Total Revenues	<u>12,245</u>	<u>21,872</u>	<u>279,273</u>	<u>1,415,005</u>
Expenditures				
Instructional Programs				
Elementary School		21,872	279,273	428,640
Secondary School				0
Alternative School				0
Special Education				581,256
Summer School				0
Support Service Programs				
Special Education Support Services				250,124
Instruction Improvement				0
Instruction Related Technology				0
Board of Education				0
District Administration	12,245			12,245
Administrative Technology				0
Buildings - Care				0
Maintenance - Grounds				0
Other Support Services				142,740
Non-Instructional Programs				
Capital Assets - Student Occupied				0
Capital Assets - Non-Student Occupied				0
Total Expenditures	<u>12,245</u>	<u>21,872</u>	<u>279,273</u>	<u>1,415,005</u>
Excess (Deficiency) of Revenues				
Over Expenditures	0	0	0	0
Other Financing Sources (Uses)				
Transfers In				0
Transfers Out				0
Total Other Financing Sources (Uses)	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Net Change in Fund Balances	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Fund Balances - Beginning	<u>0</u>	<u>0</u>	<u>0</u>	<u>4,109</u>
Fund Balances - Ending	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$4,109</u>



**Independent Auditor's Report on Internal Control Over Financial Reporting
and on Compliance and Other Matters Based on an Audit of Financial Statements
Performed in Accordance With *Government Auditing Standards***

Board of Directors
Another Choice Virtual Charter School

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the Another Choice Virtual Charter School (the School), as of and for the year ended June 30, 2021, and the related notes to the financial statements, which collectively comprise the School's basic financial statements, and have issued our report thereon dated October 7, 2021.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The

results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance. Accordingly, this communication is not suitable for any other purpose.

Quest CPAs PLLC

Payette, Idaho
October 7, 2021



Another Choice Virtual Charter School

9/30/20

Another Choice Virtual Charter School
1014 West Hemingway Boulevard
Nampa, ID 83651

Dear Another Choice Virtual School Board of Directors,

As you are aware, the PCSC received a complaint regarding operational practices at Another Choice Virtual Charter School (ACVS) in April of 2020. Since that time, we have made two written requests of your school for documentation to assist us in evaluating the validity of the complaint. We appreciate your cooperation through this process.

Idaho Code requires charter school authorizers to inform the entity responsible for enforcing a particular law, rule, or regulation if the authorizer has reason to believe that such law, rule, or regulation has been violated. At the conclusion of the PCSC's investigation, we do indeed have reason to believe that the school's board, an individual board member, and the school's principal may have committed various violations. The attached letter will be sent to the entities responsible for administering the laws referenced therein. These entities may or may not choose to investigate the matter further.

As legal compliance is a term of ACVS's performance certificate (operational contract) this incident will be noted in your school's FY20 and FY21 annual reports as a matter of record.

To be clear, the PCSC has no grounds on which to begin revocation procedures at this time. ACVS's operational certificate is valid through June 30, 2022, and a renewal hearing will take place in early March of that year. However, should the PCSC have outstanding concerns related to this matter at that time, or should an external entity choose to conduct an investigation and/or issue findings, documentation of such will be included in ACVS's renewal dossier and will be considered when the PCSC decides whether to renew, conditionally renew, or non-renew ACVS's performance certificate term.

Please feel free to contact our office if you have any questions.

Sincerely,

A handwritten signature in blue ink, appearing to read "Jenn Thompson", is positioned above the printed name.

Jenn Thompson
Director, Idaho Public Charter School Commission



IDAHO PUBLIC CHARTER SCHOOL COMMISSION

304 North 8th Street, Room 242 • P.O. Box 83720 • Boise, ID 83720

208-332-1561 • Fax: 208-334-2632

e-mail: pcsc@osbe.idaho.gov

April 15, 2020

Delivered: via email

Dear Chairman Kelleher and Dr. Sandidge,

I am writing to follow-up on the conversation we had on April 14, 2020. As you know, the PCSC office received a complaint from a member of the community regarding your school's operational structure and financial practices. In its capacity as authorizer of your school, the PCSC is obligated to evaluate the validity of that complaint and to ensure that your board is aware of the applicable laws, rules, and regulations.

As we discussed today, the complaint alleges the following:

- Familial relationships between board directors, the administrator, and employees present conflicts of interest that may not have been appropriately addressed.
- The school administrator, a board member, and the school's business manager own various businesses that profit from services provided to the school. These service agreements may have been executed outside of proper procurement procedures.
- A request for records may not have been fulfilled within the appropriate time frame.
- Public transparency of financial information may not be up to date on the school's website.

Laws, rules, and regulations that may be related to these issues include: I.C. §33-357 Creation of Internet Based Expenditure Website; I.C. §67-28 Purchasing; I.C. §74-103 Public Records Act; I.C. §74-404 Ethics in Government, Required Action in Conflicts; I.C. §18-13 Bribery and Corruption; Professional Standards for Educators; ACVS's Performance Certificate.

Based on our discussion today, it is my understanding that the school believes its operational structure and financial practices have been appropriately addressed and that documentation is readily available. It is also my understanding that the delay in updating the school's website is related to the COVID-19 facility closures, and can be easily remedied.

I appreciate your willingness to assist us in better understanding the situation by providing the documentation requested on the following pages. Please feel free to reach out if you have any questions.

Sincerely,

A handwritten signature in blue ink, appearing to read "Jenn Thompson".

Jenn Thompson

Director, Public Charter School Commission

jenn.thompson@osbe.idaho.gov

208-332-1594

Requested Documentation

Issue 1: Many potential conflicts exist in the relationships between employees, school leadership, and the governing board. Please provide documentation as requested.

- Please provide meeting minutes evidencing disclosure to the ACVS board by Kevin McLaren regarding his familial relationship with Laura Sandidge.
- Please provide meeting minutes that include motions regarding contract approvals for Laura Sandidge which have taken place since McLaren joined the board in 2015.
- Please provide any additional meeting minutes that note any board director's recusal from a vote based on any disclosure of real or potential conflict from July 2018 –April 2020.
- Please provide a list of all current employees and board directors, noting relationships by blood or marriage. Please specifically address the relationship between Dr. Sandidge and the Business Manager, IT Director, and any teachers who are nieces, nephews, or their spouses.
- Please provide an organizational chart indicating which employees report to whom.

Issue 2: It appears that several employees and board members profit financially through associations with vendors that supplying services to the school. Please provide documentation as requested.

- Board Director, Kevin McLaren is the registered agent for an Idaho for-profit company called "Advocates for Inclusion". This company's website lists Dr. Sandidge, her son, her daughter, and her son-in-law, as partners in a "family owned and operated" business.
 - ACVS's expenditure reports indicate that the school paid approximately \$500,000 to Advocates for Inclusion for special education services during FY19. Please provide documentation of the procurement procedures used in selecting this vendor.
 - Please provide meeting minutes evidencing Mr. McLaren's disclosure of conflict related to the school's contract with Advocates for Inclusion.
- Dr. Sandidge is the registered agent for a non-profit called "AFI".
 - Please provide documentation clarifying how AFI is related to Mr. McLaren's company, Advocates for Inclusion.
 - If Dr. Sandidge receives personal gain from AFI or Advocates for Inclusion, 74-404(3) indicates that a written disclosure to the board must be made prior to awarding the contract. Please provide such documentation and meeting minutes evidencing board review of this disclosure.
- The complaint received by the PCSC indicates that Misty Pucker and Laura Shoemaker, both currently serving as board directors for ACVS, are employed by Advocates for Inclusion as "DTs"
 - Please provide meeting minutes evidencing disclosure of this employment to the ACVS Board.
- The school's Business Manager owns a real estate company called Homeward. ACVS's expenditure reports indicate that this company was paid \$25,000 for services rendered to the school. The school indicated that this money was refunded.
 - Please provide meeting minutes evidencing disclosure of an employee's ownership of this company to the ACVS board of directors.
 - Please provide documentation of the procurement procedures used to select this vendor.

Another Choice Virtual Charter School

- If the funds were returned to the school, as indicated in our phone conversation, please provide documentation of the deposit, including the date of the deposit and the source of the revenue.
- According to Canyon County records, Dr. Sandidge is the owner of the school's facility. However, the school makes regular lease payments to SMS Enterprises, which is owned by Board Director, Kevin McLaren. It may be that both Dr. Sandidge and Mr. McLaren, have financial interest in this lease agreement.
 - Please provide meeting minutes evidencing disclosure of this business relationship to the ACVS board.
 - Please confirm whether Dr. Sandidge or Mr. McLaren receive financial compensation based on the school's lease payments to/through SMS Enterprises.

Issue 3: Failure to comply with a public records request.

- The complaint indicates that a formal records request was made to the school by an individual in February and that this records request had not yet been fulfilled as of April 6th.
 - Please provide any emails or communications (received or sent by any ACVS employee or board director) related to any public records requests received by the school in February of 2020.

Issue 4: Financial Transparency and Internal Controls

- The business manager is the nephew of the school leader; however, the complaint indicates that he may be more closely related to other employee to whom he issues checks in his professional role.
 - Please provide all current ACVS financial policies.
- Two reimbursements for tuition are noted in the expenditures. The complaint indicates that both recipients are nieces of the school leader and that the board may not have formal policies or procedures in place to ensure a fair and equitable award of this benefit.
 - Please provide the board policy outlining how award decisions are made.
- I.C. §33-357 states that a school must maintain financial transparency by posting expenditure reports and related contracts. As of 4/7/2020 the most recent expenditures posted are from November of 2019. No vendor contracts appear to be posted.
 - Please provide expenditure reports for December 2019, January 2020, and February 2020.
 - Please provide copies of the services agreements/vendor contracts between ACVS and AFI, Advocates for Inclusion, SMS Enterprises, Homeward, and any other contracts or service agreements with companies owned or operated by employees or board directors of the school.
 - Please be sure to update the school's website if necessary.



Laura Sandidge Ph.D., Administrator
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lsandidge@anotherchoicecharter.org

Jenn Thompson
Director, Public Charter School Commission
304 North 8th Street, Room 242
P. O. Box 83720
Boise, Idaho 83720

April 28, 2020

Dear Ms. Thompson;

Thank you for allowing me to have this opportunity to respond to the complaint from a member of the community concerning the operational structure and financial practices. As you know Another Choice Virtual Charter School, (hereinafter "ACVS"), was authorized by the Commission and opened in 2010. At that time there were a few individuals that worked together to develop a school that would adhere to the requirements of the Commission and the Department of Education, while focusing on educating students with learning differences. In Idaho, as I am sure is true in other states as well, the field of education, not to mention special education, has various forms of connections. For example, over the years I have had many students come through our doors that I worked with when they were babies when I was a developmental therapist for the State of Idaho. They did not seek me out, we were just connected because of our shared background and/or interests. I have seen that with other relationships within our school as well. While we have definitely gotten bigger over the years, we are still a small school with a purposeful focus on an area that connects to an even smaller population.

I have attached a variety of documents and information that I believe will address the concerns mentioned in the complaint. If you have any questions on those attachments I am available to respond.

However, there are some additional issues that I would like to respond to:

AFI Non-Profit:

I am the registered agent for AFI Non-Profit. AFI Non-Profit is a local non-profit entity that is only connected to Another Choice Virtual Charter School or Advocates for Inclusion by nature of me. The AFI Non-Profit has no staff. It is solely run for the purpose of helping families of individuals with special needs. AFI NP was formed prior to ACVS, and was listed on my initial resume, included in the Amendments within our initial Charter documents and for which the Board has possession. I am attaching page one of that original resume.

The last fund raiser was done by AFI NP was several years ago to help a non-related family gather funds for a wheelchair for their child. There is no financial connection or gain to either ACVS or AFI and never has been. Since this non-profit has not been utilized in several years to help families other than through such endeavors like Toys-for-Tots, etc. I recently did not renew the IRS 501 3(c) status as the non-profit does not require that classification to help families at this time.

The school has no contractual relationship or business relationship with AFI NP and AFI NP has no contractual or business relationship with the school.

SMS Enterprises:

As the Commission is aware, Another Choice runs several learning labs for our students. This is part of our model, in the past the Commission has referenced we were “high tech / high touch”, while that may or may not be true we have definitely aimed for it, which has been reflected in the people we hire and the locations we are at. Therefore, we have always had learning labs purposely. As we have grown we have needed more room and have continued to expand when possible to meet the needs of our students. Since many of our students are low income they are not able to drive long distances to get to help directly from a teacher. Accordingly, years ago ACVS made the commitment to rent learning labs in areas where we have many students such as Boise, Nampa, and Caldwell. We have those in place, but in order to do so we have worked hard to also balance the requirement to have unrestricted days cash on hand as recommended from the Commission and is of course best practice for sustainability.

Originally ACVS did not have the financial ability or organizational credit history to be able to fund a building purchased solely by the school. We knew we would need to utilize our resources. Understanding this limitation, within our initial charter we submitted documentation that acknowledged that we would be renting from SMS Enterprises.

SMS is an entity that I do have partial ownership in that rents us an extra room in Nampa for our therapy services and also owns the building that we use in Boise. The Board has always been aware of this business relationship.

As stated, we were small and did not have the financial capability to purchase buildings. Additionally, we have found over the years as well that an organization such as ours brings a level of challenge for the buildings we rent. Simply put, by nature of our population we bring a significant amount of wear and tear on buildings that has not always been viewed positively by the people we rent from.

In the Amendments within our initial Charter documents we acknowledge that Ross Jones was going to be our realtor. He has worked with us over the years with several lease agreements and buildings. He understands what we need. I am submitting a

letter written by him that was part of our initial Charter that recognizes him as our relator.

We currently feel we could benefit from a larger or additional place for our Nampa location so we are constantly looking for ways to expand or purchase a new Nampa location. I am the owner of the Nampa building and have rented that to ACVS, often for below costs to help ACVS. All of those contracts have been approved by our board.

Currently we rent a learning lab in Caldwell from an individual that has no connection to AFI or ACVS.

Advocates for Inclusion:

Within the Amendments of our initial Charter documents I had submitted my resume. This provided written documentation that I was a co-owner of Advocates for Inclusion. That same resume was provided as part of my original hiring documentation for ACVS as well. For me and for the people who have been a part of ACVS there has never been a time it was not recognized that I was part of Advocates for Inclusion. This was always part of the public record. ACVS first contracted with Advocates for Inclusion in 2010. Upon initial contract as well as to the current date, Advocates for Inclusion continues to provide services below the cost to ACVS.

Further, Mr. McLaren has not negotiated new contracts since he has been on the board and has in fact recused himself from voting on any related matter.

The complaint alleged that Misty Puckett was an employee of Advocates for Inclusion. Misty Puckett was an employee of Advocates for Inclusion in the past. She has not been an employee for approximately a year.

The complaint additionally alleged that Laura Shoemaker, a board director, worked for Advocates for Inclusion. Laura Shoemaker has never worked for Advocates for Inclusion, at any time.

Lastly, I wanted to share a little about our staff. We, like many Idaho public schools, do have a lot of family connections, mine and other familial relations as well. I have listed those in the attached organizational chart. All of our employees have been hired because of their unique abilities. I feel that our staff, all of them, are extremely qualified for their positions, some could actually be considered over-qualified in some situations. When Jason Sandidge left his job in Alaska as the IT Director for over a thousand individuals, to help a first-year school with less than one hundred it was a fairly risky venture. However, all of us knew at that time we needed someone who understood technology at a different level than we as board members or staff did. That same skill that served us well since 2010 was evidenced in 2020 by our IT department working together to ensure that ACVS did not miss one single day of technology delivered education for 500 students when the Coronavirus stopped us from educating students face to

face. I am fully appreciative of our hard-working staff no matter who they are or are not related to.

Additionally, when family members of school employees were hired those individuals were brought to the board by two administrators, as shown by the hire dates listed, with the exception of one past ACVS graduate that is not related to a Board member or myself. When there were two administrators we worked hard to make sure there was a separation of oversight. When one of our administrators left to pursue other interests in 2017, we admittedly have had less administrative staff and so we have worked more with the board and other staff members to garner help in all areas, including staffing decisions. The board and I purposely chose not to hire another administrator, but to put our efforts at having individuals who could work with our students directly. This was done for two reasons, to increase our unrestricted cash flow and to work on getting our students' scores up. This has taken a lot of work from our amazing staff that have worked closely and hard together for several years. The board and I do feel that until we are able to demonstrate the level of student achievement we want to see, and know with time our students can do, we need to focus on building the skills of students and that is why we have put personnel efforts more towards student development rather than to administrative staff.

Attached with this letter please find documentation responsive to your inquiry. As the request was extremely broad in nature, we will continue to provide additional supplemental materials if discovered. As always, if you have any questions or if you are in need of additional information, please do not hesitate to contact us at your convenience.

Thank you,

A handwritten signature in cursive script that reads "Laura Sandidge". The ink is dark and the signature is fluid, with a large initial 'L' and 'S'.

Laura Sandidge, Ph.D.
Administrator / Head of School

Issue 1 Attachments

- 1-A Meeting Notes from 3.18.15;
- 1-B Meeting Notes from 4.22.15;
- 1-C Meeting Notes from 4.27.16;
- 1-D Meeting Notes from 4.19.17;
- 1-E Meeting Notes from 6.6.18;
- 1-D Meeting Notes from 3.20.19;
- 1-E Meeting Notes from 4.15.20;
- 1-F Organizational Chart for ACVS;
- 1-G Board Members for ACVS;

Issue 2 Attachments

- 2-A Page 2 of Meeting Notes from 7.13.10;
- 2-B Meeting Notes from 8.16.17;
- 2-C 1.2.09 Letter written by Laura Sandidge, submitted with the original Charter documents clarifying I was the Administrator of Advocates for Inclusion giving working space in our rented building at that time;
- 2-D Page 1 of Laura Sandidge's resume that was submitted with the original Charter documents as well as the resume for initial hiring with ACVS;
- 2-E Letter from SMS Enterprises that documents we will be renting from them that was submitted with the original Charter documents;
- 2-F Letter from Ross Jones submitted with the original Charter documents stating he was the realtor for ACVS since the beginning of ACVS formation;
- 2-G 3 pages of Bank Documentation on money in question;

Issue 3 Attachments

The matter at issue was not a request for a public record. A personnel file is specifically exempted from public record disclosure pursuant to Section 74-106(1), Idaho Code and Section 74-104(1) Idaho Code in conjunction with Section 33-518, Idaho Code.

We acknowledge that there was a delay in providing personnel file materials to an employee who made such a request. Our offices have been closed since March 16, 2020, due to Covid-19 as well as our scheduled spring break. Idaho Code 33-518, addressing personnel files, does not contain the same time deadlines as provided in the Idaho Public Records Act, instead requiring provision "in a timely manner upon request." We do wish that we had been more prompt in getting this information to the former employee. Along with the office closure the delay was due to assuring that the personnel file was complete, coupled with minimal office staff being available to fulfill the request yet maintaining confidentiality of the former employee. Upon the conclusion of the Covid-19 restrictions upon our school, we will be looking to put into place a more efficient set of procedures to address such inquiries.

Issue 4 Attachments

- 4-A Signed letter from Board members confirming knowledge of relationship;
- 4-B Financial Policies for ACVS; Email attached
- 4-C 5 pages relating to Tuition Reimbursement: Letter from Mr. Jones; Sample email that is communicated to staff annually; Past Professional Development document communication from 2014; Current Professional Development protocol from Staff Handbook available to all staff;
Reimbursements are made for all individuals who submit a request for reimbursement, staff receive clarification on types of reimbursement that are approved; training is provided to staff based on training needs.
- 4-D Expenditure reports for December 2019; January 2020; and February 2020;
Expenditure reports will be updated on our web by May 1, 2020;
- 4-E Vendor Contract between ACVS and AFI; Lease of Hemingway Building; Lease of Nampa building; Lease of Boise building;



Another Choice Virtual Charter School Board Meeting Notes

3/18/15

- 4:00 Welcome
- In Attendance: John Kelleher; Harold Kropp; Misty Puckett; Amanda Towle Popescu; Laura Sandidge; Kelsey Williams; Ross Jones;
- Board Members Absent: None
 - Welcome at 4:00
 - Approval of Board Minutes - Motion: Misty, Second John, All Approved
 - Approval of Meeting Agenda - Motion: Amanda, Second Harold, All Approved
- Agenda Items:
 - 4:00 – 4:15 Open Forum – The Board encourages public participation and wishes to ensure that Board members and the public have an opportunity to communicate if needed. The Chairman of the Board will use the following rules of order during this time:
 - An individual who would like to speak on an agenda item will make that known at this time.
 - An individual who would like to speak on a non-agenda item will make that known at this time.
 - The Chairman of the Board may choose to schedule the requested items in a future board meeting.
 - There were no guests at the meeting outside of staff members.
 - Old Business
 - Policy Review Committee – The committee provided an update of our progress – no readings at this time.
 - Report on the Winter Retreat – Kelsey reported about the Retreat. It was a great success.
 - NCAA Update – For over a year we have worked to get our school approved by the NCAA so our students could benefit from scholarships. We are very excited to report we are approved.
 - Summer Building Up keep:
 - Air Conditioner (Elementary & Computer Room) – Done – this was installed and is working very well.
 - Bathroom Revision – The board was provided with the official bid for proposals and this was posted.
 - Resurfacing the parking lot – The board was provided with bids by vendors in our efforts to price check. It was agreed that we would go with the cheapest resurfacing company.
 - Carpets approved last year – We discussed a few vendors for this and again went with the most reasonably priced vendor.
 - New Business
 - Approval of the 2015.16 School Calendar – Kelsey and Laura presented the calendar we worked on. Nampa has not provided their calendar as yet. Since we have so many students that share a home with other Nampa students we try to link up as much as possible. We will approve our calendar and make adjustments if required. Motion to accept by Amanda, seconded by Misty, all approved.
 - Staffing Requests:
 - NEW SPED Teacher – Laura presented her student numbers, with our approval for an increase in student numbers next year we will need a new special education teacher. We would like to open the position and of course the board will approve the hire. This was approved.
 - NEW ENGLISH / SOCIAL STUDIES Teacher – Kelsey presented her student numbers in the English and History classes, with our approval for an increase in numbers in students we will need a to offer more sections of these classes. We would like to open the position and of

Documentation Requirements: As per Idaho Open Meeting law attendance of all board members must be documented. Additionally, motions, resolutions, orders, / or ordinances proposed and their disposition must be documented. The results of all votes and upon the request of a member, the vote of each member, by name must be documented. Minutes of executive sessions may be limited to material of which is not inconsistent with the provisions of section 67-2345 of Idaho Code, but shall contain sufficient detail to convey the general tenor of the meeting for disclosure purposes. In accordance with Idaho Code 67-2340 through 67-2346, a motion may be requested to recess this open meeting and convene into an executive session for the purpose of discussing matters pertaining to negotiations, property and/or personnel. Following discussion, the Board will reconvene into open session to take Board action on matters discussed in the executive session and/or adjourn the meeting. Per Idaho Open Meeting Law, Section 67-2344: Neither a full transcript nor a recording of the meeting is required, except as otherwise provided by law. All minutes shall be available to the public within a reasonable time after the meeting.

Another Choice Virtual Charter School

plus the Board will approve a secondary education teacher with these endorsements if possible. This was approved.

- NEW SECONDARY TEACHER / ACTIVITIES COORDINATOR Teacher – again, with our increase in numbers for our cap we will need to offer more secondary classes. We would like this person to be a ½ time activities coordinator. We had this position with our Charter Start up but were not able to continue that once our grant was over. We would like to have this position again. This was approved.
- For the posting of all the above positions the Motion to approve and post was made by John, seconded by Misty, all approved.
- Summer School – Amendment of the Charter to make it more specific – Every year there is a question from the State Department based on the wording of our Charter. We would like to amend the Charter to clarify this wording in order to not have this questioned. This was approved and agreed upon unanimously to move forward with making the changes to get approved by the Charter Commission.
- Board Member Nomination
 - Kevin McLaren, Financial Expertise – Kevin McLaren has been nominated to fill the roll that Landon had as the financial representative for our board.
 - It was recognized that Mr. McLaren is related to Laura Sandidge by marriage.
 - Motion made to nominate Kevin for a 3-year term was made by Amanda and seconded by John. All approved. Laura will communicate with Kevin to get him oriented to the board when he starts.
- Special, Standing, and Informational Reports
 - Standing Reports – Kelsey and Laura presented an update of general and special education programs as well as overall activities of the school.
 - Financial Report - Ross presented an updated and complete report of the current budget, discussion occurred, and questions were answered satisfactorily.
- BOARD Training: Photo Black & White for the Board
- Meeting Adjourned at 6:00 pm; All approved
 - Upcoming Dates: Spring Break, School Closed on March 23rd – 30th; Teacher Workday March 31st, 2015; April 6th Conference Make Up day no school;
 - Next meetings:
 - Wednesday, April 22nd 2015, ACVS Computer Lab at 4:00
 - May 20, 2015 (Budget Planning Meeting - out of normal sequence)
 - June 24, 2015 (Budget Approval Meeting - out of normal sequence)

Laura Sandidge

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Another Choice Virtual Charter School Board Meeting Notes

4/22/15

- 4:15 Welcome
- In Attendance: John Kelleher; Harold Kropp; Misty Puckett; Amanda Towle Popescu; Laura Sandidge; Kelsey Williams; Ross Jones;
- Board Members Absent: Kevin McLaren
 - Welcome at 4:15
 - Approval of Board Minutes - Motion: Harold, Second John, All Approved
 - Approval of Meeting Agenda - Motion: Misty, Second Harold, All Approved
- Agenda Items:
 - 4:00 – 4:15 Open Forum – The Board encourages public participation and wishes to ensure that Board members and the public have an opportunity to communicate if needed. The Chairman of the Board will use the following rules of order during this time:
 - An individual who would like to speak on an agenda item will make that known at this time.
 - An individual who would like to speak on a non-agenda item will make that known at this time.
 - The Chairman of the Board may choose to schedule the requested items in a future board meeting.

There were no guests at the meeting outside of staff members. Due to the fact that we typically do not have people during this time we have moved this section of our board agenda to just before the board meeting. Our board members are typically there at 4:00, but this allows the ones that need a 4:15 start to have that.

 - Old Business
 - Summer School – An update was given by Laura as to the status of the proposed Amendment of the Charter to make it more specific – at this point we have asked for information on the process from the Commission but have not heard anything as yet.
 - Summer Building Up keep:
 - Bathroom Revision – Review of Proposals – we only had one proposal so we have kept this open for a few more weeks in hopes of getting a few more in. The proposal we did get was very good, we just want to have more options if possible.
 - Resurfacing the parking lot – We have agreed on this last month, we just need to schedule once the bathroom plans are finalized.
 - Carpets approved last year – Again, we have agreed on this last month, we just need to schedule once the bathroom plans are finalized.
 - New Business
 - Technology Stipend – Amendment of the Charter to remove - Ross presented the financials and perspective on offering a stipend for technology, this has been a part of our charter since the beginning. Most virtual schools are not providing this. Twice a year Ross prepares the checks to pay for the stipends after various individuals put hours into verifying if people are approved for the stipends based on the agreement they sign. After hours of determining the stipend and printing the stipend checks approximately 50% of the checks are never picked up. The board discussed the impacts of this decision. A motion was made by John and seconded by Amanda. All approved.
 - Sick Leave / PERSI Policy Review – Ross, Laura, and Kelsey presented a proposal to allow new staff to bring in 90 days of their sick leave from a previous school. As our school has been small we chose to not allow new staff to bring in sick leave. After discussion it was agreed that our school can now allow new staff to bring in up to 90 days of their sick leave from a different district. It was determined that this was the first reading of the policy due to the wording changes in our current policy.

Documentation Requirements: As per Idaho Open Meeting law attendance of all board members must be documented. Additionally, motions, resolutions, orders, or ordinances proposed and their disposition must be documented. The results of all votes and upon the request of a member, the vote of each member, by name must be documented. Minutes of executive sessions may be limited to material of which is not inconsistent with the provisions of section 67-2345 of Idaho Code, but shall contain sufficient detail to convey the general tenor of the meeting for disclosure purposes. In accordance with Idaho Code 67-2340 through 67-2346, a motion may be requested to recess this open meeting and convene into an executive session for the purpose of discussing matters pertaining to negotiations, property and/or personnel. Following discussion, the Board will reconvene into open session to take Board action on matters discussed in the executive session and/or adjourn the meeting. Per Idaho Open Meeting Law, Section 67-2344: Neither a full transcript nor a recording of the meeting is required, except as otherwise provided by law. All minutes shall be available to the public within a reasonable time after the meeting.

Another Choice Virtual Charter School

Staffing Requests:

- NEW SPED Teacher – There are actually two positions that need to be filled for our SPED Department. For the 2013.14 school year our board had approved a position, the teacher was not fully able to come on due to certification issues, so that position was subbed out all year. Additionally, at our last board meeting a SPED position was opened. Laura presented two individuals for the positions, both with extensive experience and excellent referrals.
 - A motion was made by Misty and seconded by Amanda to hire Heidi Friend, All approved.
 - A motion was made by John and seconded by Amanda to hire Denise Vincent, All approved.
- NEW ENGLISH / SOCIAL STUDIES Teacher – Last month the board approved to hire one English position. The hope was to find one English teacher. Kelsey presented two teachers that have excellent endorsements in both English and graphic arts as well ESL.
 - Additional English Teacher Request - There was a discussion on the ability to hire both teachers in order to offer more electives for our students as well as to provide many more English course offering. The board discussed this and approved the additional position.
 - A motion was made by Harold and seconded by Misty to hire Candice Grover, All approved.
 - A motion was made by Misty and seconded by Harold to hire Rachel Rojas, All approved.
- NEW SECONDARY TEACHER / ACTIVITIES COORDINATOR Teacher – This position was approved last month and Kelsey and Laura presented a candidate that has experience with our specific population as well as extensive experience leading activities for students.
 - A motion was made by John and seconded by Misty to hire Jeb Bulmer as a part time activities coordinator and secondary history teacher, All approved.
- All teacher / staff Contracts were put forward to continue, this was approved by unanimous consent.
- Annual rental agreements for the labs were discussed and will continue. Board approved by unanimous consent.
- First Reading of Budget for 2015.16 School Year / Budget Planning – a discussion ensued, the budget was presented by Ross primarily, with Laura and Kelsey providing significant input.
- Special, Standing, and Informational Reports
 - PROM Update – Kelsey gave the board an update on our successful prom.
 - Standing Reports – Kelsey and Laura presented an update of general and special education programs as well as overall activities of the school, questions were answered.
 - Financial Report - Ross presented an updated and complete report of the current budget, discussion was minimal as there was discussion with the first reading of the budget, however questions were answered satisfactorily.
- BOARD Training: Photo Black & White for the Board – discussed again we had tried to schedule this last month but were not able. We will continue trying to find a time.
- Meeting Adjourned
 - Upcoming Dates:
 - Graduation, Board President requested, May 15th John will be out of town on the 15th, therefore Harold agreed to stand in for John.
 - Last day for students: May 20th & school wide BBQ
 - Last day for teachers: May 22nd
 - Next meetings:
 - Wednesday, May 20th 2015 , ACVS Computer Lab at 4:15 (Budget will be reviewed again)
 - June 3, 2015 (Budget Approval Meeting - out of normal sequence)
 - No meeting in July as per board protocol

If you would like to join this meeting virtually please call or ask us to call you to join in a Google Chat.

Laura Sandidge

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Another Choice Virtual Charter School Board Meeting Notes

4/27/16

- 4:15 Welcome
- In Attendance: John Kelleher; Harold Kropp; Misty Puckett; Kevin McLaren; Laura Sandidge; Kelsey Williams; Ross Jones; Amanda Towle Popescu left at the beginning of New Business.
- Board Members Absent: None
 - Welcome at 4:15
 - Approval of Board Minutes – Unanimous Agreement
 - Approval of Meeting Agenda – Unanimous Agreement
- Agenda Items:
 - 4:00 – 4:15 Open Forum – The Board encourages public participation and wishes to ensure that Board members and the public have an opportunity to communicate if needed. The Chairman of the Board will use the following rules of order during this time:
 - An individual who would like to speak on an agenda item will make that known at this time.
 - An individual who would like to speak on a non-agenda item will make that known at this time.
 - The Chairman of the Board may choose to schedule the requested items in a future board meeting.
 - There were no visitors outside of the ones that were listed.
 - Old Business
 - Update on the Extended Locations – Kelsey and Laura provided an update on the locations. We have found a great building in Caldwell, and one in Boise – we shared with the board that upon further thought Kelsey and I would like to hold off on opening a lab in Mountain Home until next year. Ross and Kelsey all discussed the financial agreements that would pertain to the locations, the lease and other caveats.
 - John motioned to approve the proposed rent for the two locations, to officially have three new locations, and to hold on opening in Mountain Home until further notice. Amanda seconded. The votes and approvals for Caldwell 5 voted, 5 approved. The votes and approvals for Boise 4 voted, 4 approved, Kevin abstained from voting and declared his dual relationship with the Boise location.
 - Caldwell, Boise, Mountain Home
 - Caldwell Carpet
 - Caldwell Wall
 - Kelsey and Laura discussed that there would need to be some minimal repairs to the Caldwell location, it was determined by unanimous agreement that we would pay and approve the wall addition that would allow more student privacy but to hold off on installing carpeting at this time.
 - Calendar for 2016.17 school year – next month requesting approval - Kelsey and Laura had wanted to move for approval on the calendar this month, however NSD has not finalized their calendar and we have a lot of kids that connect to that district via family. Therefore, we will wait one more month to see if we could link our spring breaks.
 - New Business
 - Discussion – Budget Planning – Ross shared and Laura and Kelsey provided comment on the current status of our budget planning process. The board was invited to provide input and we talked about general areas of supply and need.
 - Discussion / Request to add one additional SPED Teacher – Laura presented that we had several quality applicants for the SPED position. While that is a nice problem to have it does bear us looking at more in detail. The need in the secondary department continues to grow. Laura proposed that the board allow us to have an additional SPED teacher for the 16.17 school year, allowing us to hire two SPED teachers rather than one this year. Laura also made notice that she will again want a SPED teacher for the 17.18 school year, which would allow for every grade level in the secondary department to have a SPED teacher

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assigned specifically to that grade level. This will really be nice and beneficial to the numbers of our school.

- John motioned to approve an additional position to the SPED department making the way for ACVS to hire two SPED teachers for the 2016.17 school year. Kevin seconded, the motion passed unanimously.
- Update Office Staff
 - Update: Multitasking on the Boise office (already approved)
 - Update: Current Office staff increasing hours and moving to Caldwell
 - Update: Nampa FT staff moving to 2 17 hour staff
 - Laura and Kelsey discussed the plan for office staff during the 2016.17 school year. We will be doing the following plan: We will have the new hire that has been approved for Laura (SPED Admin Assistant full time) to be stationed in Boise Monday through Thursday to cover the front office needs in Boise while we increase our numbers in that location. Martha, who works now in Nampa part time will increase her hours to full time and move to Caldwell Monday through Thursday and then will work in Nampa on Friday. We had one full time office staff member that has quit, so that position of 40 hours will be split in the following ways: hire 2 17 hour staff and move the rest of the hours to Martha which would allow her to be full time.
 - No motion necessary as all positions were approved previously.
- Discussion / Request to add IT Staff
 - Increase Jason's Hours
 - New Hire IT Assistants 2 18 hour staff
 - Kelsey and Laura discussed that our IT staff is quite busy. We would like to increase Jason's hours, and hire up to 2 16 – 18 hour per week assistants to help our IT department.
 - Harold motioned to approve, Misty seconded, and motion passed unanimously.
- Request for wording on the Charter Change:
 - Given a base student enrollment of 504 students In the 2017.18 school year and each school year thereafter there will not be an official cap for any grade level division, however in order to manage growth effectively ACVS will not exceed 35% more in attendance than the previous year per educational region.
 - Our board and staff worked together on the charter wording for our charter revision. The wording was worked on and submitted in the revision.
- Special, Standing, and Informational Reports
 - Update of the Current Year for all programs – Kelsey and Laura shared the current update for all programs with the board.
 - Financial Report – Ross presented the current financial monthly budget. We discussed it and Ross answered a few questions. Harold motioned to accept, Kevin seconded, and all approved.
- BOARD Training: Review Strategic Plan in the Google Folder – any comments please send to Laura
- Meeting Adjourned
 - Next meetings:
 - Wednesday, May 18, 2016, ACVS Computer Lab at 4:00 (public time) 4:15 Meeting Starts: Official Budget Review Meeting
 - Wednesday, June 15, 2016, ACVS Computer Lab at 4:00 (public time) 4:15 Meeting Starts: Official Annual Meeting & Budget Approval
 - July – no board meeting as approved by the Board.

If you would like to join this, or any future board meetings virtually, please call or ask us to call you to join in a Google Chat.

Respectfully Submitted,

Laura Sandidge

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Another Choice Virtual Charter School Board Meeting Minutes

4/19/17

- 4:15 Welcome
 - Welcome
 - In Attendance: John Kelleher; Harold Kropp; Misty Puckett; Kevin McLaren; Laura Sandidge; Ross Jones;
 - Board Members Absent: None
 - Approval of Board Minutes - Motion: Harold, Second Misty, All Approved
 - Approval of Meeting Agenda - Motion: Kevin, Second Misty, All Approved
- Agenda Items:
 - 4:00 – 4:15 Open Forum – The Board encourages public participation and wishes to ensure that Board members and the public have an opportunity to communicate if needed. The Chairman of the Board will use the following rules of order during this time:
 - An individual who would like to speak on an agenda item will make that known at this time.
 - An individual who would like to speak on a non-agenda item will make that known at this time.
 - The Chairman of the Board may choose to schedule the requested items in a future board meeting.
 - There were no guests at the meeting.
 - Old Business
 - Charter Renewal Process – Next Steps
 - Renewal Application & Performance Report Provided to us by 11.15.16 – Done on the day
 - Renewal Application submitted by 12.15.16 – Done on the day
 - Charter Hearing in February 2017 – Completed on 2.7.2017 and approved for 5 year reauthorization with 2 conditions
 - Graduation Rate
 - Finances
 - Next steps – still pending – waiting on new legislation:
 - Performance Framework – meeting to set
 - Updating of the Charter specifically for increase of students
 - Laura updated the board on our framework renewal.
 - New Business
 - Current Financial Report – discussion
 - Ross provided an overview of the current status of the financial situation for ACVS. Things are going well we are hopeful that we are making gains in our fund balance since we have not had a lot of spending. The board reviewed the documents provided. John motioned to accept the financial report and Harold seconded the motion. All approved.
 - Laura confirmed with the board for the positions that were continuing for teacher, Admin, and other staff were put forward to continue, this was approved by common consent; Kevin abstained.
 - Annual rental agreements for the labs were discussed and will continue, this was approved by common consent; Kevin abstained.
 - Update of the Current Year for all programs / Status Update on School
 - Special, Standing, and Informational Reports
 - Laura provided an update of the status of the school.
 - Teacher Pay Scale 2017.2018

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- The board reviewed the changes to the pay scale due to the career ladder. This is not something that will require approval as it is a requirement from the state.
- Staffing for 2017.2018
 - Laura requested the following:
 - A Student Support assistant to help with student behavioral issues in the lab. This could be a part time person that would start in the 2017.18 school year.
 - Laura requested that Nathan Hunter, who has been subbing be able to stay on for the rest of the year to fill the special education slot that was approved last year. This position will be officially opened to be filled this next year as per board approval last year.
 - Kevin motioned to hire Nathan Hunter in a temporary position for the remainder of the year. Misty seconded, all approved.
 - Laura requested that we review the needs for front office staff. They are very busy in front.
 - No other hires are requested at this time as we will be reallocating staff to make sure loads are appropriate.
 - Personnel Discussion – no major discussion at this time.
 - BOARD Training: None at this time
- Meeting Adjourned
 - Upcoming Dates:
 - Graduation – May 12th
 - Next meetings:
 - Wednesday, May 17th, 2017, ACVS Computer Lab at 4:00 (public time) 4:15 Meeting Starts – Budget Review Meeting – 1st Draft
 - Wednesday, June 21st, 2017, ACVS Computer Lab at 4:00 (public time) 4:15 Meeting Starts – Annual Meeting & Budget Approval

If you would like to join this, or any future board meetings virtually, please call or ask us to call you to join in a Google Chat.

Meeting adjourned at 5:35, Respectfully

Laura Sandidge

Documentation Requirements: As per Idaho Open Meeting law attendance of all board members must be documented. Additionally, motions, resolutions, orders, or 2 ordinances proposed and their disposition must be documented. The results of all votes and upon the request of a member, the vote of each member, by name must be documented. Minutes of executive sessions may be limited to material of which is not inconsistent with the provisions of section 67-2345 of Idaho Code, but shall contain sufficient detail to convey the general tenor of the meeting for disclosure purposes. In accordance with Idaho Code 67-2340 through 67-2346, a motion may be requested to recess this open meeting and convene into an executive session for the purpose of discussing matters pertaining to negotiations, property and/or personnel. Following discussion, the Board will reconvene into open session to take Board action on matters discussed in the executive session and/or adjourn the meeting. Per Idaho Open Meeting Law, Section 67-2344: Neither a full transcript nor a recording of the meeting is required, except as otherwise provided by law. All minutes shall be available to the public within a reasonable time after the meeting.



Another Choice Virtual Charter School Board Meeting Notes

6/6/18

- 4:15 Welcome
 - Welcome
 - In Attendance: John Kelleher; Ruth Kropp; Misty Puckett; Kevin McLaren; Laura Shoemaker; Laura Sandidge; Ross Jones;
 - Board Members Absent: None
 - Approval of Board Minutes – By unanimous consent Approved
 - Approval of Meeting Agenda - Motion: – By unanimous consent Approved
- Agenda Items:
 - 4:00 – 4:15 Open Forum – The Board encourages public participation and wishes to ensure that Board members and the public have an opportunity to communicate if needed. The Chairman of the Board will use the following rules of order during this time:
 - An individual who would like to speak on an agenda item will make that known at this time.
 - An individual who would like to speak on a non-agenda item will make that known at this time.
 - The Chairman of the Board may choose to schedule the requested items in a future board meeting.

We had no guests this month.

- Old Business
 - Safety within our labs (Updates) – We went through the most updated safety videos and discussed the plan for 2018.2019 school year.
 - Annual rental agreements for the labs were discussed and will continue, all approved by common consent; Kevin abstained.
 - Vote Required: Accept or Reject 2018.2019 Budget - Ross presented our final budget for the 2018.2019 year. He answered questions and there was discussion. Kevin motioned to accept the budget, Misty seconded. All approved.
 - New Business
 - Current Financial Report (Discussion) - Ross presented and answered questions concerning the budget.
 - Update of the Current Year for all programs / Status Update on School Laura updated the board on the following items.
 - Special, Standing, and Informational Reports
 - Training / Professional Development
 - Graduation Update
 - BOARD Training: Reading provided within the Board Folder & via email from the commission
- Meeting Adjourned
 - Upcoming Dates:
 - Summer Events - Check Website for other activities and important dates
 - Next meetings:
 - Next meetings: always at 4:15 at the Another Choice Virtual Charter School Nampa Lab
 - No Meeting in July per Board procedure;
 - August 15, 2018 first meeting of next year

All Standing Reports should be provided to the Chairman of the Board in written format. Reports need to be submitted to John Kelleher or his designee 2 weeks prior to the scheduled Board Meeting in order for it to be included with the materials for the Board.

If you would like to join this, or any future board meetings virtually, please call or ask us to call you to join in a Google Chat.

Meeting adjourned at 5:15, Respectfully submitted

Laura Sandidge

Documentation Requirements: As per Idaho Open Meeting law attendance of all board members must be documented. Additionally, motions, resolutions, orders, or ordinances proposed and their disposition must be documented. The results of all votes and upon the request of a member, the vote of each member, by name must be documented. Minutes of executive sessions may be limited to material of which is not inconsistent with the provisions of section 67-2345 of Idaho Code, but shall contain sufficient detail to convey the general tenor of the meeting for disclosure purposes. In accordance with Idaho Code 67-2340 through 67-2346, a motion may be requested to recess this open meeting and convene into an executive session for the purpose of discussing matters pertaining to negotiations, property and/or personnel. Following discussion, the Board will reconvene into open session to take Board action on matters discussed in the executive session and/or adjourn the meeting. Per Idaho Open Meeting Law, Section 67-2344: Neither a full transcript nor a recording of the meeting is required, except as otherwise provided by law. All minutes shall be available to the public within a reasonable time after the meeting.



Another Choice Virtual Charter School Board Meeting Notes

3/20/19

- 4:15 Welcome
 - Welcome
 - In Attendance: John Kelleher; Ruth Kropp; Misty Puckett; Kevin McLaren; Laura Shoemaker; Laura Sandidge; Ross Jones;
 - Board Members Absent: None
 - Approval of Board Minutes – By unanimous consent Approved
 - Approval of Meeting Agenda - Motion: – By unanimous consent Approved
- Agenda Items:
 - 4:00 – 4:15 Open Forum – The Board encourages public participation and wishes to ensure that Board members and the public have an opportunity to communicate if needed. The Chairman of the Board will use the following rules of order during this time:
 - An individual who would like to speak on an agenda item will make that known at this time.
 - An individual who would like to speak on a non-agenda item will make that known at this time.
 - The Chairman of the Board may choose to schedule the requested items in a future board meeting.

We had no guests this month.
 - Old Business
 - Laura Updated on - Update School Improvement – CSI UP and CSI Grad
 - Laura Updated on -Update PREVIOUSLY approved positions
 - 2019 – 2020 SPED Teacher – on our web
 - Boise office support for 16 hours –still pending
 - Laura Updated on -Update on Open Replacement positions:
 - Elementary
 - SPED
 - Ross and Laura discussed the new changes that will need to be done.
Discussion also centered on incentives and filling the positions we have open. – Review of New Pay Scale per law
 - New Business
 - Staffing Updates for 2019.2020
 - Laura Updated these as she was able to visit everyone -Position Adjustments:
 - Laura Updated the board on possible class changes, we discussed that we need to push more support and core level classes rather than electives - Classes for the next year
 - Laura put forward to continue teacher / admin / staff contracts and this was approved by the board, Kevin abstained.
 - Ongoing annual rental agreements for our locations were discussed, the board agreed to will continue by common consent, Kevin abstained.
 - Current Financial Report (Discussion) - Ross presented and answered questions concerning the budget.
 - Update of the Current Year for all programs / Status Update on School - Laura updated the board on the following:
 - Special, Standing, and Informational Reports
 - Training / Professional Development
 - BOARD Training: Reading provided within the Board Folder

All Standing Reports should be provided to the Chairman of the Board in written format. Reports need to be submitted to John Kelleher or his designee 2 weeks prior to the scheduled Board Meeting in order for it to be included with the materials for the Board.

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- Meeting Adjourned

- Upcoming Dates:

- Check Website for other activities and important dates including Spring break

- Next meetings:

- Next meetings: 4/17/19; 5/15/19 (Budget Review); 6/12/19 (Annual Meeting);
 - Meetings are always at 4:15 at the Another Choice Virtual Charter School Nampa Lab

Signatures as
Needed from the
Board if
Applicable

If you would like to join this, or any future board meetings virtually, please call or ask us to call you to join in a Google Chat.

Meeting adjourned at 5:30, Respectfully submitted

Laura Sandidge

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Another Choice Virtual Charter School Meeting Minutes

4/15/20

- 4:15 Welcome
 - In Attendance: John Kelleher; Ruth Kropp; Misty Puckett; Kevin McLaren; Laura Shoemaker; Laura Sandidge; Ross Jones;
 - We had no guests this month.
 - Board Members Absent: None
 - Approval of Board Minutes – By unanimous consent Approved
 - Approval of Meeting Agenda - Motion: – By unanimous consent Approved
- Agenda Items:
 - 4:00 – 4:15 Open Forum – The Board encourages public participation and wishes to ensure that Board members and the public have an opportunity to communicate if needed. The Chairman of the Board will use the following rules of order during this time:
 - An individual who would like to speak on an agenda item will make that known at this time.
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 - The Chairman of the Board may choose to schedule the requested items in a future board meeting.
 - Old Business
 - School Improvement Grant; Commission Conditions Report
 - Commission Phone call discussion – the board discussed the conditions being waived and what that will mean going forward. Another issue was discussed via phone call with the Commission, John Kelleher, and Laura Sandidge. The board was made aware of the discussion within the phone call.
 - Our response to Covid-19 – discussion
 - All in attendance agreed that we need to continue to keep the labs closed in order to ensure the safety for all. Discussion of the Motion to continue lab closure for rest of 2019/20 school year including minimizing lab staff for the first summer school session and to reopen the lab for the second summer school session.
 - Motion made by Misty to keep the labs closed through the first session of summer school and to adhere to the State and CDC procedures when we do open. Kevin seconded. All agreed by unanimous consent.
 - Staffing Requests for 2020.2021
 - Elementary – formal request
 - Laura followed up with the request that was discussed last month to officially request a new teacher position in elementary school.
 - Kevin motioned to have the open position and John seconded, all approved.
 - FYI on the Math position that is open currently
 - Laura presented that there have been some applications and a team will do the interviews as we did last year.
 - Follow up on extending a contract to our current long-term substitute
 - Laura followed up with the request made previously to officially offer a contract to the teacher who has been a long-term sub since November. This was to ensure that the teacher was able to move up in the pay scale if possible.
 - Kevin motioned to have the open position and Laura seconded, all approved.
 - New Business

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- Current Financial Report (Discussion) – Ross presented and answered questions concerning the current budget.
 - By unanimous consent Approved
- Update of the Current Year for all programs / Status Update on School
 - Special, Standing, and Informational Reports
 - Training / Professional Development
 - Continuation of staff for 2020.2021 school year with adjustments as discussed.
 - Laura discussed proposed class changes for the 20.21 school year. All teachers / staff were put forward to offer another continuing contract / Letter of Agreement as is for the 20.21 school year. All agreed to approve ongoing contracts. Kevin McLaren chose not to join in the discussion or vote.
 - Motion made by Misty to approve/extend/continue all teaching contracts for current teaching / administrative staff. John seconded, all voting approved.
 - Discussion of the next two meetings and possible adjustment of moving the dates one week forward for both the May and June meetings. All agreed by unanimous consent. The website will need to be updated.
 - BOARD Training: Educational responses to Covid-19 that are updated continually
 - <https://coronavirus.idaho.gov> – &
 - <https://www.idsba.org/helping-you-stay-informed-2/>
- Meeting Adjourned
 - Upcoming Dates:
 - Check Website for other activities and important dates / and or cancellations
 - Next meetings:
 - Next meetings: 5/20/20 – Graduation day this meeting needs to change; 6/17/20.
 - Remember no meeting in July unless requested;
 - Meetings are always at 4:15 ~~at the Another Choice Virtual Charter School Nampa Lab~~ Virtually till further notice

If you would like to join this, or any future board meetings virtually, please call or ask us to call you to join in a Google Chat.

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Staff	Relationship	Hire Date	Additional Information related to Hiring	Position
Hunter, Kimberly A.	Related by blood to another staff, R.H.	8/4/10	ACVS had 2 administrators when staff was hired	Hired as support, still support
Sandiego, Laura A.	Related by blood to another staff, J.S., M.J., R.J.; C.G., by marriage to L.J.	8/4/10	ACVS had 2 administrators when staff was hired	Hired as an Administrator (one of 2 originally), still an administrator
Lenz, Ember C.	Married to D.L.; related by Marriage to S.W.	8/6/10	ACVS had 2 administrators when staff was hired	Hired as a teacher, same position now
Blake, Silvia J.	No relation to any ACVS staff/board	8/13/10	ACVS had 2 administrators when staff was hired	Changed over the years, originally ISEE, then teacher, now support
Hawes, Lisa M.	No relation to any ACVS staff/board	8/13/10	ACVS had 2 administrators when staff was hired	Hired as a teacher, same position now
Christensen, Laurel	No relation to any ACVS staff/board	8/18/10	ACVS had 2 administrators when staff was hired	Hired as a teacher, same position now
Josephson, Ryan Thomas	No relation to any ACVS staff/board	8/18/10	ACVS had 2 administrators when staff was hired	Hired as a teacher, same position now
Sandiego, Jason Michael	Related by blood to another staff, L.S., M.J., R.J.; C.G., by marriage to L.J.	8/18/10	ACVS had 2 administrators when staff was hired	Hired as IT Supervisor from IT Manager for the Alaska Native Corporation, same position now
Warren, Greg Charles	No relation to any ACVS staff/board	8/18/10	ACVS had 2 administrators when staff was hired	Hired as a teacher, same position now
Wolfe, Jamie Ellen	Related by blood to another teacher, M.W.	8/18/10	ACVS had 2 administrators when staff was hired	Hired as a teacher, same position now
Grauberger, Amy L.	Related by blood to another teacher, K.D.	5/18/11	ACVS had 2 administrators when staff was hired	Hired as a teacher, same position now
Jones, Ramona L.	Related to L.S., R.J., C.G. by blood; Related to L.J. by marriage;	7/1/11	ACVS had 2 administrators when staff was hired	Hired as a teacher, same position now
Gibson, Stephen M.	No relation to any ACVS staff/board	8/1/11	ACVS had 2 administrators when staff was hired	Hired as a teacher, same position now
Williams, Lloyd Sidney	Related by blood to another teacher, J.W.	12/26/11	ACVS had 2 administrators when staff was hired	Hired as IT coordinator, same position now
Dicus, Kim A.	Related by blood to another teacher, A.G.	5/16/12	ACVS had 2 administrators when staff was hired	Hired as a teacher, same position now
Williams, Crystal A.	Related by Marriage to E.L. & D.L.; related by blood to N.T.	7/5/12	ACVS had 2 administrators when staff was hired	Hired as SPED support, still SPED and office support
Gallei, Crystal A.	Related to L.S., J.S., R.J., M.J. by blood; Related to L.J. by marriage;	7/12/12	ACVS had 2 administrators when staff was hired	Hired as a teacher, same position now
Carreon-Sanders, Lilliana	No relation to any ACVS staff/board	5/21/13	ACVS had 2 administrators when staff was hired	Hired as Business Manager, due to experience / MBA, same position now
Jones, Ross Lawrence	Related to L.S., J.S., C.G. by blood; Related to L.J. by marriage;	1/6/14	ACVS had 2 administrators when staff was hired	Hired as a teacher, same position now
Jones, Lillian L.	Married to R.J.; Related by Marriage to L.S.; J.S.; M.J.; C.G.	7/29/14	ACVS had 2 administrators when staff was hired	Hired as a teacher, same position now
Linker, Courtney Irene	No relation to any ACVS staff/board	8/13/14	ACVS had 2 administrators when staff was hired	Hired as student support, still student support
Harway-Murphy, Shelly Ann	No relation to any ACVS staff/board	9/16/14	ACVS had 2 administrators when staff was hired	Hired as a teacher, same position now
Tirado, Natasha P.	Related by blood to another staff, S.W.	7/1/15	ACVS had 2 administrators when staff was hired	Hired as a teacher, same position now
Friend, Heidi Ann	No relation to any ACVS staff/board	7/1/15	ACVS had 2 administrators when staff was hired	Hired as a teacher, same position now
Grover, Candice Ann	No relation to any ACVS staff/board	8/1/15	ACVS had 2 administrators when staff was hired	Hired as a teacher, same position now
Lenz, Dennis R.	Married to E.L.; related by Marriage to S.W.	8/10/15	ACVS had 2 administrators when staff was hired	Hired as a teacher, same position now
Vincent, Denise A.	No relation to any ACVS staff/board	6/20/16	ACVS had 2 administrators when staff was hired	Hired as IT support, still IT support
Valero, Victoria	No relation to any ACVS staff/board	8/1/16	ACVS had 2 administrators when staff was hired	Hired as SPED support, still SPED and office support
Carroll, Michelle Lynn	No relation to any ACVS staff/board	8/8/16	ACVS had 2 administrators when staff was hired	Hired as a teacher, same position now
Gaona, Pam	No relation to any ACVS staff/board	8/8/16	ACVS had 2 administrators when staff was hired	Hired as a teacher, same position now
Hurn, Angela J.	No relation to any ACVS staff/board	8/8/16	ACVS had 2 administrators when staff was hired	Hired as a teacher, same position now
Popescu, Amanda	No relation to any ACVS staff/board	8/8/16	ACVS had 2 administrators when staff was hired	Hired as a teacher, same position now
Willis, Vonnle	No relation to any ACVS staff/board	8/8/16	ACVS had 2 administrators when staff was hired	Hired as a teacher, same position now
Lozano, Yessenia	No relation to any ACVS staff/board	8/22/16	ACVS had 2 administrators when staff was hired	Hired as support, still support
Cook, Taryn	No relation to any ACVS staff/board	8/29/16	ACVS had 2 administrators when staff was hired	Hired as office support, now a teacher
Hunter, Nathan	Related by Marriage to L.L.	12/14/16	ACVS had 2 administrators when staff was hired	Hired as a Substitute, now a teacher
Little, Les	Related by Marriage to N.H.	8/7/17	ACVS had 2 administrators when staff was hired	Hired as Student Services support, same position now
Ramirez, Karra	No relation to any ACVS staff/board	8/7/17	ACVS had 2 administrators when staff was hired	Hired as office support, still office support
Dunne, Melody	No relation to any ACVS staff/board	9/25/17	ACVS had 2 administrators when staff was hired	Hired as SLP tech, still an SLP tech
Galvin, Mark	No relation to any ACVS staff/board	11/28/17	ACVS had 2 administrators when staff was hired	Hired as SLP tech, now a teacher
Chavez, Dean	No relation to any ACVS staff/board	6/4/18	Hired when ACVS had only one administrator with board approval	Hired as Student Services support, same position now
Lyman, Lori	No relation to any ACVS staff/board	6/4/18	Hired when ACVS had only one administrator with board approval	Hired as support, now Registrar
Hilton, Taylor	No relation to any ACVS staff/board	8/1/18	Hired when ACVS had only one administrator with board approval	Hired as SLP tech originally, now a teacher
Hunter, Rhet	Related by blood to another staff, K.H.	9/4/18	Hired when ACVS had only one administrator with board approval	Hired as office support, still office support
Miller, Joseph	No relation to any ACVS staff/board	9/15/18	Hired when ACVS had only one administrator with board approval	Hired as a Substitute, now testing coordinator
Wingo, Joan	No relation to any ACVS staff/board	10/1/18	Hired when ACVS had only one administrator with board approval	Hired as office support, still office support
Dorian, Kevin	No relation to any ACVS staff/board	1/10/19	Hired when ACVS had only one administrator with board approval	Hired as office support, still office support
Daniels, Jan	No relation to any ACVS staff/board	4/26/19	Hired when ACVS had only one administrator with board approval	Hired as a teacher, same position now
Murphy, Victoria	No relation to any ACVS staff/board	5/22/19	Hired when ACVS had only one administrator with board approval	Hired as a teacher, same position now
Watts, Amy	No relation to any ACVS staff/board	6/1/19	Hired when ACVS had only one administrator with board approval	Hired as a teacher, same position now
Crosley, Tracey	No relation to any ACVS staff/board	8/22/19	Hired when ACVS had only one administrator with board approval	Hired as a teacher, same position now
Farley, Emily	No relation to any ACVS staff/board	8/22/19	Hired when ACVS had only one administrator with board approval	Hired as a teacher, same position now
Watkins, Jordan	No relation to any ACVS staff/board	8/22/19	Hired when ACVS had only one administrator with board approval	Hired as support, still support
Walters, Laura	No relation to any ACVS staff/board	10/8/19	Hired when ACVS had only one administrator with board approval	Hired as support, still support
Voelkel, Jolene	No relation to any ACVS staff/board	11/15/19	Hired when ACVS had only one administrator with board approval	Hired as a Substitute, now a teacher

Year End Evaluations per policy approved by Board and the Department of Education;
IT staff evaluated by IT supervisor; Office staff evaluated by Office Manager; Evaluations from Administrator if related by blood or marriage has Chairman of the Board review and sign as well.

Board Member Name	OFFICE	TERM	Board Focus	Relation Affiliation
Dr. John Kelleher	Chairman	6.17.13-Current	Education; Past experience as an administrator for Emmett School district; special knowledge of our population due to past life/job experiences	NONE by blood or marriage - Came on the board originally on in 2010
Misty Puckett	Secretary / Treasurer	6.17.11-Current	Parent; Has had 3 children at ACVS; special knowledge of our population due to past life/job experiences; special interest in supporting parents	NONE by blood or marriage
Kevin McLaren	Member	6.1.15-Current	Financial; Expertise in business and finance; special knowledge of our population due to past life/job experiences	By Marriage to current administrator, came on board when 2 administrators were with ACVS, came on the board in March 2015
Laura Shoemaker	Member	6.1.17-Current	Community; Special interest in vocational experiences for students; Community support special knowledge of our population due to job experiences	NONE by blood or marriage
Ruth Kropp	Member	8.1.17-Current	Community/Education; Special interest in development of life skills in individuals with disabilities; special knowledge of our population due to past life/job experiences	NONE by blood or marriage

Another Choice Virtual Charter School

- Update on Grants – Laura discussed the status of the State Grant & Supplemental Grant.
- Discussion of adding on Ramona Jones as a board meeting was discussed. All were positive about the addition. Motion made by Misty to have Ramona Jones join in the board, Kelsey seconded, all approved.
- Discussion on ACVS meetings will be held on the 2nd Wednesday with a start time of 4:15 from September to June. The meeting in August will be on the 3rd from 2:00 – 4:00.
- Discussion of educational partners and how that will be addressed within the school if needed. It was discussed as to whether it would be more fiscally responsible to contract with an existing agency or to hire our own. The discussion began to talk about contracting with Advocates for Inclusion. Since there could be a possible conflict of interest between the Board Chair. The Board Chair recused herself at that time. Ross, Vice Chair led the discussion. It was determined that it would be more fiscally responsible to contract for educational partners if needed rather than having to hire, pay benefits, and train, especially in light of this being the first year of operation. It was decided that if Advocates for Inclusion wanted to submit a proposal to contract they could do so as they would any other school. The Vice Chair would negotiate and monitor that contract rather than the board chair if deemed appropriate. The Vice Chair wanted the notes to state the following, all contracts submitted and accepted from Advocates for Inclusion, regardless of who submitted them, would only be considered if it could clearly be demonstrated that such contracts were the exactly the same as contracts provided to any other school district.
- Meeting adjourned 5:30.

Page 2 of
7/13/2010
Board Notes

Laura Sandidge

Documentation Requirements: As per Idaho Open Meeting law attendance of all board members must be documented. Additionally, motions, resolutions, orders, or ordinances proposed and their disposition must be documented. The results of all votes and upon the request of a member, the vote of each member, by name must be documented. Minutes of executive sessions may be limited to material of which is not inconsistent with the provisions of section 67-2345 of Idaho Code, but shall contain sufficient detail to convey the general tenor of the meeting for disclosure purposes.

Per Idaho Open Meeting Law, Section 67-2344: Neither a full transcript nor a recording of the meeting is required, except as otherwise provided by law. All minutes shall be available to the public within a reasonable time after the meeting.



Another Choice Virtual Charter School Board Meeting Notes

8/16/17

- 3:30 Welcome
 - Welcome
 - In Attendance: John Kelleher; Ruth Kropp; Misty Puckett; Kevin McLaren; Laura Shoemaker; Laura Sandidge; Ross Jones;
 - Board Members Absent: None
 - Approval of Board Minutes – By unanimous consent Approved
 - Approval of Meeting Agenda - Motion: – By unanimous consent Approved
- Agenda Items:
 - 3:15 – 3:30 Open Forum – The Board encourages public participation and wishes to ensure that Board members and the public have an opportunity to communicate if needed. The Chairman of the Board will use the following rules of order during this time:
 - An individual who would like to speak on an agenda item will make that known at this time.
 - An individual who would like to speak on a non-agenda item will make that known at this time.
 - The Chairman of the Board may choose to schedule the requested items in a future board meeting.

We had no guests this month.

- Old Business
 - Update on Staffing for 2017.2018
 - Update on Building Repairs
 - Update on ESY and Summer School

Laura updated the board on the new year's activities and how the summer went. There was a brief discussion.

- New Business
 - Current Financial Report – Ross presented and answered questions concerning the budget.
 - Update Family Engagement Policy 2420 – There was a brief discussion on the updates on this policy as needed. All approved by common consent.
 - Update of the Current Year for all programs / Status Update on School
 - Special, Standing, and Informational Reports
 - Update on Student Numbers
 - Update on New and Returning Student Orientations

Laura updated the board on upcoming activities and the current status of the school. The board had a few questions, but there were no concerns, all were pleased with how the new year was going.

Contract for renewal of educational support as needed per special education needs was discussed. The board discussed the renewal of the ongoing contract for educational support from AFL. Discussions confirmed all is going well and there is sufficient support as needed. The board approved renewal by common consent. Kevin recused himself from the conversation and approval process as he is the signing representative for the agency.

- BOARD Training: None this month

- Meeting Adjourned
 - Upcoming Dates:
 - Start of School August 21, 2017
 - Next meetings:
 - Next meetings: 4:15; September 20, 2017; Another Choice Virtual Charter School Nampa Lab

All Standing Reports should be provided to the Chairman of the Board in written format. Reports need to be submitted to John Kelleher or his designee 2 weeks prior to the scheduled Board Meeting in order for it to be included with the materials for the Board.

Documentation Requirements: As per Idaho Open Meeting law attendance of all board members must be documented. Additionally, motions, resolutions, orders, or ordinances proposed and their disposition must be documented. The results of all votes and upon the request of a member, the vote of each member, by name must be documented. Minutes of executive sessions may be limited to material of which is not inconsistent with the provisions of section 67-2345 of Idaho Code, but shall contain sufficient detail to convey the general tenor of the meeting for disclosure purposes. In accordance with Idaho Code 67-2340 through 67-2346, a motion may be requested to recess this open meeting and convene into an executive session for the purpose of discussing matters pertaining to negotiations, property and/or personnel. Following discussion, the Board will reconvene into open session to take Board action on matters discussed in the executive session and/or adjourn the meeting. Per Idaho Open Meeting Law, Section 67-2344: Neither a full transcript nor a recording of the meeting is required, except as otherwise provided by law. All minutes shall be available to the public within a reasonable time after the meeting.

Another Choice Virtual Charter School

- Next meetings: 4:15; October 18, 2017; Another Choice Virtual Charter School Nampa Lab
- Next meetings: 4:15; November 15, 2017; Another Choice Virtual Charter School Nampa Lab

If you would like to join this, or any future board meetings virtually, please call or ask us to call you to join in a Google Chat.

Meeting adjourned at 5:45, Respectfully submitted

Laura Sandidge

Documentation Requirements: As per Idaho Open Meeting law attendance of all board members must be documented. Additionally, motions, resolutions, orders, or 2 ordinances proposed and their disposition must be documented. The results of all votes and upon the request of a member, the vote of each member, by name must be documented. Minutes of executive sessions may be limited to material of which is not inconsistent with the provisions of section 67-2345 of Idaho Code, but shall contain sufficient detail to convey the general tenor of the meeting for disclosure purposes. In accordance with Idaho Code 67-2340 through 67-2346, a motion may be requested to recess this open meeting and convene into an executive session for the purpose of discussing matters pertaining to negotiations, property and/or personnel. Following discussion, the Board will reconvene into open session to take Board action on matters discussed in the executive session and/or adjourn the meeting. Per Idaho Open Meeting Law, Section 67-2344: Neither a full transcript nor a recording of the meeting is required, except as otherwise provided by law. All minutes shall be available to the public within a reasonable time after the meeting.

January 2, 2009

To Whom It May Concern:

Advocates for Inclusion currently leases 958 Corporate Lane, a building that is ADA compliant and approximately 5,600 square feet. This building is owned by Sherfire Properties. This building does have a sprinkler system. Both parties, Sherfire and Advocates for Inclusion are receptive to having Another Choice Virtual Charter School have their office at this site until another property is secured. It is acknowledged that Another Choice Virtual Charter School will not open until 2010, however they will additionally need some working space in the 2009/10 working year.

Advocates for Inclusion is very receptive to working with the staff of Another Choice Virtual Charter School in order to accommodate their needs for office space and computer space when needed.

Sincerely,

Laura Sandidge

Laura Sandidge, Ph.D.
Administrator

Sincerely,

Jim Shervik

Jim Shervik
Sherfire Properties



Laura Sandidge, Ph.D.
809 W. Riverstone Court
Nampa, Idaho 83686
(208) 467-7524 x 100
(208) 467-7526 Fax
lsandidge@advocates4inclusion.net

Education:

Doctorate of Education, Special Education, 2000, University of Idaho
Master's in Education, Reading, 1996, Boise State University
Bachelors of Arts, Special Education, History, 1987, Boise State University

Honors: Student Incentive Award, 1986
Dean's List, 1986, 1996, 1997, 1998
GPA 3.89
Stillinger Memorial Scholarship, 1998
Stillinger Memorial Scholarship, 1999

Dissertation: Training General Educators Increase Inclusion Of Students
with Disabilities In the General Education Classroom:
Positive Behavioral Supports as a Strategy for Implementation

I attended the University of Alaska from 7/88 to 10/92
I attended Southeastern University, Oklahoma, in 1989

I have been certified in Special Education Administration, Special Education Director, Special Education K
- 12, Early Childhood Special Education, Reading K - 12, and History 6 - 12.

Work Experience:

August 30, 1999 to Present
Advocates for Inclusion
Nampa, Idaho

I am the Administrator and co-owner of an agency that provides services for individuals with disabilities,
both adult and children, and their families in both Department of Health and Welfare Region's III and IV.
The services we provide are Intensive Behavioral Intervention, Developmental Therapy, Service
Coordination, and other therapy based services.

August 30, 2002 to Present
Nampa, Idaho

I am the Chairman of the Board for a nonprofit that provides many services at no charge to families for
individuals. All services must enhance quality of life for the individuals we serve.

September 1996 to Current
Northwest Nazarene University
Nampa, Idaho

Another Choice Virtual Charter School

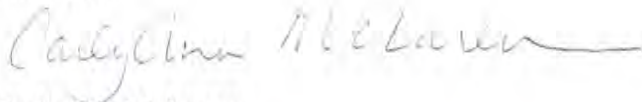
December 15, 2008

To Whom It May Concern:

SMS Enterprises, LLC, currently has plans to build an approximately 7,500 square foot building located on the corner of Roosevelt Ave. and Middleton Ave. in Nampa, ID. The property, approximately four and a half acres, has been purchased and a picture is below. Additionally, we have already purchased and obtained building blueprints as well as building permits for the building.

Our intention, and commitment, is to lease building space to Another Choice Virtual Charter School in order to accommodate their offices, library and computer lab needs. We are aware that the school may not open until 2010. We are very supportive of Another Choice Virtual Charter School and hope to have an ongoing business relationship in the future. If you have any questions please do not hesitate to contact me.

Sincerely,



CarlyAnn McLaren
Co-Owner



Another Choice Virtual Charter School

Wells Investments Real Estate

1655 Fairview Ave Suite #209 - Boise, Idaho 83702 – 208 703-1244

September 15, 2008

To Whom It May Concern:

My name is Ross Jones. I am currently serving as the Realtor of record for Another Choice Virtual Charter School. Currently Another Choice Virtual School has two extremely viable rental/lease opportunities. Therefore, it is highly unlikely that they would need to retain my services for their building needs. However, if my services are needed, I feel very comfortable in being able to locate an office building that would provide the necessary office and computer space needed for Another Choice Virtual Charter School to operate in. At this time, there are many lease opportunities available within the Treasure Valley area.

Sincerely,

A handwritten signature in black ink, appearing to read "Ross Jones", with a stylized, flowing script.

Ross Jones, MBA

Realtor

U.S. Bank Confidential Communication



Requested by: Melinda Rodriguez

This check image contains confidential information. If you print this image, please store it in a secure place to avoid unauthorized usage of this information. Increased security awareness when discarding or destroying this document is recommended.

Item #1	Account No.: [REDACTED]	Check No.: 0	Sequence No.: [REDACTED]
Amount: \$25000.00	Routing No.: 12310372	Date: 04/16/2019	

Front:

Another Choice VIRTUAL SCHOOL
ANOTHER CHOICE VIRTUAL CHARTER SCHOOL, INC.
1014 W. HEMINGWAY BLVD.
NAMPA, IDAHO 83651

usbank 9043

TWENTY FIVE THOUSAND DOLLARS AND "00" CENTS

04/16/19 \$25,000.00**

HOMeward REAL ESTATE, LLC

VOID AFTER 90 DAYS
TWO SIGNATURES REQUIRED

Payee Signature: Laura Sanchez

Check Number: 009043

Back:

[REDACTED] 04-16-2019 MWR >123171955<

[REDACTED]



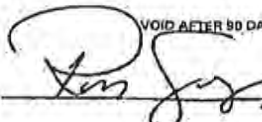
PAID TO THE ORDER OF
ARIZONA WEST BANK
FOR DEPOSIT ONLY
HOMeward REAL ESTATE LLC
270000123744

U.S. Bank Confidential Communication



Requested by: Melinda Rodriguez

This check image contains confidential information. If you print this image, please store it in a secure place to avoid unauthorized usage of this information. Increased security awareness when discarding or destroying this document is recommended.

Item #1	Check No.: 0	Sequence No.: [REDACTED]
Account No.: [REDACTED]	Routing No.: 12317195	Date: 05/22/2019
Amount: \$25000.00		
Front:		
<div>Mountain West Bank 1273 12TH AVE. ROAD NAMPA, IDAHO 83686</div> <div>HOMeward REAL ESTATE, LLC 1480 S. WHITEWATER CT. • NAMPA, ID 83688 (208) 814-0858</div> <div>1303</div> <div>92-7195/1231</div> <div>05/17/19</div> <div>\$25,000.00**</div> <div>VOID AFTER 90 DAYS</div> <div> AUTHORIZED SIGNATURE</div> <div>ANOTHER CHOICE VIRTUAL CHARTER 1014 W. HEMINGWAY BLVD. NAMPA ID 83651</div> <div>1100130311 1231719551 [REDACTED]</div>		
Back:	<div><input type="checkbox"/> ENDORSE HERE</div> <div><input type="checkbox"/> CHECK HERE AFTER FOR DEPOSIT ONLY ANOTHER CHOICE VIRTUAL CHARTER SCHOOL, INC. 10200 156th Nampa, ID 83651</div> <div>DO NOT WRITE BEYOND THIS LINE RECEIVED BY NAMPA, IDAHO 83651</div>	

U.S. Bank Confidential Communication



Requested by: Melinda Rodriguez

This check image contains confidential information. If you print this image, please store it in a secure place to avoid unauthorized usage of this information. Increased security awareness when discarding or destroying this document is recommended.

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Laura Sandidge Ph.D., Administrator
1014 W. Hemingway Blvd.
Nampa, ID 83651
Office Phone: 208-475-4255
Fax: 208-475-4274
lsandidge@anotherchoicecharter.org

Jenn Thompson
Director, Public Charter School Commission
304 North 8th Street, Room 242
P. O. Box 83720
Boise, Idaho 83720

April 28, 2020

Dear Ms. Thompson;

Since Mr. Jones, MBA, has been with ACVS in various roles since the beginning of the school it has been common knowledge that Ross Jones was related to Laura Sandidge. Things over time are just part of the shared knowledge and community of an organization, therefore, we wanted to verify in writing that we are fully aware that Ross Jones, MBA, is a nephew of Laura Sandidge, Ph.D.

Thank you,


John Kelleher (Apr 26, 2020)

John Kelleher, Ph.D.


MISTY PUCKETT (Apr 27, 2020)

Misty Puckett


Ruth Kropp (Apr 27, 2020)

Ruth Kropp


Laura Shoemaker (Apr 27, 2020)

Laura Shoemaker


Kevin McLaren (Apr 27, 2020)

Kevin McLaren

Subject: Issue 4, Point 2 – Tuition Reimbursement

Dear Jenn Thompson,

According to our records, Laura's nieces have not received reimbursement for tuition. In fact, the only relative of Laura that has substantially benefited from this benefit is myself. I took courses at the University of Idaho to fulfill my CTE Teacher certification; and I am now participating in the EDS program at Northwest Nazarene University.

Also, we have always made it available for our entire staff to be reimbursed for their educational pursuits. Throughout our entire history we have not rejected one employee for this benefit. All who made request, received their request. This is because the amount requested in all requests for the year has never exceeded our budget for this benefit in that year. The attached email is an example of what is communicated to our staff in one way or another most years.

Sincerely,

Ross Jones

Business Manager



Ross Jones Jr. <ross@anotherchoicecharter.org>

ACVS credit reimbursement 2020-21

Ross Jones Jr. <ross@anotherchoicecharter.org>

Wed, Apr 22, 2020 at 5:17 PM

To: All Staff <allstaff@anotherchoicecharter.org>

Hello All,

I just wanted to remind you that the deadline for requesting credit and/or tuition reimbursement for next year (July 1, 2020 through June 30, 2021) is April 30, 2020. Making your request prior to this date will make sure that you get some assistance from the amount that ACVS has budgeted for this. We endeavor to fund all requests for approved learning opportunities, and have succeeded for the most part. After funds have been set aside for those that made a request before April 30, 2020, whatever remains in the budget for this will be available to ACVS staff on a first come first serve basis until funds are gone. At this point, funds are still available.

To make a request, let me know which class you are planning on taking, when and where you'll be taking it, along with how much you will need for the class in an email. I will try to let you know what amount has been approved within the first week or two of May.

Thank you everyone. I pray you are all doing well. Take care!

--

Ross Jones, MBA
Business Manager

Another Choice Virtual Charter School
1014 W. Hemingway Blvd.
Nampa, Idaho 83651
Office: (208) 475-4255 Ext. 113
Cell: (208) 914-0658
Ross@AnotherChoiceCharter.org
www.AnotherChoiceCharter.org

PROFESSIONAL DEVELOPMENT

Available Tracks:

Special Education Certificate

English as a New Language Endorsement

Gifted and Talented Endorsement

Online Teaching Endorsement

*tracks not listed must receive PRIOR approval

Teachers are required to select a PD track within the first year of being hired. Teachers of ACVS will be allowed a \$500 stipend per year to participate in Continuing Ed/Credits towards the certification/endorsement of their choice. All Teachers are expected to complete a minimum of 1 CEC/Credit per year towards their track.

Staff Hand book-out dated

	All students need to be removed from their LMS classes and any other curriculums used in the appropriate manner as per the curriculum team, with the exception of the students that will be taking Kim D's summer school class.
	All Grades - SPED Progress Reports due at front office by 12:00 PM
	Q4 grades stored for ACVS Elementary School by 6:00 PM
	S2 grades stored for ACVS Middle and High School by 5:00 PM
	Q4 Report Cards/SPED Progress Reports for Elementary available at front office by 12:00 PM
	Secondary S2 Report Cards Printed by 3:00 PM
	Elementary and Secondary Reports mailed to families.
<p>Summer School 2020 – this is TENTATIVE – If Approved Dates will be June 1, 2020 – June 26, 2020. It is possible we will have a “Summer Semester during the first three weeks of July” this is very tentative.</p>	
	All classes for students need to be ready for all students in LMS or any other system by 7:30 AM
	Summer School teachers confirm that the students in their classes have their class showing in LMS and PS. This will need to be checked each day. No students will be allowed after the 11th.
	Summer School 2020 Ends all students at 11:59 PM
	Teachers need to have their grades finalized by 3:00 PM
	ESY SPED Reports finalized in PS SPED by 3:00 PM
	Summer School Grades stored by 5:00 PM
	Report Cards for Summer School 2020 printed
	Report Cards for Summer School 2020 mailed
	Transcripts available upon request

PROFESSIONAL DEVELOPMENT

Typically, every Friday employees of Another Choice Virtual Charter School will meet face to face for required Data Days with the hope to encourage professional learning. All staff will be required to fully participate in that unless notified differently. During this time professional development will occur in various modes.

Additionally, from time to time individuals may be asked to attend conferences within state and/or out of state to develop their skills in a particular area. This time is not to be considered a benefit; this time is to be considered work time. If an individual is asked to attend a conference and they commit to going the individual must attend all sessions as expected and report back minimally to the administration on what they learned. If for some reason they are not able to attend after they have committed to

it they must inform the administrator immediately. It is typical that the staff member will be expected to present on what they learned to other staff either within a data day session or in another format. This will be discussed with the individual prior to them leaving for the event.

In state or within 75 miles from the school events may require mileage reimbursement and or food reimbursement. If that is the case a form must be completed and submitted for payment. If the event provides food for the participant no food expenses will be reimbursed.

Out of state events or events in state that are over 75 miles away from our school typically will require per diem and/or travel expenses. Those will be paid for through our school. Per Diem for each day that the individual is gone will be paid for as follows:

- Prior to leaving for the event staff will receive a Per Diem Check that will be determined as follows:
 - If the staff leaves prior to 9:00 am – they will receive a full day of Per Diem.
 - If the staff leaves between 12:00 and 11:59 pm they will receive a half-day Per Diem.
 - Per Diem for out of state events is \$50.00 for a full day.
- Upon returning from the event staff may request and receive a reimbursement check that will be determined as follows:
 - Typically travel to and from the local airport will be at the expense and responsibility of the person traveling, the costs for that would be covered via the Per Diem, therefore no reimbursement will be provided.
 - The cost for 1 piece of luggage will be reimbursed if a receipt is provided and submitted to the Business office.
 - The cost for transportation to and from the airport and the hotel/event once you are at the out of state location, if a free shuttle is not provided. Please provide a receipt and submit it to the Business office for reimbursement.
 - If you are taking a car and the hotel charges for parking fees please communicate that to the Business Office, this will be reimbursed if you absolutely need to have a vehicle with you during the conference, however if that is just personal choice it may not. Therefore, this would need to be reviewed individually.
 - All receipts should be provided to the Business office within 10 days of returning.
 - All other expenses are expected to be covered within the established Per Diem.

[illegible]

CHECK#	DATE	VENDOR	ADDRESS	DESCRIPTION	AMOUNT
009398	12/18/19	GUAJARDO, RICARDO	NAMPA, ID 83686	SPED PSYCH SERVICES - 35.5 HOURS	2,840.00
009399	12/18/19	INTERNAL REVENUE SERVICE	.	FICA - 122019	1,043.96
				FICA - 122019	10,081.10
				FICA - EMP. SHARE - 122019	894.90
				PERSI ADJ	0.02
				FICA - 122019	3,310.98
009400	12/18/19	PERSI	BOISE, ID 83720-0078	PERSI - 122019	1,602.04
				PERSI - 122019	15,914.88
				PERSI - 122019	5,301.20
				PERSI - EMP. SHARE - 122019	1,442.68
009401	12/18/19	SELECTHEALTH	.	MEDICAL INS - 122019	7,727.18
				HEALTH INSURANCE - 122019	2,393.27
				MEDICAL INS - 122019	1,975.77
				MEDICAL INS - 122019	18,849.78
009402	12/19/19	GRAUBERGER, HOPE	NAMPA, ID 83686	***VOID***	0.00
009403	12/19/19	HAWES, LISA	NAMPA, ID 83687	***VOID***	0.00
009404	12/19/19	NAMPA SCHOOL DISTRICT	NAMPA, ID 83686	***VOID***	0.00
009405	12/19/19	NORTHWEST NAZARENE UNIVERSITY	NAMPA, ID 83686	***VOID***	0.00
009406	12/19/19	NWEA - NORTHWEST EVAL. ASSOC.	PORTLAND, OR 97209	***VOID***	0.00
009407	12/19/19	POWERSCHOOL GROUP, LLC	SAN FRANCISCO, CA 94139-8408	***VOID***	0.00
009408	12/19/19	RICHARDSON, JANELLE	NAMPA, ID 83651	***VOID***	0.00
009409	12/19/19	WARREN, GREGORY	.	***VOID***	0.00
009410	12/19/19	WILKINS, MELINDA	NAMPA, ID 83686	***VOID***	0.00
009411	12/19/19	GRAUBERGER, HOPE	NAMPA, ID 83686	TUTOR - SCHOOL IMPROVEMENT	712.50
009412	12/19/19	HAWES, LISA	NAMPA, ID 83687	CREDIT REIMBURSEMENT	1,434.00
009413	12/19/19	NAMPA SCHOOL DISTRICT	NAMPA, ID 83686	DUAL ENROLLMENT	1,205.75
009414	12/19/19	NORTHWEST NAZARENE UNIVERSITY	NAMPA, ID 83686	CONCURRENT CREDIT	825.00
009415	12/19/19	NWEA - NORTHWEST EVAL. ASSOC.	PORTLAND, OR 97209	VIRTUAL CONSULTING	500.00
009416	12/19/19	POWERSCHOOL GROUP, LLC	SAN FRANCISCO, CA 94139-8408	POWERSCHOOL UNIVERSITY CONFERENCE	12,000.00
009417	12/19/19	RICHARDSON, JANELLE	NAMPA, ID 83651	TUTOR - SCHOOL IMPROVEMENT	442.50
009418	12/19/19	WARREN, GREGORY	.	PLANETARIUM FIELD TRIP	250.00
009419	12/19/19	WILKINS, MELINDA	NAMPA, ID 83686	PAYROLL ADVANCE	250.00

Another Choice Virtual Charter School (Mo-Yr: 01-2020-01-2020)

CHECK#	DATE	VENDOR	ADDRESS	DESCRIPTION	AMOUNT
001743	01/03/20	IDAHO STORAGE CONNECTION KARCH	NAMPA, ID 83687	STORAGE UNIT	94.00
001744	01/06/20	ACVS MISC. VENDOR		NEAT CO. - SCANNER SERVICE	149.99
001745	01/07/20	CABLE ONE	PHOENIX, AZ 85062-8407	INTERNET EXPENSE	151.29
				INTERNET EXPENSE	218.99
001746	01/07/20	ACVS MISC. VENDOR		GENERATION GENIUS, INC.	795.00
001747	01/13/20	WILLAMETTE DENTAL INS., INC.	HILLSBORO, OR 97124-5611	DENTAL INSURANCE	547.20
				DENTAL INSURANCE	96.90
				DENTAL INSURANCE	425.25
001748	01/16/20	CABLE ONE	PHOENIX, AZ 85062-8407	INTERNET EXPENSE	294.53
001749	01/21/20	VISTAPRINT		OFFICE SUPPLIES	333.90
001750	01/23/20	CABLE ONE	PHOENIX, AZ 85062-8407	INTERNET EXPENSE	901.65
001751	01/27/20	VISTAPRINT		OFFICE SUPPLIES - MARKETING	23.32
001752	01/02/20	AT&T	NAMPA, ID 83687	TELEPHONE EXPENSE	779.01
001753	01/07/20	IDAHO POWER	SEATTLE, WA 98124-1966	ELECTRICITY EXPENSE	332.00
001754	01/07/20	UNITED HERITAGE LIFE INSURANCE	MERIDIAN, ID 83680-7777	LIFE AND VISION INSURANCE	370.33
				LIFE AND VISION INSURANCE	199.18
001755	01/07/20	DELTA DENTAL OF IDAHO	SALT LAKE CITY, UT 84127-1372	DENTAL INSURANCE	607.76
				DENTAL INSURANCE	607.76
				DENTAL INSURANCE	607.77
001756	01/10/20	U.S. BANK	ST. LOUIS, MO 63179-0408	BEST BUY	119.99
				BEST BUY	849.99
				AMAZON.COM	136.70
				AMAZON.COM	1,059.99
				CDI COMPUTERS	1,550.00
				MICROSOFT	132.75
				CDI COMPUTERS - FOREIGN TRN FEE	31.00
001757	01/10/20	U.S. BANK	ST. LOUIS, MO 63179-0408	AMAZON.COM	47.64
				AMAZON.COM	5.29
				AMAZON.COM	60.41
				AMAZON.COM	52.95
				AMAZON.COM	60.39
				AMAZON.COM	41.28
				AMAZON.COM	54.26
				AMAZON.COM	14.83
				FLYING M COFFEE	49.37
				FLYING M COFFEE	38.16
				FLYING M COFFEE	5.13
				LITTLE CAESARS	31.80
				LITTLE CAESARS	47.70
				COSTCO	999.78
				COSTCO	1,229.97
				COSTCO	373.17
				WALMART	252.28
				WALMART	27.50
				WALMART	163.70
				WALMART	39.07
				WALGREENS	6.97
				NCS PEARSON - CURRICULUM	312.36
				ETSY	25.00
				ALBERTSONS	52.99
				ALBERTSONS	600.00
				NCS PEARSON - CURRICULUM	305.00
				DOLLAR TREE	8.48
				ALBERTSONS	27.05
				RIVERSIDE INSIGHTS	950.66
				ADJUSTMENT	0.03
001758	01/13/20	JONES, ROSS L.	NAMPA, ID 83686	TUITION REIMBURSEMENT	3,429.34
001759	01/14/20	JONES, ROSS L.	NAMPA, ID 83686	NNU CLASSES REIMBURSEMENT	114.00
001760	01/15/20	U.S. BANK	ST. LOUIS, MO 63179-0408	BANK ANALYSIS CHARGE	57.70
001761	01/17/20	SELECTHEALTH		BOARD INSURANCE	3,710.10
001762	01/21/20	MIDCENTURY BUILDERS	NAMPA, ID 83651	HEMINGWAY LEASE	6,000.00
001763	01/28/20	INTERMOUNTAIN GAS CO	BISMARCK, ND 58506-5600	GAS EXPENSE	28.83
				GAS EXPENSE	32.53
				GAS EXPENSE	138.77
001764	01/29/20	IDAHO POWER	SEATTLE, WA 98124-1966	ELECTRICITY EXPENSE	83.27
001765	01/30/20	PITNEY BOWES		POSTAGE EXPENSE	440.44
001766	01/14/20	UPWARD, LLC	NAMPA, ID 83686	CUSTODIAL SERVICES	5,600.00
001767	01/22/20	MIDCENTURY BUILDERS	NAMPA, ID 83651	PROPERTY TAXES	11,311.36
009420	01/10/20	WINGO, JOAN		PAYROLL ADVANCE	300.00
009421	01/15/20	ADVOCATES FOR INCLUSION	NAMPA, ID 83651	SPECIAL ED SERVICES	170,980.56
009422	01/15/20	AUTOMATED OFFICE SYSTEMS INC	BOISE, ID 83706	COPIER EXPENSE	46.13
009423	01/15/20	CHOE, EUIJIN	NAMPA, ID 83687	TUTOR HOURS - 39 HOURS	585.00
009424	01/15/20	CROSLEY, TRACEY		TEACHER'S PAYING TEACHERS	52.95
009425	01/15/20	ESCARZAGA, JOSEPHINA	NAMPA, ID 83686	INTERNET STIPEND SPRING 19-20	80.00
009426	01/15/20	FULFER, ERIKA	BOISE, ID 83702	SPED SERVICES	1,704.00
009427	01/15/20	GAONA, PAMELA	NAMPA, ID 83686	KITCHEN SKILLS CLUB	44.31
				KITCHEN SKILLS CLUB	20.00
009428	01/15/20	GRAUBERGER, HOPE	NAMPA, ID 83686	TUTOR - 10 HOURS	150.00
009429	01/15/20	HERFF JONES INC.	CHICAGO, IL 60693-9292	DIPLOMA	13.20
009430	01/15/20	MARLIN CAPITAL SOLUTIONS	PHILADELPHIA, PA 19101-3604	COPIER LEASE EXPENSE	2,486.78
009431	01/15/20	ORTIZ, SARA	NAMPA, ID 83651	INTERNET STIPEND SPRING 19-20	80.00
009432	01/15/20	PURCHASE POWER	PITTSBURGH, PA 15250-7874	POSTAGE MACHINE	201.42
009433	01/15/20	PROXIMITY TELEHEALTH, LLC	BOISE, ID 83716	THERAPY SERVICES	1,976.34
009434	01/15/20	RICHARDSON, JANELLE	NAMPA, ID 83651	TUTOR - 1 HOUR	15.00
009435	01/15/20	SANDIDGE, THAD	NAMPA, ID 83686	TUTOR - 3.5 HOURS	52.50
009436	01/15/20	WESTERN RECORDS DESTRUCTION	BOISE, ID 83709	RECORD DESTRUCTION	35.00
009437	01/15/20	TINYEYE THERAPY SERVICES	SASKATOON, SK S7N 3R3	SPEECH THERAY SERVICES - DEC 2019	3,632.25
009438	01/22/20	GUAJARDO, RICARDO	NAMPA, ID 83686	PSYCH SPED SERVICES	920.00
009448	01/21/20	INTERNAL REVENUE SERVICE		FICA - 012020	3,310.97
				FICA - EMP. SHARE - 012020	894.88
				FICA - 012020	1,043.95
				FICA - 012020	10,081.03

Another Choice Virtual Charter School

(Mo-Yr: 01-2020-01-2020)

CHECK#	DATE	VENDOR	ADDRESS	DESCRIPTION	AMOUNT
009449	01/21/20	PERSI	BOISE, ID 83720-0078	PERSI - 012020	5,301.20
				PERSI - EMP. SHARE - 012020	1,442.68
				PERSI - 012020	16,228.40
				PERSI - 012020	1,602.04
				PERSI ADJ	2,176.04CR
009450	01/21/20	SELECTHEALTH		MEDICAL INS - 012020	1,975.77
				MEDICAL INS - 012020	7,727.18
				HEALTH INSURANCE - 012020	2,393.27
				MEDICAL INS - 012020	18,849.78

Another Choice Virtual Charter School

(Mo-Yr: 02-2020-02-2020)

CHECK#	DATE	VENDOR	ADDRESS	DESCRIPTION	AMOUNT
001768	02/03/20	IDAHO STORAGE CONNECTION KARCH	NAMPA, ID 83687	STORAGE UNIT	94.00
001769	02/07/20	CABLE ONE	PHOENIX, AZ 85062-8407	INTERNET EXPENSE	151.29
				INTERNET EXPENSE	218.99
001770	02/11/20	WILLAMETTE DENTAL INS., INC.	HILLSBORO, OR 97124-5611	DENTAL INSURANCE	547.20
				DENTAL INSURANCE	196.90
				DENTAL INSURANCE	946.15
001771	02/13/20	CITY OF NAMPA	NAMPA, ID 83651-3921	UTILITIES EXPENSE	2,427.48
001772	02/18/20	CABLE ONE	PHOENIX, AZ 85062-8407	INTERNET EXPENSE	294.53
001773	02/04/20	CABLE ONE	PHOENIX, AZ 85062-8407	INTERNET EXPENSE	901.65
001774	02/04/20	DELTA DENTAL OF IDAHO	SALT LAKE CITY, UT 84127-1372	DENTAL INSURANCE	641.87
				DENTAL INSURANCE	641.87
				DENTAL INSURANCE	641.89
001775	02/04/20	AT&T	NAMPA, ID 83687	TELEPHONE EXPENSE	679.41
001776	02/05/20	UNITED HERITAGE LIFE INSURANCE	MERIDIAN, ID 83680-7777	LIFE AND VISION INSURANCE	653.07
001777	02/05/20	UPWARD, LLC	NAMPA, ID 83686	CUSTODIAL SERVICES	2,240.00
001778	02/06/20	IDAHO POWER	SEATTLE, WA 98124-1966	ELECTRICITY EXPENSE	323.52
001779	02/14/20	U.S. BANK	ST. LOUIS, MO 63179-0408	BANK ANALYSIS CHARGE	59.22
001780	02/18/20	SELECTHEALTH		BOARD INSURANCE	1,767.50
001781	02/20/20	MIDCENTURY BUILDERS	NAMPA, ID 83651	HEMINGWAY LEASE	6,000.00
001782	02/21/20	UPWARD, LLC	NAMPA, ID 83686	CUSTODIAL SERVICES	3,200.00
001783	02/25/20	INTERMOUNTAIN GAS CO	BISMARCK, ND 58506-5600	GAS EXPENSE	24.60
				GAS EXPENSE	30.41
				GAS EXPENSE	113.98
001784	02/28/20	IDAHO POWER	SEATTLE, WA 98124-1966	ELECTRICITY EXPENSE	95.48
001785	02/05/20	WILLIAMS, SIDNEY		MILEAGE REIMBURSEMENT	361.01
009451	02/14/20	HURN, ANGELA	MERIDIAN, ID 83642	TEACHER TECH REIMBURSEMENT	500.00
009452	02/14/20	WINGO, JOAN		PAYROLL ADVANCE	300.00
009453	02/14/20	3P LEARNING INC	PITTSBURGH, PA 15251-9751	MATHSEEDS SUBSCRIPTION	49.60
009454	02/14/20	2M DATA SYSTEMS	OREM, UT 84057	FINANCIAL SOFTWARE	545.00
009455	02/14/20	ADVOCATES FOR INCLUSION	NAMPA, ID 83651	SPED SERVICES	119,800.67
009456	02/14/20	AUTOMATED OFFICE SYSTEMS INC	BOISE, ID 83706	COPIER EXPENSE	38.59
				COPIER EXPENSE	17.91
009457	02/14/20	JEPSEN, MARGARET	NAMPA, ID 83651	TUTOR - FEBRUARY	157.50
009458	02/14/20	CRANE ALARM SERVICE	NAMPA, ID 83653	ALARM SYSTEM SERVICE	95.00
				ALARM SYSTEM SERVICE	95.00
009459	02/14/20	CUEVAS, GUADALUPE	CALDWELL, ID 83607	INTERNET REIMB. 2019-20 2ND SEM	80.00
009460	02/14/20	CURRICULUM ASSOCIATES	N. BILLIERICA, MA 01862-0901	** VOID **	0.00
009461	02/14/20	FULFER, ERIKA	BOISE, ID 83702	SPED SERVICES	1,065.00
009462	02/14/20	GRAUBERGER, HOPE	NAMPA, ID 83686	TUTOR - JANUARY - 22 HOURS	330.00
				TUTOR - FEBRUARY - 16.5 HOURS	247.50
009463	02/14/20	GROVER, CANDICE		STUDENT COUNCIL	134.98
009464	02/14/20	HERMAN, ANNA	NAMPA, ID 83686	TUTOR - FEBRUARY	150.00
009465	02/14/20	INTERMOUNTAIN GAS CO	BISMARCK, ND 58506-5600	CALDWELL LAB GAS EXPENSE	165.55
009466	02/14/20	IXL LEARNING	SAN MATEO, CA 94404	CURRICULUM SITE LICENSE	6,200.00
009467	02/14/20	JOSEPHSON, RYAN		SCREENCAST-O-MATIC	15.00
009468	02/14/20	LITTLE, LES		MILEAGE REIMBURSEMENT - 205 MILES	110.70
009469	02/14/20	MARLIN CAPITAL SOLUTIONS	PHILADELPHIA, PA 19101-3604	COPIER EXPENSE	3,037.65
009470	02/14/20	MORENO, JOSE ANGEL	NAMPA, ID 83686	TRANSLATION CONTRACTOR - 4 HOURS	100.00
009471	02/14/20	PEARSON EDUCATION, INC.	ATLANTA, GA 30384-9496	CURRICULUM	2,113.64
009472	02/14/20	PURCHASE POWER	PITTSBURGH, PA 15250-7874	POSTAGE ACCOUNT	440.44
009473	02/14/20	POPESCU, AMANDA		TEACHER TECH REIMBURSEMENT	500.00
009474	02/14/20	PROXIMITY TELEHEALTH, LLC	BOISE, ID 83716	THERAPY SERVICES	2,549.15
009475	02/14/20	RICHARDSON, JANELLE	NAMPA, ID 83651	TUTOR - FEBRUARY - 16 HOURS	240.00
				TUTOR - JANUARY - 27.5 HOURS	412.50
009476	02/14/20	ROCKY MOUNTAIN ROLL	MERIDIAN, ID 83642	PROM DJ	486.01
009477	02/14/20	STEPHEN'S ELECTRIC	NAMPA, ID 83651	WIRING / INSTALLING CAMERAS	650.00
009478	02/14/20	TINYEYE THERAPY SERVICES	SASKATOON, SK S7N 3R3	SPEECH THERAPY SERVICES	6,222.75
009479	02/14/20	TONN, JULIE		TUTOR - JANUARY - 37 HOURS	555.00
				TUTOR - FEBRUARY - 14.5 HOURS	217.50
009480	02/14/20	TORRES, MARIA	NAMPA, ID 83651	INTERNET REIMB. 2019-20 2ND SEM	100.00
009481	02/14/20	WICKSTROM PLUMBING CO.	NAMPA, ID 83687	TOILET REPAIR	505.06
				TOILET REPAIR	263.51
009482	02/21/20	HOMEGUARD ENVIRONMENTAL LLC	NAMPA, ID 83687	CALDWELL LAB CLEANUP	551.95
009492	02/21/20	INTERNAL REVENUE SERVICE		FICA - EMP. SHARE - 022020	894.90
				FICA - 022020	1,043.95
				FICA - 022020	10,457.42
				FICA - 022020	3,134.29
009493	02/21/20	PERSI	BOISE, ID 83720-0078	PERSI - EMP. SHARE - 022020	1,442.68
				PERSI - 022020	5,301.20
				PERSI - 022020	16,987.57
				PERSI - 022020	1,602.04
				PERSI ADJUSTMENT	2,243.26CR
009494	02/21/20	SELECTHEALTH		MEDICAL INS - 022020	19,936.58
				MEDICAL INS - 022020	7,727.18
				HEALTH INSURANCE - 022020	2,393.27
				MEDICAL INS - 022020	1,975.77



District To Agency Contract 2017-2020

Another Choice Virtual Charter School District No. 476
Contract for Special Services for Student(s)
AGENCY: Advocates for Inclusion, Inc.

WHEREAS, pursuant to the Individuals with Disabilities Education Act (IDEA), local school districts are responsible for providing a Free Appropriate Public Education (FAPE) to children who are eligible for special education and related services, and

WHEREAS, Idaho Code § 33-2004 sets forth provisions whereby school districts may provide FAPE to special education students through a contract with an Private Entity approved by the State Department of Education,

THEREFORE THIS AGREEMENT, made this 7th day of August, 2017 by and between Another Choice Virtual Charter School District No 476, hereinafter referred to as the DISTRICT and Advocates for Inclusion a contractor of Behavioral Intervention services, whose address is 958 W Corporate Ln; Nampa, ID 83651, hereinafter referred to the AGENCY.

WHEREAS, the DISTRICT must provide appropriate Behavioral Intervention to the students, the DISTRICT and,

WHEREAS, the AGENCY agrees to provide special education services / Medicaid reimbursable services in accordance with the following State and Federal laws and regulations: Idaho Code; Idaho State Board of Education Regulations pertaining to special education; the Individuals with Disabilities Education Act; Part 34 of the Code of Federal Regulations, Sections 300.300-300.349 and 300.400-300.576; Section 504 of the Rehabilitation Act, Part 104 of the Code of Federal Regulations, and the Family Educational Rights and Privacy Act. These regulations include, but are not limited to, provisions relating to:

- | | |
|--|---|
| a. FAPE | f. Procedural safeguards |
| b. Least Restrictive Environment (LRE) | g. Protection in evaluation procedures |
| c. Personnel that meet appropriate standards | h. Confidentiality of information |
| d. Individualized education program (IEP) | i. Nondiscrimination on the basis of handicap |
| e. Parent participation | |

WHEREAS, the AGENCY is fully knowledgeable and has such licenses and certifications as is necessary to act as Behavioral Intervention Therapist and Paraprofessionals; and

WHEREAS, the AGENCY desires to contract for the DISTRICT in providing Behavioral Intervention (BI) services to their students,

NOW THEREFORE, it is agreed as follows:

- I. Term and Duration: This Agreement shall commence on the 21st day of August, 2017, and shall go through the 29th day of June, 2020. Either party may cancel this CONTRACT with or without cause on a thirty (30) days written notice to the other party. Said notice shall be delivered to each party at the address listed at the heading of this CONTRACT or at such other address as may be designated by the party receiving the notice from time to time. In the absence of the notice to cancel this contract, it shall remain in full force.



District To Agency Contract 2017-2020

- II. Scope of Work: The work that could be performed by the AGENCY includes all services generally performed by the AGENCY on his and her usual line of work, including but not limited to the following:
- Provide behavioral intervention services including consultation, direct treatment, data collection, and record keeping for students on an IEP receiving behavioral intervention.
 - Communication with staff, parents, and other professionals as appropriate regarding the status of students served. Written reports will be completed within one week following the evaluation.
 - An accurate record of all student contact time and daily attendance will be recorded on Medicaid forms and billing sheet, as appropriate and regardless of case management option. Completed reports will be submitted to the District on the 10th Day of each month.
 - Insure that services are safe and within the bounds of current research and accepted practice.
 - Comply with all Federal, State and local regulations concerning IDEA and maintenance of confidentiality.
 - The Agency agrees to provide services as set forth in our proposal to your district.
 - ☐ The District has requested case management for students.
The Agency will provide ongoing progress reports that the Agency uses to monitor each student's progress toward IEP goals and objectives, as well as the plans required to bill for services rendered.
 - ☒ The District has NOT requested case management for students.
 - ☐ The District has requested case management for a select student.
- III. AGENCY'S Responsibilities
- Provide the DISTRICT, on a monthly basis, a billing statement outlining the services rendered and the amount due the AGENCY.
 - Maintain a log which documents the date, the duration, the student and the type of service rendered. A copy of said log shall be turned in with the billing statement.
 - Provide the participant billing sheets and the Medicaid Service Detail Report showing the itemization of charges with each invoice.
 - Any therapist providing service will maintain current licensure and certification with the State of Idaho.
 - AGENCY to maintain current malpractice insurance policy.
 - Comply with all applicable provisions of Federal and State law relating to the practice of behavioral intervention.
 - Comply with the DISTRICT'S policy and procedures regarding the delivery of services to students and disabilities.
 - Verification that the Agency personnel responsible for providing special education and related services meet the highest entry level state standards for the appropriate occupation category included, regardless of case management option.
- IV. Independent Contractor: This Agreement does not constitute a hiring of the AGENCY by the DISTRICT. It is the parties' intention that so far as shall be in conformity with the law the AGENCY shall be an independent contractor and not the DISTRICT'S employee. In conformity therewith the AGENCY shall retain sole and absolute discretion and judgment in the manner and means of providing consulting services to the DISTRICT. The AGENCY is under the control of the DISTRICT as to the result of the AGENCY'S work only and not as to the means by which such results are accomplished. This Agreement shall not be construed as a partnership and the DISTRICT shall not be liable for any obligation incurred by the AGENCY. All services rendered by the AGENCY shall be rendered in a competent, efficient and satisfactory manner and in strict accordance with the currently approved practices in the AGENCY'S professional specialty.
- V. AGENCY'S Staff: The DISTRICT acknowledges that the AGENCY has expended and will expend significant effort, time and resources to recruit, hire or engage, and train its therapist.



District To Agency Contract 2017-2020

In consideration of the foregoing, the DISTRICT agrees that it will not solicit employment or engagement as an independent contractor any person employed by the AGENCY as a therapist and/or assistant at any time during the term of the Agreement.

- VI. Taxes and other Governmental Expenses: The AGENCY shall be responsible for and shall timely pay all Federal, State, and local taxes and fees including, but not limited to, social security payments, Federal and State withholding taxes and unemployment taxes.
- VII. Billing: The DISTRICT shall pay the AGENCY, upon the conditions hereinafter set forth, for all services rendered by the AGENCY, except as herein above provided, within sixty (60) days following the date on which the AGENCY'S invoices have been received by the DISTRICT together with the applicable documentation. The DISTRICT will not pay late fees assessed by the AGENCY.
 - a. The AGENCY shall be paid as follows and according to services rendered in conjunction with an IEP schedule:
 - i) Behavioral Intervention \$40.84 per hour; billable at \$10.21 per 15 minute increments;
 - ii) Behavioral Intervention paraprofessional \$18.04 per hour; billable at \$4.51 per 15 minute increments;
 - iii) Behavioral Intervention-group \$49.24 per hour; billable at \$12.31 per 15 minute increments;
 - iv) Services render must follow an IEP schedule. Services rendered above and beyond an IEP require written authorization from the District.
 - v) If required state mandated readjustments to costs/rates through the term of this contract will be adjusted as necessary.
- VIII. Controlling Law and Attorney Fees: This Agreement shall be governed by the laws of the State of Idaho. If either party defaults in any manner or fails to fulfill any and/or all provisions of this Agreement, and if the non-defaulting party hires an attorney to exercise its rights upon such default or failure, or if the parties are involved in any litigation (including any proceedings in bankruptcy), the prevailing party shall be entitled to recover reasonable attorney fees and costs from the other party. This paragraph shall be enforced by the parties notwithstanding any rescission, forfeiture or other termination of this Agreement.
- IX. Notice: Any notice required to be provided to any party to this Agreement shall be in writing and shall be considered effective as the date of deposit with the United States Postal Service by certified or registered mail, postage prepaid. Each party hereto agree to notify its employees, agents or subsidiaries of any notice given under this Agreement which materially affects the duties of one of the parties to this Agreement. Any changes in the address (noted below) for notice shall be provided to the other party to the Agreement within five (5) days of such change.
 - a. AGENCY: Advocates for Inclusion
958 W Corporate Lane
Nampa, ID. 83651
 - b. DISTRICT: Another Choice Virtual Charter School No. 476
1014 W Hemingway Blvd.
Nampa, ID. 83651
- X. Civil rights: The AGENCY agrees to comply with the Title VI of Civil Right Act of 1964 and all requirements imposed by or pursuant to the regulation of the Department of Health, Education and Welfare (45 C.F. R. Part 80) issued pursuant to the Title, to the end that, no person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied of benefits of or be otherwise subjected to discrimination under any program or activity for which Federal funds are used in support of the AGENCY'S activities. The AGENCY agrees to comply with the objectives of the American with Disabilities Act. The AGENCY agrees that recruiting, hiring and other employment procedures are free of discrimination based on disability. The AGENCY is an equal opportunity employer.
- XI. Miscellaneous



District To Agency Contract 2017-2020

- a. This Agreement may not be assigned by either party to this Agreement without the express written consent of the other party or parties,
- b. Each party to the Agreement acknowledges that no representations, inducements, promises or Agreements, orally or otherwise, have been made by any party or anyone acting on behalf of any party, which are not embodied herein, and that no other Agreement, statement or promise not contained in the Agreement shall be valid or binding.
- c. Any modification of this Agreement will be effective only if it is in writing and signed by all parties to this Agreement.

IN WITNESS WHEREOF, the parties hereto have caused this instrument to be executed in their names by their proper officials pursuant to approval of their respective boards.

For the DISTRICT:


Chairman of the Board Signature

John Kelleher

Printed Name

8/16/17

Date

For the AGENCY:


Agency Representative Signature

Kevin McLaren

Printed Name

8/16/17

Date

COMMERCIAL LEASE

THIS LEASE AGREEMENT made this eighteenth day of July, 2012, between Laura Sandidge, ("Owner"), and Another Choice Virtual Charter School ("Tenant").

LEASE OF PREMISES

The Owner hereby leases to the Tenant and the Tenant hereby rents from the Owner, subject to the terms and provisions of this Lease, including the General Provisions hereafter set forth and the Exhibits hereafter identified and attached hereto, those certain premises (hereafter "Premises") shown and described on "Exhibit A" attached hereto and made a part hereof, which Premises are located in that certain building described in Section 1 of the Basic Lease Provisions below. As used in this Lease, reference to the "Building" shall mean the whole of the building structure, parking areas, landscaping and the improvements, together with the underlying land.

BASIC LEASE PROVISIONS

1. Building Name: Hemingway Professional Building
2. Premises Address: 1014 W. Hemingway, Nampa, ID 83651
3. Use of Premises: Virtual charter school and student computer lab.
4. Building Rentable Area: 5,900 square feet.
5. Rentable Area of Premises: 5,900 square feet.
6. Premises Percentage: 100%
7. Initial Term: One hundred twenty (120) Months.
8. Rent Commencement Date: Tenant shall commence paying Base Rent in no event later than August 1, 2012.
9. Option(s) to Renew: As described on Exhibit D
10. Annual Base Rent: \$64,900 (\$11.00 per square foot for 5,900 square feet).
11. Monthly Rent Installments: \$5,408.33
12. Rent Adjustment: Rent increase per the following: 2nd year to \$11.50 p/square foot; 3rd year to \$12.00 p/square foot; 4th year to \$13.00 p/square foot; 5th year to \$14.00 p/square foot; 6th year to \$14.50 p/square foot; 7th year to \$15.00 p/square foot; 8th year to \$15.50 p/square foot; 9th year to \$16.00 per square foot; 10th year to \$16.50 p/square foot.
13. Security Deposit: No security deposit to be required.
Estimated property and building charges and the first months' all due upon issuance of applicable building permits.
14. Tenant's Address for Delivery of Notices:
Attn: Kim Hunter
1014 W Hemingway
Nampa, ID 83686

Another Choice Virtual Charter School

COMMERCIAL LEASE AGREEMENT

This Commercial Lease Agreement (Lease) is entered into on this 13th day of June, 2019, by and between SMS Enterprises (Landlord) and Another Choice Virtual Charter School (Tenant). Landlord is the owner of land and improvements whose address is: 958 W Corporate Lane, Nampa ID. 83651. Landlord makes available for lease a portion of the Building designated as Suites 101 and 102 (Leased Premises).

Landlord desires to lease the Leased Premises to Tenant, and Tenant desires to lease the Leased Premises from Landlord for the term, at the rental and upon the provisions set forth herein.

THEREFORE, in consideration of the mutual promises contained herein, and for other good and valuable consideration, it is agreed:

Term.

The Renewal Term of the Lease shall begin on the 1st day of July, 2019, and end on the 30th day of June, 2020. Landlord shall use its best efforts to put Tenant in possession of the Leased Premises on the beginning of the Lease term. If Landlord is unable to timely provide the Leased Premises, rent shall abate for the period of delay. Tenant shall make no other claim against Landlord for any such delay.

Tenant may renew the Lease for one extended term of one year. Tenant shall exercise such renewal option, if at all, by providing written notice to Landlord not less than ninety (90) days prior to the expiration of the Initial Term. The renewal term shall be at the rental set forth below and otherwise upon the same covenants, conditions and provisions as contained in this Lease.

Rent.

Tenant shall pay to Landlord during the Initial Term rent of Twenty-One Thousand Six Hundred and Twenty-four Dollars (\$21,624.00) per year, payable in installments of One Thousand Eight Hundred Two Dollars (\$1,802.00) per month. Each installment payment shall be due in advance on the first day of each calendar month during the lease term to Landlord at the following address:

The rental payment amount for any partial calendar months included in the lease term shall be prorated on a daily basis.

Tenant shall also pay to Landlord a "Security Deposit" in the amount of zero Dollars (\$0.00).

Sublease and Assignment.

Tenant shall have the right with Landlord's consent, to assign this Lease to a business with which Tenant may merge or consolidate, to any subsidiary of Tenant, to any corporation under common control with Tenant, or to a purchaser of substantially all of Tenant's assets.

Except as set forth above, Tenant shall not sublease all or any part of the Leased Premises, or assign this Lease in whole or in part without Landlord's consent, such consent not to be unreasonably withheld or delayed.

Repairs.

During the Lease term, Tenant shall make, at Tenant's expense, all necessary repairs to the Leased Premises. Repairs shall include such items as routine repairs of floors, walls, ceilings, and other parts of the Leased Premises damaged or worn through normal occupancy, except for major mechanical systems or the roof, subject to the obligations of the parties otherwise set forth in this Lease.

Alterations and Improvements.

Tenant, at Tenant's expense, shall have the right, upon obtaining Landlord's consent, to remodel, redecorate, and make additions, improvements and replacements of and to all or any part of the Leased Premises from time to time as Tenant may deem desirable, provided the same are made in a workmanlike manner and utilizing good quality materials. Tenant shall have the right to place and install personal property, trade fixtures, equipment and other temporary installations in and upon the Leased Premises, and fasten the same to the premises. All personal property, equipment, machinery, trade fixtures and temporary installations, whether acquired by Tenant at the commencement of the Lease term or placed or installed on the Leased Premises by Tenant thereafter, shall remain Tenant's property free and clear of any claim by Landlord. Tenant shall have the right to remove the same at any time during the term of this Lease provided that Tenant shall repair, at Tenant's expense, all damage to the Leased Premises caused by such removal.

Property Taxes.

Landlord shall pay, prior to delinquency, all general real estate taxes and installments of special assessments coming due during the Lease term on the Leased Premises. All personal property taxes with respect to Tenant's personal property, if any, on the Leased Premises shall be the responsibility of the Tenant. Landlord shall be responsible for paying all personal property taxes with respect to Landlord's personal property at the Leased Premises.

Insurance.

If the Leased Premises or any other part of the Building is damaged by fire or other casualty resulting from any act of negligence by Tenant or by any of Tenant's agents, employees or invitees, rent shall not be diminished or abated while such damages are under repair, and Tenant shall be responsible for the costs of repair not covered by insurance.

Landlord shall maintain fire and extended coverage insurance on the Building and the Leased Premises in such amount as Landlord shall deem appropriate. Tenant shall be responsible, at its expense, for fire and extended coverage insurance on all of its personal property, including removable trade fixtures, located in the Leased Premises.

Tenant and Landlord shall, each at its own expense, maintain a policy or policies of comprehensive general liability insurance with respect to the particular activities of each in the Building with the premiums thereon fully paid on or before due date. Such insurance policy shall be issued by and binding upon an insurance company approved by Landlord, and shall afford minimum protection of not less than \$1,000,000 combined single limit coverage of bodily injury, property damage or combination thereof. Tenant shall provide Landlord with current Certificates of Insurance evidencing Tenant's compliance with this Paragraph.

Utilities.

Tenant shall pay all charges for water, sewer, gas, electricity and other services and utilities used by Tenant on the Leased Premises during the term of this Lease unless otherwise expressly agreed in writing by Landlord.

Tenant shall pay all charges for telephone services.

Tenant shall pay such all such utility charges prior to the due date. Tenant acknowledges that the Leased Premises are designed to provide standard office use electrical facilities and standard office lighting. Tenant shall not use any equipment or devices that utilizes excessive electrical energy or which may, in Landlord's reasonable opinion, over load the wiring or interfere with electrical services to other tenants.

Signs.

Following Landlord's consent, Tenant shall have the right to place on the Leased Premises, at locations selected by Tenant, any signs which are permitted by applicable zoning ordinances and private restrictions. Landlord may refuse consent to any proposed signage that is in Landlord's opinion too large, deceptive, unattractive or otherwise inconsistent with or inappropriate to the Leased Premises or use of any other tenant. Tenant shall repair all damage to the Leased Premises resulting from the removal of signs installed by Tenant.

Entry.

Landlord shall have the right to enter upon the Leased Premises at reasonable hours to inspect the same, provided Landlord shall not thereby unreasonably interfere with Tenant's business on the Leased Premises.

Parking.

During the term of this Lease, Tenant shall have the non-exclusive use in common with Landlord, other tenants of the Building, their guests and invitees, of the non-reserved common automobile parking areas, driveways, and footways, subject to rules and regulations for the use thereof as prescribed from time to time by Landlord. Landlord reserves the right to designate parking areas for Tenant and Tenant's agents and employees.

Building Rules.

Tenant will comply with the rules of the Building adopted and altered by Landlord from time to time and will cause all of its agents, employees, invitees and visitors to do so; all changes to such rules will be sent by Landlord to Tenant in writing.

Damage and Destruction.

If the Leased Premises or any part thereof or any appurtenance thereto is so damaged by fire, casualty or structural defects, such damage or defects not being the result of any act of negligence by Tenant or by any of Tenant's agents, employees or invitees, that the same cannot be used for Tenant's purposes, then Tenant shall have the right within ninety (90) days following damage to elect by notice to Landlord to terminate this Lease as of the date of such damage. In the event of minor damage to any part of the Leased Premises, and if such damage does not render the Leased Premises unusable for Tenant's purposes, Landlord shall promptly repair such damage at the cost of the Landlord. In making the repairs called for in this paragraph, Landlord shall not be liable for any delays resulting from strikes, governmental restrictions, inability to obtain necessary materials or labor or other matters which are beyond the reasonable control of Landlord. Tenant shall be relieved from paying rent and other charges during any portion of the Lease term that the Leased Premises are inoperable or unfit for occupancy, or use, in whole or in part, for Tenant's purposes. Rentals and other charges paid in advance for any such periods shall be credited on the next ensuing payments, if any, but if no further payments are to be made, any such advance payments shall be refunded to Tenant. The provisions of this paragraph extend not only to the matters aforesaid, but also to any occurrence which is beyond Tenant's reasonable control and which renders the Leased Premises, or any appurtenance thereto, inoperable or unfit for occupancy or use, in whole or in part, for Tenant's purposes.

Default.

In the event of a default made by Tenant in the payment of rent when due to Landlord, Tenant shall have fifteen (15) days after receipt of written notice thereof to cure such default. In the event of a default made by Tenant in any of the other covenants or conditions to be kept, observed and performed by Tenant, Tenant shall have thirty (30) days after receipt of written notice thereof to cure such default. In the event that the Tenant shall fail to cure any default within the time allowed under this paragraph, Landlord may declare the term of this Lease ended and terminated by giving Tenant written notice of such intention, and if possession of the Leased Premises is not surrendered, Landlord may reenter said premises. Landlord shall have, in addition to the remedy above provided, any other right or remedy available to Landlord on account of any Tenant default, either in law or equity. Landlord shall use reasonable efforts to mitigate its damages.

Quiet Possession.

Landlord covenants and warrants that upon performance by Tenant of its obligations hereunder, Landlord will keep and maintain Tenant in exclusive, quiet, peaceable and undisturbed and uninterrupted possession of the Leased Premises during the term of this Lease.

Condemnation.

If any legally, constituted authority condemns the Building or such part thereof which shall make the Leased Premises unsuitable for leasing, this Lease shall cease when the public authority takes possession, and Landlord and Tenant shall account for rental as of that date. Such termination shall be without prejudice to the rights of either party to recover compensation from the condemning authority for any loss or damage caused by the condemnation. Neither party shall have any rights in or to any award made to the other by the condemning authority.

Subordination.

Tenant accepts this Lease subject and subordinate to any mortgage, deed of trust or other lien presently existing or hereafter arising upon the Leased Premises, or upon the Building and to any renewals, refinancing and extensions thereof, but Tenant agrees that any such mortgagee shall have the right at any time to subordinate such mortgage, deed of trust or other lien to this Lease on such terms and subject to such conditions as such mortgagee may deem appropriate in its discretion. Landlord is hereby irrevocably vested with full power and authority to subordinate this Lease to any mortgage, deed of trust or other lien now existing or hereafter placed upon the Leased Premises of the Building. Tenant agrees that it will from time to time upon request by Landlord execute and deliver to such persons as Landlord shall request a statement in recordable form certifying that this Lease is unmodified and in full force and effect (or if there have been modifications, that the same is in full force and effect as so modified), stating the dates to which rent and

Another Choice Virtual Charter School

other charges payable under this Lease have been paid, stating that Landlord is not in default hereunder (or if Tenant alleges a default stating the nature of such alleged default) and further stating such other matters as Landlord shall reasonably require.

Security Deposit.

Landlord shall hold the Security Deposit without liability for interest and as security for the performance by Tenant of Tenant's covenants and obligations under this Lease, it being expressly understood that Tenant shall not consider the Security Deposit an advance payment of rent or a measure of Landlord's damages in case of default. Unless otherwise provided by law or regulation, Landlord may commingle the Security Deposit with Landlord's other funds. Landlord may, from time to time, without prejudice to any other remedy, use the Security Deposit to the extent necessary to make good any arrearages of rent or to satisfy any other covenant or obligation of Tenant hereunder. Following any such application of the Security Deposit, Tenant shall pay to Landlord on demand the amount so applied in order to restore the Security Deposit to its original amount. If Tenant is not in default at the termination of this Lease, Landlord shall return the balance of the Security Deposit remaining after any such application to Tenant.

Notice.

Any notice required or permitted under this Lease shall be deemed sufficiently given or served if sent by United States certified mail, return receipt requested, addressed as follows:

Landlord:	SMS Enterprises, LLC 958 W Corporate Lane Nampa, ID. 83651
Tenant:	Another Choice Virtual Charter School 1014 W. Hemingway Blvd. Nampa, ID. 83651

Landlord and Tenant shall each have the right from time to time to change the place notice is to be given under this paragraph by written notice thereof to the other party.

Brokers.

Tenant represents that Tenant was not shown the Premises by any real estate broker or agent and that Tenant has not otherwise engaged in, any activity which could form the basis for a claim for real estate commission, brokerage fee, finder's fee or other similar charge, in connection with this Lease.

Another Choice Virtual Charter School

Waiver.

No waiver of any default of Landlord or Tenant hereunder shall be implied from any omission to take any action on account of such default if such default persists or is repeated, and no express waiver shall affect any default other than the default specified in the express waiver and that only for the time and to the extent therein stated.

Memorandum of Lease.

The parties hereto contemplate that this Lease should not and shall not be filed for record, but in lieu thereof, at the request of either party, Landlord and Tenant shall execute a Memorandum of Lease to be recorded for the purpose of giving record notice of the appropriate provisions of this Lease.

Headings.

The headings used in this Lease are for convenience of the parties only and shall not be considered in interpreting the meaning of any provision of this Lease.

Successors.

The provisions of this Lease shall extend to and be binding upon Landlord and Tenant and their respective legal representatives, successors and assigns.

Consent.

Landlord shall not unreasonably withhold or delay its consent with respect to any matter for which Landlord's consent is required or desirable under this Lease.

Compliance with Law.

Tenant and Landlord each shall comply with all laws, orders, ordinances and other public requirements now or hereafter affecting the Leased Premises.

Final Agreement.

This Agreement terminates and supersedes all prior understandings or agreements on the subject matter hereof. This Agreement may be modified only by a further writing that is duly executed by both parties.

IN WITNESS WHEREOF, the parties have executed this Lease as of the day and year first above written.

Kevin McJannet 6/13/19 Laura Sandberg, Ph.D.
Landlord Tenant 6/13/19

SUBLEASE AGREEMENT

This Sublease Agreement (the "Sublease") is made effective as of June 14, 2019, by and between Advocates for Inclusion ("Tenant"), and Another Choice Virtual Charter School ("Subtenant"). Tenant has previously entered into a lease agreement with SMS Enterprises, LLC ("Landlord") dated June 13, 2019 (the "Prime Lease"), a copy of which is attached as an exhibit to this Sublease. The Tenant now desires to sublet the leased property to the Subtenant and the Subtenant desires to sublet the leased property from the Tenant. Therefore, the parties agree as follows:

PREMISES. Tenant, in consideration of the sublease payments provided in this Agreement, sublets to Subtenant Williamsburg office building (2808 sq. ft.) located at 10114 W Overland Rd, Boise, Idaho 83709 (the "Premises").

TERM AND POSSESSION. The term of this Sublease will begin on July 01, 2019 and unless terminated sooner pursuant to the terms of this Sublease, it will terminate on June 30, 2020. Subtenant shall be entitled to possession on the first day of the term of this Sublease, and shall yield possession on the last day of the term of this Sublease. Tenant and subtenant will utilize Premises 25% and 75%, respectively. Times to be agreed upon by both parties in writing.

SUBLEASE PAYMENTS. Subtenant shall pay to Landlord sublease payments of \$3,042 per month, payable in advance on the first day of each month, for a total sublease payment of \$36,504.00. Sublease payments shall be made to Landlord at 958 W Corporate Lane, Nampa, Idaho 83651, which may be changed from time to time by Landlord.

NOTICE. Notices under this Sublease shall not be deemed valid unless given or served in writing and forwarded by mail, postage prepaid, addressed as follows to every interested party:

TENANT:

Advocates for Inclusion
958 W Corporate Lane
Nampa, Idaho 83651

SUBTENANT:

Another Choice Virtual Charter School
1014 W Hemingway Blvd
Nampa, Idaho 83651

LANDLORD:

SMS Enterprises, LLC
958 W Corporate Lane
Nampa, Idaho 83651

Such addresses may be changed from time to time by any party by providing notice to the other interested parties as described above.

INCORPORATION OF PRIME LEASE. This Sublease is subject to all of the terms of the Prime Lease with the same force and effect as if each provision of the Prime Lease were included in this Sublease, except as otherwise provided in this Sublease. All of the obligations of Tenant under the Prime Lease shall be binding upon Subtenant. All of the obligations of Landlord under the Prime Lease shall inure to the benefit of Subtenant. It is the intent of the parties that, except as otherwise provided in this Sublease, the relationship between Tenant and Subtenant shall be governed by the various provisions of the Prime Lease as if those provisions were included in this Sublease in full, except that the terms "Landlord," "Tenant" and "Lease" as used in the Prime Lease, shall instead refer to, respectively, "Tenant," "Subtenant" and "Sublease."

Property Taxes and Utilities shall remain the responsibility of the Tenant and not the Subtenant. The Subtenant will be required to maintain comprehensive general liability insurance with respect to the particular activities performed at this Premises. Such insurance shall afford minimum protection of not less than \$1,000,000 combined single limit coverage of bodily injury, property damage or combination thereof. Subtenant shall provide Landlord with current Certificates of Insurance evidencing Subtenant's compliance with this Paragraph.

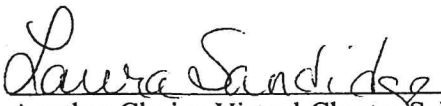
GOVERNING LAW. This Sublease shall be construed in accordance with the laws of the State of Idaho.

TENANT


Advocates for Inclusion

6/14/19
Date

SUBTENANT


Another Choice Virtual Charter School

6/14/19
Date

**7000 SERIES
FINANCIAL MANAGEMENT**

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Another Choice Virtual Charter School

FINANCIAL MANAGEMENT

7000

Goals

Since educational programs are dependent on adequate funding and the proper management of those funds, Another Choice Virtual Charter School goals can best be attained through efficient fiscal management. As trustee of local, state and federal funds allocated for use in public education, the Board shall fulfill its responsibility to see that funds are used to achieve the purposes intended.

Because of resource limitations, fiscal concerns often overshadow the educational program. Recognizing this, Another Choice Virtual Charter School must take specific action to ensure that education remains primary. This concept shall be incorporated into Board operations and into all aspects of Charter School management and operation.

In the Charter School's fiscal management, the Board seeks to achieve the following goals:

1. Engage in advance planning, with staff and community involvement, to develop budgets that will achieve the greatest educational returns in relation to dollars expended.
2. Establish levels of funding which shall provide superior education for the Charter School's students.
3. Provide timely and appropriate information to staff who have fiscal responsibilities.
4. Establish efficient procedures in all areas of fiscal management.

Legal Reference: I.C. § 33-701 et seq. Fiscal Affairs of School Districts

Policy History: Reviewed 8/3/10 & 9/8/10

Adopted on: 9/8/10

Confirmed 7/13/11

Revised on:

Another Choice Virtual Charter School

FINANCIAL MANAGEMENT

7100

Budget and Program Planning

The annual budget is evidence of the Board's commitment to the objectives of the instruction programs. The budget supports the immediate and long-range goals and established priorities within all areas, instructional, non-instructional and administrative programs.

Prior to presentation of the proposed budget for adoption, the administrative staff shall prepare, for the Board's consideration, recommendations (with supporting documentation) that shall be designed to meet the needs of students within the limits of anticipated revenues.

Program planning and budget development shall provide for staff participation and the sharing of information with patrons prior to action by the Board.

A budget planning meeting will be held annually and the new budget shall be approved no later than on the annual meeting held in June of every year.

Policy History: Reviewed 8/3/10 & 9/8/10

Adopted on: 9/8/10

Confirmed 7/13/11

Revised on:

Another Choice Virtual Charter School

FINANCIAL MANAGEMENT

7110

Budget Implementation and Execution

Once adopted by the Board, the operating budget shall be administered by the administrative staff and his/her designees. All actions of the Administrative staff/designees in executing the programs and/or activities delineated in that budget are authorized according to these provisions:

1. Expenditure of funds for the employment and assignment of staff shall meet the legal requirements of the State of Idaho and adopted Board policies.
2. Funds held for contingencies may not be expended without approval from the Board.
3. A listing of warrants describing goods and/or services for which payment has been made must be presented for Board approval each month.
4. Purchases shall be made according to adopted Board policy.

Legal Reference: I.C. § 33-701 et seq. Fiscal Affairs of School District

Policy History: Reviewed 8/3/10 & 9/8/10

Adopted on: 9/8/10

Confirmed 7/13/11

Revised on:

Another Choice Virtual Charter School

FINANCIAL MANAGEMENT

7120

Budget Adjustments

Any person(s) proposing a budget amendment must provide written notice of the same to each board member at least seven (7) days in advance of the meeting at which such budget amendment will be proposed.

Prior to the final vote on a budget amendment proposal, notice shall be posted and published once in the manner prescribed by Idaho law. The meeting to adopt a budget amendment shall be open and shall provide opportunity for any taxpayer to appear and be heard. Budget procedures shall be consistent with statutory requirements.

With timely notice of a public meeting, trustees, by sixty percent (60%) of the members of the Board of Trustees, may declare by resolution that a budget amendment is necessary to reflect the availability of funds and the requirements of the Charter School. Budget amendments are specifically authorized by I.C. § 33-701.

Revenue derived from maintenance and operation levies made pursuant to I.C. § 33-802(2) are excluded from budget adjustments.

Budget amendments shall be submitted to the state superintendent of public instruction.

Legal Reference: I.C. § 33-701 Fiscal year – Payment and accounting of funds

Policy History: Reviewed 8/3/10 & 9/8/10

Adopted on: 9/8/10

Confirmed 7/13/11

Revised on:

Another Choice Virtual Charter School

FINANCIAL MANAGEMENT

7200

Accounting System Design

Another Choice Virtual Charter School's accounting system shall be established to present with full disclosure the financial position and results of the financial operations of the Charter School funds and account groups in conformity with generally accepted accounting principles. The accounting system must be in compliance with the accounting system requirements established by legislative action. The accounting system shall be able to demonstrate compliance with finance-related legal and contractual provisions.

Policy History: Reviewed 8/3/10 & 9/8/10

Adopted on: 9/8/10

Confirmed on: 5/28/13

Revised on:

Another Choice Virtual Charter School

FINANCIAL MANAGEMENT

7210

GASB Statement 34 (Accounting System)

1. Purpose

The Board recognizes the need to implement the required accounting and financial reporting standards set out in Governmental Accounting Standards Board Statement 34 ("GASB 34")

The primary objectives of implementing the GASB 34 are to assure compliance with state requirements, and to properly account for both the financial and economic resources and to provide new and additional information to users of Charter School financial statements.

2. Authority

Participation of and reporting shall be in accordance with Board policy. State of Idaho Fiscal Policies manuals as prepared by the office of the State of Idaho Controller's Office and GASB 34.

3. Delegation of Responsibility

The responsibility to coordinate the compilation and preparations of all information necessary to implement this policy is delegated to the Administrative Team in cooperation with the Charter School Accountant/Financial Manager.

The designated individual shall be responsible for implementing the necessary procedures to establish and maintain a fixed asset inventory, including depreciation schedules. Depreciation shall be computed on a straight-line basis over the useful lives of the assets, using an averaging convention. Normal maintenance and repairs shall be charged to expense as incurred; major renewals and betterments that materially extend the life or increase the value of the asset shall be capitalized. A schedule of accumulated depreciation shall be consistent from year to year. The basis for depreciation, including groups of assets and useful lives, shall be in writing and submitted for review to the Board of Trustees.

The Principal in Cooperation with the Charter School's Accountant/Financial Manager shall prepare the required Management Discussion and Analysis (MD&A). The MD&A shall be in the form required by GASB Statement 34 and shall be submitted to the board for approval, prior to publication.

Prior to submission of the MD&A for Board approval, the independent auditors shall review the MD&A, in accordance with SAS No. 52, "Required Supplementary Information."

4. Guidelines

In order to associate debt with acquired assets, and to avoid net asset deficits, any asset that has been acquired with debt proceeds shall be capitalized, regardless of the cost of the asset. The asset life of these assets shall be considered relative to the time of the respective debt amortizations.

For all other assets not acquired by debt proceeds, the dollar value of any single item for inclusion in the fixed assets accounts shall be not less than

{ } \$4,000, we do include all technology on our inventory.

The capitalization threshold shall be set at a level that will capture at least 80% of all fixed assets.

The assets listed below do not normally individually meet capitalization threshold criteria:

1. Library books. 2. Classroom texts. 3. Classroom materials.

These asset category costs shall be capitalized and depreciated as groups when that group's acquisition cost exceeds the capitalization threshold in any given fiscal year.

For group asset depreciation purposes, the estimated useful life of the group may be based on the weighted average or simple average of the useful life of individual items, or on an assessment of the life of the group as a whole. Periodically, the intermediate unit shall review the estimated life of groups of assets and adjust the remaining depreciation life of the group.

Assets that fall below the capitalization threshold for GASB 34 reporting purposes may still be significant for insurance, warranty service, and obsolescence/replacement policy tracking purposes. The intermediate unit may record and maintain these non-GASB 34 asset inventories in subsidiary ledges.

Policy History: Reviewed 8/3/10 & 9/8/10

Adopted on: 9/8/10

Confirmed on: 5/28/13

Revised on:

Another Choice Virtual Charter School

FINANCIAL MANAGEMENT

7220

Documentation and Approval of Claims

All financial obligations and disbursements must be documented in compliance with the statutory provisions and audit guidelines. The documentation will specifically describe acquired goods and/or services, the budget appropriations applicable to payment, and the required approvals. All purchases, encumbrances and obligations, and disbursements must be approved by the Administrative Team designated with the authority, responsibility and control over the budget appropriations. The responsibility for approving these documents should not be delegated.

The Charter School Administrative Team in association with the Accountant/Financial Manager will be responsible for the development of the procedures and forms to be used in the requisition, purchase and payment of claims.

Policy History: Reviewed 8/3/10 & 9/8/10

Adopted on: 9/8/10

Revised on:

Another Choice Virtual Charter School

FINANCIAL MANAGEMENT

7230

Financial Reporting and Audits

The Board directs that financial reports of all Charter School funds shall be prepared in compliance with statutory provisions and generally accepted accounting and financial reporting standards. In addition to the reports required for local, state, and federal agencies, financial reports will be prepared monthly and annually and presented to the Board. The financial reports shall reflect the financial activity and status of the Charter School funds.

Appropriate interim financial statements and reports of financial position, operating results and other pertinent information will be prepared to facilitate management control of financial operations.

The Board and or its designee directs that school audits shall be conducted in accordance with Idaho law (I.C. § 67-450B). Each audit shall be a comprehensive audit of the affairs of the Charter School and the Charter School funds. The audits shall comply with all statutory provisions and generally accepted governmental auditing standards.

The report shall be filed with the state department of education after its acceptance by the board of trustees not later than November 10.

Legal Reference: I.C. § 33-701 Fiscal year – Payment and accounting of funds
I.C. § 67-405B Independent Financial Audits by Government Entities

Policy History: Reviewed 8/3/10 & 9/8/10

Adopted on: 9/8/10

Revised on:

Another Choice Virtual Charter School

FINANCIAL MANAGEMENT

7240

Federal Impact Funds

It is the intent of Another Choice Virtual Charter School that all American Indian children of school age have equal access to all programs, services, and activities offered by the Charter School.

It is also the intent of the Charter School to fully comply with the requirements of Title VIII (Impact Aid Program) of the Elementary and Secondary Education Act and regulations relating thereto. To that end, the Charter School shall if applicable:

1. Provide tribal officials and parents of Indian children an opportunity to comment on the participation of Indian children on an equal basis in all programs and activities offered by the Charter School;
2. Annually assess the extent to which Indian students are participating on an equal basis in the educational programs and activities of the Charter School;
3. If and when necessary, modify its educational programs to ensure that Indian children participate on an equal basis with non-Indian children served by the Charter School;
4. Disseminate annually the following materials to tribal officials and Indian parents:
 - Title VIII application;
 - Evaluation of programs assisted with Title VIII funds;
 - Program plans and information related to the education programs of the Charter School.

Such materials will be provided to tribal officials and parents of Indian children in sufficient time to allow tribal officials and parents of Indian children an opportunity to review the materials and make recommendations on the needs of Indian children and provide input on how the Charter School might help those children realize the benefits of the Charter School's educational programs and activities.

1. Solicit information from tribal officials and parents of Indian children on Indian views, including information on the frequency, location, and time of meetings;
2. Notify tribal officials and parents of Indian children of the locations and times of meetings;
3. Consult and involve tribal officials and parents of Indian children in the planning and development of the Charter School's educational programs and activities;

4. Modify its Indian policies and procedures, if and when necessary, based upon the results of the assessments referenced below.

Assessments

Tribal officials and parents of Indian children are encouraged to assess the effectiveness of their input regarding the participation of Indian children in the Charter School's educational programs and activities and the development and implementation of the Charter School's Indian policies and procedures and share the results of such assessment with the Charter School.

Legal Reference: 20 U.S.C.S. 7701, et seq. The Impact Aid Program Statute (Title VIII of the Elementary and Secondary Education Act of 1965)
34 CFR 222.94 What provisions must be included in a local educational agency's Indian policies and procedures?

Policy History: Reviewed 8/3/10 & 9/8/10

Adopted on: 9/8/10

Revised on:

Another Choice Virtual Charter School

FINANCIAL MANAGEMENT

**7240B
(Background)**

Federal Impact Funds

A policy and procedure of this nature is necessary in order to be eligible to receive Title VIII funds to provide programs for eligible Indian students.

When submitting the Impact Aid application for federal assistance, Another Choice Virtual Charter School must provide assurance that it has established the required policies and procedures. In addition to submitting the policies and procedures, the Charter School must ensure that:

1. tribes and parents were informed, consulted, and involved;
2. a statement indicating that the Charter School has on file a list of names and addresses of parents that participated in hearings or other such meetings;
3. dates when proposed policies were considered by the Board (first reading, second reading, etc.);
4. how policies and procedures reflect the views of parents of Indian children; and
5. how policies and procedures have been disseminated to the tribes and parents.

While the amendments provide for the involvement of parents of Indian children, such recommendations are advisory only. The Board has the final authority on policy decisions of the Charter School.

Policy History: Reviewed 8/3/10 & 9/8/10

Adopted on: 9/8/10

Revised on:

Another Choice Virtual Charter School

FINANCIAL MANAGEMENT

7240P

Federal Impact Funds

The Board adopts the following procedures as required by Title VIII (Impact Aid Program) of the Elementary and Secondary Education Act:

1. The Administrative Team and/or his/her designee will meet at least two (2) times annually with tribal officials and parents of Indian children. The purpose of the meetings will be to give tribal officials and parents of Indian children an opportunity to comment on whether Indian children are participating on an equal basis with other children in the Charter School in the educational programs and activities offered by the Charter School. The dates and times of these meetings will be sent to tribal officials and parents of Indian children at the beginning of each school year. In addition to the meetings, tribal officials and parents of Indian children are encouraged to contact the Principal at any time to provide comments or concerns regarding Indian children's equal participation in the education programs of the Charter School.
2. When necessary the Board will review this procedure and the Charter School's Impact Aid Policy (7231).
3. The Administrative Team and/or his/her designee will review school data and the comments and/or concerns of tribal officials, parents of Indian children, the community, and staff members regarding the assessment and extent of Indian students' participation and progress in the educational programs and services of the Charter School.
4. When assessment data indicate Indian students are not participating on an equal basis with non-Indian students or making adequate progress, tribal officials and parents of Indian children will be asked to make recommended changes.
5. The complete Title VIII application will be sent to tribal officials (and the Indian Education Center, if appropriate) and a summary prepared for all Indian parents in conjunction with the January Title VIII public hearing. Review of new or continuing programs is an ongoing process of the Board. Agendas will be regularly forwarded to Tribal officials. An annual summary will be provided at the January Title VIII public hearing. Additional information is available upon request. A Board meeting will be held, usually in January, for the discussion of the disseminated material as part of a regular Board agenda. Tribal officials and Indian parents and staff will be notified at least ten (10) days prior to the meeting. Notice will be posted in the Charter School office and will be sent to the Tribal Council (and Education Center) for posting.

6. At the Board meeting described in 5, above, members of the Indian community will be afforded the opportunity to comment and suggest alternatives to the regularly scheduled times, locations, and frequency of pertinent meetings.
7. Tribal officials, Indian parents, the Title IX Indian Parent Committee, the IPP Committee, and Indian Education Center staff will be notified as to the location and times of meetings in the same manner as that provided for the January Board meeting. Notice will be posted in the Charter School's office and will also be sent to the Tribal Council and the Tribal Education Center for posting.
8. The Title VIII application will be made available for review by the Title IX Parent Committee and/or the IPP Committee and other interested members of the Indian community, prior to the public meeting generally held in January.

A Board meeting to discuss equal participation of Indian students will generally be held in January.

The Title IX Parent Committee and/or the IPP Committee and interested Indian parents and tribal officials will review assessment data to develop or modify educational programs or services to allow participation of Indian students on an equal basis. These findings and recommendations will be presented to the Board in March or as required by federal guidelines.

Members of the Indian community, tribal officials, members of the Parent Committee and/or the IPP Committee, and staff will be notified of modifications to programs or services as provided in 5, above.

Legal Reference: 20 U.S.C.S. 7701, et seq. The Impact Aid Program Statute (Title VIII of the Elementary and Secondary Education Act of 1965)
34 CFR 222.94 What provisions must be included in a local educational agency's Indian policies and procedures?

Policy History: Reviewed 8/3/10 & 9/8/10

Adopted on: 9/8/10

Reviewed September 2011 Board Meeting – no changes

Revised on:

Another Choice Virtual Charter School

FINANCIAL MANAGEMENT

7250

Fund Accounting System

The accounts of Another Choice Virtual Charter School are organized on the basis of funds, each of which is considered to be a separate accounting entity. The operations of each fund are accounted for by providing a separate set of self-balancing accounts. The following funds are maintained by the Charter School:

General Funds

Federal Funds

Legal Reference: I.C. § 33-901 et seq.
I.C. § 33-701 et seq.

School Funds
Fiscal Affairs of School District

Policy History: Reviewed 8/3/10 & 9/8/10

Adopted on: 9/8/10

Revised on:

Another Choice Virtual Charter School

FINANCIAL MANAGEMENT

7260

Student Activity Fund

The Board is responsible for the establishment and management of student activity funds. The purpose of student activity funds shall be to account for revenues and disbursements of those funds raised by students through recognized student body organizations and activities, including:

1. Admission charges for interscholastic activities;
2. The sale of yearbooks and annuals;
3. Student fee collections which are used to provide more than one activity/benefit to all of the students of a school or school building;
4. Student Club fees;
5. Receipt from vending machines located on school property.

The funds shall be deposited and expended by check in a bank account maintained by Another Choice Virtual Charter School for each student activity fund. The use of the student extra- and co-curricular funds is limited to the benefit of the students.

Specific procedures are available via the Administrative and Financial Team.

For other activity or student funds, the board may create a separate fund(s) and implement procedures for the accounting and control of the same.

Legal Reference: I.C. § 33-705 Activity Funds

Policy History: Reviewed 8/3/10 & 9/8/10

Adopted on: 9/8/10

Revised on:

Another Choice Virtual Charter School

FINANCIAL MANAGEMENT

7270

Property Records

Property records and inventory records shall be maintained on all land, buildings and physical property owned by Another Choice Virtual Charter School.

For purpose of this policy, "equipment" shall mean a unit of furniture or furnishings, an instrument, a machine, an apparatus or a set of articles which retains its shape and appearance with use, is nonexpendable and does not lose its identity when incorporated into a more complex unit. The Administrative Team shall ensure that inventories of equipment are systematically and accurately recorded and are updated annually. No equipment shall be removed for personal or non-school use except according to Board policy.

Property records shall show, appropriate to the item recorded, the:

1. description and identification
2. manufacturer
3. date of purchase
4. initial cost
5. location
6. serial number, if available
7. model number, if available

Equipment may be identified with a permanent tag that provides appropriate District and equipment identification.

Cross Reference: 7210

GASB Statement 34 (Accounting System)

Legal Reference: I.C. § 33-701

Fiscal year – Payment and accounting of funds

Policy History: Reviewed 8/3/10 & 9/8/10

Adopted on: 9/8/10

Revised on:

Another Choice Virtual Charter School

FINANCIAL MANAGEMENT

7300

Revenues

Another Choice Virtual Charter School will seek and utilize all available sources of revenue for financing its educational programs. This includes revenues from non-tax, local, state and federal sources. All revenues received for the Charter School will be properly credited to the appropriate fund and account as specified by federal and state statute and the accounting and reporting regulations for Idaho school districts.

The Charter School will collect and deposit all direct receipts of revenues as necessary as appropriate. The Charter School will make an effort to collect all revenues due from all sources, including, but not limited to, rental fees, fines, other fees and charges.

Policy History: Reviewed 8/3/10 & 9/8/10

Adopted on: 9/8/10

Revised on:

Another Choice Virtual Charter School

FINANCIAL MANAGEMENT

7310

Advertising in Schools/Revenue Enhancement

Revenue enhancement through a variety of Charter School-wide and Charter School approved marketing activities, including but not limited to advertising, corporate sponsorship, signage, etc., is a Board-approved venture. These opportunities are subject to certain restrictions as approved by the Board in keeping with the contemporary standards of good taste. Such advertising will seek to model and promote positive values for the students of the Charter School through proactive educational messages and not just traditional advertising of a product. Preferred advertising includes messages that encourage student achievement and the establishment of high standards of personal conduct.

All sponsorship contracts will allow the Charter School to terminate the contract at least on an annual basis if it is determined that it will have an adverse impact on implementation of curriculum or the educational experience of students.

The revenue derived should:

1. Enhance student achievement;
2. Assist in the maintenance of existing Charter School athletics and activity programs; and
3. Provide scholarships for students participating in athletic, academic and activity programs who demonstrate financial need and merit.

Appropriate opportunities for these marketing activities include but are not limited to:

1. Fixed signage
2. Banners
3. Charter School-level publications
4. Television and radio broadcasts
5. Athletic facilities, to include stadiums, high school baseball fields, and high school gymnasiums
6. Charter School level projects
7. Expanded usage of facilities beyond traditional use (i.e., concerts, rallies, etc.)
8. Interior and exterior of a limited number of Charter School buses only if the advertising is associated with student art selected by the Charter School. The only advertising information will note that the student art is sponsored by the participant in the Charter School sponsorship. Maintenance for these buses will include but not exceed normal maintenance costs.
9. Individual school publications (when not in conflict with current contracts)

Advertising will not be allowed in classrooms, and corporate-sponsored curriculum materials are subject to the requirements of Board policy.

The following restrictions will be in place when seeking revenue enhancement. Revenue enhancement activities will not:

1. Promote hostility, disorder or violence
2. Attack ethnic, racial or religious groups
3. Discriminate, demean, harass or ridicule any person or group of persons on the basis of gender
4. Be libelous
5. Inhibit the functioning of the school and/or Charter School
6. Promote, favor or oppose the candidacy of any candidate for election, adoption of any bond/budget issues or any public question submitted at any general, county, municipal or school election
7. Be obscene or pornographic as defined by prevailing community standards throughout the Charter School
8. Promote the use of drugs, alcohol, tobacco, firearms or certain products that create community concerns
9. Promote any religious or political organization
10. Use any Charter School or school logo without prior approval
11. Use age-inappropriate material

Exception

Nothing herein shall be construed to prevent advertising in publications which are published by student organizations, PTA/PTO, booster club, or other parent groups that are approved by ACVS. Funds received for approved projects involving advertising in said publications may be retained by the school-related group that is sponsoring the activity as a fund-raising event.

Solicitations

Salesmen, representatives, or agents shall not solicit or contact pupils, teachers, or other employees in the school buildings or on school grounds without prior approval.

Cross Reference: 2100	Curriculum Development and Assessment
2500	Library Materials
2520	Curricular Materials

Policy History: Reviewed 8/3/10 & 9/8/10

Adopted on: 9/8/10

Revised on:

Another Choice Virtual Charter School

FINANCIAL MANAGEMENT

7400

Purchasing

Authorization and Control

The Administrative Staff is authorized to direct expenditures and purchases within the limits of the detailed annual budget for the school year. Administrative Staff shall have the authority to make capital outlay purchases without advance approval when it is necessary to protect the interests of the School for the health, safety and/or benefit of the staff or students. The Administrative Staff shall establish requisition and purchase order procedures as a means of controlling and maintaining proper accounting of the expenditure of funds. Staff members shall not obligate the Charter School without express authority. Staff members who obligate the Charter School without proper authorization may be held personally responsible for payment of such obligations.

Bids and Contracts

With the exception of the purchase of curricular services or materials, whenever the cost of any construction, repair or improvement or the acquisition, purchase or repair of any equipment, or other personal property necessary for the effective operation of the Charter School exceeds Twenty-Five Thousand and 00/100 Dollars (\$25,000.00), bids shall be called for by issuing public notice as specified in statute. Specifications shall be prepared and be made available to all vendors interested in submitting a bid. The contract shall be awarded to the lowest responsible bidder, except that the trustees may reject any bid, reject all bids and publish notice for bids once again. If after calling for bids a second time, no satisfactory bid is received, the Board may proceed under its own direction, subject to the approval of the state board of education.

In determining what bid is the lowest responsible bidder, the Charter School will not only take into consideration the amount of the bid, the Charter School will also consider the skill, ability and integrity of a bidder to do faithful and conscientious work and promptly fulfill the contract according to the letter and spirit. References may be contacted.

The Administrative Staff shall establish bidding and contract awarding procedures.

Cooperative Purchasing

The Charter School may cooperatively enter into contracts with one (1) or more Charter Schools to purchase materials necessary or desirable for the conduct of the business of the Charter School.

Personnel Conflict of Interest

No employee will make any contractual obligations for or on behalf of the school from any private business or vendor in which or with which the employee has a direct or indirect financial or ownership interest without Board knowledge.

In situations when Board committees are not used for purchases or contracted services from any private business or venture in which any employee of this school has a direct or indirect financial or ownership interest will be made in accordance with the following procedures:

1. The interested employee, the business, or the vendor will disclose the employee's exact relationship to the business or vendor.
2. The affected business or vendor may submit a bid or proposal, written or oral, in compliance with the specifications outlined by the school.
3. This policy will apply to any organization, fund, agency or other activity maintained or operated by the school.

Preferential treatment of gifts, prizes, awards, or merchandise as a result of ordering any items or a result of placing any purchase order with a vendor on behalf of the school will not be given.

Legal Reference: I.C. § 33-601	Real and personal property – Acquisition, use or disposal of same.
I.C. § 33-402	Notice requirements
I.C. § 33-316	Cooperative contracts to employ specialized personnel and/or purchase materials

Policy History: Reviewed 8/3/10 & 9/8/10

Adopted on: 9/8/10

Revised on:

Another Choice Virtual Charter School

FINANCIAL MANAGEMENT

7407

Public Procurement of Goods and Service

The Charter School shall at all times adhere to the bidding requirements for the procurement of goods and services as set out in state law.

Public Procurement of Goods and Services Bidding

\$0 to \$25,000	No bidding requirements	IC 67-2803 (2)
\$25,001 to \$50,000	Semi-formal bidding: Issue written requests for bids describing goods or services desired to at least 3 vendors. Allow 3 days for written response, unless an emergency exists; 1 day for objections.	IC 67-2806 (1)
\$50,000 and above	Formal bidding: Publish bid notice at least 2 weeks in advance of bid opening. Make bid specifications available; written objections allowed. May request bid security/bond. Can reject all if able to purchase more economically in the open market.	IC 67-2806 (2)

Exemptions to Public Procurement of Goods and Services Bidding

Personal Property	Already competitive bid (piggy-banking)	IC 67-2803 (1)
\$25,000 or less	Contracts or purchases of goods or services	IC 67-2803 (2)
Any Amount	Payments of Wages	IC 67-2803 (3)
Any Amount	Personal or professional services performed by an independent contractor. (Refer to info on qualifications in IC 67-2320)	IC 67-2803 (4)
Any Amount	Procurement of an interest in real property or the lease thereof	IC 67-2803 (5)
Any Amount	Procurement of insurance	IC 67-2803 (6)
Any Amount	Costs of Joint Powers participation	IC 67-2803 (7)
Any Amount	Emergency Expenditures	IC 67-2808 (1)

Legal Reference: I.C. § 67-2801 et seq. Purchasing by Political Subdivisions

Policy History: Reviewed 8/3/10 & 9/8/10

Adopted on: 9/8/10

Revised on:

Another Choice Virtual Charter School

FINANCIAL MANAGEMENT

7410

Petty Cash Funds

The use of petty cash funds shall be authorized for specific purchases only. Those purchases will include individual purchases of supplies and materials under the amount of Fifty Dollars (\$50), postage, delivery charges, and freight. Individual personal reimbursements which exceed Fifty Dollars (\$50) should not be made from petty cash funds. Petty cash accounts will be maintained as cash on hand, and the total dollar amount of each petty cash account will be limited to Two Hundred Dollars (\$200) for secondary schools and One Hundred Dollars (\$100) for elementary schools and school offices and departments.

Each administrator of a school or department with a petty cash fund account may appoint and designate a fund custodian to carry out the bookkeeping and security duties. Monies which are not specifically petty cash monies shall not be co-mingled with the petty cash fund. At the conclusion of each school year, all petty cash funds must be closed out and the petty cash vouchers and cash on hand returned to the business office for processing.

The Charter School business office shall be responsible for establishing the procedures involving the use and management of petty cash funds.

Policy History: Reviewed 8/3/10 & 9/8/10

Adopted on: 9/8/10

Revised on:

Another Choice Virtual Charter School

FINANCIAL MANAGEMENT

7420

Personal Reimbursements

While it is recommended that all purchases of goods or services be made within established purchasing procedures, there may be an occasional need for an employee to make a purchase for the benefit of the Charter School from personal funds. In that event, an employee will be reimbursed for a personal purchase under the following criteria:

1. It is clearly demonstrated that the purchase is of benefit to the Charter School.
2. The purchase was made with the prior approval of an authorized administrator or established procedure.
3. The item purchased was not available from resources within the Charter School.
4. The claim for personal reimbursement is properly accounted for and documented with an invoice/receipt.

The Charter School business office will be responsible for the development of the procedures and forms to be used in processing claims for personal reimbursements.

Policy History: Reviewed 8/3/10 & 9/8/10

Adopted on: 9/8/10

Revised on:

Another Choice Virtual Charter School

FINANCIAL MANAGEMENT

7425

Personal Reimbursements for Technology Expenditures

Use of technology is required in a virtual school environment in order to conduct the business of the school. Most certificated and/or non-certificated staff requires access to a communications device, which could be a phone and/or computer to communicate and access students, staff, families, curriculums and student information systems, which are delivered on line. If a position is consider a 75% or more on site position there will be no technology provided outside of the on site building materials, which would include phones and computers on site.

Individuals that do contract work with Another Choice Virtual Charter School, ACVS, or are temporary hires may check out a computer from the Informational Technology Department for use while they are contracting or working for the school during the school calendar year. Individuals that are considered 75% or more on site may check out a computer as needed with Administrative approval.

Specific items are required for specific staff members that conduct their business remotely, regardless of full time or part time status as outlined below:

Administrative/Coordinator/Manager and Teachers:

Materials needed: Phone and computer for communication purposes and to access the curriculums and Student Informational System

Phone Expenses Reimbursement – Eligible staff members may choose one option:

1. Go on the school plan with the following specifications:
 - 1.1. Be aware that all data is not private and can be accessed at any time as needed by the IT Department or as instructed by the Administrative staff.
 - 1.2. Be aware that there will be a limitation of data as set forth in the school plan. The limitation may change annually based on the number of individuals on the plan.
 - 1.3. Be aware that if there is an overage of the specified data there will be a minimum of \$150 plus fees to reimburse the school for the overage fee.
 - 1.4. Be aware that the cost of the phone or the cost of the phone upgrade will be at the staff member's expense at the time of purchase. The phone would not be school property. The staff member's phone number can be taken with them if they leave ACVS.
* Administrative & specified staff that are required to have a phone at all times for their position will not be limited in their data and a phone will be provided as specifically required for their position.
 2. Do not go on the school plan and receive a flat reimbursement rate of \$50 monthly per their contract period to off-set the expense of the phone.
- ** The effective date for this updated plan will be August 1, 2017, for all eligible staff.

Computer/Technology Expenses Reimbursement – Eligible staff members may choose one of two possible options:

1. Each year, effective the first day of the calendar year in which they are hired the individual will be eligible for up to \$500.00 in reimbursements for technology for full time staff and \$250.00 for part time staff.
 - 1.1. Approved technology: Computer
It is strongly suggested that this expense reimbursement be used for computers. It is acknowledged that computers are typically more than \$500 therefore an eligible staff member could expend up to 2 years expense reimbursement however, it will be required that the individual sign acknowledgement that if they are no longer with ACVS for any reason prior to the expense being fully realized that they will have the option to have the amount deducted from their last check/s as applicable or to turn in the computer to the IT department's inventory.
 - 1.2. Approved technology: iPad; Tablet; Scanner/Printer; Software for computer; approved peripherals specifically as listed: mouse; external hard drive, headset; external monitor.
Items in this category are not eligible for the extended reimbursement option. Items purchased out of this category will not be returned at the end of the year and will not be part of ACVS inventory.
 - 1.3. Staff are required to purchase their own technology and will be reimbursed as per the typical reimbursement standard as listed below. The financial department will be required to have the form signed prior to giving the reimbursement and the form will be retained in the staff's personnel and financial file.
 2. Do not participate in the reimbursement program and check out a computer from the IT Department. Staff will be responsible for the material.
- ** The effective date for this updated plan will be August 1, 2017, for all eligible staff.
- * For the 15 staff members that participated in the 2015-2016 3-year expenditure plan and 2 staff members participated in the 2016-2017 3-year expenditure plan, those plans will be will remain in effect and continue though August 1, 2018. As of August 1, 2018 all staff will be on the same reimbursement plan.

There are specific Support Staff positions that may be eligible and or required to access the Phone Expenses Reimbursement as part of their position. This would be stated in their job description and approved by the Administration. The Computer/Technology expenses would not be reimbursed, as their technology materials would be provided as needed for their position.

An employee will be reimbursed for a personal purchase under the following criteria:

1. It is clearly demonstrated that the purchase falls within this policy.
2. The purchase was made with the prior approval of an authorized administrator and/or Technology team.
3. The claim for personal reimbursement is properly accounted for and documented with an invoice/receipt.

The Charter School business office will be responsible for the development of the procedures and forms to be used in processing claims for personal reimbursements.

Policy History: 1/2016 & 1/18/17 & 2/15/17

Adopted on: 3/15/2017

Revised on:

Another Choice Virtual Charter School

FINANCIAL MANAGEMENT

7430

Travel Allowances and Expenses

Every Charter School employee and trustee will be reimbursed for travel expenses while traveling and engaged in official Charter School business. All travel expenses must be reported on the established travel expense and voucher forms and, for employees, approval must be granted prior to traveling by the employee's supervisor if outside of the job description.

The Charter School business office will be responsible for the development of procedures and forms to be used in connection with travel expense claims and reimbursements.

Legal Reference: I.C. § 33-701 Fiscal year – Payment and accounting of funds

Policy History: Reviewed 8/3/10 & 9/8/10

Adopted on: 9/8/10

Revised on:

Another Choice Virtual Charter School

FINANCIAL MANAGEMENT

7440

Charter School Credit Cards

The Board of Directors permits the use of charter school credit cards by certain school officials to pay for actual and necessary expenses incurred in the performance of work-related duties for the charter school.

All credit cards will be in the name of the charter school. Credit cards may only be used for legitimate charter school business expenditures. The use of credit cards is not intended to circumvent the charter school's policy on purchasing. Purchases that are unauthorized, illegal, represent a conflict of interest, are personal in nature or violate the intent of this policy may result in credit card revocation and discipline of the employee.

The Principal shall monitor monthly the use of each credit card by reviewing credit card expenditures and report any serious problems and/or discrepancies directly to the Board.

Credit Card Users

Credit card users must take proper care of the credit card(s) and take all reasonable precautions against damage, loss or theft. Any damage, loss or theft must be reported immediately to the Business Office and to the appropriate financial institution. Failure to take proper care of credit cards or failure to report damage, loss or theft may subject the employee to financial liability.

Users must submit detailed documentation, including itemized receipts for services, travel and/or other actual and necessary expenses which have been incurred in connection with school-related business for which the credit card has been used. Failure to provide a proper receipt can make the employee responsible for expenses incurred.

Credit Card Limits

The charter school shall establish a credit line not to exceed what is needed for the need for their position for all cards issued to the charter school.

Return of Credit Card

A charter school employee who is no longer employed by the charter school shall return the credit card upon termination to the Principal no later than five calendar days after termination.

Misuse and/or Unauthorized Use

An employee who violates a provision of this policy shall have his/her credit card revoked immediately and shall be subject to disciplinary action as determined by the Principal and reported to local law enforcement. If the Principal violates a provision of this policy, he/she shall be subject to disciplinary action as determined by the Board and reported to local law enforcement.

Additional Procedures

The Principal, in consultation with the Assistant Principal and/or Business Manager, may establish additional procedures governing the issuance and use of district credit cards that do not contradict any part of this policy. Each cardholder shall be apprised of the procedures governing the use of the credit card and a copy of this policy and accompanying procedures shall be given to each cardholder.

Legal Reference: I.C. § 18-5701 Misuse of Public Money by Officers
 I.C. § 18-5703 Definitions

Policy History: Reviewed 8/3/10 & 9/8/10
Adopted on: 9/8/10
Revised on:

Another Choice Virtual Charter School

FINANCIAL MANAGEMENT

7440F

Credit Card Holder Agreement

By my signature I hereby acknowledge that I have read and understand Another Choice Virtual Charter School's credit card policy. Furthermore, I affirm that I will not use the credit card for personal reasons. I understand that a violation of this agreement may result in disciplinary action up to and including termination, and possible legal action.

Signature

Position

Printed Name

Date Signed

Policy History: Reviewed 8/3/10 & 9/8/10

Adopted on: 9/8/10

Revised on:

Another Choice Virtual Charter School

FINANCIAL MANAGEMENT

7500

Special Education Policies and Procedures

As part of Another Choice Virtual Charter School's original Charter we adopted the most recent Special Education Manual that is written by the Idaho Department of Education, Special Education Department.

Special Education Revenues

Another Choice Virtual Charter School will seek and utilize all available sources of revenue for financing its educational programs including in accessing and dispersing special education funds. This includes revenues from non-tax, local, state and federal sources. All revenues received for Another Choice Virtual Charter School will be properly credited to the appropriate fund and account as specified by federal and state statute and the accounting and reporting regulations for Idaho school districts as documented in ACVS Policy 7300.

As per Federal Regulation Special Education Funds:

§300.202 Use of amounts

(a) General. Amounts provided to the LEA under Part B of the Act

(1) Must be expended in accordance with the applicable provisions of this part;

(2) Must be used only to pay the excess costs of providing special education and related services to children with disabilities; and

(3) Must be used to supplement State, local, and other Federal funds and not to supplant those funds.

Excess Costs

Another Choice Virtual Charter School will refer and adhere to the IDEA Part B Funding Manual provided by the Idaho State Department of Education Division of Student Achievement and School Improvement within the Special Education Department and IDEA for guidelines regarding Excess Costs.

Time and Effort Reporting

Another Choice Virtual Charter School will refer and adhere to the IDEA Part B Funding Manual provided by the Idaho State Department of Education Division of Student Achievement and School Improvement within the Special Education Department and IDEA and the OMB Circular A-87 and A-133 for guidelines regarding Time and Effort Reporting.

Acquisition Of Equipment And For Construction Or Alteration Of Facilities

Another Choice Virtual Charter School will refer and adhere to the IDEA Part B Funding Manual provided by the Idaho State Department of Education Division of Student Achievement and School Improvement within the Special Education Department and IDEA for guidelines

regarding the utilization of Part B and Preschool funds for the acquisition of equipment and for construction or alteration of facilities.

Parentally-Placed Private School Children

Another Choice Virtual Charter School will refer and adhere to the IDEA Part B Funding Manual provided by the Idaho State Department of Education Division of Student Achievement and School Improvement within the Special Education Department and the ACVS Adopted Special Education Manual for guidelines regarding Parentally-Placed Private School Children.

Coordinated Early Intervening Services (CEIS)

Under the 2004 IDEA amendments and the 2006 IDEA regulations, local education agencies (LEAs) are permitted to use up to 15% of their IDEA Part B and Preschool (Section 611 and Section 619 combined) to “develop and implement coordinated, early intervening services, which may include interagency funding structures, for students in grades kindergarten through grade twelve (with a particular emphasis on students in kindergarten through grade three) who are not currently identified as needing special education or related services, but who need additional academic and behavioral support to succeed in a general education environment.” 34 C.F.R. § 300.226.

A LEA is required to use the maximum amount (15%) of their Part B allocations (Section 611 and Section 619 combined) for CEIS if significant disproportionality is determined through the collection and analysis of student race and ethnicity data in the following areas:

1. The identification of children as children with disabilities
2. The identification of children as children with disabilities in accordance with a particular impairment
3. The placement in particular educational settings of these children
4. The incidence, duration, and type of disciplinary actions, including suspensions and expulsions. 34 CFR § 300.646.

Procurement Procedures

Another Choice Virtual Charter School will refer and adhere to the IDEA Part B Funding Manual provided by the Idaho State Department of Education Division of Student Achievement and School Improvement within the Special Education Department and the ACVS Adopted Special Education Manual for guidelines regarding procurement procedures for all commodities and services purchased with Federal Grant Funds. In all cases State and Federal laws shall be implemented in accordance with 34 CFR § 80.36(i)(1).

Retention of Fiscal Records

Another Choice Virtual Charter School will refer and adhere to the ACVS Adopted Special Education Manual and best practices set forth by IDAHO ASSOCIATION OF SCHOOL BUSINESS OFFICIALS regarding retention of fiscal records with Federal Grant Funds in accordance with 34 CFR § 80.42. In all cases State and Federal laws shall be implemented.

Maintenance of Effort

The MOE regulations at 34 CFR §300.203 read as follows:

(1) Except as provided in paragraph (b)(2) of this section, the SEA must determine that an LEA complies with paragraph (a) of this section for purposes of establishing the LEA's eligibility for an award for a fiscal year if the LEA budgets, for the education of children with disabilities, at least the same total or per capita amount from either of the following sources as the LEA spent for that purpose from the same source for the most recent prior year for which information is available: (i) Local funds only. (ii) The combination of State and local funds.

(2) An LEA that relies on paragraph (b)(1)(i) of this section for any fiscal year must ensure that the amount of local funds it budgets for the education of children with disabilities in that year is at least the same, either in total or per capita, as the amount it spent for that purpose in the most recent fiscal year for which information is available and the standard in paragraph (b)(1)(i) of this section was used to establish its compliance with this section.

(3) The SEA may not consider any expenditures made from funds provided by the Federal Government for which the SEA is required to account to the Federal Government or for which the LEA is required to account to the Federal Government directly or through the SEA in determining an LEA's compliance with the requirement in paragraph (a) of this section.

Another Choice Virtual Charter School will implement 34 CFR §300.203 fully and will refer to the IDEA Part B Funding Manual provided by the Idaho State Department of Education Division of Student Achievement and School Improvement within the Special Education Department and the ACVS Adopted Special Education Manual for guidelines for implementation of determining Maintenance of Effort Costs.

Policy History: Reviewed 8/3/10 & 9/8/10

Adopted on: 9/8/10

Revised on: 5/16/12

Another Choice Virtual Charter School

PART B INVENTORY MANAGEMENT SYSTEMS

7510

Another Choice Virtual Charter School will be able to use IDEA Part B funds to purchase equipment or property as long as they maintain an adequate inventory management that complies with EDGAR Section 80.32.

Property records in the inventory management system should include, at a minimum:

- 1) Property description;
- 2) Identification number;
- 3) Source of funding;
- 4) Acquisition date and cost;
- 5) the location, use* and condition of the property; and
- 6) any ultimate disposition data including the date of disposal and sale price of the property.

In addition to the above information, the inventory management system should ensure that all source documents in support of the above information are maintained throughout the life and disposition of the equipment, and property records should be updated frequently so that ACVS can account for every piece of equipment purchased with federal funds at any given time.

* Equipment or property purchased exclusively with IDEA Part B funds must be used exclusively for the benefit of the Special Education Program.

Inventory Controls must provide

Adequate safeguards to prevent loss, damage, or theft

Physical inventory of property at least every two years

Adequate maintenance of equipment Disposition of Equipment

EDGAR Section 80.32 (e) establishes rules for disposing of equipment: (e) Disposition. When original or replacement equipment acquired under a grant or subgrant is no longer needed for the original project or program or for other activities currently or previously supported by a Federal agency, disposition of the equipment will be made as follows: (1) Items of equipment with a current per-unit fair market value of less than \$5,000.00 may be retained, sold or otherwise disposed of with no further obligation to the awarding agency. (2) Items of equipment with a current per unit fair market value in excess of \$5,000.00 may be retained or sold, and the awarding agency shall have a right to an amount calculated by multiplying the current market value or proceeds from sale by the awarding agency's share of the equipment. (3) In cases where a grantee or subgrantee fails to take appropriate disposition actions, the awarding agency may direct the grantee or subgrantee to take excess and disposition action.

Policy History: Reviewed 5/16/12 & 6/20/12

Adopted on: 6/20/12

Revised on:

Another Choice Virtual Charter School



5/28/2020

Another Choice Virtual School
1014 W. Hemingway Blvd.
Nampa, ID 83651
Delivered via Email

Dear Chairman Kelleher and Dr. Sandidge,

After reviewing the documentation ACVS provided in response to our 4/15/20 letter, I am writing to request additional information. Concerns remain regarding ethics and procurement.

While board meeting minutes evidence that board directors have recused themselves from several votes, they do not provide evidence that proper disclosures were made in compliance with Idaho Code. In addition, the previously submitted documentation does not evidence that various vendors were selected using proper procurement procedures. Please provide documentation to verify ACVS's compliance with ethics in government and procurement.

The following page details the outstanding questions and necessary documentation. I appreciate your continued corporation. Please feel free to reach out if you have any questions.

Sincerely,

A handwritten signature in blue ink, appearing to read "Jenn Thompson".

Jenn Thompson
Director, Idaho Public Charter School Commission

REQUEST FOR DOCUMENTS

- 1) Please provide documentation evidencing the disclosure to the board of directors of each conflict of interest as it relates to SMS Enterprises and Advocates for Inclusion.
- 2) Please provide board meeting minutes (that have not already been submitted to the PCSC) evidencing board approval for each agreement entered into with SMS Enterprises and Advocates for Inclusion.
- 3) Please provide documentation evidencing that the contract for services, entered into with Advocates for Inclusion, was competitively bid.
- 4) Please provide documentation evidencing that Advocates for Inclusion was the lowest bidder.
- 5) If the process utilized in any of the above-described contracts was the request for proposal process (rather than the competitive bidding process), please provide the reason for that choice along with documentation evidencing such process.
- 6) If neither the competitive bidding process nor the request for proposal process were utilized for the contract with Advocates for Inclusion, please state the process that was utilized and the reasoning for that choice.
- 7) Dr. Sandidge stated that Advocates for Inclusion was the sole source of the services the school sought. Please provide evidence to support this claim.

QUESTIONS

- 1) Did either Dr. Sandidge or Kevin McLaren take any part in the preparation of the bid specifications or the contract entered into between the school and Advocates for Inclusion? If yes, please describe.
- 2) Did Kevin McLaren take any part in deliberating or voting on the contract with Advocates for Inclusion? If yes, please describe.
- 3) Did either Dr. Sandidge or Kevin McLaren take any part in approving either the bid specifications or the contract with Advocates for Inclusion? If yes, please describe.
- 4) Did either Dr. Sandidge or Kevin McLaren submit a written disclosure to the ACVS board of directors stating Advocates for Inclusion's intention to bid on the contract and/or stating his or her personal interest in the contract? If yes, please provide a copy of the written disclosure.
- 5) Did the lease agreement between the school and SMS Enterprises utilize the competitive bidding process? If not, please provide reasoning and any supporting documentation you feel is relevant.
- 6) Did either Dr. Sandidge or Kevin McLaren take any part in preparing or approving either the bid specifications (if applicable) or the lease agreement with SMS Enterprises? If yes, please describe.



Laura Sandidge Ph.D., Administrator
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Fax: 208-475-4274
lsandidge@anotherchoicecharter.org

Jenn Thompson
Director, Public Charter School Commission
304 North 8th Street, Room 242
P. O. Box 83720
Boise, Idaho 83720

July 6, 2020

Dear Ms. Thompson;

Thank you again for allowing me to respond for your request for more information. I do know your time is very valuable, so I will try to clarify your questions in as succinct a way as possible.

I have attached what information and documents I have that will address your concerns mentioned in the request for additional information. If you have any questions on those I am available to respond.

These are the answers to the specific questions that you sought additional information on.

1. Did either Dr. Sandidge or Kevin McLaren take any part in the preparation of the bid specifications or the contract entered into between the school and Advocates for Inclusion? If yes, please describe.

As stated previously, Another Choice Virtual Charter School, ACVS, first contracted with Advocates for Inclusion in 2010. Mr. McLaren was not on the board at that time. Additionally, as per ACVS policy and Idaho Code 67-2803 § 4, a formal bid is not required for the procurement of personal or professional services to be performed by an independent contractor. The services were determined to be needed early on as submitted previously.

There has never been a bid presented by any other agency to ACVS for the services that Advocates for Inclusion provides. The need for that is not specifically necessary or always financially feasible for an outside agency. If another agency wants to work with a student that attends ACVS we allow any agency, or private provider, to come in to the school as long as they can document that they have a background check and they adhere to our lab policies and procedures. In that situation they would do their own billing as per their own agency policies and procedures outside of the school, therefore a contract is not needed to provide services.

2. Did Kevin McLaren take any part in deliberating or voting on the contract with Advocates for Inclusion? If yes, please describe.

Mr. McLaren was not on the board when ACVS began contracting with Advocates for Inclusion and has recused himself since then to the best of my knowledge.

3. Did either Dr. Sandidge or Kevin McLaren take any part in approving either the bid specifications or the contract with Advocates for Inclusion? If yes, please describe.

My area of expertise is very much special education. I hold a doctorate in special education. I have trained at our local universities and I have also trained internationally on how to provide services to individuals with disabilities. I am very particular on the quality of services we provide to our students. Our school focuses on learning differences, so this is very important to me. That said, as the special education director for our school I am involved in the quality of services delivered. I have always tried to remove myself from the contracting with Advocates for Inclusion and Another Choice, however, I am involved in assuring that the services provided are appropriate and meet the needs of our school.

Mr. McLaren is the financial manager for Advocates for Inclusion, consequently it is assumed he would be involved generally in the contracts for that business, from the perspective of that business.

As for his involvement at the school's level, Mr. McLaren recused himself on the voting for any matter associated with Advocates for Inclusion since he has been on the board. He was not on the board when Advocates for Inclusion first started working with ACVS and accordingly would have had no involvement from the school perspective, regarding any matter associated with the contract in regards to bidding, terms, approval or review.

4. Did either Dr. Sandidge or Kevin McLaren submit a written disclosure to the ACVS board of directors stating Advocates for Inclusion's intention to bid on the contract and/or stating his or her personal interest in the contract? If yes, please provide a copy of the written disclosure.

As per ACVS policy and Idaho Code 67-2803 § 4, a formal bid is not required for procurement of personal or professional services to be performed by an independent contractor.

As stated previously, within the Amendments of our initial Charter documents I had submitted my resume. This provided written documentation that I was a co-owner of Advocates for Inclusion. That same written resume was provided as part of my original hiring documentation for ACVS as well. For me and for the people who have been a part of ACVS there has never been a time it was not recognized that I was part of Advocates for Inclusion. This was always part of the public record.

ACVS first contracted with Advocates for Inclusion in 2010 and Mr. McLaren was not on our board at that time.

5. Did the lease agreement between the school and SMS Enterprises utilize the competitive bidding process? If not, please provide reasoning and any supporting documentation you feel is relevant.

As per ACVS policy and section Idaho Code 67-2803 § 5, Procurement of an interest in real property; there was no competitive bidding process. ACVS worked with the resources we had that would be able to rent to a Charter school without any credit history or financial stability and provide buildings that had the size and location specifications that were needed. As a Charter School we always know that our charter is extended at the will of the Commission. Therefore, SMS enterprises was agreeable to knowing that our lease could end unexpectedly. We have rented from other entities and in fact still do as needed. At all times the needs of ACVS have been the priority on any rental contracts we have.

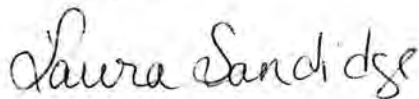
6. Did either Dr. Sandidge or Kevin McLaren take any part in preparing or approving either the bid specifications (if applicable) or the lease agreement with SMS Enterprises? If yes, please describe.

Mr. McLaren, as the clerk for SMS, does do the lease agreements for SMS Enterprises.

The Board is the only authority that can enter into lease agreements of this nature and does approve all such agreements.

Attached with this letter please find documentation responsive to your inquiry. As always, if you have any questions or if you need additional information, please do not hesitate to contact us at your convenience.

Thank you,



Laura Sandidge, Ph.D.
Administrator / Head of School

Additional requested Attachments

- 1) Please provide documentation evidencing the disclosure to the board of directors of each conflict of interest as it relates to SMS Enterprises and Advocates for Inclusion.
 - a) Board Rental Letter attached.
- 2) Please provide board meeting minutes (that have not already been submitted to the PCSC) evidencing board approval for each agreement entered into with SMS Enterprises and Advocates for Inclusion.
 - a) May 2020 Board Notes attached.
- 3) Please provide documentation evidencing that the contract for services, entered into with Advocates for Inclusion, was competitively bid.
 - a) Please see the response for question one. There have been no bids for the services that Advocates for Inclusion provides.
 - b) Attachment Section 67-2803 – Idaho State Legislature.pdf.
 - c) Board Policies previously submitted.
- 4) Please provide documentation evidencing that Advocates for Inclusion was the lowest bidder.
 - a) Please see the response for question one. There have no bids for the services that Advocates for Inclusion provides.
 - b) An agency or private provider can actually can bill at an amount agreed upon with their client or with Medicaid when they do not go through the school. If they bill through any school the Department of Health and Welfare require the school to subtract 1/3 of the reimbursement of those services.
- 5) If the process utilized in any of the above-described contracts was the request for proposal process (rather than the competitive bidding process), please provide the reason for that choice along with documentation evidencing such process.
 - a) Please see the response for question one. There have no bids for the services that Advocates for Inclusion provides.
 - b) Attachment Section 67-2803 – Idaho State Legislature.pdf.
 - c) Board Policies previously submitted.
- 6) If neither the competitive bidding process nor the request for proposal process were utilized for the contract with Advocates for Inclusion, please state the process that was utilized and the reasoning for that choice.
 - a) ACVS required the need for the services, at that time the board knew Advocates for Inclusion, the principal of ACVS at that time also knew Advocates for Inclusion. In light

of the law and board policy the choice in 2010 was to work with Advocates for Inclusion. The services provided meet the needs and due to that fact it has just continued over time.

7) Dr. Sandidge stated that Advocates for Inclusion was the sole source of the services the school sought. Please provide evidence to support this claim.

- a) I do apologize, I don't know how to prove this to you. I don't have any documentation that a bid came in to ACVS, because there hasn't been one. The only way I know how I can support this claim is with the trust that our board has given me. I haven't gotten a bid for the services that Advocates for Inclusion provides.

Another
Choice
VIRTUAL SCHOOL

Laura Sandidge, Administrator
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lsandidge@anotherchoicecharter.org

Jenn Thompson
Director, Public Charter School Commission
304 North 8th Street, Room 242
P. O. Box 83720
Boise, Idaho 83720

July 1, 2020

Dear Ms. Thompson;

The Board had shared knowledge within the community of the organization since the onset of the lease, that Mr. Kevin McLaren as well as Dr. Laura Sandidge had a portion of ownership of SMS Enterprises.

Thank you,

John Kelleher
John Kelleher (Jul 6, 2020 23:02 MDT)

John Kelleher, Ph.D.

Misty Puckett
Misty Puckett (Jul 7, 2020 12:55 MDT)

Misty Puckett

Ruth Kropp
Ruth Kropp (Jul 6, 2020 18:52 MDT)

Ruth Kropp

Laura Shoemaker
Laura Shoemaker (Jul 7, 2020 11:43 MDT)

Laura Shoemaker

Kevin McLaren
Kevin McLaren (Jul 6, 2020 18:25 MDT)

Kevin McLaren



Another Choice Virtual Charter School Board Meeting Agenda

ZOOM Meeting Address: Join URL: <https://zoom.us/j/...>

5/13/20

- 4:15 Welcome
 - Welcome
 - In Attendance: John Kelleher; Ruth Kropp; Misty Puckett; Kevin McLaren; Laura Shoemaker; Laura Sandidge; Ross Jones;
 - Board Members Absent: None
 - Approval of Board Minutes – By unanimous consent Approved
 - Approval of Meeting Agenda - Motion: – By unanimous consent Approved
- Agenda Items:
 - 4:00 – 4:15 Open Forum – The Board encourages public participation and wishes to ensure that Board members and the public have an opportunity to communicate if needed. The Chairman of the Board will use the following rules of order during this time:
 - An individual who would like to speak on an agenda item will make that known at this time.
 - An individual who would like to speak on a non-agenda item will make that known at this time.
 - The Chairman of the Board may choose to schedule the requested items in a future board meeting.

We had no guests this month.
 - Old Business
 - School Improvement Grant; Commission Conditions Report
 - Commission Phone call discussion

Laura updated the board on the current status.
 - Our response to Covid-19 – discussion
 - Update

Laura updated the board on the current status – we are actively working with students virtually with our teachers and school improvement tutors, while things are very busy and stressful, students and staff were all working very hard. The elementary team in particular were highly commended on their efforts especially in the area of course completion.
 - Staffing Requests for 2020.2021
 - Special Funding

Laura and Ross updated the board on the current status of special funding that will be forthcoming from the state in light of the Covid-19 situation. The outcome of this discussion determined these funds would be used to pay for additional staff to work directly with and for students in the summer and during the next school year to ensure course completion and development of academic skills.
 - FYI on the Math position that is open currently
 - Rentals All locations

Ross and Laura discussed the current status on all rental agreements in all locations, Nampa, Boise, and Caldwell. There was a significant discussion on this in order to ensure that there was full understanding on ownership and current use of all locations. Ownership of all buildings is known, but reiterated with the Board as well as the costs associated. Discussion ensured that none of the Board members had concerns or questions with the ownership. Motion made to continue and extend rental agreements for Boise and Nampa locations for another year was made by Ruth Kropp and seconded by John Kelleher. Motion carried with unanimous

Documentation Requirements: As per Idaho Open Meeting law attendance of all board members must be documented. Additionally, motions, resolutions, orders, or ordinances proposed and their disposition must be documented. The results of all votes and upon the request of a member, the vote of each member, by name must be documented. Minutes of executive sessions may be limited to material of which is not inconsistent with the provisions of section 67-2345 of Idaho Code, but shall contain sufficient detail to convey the general tenor of the meeting for disclosure purposes. In accordance with Idaho Code 67-2340 through 67-2346, a motion may be requested to recess this open meeting and convene into an executive session for the purpose of discussing matters pertaining to negotiations, property and/or personnel. Following discussion, the Board will reconvene into open session to take Board action on matters discussed in the executive session and/or adjourn the meeting. Per Idaho Open Meeting Law, Section 67-2344: Neither a full transcript nor a recording of the meeting is required, except as otherwise provided by law. All minutes shall be available to the public within a reasonable time after the meeting.

agreement of all who voted. Mr. McLaren abstained from voting for all Nampa and Boise locations to ensure there was no conflict of interest.

Ross and Laura further discussed that the Caldwell building is in the process of being sold and the owner would like a three year lease at an increased cost. The Board discussed concerns with this in light of finances being held back this year. It was determined by the Board that Ross Jones would work with the owner of the Caldwell building to have no more than a two year contract and to keep the cost as low as possible. It was determined by the board that if this could not be achieved Mr. Jones would need to come back to the board for further discussion. John Kelleher motioned and Misty Puckett seconded. All approved.

- **Related Services Contracts**

Laura discussed and confirmed with the Board all the related services contracts that are held as well as costs of those services and the ownership of those businesses. While it is known, it was again confirmed that Laura Sandidge and Kevin McLaren have partial ownership of Advocates for Inclusion. This was clearly discussed. Laura Sandidge also confirmed with the board if there ever were concerns they could be brought up at any time during the year for review. The board had no issues with any of the ownership or resulting contracts. John Kelleher motioned and Ruth Kropp seconded to continue the current contract as is with Advocates for Inclusion. Kevin McLaren abstained from discussion or voting. All others approved unanimously. It was discussed that currently we have two speech providers and one provider will be able to provide the needed services next year rather than two. It was determined that we will keep the one speech provider to minimize scheduling issues with students. It was further discussed that if needed services would continue to be virtual in light of us not being able to be face to face with Covid. John Kelleher motioned and Ruth Kropp seconded to continue all related services contracts and to consolidate the speech contract to one provider if possible. All approved.

- **New Business**

- **Current Financial Report (Discussion)** Ross presented and answered questions concerning the budget.
- **Certification Update**
 - **Staff Reviewed for Certification:**
 - Victoria Murphy, SPED, has completed the ABCTE process for certification. Discussion that there is a continued area of need for this position. Motion made by Ruth Kropp, seconded by Laura Shoemaker to submit for official certification for this position, all approved.
 - Jordan Watkins, ART, has a degree in Graphic Design and is a professional in their photography and graphic design field. Discussion that there is an area of need for this position of teaching an art class. Motion made by Ruth Kropp, seconded by Laura Shoemaker to submit for official certification for this position, all approved.
 - Nathan Hunter, taking classes for Math certification, has a degree and is Certified in the State of Idaho in the area of SPED,. Discussion that there is an area of need for a Math position with expertise in working with and understanding students that qualify for SPED. Motion made by Ruth Kropp, seconded by Kevin McLaren to submit for official certification for this position, all approved.
- **Financial Policies Review** – All financial policies were presented to be reviewed again for updating. This will be discussed again next month.
- **First Reading of the Budget Report** - Ross presented and answered questions concerning the first reading of the budget for 2020.21.
- **Update of the Current Year for all programs / Status Update on School**
 - **Special, Standing, and Informational Reports**
 - Training / Professional Development
 - Graduation

Laura updated the board on upcoming activities and the current status of the school. The board had a few questions on how Graduation plans were progressing. This was discussed, and while it is very difficult to turn this over to virtual there were many who were helping.

- **BOARD Training: Educational responses to Covid-19 that are updated continually**

- <https://coronavirus.idaho.gov> – &
- <https://www.idsba.org/helping-you-stay-informed-2/>

- **Meeting Adjourned**

Documentation Requirements: As per Idaho Open Meeting law attendance of all board members must be documented. Additionally, motions, resolutions, orders, or ordinances proposed and their disposition must be documented. The results of all votes and upon the request of a member, the vote of each member, by name must be documented. Minutes of executive sessions may be limited to material of which is not inconsistent with the provisions of section 67-2345 of Idaho Code, but shall contain sufficient detail to convey the general tenor of the meeting for disclosure purposes. In accordance with Idaho Code 67-2340 through 67-2346, a motion may be requested to recess this open meeting and convene into an executive session for the purpose of discussing matters pertaining to negotiations, property and/or personnel. Following discussion, the Board will reconvene into open session to take Board action on matters discussed in the executive session and/or adjourn the meeting. Per Idaho Open Meeting Law, Section 67-2344: Neither a full transcript nor a recording of the meeting is required, except as otherwise provided by law. All minutes shall be available to the public within a reasonable time after the meeting.

Another Choice Virtual Charter School

- Upcoming Dates:
 - Check Website for other activities and important dates / and or cancellations
- Next meetings:
 - Next meetings: 6/13/20.
 - Remember no meeting in July unless requested;
 - Meetings are always at 4:15 ~~at the Another Choice Virtual Charter School Nampa Lab~~ Virtually till further notice via Zoom or Google Chat.

Meeting adjourned at 6:15, Respectfully submitted

Laura Sanchidge

Documentation Requirements: As per Idaho Open Meeting law attendance of all board members must be documented. Additionally, motions, resolutions, orders, or 3 ordinances proposed and their disposition must be documented. The results of all votes and upon the request of a member, the vote of each member, by name must be documented. Minutes of executive sessions may be limited to material of which is not inconsistent with the provisions of section 67-2345 of Idaho Code, but shall contain sufficient detail to convey the general tenor of the meeting for disclosure purposes. In accordance with Idaho Code 67-2340 through 67-2346, a motion may be requested to recess this open meeting and convene into an executive session for the purpose of discussing matters pertaining to negotiations, property and/or personnel. Following discussion, the Board will reconvene into open session to take Board action on matters discussed in the executive session and/or adjourn the meeting. Per Idaho Open Meeting Law, Section 67-2344: Neither a full transcript nor a recording of the meeting is required, except as otherwise provided by law. All minutes shall be available to the public within a reasonable time after the meeting.



Idaho Statutes

TITLE 67

STATE GOVERNMENT AND STATE AFFAIRS

CHAPTER 28

PURCHASING BY POLITICAL SUBDIVISIONS

67-2803. EXCLUSIONS. The procurement requirements established in this chapter shall not be applicable to:

(1) The acquisition of personal property when the procurement duplicates the price and substance of a contract for like goods or services that has been competitively bid by the state of Idaho, one (1) of its political subdivisions, or an agency of the federal government;

(2) Contracts or purchases wherein expenditures are less than fifty thousand dollars (\$50,000), provided such contracts or purchases shall be guided by the best interests of the political subdivision procuring the goods and services as determined by the governing board;

(3) Disbursement of wages or compensation to any employee, official or agent of a political subdivision for the performance of personal services for the political subdivision;

(4) Procurement of personal or professional services to be performed by an independent contractor for the political subdivision;

(5) Procurement of an interest in real property;

(6) Procurement of insurance;

(7) Costs of participation in a joint powers agreement with other units of government;

(8) Procurement of used personal property;

(9) Procurement from federal government general services administration (GSA) schedules or federal multiple award schedules (MAS);

(10) Procurement of personal property or services through contracts entered into by the division of purchasing of the department of administration of the state of Idaho;

(11) Procurement of goods for direct resale;

(12) Procurement of travel and training;

(13) Procurement of goods and services from Idaho correctional industries;

(14) Procurement of repair for heavy equipment;

(15) Procurement of software maintenance, support and licenses of an existing system or platform that was bid in compliance with state law;

(16) Procurement of public utilities;

(17) Procurement of food for use in jails or detention facilities; or

(18) Procurement of used equipment at an auction if authorized by the governing board.

History:

[67-2803, added 2005, ch. 213, sec. 37, p. 669; am. 2009, ch. 174, sec. 1, p. 554; am. 2010, ch. 123, sec. 1, p. 269; am. 2011, ch. 320, sec. 1, p. 937; am. 2016, ch. 290, sec. 1, p. 820; am. 2017, ch. 197, sec. 4, p. 484.]

Another Choice Virtual Charter School

January 2019

Advocates for Inclusion – Special Ed Services – 223,060.23 **Conflict**

April 2019

Homeward Real Estate – Building Exploration – 25,000.00 **Conflict**

Advocates for Inclusion – SPED Services – 187,962.32 **Conflict**

May 2019

Gregory Warren – Tuition Reimbursement – 1430.28

Advocates for Inclusion – Network Solutions Reimbursement – 685.00

June 2019

Lisa Hawes – Tuition Reimbursement – 1392.00, 2784.00

August 2019

Advocates for Inclusion – SPED Services – 110,709.12 **Conflict**

SMS Enterprises LLC – Leases – 36,504.00, 23,064.00 **Conflict**

October 2019

Advocates for Inclusion – SPED Services – 13,090.22 **Conflict**

November 2019

Michelle Carroll – Tuition Reimbursement

CHECK#	DATE	VENUE	APPROVAL	DESCRIPTION	AMOUNT
008903	01/18/19	JDL INVESTMENTS	CALDWELL, ID 83605	KIMBALL LEASE	1,000.00
				KIMBALL LEASE	1,000.00
				KIMBALL LEASE	1,000.00
				KIMBALL LEASE	1,000.00
				KIMBALL LEASE	1,000.00
				KIMBALL LEASE	1,000.00
				KIMBALL LEASE - JAN LATE FEE	75.00
008904	01/18/19	HUNTER, RHETT	,	LAB SUBSTITUTE	310.50
008905	01/18/19	WINGO, JOAN	,	PAYROLL ADVANCE	150.00
008906	01/18/19	DORRIAN, KEVIN	,	FINGERPRINTS	10.00
				LOWE'S	26.71
008907	01/18/19	FULFER, ERIKA	BOISE, ID 83702	SPECIAL ED SERVICES	1,988.00
008908	01/18/19	GUAJARDO, RICARDO	NAMPA, ID 83686	PSYCH SPED SERVICES - 10.5 HOURS	840.00
008909	01/18/19	INTERMOUNTAIN GAS CO	BOISE, ID 83732-0064	GAS EXPENSE	221.94
008910	01/18/19	MORENO, JOSE ANGEL	NAMPA, ID 83686	TRANSLATION CONTRACTOR	100.00
008911	01/18/19	TINYEY THERAPY SERVICES	SASKATOON, SK S7N 3R3	SPEECH AND PHYSICAL THERAPY SVCS	9,167.25
				SPEECH THERAPY SERVICES	6,737.25
				PHYSICAL THERAPY SERVICES	81.00
008912	01/23/19	ADVOCATES FOR INCLUSION	NAMPA, ID 83651	SPECIAL ED SERVICES	223,060.03
008913	01/23/19	AUTOMATED OFFICE SYSTEMS INC	BOISE, ID 83706	COPIER EXPENSE	146.71
008914	01/23/19	BRAUN, STEPHANIE	,	TEACHER TECH	1,000.00
008915	01/23/19	CALDWELL CITY WATER	CALDWELL, ID 83606-0880	1207 S KIMBALL - UTILITIES	69.49
008916	01/23/19	CRANE ALARM SERVICE	NAMPA, ID 83653	ALARM SYSTEM SERVICE - NAMPA/CALD	1,067.50
008917	01/23/19	DICUS, KIMBERLY	NAMPA, ID 83686	YARN CLUB	44.62
008918	01/23/19	ESCARZAGA, JOSEPHINA	NAMPA, ID 83686	INTERNET STIPEND 2018-19 1ST SEM.	60.00
008919	01/23/19	GAONA, PAMELA	NAMPA, ID 83686	TEACHER TECH	869.00
008920	01/23/19	GIBSON, STEPHEN	,	FILM CLUB	66.77
008921	01/23/19	GREENS HEATING AND AIR C	NAMPA, ID 83687	REPLACE FLAME SENSORS	270.00
008922	01/23/19	IASBO	HAILEY, ID 83333	MEMBERSHIP RENEWAL	125.00
008923	01/23/19	LITTLE, LES	,	FOOD ALLOWANCE	12.16
				MILEAGE REIMBURSEMENT - 177.7	95.96
008924	01/23/19	MARLIN BUSINESS BANK	PHILADELPHIA, PA 19101-3604	COPIER EXPENSE	843.62
008925	01/23/19	NAMPA SCHOOL DISTRICT	NAMPA, ID 83686	JANE PALMER - COLOR GUARD	344.50
008926	01/23/19	NORTHWEST NAZARENE UNIVERSITY	NAMPA, ID 83686	CONCURRENT CREDIT - ADV OPS	1,040.00
008927	01/23/19	ROJAS, RACHEL	EMMETT, ID 83617	ADAPTIVE ART CLASS	20.83
				ADAPTIVE ART CLASS	21.18
				ADAPTIVE ART CLASS	9.42
008928	01/23/19	TIRADO, NATASHA	,	FINGERPRINTING	10.00
				SDE ACCREDITATION	75.00
008929	01/23/19	UNITED HERITAGE LIFE INSURANCE	MERIDIAN, ID 83680-7777	LIFE AND VISION INSURANCE	543.11
008930	01/23/19	WARREN, GREGORY	,	FORENSIC SCIENCE CLUB	19.07
008931	01/23/19	WESTERN BUILDING MAINTENANCE	BOISE, ID 83707	CUSTODIAL SERVICES	131.25
				CUSTODIAL SERVICES	752.50
				CUSTODIAL SERVICES	537.29
				CUSTODIAL SERVICES - PAYMENT	475.00CR
				CUSTODIAL SERVICES	175.00
008941	01/24/19	INTERNAL REVENUE SERVICE	,	FICA - 012019	2,712.54
				FICA - 012019	1,569.38
				FICA - 012019	7,162.03
				M/CARE - 012019	25.50
				FICA - EMP. SHARE - 012019	853.86
				M/CARE - 012019	47.72
008942	01/24/19	PERSI	BOISE, ID 83720-0078	PERSI - 012019	11,148.84
				PERSI - 012019	41.60
				PERSI - 012019	3,993.67
				PERSI - EMP. SHARE - 012019	1,305.86
				PERSI - 012019	2,411.30
				PERSI - 012019	72.54
008943	01/24/19	SELECTHEALTH	,	MEDICAL INS - 012019	8,924.32
				MEDICAL INS - 012019	13,359.49
				HEALTH INSURANCE - 012019	2,553.00
				MEDICAL INS - 012019	2,998.55
				MEDICAL INS - 012019	26.33
				MEDICAL INS - 012019	96.31

CHECK#	DATE	VENDOR	ADDRESS	DESCRIPTION	AMOUNT
001528	04/01/19	BEST BUY	NAMPA, ID	COMPUTER SUPPLIES	74.19
001529	04/02/19	IDAHO STORAGE CONNECTION KARCH	NAMPA, ID 83687	STORAGE UNIT	94.00
001530	04/03/19	ACVS MISC. VENDOR	,	IDAHO.GOV	51.00
001531	04/03/19	ACVS MISC. VENDOR	,	CAPITAL CITY	74.50
001532	04/03/19	CITY OF NAMPA	NAMPA, ID 83651-3921	UTILITIES EXPENSE	844.21
001533	04/05/19	AMAZON.COM	,	OFFICE SUPPLIES	118.99
001534	04/08/19	CABLE ONE	PHOENIX, AZ 85062-8407	INTERNET EXPENSE	152.16
				INTERNET EXPENSE	199.20
001535	04/11/19	WILLAMETTE DENTAL INS., INC.	HILLSBORO, OR 97124-5611	DENTAL INSURANCE	213.35
				DENTAL INSURANCE	213.35
				DENTAL INSURANCE	232.90
				DENTAL INSURANCE	149.40
001536	04/15/19	BEST BUY	NAMPA, ID	COMPUTER SUPPLIES	58.28
001537	04/16/19	CABLE ONE	PHOENIX, AZ 85062-8407	INTERNET EXPENSE	294.53
001538	04/23/19	FORK	BOISE, ID	CONFERENCE LUNCH	55.22
001539	04/23/19	CABLE ONE	PHOENIX, AZ 85062-8407	INTERNET EXPENSE	721.72
001540	04/25/19	ACVS MISC. VENDOR	,	BOISE PARKING - CONFERENCE	15.00
001541	04/29/19	ACVS MISC. VENDOR	,	CONFERENCE LUNCH - BONEFISH GRILL	65.93
001542	04/29/19	ACVS MISC. VENDOR	,	STUDENT EVENT DOMINO'S PIZZA	102.52
001543	04/02/19	INTERMOUNTAIN GAS CO	BOISE, ID 83732-0064	GAS EXPENSE	168.63
001544	04/02/19	AT&T	NAMPA, ID 83687	TELEPHONE EXPENSE	764.25
001545	04/02/19	DELTA DENTAL OF IDAHO	SALT LAKE CITY, UT 84127-1372	DENTAL INSURANCE	590.63
				DENTAL INSURANCE	590.63
				DENTAL INSURANCE	590.62
001546	04/04/19	ACVS MISC. VENDOR	,	WILDCAT SCREEN PRINT	69.96
001547	04/04/19	PITNEY BOWES	,	PITNEY POWE'S POSTAGE ACCOUNT	500.22
001548	04/05/19	IDAHO POWER	SEATTLE, WA 98124-1966	ELECTRICITY EXPENSE	365.69
001549	04/12/19	U.S. BANK	ST. LOUIS, MO 63179-0408	BANK ANALYSIS FEE	54.20
001550	04/12/19	SELECTHEALTH	,	BOARD INSURANCE	2,235.00
001551	04/18/19	INTERMOUNTAIN GAS CO	BOISE, ID 83732-0064	GAS EXPENSE	70.91
001552	04/18/19	MIDCENTURY BUILDERS	NAMPA, ID 83651	HEMINGWAY LEASE	6,000.00
001553	04/23/19	ACVS MISC. VENDOR	,	AUTO-OWNERS	44.00
001554	04/24/19	INTERMOUNTAIN GAS CO	BOISE, ID 83732-0064	GAS EXPENSE	15.07
				GAS EXPENSE	16.13
				GAS EXPENSE	87.93
001555	04/24/19	U.S. BANK	ST. LOUIS, MO 63179-0408	MICROSOFT	107.27
				THE UPS STORE	35.72
				BEST BUY	210.91
				BEST BUY	429.00
001556	04/24/19	U.S. BANK	ST. LOUIS, MO 63179-0408	WALMART	15.84
				COSTCO	138.73
				WALMART	27.45
				ALBERSON'S	9.54
				COSTCO	6.36
				WALGREEN'S	3.49
				TEACHER'S PAY TEACHER'S	1.25
				WALMART	8.02
				WITCO	34.00
				AMAZON	311.00
				FLYING M	45.79
				AMAZON	58.06
				DROPBOX	199.00
				ADOBE	14.99
				AMAZON - SUPPLIES	65.80
				AMAZON - SUPPLIES	33.77
				AMAZON - SUPPLIES	99.38
				WITCO	5.90
				CO CALDWELL ONLINE	73.34
001557	04/30/19	IDAHO POWER	SEATTLE, WA 98124-1966	ELECTRICITY EXPENSE	87.13
008982	04/03/19	STATE DEPT OF EDUCATION	BOISE, ID 83720-0027	TEACHER CERTIFICATION	100.00
008983	04/03/19	UNITED HERITAGE LIFE INSURANCE	MERIDIAN, ID 83680-7777	LIFE AND VISION INSURANCE	230.68
009008	04/03/19	2M DATA SYSTEMS	OREM, UT 84057	ACCOUNTING SOFTWARE UPDATE	530.00
009009	04/03/19	HUNTER, NATHANIEL	,	MIDDLE-SCHOOL - SMART FOODSERVICE	17.16
				MIDDLE-SCHOOL - WINCO	23.28
009010	04/03/19	ANDERSON, JULIAN & HULL, LLP	BOISE, ID 83707-7426	ANNUAL ED LAW SEMINAR	550.00
009011	04/03/19	AUTOMATED OFFICE SYSTEMS INC	BOISE, ID 83706	COPIER EXPENSE	65.53
009012	04/03/19	BURKE, KELLI	,	FINGERPRINTS	10.00
009013	04/03/19	CDI TECHNOLOGIES	MARKHAM, ON L6G 1B8	DELL CHROMEBOOK	410.00
009014	04/03/19	CHAVEZ, DEAN	,	MILEAGE REIMBURSEMENT - 160 MILES	86.40
009015	04/03/19	CRANE ALARM SERVICE	NAMPA, ID 83653	ALARM SYSTEM SERVICE	95.00
009016	04/03/19	EDGENUITY, INC.	SCOTTSDALE, AZ 85250	ODYSSEY K-12	380.00
009017	04/03/19	GROVER, CANDICE	,	STUDENT COUNCIL	147.42
				CREDIT REIMBURSEMENT	369.00
009018	04/03/19	HUNTER, KIM	CALDWELL, ID 83605	CONFERENCE	69.12
009019	04/03/19	IASBO	HAILEY, ID 83333	ASSOCIATION MEMBERSHIP	125.00
				ASSOCIATION MEMBERSHIP	125.00
009020	04/03/19	IDAHO DEPT OF HEALTH & WELFARE	BOISE, ID 83720-0036	MEDICAID MATCH #A0000624	60,000.00
009021	04/03/19	IDAHO DIGITAL LEARNING ACADEMY	BOISE, ID 83707	DUAL ENROLLMENT	225.00
009022	04/03/19	JONES, LILY	NAMPA, ID 83686	POWERSCHOOL AIR TRAVEL	419.20
009023	04/03/19	LENZ, DENNIS	NAMPA, ID 83651	LANDSCAPE MAINTENANCE	744.81
009024	04/03/19	LEXIA LEARNING SYSTEMS, INC.	CONCORD, MA 01742	LEXIA CORE5 READING STDNT SUB REN	6,000.00
009025	04/03/19	LITTLE, LES	,	MILEAGE AND TRAVEL EXPENSE	105.14
009026	04/03/19	MARLIN CAPITAL SOLUTIONS	PHILADELPHIA, PA 19101-3604	COPIER LEASE	1,700.36
009027	04/03/19	MCLAREN, KEVIN	,	PS AIR TRAVEL - JASON SANDIDGE	419.20
				PS AIR TRAVEL - LAURA SANDIDGE	419.20
009028	04/03/19	MILLER, JOSEPH	,	MAP TESTING CONFERENCE - FOOD	175.00
009029	04/03/19	NWEA - NORTHWEST EVAL. ASSOC.	PORTLAND, OR 97209	MAP SKILLS	15.00
009030	04/03/19	POWERSCHOOL GROUP, LLC	SAN FRANCISCO, CA 94139-8408	UNIFIED ADMIN ENROLLMENT CHRTR	8,000.00
				UNIFIED ADMIN ENROLLMENT IMPLEMENT	4,000.00
				TRAINING REMOTE	1,500.00
				POWERSCHOOL UNIVERSITY	5,400.00
				POWERSCHOOL UNIVERSITY	1,200.00

CHECK#	DATE	YENDOR	APPROS	DESCRIPTION	AMOUNT
009031	04/03/19	ROJAS, RACHEL	EMMETT, ID 83617	APPLIED ART CLASS	19.04
009032	04/03/19	WESTERN RECORDS DESTRUCTION	BOISE, ID 83709	APPLIED ART CLASS	18.99
009033	04/03/19	STATE DEPT OF EDUCATION	BOISE, ID 83720-0027	RECORD DESTRUCTION	35.00
009034	04/03/19	STATE INSURANCE FUND	BOISE, ID 83799-0002	RECORD DESTRUCTION	35.00
009035	04/03/19	TINYEYE THERAPY SERVICES	SASKATOON, SK S7N 3R3	SDE ESCROW ACCOUNT	500.00
009036	04/03/19	WESTERN BUILDING MAINTENANCE	BOISE, ID 83707	AUDIT PREMIUM ADJUSTMENT	1,410.00
009037	04/03/19	WILLIS, YVONNE	,	SPEECH AND PHYSICAL THERAPY	7,129.50
009038	04/03/19	WOLFE, JAMIE	NAMPA, ID 83687	CUSTODIAL SERVICES	752.50
009039	04/12/19	CARROLL, TIM	,	CUSTODIAL SERVICES	175.00
009040	04/12/19	CHAVEZ, DEAN	,	KINDNESS CLUB - WALMART	33.54
009041	04/12/19	FULFER, ERIKA	BOISE, ID 83702	KINDNESS CLUB - WALMART	31.74
009042	04/12/19	WINGO, JOAN	,	KINDNESS CLUB - VOLKERS, MEGAN	20.02
009043	04/16/19	HOMEWARD REAL ESTATE, LLC	,	TEACHER TECH	441.00
009053	04/24/19	BURKE, KELLI	,	ID PREVENTION SUPPORT - MILEAGE	185.00
009054	04/24/19	GALEAI, CRYSTAL	NAMPA, ID 83686	ID PREVENTION SUPPORT - FOOD	125.00
009055	04/24/19	INTERNAL REVENUE SERVICE	,	ID PREVENTION AND SUPPORT	125.00
009056	04/24/19	PERSI	BOISE, ID 83720-0078	SPED SERVICES	1,917.00
009057	04/24/19	SANDERS, AARON	,	PAYROLL ADVANCE	100.00
009058	04/24/19	SELECTHEALTH	,	BUILDING EXPLORATION	25,000.00
009059	04/25/19	ADVOCATES FOR INCLUSION	NAMPA, ID 83651	LAB COVERAGE	588.00
009060	04/25/19	AUTOMATED OFFICE SYSTEMS INC	BOISE, ID 83706	WINCO	8.90
009061	04/25/19	CDI COMPUTER DEALERS INC.	CHICAGO, IL 60675-3064	PROM - WINCO	63.39
009062	04/25/19	CHAVEZ, FELIPE R.	BOISE, ID 83714	FICA - EMP. SHARE - 042019	853.86
009063	04/25/19	FRIEND, HEIDI	MIDDLETON, ID 83644	FICA - 042019	2,820.06
009064	04/25/19	GUAJARDO, RICARDO	NAMPA, ID 83686	FICA - 042019	1,569.36
009065	04/25/19	HUNTER, RHETT	,	FICA - 042019	6,837.84
009066	04/25/19	IASA	BOISE, ID 83705-1501	M/CARE - 042019	25.50
009067	04/25/19	IDAHO STATE TAX COMMISSION	BOISE, ID 83722-0410	M/CARE - 042019	47.72
009068	04/25/19	INTERMOUNTAIN GAS CO	BOISE, ID 83732-0064	PERSI - 042019	3,993.67
009069	04/25/19	LENZ, DENNIS	NAMPA, ID 83651	PERSI - EMP. SHARE - 042019	1,305.86
009070	04/25/19	MORETON & COMPANY - IDAHO	BOISE, ID 83719	PERSI - 042019	2,411.30
009071	04/25/19	PARKER, CYNTHIA	CALDWELL, ID 83605	PERSI - 042019	10,628.30
009072	04/25/19	POWERSCHOOL GROUP, LLC	SAN FRANCISCO, CA 94139-8408	PERSI - 042019	41.60
009073	04/25/19	RIVERSIDE INSIGHTS	ITASCA, IL 60143	PERSI ADJ	0.06
009074	04/25/19	TINYEYE THERAPY SERVICES	SASKATOON, SK S7N 3R3	PERSI - 042019	72.54
009075	04/25/19	UNITED HERITAGE LIFE INSURANCE	MERIDIAN, ID 83680-7777	SUBSTITUTE - LILIANA	2,000.00
009076	04/25/19	WILLIAMS, SIDNEY	,	MEDICAL INS - 042019	8,924.32
009500	04/26/19	JONES, RAMONA	NAMPA, ID 83686	MEDICAL INS - 042019	2,998.55
				MEDICAL INS - 042019	12,954.49
				HEALTH INSURANCE - 042019	2,553.00
				MEDICAL INS - 042019	26.33
				MEDICAL INS - 042019	96.31
				SPED SERVICES	187,962.32
				COPIER EXPENSE	82.87
				DELL CHROMEBOOK	410.00
				EL TRANSLATION	47.16
				TEACHER TECHNOLOGY REIMBURSEMENT	834.37
				PSYCH SPED SERVICES - 13 HOURS	1,040.00
				LAB SUBSTITUTE - 58 HOURS	580.00
				IEEW: PRE-PAID DUES	58.00
				STATE TAXES	147.86
				GAS EXPENSE - CALDWELL	168.92
				LANDSCAPE MAINTENANCE	657.46
				ICRMP LIABILITY INSURANCE	9,363.00
				COMPUTER - CORD REPLACEMENT	25.00
				SW-IS-S-ISPR: REG - ESSENTIAL FEE	1,673.25
				PRODUCT TRAINING	765.00
				SPEECH THERAPY SERVICES - 03-2019	6,270.97
				SPEECH THERAPY SERVICES - 03-2019	0.53
				LIFE AND VISION INSURANCE	1.76
				LIFE AND VISION INSURANCE	515.93
				AMAZON	179.80
				PAYROLL ADVANCE	8,000.00

CHECK#	DATE	VENDOR	CITY/STATE	DESCRIPTION	AMOUNT
001558	05/01/19	ACVS MISC. VENDOR	,	CHIC FILA	11.31
001559	05/01/19	ACVS MISC. VENDOR	,	BIG CITY COFFEE - CONFERENCE	29.73
001560	05/02/19	SARAH'S BAGEL CAFE	,	MEETING - BAGELS	11.47
001561	05/02/19	ACVS MISC. VENDOR	,	INDEED	85.55
001562	05/02/19	IDAHO STORAGE CONNECTION KARCH	NAMPA, ID 83687	STORAGE UNIT	106.00
001563	05/03/19	AMAZON.COM	,	AMAZON	95.00
001564	05/08/19	CABLE ONE	PHOENIX, AZ 85062-8407	INTERNET EXPENSE	151.29
				INTERNET EXPENSE	198.54
001565	05/13/19	WILLAMETTE DENTAL INS., INC.	HILLSBORO, OR 97124-5611	DENTAL INSURANCE	213.35
				DENTAL INSURANCE	213.35
				DENTAL INSURANCE	232.90
				DENTAL INSURANCE	149.40
001566	05/16/19	CABLE ONE	PHOENIX, AZ 85062-8407	INTERNET EXPENSE	294.53
001567	05/20/19	ACVS MISC. VENDOR	,	JABBER'S - STUDENT ACTIVITY	206.96
001568	05/23/19	WAHOOZ	,	STUDENT ACTIVITY - EOY	416.64
001569	05/23/19	CABLE ONE	PHOENIX, AZ 85062-8407	INTERNET EXPENSE	721.66
001570	05/28/19	CITY OF NAMPA	NAMPA, ID 83651-3921	UTILITIES EXPENSE	1,740.39
001571	05/30/19	ACVS MISC. VENDOR	,	CBI PARALLELS	69.99
001572	05/31/19	OFFICE DEPOT	CHICAGO, IL 60680-1040	OFFICE SUPPLIES	67.82
001573	05/02/19	AT&T	NAMPA, ID 83687	TELEPHONE EXPENSE	902.80
001574	05/07/19	DELTA DENTAL OF IDAHO	SALT LAKE CITY, UT 84127-1372	DENTAL INSURANCE	590.63
				DENTAL INSURANCE	590.63
				DENTAL INSURANCE	590.62
001575	05/08/19	IDAHO POWER	SEATTLE, WA 98124-1966	ELECTRICITY EXPENSE	332.69
001576	05/10/19	U.S. BANK	ST. LOUIS, MO 63179-0408	FLYING M	45.79
				CDI COMPUTERS	410.00
				MICROSOFT	117.66
				DELL BUSINESS	1,756.90
				CDI COMPUTERS - FOREIGN TRANS	8.20
001577	05/10/19	U.S. BANK	ST. LOUIS, MO 63179-0408	COSTCO	233.24
				ALBERTSON'S	9.09
				AMAZON	51.93
				AMAZON	39.81
				AMAZON	150.08
				AMAZON	425.08
				AMAZON	143.07
				AMAZON	109.98
				AMAZON	17.58
				AMAZON	17.93
				AMAZON	17.93
				AMAZON	70.70
				AMAZON	21.19
				AMAZON	129.89
				AMAZON	142.65
				VISTAPRINT	1,470.22
				FLYING M	38.16
				CAFE ZUPA'S	10.25
				LOWE'S	739.74
				WALGREEN'S	29.72
				PEARSON EDUCATION	488.05
				SUN VALLEY CORP	393.12
				ADOBE	14.99
				COSTCO	31.79
				WALMART	16.37
				ALBERTSON'S	13.00
				MICROSOFT OFFICE	99.99
				RECREATION CENTER	65.00
				CAFE ZUPA'S	7.93
				COSTCO	64.02
				COSTCO	198.33
				DOLLAR TREE	74.20
				WALGREEN'S	18.79
				FLYING M	94.42
001578	05/14/19	U.S. BANK	ST. LOUIS, MO 63179-0408	BANK ANALYSIS CHARGE	54.20
001579	05/14/19	SELECTHEALTH	,	BOARD INSURANCE	2,235.00
001580	05/20/19	MIDCENTURY BUILDERS	NAMPA, ID 83651	HEMINGWAY LEASE	6,000.00
001581	05/21/19	INTERMOUNTAIN GAS CO	BOISE, ID 83732-0064	GAS EXPENSE	36.71
001582	05/29/19	INTERMOUNTAIN GAS CO	BOISE, ID 83732-0064	GAS EXPENSE	11.36
				GAS EXPENSE	11.90
				GAS EXPENSE	20.88
001583	05/30/19	IDAHO POWER	SEATTLE, WA 98124-1966	ELECTRICITY EXPENSE	100.37
001584	05/24/19	JONES, LILY	NAMPA, ID 83686	OFFICE DEPOT - REIMBURSEMENT	323.30
009077	05/15/19	WINGO, JOAN	,	PAYROLL ADVANCE	150.00
009078	05/17/19	HURN, ANGELA	MERIDIAN, ID 83642	GRADUATION ROBES - TLC CLEANERS	320.62
009079	05/17/19	WARREN, GREGORY	,	TUITION REIMBURSEMENT	1,430.28
009089	05/23/19	INTERNAL REVENUE SERVICE	,	FICA - 052019	2,969.05
				FICA - EMP. SHARE - 052019	853.85
				FICA - 052019	319.52
				FICA - 052019	4,297.20
				M/CARE - 052019	6,699.47
				M/CARE - 052019	47.72
009090	05/23/19	PERSI	BOISE, ID 83720-0078	PERSI - 052019	4,276.47
				PERSI - 052019	372.32
				PERSI - 052019	6,483.67
				PERSI - EMP. SHARE - 052019	1,305.86
				PERSI - 052019	10,769.42
				PERSI - 052019	72.54
				PERSI ADJ	0.07
009091	05/23/19	SELECTHEALTH	,	HEALTH INSURANCE - 052019	2,553.00
				MEDICAL INS - 052019	329.44
				MEDICAL INS - 052019	7,555.05
				MEDICAL INS - 052019	8,308.43

APR 2019 (Mo-Yr: 05-2019-05-2019)				DESCRIPTION	AMOUNT
CHECK#	DATE	VENDOR	ADDRESS		
		Another Choice Virtual Charter School			
				MEDICAL INS - 052019	8,729.06
				MEDICAL INS - 052019	78.02
009092	05/24/19	ADVANCED EDUCATION, INC.	ATLANTA, GA 31193-3823	IMPROVEMENT NETWORK FEE	1,200.00
009093	05/24/19	ADVOCATES FOR INCLUSION	NAMPA, ID 83651	NETWORK SOLUTIONS - REIMBURSEMENT	685.00
009094	05/24/19	AUTOMATED OFFICE SYSTEMS INC	BOISE, ID 83706	COPIER EXPENSE	121.44
				COPIER EXPENSE	22.23
009095	05/24/19	BRAUN, STEPHANIE	,	CLUB EXPENSE - AMAZON	24.36
009096	05/24/19	CHAVEZ, DEAN	,	MILEAGE REIMBURSEMENT - MARCH	69.12
009097	05/24/19	CITY OF CALDWELL	CALDWELL, ID 83605	UTILITIES EXPENSE	69.49
009098	05/24/19	CRANE ALARM SERVICE	NAMPA, ID 83653	ALARM SYSTEM SERVICE	95.00
009099	05/24/19	ESCARZAGA, JOSEPHINA	NAMPA, ID 83686	INTERNET STIPEND 2ND SEM. 2018-19	100.00
009100	05/24/19	EXPRESS PLUMBING SERVICE, INC.	NAMPA, ID 83653	RESTROOM BACKUP	324.00
009101	05/24/19	FRIEND, HEIDI	MIDDLETON, ID 83644	** VOID **	0.00
009102	05/24/19	FULFER, ERIKA	BOISE, ID 83702	SPED SERVICES	2,698.00
009103	05/24/19	GIBSON, STEPHEN	,	COSTCO - TEACHER TECH.	213.00
009104	05/24/19	GUAJARDO, RICARDO	NAMPA, ID 83686	PSYCH SERVICES	720.00
009105	05/24/19	HAWES, LISA	NAMPA, ID 83687	FIELD TRIP REIMBURSEMENT	55.00
009106	05/24/19	HUNTER, RHETT	,	CALDWELL LAB SUB - 6 HOURS	60.00
009107	05/24/19	IDAHO SCHOOL BOARDS ASSOC. INC	BOISE, ID 83707-4797	ISBA CHARTER SCHOOL DUES	2,321.42
009108	05/24/19	JOSEPHSON, RYAN	,	TEACHER TECH	415.00
009109	05/24/19	LENZ, DENNIS	NAMPA, ID 83651	TUITION REIMBURSEMENT	180.00
009110	05/24/19	LITTLE, LES	,	MILEAGE REIMBURSEMENT 114.1	61.61
009111	05/24/19	MARLIN CAPITAL SOLUTIONS	PHILADELPHIA, PA 19101-3604	COPIER EXPENSE	839.94
009112	05/24/19	MORENO, JOSE ANGEL	NAMPA, ID 83686	SPANISH TRANSLATOR	250.00
009113	05/24/19	NWEA - NORTHWEST EVAL. ASSOC.	PORTLAND, OR 97209	CURRICULUM - MAP GROWTH MATH	906.75
				CURRICULUM - MAP GROWTH MATH	6,827.50
009114	05/24/19	PACIFIC BACKFLOW LLC	MERIDIAN, ID 83642	BACKFLOW TEST	40.00
009115	05/24/19	PARKER, CYNTHIA	CALDWELL, ID 83605	CORD REPLACEMENT FEE REIMBURSEMENT	25.00
009116	05/24/19	PURCHASE POWER	PITTSBURGH, PA 15250-7874	POSTAGE	503.50
009117	05/24/19	SCHOOLLOGY	PITTSBURGH, PA 15251-0350	CURRICULUM - ENTERPRISE SUB	1,200.00
				CURRICULUM - ROLLOVER SERVICES	500.00
009118	05/24/19	WESTERN RECORDS DESTRUCTION	BOISE, ID 83709	RECORD DESTRUCTION EXPENSE	35.00
009119	05/24/19	TINYEYE THERAPY SERVICES	SASKATOON, SK S7N 3R3	SPEECH THERAPY SERVICES	2,838.99
				SPEECH THERAPY SERVICES	4,571.01
009120	05/24/19	TORRES, MARIA	NAMPA, ID 83651	INTERNET STIPEND 2ND SEM. 2018-19	100.00
009121	05/24/19	UNITED HERITAGE LIFE INSURANCE	MERIDIAN, ID 83680-7777	LIFE AND VISION INSURANCE	557.04
009122	05/24/19	WESTERN BUILDING MAINTENANCE	BOISE, ID 83707	CUSTODIAL SERVICES	175.00
				CUSTODIAL SERVICES	752.50
009123	05/24/19	WILLIAMS, SIDNEY	,	CTE CERTIFICATION	85.00
				FINGERPRINTING	25.00
				MILEAGE REIMBURSEMENT - 197 MILES	106.38
009124	05/24/19	WILLIS, YVONNE	,	KINDNESS CLUB - HOBBY LOBBY	4.23
				KINDNESS CLUB - FRANZ	4.22
				KINDNESS CLUB - WALMART	46.49
009125	05/24/19	TIMMY'S TREE SERVICE, LLC	NAMPA, ID 83687	TREE TRIM	225.00

CHECK#	DATE	VENDOR	ADDRESS	DESCRIPTION	AMOUNT
001628	08/02/19	AMAZON.COM		SCHOOL SUPPLIES	10.59
001629	08/02/19	IDAHO STORAGE CONNECTION KARCH	NAMPA, ID 83687	STORAGE UNIT	94.00
001630	08/07/19	CABLE ONE	PHOENIX, AZ 85062-8407	INTERNET EXPENSE	151.29
				INTERNET EXPENSE	198.54
001631	08/09/19	ACVS MISC. VENDOR		MICHAEL'S	34.97
				TARGET	42.61
				BEST BUY	309.98
				COSTCO	825.97
001632	08/12/19	WILLAMETTE DENTAL INS., INC.	HILLSBORO, OR 97124-5611	DENTAL INSURANCE	397.80
				DENTAL INSURANCE	96.90
				DENTAL INSURANCE	213.35
				DENTAL INSURANCE	149.40
001633	08/15/19	HOME DEPOT		BUILDING SUPPLY	8.80
001634	08/16/19	CABLE ONE	PHOENIX, AZ 85062-8407	INTERNET EXPENSE	294.53
001635	08/20/19	STATE DEPT OF EDUCATION	BOISE, ID 83720-0027	ADVANCED OPPORTUNITIES CONFERENCE	135.00
001636	08/23/19	CABLE ONE	PHOENIX, AZ 85062-8407	INTERNET EXPENSE	721.66
001637	08/26/19	MCGRAW-HILL SCHOOL EDUCATION	CHICAGO, IL 60694-1545	CURRICULUM	4,521.00
001638	08/02/19	AT&T	NAMPA, ID 83687	TELEPHONE EXPENSE	790.43
001639	08/06/19	DELTA DENTAL OF IDAHO	SALT LAKE CITY, UT 84127-1372	DENTAL INSURANCE	635.00
				DENTAL INSURANCE	635.00
				DENTAL INSURANCE	636.67
001640	08/08/19	IDAHO POWER	SEATTLE, WA 98124-1966	ELECTRICITY EXPENSE	335.10
001641	08/08/19	U.S. BANK	ST. LOUIS, MO 63179-0408	BEST BUY	288.29
				MICROSOFT	124.19
				BEST BUY	26.49
				ID PRESS TRIBUNE	121.81
				TURO, INC.	776.01
				POWERSCHOOL CONFERENCE	137.00
				POWERSCHOOL CONFERENCE	26.42
				POWERSCHOOL CONFERENCE	5.23
				POWERSCHOOL CONFERENCE	9.61
				POWERSCHOOL CONFERENCE	80.41
				POWERSCHOOL CONFERENCE	15.99
				POWERSCHOOL CONFERENCE	2,062.89
				CHARGE REVERSAL	39.00CR
				MICROSOFT	133.59
				PSUG CONFERENCE	4.26
				PSUG CONFERENCE	21.97
				PSUG CONFERENCE	17.84
				PSUG CONFERENCE	317.72
				PSUG CONFERENCE	5.00
				BANK SERVICE CHARGES	93.19
001642	08/08/19	U.S. BANK	ST. LOUIS, MO 63179-0408	CONFERENCE - MILLER, JOSEPH	273.00
				CONFERENCE - MILLER, JOSEPH	288.50
				CONFERENCE - MILLER, JOSEPH	38.70
				CONFERENCE - MILLER, JOSEPH	43.00
				CONFERENCE - MILLER, JOSEPH	34.70
				CONFERENCE - MILLER, JOSEPH	62.00
				CONFERENCE - MILLER, JOSEPH	414.50
				CONFERENCE - MILLER, JOSEPH	414.50
				ADOBE	179.88
				UPS STORE	15.89
				FLOWERS	55.53
				FLOWERS	59.95
				VISTAPRINT	99.00
				OFFICE DEPOT	53.40
				VISTAPRINT	501.38
				ADOBE	14.99
				MILLER, JOSEPH CONFERENCE	745.69
				COSTCO	70.44
				BANK FEE REVERSAL	39.00CR
				BANK FEE REVERSAL	39.08CR
				BEST BUY REFUND	106.00CR
				COSTCO REFUND	9.00CR
				ADOBE	14.99
				AMAZON	0.99
				AMAZON	9.53
				AMAZON	52.99
				AMAZON	63.58
				AMAZON	279.60
				AMAZON	49.52
				AMAZON	458.34
				AMAZON	57.19
				BEST BUY	233.19
				BEST BUY	455.79
				AMAZON	3.99
				VISTAPRINT	351.92
				HOMES CUSTOM PRODUCTS	55.71
				VISTAPRINT	23.32
				COSTCO	413.47
				BEST BUY	74.19
				TARGET	51.94
				PEARSON EDUCATION	152.50
				DOLLAR TREE	8.48
				AMAZON	246.15
				AMAZON	15.46
				AMAZON	317.94
				AMAZON	137.70
				AMAZON	9.61
				AMAZON	51.92
				BANK SERVICE CHARGE	91.21

CHECK#	DATE	VENUE	APPROPRIATE	DESCRIPTION	AMOUNT
001643	08/14/19	U.S. BANK	ST. LOUIS, MO 63179-0408	BBANK ANALYSIS CHARGE	55.25
001644	08/14/19	SELECTHEALTH	,	BOARD INSURANCE	1,761.00
001645	08/20/19	INTERMOUNTAIN GAS CO	BISMARCK, ND 58506-5600	GAS EXPENSE	23.68
001646	08/20/19	MIDCENTURY BUILDERS	NAMPA, ID 83651	HEMINGWAY LEASE	6,000.00
001647	08/21/19	UNITED STATES TREASURY	OGDEN, UT 84201-0005	FEDERAL TAX DEPOSIT PMT	1,930.22
001648	08/27/19	INTERMOUNTAIN GAS CO	BISMARCK, ND 58506-5600	GAS EXPENSE	9.79
				GAS EXPENSE	10.31
				GAS EXPENSE	11.90
001649	08/27/19	UNITED HERITAGE LIFE INSURANCE	MERIDIAN, ID 83680-7777	LIFE AND VISION INSURANCE	1,488.02
001650	08/30/19	IDAHO POWER	SEATTLE, WA 98124-1966	ELECTRICITY EXPENSE	162.06
001651	08/20/19	CITY OF NAMPA	NAMPA, ID 83651-3921	WATER EXPENSE	1,375.59
009182	08/23/19	BURKE, KELLI	,	PAYROLL ADVANCE	200.00
009183	08/23/19	HUNTER, RHETT	,	PAYROLL ADVANCE	450.00
009184	08/27/19	INTERNAL REVENUE SERVICE	,	FICA - 082019	3,280.62
				FICA - EMP. SHARE - 082019	911.84
				FICA - 082019	997.92
				FICA - 082019	9,590.11
009185	08/27/19	PERSI	BOISE, ID 83720-0078	PERSI - 082019	5,315.89
				PERSI - EMP. SHARE - 082019	1,442.69
				PERSI - 082019	1,523.23
				PERSI - 082019	15,491.61
009186	08/27/19	SELECTHEALTH	,	MEDICAL INS - 082019	7,856.95
				HEALTH INSURANCE - 082019	2,553.00
				MEDICAL INS - 082019	1,846.00
				MEDICAL INS - 082019	18,690.05
				PAYROLL ADVANCE	800.00
009199	08/06/19	GALVIN, THOMAS MARK	,	ACCOUNTING SOFTWARE UPDATE	535.00
009200	08/20/19	2M DATA SYSTEMS	OREM, UT 84057	SPED SERVICES	110,709.12
009201	08/20/19	ADVOCATES FOR INCLUSION	NAMPA, ID 83651	COMMUNICATION	78.00
009202	08/20/19	ANDERSON, JULIAN & HULL, LLP	BOISE, ID 83707-7426	KIMBALL LEASE	1,000.00
009203	08/20/19	JDL INVESTMENTS	CALDWELL, ID 83605	KIMBALL LEASE	1,000.00
				KIMBALL LEASE	1,000.00
009204	08/20/19	BLACKBOARD, INC.	PITTSBURGH, PA 15251-0154	CL-WC-VCL BB COLLABORATE	2,741.81
009205	08/20/19	CDI TECHNOLOGIES	MARKHAM, ON L6G 1B8	PURCH OF 200 COMPUTERS	82,985.00
009206	08/20/19	CITY OF CALDWELL	CALDWELL, ID 83606-0880	UTILITY EXPENSE	65.59
009207	08/20/19	CRANE ALARM SERVICE	NAMPA, ID 83653	ALARM SYSTEM SERVICE	95.00
				ALARM SYSTEM SERVICE	95.00
				ALARM SYSTEM SERVICE	190.00
009208	08/20/19	IDAHO DEPT OF HEALTH & WELFARE	BOISE, ID 83720-0036	MEDICAID MATCH # A0000624	15,000.00
009209	08/20/19	IDAHO SCHOOL BOARDS ASSOC. INC	BOISE, ID 83707-4797	CS POLICY UPDATE	695.00
009210	08/20/19	INTERMOUNTAIN GAS CO	BISMARCK, ND 58506-5600	GAS EXPENSE	21.69
009211	08/20/19	JONES, ROSS L.	NAMPA, ID 83686	TEACHER TECHNOLOGY	136.74
009212	08/20/19	LENZ, DENNIS	MELBA, ID 83641	LANDSCAPE MAINTENANCE	510.00
				LANDSCAPE MAINTENANCE	440.00
009213	08/20/19	MARLIN CAPITAL SOLUTIONS	PHILADELPHIA, PA 19101-3604	COPIER LEASE	1,183.13
009214	08/20/19	MORENO, JOSE ANGEL	NAMPA, ID 83686	TRANSLATION CONTRACTOR - 7 HOURS	175.00
009215	08/20/19	MURPHY, VICTORIA	,	FINGERPRINTS	10.00
009216	08/20/19	NCS PEARSON, INC.	CHICAGO, IL 60693	CURRICULUM	2,044.35
				SUCCESS MAKER2 019-20	13,500.00
009217	08/20/19	NORTHWEST NAZARENE UNIVERSITY	NAMPA, ID 83686	ATTN: RON WILLIAMS	1,392.50
009218	08/20/19	PURCHASE POWER	PITTSBURGH, PA 15250-7874	POSTAGE	714.57
009219	08/20/19	POWERSCHOOL GROUP, LLC	SAN FRANCISCO, CA 94139-8408	HS-PS-S-PSSL: POWERSCHOOL SIS HOST	424.36
				SW-PS-S-PASL PS SIS SUB 575 STDNTS	3,990.50
				PS-PS-S-PDLS: PD SUBSCRIPTION	3,005.00
				HS-PS-S-PSH: PS SIS HOST 575 STDNT	2,512.75
009220	08/20/19	SMS ENTERPRISES, LLC	NAMPA, ID 83651	OVERLAND ROAD LEASE	36,504.00
				CORPORATE LANE LEASE	23,064.00
009221	08/20/19	SODEXO, INC & AFFILIATES	BOISE, ID 83706	EVENT FOOD AND BEVERAGE	235.41
009222	08/20/19	STATE INSURANCE FUND	BOISE, ID 83799-0002	WORKER'S COMPENSATION	8,672.00
009223	08/20/19	TINYEYE THERAPY SERVICES	SASKATOON, SK S7N 3R3	SPEECH THERAPY SERVICES	305.25
009224	08/20/19	WARREN, GREGORY	,	TUITION REIMBURSEMENT	211.25
009225	08/20/19	WILLIAMS, SIDNEY	,	HOTEL CONFERENCE	302.73

CHECK#	DATE	DESCRIPTION	AMOUNT
001675	10/02/19	AMAZON.COM	51.94
		SUPPLIES	145.81
		BUILDING SUPPLIES	42.35
		BUILDING SUPPLIES	158.16
		BUILDING SUPPLIES	300.34
001676	10/02/19	IDAHO STORAGE CONNECTION KARCH	94.00
001677	10/04/19	ACVS MISC. VENDOR	395.14
001678	10/07/19	CURRICULUM ASSOCIATES	109.85
001679	10/08/19	CABLE ONE	151.29
		INTERNET EXPENSE	198.54
001680	10/11/19	WILLAMETTE DENTAL INS., INC.	397.80
		DENTAL INSURANCE	96.90
		DENTAL INSURANCE	425.25
		DENTAL INSURANCE	149.40
		STAFF MEETING	2.29
001681	10/15/19	SARAH'S BAGEL CAFE	359.88
001682	10/15/19	ACVS MISC. VENDOR	294.53
001683	10/16/19	CABLE ONE	974.11
001684	10/23/19	CABLE ONE	762.27
001685	10/02/19	AT&T	623.02
001686	10/07/19	UNITED HERITAGE LIFE INSURANCE	469.99
001687	10/07/19	IDAHO POWER	647.00
001688	10/08/19	DELTA DENTAL OF IDAHO	647.00
		DENTAL INSURANCE	647.13
001689	10/15/19	U.S. BANK	59.70
001690	10/15/19	SELECTHEALTH	2,595.00
001691	10/21/19	MIDCENTURY BUILDERS	6,000.00
001692	10/24/19	INTERMOUNTAIN GAS CO	12.54
001693	10/29/19	INTERMOUNTAIN GAS CO	10.31
		GAS EXPENSE	10.85
		GAS EXPENSE	14.02
001694	10/29/19	PITNEY BOWES	479.29
001695	10/30/19	IDAHO POWER	102.32
009266	10/11/19	MORENO, JOSE ANGEL	562.50
		TRANSLATION CONTRACTOR - 19.5	487.50
009267	10/11/19	NAMPA CIVIC CENTER	2,893.00
		STUDENT ORIENTATION 8-14-16-2019	558.00
		SENIOR MEETING 10-10-2019	758.00
		PARENT/TEACHER CONF. 10-22-2019	691.00
		PSAT TESTING 10-30-2019	703.00
		INTERNET SAFETY NIGHT 11-7-2019	758.00
		PARENT/TEACHER CONF. 3-12-2020	1,815.00
		ISAT TESTING 4-8-9-2020	348.00
		ISAT TESTING 4-14-20	1,815.00
		ISAT TESTING 4-14-15-2020	3,435.00
		ISAT TESTING 4-20-23-2020	533.00
		PROM 5-1-2020	1,011.00
		AWARDS CEREMONY 5-7-2020	200.00
009268	10/11/19	WINGO, JOAN	894.90
009278	10/23/19	INTERNAL REVENUE SERVICE	997.93
		FICA - EMP. SHARE - 102019	9,805.92
		FICA - 102019	0.01
		FICA - 102019	3,317.15
009279	10/23/19	PERSI	5,301.20
		PERSI - 102019	1,442.69
		PERSI - EMP. SHARE - 102019	1,523.23
		PERSI - 102019	15,757.27
009280	10/23/19	SELECTHEALTH	1,846.00
		MEDICAL INS - 102019	18,690.05
		MEDICAL INS - 102019	7,856.95
		MEDICAL INS - 102019	2,553.00
009281	10/25/19	2M DATA SYSTEMS	550.00
009282	10/25/19	ADVOCATES FOR INCLUSION	13,090.22
009283	10/25/19	JDL INVESTMENTS	1,000.00
		KIMBALL LEASE - DECEMBER	1,000.00
009284	10/25/19	AUTOMATED OFFICE SYSTEMS INC	64.38
		COPIER EXPENSE	67.86
009285	10/25/19	CDI TECHNOLOGIES	1,200.00
		AC ADAPTER FOR EDUGEAR CHROMEBOOK	1,500.00
		BATTERY FOR EDUGEAR CHROMEBOOK	100.00
009286	10/25/19	CRANE ALARM SERVICE	95.00
		ALARM SYSTEM SERVICE	95.00
009287	10/25/19	DANIELS, JANICE	47.66
009288	10/25/19	EDYNAMIC LEARNING	7,000.00
009289	10/25/19	FULFER, ERIKA	2,272.00
009290	10/25/19	GIBSON, STEPHEN	459.60
009291	10/25/19	GROVER, CANDICE	58.97
009292	10/25/19	GUAJARDO, RICARDO	2,380.00
009293	10/25/19	IDAHO DEPT OF HEALTH & WELFARE	20,000.00
009294	10/25/19	JONES, LILY	4.23
		AUDIT - ALBERTSONS	24.03
009295	10/25/19	JONES, ROSS L.	241.33
009296	10/25/19	MCGRAW-HILL SCHOOL EDUCATION	5,108.67
009297	10/25/19	PURCHASE POWER	135.35
009298	10/25/19	POWERSCHOOL GROUP, LLC	8,239.75
009299	10/25/19	PROXIMITY TELEHEALTH, LLC	3,658.68
009300	10/25/19	QUEST CPA'S, P.C.	4,575.00
009301	10/25/19	SANDERS, LILIANA	500.00
009302	10/25/19	STATE INSURANCE FUND	1,716.00
009303	10/25/19	WATTS, AMY	160.00
		TEACHER TECH - PRINTER	340.24
		TEACHER TECHNOLOGY	

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CHECK#	DATE	VENUE	ADDRESS	DESCRIPTION	AMOUNT
009304	10/25/19	WILLIAMS, SIDNEY	,	MILEAGE REIMBURSEMENT - 243 MILES	131.22

CHECK#	DATE	VENDOR	APPROVALS	DESCRIPTION	AMOUNT
009305	11/06/19	BURK, KELLI	NAMPA, ID 83686	PAYROLL ADVANCE FOR 4 HOURS	80.00
009306	11/06/19	GALVIN, THOMAS MARK	,	NEWS PAPER	222.90
009307	11/06/19	STATE DEPT OF EDUCATION	BOISE, ID 83720-0027	FINGERPRINTS	26.25
009308	11/06/19	JONES, LILY	NAMPA, ID 83686	US POST OFFICE	31.70
				US POST OFFICE	10.85
				US POST OFFICE	8.25
				US POST OFFICE	8.25
				WALGREENS DUCT TAPE	8.88
				US POST OFFICE	78.09
				US POST OFFICE	10.85
				US POST OFFICE	10.85
				US POST OFFICE	10.85
				US POST OFFICE	6.85
009309	11/07/19	AUTOMATED OFFICE SYSTEMS INC	BOISE, ID 83706	COPIER EXPENSE	288.70
009310	11/07/19	CITY OF CALDWELL	CALDWELL, ID 83606-0880	UTILITY EXPENSE	156.60
009311	11/07/19	CRANE ALARM SERVICE	NAMPA, ID 83653	ALARM SYSTEM SERVICE	95.00
				ALARM SYSTEM SERVICE	95.00
009312	11/07/19	DICUS, KIMBERLY	NAMPA, ID 83686	YARN CLUB REIMBURSEMENT	25.58
009313	11/07/19	FULFER, ERIKA	BOISE, ID 83702	SPED SERVICES	2,272.00
009314	11/07/19	GREAT CLIPPINGS LAWN CARE, LLC	NAMPA, ID 83686	SPRINKLER BLOWOUT	60.00
009315	11/07/19	LITTLE, LES	,	MILEAGE REIMBURSEMENT - 116	62.64
009316	11/07/19	MARLIN CAPITAL SOLUTIONS	PHILADELPHIA, PA 19101-3604	COPIER EXPENSE	977.75
009317	11/07/19	PIONEER IRRIGATION DISTRICT	CALDWELL, ID 83606	WATER EXPENSE	112.96
009318	11/07/19	PROXIMITY TELEHEALTH, LLC	BOISE, ID 83716	THERAPY SERVICES	3,636.51
009319	11/07/19	WILLIAMS, SIDNEY	,	MILEAGE REIMBURSEMENT - 261 MILES	140.94
009329	11/07/19	INTERNAL REVENUE SERVICE	,	FICA - 112019	997.91
				FICA - 112019	9,805.84
				FICA - EMP. SHARE - 112019	894.88
				FICA - 112019	3,323.25
009330	11/07/19	PERSI	BOISE, ID 83720-0078	PERSI - 112019	5,301.20
				PERSI - EMP. SHARE - 112019	1,442.69
				PERSI - 112019	1,523.23
				PERSI - 112019	15,757.27
009331	11/07/19	SELECTHEALTH	,	MEDICAL INS - 112019	1,846.00
				MEDICAL INS - 112019	18,690.05
				MEDICAL INS - 112019	7,856.95
				HEALTH INSURANCE - 112019	2,553.00
009332	11/07/19	STATE DEPT OF EDUCATION	BOISE, ID 83720-0027	FINGERPRINTS - VOLUNTEER	26.25
009333	11/07/19	3P LEARNING INC	PITTSBURGH, PA 15251-9751	MATHSEEDS SUBSCRIPTION	425.00
009334	11/13/19	APPTEGY	LITTLE ROCK, AR 72201	WEBSITE	3,970.00
009335	11/13/19	AUTOMATED OFFICE SYSTEMS INC	BOISE, ID 83706	COPIER EXPENSE	33.37
009336	11/13/19	BRAIN POP	NEW YORK, NY 10010	CURRICULUM SUBSCRIPTION 500-999	3,275.00
009337	11/13/19	CUSTOM BATH CREATIONS, LLC	NAMPA, ID 83686	INSTALL NEW BRACKET - WATER HEATER	110.00
				INSTALL DOOR STOP - 8	553.00
009338	11/13/19	ENA SERVICES, LLC	KNOXVILLE, TN 37995-8149	ENA MIBS SERVICE 7-1-19 - 6-30-20	7,539.54
009339	11/13/19	IASA	BOISE, ID 83705-1501	MEMBERSHIP DUES	58.00
009340	11/13/19	INTERMOUNTAIN GAS CO	BISMARCK, ND 58506-5600	GAS EXPENSE	60.56
009341	11/13/19	TINYEYE THERAPY SERVICES	SASKATOON, SK S7N 3R3	SPEECH THERAPY SERVICES	7,245.00
009342	11/21/19	AMERICAN TRANSLATION PARTNERS	BUZZARDS BAY, MA 02532	STUDENT SERVICES	229.72
009343	11/21/19	CARROLL, MICHELLE	,	TUITION REIMBURSEMENT - FALL 2019	313.00
				TUITION REIMBMNT - WINTER 2020	1,236.00
				TUITION REIMBMNT - SPRING 2020	1,236.00
009344	11/21/19	CDI COMPUTER DEALERS INC.	CHICAGO, IL 60675-3064	CHROMEBOOK BATTERY PACK	1,500.00
				CHROMEBOOK ADAPTOR	1,200.00
				SHIPPING	100.00
009345	11/21/19	GUAJARDO, RICARDO	NAMPA, ID 83686	SPED PSYCH SERVICES - 20 HOURS	1,600.00
009346	11/21/19	LENZ, DENNIS	MELBA, ID 83641	LANDSCAPE SERVICES	315.00
				LANDSCAPE SERVICES	200.00
009347	11/21/19	RICHARDSON, JANELLE	NAMPA, ID 83651	FINGERPRINTS	10.00
009348	11/21/19	WESTERN RECORDS DESTRUCTION	BOISE, ID 83709	DOCUMENT DESTRUCTION	35.00
009349	11/21/19	STATE DEPT OF EDUCATION	BOISE, ID 83720-0027	FINGERPRINTS - VOLUNTEER	26.25
009350	11/21/19	TIRADO, NATASHA	,	FRIENDSHIP CLUB	38.58
009351	11/21/19	VICKERS, RHYS	NAMPA, ID 83686	FINGERPRINTS	10.00
009352	11/21/19	WESTERN BUILDING MAINTENANCE	BOISE, ID 83707	CUSTODIAL SERVICES	175.00
				CUSTODIAL SERVICES	752.50

**STATE OF IDAHO**

Office of the secretary of state, Lawrence Denney

ANNUAL REPORT

Idaho Secretary of State

PO Box 83720

Boise, ID 83720-0080

(208) 334-2301

Filing Fee: \$0.00

For Office Use Only

-FILED-

File #: 0003762143

Date Filed: 2/3/2020 11:45:47 AM

Entity Name and Mailing Address:

ADVOCATES FOR INCLUSION, INC.

The file number of this entity on the records of the Idaho Secretary of State is: 0000436208

Address

958 W CORPORATE LN
NAMPA, ID 83651-1909

Entity Details:

Entity Status

Active-Good Standing

This entity is organized under the laws of:

IDAHO

If applicable, the old file number of this entity on the records of the Idaho Secretary of State was: C143163

The registered agent on record is:

Registered Agent

KEVIN MCLAREN
Registered Agent

Physical Address

958 CORPORATE LANE
NAMPA, ID 83651

Mailing Address

Corporate Officers and Directors:

Name	Title	Business Address
JASON SANDIDGE	Secretary	958 W CORPORATE LN NAMPA, ID 83651-1909
KEVIN MCLAREN	Treasurer	958 W CORPORATE LN NAMPA, ID 83651-1909
LAURA SANDIDGE	President	958 W CORPORATE LN NAMPA, ID 83651-1909
CARLYANN MCLAREN	Vice President	958 W CORPORATE LN NAMPA, ID 83651-1909
CHRISTA SANDIDGE	Director	958 W CORPORATE LN NAMPA, ID 83651-1909

The annual report must be signed by an authorized signer of the entity.

Kevin McLaren

Sign Here

02/03/2020

Date

Job Title: Treasurer

**STATE OF IDAHO***Office of the secretary of state, Lawrence Denney***ANNUAL REPORT**

Idaho Secretary of State

PO Box 83720

Boise, ID 83720-0080

(208) 334-2301

Filing Fee: \$0.00

*For Office Use Only***-FILED-**

File #: 0003704321

Date Filed: 12/9/2019 11:25:33 PM

Entity Name and Mailing Address:

AFI, INC.

The file number of this entity on the records of the Idaho Secretary of State is: 0000447797

Address

958 W CORPORATE LN
NAMPA, ID 83651-1909

Entity Details:

Entity Status

Active-Good Standing

This entity is organized under the laws of:

IDAHO

If applicable, the old file number of this entity on the records of the Idaho Secretary of State was: C147099

The registered agent on record is:

Registered Agent

Laura Sandidge
Registered Agent

Physical Address

958 CORPORATE LANE
NAMPA, ID 83651

Mailing Address

958 W CORPORATE LN
Laura Sandidge
NAMPA, ID 83651-1909

Corporate Officers and Directors:

Name	Title	Business Address
JASON SANDIDGE	Director	958 CORPORATE LANE NAMPA, ID 83651
LAURA SANDIDGE	President	958 CORPORATE LANE NAMPA, ID 83651
CARLYANN MCLAREN	Secretary	958 CORPORATE LANE NAMPA, ID 83651
CRYSTAL GALEAI	Director	958 CORPORATE LANE NAMPA, ID 83651

The annual report must be signed by an authorized signer of the entity.

Laura Sandidge

Sign Here

12/09/2019

Date

Signer's Title: Laura Sandidge

**STATE OF IDAHO**

Office of the secretary of state, Lawrence Denney

REINSTATEMENT ANNUAL REPORT

Idaho Secretary of State

PO Box 83720

Boise, ID 83720-0080

(208) 334-2301

Filing Fee: \$30.00 - Make Checks Payable to Secretary of State

For Office Use Only

-FILED-

File #: 0003469482

Date Filed: 4/2/2019 6:40:11 PM

Reinstatement Annual Report Form

Standard or Expedited Service (select one)

Standard (filing fee \$30)

Current Entity Name

AFI, INC.

The file number of this entity on the records of the Idaho Secretary of State is:

0000447797

Organized under the laws of:

IDAHO

Change Entity Name:

Do not change the entity name

The registered agent on record is:

No Agent Assigned

Agent or Address Change?

☒ Select if you are appointing a new agent.

The name and street address of the new registered agent and office in Idaho is:

Registered Agent

Registered Agent

Laura Sandidge

Physical Address:

958 CORPORATE LANE

NAMPA, ID 83651

Mailing Address:

Laura Sandidge

958 W CORPORATE LN

NAMPA, ID 83651-1909

Signature of newly appointed agent

☒ I declare that the newly appointed agent is the person electronically filing this annual report and will electronically sign both as agent and as filer.Laura Sandidge

Sign Here

04/02/2019

Date

Signer's Title:

President of the Board

The mailing address of the corporation is:

958 W CORPORATE LN

NAMPA, ID 83651-1909

Corporate Officers and Directors:

Name	Title	Address
JASON SANDIDGE	Director	958 CORPORATE LANE NAMPA, ID 83651
LAURA SANDIDGE	President	958 CORPORATE LANE NAMPA, ID 83651
CARLYANN MCLAREN	Secretary	958 CORPORATE LANE NAMPA, ID 83651
CRYSTAL GALEAI	Director	958 CORPORATE LANE NAMPA, ID 83651



The Application for Reinstatement must be signed by at least one governor.

Laura Sandidge

Sign Here

04/02/2019

Date

Signer's Title:

President of the Board

**STATE OF IDAHO**

Office of the secretary of state, Lawrence Denney

ANNUAL REPORT

Idaho Secretary of State

PO Box 83720

Boise, ID 83720-0080

(208) 334-2301

Filing Fee: \$0.00

For Office Use Only

-FILED-

File #: 0003640723

Date Filed: 10/3/2019 5:21:34 PM

Entity Name and Mailing Address:

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL, INC.

The file number of this entity on the records of the Idaho Secretary of State is: 0000546650

Address

1014 W HEMINGWAY BLVD
NAMPA, ID 83651-1733

Entity Details:

Entity Status

Active-Good Standing

This entity is organized under the laws of:

IDAHO

If applicable, the old file number of this entity on the records of the Idaho Secretary of State was: C180749

The registered agent on record is:

Registered Agent

LAURA SANDIDGE
Registered Agent

Physical Address

1014 W HEMINGWAY BLVD
NAMPA, ID 83651

Mailing Address

83651

Corporate Officers and Directors:

Name	Title	Address
JOHN KELLEHER	President	1014 W. HEMINGWAY BLVD. NAMPA, ID 83651
MISTY PUCKETT	Treasurer	1014 W. HEMINGWAY BLVD. NAMPA, ID 83651
RUTH KROPP	Director	1014 W. HEMINGWAY BLVD. NAMPA, ID 83651
KEVIN MCLAREN	Director	1014 W. HEMINGWAY BLVD. NAMPA, ID 83651
LAURA SHOEMAKER	Director	1014 W. HEMINGWAY BLVD. NAMPA, ID 83651

The annual report must be signed by an authorized signer of the entity.

Laura Sandidge10/03/2019

Sign Here

Date

Signer's Title: Registered Agent



STATE OF IDAHO
Office of the secretary of state, Lawrence Denney
REINSTATEMENT ANNUAL REPORT

Idaho Secretary of State
PO Box 83720
Boise, ID 83720-0080
(208) 334-2301
Filing Fee: \$30.00 - Make Checks Payable to Secretary of State

Reinstatement Annual Report Form		
Standard or Expedited Service (select one)		Expedited (+\$20; filing fee \$50)
Current Entity Name		ANOTHER CHOICE VIRTUAL CHARTER SCHOOL, INC.
The file number of this entity on the records of the Idaho Secretary of State is:		0000546650
Organized under the laws of:		IDAHO
Change Entity Name: Do not change the entity name		
The registered agent on record is: Registered Agent		LAURA SANDIDGE Registered Agent Physical Address 1014 W. HEMINGWAY BLVD. NAMPA, ID 83651 Mailing Address
The mailing address of the corporation is: 1014 W HEMINGWAY BLVD NAMPA, ID 83651-1733		
Corporate Officers and Directors:		
Name	Title	Address
JOHN KELLEHER	President	1014 W. HEMINGWAY BLVD. NAMPA, ID 83651
MISTY PUCKETT	Treasurer	1014 W. HEMINGWAY BLVD. NAMPA, ID 83651
RUTH KROPP	Director	1014 W. HEMINGWAY BLVD. NAMPA, ID 83651
KEVIN MCLAREN	Director	1014 W. HEMINGWAY BLVD. NAMPA, ID 83651
LAURA SHOEMAKER	Director	1014 W. HEMINGWAY BLVD. NAMPA, ID 83651
The Application for Reinstatement must be signed by at least one governor.		
<u>Laura Sandidge</u> Sign Here		<u>Misty Puckett</u> Date
Signer's Title: <u>Secretary of State</u> Clerk <u>Misty Puckett</u> Treasurer		

**STATE OF IDAHO**

Office of the secretary of state, Lawrence Denney

ANNUAL REPORT

Idaho Secretary of State

PO Box 83720

Boise, ID 83720-0080

(208) 334-2301

Filing Fee: \$0.00

For Office Use Only

-FILED-

File #: 0003414362

Date Filed: 1/28/2019 3:23:12 PM

Entity Name and Mailing Address:

HOMEWARD REAL ESTATE, LLC

The file number of this entity on the records of the Idaho Secretary of State is: 0000581129

Address

1460 S WHITEWATER CT
NAMPA, ID 83686-4835

Entity Details:

Entity Status

Active-Existing

This entity is organized under the laws of:

IDAHO

If applicable, the old file number of this entity on the records of the Idaho Secretary of State was: W192496

The registered agent on record is:

Registered Agent

ROSS JONES

Registered Agent

Physical Address

1460 S WHITEWATER CT
NAMPA, ID 83686

Mailing Address

Limited Liability Company Managers and Members

Names of managers or members	Title	Address
ROSS JONES	Manager	1460 S WHITEWATER CT NAMPA, ID 83686

The annual report must be signed by an authorized signer of the entity.

Ross L Jones

Sign Here

Signer's Title: Owner / Broker

01/28/2019

Date



STATE OF IDAHO

Lawrence Denney | Secretary of State

Business Office

450 North 4th Street

PO Box 83720

Boise, ID 83720

SMS ENTERPRISES, L.L.C.
958 CORPORATE LN
NAMPA, ID 83651

Certificate of Dissolution

Issuance Date: December 30, 2019

RE: SMS ENTERPRISES, L.L.C.

File # 144205

Effective Date: 12/30/2019

Dear Business Entity:

Pursuant to the provisions of Idaho code §30-21-602, of the Idaho Uniform Business Organization Code, this constitutes notice that the above business entity, is hereby administratively dissolved for the following reason(s):

The business entity may be reinstated upon the elimination of the above indicated ground(s) and the filing of an application for reinstatement. The entity name must be available and otherwise satisfy the requirements of Idaho Code § 30-21-301. The reinstatement application fee is Thirty Dollars (\$30.00). The reinstatement can be filed on our website (noted below).

A handwritten signature in black ink, appearing to read "Lawrence Denney".

Lawrence Denney
Secretary of State

B0446-8074

**STATE OF IDAHO***Office of the secretary of state, Lawrence Denney***REINSTATEMENT ANNUAL REPORT**

Idaho Secretary of State

PO Box 83720

Boise, ID 83720-0080

(208) 334-2301

Filing Fee: \$30.00 - Make Checks Payable to Secretary of State

*For Office Use Only***-FILED-**

File #: 0003730445

Date Filed: 1/6/2020 11:20:02 AM

Reinstatement Annual Report Form

Select one: Standard, Expedited or Same Day Service (see descriptions below) Standard (filing fee \$30)

Current Entity Name SMS ENTERPRISES, L.L.C.

The file number of this entity on the records of the Idaho Secretary of State is: 0000144205

Organized under the laws of: IDAHO

Entity Type: Limited Liability Company (D)

Entity Subtype:

Limited Liability Company Subtype Limited Liability Company

Limited Liability Company Name:

Limited Liability Company name SMS ENTERPRISES, L.L.C.

The registered agent on record is:

Registered Agent KEVIN MCLAREN
 Registered Agent
 Physical Address
 958 CORPORATE LN
 NAMPA, ID 83651
 Mailing Address

The mailing address of the corporation is:

958 W CORPORATE LN
 NAMPA, ID 83651-1909

Limited Liability Company Managers and Members

Name	Title	Address
LAURA SANDIDGE	Member	958 CORPORATE LN NAMPA, ID 83651
CHRISTA SANDIDGE	Member	958 CORPORATE LN NAMPA, ID 83651
CARLYANN MCLAREN	Member	958 CORPORATE LN NAMPA, ID 83651
KEVIN MCLAREN	Member	958 CORPORATE LN NAMPA, ID 83651
JASON SANDIDGE	Member	958 CORPORATE LN NAMPA, ID 83651

The Application for Reinstatement must be signed by at least one governor.

Kevin McLaren

Sign Here

01/06/2020

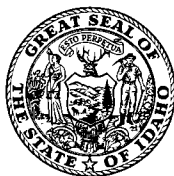
Date

Signer's Title:

Member



0003713500

**STATE OF IDAHO***Office of the secretary of state, Lawrence Denney***CERTIFICATE OF ORGANIZATION LIMITED LIABILITY COMPANY**

Idaho Secretary of State

PO Box 83720

Boise, ID 83720-0080

(208) 334-2301

Filing Fee: \$100.00 - Make Checks Payable to Secretary of State

*For Office Use Only***-FILED-**

File #: 0003713500

Date Filed: 12/20/2019 10:35:57 AM

Certificate of Organization Limited Liability Company							
Select one: Standard, Expedited or Same Day Service (see descriptions below)	Standard (filing fee \$100)						
1. Limited Liability Company Name							
Type of Limited Liability Company	Limited Liability Company						
Entity name	Upward, LLC						
2. The complete street address of the principal office is:							
Principal Office Address	ROSS L JONES 1460 S WHITEWATER COURT NAMPA, ID 83686						
3. The mailing address of the principal office is:							
Mailing Address	ROSS L JONES 1460 S WHITEWATER CT NAMPA, ID 83686-4835						
4. Registered Agent Name and Address							
Registered Agent	ROSS JONES Registered Agent Physical Address 1460 S WHITEWATER CT NAMPA, ID 83686 Mailing Address						
5. Governors							
<table border="1"><thead><tr><th>Name</th><th>Address</th></tr></thead><tbody><tr><td>Ross L Jones</td><td>ROSS L JONES 1460 S WHITEWATER COURT NAMPA, ID 83686</td></tr><tr><td>Laura Sandidge</td><td>LAURA SANDIDGE 13040 S MAKENNAS WAY NAMPA, ID 83686</td></tr></tbody></table>		Name	Address	Ross L Jones	ROSS L JONES 1460 S WHITEWATER COURT NAMPA, ID 83686	Laura Sandidge	LAURA SANDIDGE 13040 S MAKENNAS WAY NAMPA, ID 83686
Name	Address						
Ross L Jones	ROSS L JONES 1460 S WHITEWATER COURT NAMPA, ID 83686						
Laura Sandidge	LAURA SANDIDGE 13040 S MAKENNAS WAY NAMPA, ID 83686						
Signature of Organizer:							
<u>Ross Jones</u>	<u>12/20/2019</u>						
Sign Here	Date						

B0438-3712 12/20/2019 12:18 PM Received by ID Secretary of State Lawrence Denney

Another Choice Virtual Charter School

Name	Title	First Board Appointment (if applicable)	Founding Board Members	Idaho Secretary of State Business Search
Blake, Sylvia	Special Services			None
Carroll, Michelle	Admin Assistant/Boise			None
Chavez, Dean	Student Support Services			None
Christensen, Laureli	Teacher			None
Cook, Taryn	Teacher			None
Crosley, Tracey	Teacher			None
Daniels, Jan	Teacher			None
Dicus, Kimberly	Speech Services			None
Dorrian, Kevin	Boise Office			None
Farley, Emily	Teacher			None
Friend, Heidi	Teacher			None
Fulfer, Erika	Occupational Therapist			None
Galeai, Crystal	Admin Assistant			None
Galvin, Mark	Teacher			None
Gaona, Pam	Teacher			None
				Gibson Family, Inc. (Hansen, ID); Global Investments International, LLC; Key Real Estate Solutions, LLC; Lone
Gibson, Stephen	Teacher			None
Gover, Candice	Teacher			None
Grauberger, Amy	Teacher			None
Hanway-Murphy, Shelly	Lab Assistant			None
Hawes, Lisa	Teacher			None
Hilton, Tayler	Teacher			None
Hunter, Kimberly	ISEEs, Data		✓	None
Hunter, Nathan	Teacher			None
Hunter, Rhett	Admin Assistant/Caldwell			None
Hurn, Angela	Counselor/teacher			None
Jones, Lily	Office Manager			None
Jones, Mona	Coordinator			None
Jones, Ross	Business Manager/teacher			Homeward Real Estate, LLC; Upward, LLC
Josephson, Ryan	Teacher			None
Kelleher, John	Chair	2013		None
Kropp, Ruth	Board Member	2012		None
Lenz, Dennis	Teacher			None

Another Choice Virtual Charter School

Lenz, Ember	Nurse/teacher		None
Linker, Courtney	Teacher		None
Little, Les	Coordinator		None
Lozano, Yessenia	Support		None
Lyman, Lori	Registrar		None
McLaren, Kevin	Board Member	2015	Advocates for Inclusion, Inc.; SMS Enterprises, LLC
Miller, Joseph	Testing Coordinator		All Kimberly, ID - MCM Loading, Inc.; MCM Logistics, Inc.;
Murphy, Victoria	Teacher		Behavior 208, LLC (dissolved)
Popescu, Amanda	Teacher		None
Pucker, Missy	Board Member	2011	None
Ramirez, Karra	Admin Assistant/Nampa		None
Sanders, Liliana	Coordinator/teacher		None
Sandidge, Jason	IT		None
			All Non-Profit: AFI, Inc.; American Friends of International
Sandidge, Laura	Head of School	2017 ✓	China Concern Limited; Another Choice Virtual Charter
Shoemaker, Laura	Board Member		None
Tirado, Natasha	Teacher		None
Valero, Victoria	IT		None
Vincent, Denise	Teacher		None
Voelkel, Jolene	Teacher		None
Walters, Laura	Teacher		Inside and Out, LLC
Warren, Greg	Teacher		None
Watkns, Jordan	Teacher		Jordan Watkins Studio, LLC
Watts, Amy	Teacher		None
Wilkins, Mindy	Counselor/teacher		None
Williams, Sidney	IT		None
Willis, Vonnie	Teacher		None
Wingo, Joan	Receptionist/Nampa		None
Wolfe, Jamie	Coordinator/teacher		None



Another Choice Virtual Charter School Board Meeting Minutes

10/21/20

- 4:15 Welcome
 - Welcome / In Attendance: John Kelleher; Misty Puckett; Kevin McLaren; Ruth Kropp; Laura Shoemaker; Laura Sandidge; Ross Jones;
 - Board Members Absent: None
 - Approval of Board Minutes – By unanimous consent Approved
 - Approval of Meeting Agenda - Motion: – By unanimous consent Approved
- Agenda Items:
 - 4:00 – 4:15 Open Forum – The Board encourages public participation and wishes to ensure that Board members and the public have an opportunity to communicate if needed. The Chairman of the Board will use the following rules of order during this time:
 - An individual who would like to speak on an agenda item will make that known at this time.
 - An individual who would like to speak on a non-agenda item will make that known at this time.
 - The Chairman of the Board may choose to schedule the requested items in a future board meeting.

We had no guests this month.
 - Old Business
 - State Testing – ISATs; SAT/College Placement; Civics etc. – Laura provided an update.
 - Status of the Lab Plan / Covid-19 Response - The plan was reviewed and the board did not make changes.
 - Update on Mentor Program for certain staff – Discussion that several teachers were working through the mentor program and all was going well.
 - School Improvement – CSI UP and CSI Grad Continuation– Laura provided an update, we are working hard to reach our goals.
 - New Business
 - Sustainability Plan
 - Proposal from Jonathan Locust, Ph.D., CSSBB, Winona University – reviewing of a proposal to look at student gain and also resiliencies – Laura presented as part of our overall sustainability plan that a lot of our data the supports success for our students in not demonstrated via testing data. Dr. Locust looks at resiliency and had visited with Laura to explain some of the services he provides in compiling and looking at data. The board had questions and Laura will send for more information.
 - Current Financial Report (Discussion) – Ross shared an update, discussion followed.
 - Financial Audit Update – The hard copy isn't in, Ross will talk more in November but shared the positive findings. When it comes in it will be placed in the folder.
 - Policy Review:
 - 7400P3 addition; Volunteer Policy; Family Engagement Policy; These existing policies were reviewed, discussion; Ms. Puckett to approve, seconded by Ms. Kropp, all approved unanimously.
 - Update of the Current Year for all programs / Status Update on School – Laura provided an update.
 - Special, Standing, and Informational Reports
 - Training / Professional Development

As the meeting was closing Kevin McLaren expressed how much he enjoyed being on the board. He will miss everyone. However, at this time he has submitted his resignation.
 - BOARD Training: Reading of Covid 19 materials
- Meeting Adjourned
 - Upcoming Dates:

Documentation Requirements: As per Idaho Open Meeting law attendance of all board members must be documented. Additionally, motions, resolutions, orders, or ordinances proposed and their disposition must be documented. The results of all votes and upon the request of a member, the vote of each member, by name must be documented. Minutes of executive sessions may be limited to material of which is not inconsistent with the provisions of section 67-2345 of Idaho Code, but shall contain sufficient detail to convey the general tenor of the meeting for disclosure purposes. In accordance with Idaho Code 67-2340 through 67-2346, a motion may be requested to recess this open meeting and convene into an executive session for the purpose of discussing matters pertaining to negotiations, property and/or personnel. Following discussion, the Board will reconvene into open session to take Board action on matters discussed in the executive session and/or adjourn the meeting. Per Idaho Open Meeting Law, Section 67-2344: Neither a full transcript nor a recording of the meeting is required, except as otherwise provided by law. All minutes shall be available to the public within a reasonable time after the meeting.

Another Choice Virtual Charter School

- Check Website for other activities and important dates
- Next meetings:
 - Next meetings: 11/18/20; 1/20/21
 - Remember no meeting in December unless requested;
 - Meetings are always at 4:15 at the Another Choice Virtual Charter School Nampa Lab; Board members and/or guests may be Virtual.

If you would like to join this, or any future board meetings virtually please call or ask us.

Meeting adjourned at 5:30, Respectfully submitted

Laura Sandidge

Documentation Requirements: As per Idaho Open Meeting law attendance of all board members must be documented. Additionally, motions, resolutions, orders, or 2 ordinances proposed and their disposition must be documented. The results of all votes and upon the request of a member, the vote of each member, by name must be documented. Minutes of executive sessions may be limited to material of which is not inconsistent with the provisions of section 67-2345 of Idaho Code, but shall contain sufficient detail to convey the general tenor of the meeting for disclosure purposes. In accordance with Idaho Code 67-2340 through 67-2346, a motion may be requested to recess this open meeting and convene into an executive session for the purpose of discussing matters pertaining to negotiations, property and/or personnel. Following discussion, the Board will reconvene into open session to take Board action on matters discussed in the executive session and/or adjourn the meeting. Per Idaho Open Meeting Law, Section 67-2344: Neither a full transcript nor a recording of the meeting is required, except as otherwise provided by law. All minutes shall be available to the public within a reasonable time after the meeting.



Another Choice Virtual Charter School Board Special Meeting Minutes

12/09/21 4:00 PM

1014 W. Hemingway Blvd., Nampa Idaho 83651

- 4:00 – 4:10 Open Forum – The Board encourages public participation and wishes to ensure that Board members and the public have an opportunity to communicate if needed. The Chairman of the Board will use the following rules of order during this time:
 - An individual who would like to speak on an agenda item will make that known at this time.
 - An individual who would like to speak on a non-agenda item will make that known at this time.
 - The Chairman of the Board may choose to schedule the requested items in a future board meeting.
- 4:10 Welcome. In Attendance: John Kelleher (board chairman), Misty Puckett (treasurer), Lori Lyman, Ruth Kropp, Ross Jones (financial manager), Laura Shoemaker (board clerk), and Laura Sandidge (school administrator)
 - Approval of Board Minutes Lori motioned to approve the minutes. Ruth seconded. Unanimously approved.
 - Approval of Special Meeting Agenda Misty motioned to approve the agenda. Ruth seconded. Unanimously approved.
- Agenda Items:
 - Old Business
 - None currently.
 - New Business
 - Proposal of sustainability plan.
 - Executive Session Misty motioned to move into executive session. Lori seconded. Unanimously approved.
 - -----(Board Member) moves that the board, pursuant to Idaho Code 74-206 section 1(f), convene in executive session for the purpose of discussing matters pertaining to communicate with legal counsel for the public agency to discuss the legal ramifications of and legal options for pending litigation, or controversies not yet being litigated but imminently likely to be litigated. The mere presence of legal counsel at an executive session does not satisfy this requirement.
 - Following discussion, the Board will reconvene into open session to take Board action on matters discussed in the executive session and/or adjourn this meeting. Ruth motioned to move out of executive session. Misty seconded. Unanimously approved.

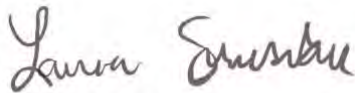
Action Item: Acceptance of sustainability plan. Lori motioned to accept sustainability plan. Ruth seconded. Unanimously approved.

Outline of sustainability plan:

1. Board Chair John signed request for administrative hearing.

2. Dr. Laura Sandidge submitted resignation effective at close of the 2021-2022 school year, June 30th, 2022.
 3. Approval to create two administrative positions to replace current administrator/head of school. Will begin recruitment and hiring process.
 4. Recruit two new board members with prior experience and/or seek a board mentor.
- Meeting Adjourned. Misty motioned for meeting to adjourn. Lori seconded. Unanimously approved.
 - Upcoming Dates:
 - Check website for other activities and important dates
 - Next meetings:
 - Next meetings: January 19, 2022. February 16, 2022.
 - Meetings are always at 4:00 at the Another Choice Virtual Charter School Nampa Lab; Board members and/or guests may be Virtual.
- If you would like to join this, or any future board meetings virtually please call or ask us.

Meeting Adjourned at 5:25, respectfully submitted




Laura Shoemaker
Board Clerk

Another Choice Virtual Charter School

← ↻ 🔒 Not secure | id-canyon-assessor.governmax.com/propertytax/rover30.asp

Apps State of Idaho Cont... Idaho Public Charter... Idaho Similar Scho... My typeforms | Typ... ShareFile - Where C... 2020 Legislation - L...



Canyon County, Idaho
Brian Stender, Assessor

Site Provided by: governmax.com

Parcel Address 1 of 1

Parcel Number	Site Address	Current Total Assessed Value
08145000 0	1014 W HEMINGWAY BLVD, NAMPA	\$675,950

Owner Information

Owner Name	SANDIDGE LAURAA
Mailing Address	13040 MAKENNAS WAY NAMPA ID 83686
Transfer Date	07/24/2012
Document #	
Deed Book/Page	

Location / Description

Tax District	002-01	Legal Desc.	17-3N-2W NE COSSEL COMMERCIAL LT 1 & A PORTION OF TX 2 IN LT 7 BLK 4
Parcel Situs Address	1014 W HEMINGWAY BLVD, NAMPA		
Deeded Acreage	1.0500		

Parcel Type

Property Class Code	421 Comm lot/acg in city
Neighborhood Code	520020 NAMPA OFFICE

Assessment Information

Prior Year	2019	Current Year	2020
Appraised Value Land	0	Appraised Value Land	0
Appraised Value Improvements	0	Appraised Value Improvements	0
Total Appraised Value	0	Total Appraised Value	0
Limited (Capped) Appraised Value Total	0	Limited (Capped) Appraised Value Total	0
Exemption Amount	0	Exemption Amount	0
Taxable Value	0	Taxable Value	0
Assessment Ratio	0	Assessment Ratio	0
Assessed Value	0	Assessed Value	0

(THIS INFORMATION IS FOR REFERENCE USE OF CANYON COUNTY ONLY)
(IT MAY CONTAIN ERRORS, AND IS SUBJECT TO CHANGE WITHOUT NOTICE)

PCSC Board Meeting Observation Summary

Observation Date: 2/17/2021

Observer: Jared Dawson

ACVS Board of Directors-

Below you will find the summary of the PCSC board meeting observation required by PCSC Policies & Procedures (updated on August 13th, 2020). The intent of this observation is to follow PCSC standard and serves as documentation of the fulfillment of your annual requirements. If you have any questions/comments/concerns regarding the summary below, please feel free to reach out to the Program Managers or PCSC Director. You have 5 days from the date of receipt of this summary to provide any follow-up as needed.

Director's Name	Office (if applicable)	Present/Remote/Absent
John Kelleher	Chair	Remote
Misty Puckett	Secretary/Treasurer	Remote
Ruth Kropp	Director	Remote
Laura Shoemaker	Director	Remote
School Leadership	Title	Present/Remote/Absent
Laura Sandidge	Administrator	Remote
Ross Jones	Business Manager	Remote

ACVS Observation Summary

Observation Category	Status	Date
Open Meeting Law	Concern	2/17/2021
Public Participation	No Concern	2/17/2021
Operational Efficacy	No Concern	2/17/2021
Academic Achievement	No Concern	2/17/2021
Financial Health	No Concern	2/17/2021

Additional Notes (As Applicable)

A copy of the agenda was sent via email to PCSC staff. However, PCSC staff were unable to locate the agenda posted anywhere for the public 48 hours prior to the scheduled meeting, including the ACVS website and their Facebook site, which would be a potential violation of Open Meeting Law.

Another Choice Virtual Charter School

From: [Laura Sandidge](#)
To: [Jenn Thompson](#)
Subject: Re: January Meeting
Date: Wednesday, January 27, 2021 8:24:44 PM

Oh Jenn I would really appreciate that! It does not need to be formal at all. I just think it would make us all feel a bit more prepared with even a casual question and answer opportunity. I really appreciate you being willing to do that! Thank you so much!

Laura

On Wed, Jan 27, 2021 at 4:09 PM Jenn Thompson <Jenn.Thompson@osbe.idaho.gov> wrote:

You sure can. We are planning to schedule orientation meetings in March, but we can do this earlier if you like. I am still working with our legal counsel to finalize the official guidance documents. The commission wants to simplify the process, so we're working through some final changes. I may or may not have all the documentation available in February, but I should be able to answer most questions and give you a good timeline.

I'd like to bring Jared Dawson with me if that's the case. He's our program manager assigned to your school, and will be helping you with the process. It would be a good opportunity for you all to meet him.

From: Laura Sandidge <lsandidge@anotherchoicecharter.org>
Sent: Monday, January 25, 2021 12:30 PM
To: Jenn Thompson <Jenn.Thompson@osbe.idaho.gov>
Subject: Re: January Meeting

Thank you, can we put you on the agenda to talk about the renewal process a bit?

Laura Sandidge

On Mon, Jan 25, 2021 at 12:27 PM Jenn Thompson <Jenn.Thompson@osbe.idaho.gov> wrote:

Okay. I'll plan for February.

Just as a reminder Open Meeting law requires that meetings be noticed at least 5 days in advance and that agendas be posted at least 48 hours in advance of regular meetings. They need to be posted at the location of the meeting and on your website. Make sure you are getting those agendas posted to avoid an Open Meeting Law violation. Linking you to the [PDF manual](#) as a reminder.

From: Laura Sandidge <lsandidge@anotherchoicecharter.org>

Sent: Thursday, January 21, 2021 10:47 AM

To: Jenn Thompson <Jenn.Thompson@osbe.idaho.gov>

Subject: Re: January Meeting

Thank you Jenn. I am so sorry you were not able to make it. I apologize I didn't send it to you earlier. I had quite the week on a few other little crisis that were going on. I do apologize.

We would love to have you at our board meeting and I will make sure you have that for February. On the website I think it is under board. I haven't actually updated it for a while, we are rolling over to an updated website that will hopefully make things easier to access. We post the schedule at the beginning of the year.

Thank you again and I am really sorry I didn't send the link earlier.

Laura

Sent from my iPhone

On Jan 21, 2021, at 10:00 AM, Jenn Thompson
<Jenn.Thompson@osbe.idaho.gov> wrote:

That turn-around time wasn't enough for me to attend. I'll plan for February. Will you make sure I have date/time/link with the necessary 48 hour notice for that meeting please. Where are your meetings noticed on your website? I haven't been able to find them.

Thanks, Laura.

From: Laura Sandidge <lsandidge@anotherchoicecharter.org>

Sent: Wednesday, January 20, 2021 11:20 AM

To: Jenn Thompson <Jenn.Thompson@osbe.idaho.gov>

Subject: January Meeting

Hi Jenn,

I hope you are doing well. We sadly have several of our team unavailable today so our meeting won't be a typical board meeting, it will only be informational and most likely short. However, Dr. Kelleher felt that it was best to keep our schedule.

Here is the link!

Topic: January Meeting

Time: Jan 20, 2021 4:15 PM Mountain Time (US and Canada)

Join Zoom Meeting

[https://us02web.zoom.us/j/87261565570?](https://us02web.zoom.us/j/87261565570?pwd=RXQ4RkdKMDNXdkFvQUdCd2tLM2VIZz09)

[pwd=RXQ4RkdKMDNXdkFvQUdCd2tLM2VIZz09](https://us02web.zoom.us/j/87261565570?pwd=RXQ4RkdKMDNXdkFvQUdCd2tLM2VIZz09)

Thank you,

Laura

--

Laura Sandidge, Ph.D.

Administrator / Head of School

Another Choice Virtual Charter School

<http://www.anotherchoicecharter.org>

* Please note no links come from me without communication concerning the link.

--

Laura Sandidge, Ph.D.

Administrator / Head of School

Another Choice Virtual Charter School

<http://www.anotherchoicecharter.org>

* Please note no links come from me without communication concerning the link.

--

Laura Sandidge, Ph.D.

Administrator / Head of School

Another Choice Virtual Charter School

<http://www.anotherchoicecharter.org>

* Please note no links come from me without communication concerning the link.

Another Choice Virtual Charter School

From: [Jenn Thompson](#)
To: [Newton, Rachel](#)
Subject: FW: Notice of Potential Violation re: Another Choice Virtual Charter School
Date: Friday, October 16, 2020 11:21:00 AM

From: Bryan Taylor <btaylor@canyonco.org>
Sent: Friday, October 16, 2020 11:18 AM
To: Jenn Thompson <Jenn.Thompson@osbe.idaho.gov>
Cc: Crystal Walker <cwalker@canyonco.org>
Subject: RE: Notice of Potential Violation re: Another Choice Virtual Charter School

Director Thompson,

Good morning. After reviewing the provided materials, I have decided to have my criminal investigative division begin to investigate allegations of criminal conduct under I.C. §§18-1360 and 74-501, 74-509, etc. I intend that this investigation and potential prosecution proceed entirely separate from any professional standards investigation or discipline pursued by PSC or the Attorney General's Office. Based on the information currently available, and the non-criminal remedies available to the State, I do not intend to pursue prosecution of any civil offense punishable only by a *de minimis* fine.

I have cced Investigator Walker from my Office who will be heading up the matter.

Thank you once again for reaching out.

Best,

Bryan

Bryan Taylor, JD, PhD
Prosecuting Attorney
Canyon County Prosecutor's Office
1115 Albany St.
Caldwell, ID 83605
Tel. (208) 454-7391
Fax (208) 454-7374

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From: Jenn Thompson [<mailto:Jenn.Thompson@osbe.idaho.gov>]
Sent: Wednesday, September 30, 2020 4:03 PM
To: Bryan Taylor <btaylor@canyonco.org>
Subject: Notice of Potential Violation re: Another Choice Virtual Charter School

Mr. Taylor,

Another Choice Virtual Charter School

Pursuant to Idaho Code section 33-5209C(4), I am writing to inform you that the Idaho Public Charter School Commission has reason to believe that a school operating under its authorization, Another Choice Virtual Charter School, located in Nampa, Idaho, may have violated multiple provisions of law. The attached letter provides detail regarding our concerns. Please feel free to contact our office if you have any questions.

Jenn Thompson

Director, Idaho Public Charter School Commission

office: 208-332-1594

cell: 208-781-2937

jenn.thompson@osbe.idaho.gov



Another Choice Virtual Charter School

Canyon County Prosecuting Attorney

Bryan F. Taylor, JD, PhD

Canyon County Courthouse * 1115 Albany Street * Caldwell, ID 83605
Telephone: (208)454-7391 * General Fax: (208)454-7474 * Civil Fax: (208)455-5955



Christopher N. Topmiller
Chief Deputy
Criminal Division

Samuel B. Laugheed
Chief Deputy
Civil Division

October 20, 2021

Sent Via Email

Jenn Thompson
304 N. 8th Street, Ste. 242
Boise, Idaho 83720
Jenn.thompson@osbe.idaho.gov

Re: Public Records Request Dated October 15, 2021

Jenn Thompson:

This letter acknowledges receipt of your records request dated and received by the Civil Division of this office on October 15, 2021, which can be summarized as a request for status or final determination of the Canyon County Prosecuting Attorney's Office investigation into Another Choice Charter School, Kevin McLaren, and/or Laura Sandidge in August 2020 (see attached request).

This request was referred to the Criminal Division of this office on October 18, 2021 and we understand that the decision and absence of a letter declining prosecution for statutory reasons were explained to you on October 19, 2021. As there are no other public records that fit the parameters of your request, we consider it closed.

If you believe that you have been improperly denied the information you requested, you have the right to institute proceedings in the district court of this county within 180 days from the date of the mailing of this letter to attempt to compel disclosure of that information.

Sincerely,

A handwritten signature in black ink, appearing to read "Doug Robertson".

Doug Robertson
Associate County Attorney, Civil Division

DWR:jc
Attachment: request

Another Choice Virtual Charter School
Public Records Request

Right To Examine Public Documents

Name

Jenn Thompson

Address

304 N. 8th St. Ste 242
Boise, ID 83720
United States

Phone

(208) 332-1594

Email

jenn.thomposn@osbe.idaho.gov

What office/department is your request intended for?

Prosecuting Attorney

Name of Client / Insured (if applicable)

ID, Releases / Authorization, Etc (if applicable)

How Would You Like The Documents Sent?

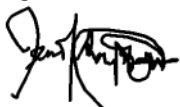
via Email

I am requesting copies of the following public records:

Any and all documentation regarding the status or final determination of the Canyon County Prosecutor's investigation into Another Choice Virtual Charter School since August of 2020. Any findings or determinations related to either Kevin McLaren or Laura Sandidge issued by your office during that time period are also requested.

The Canyon County Prosecutor's Office opened an investigation into this matter in 2020 after the Idaho Public Charter School Commission relayed that we had reason to believe law had been violated. Documentation resulting from our investigation was forwarded to your office. Our commission must make a final decision to renew or non-renew the school's operational contract shortly, and status on this investigation is a factor in that decision. Any documentation you can provide is appreciated.

Signature



Date

10/15/2021

Another Choice Virtual Charter School

From: [Michelle Clement Taylor](#)
To: [Jenn Thompson](#); [Kirsten Pochop](#)
Subject: RE: ISEE Mar 2019 v9 - LEAs still missing certified trials
Date: Tuesday, March 26, 2019 8:29:22 AM

Tim McMurtrey contacted Joel about Chief Taghee. (Sorry my abbreviation should have an "E" in it. Chief Tahgee Elementary Academy)

The other two schools are working with Amy Sigler.

Michelle

From: Jenn Thompson <Jenn.Thompson@osbe.idaho.gov>
Sent: Tuesday, March 26, 2019 7:39 AM
To: Michelle Clement Taylor <mtaylor@sde.idaho.gov>; Kirsten Pochop <Kirsten.Pochop@osbe.idaho.gov>
Subject: RE: ISEE Mar 2019 v9 - LEAs still missing certified trials

This message was sent from outside the organization. Please do not click links or open attachments unless you recognize the source of this email and know the content is safe.

Appreciate the update. I will note these in Asana, Kirsten.

Michelle, do you need us to follow up with anyone? CTA? Not sure I know who you mean.

Jenn Thompson

Finance and Resource Program Manager

Idaho Public Charter School Commission

A division of the Idaho State Board of Education

304 N. 8th Street, Suite 242
Boise, ID 83702
(208) 332-1594
www.chartercommission.idaho.gov

From: Michelle Clement Taylor <mtaylor@sde.idaho.gov>
Sent: Monday, March 25, 2019 5:08 PM
To: Jenn Thompson <Jenn.Thompson@osbe.idaho.gov>; Kirsten Pochop <Kirsten.Pochop@osbe.idaho.gov>
Subject: FW: ISEE Mar 2019 v9 - LEAs still missing certified trials

Hi Jenn and Kirsten,

In missing or late reporting category. The March 2019 upload was due on March 15, 2019.

Another Choice Virtual Charter School

The following three schools are late with their data.

Amy Sigler the ISEE person Regions 1 – 3 checked with KBA and Another Choice. This is response she got from each school:

KBA is close, they have systems problems and are working on getting it done.

Another Choice: Thanks for checking in! Unfortunately I have had other deadline this week. I am going to **start work on it again this evening. We know that if I do not get it in by tomorrow we will not get our May payment until next year. I am really going to try. Thanks!**

Just so you know I responded to Another Choice to let them know that being late is more than just missing the May funding, that it impacts our (SDE) data reporting and payment calculations.

I was told the CTA is working on it, but don't have any specific details.

I will follow-up and let you know when we have all three school's data.

Michelle

Michelle Clement Taylor
School Choice Coordinator
Idaho State Department of Education
mtaylor@sde.idaho.gov
208-332-6963

Notice: The information contained in this e-mail from the Idaho Department of Education may be privileged, confidential, or otherwise protected from disclosure. Persons who share such information with unauthorized individuals may face penalties under state and federal law. If you are not the intended recipient, please be aware that any disclosure, copying, distribution, or use of the contents of this information is prohibited. If you have received this electronic transmission in error, please immediately notify the sender and delete the copy you received.

From: Todd M. King <tking@sde.idaho.gov>

Sent: Thursday, March 21, 2019 8:30 AM

To: Roger Evans <revans@sde.idaho.gov>; Amy Sigler <asigler@sde.idaho.gov>; Brandon C. Phillips <BCPhillips@sde.idaho.gov>; Pam Brewer <pbrewer@sde.idaho.gov>; Mandy Fulbright <mfulbright@sde.idaho.gov>

Cc: Kelly Everitt <keveritt@sde.idaho.gov>; Ayaka Nukui <anukui@sde.idaho.gov>; Michelle Clement Taylor <mtaylor@sde.idaho.gov>

Subject: ISEE Mar 2019 v9 - LEAs still missing certified trials

We are down to three LEAs that are still not in. Here is what I know about them.

Another Choice Virtual Charter School, Inc. (476)
No trials on SRM Production

Another Choice Virtual Charter School

Latest trial on SRM Test, last validated on Sunday 3/17

Chief Tahgee Elementary Academy, Inc. (483)

No trials on SRM Production or SRM Test

The Kootenai Bridge Academy, Inc. (470)

No trials on SRM Production

Latest trial on SRM Test, last validated on Wednesday 3/20

Warm Regards,

Todd M King

Education Data Systems Reporting Manager

Idaho State Department of Education

208-332-6937

**STATE OF IDAHO
PUBLIC CHARTER SCHOOL COMMISSION**

To:)
ANOTHER CHOICE VIRTUAL)
CHARTER SCHOOL, INC.) NOTICE OF DELINQUENCY
1014 WEST HEMINGWAY BLVD.)
NAMP, ID 83651)
)

Pursuant to IDAPA 08.02.04.102, the Public Charter School Commission (“the Commission”) hereby issues this Notice of Delinquency to Another Choice Virtual Charter School, Inc. (“AVCS”), on the grounds that AVCS failed to submit payment of the assessed Authorizer Fee. The original invoice was issued on 2/5/19 and payment was due on 3/15/19.

The Commission requests that AVCS submit payment by May 1, 2019. If payment has not been received at that time, the Commission will notify the State Department of Education, and payment will be withheld from the school's May 15th regular distribution of funds.

Sincerely,

Tamar Bayring

Tamara Baysinger

Director, Idaho Public Charter School Commission

Another Choice Virtual Charter School



3/17/20

Another Choice Virtual Charter School
1014 West Hemingway Boulevard
Nampa, ID 83651

Pursuant to IDAPA 08.02.04.102, this letter is to inform you that the Idaho Public Charter School Commission has not yet received payment of the assessed Authorizer Fee. The original invoice was issued on 2/1/21 and payment was due on 3/15/21. A copy of the original invoice is included with this letter.

The Idaho Public Charter School Commission (IPCSC) requests that payment be submitted by April, 14 2021. If payment has not been received at that time, the IPCSC will notify the State Department of Education, and payment will be withheld from the school's May 15th regular distribution of funds until the IPCSC notifies the State Department of Education that full payment has been received.

Please contact our office if you have any questions.

Sincerely,

A handwritten signature in blue ink, appearing to read "Jenn Thompson".

Jenn Thompson
Director, Idaho Public Charter School Commission

Enclosure: Authorizer Fee Invoice

May 12th, 2021

Another Choice Virtual Charter School, Inc.
1014 W. Hemingway Blvd.
Nampa, ID 83651

Dear Board of Directors:

As you are aware, one role of the Idaho Public Charter School Commission (IPCSC) is to provide operational oversight for the schools it authorizes and ensure they remain in compliance with the provisions of their performance certificates, performance frameworks, and all applicable laws. As part of this responsibility, IPCSC staff review each school's policy to ensure that they are in not in conflict with any applicable laws.

Idaho Code §33-5209(C)(1) does not require the IPCSC to submit a formal records request to obtain documentation that aides the authorizer in fulfilling its statutory responsibilities. Unfortunately, multiple requests for documentation have been made over a two month time period. As complete documentation has not yet been received, a more formal request has become necessary.

Our records indicate the following timeline of communication regarding this request:

- An initial request was made to Dr. Sandidge and Mr. Kelleher on March 12, 2021.
- A second request for policy documents was made to Dr. Sandidge on April 7, 2021.
- Dr. Sandidge responded on April 8, 2021 stating that she was working on getting documents into a format that would work to send to the IPCSC.
- A third request for policy documents was made to Dr. Sandidge on April 16, 2021.
- Dr. Sandidge responded on April 20, 2021 with an email that contained one section of policy, and stated that others would be sent soon.
- A fourth request for policy documents was made to Dr. Sandidge on May 10, 2021.

At this time, we have significant concerns about the availability of public documents.

Please consider this a formal public records request under the Freedom of Information Act for all board approved policies held by ACVS. This request includes all relevant documents regardless of whether they are stored on or off school property.

A secure folder has been established for easy file upload. You can access the folder here:

<https://officeofthestateboardofeducation.sharefile.com/f/fod84bce-1daf-41ae-aea6-357834b9f595>

Delivery is expected no later than end of business on Monday May 17, 2021.

We appreciate your prompt response and respectfully request continued transparency and open communication in seeking to resolve these concerns. If you have any questions, please don't hesitate to contact our office any time.

Sincerely,



Jenn Thompson | Director

Another Choice Virtual Charter School

1. As of 10/29/21 the Annual Performance Report posted was the 2017-2018 report.

Another Choice Virtual Charter School

Enrollment Contact Us Curriculum Links COVID-19 Onsite Lab Sign Up Virtual Lab

MENU ENGLISH

ABOUT ACVS STUDENTS + PARENTS DISTRICT INFORMATION

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL // DISTRICT INFORMATION // ANNUAL REPORT FOR CHARTER SCHOOL

ANNUAL REPORT FOR CHARTER SCHOOL

[Annual Report Framework](#)

ACVS - CALDWELL
1207 S. KIMBALL AVE

Stay Connected

5 / 21 100% +

SCORECARD ANOTHER CHOICE VIRTUAL SCHOOL 2017-18

ACADEMIC	Measure	Points Possible	Points Earned	Points Possible	Points Earned	Points Possible	Points Earned	Points Possible	Points Earned
		%	%	9-12	%	9-12	%	9-12	%
State Proficiency Comparison		50	0	50	0	50	0	50	0
District Proficiency Comparison		50	0	50	0	50	0	50	0
Graduation Rate		50	0	50	0	50	0	50	0
Retention Rate		50	0	50	0	50	0	50	0
Academic Growth		100	0	100	0	100	0	100	0
Post Secondary Readiness		100	0	100	0	100	0	100	0
Total Academic Points		400	0	400	0	400	0	400	0
% of Academic Points		0%	0%	0%	0%	0%	0%	0%	0%

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

ACVS has chosen not to include mission-specific measures.

OPERATIONAL	Measure	Points Possible	Points Earned	FINANCIAL	Measure	Points Possible	Points Earned
Educational Program		25	25	Non-Term		50	50
Financial Management & Oversight		25	25	Sustainability		50	50
Governance & Reporting		25	25	Total Financial Points		400	390
Additional Obligations		25	25	% of Financial Points		97.5%	97.5%
Total Operational Points		100	100				
% of Operational Points		100%	100%				

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

ACCOUNTABILITY DESIGNATION	Range	Academic Outcome	Academic All Outcome	Range	Operational Outcome	Operational All Outcome	Range	Financial Outcome	Financial All Outcome
Academic	75% - 100%	75% - 100%	75% - 100%	75% - 100%	75% - 100%	75% - 100%	75% - 100%	75% - 100%	75% - 100%
Good Standing	75% - 74%	75% - 74%	75% - 74%	75% - 74%	75% - 74%	75% - 74%	75% - 74%	75% - 74%	75% - 74%
Remediation	74% - 50%	74% - 50%	74% - 50%	74% - 50%	74% - 50%	74% - 50%	74% - 50%	74% - 50%	74% - 50%
Critical	50% - 0%	50% - 0%	50% - 0%	50% - 0%	50% - 0%	50% - 0%	50% - 0%	50% - 0%	50% - 0%

2. As of 10/29/21 the Continuous Improvement Plan posted was from 2018-2019

Another Choice Virtual Charter School

Enrollment Contact Us Curriculum Links COVID-19 Onsite Lab Sign Up Virtual Lab

ABOUT ACVS STUDENTS + PARENTS DISTRICT INFORMATION

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL // DISTRICT INFORMATION // CONTINUOUS IMPROVEMENT PLAN

CONTINUOUS IMPROVEMENT PLAN

[Continuous Improvement Plan](#)

[Combined Plan Metrics](#)

ACVS — CALDWELL
1207 S. KIMBALL AVE

Stay Connected

Type here to search

core-docs.s3.amazonaws.com/documents/asset/Uploaded_File/800152/ACVS_2018-19-Combined-Plan-Narrative.pdf

18-19-Combined-Plan-Narrative-Part-1

2 / 7 100% +

COMBINED DISTRICT PLAN (2018-2019)

Continuous Improvement Plan • College & Career Advising Plan • Literacy Intervention Plan

Demographic Analysis -

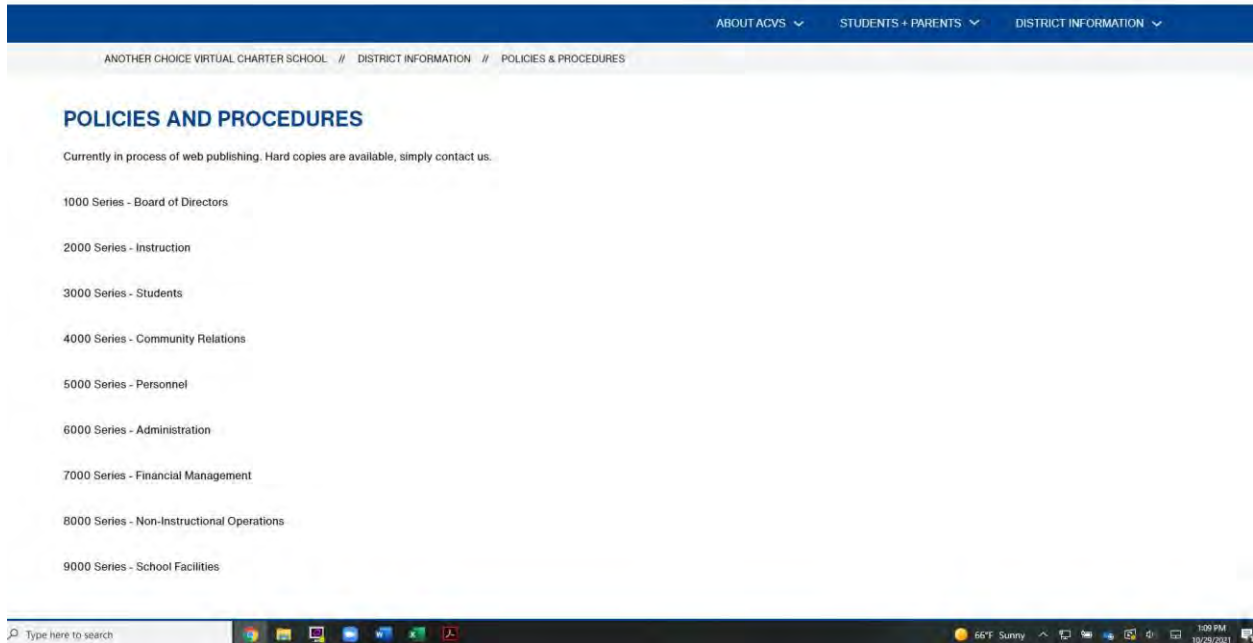
	2017-2018	2018-2019
Male	49%	49%
Female	51%	51%
White	71%	72%
Black/African American	8%	1%
Asian	6%	1.3%
Native American	8%	1.3%
Hispanic/Latino	22%	24%
Free/Reduced Lunch Program	55%	56%
Received Special Education (IEP Students)	38%	39%

Community Involvement -

ACVS uses a variety of communication methods for all our parents and students. We have worked very diligently to make sure communication is consistent throughout. We communicate via the following methods:

- In person via face to face contacts.
- Annual surveys to all students and parents that are provided in the spring and used to gather feedback in the development of our plans and policies.
- Parent focus groups to develop our annual needs assessment and Title One needs.
- In person via meetings including elementary meetings, 6th Grade transition meetings, 8th grade transition meetings, senior meetings, and ongoing parent teacher meetings which are held minimally three times a year.
- Virtually via email and Google Chat.
- Pamphlets offered on site at our learning labs.
- Each month parents and community members are invited to provide input at our board meetings.

3. As of 10/29/2021 the policies and procedures page of the website did not include links. As several policies, including data security are required to be posted, this is not compliant.



Another Choice Virtual Charter School

4. Outdated Financial Documentation as of 1/26/22: Most Recent Budget is 2018-19; Combined Statement of Revenue is 2017; Summary Sheet is 2020. Additionally, contracts do not appear to be posted as required.

The screenshot shows the homepage of the Another Choice Virtual Charter School website. The header includes the school's name and logo, along with navigation links for Enrollment, Contact Us, Curriculum Links, COVID-19, Onsite Lab Sign Up, and Virtual Lab. A secondary navigation bar lists ABOUT ACVS, STUDENTS + PARENTS, and DISTRICT INFORMATION. Below this, a breadcrumb trail reads: ANOTHER CHOICE VIRTUAL CHARTER SCHOOL // DISTRICT INFORMATION // BUSINESS + FINANCE. A list of links is provided for financial documents:

- [ACVS Combined Statement Of Revenue](#)
- [2011 Financial Statements](#)
- [2012 Financial Statements](#)
- [2013 Financial Statements](#)
- [2014 Financial Statements](#)
- [2015 Financial Statements](#)
- [2016 Financial Statements](#)
- [2017 Financial Statements](#)
- [2018-2019 School District Budget](#)
- [Revenues and Expenditures Summary Statement](#)

The footer of the website includes a "Schools" section and a "Stay Connected" button. The browser's taskbar at the bottom shows the time as 11:33 AM on 1/26/2022.

The screenshot displays a PDF document titled "REVENUES AND EXPENDITURES SUMMARY STATEMENT - ALL FUNDS" for the 2018-2019 school year. The document is a financial statement for Another Choice Virtual Charter School / 475. It includes a table with columns for BUDGET and ACTUAL amounts. The table is divided into sections for REVENUES, EXPENDITURES, and FUND BALANCE. The document is signed by the Superintendent and the Treasurer of the Board.

	BUDGET	ACTUAL
REVENUES		
Local Revenue	\$ -	\$ 6,694.00
State Revenue	\$ 4,199,894.84	\$ 3,875,271.00
Federal Revenue	-	\$ 194,631.00
Other Revenue	\$ 700,000.00	-
TOTAL REVENUES	\$ 4,899,894.84	\$ 4,770,596.00
Transfers IN	-	-
TOTAL REVENUES & TRANSFERS	\$ 4,899,894.84	\$ 4,770,596.00
EXPENDITURES		
Total Instruction	\$ 2,524,485.07	\$ 2,662,536.00
*Salary & Benefits	\$ 2,273,435.07	\$ 2,269,239.58
Total Support Services	\$ 2,370,366.77	\$ 2,945,526.00
*Salary & Benefits	\$ 960,044.87	\$ 1,543,111.10
Total Non-Instructional Services	-	-
*Salary & Benefits	-	-
Total Facility Acquisition	-	-
Total Debt Services	-	-
TOTAL EXPENDITURES	\$ 4,899,894.84	\$ 4,708,862.00
Transfers OUT	-	-
TOTAL EXPENDITURES & TRANSFERS	\$ 4,899,894.84	\$ 4,708,862.00
BEGINNING FUND BALANCE at July 1, 2018	\$ 1,358,088.00	\$ -
Adjustments	-	-
ADJUSTED BEGINNING FUND BALANCE at July 1, 2018	\$ 1,358,088.00	\$ -
ENDING FUND BALANCE at June 30, 2019	\$ 1,425,114.00	\$ 67,734.00

*The dollar amount is included in the total on the line above.

The undersigned certify that this is a true and correct report of the financial condition of the:

Dr. S. K. K. K.
Superintendent of the Board

Cheryl Sandberg, Ph.D.
Treasurer of the Board

Another Choice Virtual Charter School

core-docs3.amazonaws.com/documents/asset/Uploaded_file/102709/F... (WCVS Smrt. rtf Final_Cndtn.pdf)

of_Final_Cndtn.pdf

1 / 1 - 100% +

Another Choice Virtual Charter SCHOOL DISTRICT NUMBER 476
Nampa, IDAHO

COMBINED STATEMENT OF REVENUES & EXPENDITURES WITH CHANGES IN FUND BALANCE - ALL FUNDS

Line	Code	Account	2016-17 Budget	Budget Salary & Benefits	2016-17 Actual	Actual Salary & Benefits
1		REVENUE RECEIPTS				
2	410000	Local Sources	827000		588542.51	
3	420000	County Sources				
4	430000	State Sources	3504255		3357320	
5	440000	Federal Sources	165349		246015	
6	450000	Other Sources				
7		TOTAL REVENUES	4496601		4191884.5	
8	460000	Transfers IN				
9		TOTAL REVENUE & TRANSFERS	4496601		4191884.5	
10						
11		EXPENDITURES				
12	600000	Instructional Services	1833629.21		1955910	
13	620000	Support Services	2927985.8		1671412	
14	700000	Non-Instructional Services				
15	800000	Facility Acquisition Services				
16	910000	Debt Services				
17		TOTAL EXPENDITURES	4761615	0	3637322	0
18	920000	Transfers OUT				
19		TOTAL EXPENDITURES & TRANSFERS	4761615	0	3637322	0
20		Excess (Deficiency) of Revenues over Expenditures & Transfers				
21						
22	320001	Fund Balance at July 1, 2016	170000		153224	
23						
24	320002	Adjustments	347725		347725	
25						
26	320003	Adj. Fund Balance July 1, 2017	517725	0	500950	0
27						
28		FUND BALANCE At June 30, 2017				
320000		*Total of Line 20 + 26	252710.98	0	4191884.5	0

The undersigned certify that this is a true and correct report of the financial condition of the
Another Choice Virtual Charter School District.

John E. Kelleher
Chairperson of the Board

27°F Mostly cloudy 11:36 AM 1/26/2017

Another Choice Virtual Charter School

From: [Jenn Thompson](#)
To: [Kolts, Rachel](#)
Subject: Fw: Another Choice Funding Information from Corrected ISEE 2019-20 Upload
Date: Monday, September 28, 2020 11:17:05 AM

Jenn Thompson

Director, Idaho Public Charter School Commission
office: 208-332-1594
cell: 208-781-2937
jenn.thompson@osbe.idaho.gov

From: Michelle Clement Taylor <mtaylor@sde.idaho.gov>
Sent: Monday, September 28, 2020 10:49 AM
To: Jenn Thompson <Jenn.Thompson@osbe.idaho.gov>
Subject: FW: Another Choice Funding Information from Corrected ISEE 2019-20 Upload

Michelle

Michelle Clement Taylor
School Choice Coordinator
Idaho State Department of Education
mtaylor@sde.idaho.gov
208-332-6963

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From: Shannon Miner <sminer@sde.idaho.gov>
Sent: Monday, September 21, 2020 2:53 PM
To: LAURA SANDIDGE <LSANDIDGE@ANOTHERCHOICECHARTER.ORG>; KIMBERLY ANN HUNTER <KHUNTER@ANOTHERCHOICECHARTER.ORG>
Cc: Debi Smith <dsmith@sde.idaho.gov>; Brandy Diaz Scott <bdiazscott@sde.idaho.gov>; Michelle Clement Taylor <mtaylor@sde.idaho.gov>; Lisa Colon Durham <lcolondurham@sde.idaho.gov>; Cina Lackey <CLackey@sde.idaho.gov>; Todd M. King <tking@sde.idaho.gov>; Amy Sigler <asigler@sde.idaho.gov>; Branwyn Phillips <BCPhillips@sde.idaho.gov>
Subject: Another Choice Funding Information from Corrected ISEE 2019-20 Upload
Importance: High

Ms. Sandidge and Ms. Hunter,

Another Choice Virtual Charter School

We wanted to review the funding issues for Another Choice based on the most recent correct end of year ISEE upload.

Originally withheld for:

- **Hunter, Nathanael** – taught Algebra and Geometry. He only holds an Exceptional Child Generalist certificate. He is unable to teach general education. **Unable to restore 2019-20 funding reduction.**
- **Lenz, Ember** – taught Physical Science was recoded Biological Science. **Will restore funding reduction.**
- **Murphy, Victoria** – taught Elective and Special Education. Does not hold a certificate and has not applied for certification. What is the plan for 2020-21? Is she still teaching? **Unable to restore 2019-20 funding reduction.**

New issues:

- **Galvin, Thomas** – taught English and Journalism. He applied June 18, 2020. **A reduction from the 2019-20 funding will be reflected in the February 2021 funding payment.**
- **Cook, Taryn** – taught Special Education. Does not hold a certificate and has not applied for certification. What is the plan for 2020-21? Is she still teaching? **A reduction from the 2019-20 funding will be reflected in the February 2021 funding payment.**
- **Hunter, Nathanael** – taught Algebra, Geometry and Math Support (20005 – elective assignment). He holds Exceptional Child Generalist certificate. He is unable to teach general education. Please double check 20005 coding that is listed as Math support – this code is not intended for core subject content. See these documents: [SDE Assignment Reporting Guidance](#) and [2020-2021 Information Regarding Assignment Codes 00005 and 20005](#). **Funding already reduced.**
- **Vincent, Denise** – taught Literacy. She is unable to teach Literacy without a Literacy endorsement. **A reduction from the 2019-20 funding will be reflected in the February 2021 funding payment.**
- **Dorrian, Kevin** – taught History without a contract and without a certificate. We have no application on file. What is the plan for 2020-21? Is he still teaching? **A reduction from the 2019-20 funding will be reflected in the February 2021 funding payment.**
- **Crosley, Tracey** - taught Literacy without a contract and without a certificate. Tracey applied for her certificate on June 12, 2020. Her certificate now is for All Subject K/8 and will not align to Literacy. What is the plan for 2020-21? Is she still teaching this assignment? **A reduction from the 2019-20 funding will be reflected in the February 2021 funding payment.**
- **Chavez, Dean and Lorenzo-Angel, Juana** – were both paraprofessionals, listed as Teacher of Record of an Advisory assignment. **A reduction from the 2019-20 funding will be reflected in the February 2021 funding payment.**

Please review this information and reach out to any of us if you have questions. There are some questions in the body of this email that are very important to the compliance of Idaho Code 33-1201 and what is best for students for the 2020-21 school year. Thank you for your time and transparency with your data.

Another Choice Virtual Charter School

Thank you,

Shannon Miner | Program Specialist – Alternative Authorizations | Teacher Certification

208-332-6885 | [Address](#) | [Email](#) | [SDE Website](#) | [Alternative Authorization Webpage](#) | [Certification Lookup Tool](#) |

Idaho State Department of Education

“Supporting Schools and Students to Achieve”

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Another Choice Virtual Charter School

RE: Another Choice Virtual School Question

Julie Oberle <JAOberle@sde.idaho.gov>

Tue 1/18/2022 5:53 PM

To: Jenn Thompson <Jenn.Thompson@osbe.idaho.gov>

Cc: Michelle Clement Taylor <mtaylor@sde.idaho.gov>; Peter McPherson <pmcpherson@sde.idaho.gov>

Hi Jenn. Another Choice received \$411,909.34 last February (2/15/21) and had no adjustments to their amount. Last May (5/15/21), they had a negative adjustment of \$286,215.49 for FY 2020 salary/benefit appropriation revisions. This adjustment resulted them being overpaid for the year, as of the May 15 payment, by \$39,238.88. We did not request reimbursement of this amount. Instead, we told them it would be captured in the July payment. They did receive a July 15 payment of \$306,174.58. Does this give you what you need? Thanks. Julie

Julie Oberle

Public School Finance

Superintendent of Public Instruction's Office

P.O. Box 83720

Boise, ID 83720-0027

(208) 332-6840

JAOberle@sde.idaho.gov**Supporting Schools and Students to Achieve**

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From: Jenn Thompson <Jenn.Thompson@osbe.idaho.gov>**Sent:** Tuesday, January 18, 2022 4:18 PM**To:** Julie Oberle <JAOberle@sde.idaho.gov>**Subject:** Another Choice Virtual School Question

This message was sent from outside the organization. Please do not click links or open attachments unless you recognize the source of this email and know the content is safe.

I understand funds were withheld from ACVS last feb.. Do you happen to know that amount? Also is that on the docket for them again this year? The school has argued that the reason one of their financial measures shows low for last year is due to SDE withholding funds. Obviously, the school is responsible for why those funds were withheld, but if you have numbers, that would really help me out.

Also, thank you for the presentation today. Erik made some important connections. You always make difficult things sound simple!

Jenn Thompson

Director, Idaho Public Charter School Commission

office: 208-332-1594

cell: 208-781-2937

jenn.thompson@osbe.idaho.gov

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Exhibit FF - Page 1

Another Choice Virtual Charter School
request, unless otherwise exempt from disclosure under the law.

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IDAHO PROFESSIONAL STANDARDS COMMISSION

In the matter of the certificates of:

Laura Sandidge,

Respondent

Case No. 22030

STIPULATION

BACKGROUND

The Professional Standards Commission received an allegation of unethical conduct concerning Laura Sandidge. Following an investigation, the Executive Committee of the Professional Standards Commission reviewed the information before it and determined that probable cause exists for initiating an administrative action against Laura Sandidge's certificates. The Executive Committee has recommended the following Stipulation.

STIPULATION

1. This is an agreement ("Stipulation") between Laura Sandidge ("Ms. Sandidge") and the Executive Committee (the "Executive Committee") of the Professional Standards Commission (the "Commission").
2. If Ms. Sandidge wishes to agree to this Stipulation, she must sign and return this Stipulation and any attachments to the Commission by 5:00 p.m. (Mountain Time) on or before **March 26, 2021**, unless she has been granted an extension.
3. After Ms. Sandidge and the Executive Committee agree to and sign this Stipulation, the Stipulation must be approved by the Commission, and the Commission must enter the attached consent order, before this Stipulation resolves the matter.

4. A signed copy of this Stipulation may be submitted via mail or fax to:

Professional Standards Commission
650 West State Street, 2nd Floor
P.O. Box 83720
Boise, ID 83720-0027
Fax: (208) 334-2228 (Attn: Professional Standards Commission)

STIPULATED FACTS AND LAW

5. The Commission regulates teacher certification in Idaho.
6. The Chief Certification Officer is empowered to file an administrative complaint against the certificate of a teacher or other individual certified under the authority of the Idaho State Board of Education. Idaho Code § 33-1209.
7. Ms. Sandidge holds the following certificates and endorsements issued under the authority of the Idaho State Board of Education:
- a. Administrator Certificate with Director of Special Education (Pre-K-12), Superintendent (Pre-K-12), and School Principal (Pre-K-12) endorsements, all of which were effective September 1, 2020 through August 31, 2025.
 - b. Standard Secondary Certificate with Literacy (K-12) and History (6-12) endorsements, all of which were effective September 1, 2020 through August 31, 2025.
 - c. Administrator Certificate with Director of Special Education (Pre-K-12), Superintendent (Pre-K-12), and School Principal (Pre-K-12) endorsements, all of which were effective September 1, 2015 through August 31, 2020.
 - d. Standard Secondary Certificate with Literacy (K-12) and History (6-12) endorsements, all of which were effective September 1, 2015 through August 31, 2020.

8. Ms. Sandidge was and has been the administrator and an employee of Another Choice Virtual Charter School (“ACVS”) since 2010.

9. Her son-in-law, Kevin McLaren, is a board member for ACVS and has been since 2015.

10. Under Principle I of the Code of Ethics, Ms. Sandidge, as a professional educator, was required to abide by all federal, state, and local education laws, and statutes.

11. Every employee of a public charter school and every member of its board of directors is required to comply with ethical standards and conduct that is also found in the Ethics in Government Act of 2015.

12. This Act requires public officials to not take any action where a conflict of interest exists.

13. If a conflict of interest exists, then it must be disclosed.

14. A public official must prepare a written statement describing the matter to be acted upon and the nature of the potential conflict and deliver such statement to his or her appointing authority.

15. Based upon Idaho Code section 33-5204(6)(a), Idaho utilizes a four-step procedure (found in Idaho Code sections 18-1361 and 18-1361A) for the award of contracts involving a public charter school to a business in which a board member has a direct or indirect interest, which conflict extends to a person related by blood or marriage within the second degree.

16. The procedure for any board member with a direct or indirect interest in a business that the board is contracting with is generally as follows:

- a. The contract is competitively bid, and the public servant or his relative submits the low bid; and

- b. Neither the public servant nor his relative takes any part in the preparation of the contract or bid specifications, and the public servant takes no part in voting on or approving the contract or bid specifications; and
- c. The public servant makes full disclosure, in writing to all members of the governing body, council, or board of said public body of his interest or that of his relative and of his or his relative's intention to bid on the contract; and
- d. Neither the public servant nor his relative has violated any provision of Idaho law pertaining to competitive bidding or improper solicitation of business.

17. Advocates for Inclusion is a general business corporation, in which Ms. Sandidge is a member and co-owner.

18. Ms. Sandidge's son-in-law, Kevin McLaren, is a co-owner of Advocates for Inclusion.

19. ACVS contracted at various times with Advocates for Inclusion for behavioral intervention and special education services.

20. In the 2019-20 school year, ACVS agreed to pay Advocates for Inclusion \$500,000 in exchange for special education services.

21. ACVS did not utilize the competitive bidding process for its contracts with Advocates for Inclusion and did not receive other bids or proposals from other similarly situated service providers.

22. SMS Enterprises is a limited liability company in which Ms. Sandidge is a member and co-owner.

23. Ms. Sandidge's son-in-law, Kevin McLaren, is a co-owner of SMS Enterprises.
24. ACVS rents buildings from SMS Enterprises in both Nampa and Boise.
25. ACVS did not use a competitive bidding process in regard to its lease with SMS Enterprises.
26. Ms. Sandidge signed contracts on behalf of ACVS with Advocates for Inclusion and SMS Enterprises.
27. As an employee of ACVS, Ms. Sandidge had a duty to inform the public of the existence of any conflicts of interest and was required to submit a written statement describing any conflicts of interest when the at-issue contracts were presented to the ACVS Board of Directors.
28. Ms. Sandidge did not prepare or submit a written statement describing a conflict of interest to the ACVS Board of Directors in regard to the contracts with Advocates for Inclusion or SMS Enterprises.
29. The Executive Committee determined that probable cause exists for initiating an administrative action against Ms. Sandidge for violating the following laws and rules governing teacher certification:
 - a. Ms. Sandidge's conduct or course of conduct willfully violated a principle of the code of ethics that was adopted by the Idaho State Board of Education. Idaho Code § 33-1208(1)(j) ("Willful violation of any professional code or standard of ethics or conduct, adopted by the state board of education"). Specifically, Ms. Sandidge's conduct or course of conduct violated Idaho Code § 74-404 and/or Idaho Code § 33-5204A(2).
 - b. Ms. Sandidge's conduct or course of conduct willfully violated a principle of the code of ethics that was adopted by the Idaho State Board of Education.

Idaho Code § 33-1208(1)(j) (“Willful violation of any professional code or standard of ethics or conduct, adopted by the state board of education”). Specifically, Ms. Sandidge violated Code of Ethics Principle V. (Idaho Admin. Code r. 08.02.02.076.06) (“A professional educator entrusted with public funds and property honors that trust with a high level of honesty, accuracy, and responsibility.”).

30. Ms. Sandidge, although not admitting that she violated the laws and rules cited in paragraph 29, and in lieu of fully litigating or actually deciding the issue, acknowledges that there is sufficient evidence to support a finding of a violation of the laws and rules cited in paragraph 29.

31. Ms. Sandidge also notes for the record that her son-in-law is no longer on the Board of Directors; that the Board is, as presently constituted, completely independent of her and any person related to her by blood or marriage; and that much of the alleged violations described herein stemmed solely from that familial relationship. Ms. Sandidge, having sought legal counsel, is now more cognizant of the potential for conflicts of interest in her field and her corresponding duties with regard to such conflicts. Ms. Sandidge is confident that the steps she is currently taking, upon the advice of legal counsel, will resolve any issues in the future.

STIPULATED DISCIPLINE

32. If this Stipulation is approved by the Commission, the following discipline will be imposed by the Commission on Ms. Sandidge’s certificates:

- a. Issue a letter of reprimand to be placed in her certification file.
- b. Require Ms. Sandidge to take a PSC approved ethics course that may not be used for renewal purposes.

33. Any costs associated with Ms. Sandidge's compliance with the terms of this Stipulation are her responsibility.

PRESENTATION OF THIS STIPULATION

34. Once Ms. Sandidge signs this Stipulation and timely returns it to the Commission, and the Executive Committee signs this Stipulation, the Deputy Attorney General assigned to the Commission will present this Stipulation to the Commission at the Commission's next business meeting.

35. The Commission may accept, reject, or modify the Stipulation.

36. If the Commission modifies this Stipulation, it must receive Ms. Sandidge's approval on any modification before the Stipulation is effective.

WAIVER OF RIGHTS

37. If this Stipulation is approved by the Commission, Ms. Sandidge knowingly, intelligently, and voluntarily waives the following rights:

- a. the right to a hearing;
- b. the right to confront and cross-examine witnesses;
- c. the right to present evidence or to call witnesses or to testify at a hearing;
- d. the right to reconsideration of the Commission's orders;
- e. the right to judicial review of the Commission's orders; and
- f. other rights accorded by the Idaho Administrative Procedure Act and the law and rules governing teacher certification in the State of Idaho.

38. If this Stipulation is approved by the Commission, the Commission may impose discipline upon Ms. Sandidge's certificates without further process.

39. By signing this Stipulation, Ms. Sandidge agrees to waive any requirement for a hearing under Idaho Code § 33-1209(3) to be conducted within 90 days of a request for a hearing. This waiver applies to any hearing request made before the Commission ultimately rejects this Stipulation (if it does) or before Ms. Sandidge ultimately rejects a modified stipulation (if

Ms. Sandidge does). If the Commission ultimately rejects this Stipulation or if Ms. Sandidge ultimately rejects a modified stipulation, and Ms. Sandidge has requested a hearing, the 90-day hearing timeframe will begin from the ultimate rejection.

GENERAL ACKNOWLEDGMENTS

40. This Stipulation contains the entire agreement between the parties, and Ms. Sandidge is not relying on any other agreement or representation, whether verbal or written.

41. This Stipulation, if approved by the Commission, or modified and approved, is entered into by Ms. Sandidge and the Commission solely for use in resolving the present proceeding before the Commission.

42. This Stipulation, if approved by the Commission, or modified and approved, resolves a contested case. If approved, the Stipulation, consent order, and any attachment are public records. And if approved, the Commission may make available through its or the State Department of Education's website a copy of the Stipulation, consent order, and any attachment and may report any discipline to the national clearinghouse for teacher certification.

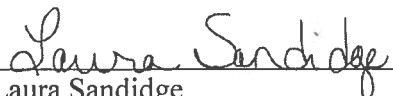
43. Ms. Sandidge agrees that she has read this Stipulation, has had the opportunity to discuss it with legal counsel, if she so chose, and understands that by signing below, she will be agreeing to the terms of this Stipulation.

SIGNATURES

Respondent

The respondent, Laura Sandidge, agrees to this Stipulation.

DATED this 25th day of March, 2021.



Laura Sandidge
Respondent

Executive Committee

The Executive Committee recommends that the Commission enter an order based upon this Stipulation.

DATED this 8th day of April, 2021.

IDAHO PROFESSIONAL STANDARDS COMMISSION
EXECUTIVE COMMITTEE

Kathy Davis
Kathy Davis, Member

IDAHO PROFESSIONAL STANDARDS COMMISSION

In the matter of the certificates of:

Laura Sandidge


Respondent

Case No. 22030

CONSENT ORDER

The Professional Standards Commission orders that the Stipulation, entered between Laura Sandidge and the Executive Committee, is adopted as the informal disposition of this case, as permitted under Idaho Code § 67-5241. It will be effective on the 8 day of April, 2021. The discipline listed in the Stipulation is imposed on Laura Sandidge's certificates under Idaho Code §§ 33-1208 and 33-1209. This is a final agency order, and Laura Sandidge has waived the right of judicial review.

IDAHO PROFESSIONAL STANDARDS COMMISSION


Elisa Saffle, Member

CONSENT ORDER – 1
Laura Sandidge

CERTIFICATE OF SERVICE

I HEREBY CERTIFY that on this 12th day of April, 2021, I caused to be served a true and correct copy of the foregoing by the following method to:

Laura Sandidge, Respondent
C/O Thomas E. Dvorak
Blake W. Ringer
P.O. Box 2720
Boise, ID 83701

- ☒ U.S. Mail
- ☐ Hand Delivery
- ☒ Certified Mail, Return Receipt Requested
- ☐ Overnight Mail
- ☐ Facsimile:
- ☒ Email: tedservice@givenspursley.com
blakeringer@givenspursley.com

*Attorney for the
Chief Certification Officer*
Robert A. Berry
Deputy Attorney General
P.O. Box 83720
Boise, ID 83720-0010

- ☐ U.S. Mail
- ☐ Hand Delivery
- ☐ Certified Mail, Return Receipt Requested
- ☐ Overnight Mail
- ☐ Facsimile: (208) 854-8073
- ☒ Email: robert.berry@ag.idaho.gov
leslie.gottsch@ag.idaho.gov



Annette Schwab
Program Specialist
Idaho State Department of Education

CONSENT ORDER – 2
Laura Sandidge



STATE OF IDAHO
PROFESSIONAL STANDARDS COMMISSION
STATE DEPARTMENT OF EDUCATION
PO BOX 83720
BOISE, IDAHO 83720-0027

OFFICE
650 W State Street
PHONE
(208) 332-6884
FAX
(208) 334-2228
SPEECH/HEARING IMPAIRED
(800) 377-3529

RE: Laura Sandidge
Professional Standards Commission Case No. 22030

LETTER OF REPRIMAND

The Professional Standards Commission issues a formal reprimand to Laura Sandidge.

The Executive Committee found that probable cause existed to warrant the filing of an administrative complaint against Ms. Sandidge's certificates by the Chief Certification Officer. In lieu of filing an answer, Ms. Sandidge entered into stipulated discipline. The full Professional Standards Commission considered her case and adopted the discipline recommended by the Executive Committee, which was incorporated into the stipulated discipline. Accordingly, a letter of reprimand is now issued based upon Ms. Sandidge's failure in her duty to inform the public of the existence of any conflicts of interest, and failure to submit a written statement describing any conflicts of interests when the at-issue contracts with Advocates for Inclusion or SMS Enterprises. were presented to the ACVS Board of Directors. This conduct violate Code of Ethics Principle V and Idaho Code § 74-404 and/or Idaho Code § 33-5204A(2). The Chief Certification Officer is directed to issue and place this letter of reprimand in Ms. Sandidge's certification file.

Dated this 12 day of April, 2021.

IDAHO STATE DEPARTMENT OF EDUCATION



Lisa Colon Durham, Chief Certification Officer

c: Robert A. Berry, Attorney for the Chief Certification Officer

CONSENT ORDER – 3
Laura Sandidge

Identifying Indicators of Distress in Charter Schools

Part 1: The Role and Perspective of Charter School Authorizers

September 2020



NATIONAL
CHARTER SCHOOL
RESOURCE CENTER



The National Charter School Resource Center (NCSRC) provides technical assistance to Federal grantees and resources supporting charter sector stakeholders working across the charter school life cycle. NCSRC is funded by the U.S. Department of Education and managed by Manhattan Strategy Group in partnership with WestEd.

This report was produced by NCSRC in partnership with lead authors Aimee Evan, Laura Groth, and Hannah Sullivan.

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Key Terms As Used in This Report

Charter school: A charter school, in this report, is a public school that operates as a school of choice as described in [the Elementary and Secondary Education Act \(ESEA\) Section 4310\(2\)](#). Charter schools commit to obtaining specific educational objectives in return for increased autonomy. They are exempt from significant state or local regulations related to operation and management but otherwise adhere to regulations of public schools.

Charter school authorizer (authorizers): An authorized public chartering agency, as defined under [Section 4310\(1\) of the ESEA](#), is a State educational agency, local educational agency, or other entity responsible for reviewing and approving or rejecting charter applications and monitoring charter school performance related to both academic and fiscal/organizational metrics as well as compliance with relevant laws. State law determines the types and number of organizations permitted to act as authorizers.

The death spiral: This is the point in a school's decline when challenges, errors, and barriers become too pervasive, systemic, and intertwined with the school's core functions to allow for easy reversal.

Early warning system: This is a process for identifying patterns and characteristics from previous events that turned out to be risky, testing those patterns in a local context to identify specific indicators and thresholds for risk, and then using the characteristics in a systemic way to identify scenarios of risk and to efficiently target interventions.

Governing board: Sometimes referred to as a school board, this group of individuals serves as a charter school's governing body. The board is ultimately responsible for a school's quality and performance and serves an integral oversight role. A charter contract to operate a school is often held between the authorizer and the charter school governing board.

Indicators of distress: These are characteristics that occur early in a school's decline suggesting a school that is struggling to achieve or maintain high levels of quality. Indicators of distress tend to be more difficult to measure and easier to influence than lagging indicators; as a *leading* indicator, they might predict future failure.

Indicators of failure: These are output data points that occur later in a school's decline to measure how a school performed. Indicators of failure are easier to measure than indicators of distress but, as a *lagging* indicator, require more substantive interventions to influence.

School leader: This term is frequently used in the singular to most often reference a principal, but depending on the school, this may be one or more individuals who take on leadership or administrative responsibilities of a particular school.

Introduction

Charter school authorizers (authorizers) that are committed to fostering high-quality charter school options for all students have an imperative to understand the nature of school distress and failure.

Authorizers and other stakeholders need to be able to identify and understand schools experiencing distress, long before a state accountability grade designates a school as “failing.”

In theory, the charter school sector relies somewhat on market forces and family choice to remove unsuccessful schools from the educational ecosystem. However, research shows only roughly 5% of academically underperforming schools are closed annually, on average.¹ When schools are allowed to decline to a point that closure becomes the only option, the disruption of school closure and student mobility often exacerbate the negative effects on students.²

Rather than wait until a school fails, authorizers may have the ability to identify schools in distress at a much earlier stage.

Authorizers often have access to data that allows them to recognize a school in distress at a stage when successful, manageable interventions are possible and the trajectory of hundreds or thousands of students can be improved. **While policy contexts and appetites for various interventions and supports will vary for different authorizers, all authorizers can benefit from understanding the leading indicators that often precede a school’s decline before decline has affected lagging performance indicators.** These early warning signs of a school in trouble provide a good starting point for flagging schools that may need guidance, supports, or simply a more thorough review.

Based on the needs of the field, the National Charter School Resource Center (NCSRC) sought to identify and describe characteristics observed in schools experiencing difficulty in achieving the ESEA’s definition of a high-quality charter school.³ We call these early warning signs *indicators of distress*. **This report provides the indicators of distress authorizers regularly encounter as a school’s quality begins to decline.** *Indicators of failure* are defined as those school-level data points that reflect a negative impact on students directly, or which would be unto themselves reasons to categorize a school

WHO CAN USE THIS REPORT AND HOW

- **State Education Agencies (SEAs):** to articulate definitions of quality schools, identify supports needed for schools to improve, and evaluate quality authorizing.
- **Authorizers:** to review and identify schools in distress prior to failure, potentially creating alignment across their data collection and touch points with their authorized charter schools to ensure they are collecting pertinent information.
- **Charter Support Organizations (CSOs):** to determine what and how to address struggling schools, and what support mechanisms are currently working or not.
- **Charter management organizations (CMOs), charter school boards, and the schools themselves:** to assess the trajectory of quality and health and drive improvement for schools in distress.

¹ CREDO, 2017

² CREDO, 2017

³ This brief is the first in a series identifying indicators that verge away from the level of high quality defined by the U.S. Department of Education under the Every Student Succeeds Act (ESSA). Throughout this brief and series, we refer to schools as *high quality* and *high performing*. These terms could mean different things in different contexts. States may define quality slightly differently.

as failing under state policy. Table 1 details the indicators of distress identified in our research as well as indicators of failure.

Table 1. Indicators of Distress and Failure in Charter Schools

Indicators of Distress ⁴	Indicators of Failure ⁵
<p>Leadership</p> <ul style="list-style-type: none"> • Mismatched leadership competencies to context • Inability to sustain leadership • Lack of systemic leadership development • Lack of leadership <p>Governing Board</p> <ul style="list-style-type: none"> • Inability to convene the board • Board’s deteriorating relationship with authorizers • Board’s inability to hold school leaders accountable • Inadequate board capacity to govern <p>Operations</p> <ul style="list-style-type: none"> • Breakdown in compliance and reporting functions • Failure to align to market needs <p>Finance</p> <ul style="list-style-type: none"> • Failure to properly manage finances • Misappropriation of funds <p>Talent</p> <ul style="list-style-type: none"> • Hiring challenges • Increased /midyear teacher turnover • Loss of specialty staff • Decrease in teacher capacity <p>Culture</p> <ul style="list-style-type: none"> • Poor student/family connection • Inhospitable professional culture <p>Instruction</p> <ul style="list-style-type: none"> • Lack of focus on instruction • Lack of cohesion or alignment in curriculum 	<ul style="list-style-type: none"> • Decline in student achievement • Decline in student progress • Decline in student growth • Decline in graduation rates • Decline in student safety • Decline in financial viability

We found that **authorizers tend to focus on indicators of distress related to leadership, board governance, operations, and finances** when determining whether a school is struggling. These categories of indicators of distress are nearer to the vantage points of authorizers, who frequently interact with individuals in board or school leadership positions and collect formal data related to a school’s operational and financial practices. However, they are largely indirect influences on student outcomes and in many cases are difficult to measure.

METHODOLOGY

We identified nine authorizers from across policy contexts and from a variety of authorizing entities to participate in data collection. A minimum of one person from each authorizer was interviewed for a total of 20 individuals, and documents related to school performance monitoring were collected. Data were analyzed using a coding scheme derived from the literature on core charter school functions, schools in distress, and school improvement. Additional information on this report’s methodology and on early warning systems as a framework can be found in [Appendix A](#).

⁴ The leading indicators, or indicators of distress, are derived from an extensive literature review and from authorizers’ perspectives and experiences.
⁵ The lagging indicators of charter school failure are derived from a literature review and from a review of state accountability frameworks.

Authorizers also identified other indicators of distress related to a school's talent systems, culture, and instruction, but on a less-frequent basis. Talent, culture and instruction are more directly related to the indicators of failure, so they are no less important to a school's health; however, they were less relevant to the role or scope of oversight of many authorizers. In other words, when authorizers are asked to reflect on indicators of a school in distress, categories closer to a school's educational operation were less likely to emerge.

This report begins with analysis of the indicators of distress in charter schools. The subsequent section elaborates on how authorizers can reflect on the use of an early warning system of school distress in their own contexts. This section includes discussion of two key findings relevant to authorizers' evolving role in identifying and supporting schools in distress:

EARLY WARNING SYSTEMS

Early warning systems in education are most commonly used to identify students at-risk of not completing high school. We propose that an early warning system methodology can be applied to school-level indicators to identify schools in distress before the negative impacts on students are too severe to reverse.

This report is only the first step towards creating an early warning system for schools in distress. Future publications may support authorizers, networks, and schools in using the broader literature and research on indicators of distress to build out an early warning system tailored for each context. In some cases, this may mean using existing data in a different way. In other cases, it may require a system to think about collecting different types of data.

1. The context and role of authorizing is evolving as the field matures, particularly as it relates to school improvement. Authorizers are grappling with the implications of school improvement needs on their work in supporting school autonomy and accountability.
2. Authorizers tend to focus on indicators at the upper layer or "stratosphere" of a school's functions. Authorizers identify indicators of distress related to school leadership, school governing boards, operational, and financial elements, which may reflect additional areas of concern lying below the vantage point of authorizers in the areas of talent, culture, and instruction.

CONTEXT IS EVERYTHING

Not every charter context is the same. Not all authorizers have the capacity or policy directives to collect and examine all potential indicators of distress, and authorizers must tailor their actions to reflect their role and function as articulated by their state's legislation. Additionally, not all indicators will show up in each struggling school. **Early warning systems are great tools that work best when locally validated.** This means that a historical reflection on the characteristics of struggling schools needs to be done in each context to ensure the data being identified are the data most likely to predict further struggling schools.

Said another way, the indicators identified in this brief should be the *start* to the conversation about what schools struggling in your jurisdiction look like, rather than the conclusion of the conversation. An even more meaningful, reflective conversation would include stakeholders from varying levels of the charter sector working together to identify indicators.

Indicators of Distress in Charter Schools

The indicators of distress identified by authorizers across our sample (see Table 1) coalesced around what we call leadership, board governance, operational functions, and financial functions. This upper stratosphere of indicators may be further removed from student outcomes, but is deeply intertwined with indicators pertaining to the functions of a school that may lie just below an authorizer’s purview, including talent management, instruction, and school culture. The next sections will detail the scope of indicators of distress identified by authorizers across our sample, categorized using an evidence-backed framework on the core elements of a charter school system.⁶

Leadership

Of all in-school factors, school leadership is second only to teachers in demonstrating effects on student achievement.⁷ Not surprisingly given the demands and complexity of the charter school leader role, authorizers almost universally named school leaders as the foundation of a school’s health.

Mismatched leadership competencies to context. Schools may be in distress when authorizers observe that the school leader is not the right fit for the school or position. For example, the leadership position is somewhat dependent on the school’s position in the charter school life cycle. A founding principal may not necessarily be capable of transitioning from an entrepreneurial focus on start-up and design to the focus on instructional leadership necessary for a school to sustain high performance. For schools in distress, an otherwise qualified school leader may not have the specific skills necessary to pull the school out of decline.

Inability to sustain leadership. Leadership turnover was one of the most prevalent indicators of a school experiencing distress, especially if leadership turnover occurs frequently or in the middle of a school year. Frequent leadership turnover was one of the earliest signs of distress and appeared to inhibit the schools’ capacity to sustain improvement or to create a system or culture for retaining teachers.

Lack of systemic leadership development. A lack of succession planning to carry on the operations of a school after a founding principal leaves can indicate cause for concern. Authorizers described looking to see how a school leader “shared the governance burden” including how leaders ensured other staff members understood the school’s long-term plan, data, and assessments. “Founder’s syndrome,” as described by authorizers, may not be visible for many years after a school’s opening if the same leader

LEADERSHIP INDICATORS

1. Mismatched leadership competencies to context
2. Inability to sustain leadership
3. Lack of systemic leadership development
4. Lack of leadership

⁶ In 2017, the federally funded Center on School Turnaround at WestEd developed Four Domains for Rapid School Improvement: A Systems Framework. For schools currently failing, the framework identifies four areas of focus that research and experience point to as central to rapid and significant improvement to pull a school out of failure: *turnaround leadership, talent development, instructional transformation, and culture shift*. In 2020, the seminal framework was [adapted](#) to the charter context, recognizing the operational and financial consequences unique to charter schools looking to improve. It is no surprise, then, that these same focal areas: *leadership, talent, instruction, culture, operations, and finance* emerged from the literature as also being where schools show signs of distress.

⁷ Leithwood, Seashore Louis, Anderson, and Wahlstrom, 2004

remains. Until he or she departs, the absence of distributed leadership (such as collaboration between administrators and leadership teams and distribution of decision-making power) and succession plans may be the only indicator of impending distress. One authorizer described their charter sector experiencing a “generational shift” as the first founding wave of “mom and pop” and independent school leaders began to retire without succession plans in place.

Lack of leadership. Schools in distress may exhibit a lack of leadership, and the school runs as if no one is in charge. The leader is often away from the building and when present, is “absent” from major activities and decisions. This lack of leadership may exhibit as a loss of focus on the mission and vision of the school or on clear academic priorities, resulting in ineffective staff development or ineffective targeted support for struggling students. Teachers and other school staff can play critical roles in the effective leadership of a school site; however, distributed leadership does not compensate for a lack of principal leadership.⁸ For example, one authorizer reflected that an early sign of distress in one school was when the school leader had to go to other staff members for information.

Governing Board

Well-functioning governing boards focus on the overall health of the school, establish financial and performance goals in alignment of the school’s strategic plan, and ensure current practice is meeting established goals. At a minimum, strong governing boards have a check-in on school performance quarterly or incorporate an update into each month’s meeting for consistency.⁹

Schools in distress may exhibit governing boards in distress, as weak charter school governing boards have been found to contribute to charter school dysfunction.¹⁰ One authorizer articulated a belief that the governing board would nearly always be related to a school’s success or or failure, stating, “All the schools [that have failed] – whether it’s strictly academic or financial – it’s really the board.” The strength or weakness of a governing board to either avoid or address indicators of distress were frequently the defining factor in a school’s failure or turnaround. One authorizer noted that “even though we have way more interaction with the school leaders, at the end of the day the charter agreement is with the governing board, so anytime we are having...formal communication (with school leaders) we are looping in the governing board chair, because ultimately it lies with them.”

Inability to convene the governing board. Governing board engagement was a key authorizer concern, such as governing boards’ failing to achieve a quorum regularly, experiencing frequent turnovers and not being able to fill seats, or failing to meet regularly. Governing boards may experience high turnover, resulting in institutional memory loss and difficulty in creating and sustaining long-term plans.¹¹ Governing boards that do not meet often, or have members repeatedly absent from meetings,

GOVERNING BOARD INDICATORS

1. Inability to convene the governing board
2. Governing board’s deteriorating relationship with authorizers
3. Governing board’s inability to hold school leaders accountable
4. Inadequate governing board capacity to govern

⁸ Hallinger & Heck, 2010; Spillane, Halverson, & Diamond, 2001

⁹ Charter Board Partners, 2018

¹⁰ Hill & Lake, 2006

¹¹ Horn & Miron, 2000

lose both the opportunity to review how the school is doing and make a plan to hear input and expertise from members.¹² These indicators were early signs of “disconnect between the board and the school.” Compliance issues related to board membership and attendance raised early red flags for authorizers in some cases.

Governing board’s deteriorating relationship with authorizers. Weakened relationships between the authorizer and a school’s governing board, when previously characterized by a positive, problem-solving focus and open communication during good times, can signal a school in distress. Authorizers identified a decrease in communication as an indicator of distress. One authorizer described scenarios in which the

governing board chair would begin avoiding calls from the authorizer, either completely shutting down communication or funneling all communication through a school leader.

EQUITY REFLECTION: CAPACITY VERSUS ACCESS

Individual and organizational capacity in schools are important influences on the quality of education students receive. An individual teacher’s content expertise, a principal’s instructional leadership skills, or a school’s organizational adaptability are all important factors in school success. However, we caution authorizers to think critically about how they assess any individual or organization’s **capacity** versus **access**. Not all individuals and not all schools have equitable access to resources, funding, and networks. *As you consider these indicators, reflect on how your assessment of an individual or a school is influenced by potential inequities in resource access in your ecosystem.*

Governing board’s inability to hold school leaders accountable. Governing boards must balance individual relationships with school leaders to maintain open, supportive communication with the necessary professional distance to allow for accountability. Governing boards of schools in distress with founding leaders still at the helm may have an increased difficulty changing course, as founding leaders tend not to “divest... their influential powers and privileges” (Block & Rosenberg, 2002, p. 354). Governing boards with acting founder-leaders have “difficulty not only to say no to any plan of the founder, but even to subject it to rigorous scrutiny” (Carver, 1992, p. 14). Authorizers described instances when “some boards are completely in the pocket of the school leader,” such as when the founding governing board and principal all emerged from a shared social network. At times

these relationships inhibited the governing boards from conducting proper oversight when a school began exhibiting indicators of distress – one authorizer described a governing board that “chose the leader over the school” resulting in letting the school close rather than replace the school leader.

Inadequate board capacity to govern. Governing boards can struggle when they either do not have the correct capacity among members, or fail to deploy it appropriately. When it comes to making real change, evidence indicates that a “board’s stance on school... reform is an important constraint or enabler of...action” (McLaughlin & Talbert, 2003, p. 24). Governing board capacity and competencies are needed on the board in areas such as finance, real estate, pedagogy, human resources, community relations and stakeholder engagement. Well-functioning governing boards not only establish plans for the future, such as setting long-range financial and performance goals in alignment of the school’s strategic plan, but ensure current practice is meeting established goals as well. Boards often establish and monitor school operational, financial, and academic performance goals and hold school leadership accountable to these goals.

Governing boards must strike a delicate balance between autonomy and accountability, providing necessary oversight and governance without overstepping into the direct management of a school.

¹² Block & Rosenberg, 2002

Governing boards act to both monitor and support the school leader without micromanaging the school. Multiple authorizers described boards that struggled with that balance, either erring on the side of autonomy and not interfering even when a school was in need of support, or trying to manage a school directly instead of setting up the appropriate school leadership structures. Inadequate governing boards may also be in denial that the school is struggling. As one authorizer said, “the board wasn’t really willing to look itself in the mirror.” One authorizer recalled a school where the governing board had a deep psychological commitment to the school yet required external expert intervention to grapple with the “cold reality” of financial shortfalls before they could admit that the school had issues to resolve.

Operational Capacity

While a strong educational plan and team is imperative for a successful school, the operational processes and structures are integral in ensuring the educational plan is implemented. These structures – staffing, budget, schedule, vendors, and data decisions – are most efficient and effective when their support functions are aligned, working coherently with school and student needs.¹³ Authorizers echoed this point, observing that operational issues reflected on a school’s capacity to perform other functions, such as those related to academics. As one authorizer described it, “If you have (poor) operations, nothing else will follow.”

OPERATIONAL INDICATORS

1. Breakdown in compliance and reporting functions
2. Failure to be responsive to market needs

Breakdown in compliance and reporting functions. A lack of understanding about compliance is often the first indication that a school lacks appropriate organizational structures.¹⁴ Compliance breakdowns as potential indicators of distress include failure to conduct safety requirements such as background checks or fingerprinting, failure to comply with legal requirements such as registering board members appropriately and adapting to new state policy and legal requirements, or failure to adhere to reporting requirements or timelines. While these indicators may only be indirectly related to student achievement outcomes, authorizers described barriers to compliance as raising serious questions about a school’s capacity to safely and effectively provide students with a high-quality education. As one authorizer described it, “We’re finding when they’re missing those simple operational things, there are usually grander operational issues that are in existence.”

Failure to be responsive to market needs. Authorizers frequently named a school’s disconnect from the needs of its community as a sign of distress, which most frequently became evident when enrollment declined. Declining enrollment at times reflected overall trends in population shifts, changing communities, or of a charter school’s failure to adapt to changes within the community or maintain positive community relations. A school’s capacity to predict enrollment, including the nature of student need, provided authorizers with insight into the school’s capacity for planning. One authorizer described tracking reported projected enrollment against actual enrollment as a potential predictor of financial concerns. Other authorizers similarly described a school overestimating their enrollment as an indicator of future challenges. Authorizers also noted that declining enrollment can be the first quantitative indicator of other factors such as poor school culture or weak leadership that are more difficult to detect in normal reporting functions. Declining enrollment and financial challenges were indicators that often

¹³ Ouchi, 2009; Zavadsky, 2016

¹⁴ Ameal, 2016

appeared alongside each other as a school experienced decline. Another authorizer put it more succinctly: “Enrollment numbers generate dollars. If you don’t have the dollars, you don’t have a school. It doesn’t matter how much you love kids if you don’t have the dollars.”

Financial Management

As part of the public school system, charter schools receive public funding based on student enrollment, which, in most cases, comes from a combination of local and state funds. Per-pupil funding formulas and state and local funding amounts vary by state. Besides poor instructional practices, inadequate resources and financial management processes are the most common reasons charter schools fail.¹⁵

In contrast, sufficient budgetary planning, stable enrollment, and facilities are the three largest causes of financial stability of charter schools.¹⁶ Effective financial management requires schools to budget, manage monthly income and expenditures, plan and execute funding and enrollment strategies and targets, and manage grants as required.

Failure to properly manage finances. Indicators of distress related to finances can include a school operating over budget, missing payments to vendors, maintaining low cash on hand, receiving audit findings, or lacking funding to provide sufficient staffing and facilities upkeep.¹⁷ One authorizer described a specific charter school that quickly exhibited facility-related challenges as the first indicator of distress and noted that

failure to secure an appropriate building early in the process could have inhibited other important processes, like teacher hiring. A school experiencing financial struggles, such as failing to keep a certain number of days’ operating expenses in cash, might point to a school leader who was not providing oversight for finances. One authorizer noted that when a school leader is “not marshaling resources correctly, [it] means that you’re getting close to kind of circling the drain.”

Misappropriation of funds. Frequently, the first sign of distress cited by authorizers was the authorizer learning of resource mismanagement by “bad actors” holding leadership positions. One authorizer noted that a series of short-term cash flow problems was the first sign of distress in a school that ultimately fell under criminal investigation. These challenges often became known to the authorizer through background reviews early in the charter school’s application process or through reports from other in-school stakeholders alerting the authorizer to potential mismanagement.

FINANCIAL INDICATORS

1. Failure to properly manage finances
2. Misappropriation of funds

THE DEATH SPIRAL: HIGH WINDS OR HURRICANE?

Authorizers need to carefully weigh whether indicators of distress are identifying schools experiencing temporary challenges or setbacks versus patterns of indicators that could mean a school is in distress. When a school was flagged as challenged or struggling by an authorizer, it was frequently described as a series of related indicators of distress, with leadership, governance, operations, and finance signaling deeper issues throughout the school. As one authorizer described the experience:

“It’s kind of like a death spiral frankly. You got a struggling academic program, you lose kids, you’ve got less resources, you aren’t able to attract teachers ...now we’ve got the teacher shortage over the last five years... And so all of those things go together ... it usually isn’t a single reason for declined performance. It’s typically a combination of factors that come to play.”

¹⁵ CER, 2011; David & Helsa, 2018

¹⁶ Ameal, 2016

¹⁷ Hayes & Keller, 2009

Talent, Culture, & Instruction: Indicators Within the Lower Stratosphere

Indicators of distress identified in the following sections are closer to a school's core work of teaching and learning, but further from the authorizer's actions and jurisdiction. This does not mean these indicators are any less important in identifying schools in distress, but rather that they frequently fell just outside an authorizer's purview and role. In fact, we heard from many authorizers that indicators of distress in leadership, governance, finance, or operations were frequently tied to concerns related to talent, culture, and instruction but yet these latter categories of concerns fell outside of the authorizer's most frequent means of data collection, and more importantly, jurisdiction of roles. This differentiation underscores the importance of viewing school distress as a systemic state that is the responsibility of multiple stakeholders. While authorizers may see the indicators at the upper stratosphere of school functions, more may lurk beneath. This observation is explored in more depth in the [Discussion](#) section, but additional research is necessary to learn how observers closer to these components describe schools in distress.

Talent

Strategic talent development requires that charter school leaders understand the short- and long-term talent needs, and recruit, select, support, promote, and retain accordingly. An effective talent system will identify teachers who are excelling, plateauing, or struggling, provide the top performers with opportunities to influence their peers and reach more students, and give teachers the ability to advance while remaining in the classroom. Authorizers' perspectives on talent reflected their understanding of the importance of strong teachers, and especially on the important role that teacher retention and development play in student achievement and school success. However, authorizers often had less direct interaction with a school's instructional staff than with school leadership or a school's board. In addition, authorizers interpret their authority over issues related to talent to be minimal, as their interest is in preserving school-level autonomy over hiring.

- **Hiring challenges.** Schools in distress may exhibit ineffective human resources practices, such as limited or late recruitment, limited or no screening of applicants, and "hasty" hiring. Indicators of distress might include failure to hire a full teaching staff before the start of the school year. One authorizer noted a red flag if

a school "couldn't afford to put teachers in the classroom" which points to additional financial concerns.

- **High teacher turnover.** Multiple authorizers described high teacher turnover as an indicator of a school in distress, potentially tied to school leadership and to the school's overall culture. Teacher turnover can be a crucial impediment to a school attempting to make improvements or escape from the death spiral.
- **Loss of specialized staff.** Multiple authorizers described high turnover in special education teachers as a red flag. One authorizer noted that licensed special education teachers are difficult to replace, especially midyear.
- **Decreasing teacher capacity.** Schools in distress, especially schools experiencing declining student enrollment and therefore less funding, may curtail the hiring of qualified personnel and instead rely on new teachers, or untrained paraprofessionals or "volunteers."¹⁸ For multiple authorizers, a general sense of teacher capacity and the quality of instruction and classroom management was identified as an indicator of distress during school visits.

¹⁸ Fryer, 2012

Culture

High performing schools establish trust, overcome language and cultural barriers, increase the quality and quantity of school-family interactions, and equip families with strategies they can use to support student learning at home.¹⁹ Family engagement is important, particularly in charter schools, as schools often need to actively recruit families by understanding and meeting their needs.

Digging into staff culture, beyond basic data on teacher retention, was often seen as outside the scope of authorizers' work. Authorizers had minimal consensus around what constituted a culture-related indicator of distress and rarely pointed to indicators of distress related to culture, beyond high-level indicators such as enrollment or absenteeism. Only one authorizer mentioned analyzing school discipline trends by student subgroup. Assessing and intervening in school culture was beyond the authorizers' interpretations of their roles. The indicators referenced by multiple authorizers and backed by research are below.

- ❑ **Poor student and family connection to school.** Multiple authorizers described student re-enrollment, absenteeism, and attendance as the most accessible indicators of school culture

EQUITY REFLECTION: AN ABSENT INDICATOR?

The capacity of charter schools to provide high-quality education to students from historically disadvantaged and underserved communities is a key interest to all stakeholders. It is notable that throughout data collection, a school's capacity to serve at-risk students, or students from historically disadvantaged and underserved communities was absent. While many charter schools certainly aim to close the opportunity gaps that exist among subgroups, there is little evidence that authorizers consider failure to do so as an indicator of distress. *As you consider these indicators, reflect on how your assessment is holding schools accountable for serving all students.*

and of students and families' connection to the school. One authorizer called these data "the low hanging fruit."

- ❑ **Inhospitable professional culture.** Some authorizers described receiving direct complaints about poor culture or staff harassment, which would trigger further investigations – although not all authorizers had formal authority to act on these complaints.

Instruction

Research has vastly improved our understanding of what high-quality effective instruction looks like; however, the translation of this research into practical implementation varies greatly. Teachers need the capacity and support to be able

to identify student learning needs and base their instruction around them,²⁰ identify and build effective scaffolding into their instruction to support students based on their needs,²¹ and understand

¹⁹ Paredes, 2011

²⁰ Anderson et al., 2010; Lachat & Smith, 2005

²¹ Hamilton et al., 2009; Lachat & Smith, 2005; Love et al., 2008

how to use student assessment results to adapt their instructional plans as needed.²² Effective data use also allows schools and authorizers to track issues of student equity and drive professional learning initiatives for teachers.²³ Schools in distress may lack the alignment and coherence among the curriculum, instruction, and assessment as well as teacher capacity to analyze student assessment data to pick up on clues of this misalignment.²⁴

Whether or not it is the purview of authorizers to evaluate a school's instruction beyond their student assessment outcomes is an open question. Authorizers only occasionally named instruction and curricular elements as indicators of distress in charter schools, potentially due to the level of involvement required to identify these issues within schools.

■ **Poor or declining assessment outcomes.**

Most authorizers named state-reported assessment data as the nearest indicator of instructional quality that could signal a school in distress.

■ **Lack of focus on instruction.** One authorizer reflected that they should have recognized a red flag in one school that focused all improvement efforts on structural issues instead of questions of instruction and how to ensure their model was reaching all students.

■ **Lack of cohesion or alignment in curriculum.** Some authorizers reviewed schools' curricula against state standards, or against a school's overall mission and instructional design to assess the alignment among these pieces.

²² Hamilton et al., 2009; Love et al., 2008

²³ Shannon & Bylsma, 2007

²⁴ Duke, 2008, pg. 669

Discussion of the Authorizer's Role: Starting the Conversation about Struggling Schools in Your Context

This report should **not** be interpreted as a call for universal increase in data collection by authorizers. The process of identifying schools in distress does not require vast reams of data or an increase in demands on schools to spend staff time creating reports for authorizers. For many authorizers, employing an early warning system based on indicators of distress **simply means looking at existing data differently**. The authorizers interviewed did not require costly data systems to identify nuanced patterns. Instead, they relied on data already being collected and professional judgment honed by decades of collective experience. **Creating an early warning system for schools in distress provides a structure for authorizers and other stakeholders in the ecosystem reviewing data, likely data they are already collecting, in a longitudinal fashion with an eye toward decline.**

However, collecting and reviewing data is just the first step. To act on the findings, authorizers must have the capacity and relationships to work with schools or other stakeholders in their network to identify the indicators of distress and, depending on the nature of their role, support schools in diagnosing core challenges and identifying evidence-backed interventions. In this section, we discuss several implications authorizers considered when identifying schools in distress and the actions to take once they've been identified. We focus on how authorizers can reflect on their role in supporting schools in distress while maintaining school-level autonomy.

Each of the remaining sections of this report include reflection questions to help authorizers, and other charter school supporters, consider their own contexts and capacities related to charter schools in distress and our collective responsibility to supporting all students in receiving a high-quality education. [Appendix C](#) provides the list of questions posed.

The context and role of authorizing is evolving as the field matures, particularly as they relate to school improvement.

The context of authorizing has continued to evolve as the field matures, particularly as it relates to school improvement. The overall context of charter school authorizing, including supports available for school improvement and the nature of school closure in relation to politics and public opinion, has changed since the early days of charter school legislation. Experienced authorizers noted that the modern charter sector has deepened its understanding of school needs – in other words, professionals working within and near schools know more about how to improve a struggling school than we did 10 or 20 years ago. In regard to struggling schools that ultimately require closure, some authorizers pointed out that market forces alone have not fully eliminated low-quality schools from the ecosystem. As one authorizer described it:

“In 2010, the whole national landscape around authorizing was very different than it is today. At that time, we were dealing with the consequences of letting 1,000 flowers bloom... opening charters just for the sake of innovation with very little accountability...They just felt like market-driven approaches would change things and that’s not always the case.”

The charter sector in 2020 faces slower growth in new school openings, which further complicates the role of authorizers as it relates to low-performing schools.²⁵ Authorizers are once again revisiting their frameworks and strategies to ensure a balance of autonomy and accountability in their practice of ensuring a high-quality charter sector. Whereas 10 years ago authorizers struggled with how to create formal performance frameworks for accountability, today many authorizers have moved on to how to engage in school improvement, what strategies to employ, and how to operationalize them into practice:

“I think it’s a maturity aspect for the authorizing [sector]...to think about what does intervention look like and how do you operationalize it. I think authorizers are really struggling with putting someone on probation, having an action plan, revisiting that action plan. I think that’s something we’re still trying to figure out as a charter sector.”

For readers interested in exploring this topic further, please see the Reflection Questions in [Appendix C](#).

The Delicate Balance of Autonomy and Accountability in Authorizer Practices

During interviews, authorizers articulated explicit, thoughtful beliefs about their roles in supporting quality at the school level. The underlying tension of autonomy and accountability shape how different authorizers design and interpret their roles and responsibilities related to schools in need of improvement, as depicted in Figure 1 below. In addition to the policy and legislative environments unique to each state and locality, authorizers have varying abilities – dictated both by policy and philosophy – for the work of identifying and supporting schools in distress.

Figure 1. Authorizers’ Balance of Accountability and Autonomy



²⁵ David & Hesla, 2018; Lake, 2017

For example, one authorizer described direct supports, such as governance board training, as categorically not the role of the authorizer:

“Our value proposition is to make sure that our accountability is high enough that it requires boards to raise themselves to that level...We can connect them with people who can help them do that, and be a really good thought partner...but it’s truly not our responsibility to require, or to hand walk boards through these different things...That wouldn’t be right. Part of the bargain is they need to be autonomous and they need to be able to handle this stuff themselves.”

On the other hand, authorizers also described designing and providing direct trainings to charter school leaders, which often focused on the authorizer-school relationship or specifics of regulations related to charter schools. One authorizer described recognizing this need: “Our office has really taken a turn toward being more proactive on educating our charters than we used to. That’s a new piece for us...previously you got your charter, you opened, and good luck. Now we have a training that all charters attend after approval and prior to opening to alleviate that a bit.” Universally, authorizers focused on helping schools locate other sources for support, including other schools, charter school support organizations, state education agency supports, or external trainings.

Even when authorizers provided direct supports to schools or reflected on providing any sort of guidance, these interactions were almost always couched as suggestions versus mandates and focusing heavily on the metrics the school would be expected to uphold rather than the specifics of how they achieved them. One authorizer described this careful balance: “We can throw out suggestions, but then it’s up to them to listen to us. [We’ll say] ‘Okay, here’s my measurement. Down the road, I’m going to have my team measure you and see if [the changes implemented made a difference].”

Authorizers interpret their role of ensuring schools are of high quality as a crucial element of ensuring autonomy within the charter space. As one authorizer described their role, “We believe that we can help and support in a lot higher level than just the compliance piece. We don’t own and operate the school, so there’s a fine line there. But ultimately, we want to have quality education, so we look for ways to help support to ensure that’s happening in our schools.” Similarly, other authorizers described the value-add of an authorizer as providing a mechanism to guide an operator to “exit the space” if their application or performance demonstrated that the school was not providing a high-quality option for the students in that community.

When working with schools in distress, one authorizer described their challenge to “balance trust and accountability...**If you’re an authorizer that doesn’t have a trusting relationship with a school, you’re probably not going to be able to get that school leader out of crisis mode.**” The same authorizer noted that “difficult conversations” were often a component of that trusting relationship. In other words, these authorizers interpreted the trusting relationships they developed with schools’ boards and leaders as key to their understanding what schools were in distress and how to support the professionals in those schools to their work to serve students.

Authorizers consider their own value to be far beyond compliance or oversight; however, they also think critically about how to balance autonomy and accountability in the case of a school in decline. Authorizers described the dilemma of negotiating their roles when a school in distress exhibits behaviors or decisions

for interventions that lack an evidence-base or appear to fail to meet the needs of the challenge or context. **As authorizers' role in both monitoring and supporting schools evolves, authorizers are acknowledging the difficulty in knowing how far to allow a struggling school to go in the name of autonomy.** For readers interested in exploring this topic further, please see the Reflection Questions in [Appendix C](#).

Authorizers tend to focus on indicators at the upper layer of the stratosphere of a school's functions.

Authorizers identified indicators of distress related to school leadership, school governing boards, and operational/financial management elements. These indicators are certainly crucial ones related to charter schools' failure or likelihood of improvement. However, they also tend to be less directly related to student outcomes than other indicators. For example, the quality of the school leader is only indirectly related to student achievement outcomes, whereas the quality of a specific teacher would be expected to correlate to student achievement more directly.

The reason for this focus at what we call “the upper stratosphere” of school functions is likely related to authorizers' vantage point and area by which an authorizer can influence decisions based on the agreement and balance of autonomy for accountability. Authorizers described the systemic nature of school distress that often lurked just below the surface of individual indicators. For example, many authorizers described developing deep understandings of governing board capacities and functions since this is the entity the authorizer interacts most with, issues the charter to, and in some cases has an articulated authority or inclination to provide supports in this area.

As another example, multiple authorizers described frequently identifying enrollment declines as an indicator of distress. Declining enrollment on its own would be an important data point, but declining enrollment could also be related to poor relationships with families, decreased quality of instruction, or eroding school culture. Simultaneously, that change in enrollment could lead to financial struggles as overall per pupil funding declined in proportion.

The Critical Importance of the Authorizer-School Leader Relationship

While the existence of indicators of distress at the governing board and leadership level may signal additional indicators below the stratosphere, authorizers universally pointed to the capacity, or lack thereof of board and school leadership's ability to hear and act on difficult information as the deciding factor in a school's trajectory to continued failure or reversal. Authorizers painted the picture of schools in distress as engulfed in what they dubbed the “death spiral” wherein leaders exhibit a downward “spinning” trajectory of distrust, lack of openness, and proactive actions.

The Death Spiral is a strong force that clouds individual professionals' decision-making and ability to look beyond immediate crises to the long-term effects.

Figure 2. Indicators of Distress and the Death Spiral

Indicators of Distress



Authorizers noted that school leaders' behaviors often changed noticeably when a school began experiencing distress, signaling they had entered "the death spiral." One authorizer described school leaders becoming visibly "hostile" when confronted with objective data, as though "they don't want to hear the facts or see the facts." The same authorizer noted that once a school was in the death spiral the leader would regress into "a crisis mentality, and it is catastrophic...they're not helping themselves. It would be really valuable for them to just take a pause, take a deep breath, and try to solve problems. But they get into this chaos crisis mode and they can never get out of it...they compound the problem."

Another authorizer named the concerning behavior as "cagey...if I am getting spin and not straight talk. You're in survival mode. You're trying to protect what you have and that becomes your orientation. It becomes less student-centric and more about are

we preserving the institution." As one authorizer noted, "if you're not being clear with me about those problems then I know things are not going well."

For readers interested in exploring this topic further, please see the Reflection Questions in [Appendix C](#).

Conclusion

When schools begin to exhibit indicators of distress, an authorizer may be the first external stakeholder to encounter concerning data or behavior. Authorizers are frequently the first stakeholders beyond the school itself with the capacity to recommend, provide, or mandate (depending on a variety of factors) supports or corrective actions. Yet, authorizers must balance this unique opportunity and vantage point with the structural imperative of maintaining school-level autonomy, even as the need for school improvement in some contexts becomes increasingly central to conversations of policy and practice.

For Further Reading

For Part 2 of the Indicators of Distress series, the NCSRC will release a toolkit including more detailed descriptions of indicators of distress, including specific data points relevant to each category of indicator and examples of data collection instruments and reflection tools used by authorizers around the country. This toolkit will also include action steps for authorizers interested in building out an early warning system for schools in distress within their portfolios. Additional research is planned to further explore indicators of distress and build out a complete depiction of charter schools in distress, in order to better support all actors in the charter school system in identifying and supporting these schools and the students they serve.

Appendix A: Methodology

This report was prompted by a need to better understand authorizers' experiences with schools in distress, and by an intention to improve knowledge of the supports provided to or available for struggling charter schools. A brief review of literature and of the needs analysis conducted of Charter School Programs (CSP) grantees in Fall 2019 revealed a gap in research on high-quality authorizing practices and on charter schools in distress. This research did not intend to identify best practices or successful strategies, but rather focused on providing a description of authorizers' observations, grounded in a rich analysis of evidence and corresponding documentation of authorizer processes. Three research questions guided design, data collection, analysis, and the presentation of findings:

1. *What "indicators of distress" do authorizers observe in charter schools prior to designation as a "failing school"?*
2. *How do authorizers of varying capacities identify schools in distress?*
3. *How and under what circumstances do authorizers of varying capacities respond to schools in distress, either with internal processes or interventions to reverse declines?*

Theoretical Framework: Early Warning Systems

By combining the use of an early warning system for identifying at-risk scenarios before a crisis, and the systemic nature of distress characterized by "the death spiral" of organizational failure, we constructed a framework that considers an early warning system approach to identify charter schools in distress prior to their entering the death spiral of school failure.

An early warning system begins by identifying patterns and characteristics from previous events that turned out to be risky, testing those patterns in a local context to identify specific indicators and thresholds for risk, and then using the characteristics in a systemic way to identify scenarios of risk and to efficiently target interventions. We apply a methodology parallel to an early warning system to identify at-risk schools by collecting data on authorizers' observations of schools in distress and identifying characteristics they observed in schools that eventually closed, with the intention that the resulting findings could inform later empirical testing of these indicators within a local context. Using an early warning system can allow authorizers and other stakeholders to identify schools before they enter a stage of distress or failure that is too deep, systemic, or extensive to recover.

Early warning systems in education are most commonly used to identify students at-risk of not completing high school. The most common use of an early warning system in education is to prevent students from dropping out of high school, by identifying students as early as possible who may be at risk of doing so.²⁶ These systems are based on broad empirical data, but validated within each local context to determine exactly which indicators of distress can be collected and analyzed to identify students who are not being served well by the current system. Specific patterns of data such as attendance records, course completion, student mobility, and course grades might indicate a student in distress at a stage early enough for

²⁶ Allensworth & Easton, 2005; Allensworth & Easton, 2007; Balfanz, Herzog, & Mac Iver, 2007; Neild & Balfanz, 2006; Silver, Saunders, & Zarate, 2008

targeted interventions to have a positive impact.²⁷ Just as a student's decision to drop out of school is a gradual process that starts well before high school, schools that fail to meet their renewal targets also exhibit clear signs ("early warnings") in the years prior, that enable states, authorizers, charter support organizations, and governing board members to identify which schools are at greatest risk of not meeting renewal criteria. Using an early warning system for schools can also provide a roadmap about what schools need to improve their achievement.

Data Collection and Analysis

Data collection occurred from December 2019-February 2020. Interviews were the primary mode of data collection and were informed by an extensive document review that evolved to form an independent data set informing findings. Table 1 provides additional detail on the sample and data collection. Authorizers were chosen based on the state standing on authorizer practices from Center for Education Reform. The authorizers were sorted by various characteristics the researchers felt should be represented in the overall pool of authorizers to be included in the guide. These "pool" characteristics included:

- Types of authorizers, including local school boards, institutions of higher education, nonprofit organizations, state-level boards and agencies, and local government agencies
- Capacity of the authorizer, as defined by size of authorizers' portfolios, policy environment, length of history of authorizing work and number of staff dedicated to authorizing
- Diversity by authorizing approaches

This research began with a literature review examining the existing research about efficient and effective charter schools and authorizer practice, including theories and essays as well as reviews of empirical research and major research studies. This review identified indicators that the research suggests contribute most to effective charter schools, and when available, indicators of when a school began to decline or was declining, and showing signs of distress. This set of indicators were organized into a framework that served as the basis for the interviews and document review of authorizers practice. The data collection and analysis processes were framed by early warning system methodology.

For the review, a team of three researchers from NCSRC reviewed and analyzed evidence about authorizer practices from each participating authorizer. The review process consisted of two parts: a document review and an authorizer interview. Document review focused on publicly available authorizer documentation related to applications for operation, review, and expansion and replication reviews. The document review informed the analysis of indicators of distress collected by authorizers through formal review processes and provided foundational content to customize interview protocols. Interviews were conducted with volunteers from each authorizer, targeting leadership staff and staff involved with reviewing and supporting schools. Interviews were conducted individually when possible and with teams of staff when the authorizer preferred. All interviews were recorded, transcribed, and coded using a coding scheme derived from the literature review and document analysis. An iterative coding process evolved to incorporate additional themes that emerged from interview analysis. A description of the data collection by authorizer is in Table 2.

²⁷ Halverson, Prichett, & Watson, 2007; Herman & Gribbons, 2001; Huffman & Kalnin, 2003; Fiarman, 2007

Table 2: Data collection across authorizing agencies

Authorizer (State)	Participants interviewed	Document review: policies and procedures for monitoring and renewal	Document review: performance frameworks (Academic, Organizational, Financial)	Document review: examples of school annual reports and renewal reports	Document review: charter school intervention process
Arizona (AZ)	2	X	X		X
Ball State University (IN)	2	X	X		X
Central Michigan University (MI)	3	X		X	X
Daleville Community Schools (IN)	1	X	X		
Delaware Department of Education (DE)	2	X	X	X	
Indianapolis Mayor's Office (IN)	6	X	X	X	
Metro Nashville Public Schools (TN)	1	X	X		X
Shelby County Public Schools (TN)	1	X	X	X	
Tennessee State Board of Education	2	X	X		X

To facilitate robust data collection and to ensure participant protections, all interview participants were provided with the opportunity to make all or portions of their interview off the record or anonymous. Participants who are quoted or referenced in examples in this report were given the opportunity to review quotes and statements for accuracy. This report summarizes the aggregate results from the reviews and makes recommendations for authorizers, state education agencies, CSOs, schools boards, and schools to consider within their own contexts and objectives. The final report benefitted from the following review processes:

- Internal reviews by charter school experts including those with backgrounds as: charter school leaders, charter school data and reporting analysts, researchers
- External review by representatives from charter management organizations and authorizers
- External reviews by partner organizations
- Periodic reviews for the application of diversity equity and inclusion standards (see [Appendix B](#))
- Review by representatives of the U.S. Department of Education Office of Charter School Programs

Appendix B: Diversity Equity and Inclusion Standards for Education

NCSRC employs a protocol for ensuring diversity, equity, and inclusion standards are considered within any major research effort.²⁸ While not all research will completely align with these standards, the standards provide a framework for review and articulate the goal for all publications. NCSRC strives to improve our capacity to incorporate these standards into research and practice and the authors welcome conversations and feedback.

The protocol requires review at the following stages of research:

- Literature review/background context
- Research questions
- Data collection and sampling
- Data analysis
- Sense-making
- Dissemination

The following standards are a selection of those that guide the review protocol:

- The extent to which the research incorporates the perspectives of diverse populations
- The extent to which the research incorporates the impact or potential impact of proposed interventions on diverse populations
- The incorporation of a plan for bias-awareness and bias-reduction
- The avoidance of a deficit model for describing inequities in educational outcomes
- The incorporation of culturally responsive policy, school operations, and instruction
- The usefulness of resulting publications for a variety of audiences

²⁸ These standards are informed largely by the [University of Northern Colorado's College of Education and Behavioral Sciences Diversity and Equity Framework](#) and the [American Economic Association's Best Practices in Conducting Research tool](#).

Appendix C: Reflection Questions From This Report

Authorizers maintain some of the most important data records on individual schools and have capacities for identifying schools in distress well before closure. While charter school authorizers may not always have the capacity or authority to intervene in a struggling school, authorizers do identify as having an imperative to maintain high quality in schools within their portfolios to ensure all students have access to high quality options.

- 1. As an authorizer, how are your authorizing practices continuing to evolve to determine if schools are struggling before students are negatively affected?*
- 2. How can your authorizing capacity or resources be better aligned to identify and support schools in distress?*
- 3. How can your authorizing process better ensure equity of outcomes of all students?*

Authorizers consider their own value to be far beyond compliance or oversight, however they also think critically about how to balance autonomy and accountability in the case of a school in decline. Authorizers described the dilemma of negotiating their roles when a school in distress exhibits behaviors or decisions for interventions that lack an evidence-base or appear to fail to meet the needs of the challenge or context. As authorizers' role in both monitoring and supporting schools evolves, authorizers are acknowledging the difficulty in knowing how far to allow a struggling school to go in the name of autonomy.

- 4. Where does a school's autonomy end and an authorizer's responsibility for accountability begin? Does this balance change in underperforming schools?*
- 5. Does your current relationship with schools support problem-solving collaboration? Are you able to have difficult and transparent conversations with school boards and leaders, for example around equitable outcomes or community responsiveness?*
- 6. At what point and in what ways would you or could you provide support? How would you balance these supports with school-level autonomy?*

Authorizers collect extensive amounts of information about their schools' capacity, programming, functioning that can be used as a way to determine whether schools are struggling, but likely will not contain all the data needed.

- 7. How can you develop and improve partnerships with other stakeholders in your ecosystem to gain a full perspective on the indicators of distress?*
- 8. What other stakeholders in your ecosystem may benefit from having these indicators of distress?*
- 9. What systems are currently in place that could be leveraged to identify and supports struggling schools before student are negatively impacted?*

10. How do schools in your portfolio seek support if they are showing signs of distress? What supports do they have access to? Do all schools have access to the same supports? What needs are not being served by the current options for support?

School leaders and boards who were able to reverse the death spiral were willing to hear where they were falling short and were also capable of acting on it. The conversations that we hope to prompt with this research will not be easy or finite. But only by having these ongoing critical conversations across the sector can we continue to improve outcomes for all students.

11. How do you establish norms for relationship building with schools from the early stages and maintain an open line for suggesting and providing supports and resources?

12. How is the information collected, analyzed and shared with the school board and/or school itself?

Last, how can you consider whether an early warning system would work in your context? To start, begin a conversation within your team and other stakeholders within your ecosystem about indicators of distress in your sector:

13. Reflecting on a recent school(s) that was underperforming, or you've had to close, were there flags earlier that the school was struggling? What were they?

14. At what point do certain red flags or a combination of red flags signal it's time to take a more active role? What is your role at that point?

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This Exhibit was objected to by the opposing party.

If not resolved by the parties beforehand, the decision to include or exclude this exhibit will be made by the Commission at the hearing.

2018 EDITION

PRINCIPLES & STANDARDS FOR QUALITY CHARTER SCHOOL AUTHORIZING

APPROVED BY

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SEPTEMBER 2018

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ABOUT NACSA

The National Association of Charter School Authorizers (NACSA) is an independent voice for effective charter school policy and thoughtful charter authorizing practices that lead to more great public schools. Our research, policy, and consultation work advances excellence and accountability in the charter school sector. With authorizers and other partners, we have built the gold standard for charter school authorizing. Through smart charter school growth, these authorizers will give hundreds of thousands of children a better chance each year.

NACSA first ratified *Principles & Standards for Quality Charter School Authorizing* on May 14, 2004.
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INTRODUCTION

Charter school authorizing is a powerful strategy for making excellent public schools and educational opportunities available to all students. Done well, charter authorizing increases student achievement by expanding the supply of quality public schools to satisfy unmet needs—particularly by providing life-changing opportunities for students ill-served by the existing school system.

Charter authorizing is complex work, requiring constant balancing of diverse and often competing interests. It is a public responsibility for authorizing institutions, as well as a highly developed profession for the individuals charged with this stewardship role. Quality authorizing requires specialized knowledge, skills, commitment, and adherence to essential professional standards in order to serve students and the public well, and achieve the purposes of state charter laws. Since 2004, the National Association

of Charter School Authorizers (NACSA) has established and widely promoted such standards—the first *Principles & Standards for Quality Charter School Authorizing* and subsequent editions—to provide essential guidance to charter authorizing organizations and their leaders, as well as to policymakers who seek to support quality authorizing.

“CHARTER AUTHORIZING IS COMPLEX WORK, REQUIRING CONSTANT BALANCING OF DIVERSE AND OFTEN COMPETING INTERESTS.”

Because charter authorizing is a continually developing profession, these professional standards must likewise continually evolve in conjunction with the growth and complexity of the ever-growing charter school sector. *Principles & Standards for Quality Charter School Authorizing* derives from NACSA’s vast experience, research, and lessons learned from working with authorizers across the nation.¹ Accordingly, NACSA revisits and updates these Principles and Standards regularly to ensure that they address current authorizing challenges and reflect the latest lessons drawn from practice, research, and analysis.

WHO SHOULD USE THIS RESOURCE

These *Principles & Standards* are designed primarily for authorizing institutions, and as such, they provide practical guidance to help authorizer staff and authorizer board members carry out their work as a standards-based profession rather than simply a list of tasks. For policymakers, this publication should highlight the complexity and challenges of quality authorizing—and the need for state policy to contemplate and invest adequately in authorizing to achieve a quality charter school sector.

PURPOSES OF THESE PRINCIPLES AND STANDARDS

Principles & Standards for Quality Charter School Authorizing is intended to serve, above all, as a guide to formative development for charter authorizers at all stages and levels of experience. For new or less-experienced authorizers, these Principles and Standards offer an essential road map to guide planning and organizational development of strong practices, including the identification of areas where deeper guidance or additional assistance is needed. For experienced authorizers, this

publication is a resource for identifying areas for improvement or refinement to achieve ever-stronger outcomes, as demonstrated by the quality of the schools they oversee.

**“THESE GOALS INCLUDE SAFE-
GUARDING THE RIGHTS OF ALL
STUDENTS TO ENJOY EQUAL ACCESS
TO THE SCHOOLS OF THEIR CHOICE,
TO RECEIVE APPROPRIATE SERVICES,
AND TO BE TREATED FAIRLY.”**

(NACSA has a wide range of practical resources that offer more guidance and support in fulfilling these Principles and Standards. Most of these resources are available at www.qualitycharters.org. In addition, NACSA stands ready to provide further assistance to authorizers upon request.)

NACSA uses these Principles and Standards to guide its professional development of authorizers, authorizer evaluations, and research and policy agendas. NACSA recommends that these professional standards anchor state policies concerning charter authorizing, including adequate investment in authorizing as well as evaluations of authorizer quality. To that end, NACSA recommends that states endorse and apply professional standards for charter authorizing that meet or exceed these Principles and Standards. In recent years, a rapidly growing number of states have done exactly this, and NACSA advocates the adoption of similar policies in all charter school states. We hope NACSA's *Principles & Standards for Quality Charter School Authorizing* will continue to advance and elevate the profession, giving authorizers clear guidance to develop, strengthen, and refine their practices in pursuit of educational excellence for all students.

In addition to promoting academic success, these Principles and Standards are designed to promote additional goals that are also the responsibility of authorizers. These goals include safeguarding:

1. The rights of all students to enjoy equitable access to the schools of their choice, to receive appropriate services, and to be treated fairly;
2. The public interest in ensuring that publicly funded programs are accountable, transparent, well governed, efficient, and effectively administered; and
3. The autonomy of charter school operators, giving them the freedom to control core functions, which lies at the heart of the charter school concept.

The pursuit of these multiple, sometimes-competing goals will often require an authorizer's professional judgment and thoughtful balancing.



HOW THESE PRINCIPLES AND STANDARDS WERE DEVELOPED

NACSA's *Principles & Standards for Quality Charter School Authorizing* is based on an enormous body of work, research, and input over many years from authorizers and other experts in this unique field. In addition to NACSA's own considerable board, staff, and organizational experience in authorizing, these Principles and Standards are grounded in broad and deep experience collected over the years through:

- Multiple national advisory panels and focus groups bringing together experienced authorizers of all types, researchers, and other experts and leaders in the charter movement;
- Broad input from NACSA members and other education leaders; and
- NACSA's research practice, including in-depth authorizer evaluations, extensive interviews, document and policy analysis, and examination of reported practices and outcomes.

These inclusive processes have produced a rich base of knowledge built on deep experience, study, deliberation, and refinement that reflects collective insights on best practices among authorizers of all types and portfolio sizes across the country.

THE STRUCTURE AND CONTENT OF THIS PUBLICATION

These Principles and Standards begin with three clearly stated Core Principles, followed by more detailed Standards and accompanying practical guidance that authorizers often seek. Readers should note:

- The Core Principles are broad, bedrock values that authorizers should uphold consistently throughout their pursuit and implementation of the Standards.
- The Standards are presented in five sections, each of which is introduced by a brief statement that summarizes the scope of the Standards that follow.
- Most of the Standards are “essential standards,” meaning that authorizers at every stage of development should place priority on following them. In addition, a small number of “advanced standards” are also fully recommended for all authorizers; but given the need to prioritize, these may be more practical for authorizers who are already implementing the essential standards.

Additional resources are available on NACSA's website: www.qualitycharters.org.

Another Choice Virtual Charter School

PRINCIPLES FOR QUALITY CHARTER AUTHORIZING

A quality authorizer engages in responsible oversight of charter schools by ensuring that schools have both the autonomy to which they are entitled and the public accountability for which they are responsible. The following three responsibilities lie at the heart of the authorizing endeavor, and authorizers should be guided by and fulfill these Core Principles in all aspects of their work:

THREE CORE PRINCIPLES OF CHARTER AUTHORIZING:

- 1. MAINTAIN HIGH STANDARDS FOR SCHOOLS
- 2. UPHOLD SCHOOL AUTONOMY
- 3. PROTECT STUDENT AND PUBLIC INTERESTS

In short, authorizers should ensure quality oversight that maintains high educational and operational standards, preserves school-level autonomy, and safeguards student and public interests.

1. MAINTAIN HIGH STANDARDS

A Quality Authorizer...

Sets high standards for approving charter applicants.

Maintains high standards for the schools it oversees.

Effectively cultivates quality charter schools that meet identified educational and community needs.

Oversees charter schools that, over time, meet the performance standards and targets on a range of measures and metrics set forth in their charter contracts.
(See Box 4)

Closes schools that fail to meet standards and targets set forth in law and by contract.

2. UPHOLD SCHOOL AUTONOMY

A Quality Authorizer...

Honors and preserves core autonomies crucial to school success including:

- Governing board independence from the authorizer;
- Personnel;
- School vision and culture;
- Instructional programming, design, and use of time; and
- Budgeting.

Assumes responsibility not for the success or failure of individual schools, but for holding schools accountable for their performance.

Minimizes administrative and compliance burdens on schools.

CHARTER SCHOOL AUTHORIZING

Focuses on holding schools accountable for outcomes rather than processes.

3. PROTECT STUDENT & PUBLIC INTERESTS

A Quality Authorizer...

Makes the well-being and interests of students the fundamental value informing all the authorizer's actions and decisions.

Holds schools accountable for fulfilling fundamental public-education obligations to all students, which includes providing:

- Nonselective, nondiscriminatory access to all eligible students;
- Fair treatment in admissions and disciplinary actions for all students; and
- Appropriate services for all students, including those with disabilities and English learners, in accordance with applicable law.

Holds schools accountable for fulfilling fundamental obligations to the public, which includes providing:

- Sound governance, management, and stewardship of public funds; and
- Public information and operational transparency in accordance with law.

Ensures in its own work:

- Ethical conduct;
- Focus on the mission of chartering high-quality schools;
- Clarity, consistency, and public transparency in authorizing policies, practices, and decisions;
- Effective and efficient public stewardship; and
- Compliance with applicable laws and regulations

Supports parents and students in being well-informed about the quality of education provided by charter schools.

These Principles for Quality Charter School Authorizing constitute the foundation for the following Standards for Quality Charter School Authorizing that guide authorizers' practices day to day, from establishing a chartering office through all major stages of chartering responsibility. NACSA's Principles & Standards for Quality Charter School Authorizing provide essential guidance for the unique professional practice of authorizers and their daily balancing act of honoring the autonomy of charter schools while holding them accountable for high achievement, effective management, and serving all students well.

1. AGENCY COMMITMENT & CAPACITY

A quality authorizer engages in chartering as a means to foster excellent schools that meet identified needs, clearly prioritizes a commitment to excellence in education and in authorizing practices, and creates organizational structures and commits human and financial resources necessary to conduct its authorizing duties effectively and efficiently.

PLANNING AND COMMITMENT TO EXCELLENCE

A Quality Authorizer...

Supports and advances the purposes of charter school law.

Ensures that the authorizer's governing board, leadership, and staff understand and are committed to the three Core Principles of authorizing.

Defines external relationships and lines of authority to protect its authorizing functions from conflicts of interest and political influence.

Implements policies, processes, and practices that streamline and systematize its work toward stated goals, and executes its duties efficiently while minimizing administrative burdens on schools.

Evaluates its work regularly against national standards for quality authorizing and recognized effective practices, and develops and implements timely plans for improvement when it falls short.

States a clear mission for quality authorizing.

ADVANCED STANDARDS

Ensures authorizing is visible, championed, and adequately resourced, rather than buried in bureaucracy, and the people responsible for day-to-day authorizing functions have influence over decision making.

Articulates and implements an intentional strategic vision and plan for chartering, including clear priorities, goals, and time frames for achievement.

Evaluates its work regularly against its goals and utilizes reflective practices to maintain an environment of ongoing and purposeful improvement.

Makes decisions that will result in stronger student outcomes, based on an accumulation of evidence, data, and expertise.

Provides an annual public report on the authorizer's progress and performance in meeting its strategic plan goals.



ARTER SCHOOL AUTHORIZING

HUMAN RESOURCES

A Quality Authorizer...

Enlists expertise and competent leadership for all areas essential to charter school oversight—including, but not limited to, education leadership; curriculum, instruction, and assessment; special education, English learners, and other diverse learning needs; performance management and accountability; law; finance; facilities; and nonprofit governance and management—through staff, contractual relationships, and/or intra- or inter-agency collaborations.

Employs competent personnel at a staffing level appropriate and sufficient to carry out all authorizing responsibilities in accordance with national standards, and commensurate with the scale of the charter school portfolio.

Demonstrates an on-going commitment to developing and retaining staff members to achieve and maintain high standards of professional authorizing practice, enable continual agency improvement.

FINANCIAL RESOURCES

A Quality Authorizer...

Determines the financial needs of the authorizing office and devotes sufficient financial resources to fulfill its authorizing responsibilities in accordance with national standards and commensurate with the scale of the charter school portfolio.

Structures its funding in a manner that avoids conflicts of interest, inducements, incentives, or disincentives that might compromise its judgment in charter approval and accountability decision making.²

Deploys funds effectively and efficiently with the public's interests in mind.

HUMAN RESOURCES

FINANCIAL RESOURCES

**“A QUALITY AUTHORIZER ENGAGES IN
CHARTERING AS A MEANS TO FOSTER
EXCELLENT SCHOOLS THAT MEET
IDENTIFIED NEEDS...”**

2. APPLICATION PROCESS & DECISION MAKING

A quality authorizer implements a comprehensive application process that includes clear application questions and guidance; follows fair, transparent procedures and rigorous criteria; and grants charters only to applicants who demonstrate strong capacity to establish and operate a quality charter school.³

PROPOSAL INFORMATION, QUESTIONS, AND GUIDANCE

A Quality Authorizer...

Issues a charter application information packet or request for proposals (RFP) that:

- States any chartering priorities the authorizer may have established;
- Articulates comprehensive application questions to elicit the information needed for rigorous evaluation of applicants’ plans and capacities; and
- Provides clear guidance and requirements regarding application content and format, while explaining evaluation criteria.

Welcomes proposals from first-time charter applicants as well as existing school operators/replicators, while appropriately distinguishing between the two kinds of developers in proposal requirements and evaluation criteria.

Encourages expansion and replication of charter schools that demonstrate success and capacity for growth.

Considers diverse educational philosophies, approaches, and school models.

Requires applicants to demonstrate capacity to serve students with diverse needs, such as students with disabilities or learning exceptionalities and English learners.

ADVANCED STANDARDS

Broadly invites and solicits charter applications while publicizing the authorizer’s strategic vision and chartering priorities, without restricting or refusing to review applications that propose to fulfill other goals.

FAIR, TRANSPARENT, QUALITY-FOCUSED PROCEDURES

A Quality Authorizer...

Implements a charter application process that is open, well publicized, and transparent, and is organized around clear, realistic timelines.

Allows sufficient time for each stage of the application and school pre-opening process to be carried out with quality and integrity.⁴

Explains how each stage of the application process is conducted and evaluated.

PROPOSAL INFORMATION,
QUESTIONS, AND GUIDANCE

FAIR, TRANSPARENT, QUALITY-
FOCUSED PROCEDURES

Communicates chartering opportunities, processes, approval criteria, and decisions clearly to the public.

Informs applicants of their rights and responsibilities and promptly notifies applicants of approval or denial, while explaining the factors that determined the decision.

Utilizes a multi-stage process in which applicants are provided information at each stage and are permitted to respond to that information during the process.

Views denied charter applications as an opportunity to provide reasons for denial, so that applicants can decide if they wish to revise their plans based in part on that information and resubmit in the future.

RIGOROUS APPROVAL CRITERIA

A Quality Authorizer...

Requires all applicants to present a clear and compelling mission, a quality educational program, a solid business plan, effective governance and management structures and systems, founding team members demonstrating diverse and necessary capabilities, and clear evidence of the applicant’s capacity to execute its plan successfully.

Establishes distinct requirements and criteria for applicants who are existing school operators or replicators. (See Box 1)

Establishes distinct requirements and criteria for applicants proposing to contract with education service or management providers. (See Box 2)

Establishes distinct requirements and criteria for applicants that propose to operate virtual or online charter schools.

RIGOROUS DECISION MAKING

A Quality Authorizer...

Grants charters only to applicants that have demonstrated competence and capacity to succeed in all aspects of the school, consistent with the stated approval criteria.

Rigorously evaluates each application through thorough review of the written proposal, a substantive in-person interview with each qualified applicant, and other due diligence to examine the applicant’s experience and capacity, conducted by knowledgeable and competent evaluators.

Engages, for both written application reviews and applicant interviews, highly competent teams of internal and external evaluators with relevant educational, organizational (governance and management), financial, and legal expertise, as well as thorough understanding of the essential principles of charter school autonomy and accountability.

RIGOROUS APPROVAL CRITERIA

RIGOROUS DECISION MAKING

Provides orientation or training to application evaluators (including interviewers) to ensure consistent evaluation standards and practices, observance of essential protocols, and unbiased treatment of all applicants.

Ensures that the application-review process and decision making are free of conflicts of interest, and requires full disclosure of any potential or perceived conflicts of interest between reviewers or decision makers and applicants.

Approves applications that comprise a detailed plan for school opening, operation, and fiscal stability, with little substantive work left for later development.

3. PERFORMANCE CONTRACTING

A quality authorizer executes contracts with charter schools that articulate the rights and responsibilities of each party regarding school autonomy, funding, administration and oversight, outcomes, measures for evaluating success or failure, performance consequences, and other material terms. The contract is an essential document, separate from the charter application, that establishes the legally binding agreement and terms under which the school will operate and be held accountable.

CONTRACT TERM, NEGOTIATION, AND EXECUTION

A Quality Authorizer...

Executes a contract with a legally incorporated governing board independent of the authorizer.

Grants charter contracts for an initial term of five operating years or longer only with periodic high-stakes reviews every five years.⁵

Defines material terms of the contract.

Ensures mutual understanding and acceptance of the terms of the contract by the school's governing board prior to authorization or charter granting by the authorizing board.

Allows—and requires contract amendments for—occasional material changes to a school's plans, but does not require amending the contract for non-material modifications.

RIGHTS AND RESPONSIBILITIES

A Quality Authorizer...

Executes charter contracts that clearly:

- State the rights and responsibilities of the school and the authorizer;
- State and respect the autonomies to which schools are entitled—based on statute, waiver, or authorizer policy—including those relating to the school's authority over educational programming, staffing, budgeting, and scheduling;



- Define performance standards, criteria, and conditions for renewal, intervention, revocation, and non-renewal, while establishing the consequences for meeting or not meeting standards or conditions;
- State the statutory, regulatory, and procedural terms and conditions for the school's operation;
- State reasonable pre-opening requirements or conditions for new schools to ensure that they meet all health, safety, and other legal requirements prior to opening and are prepared to open smoothly;
- State the responsibility and commitment of the school to adhere to essential public-education obligations, including admitting and serving all eligible students so long as space is available, and not expelling or counseling out students except pursuant to a legal discipline policy approved by the authorizer; and
- State the responsibilities of the school and the authorizer in the event of school closures.

Ensures that any fee-based services that the authorizer provides are set forth in a services agreement that respects charter school autonomy and treats the charter school equitably compared to district schools, if applicable; and ensures that purchasing such services is explicitly not a condition of charter approval, continuation, or renewal.

PERFORMANCE STANDARDS

A Quality Authorizer...

Executes charter contracts that plainly:

- Establish the performance standards under which schools will be evaluated, using objective and verifiable measures of student achievement as the primary measure of school quality;
- Define clear, measurable, and attainable academic, financial, and organizational performance standards and targets that the school must meet as a condition of renewal, including but not limited to state and federal measures; (See Box 3)
- Include expectations for appropriate access, education, support services, and outcomes for students with disabilities;
- Define the sources of academic data that will form the evidence base for ongoing and renewal evaluation, including state-mandated and other standardized assessments, student academic growth measures, internal assessments, qualitative reviews, and performance comparisons with other public schools in the district and state;⁶
- Define the sources of financial data that will form the evidence base for ongoing and renewal evaluation, grounded in professional standards for sound financial operations and sustainability;
- Define the sources of organizational data that will form the evidence base for ongoing and renewal evaluation, focusing on fulfillment of legal obligations, fiduciary duties, and sound public stewardship; and

- Include clear, measurable performance standards to judge the effectiveness of alternative schools and virtual schools, if applicable—requiring and appropriately weighting rigorous mission-specific performance measures and metrics that credibly demonstrate each school’s success in fulfilling its mission and serving its special population.⁷

PROVISIONS FOR EDUCATION SERVICE OR MANAGEMENT CONTRACT (IF APPLICABLE)

A Quality Authorizer...

For any school that contracts with an external (third-party) provider for education design and operation or management, includes additional contractual provisions that ensure rigorous, independent contract oversight by the charter governing board and the school’s financial independence from the external provider.

(See Box 4)

Reviews the proposed third-party contract as a condition of charter approval to ensure that it is consistent with applicable law, authorizer policy, and the public interest.

**“A QUALITY AUTHORIZER DEFINES
AND COMMUNICATES TO SCHOOLS
THE PROCESS, METHODS, & TIMING
OF GATHERING AND REPORTING
SCHOOL PERFORMANCE AND
COMPLIANCE DATA.”**



4. ONGOING OVERSIGHT AND EVALUATION

A quality authorizer conducts contract oversight that competently evaluates performance and monitors compliance; ensures schools’ legally entitled autonomy; protects student rights; informs intervention, revocation, and renewal decisions; and provides annual public reports on school performance.

PERFORMANCE EVALUATION AND COMPLIANCE MONITORING

A Quality Authorizer...

Implements a comprehensive performance accountability and compliance monitoring system that is defined by the charter contract and provides the information necessary to make rigorous and standards-based renewal, revocation, and intervention decisions.

Defines and communicates to schools the process, methods, and timing of gathering and reporting school performance and compliance data.

Implements an accountability system that effectively streamlines federal, state, and local performance expectations and compliance requirements while protecting schools’ legally entitled autonomy and minimizing schools’ administrative and reporting burdens.

Provides clear technical guidance to schools as needed to ensure timely compliance with applicable rules and regulations.

Visits each school as appropriate and necessary for collecting data that cannot be obtained otherwise and in accordance with the contract, while ensuring that the frequency, purposes, and methods of such visits respect school autonomy and avoid operational interference.

Evaluates each school annually on its performance and progress toward meeting the standards and targets stated in the charter contract, including essential compliance requirements, and clearly communicates evaluation results to the school’s governing board and leadership.

Requires and reviews annual financial audits of schools, conducted by a qualified independent auditor.

Communicates regularly with schools as needed, including both the school leaders and governing boards, and provides timely notice of contract violations or performance deficiencies.

Provides an annual written report to each school, summarizing its performance and compliance to date and identifying areas of strength and areas needing improvement.

Articulates and enforces stated consequences for failing to meet performance expectations or compliance requirements.

PERFORMANCE EVALUATION AND COMPLIANCE MONITORING

RESPECTING SCHOOL AUTONOMY

A Quality Authorizer...

Respects the school’s authority over its day-to-day operations.

Collects information from the school in a manner that minimizes administrative burdens on the school, while ensuring that performance and compliance information is collected with sufficient detail and timeliness to protect student and public interests.

Periodically reviews compliance requirements and evaluates the potential to increase school autonomy based on flexibility in the law, streamlining requirements, demonstrated school performance, or other considerations.

Refrains from directing or participating in educational decisions or choices that are appropriately within a school’s purview under the charter law or contract.

PROTECTING STUDENT RIGHTS

A Quality Authorizer...

Ensures that schools admit students through a transparent, random selection process that is open to all students, is publicly verifiable, and does not establish undue barriers to application (such as mandatory information meetings, mandated volunteer service, or parent contracts) that exclude students based on socioeconomic, family, or language background, prior academic performance, special education status, or parental involvement.

Ensures that schools provide access and services to students with disabilities as required by applicable federal and state law, including compliance with student individualized education programs and Section 504 plans, facilities access, and educational opportunities.

Ensures clarity in the roles and responsibilities of all parties involved in serving students with disabilities.⁸

Ensures that schools provide equitable access and inclusive services for all students, including but not limited to special populations of English learners, homeless students or those in foster care, and gifted students, as required by federal and state law.

Ensures that schools’ student discipline policies and actions are legal, equitable, and fair, and that no student is suspended, expelled, or counseled out of a school outside of that process.



INTERVENTION

A Quality Authorizer...

Establishes and makes known to schools at the outset an intervention policy that states the general conditions that may trigger intervention and the types of actions and consequences that may ensue.

Gives schools clear, adequate, evidence-based, and timely notice of contract violations or performance deficiencies.

Allows schools reasonable time and opportunity for remediation in non-emergency situations.

Where intervention is needed, engages in intervention strategies that clearly preserve school autonomy and responsibility (identifying what the school must remedy without prescribing solutions).

Applies professional discretion when intervention is needed and considers context and a range of effective solutions, rather than relying solely on tools or protocols to make decisions.

PUBLIC REPORTING

A Quality Authorizer...

Produces an annual public report that provides clear, accurate performance data for the charter schools it oversees, reporting on individual school and overall portfolio performance according to the framework set forth in the charter contract.

INTERVENTION

PUBLIC REPORTING

“A QUALITY AUTHORIZER REFRAINS FROM DIRECTING OR PARTICIPATING IN EDUCATIONAL DECISIONS OR CHOICES THAT ARE... WITHIN A SCHOOL’S PURVIEW...”

5. REVOCATION AND RENEWAL DECISION MAKING

A quality authorizer designs and implements a transparent and rigorous process that uses comprehensive academic, financial, and operational performance data to make merit-based renewal decisions, and revokes charters when necessary to protect student and public interests.⁹

REVOCATION

A Quality Authorizer...

Revokes a charter during the charter term if there is clear evidence of extreme underperformance or violation of law or the public trust that imperils students or public funds.

RENEWAL DECISIONS BASED ON MERIT AND INCLUSIVE EVIDENCE

A Quality Authorizer...

Bases the renewal process and renewal decisions on thorough analyses of a comprehensive body of objective evidence defined by the performance framework in the charter contract.

Grants renewal only to schools that have achieved the standards and targets stated in the charter contract, are organizationally and fiscally viable, and have been faithful to the terms of the contract and applicable law.

Does not make renewal decisions, including granting probationary or short-term renewals, on the basis of political or community pressure or solely on promises of future improvement.

“A QUALITY AUTHORIZER DOES NOT MAKE RENEWAL DECISIONS... ON THE BASIS OF POLITICAL OR COMMUNITY PRESSURE OR SOLELY ON PROMISES OF FUTURE IMPROVEMENT.”



REVOCATION

RENEWAL DECISIONS BASED ON MERIT AND INCLUSIVE EVIDENCE

CUMULATIVE REPORT AND RENEWAL APPLICATION

A Quality Authorizer...

Provides to each school, in advance of the renewal decision, a cumulative performance report that:

- Summarizes the school’s performance record over the charter term; and
- States the authorizer’s summative findings concerning the school’s performance and its prospects for renewal.

Requires any school seeking renewal to apply for it through a renewal application, which provides the school a meaningful opportunity and reasonable time to respond to the cumulative report; to correct the record, if needed; and to present additional evidence regarding its performance.

FAIR, TRANSPARENT PROCESS

A Quality Authorizer...

Clearly communicates to schools the criteria for charter revocation, renewal, and non-renewal decisions that are consistent with the charter contract.

Promptly notifies each school of its renewal (or, if applicable, revocation) decision, including written explanation of the reasons for the decision.

Promptly communicates renewal or revocation decisions to the school community and public within a time frame that allows parents and students to exercise choices for the coming school year.

Explains in writing any available rights of legal or administrative appeal through which a school may challenge the authorizer’s decision.

Regularly updates and publishes the process for renewal decision making, including guidance regarding required content and format for renewal applications.

CLOSURE

A Quality Authorizer...

In the event of a school closure, oversees and works with the school governing board and leadership in carrying out a detailed closure protocol that ensures timely notification to parents; orderly transition of students and student records to new schools; and disposition of school funds, property, and assets in accordance with law.

CUMULATIVE REPORT AND RENEWAL APPLICATION

FAIR, TRANSPARENT PROCESS

CLOSURE

KEY ELEMENTS FOR SPECIAL TOPICS

BOX 1

ELEMENTS FOR EXISTING SCHOOL OPERATORS OR REPLICATORS

Applicants who are existing school operators or replicators should be required to:

- Provide clear evidence of their capacity to operate new schools successfully while maintaining quality in existing schools;¹⁰
- Document their educational, organizational, and financial performance records based on all existing schools;
- Explain any never-opened, terminated, or non-renewed schools (including terminated or non-renewed third-party contracts to operate schools);
- Present their growth plan, business plan, and most recent financial audits; and
- Meet high standards of academic, organizational, and financial success to earn approval for replication.

BOX 2

ELEMENTS FOR APPLICANTS PROPOSING TO CONTRACT WITH EDUCATION SERVICE OR MANAGEMENT PROVIDERS

Applicants proposing to contract for education services or management should be required to provide:

- Evidence of the service provider's educational and management success;
- A draft (or existing) service/management contract that sets forth proposed key terms, including roles and responsibilities of the school governing board, the school staff, and the service provider; the services and resources to be provided; performance-evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider; financial controls and oversight; investment disclosure; methods of contract oversight and enforcement; and conditions for contract renewal and termination; and
- Disclosure and explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities.



BOX 3

PERFORMANCE STANDARDS

Performance standards enable schools and authorizers to know the outcomes for which authorizers will hold schools accountable. They are the basis for school evaluation and should be incorporated in the charter contract, commonly as an attachment. Academic, financial, and organizational performance standards should include clearly defined and measurable indicators, measures, metrics, and targets that:

Academic Performance

- Set expectations for student academic achievement status or proficiency, including comparative proficiency;
- Set expectations for student academic growth, including adequacy of growth toward state standards;
- Incorporate state and federal accountability systems, including state grading and/or rating systems;
- Set expectations for postsecondary readiness, including graduation rates (for high schools); and
- Provide schools an option to incorporate mission-specific performance measures for which the school has presented valid, reliable, and rigorous means of assessment approved by the authorizer.¹¹

Financial Performance

- Enable the authorizer to monitor and evaluate the school's financial stability and viability based on short-term performance, and
- Enable the authorizer to monitor and evaluate the school's long-term financial sustainability.

Organizational Performance

- Define the essential elements of the educational program for which the authorizer will hold the school accountable;
- Define financial management and oversight standards based on generally accepted accounting principles;
- Hold school governing boards accountable for meeting statutory and board-established operating and reporting requirements;¹²
- Ensure school compliance with student and employee rights and obligations; and
- Establish expectations related to the school environment, including health and safety, transportation, facilities, and appropriate handling of records.

BOX 4

EDUCATION SERVICE OR MANAGEMENT CONTRACTS

Charter contracts for schools that are contracting with external (third-party) providers for comprehensive services or management should include additional provisions that:

- Clearly establish the primacy of the charter contract over the third-party contract;
- Clearly identify the school governing board as the party ultimately responsible for the success or failure of the school, and clearly define the external provider as a vendor of services;
- Prohibit the third party from selecting, approving, employing, compensating, or serving as school governing board members;
- Require the school governing board to directly select, retain, and compensate the school attorney, accountant, and audit firm;
- Provide for payments from the authorizer to the school to be made to an account controlled by the school governing board, not the third party;
- Require all instructional materials, furnishings, and equipment purchased or developed with public funds to be the property of the school, not the third party;
- Condition charter approval on authorizer review and approval of the third-party contract; and

Require the third-party contract to articulate:

- The roles and responsibilities of the school governing board and the service provider, including all services to be provided under the contract;
- The performance measures, consequences, and mechanisms by which the school governing board will hold the provider accountable for performance, aligned with the performance measures in the charter contract;
- All compensation to be paid to the provider, including all fees, bonuses, and what such compensation includes or requires;
- Terms of any facility agreement that may be part of the relationship;
- Financial reporting requirements and provisions for the school governing board's financial oversight;
- All other financial terms of the contract, including disclosure and documentation of all loans or investments by the provider to the school, and provision for the disposition of assets in accordance with law;
- Assurances that the school governing board, at all times, maintains independent fiduciary oversight and authority over the school budget and ultimate responsibility for the school's performance;
- Provisions for contract termination without "poison pill" penalties; and
- Respective responsibilities of the governing board and service provider in the event of school closure.



**“PERFORMANCE STANDARDS
ENABLE SCHOOLS AND
AUTHORIZERS TO KNOW
THE OUTCOMES FOR WHICH
AUTHORIZERS WILL HOLD
SCHOOLS ACCOUNTABLE.”**

END NOTES

- 1 The term “authorizers,” as used in this publication, may refer to authorizing institutions as well as the individuals who carry out the work.
- 2 For example, an authorizing agency that also has non-charter school responsibilities should structure its authorizing-related funding to avoid conflicts or competition with its non-charter school programs and services. Likewise, authorizers that receive funding from school fees should implement protections to ensure that the potential for revenue gain or loss from each school does not influence charter approval, renewal, or revocation decisions. An authorizer’s use of oversight fees should be restricted to fulfillment of its authorizing responsibility so that the authorizing function is revenue neutral.
- 3 Some states refer to the charter application as the charter “petition” or “proposal.”
- 4 Some authorizers allow charter applications to be submitted any time on a rolling basis. NACSA recommends establishing fixed, published application periods and deadlines to enable the authorizer to proactively plan and conduct a high-quality review process—integrated into the authorizer’s annual work calendar—rather than simply react to applications whenever they might arrive. A well-planned process might include minimum timeframes such as: 1) three months from release of the RFP/application packet to the application deadline; 2) three months for evaluation of the applications; and 3) nine months, but preferably 12–18 months, from approval to school opening.
- 5 Although some state laws allow or require shorter charter terms—or do not establish a term at all—NACSA recommends five operating years per charter term. Such a term allows a school to develop beyond the startup phase and to produce a sufficient performance record and body of data needed for sound high-stakes decision making.
- 6 See www.qualitycharters.org for recommendations on selecting comparison schools.
- 7 Alternative schools subject to different performance standards should be formally designated by the state for serving a primarily special-needs, non-traditional, or highly at-risk population. Mission-specific measures for alternative schools may include, for example, measures for student academic growth or postsecondary readiness, and should be grounded in objective, valid, reliable assessments.



-
- 8 Many authorizers, particularly those that are state education agencies or local education agencies for special education purposes, have responsibilities of their own regarding the identification, admissions, and placement of students with disabilities who enroll in charter schools, as well as with the delivery of services, transfer of records, and oversight of special-education programs in the schools they oversee. These agencies retain such responsibilities with charter schools they oversee, though the mechanisms, procedures, and roles and responsibilities may shift as a result of the relationship between a charter school and its authorizer.
 - 9 Revocation, as distinguished from non-renewal, may occur at any time during the charter term when there is clear evidence of extreme violations or failings that warrant termination of the charter to protect student and public interests. Non-renewal is an authorizer's decision not to renew a charter at the end of its term.
 - 10 For more detailed guidance on evaluating existing school operators or replicators, see NACSA resources at www.qualitycharters.org.
 - 11 NACSA recommends that all authorizers include rigorous assessment of student academic growth in their performance standards for charter schools. Authorizers should be aware that there are a variety of types of growth measures and methodologies, some of which may be used or required by particular states. A majority of states have either adopted or are in the process of adopting student academic growth targets as part of their assessment system. To understand individual student progress in states that do not provide growth analysis, charter authorizers can obtain and analyze state assessment data themselves, or require charter schools to administer national assessments that readily provide student growth data and analysis. To select and implement assessment systems that will produce quality student growth data, it is important for authorizers (and schools) to have a basic understanding of common methods of growth analysis and their respective advantages, limitations, and appropriate (or inappropriate) uses. For a concise, practical guide to growth measures and methodologies, see NACSA Issue Brief No. 19, "An Authorizer's Guide to the Use of Student Growth Data," at www.qualitycharters.org.
 - 12 Examples of statutory requirements include compliance with open-meeting and public records laws. Examples of board-established requirements include duly adopted bylaws and policies.



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2020-2021 State Payments to Schools as of July 15, 2021

School		Total Foundation Support Paid as of July 15, 2021	Bond Levy Equalization Support Program	Charter School Facilities	College and Career Advisors and Student Mentors	Continuous Improvement Plans and Training	Early Graduation Scholarship	English Language Acquisition	English Language Grant	Fast Forward (Advanced Opportunities)	Innovation Schools
001	Boise Independent	133,546,180.75	635,439.76	-	685,506.00	2,500.00	58,156.00	527,945.00	15,000.00	821,844.00	-
002	West Ada Joint	211,523,370.72	962,398.12	-	1,081,780.00	6,600.00	28,069.00	377,344.00	-	514,691.50	-
003	Kuna Joint	29,608,756.55	357,583.04	-	155,557.00	1,900.00	5,628.00	49,155.00	-	19,548.00	-
011	Meadows Valley	1,464,890.06	-	-	10,980.00	1,200.00	5,628.00	837.00	-	-	-
013	Council	2,119,015.09	24,629.35	-	18,000.00	-	-	-	-	5,660.00	-
021	Marsh Valley Joint	7,198,275.43	23,851.01	-	33,740.00	6,600.00	3,752.00	-	-	160.00	-
025	Pocatello	65,653,906.90	-	-	335,978.00	1,200.00	56,495.00	25,101.00	-	76,874.00	-
033	Bear Lake County	7,535,356.07	-	-	28,117.00	-	3,752.00	209.00	-	15,750.00	-
041	St. Maries Joint	6,060,866.43	-	-	23,848.00	3,700.00	-	418.00	-	345.00	-
044	Plummer / Worley Joint	2,875,227.13	-	-	18,000.00	1,300.00	-	-	-	-	-
052	Snake River	11,395,093.09	381,218.54	-	51,762.00	6,600.00	7,362.00	20,708.00	-	25,875.00	-
055	Blackfoot	22,488,341.12	-	-	113,483.00	1,200.00	5,628.00	72,791.00	15,000.00	4,885.00	-
058	Aberdeen	4,484,508.43	217,625.24	-	18,970.00	-	-	52,084.00	-	10,500.00	-
059	Firth	4,855,411.16	-	-	22,019.00	3,700.00	-	3,765.00	-	1,215.00	-
060	Shelley Joint	11,968,474.46	254,314.06	-	58,130.00	4,900.00	-	22,800.00	-	9,413.00	-
061	Blaine County	17,407,840.89	-	-	90,041.00	1,200.00	5,628.00	155,832.00	85,000.00	54,533.00	-
071	Garden Valley	2,299,840.59	-	-	18,000.00	2,000.00	-	-	-	380.00	-
072	Basin	2,524,382.52	-	-	18,000.00	1,400.00	-	837.00	-	-	-
073	Horseshoe Bend	1,867,046.53	13,447.52	-	16,740.00	400.00	-	628.00	-	-	-
083	West Bonner County	5,878,683.60	-	-	23,171.00	6,600.00	-	209.00	-	190.00	-
084	Lake Pend Oreille	20,826,997.55	-	-	94,852.00	-	1,876.00	6,693.00	-	34,338.00	-
091	Idaho Falls	53,703,398.73	370,370.98	-	270,463.00	3,700.00	16,884.00	150,812.00	-	70,143.00	-
092	Swan Valley Elementary	612,295.51	-	-	18,000.00	6,600.00	-	-	-	-	-
093	Bonneville Joint	69,872,422.15	2,472,709.64	-	358,200.00	1,200.00	35,573.00	131,778.00	-	465,845.00	-
101	Boundary County	7,765,232.40	-	-	35,502.00	1,300.00	-	1,464.00	-	6,898.00	-
111	Butte County	2,864,719.07	-	-	18,000.00	2,800.00	-	628.00	-	300.00	-
121	Camas County	1,655,592.79	6,140.85	-	14,580.00	5,250.00	-	-	-	225.00	-
131	Nampa	72,706,696.03	1,825,881.22	-	360,233.00	6,400.00	3,752.00	396,588.00	-	362,730.00	-
132	Caldwell	31,603,328.93	1,043,430.24	-	143,294.00	6,600.00	20,636.00	260,418.00	-	133,974.00	-
133	Wilder	3,204,813.04	78,155.74	-	18,000.00	4,900.00	-	31,376.00	-	2,325.00	-
134	Middleton	21,000,317.02	1,077,955.32	-	120,936.00	5,400.00	9,380.00	24,473.00	-	525.00	-
135	Notus	2,842,158.23	110,948.94	-	18,000.00	6,500.00	-	8,367.00	-	-	-
136	Melba Joint	5,298,887.63	213,938.57	-	24,390.00	4,900.00	-	14,014.00	-	5,890.00	-
137	Parma	6,022,037.33	295,980.67	-	27,168.00	5,100.00	-	20,917.00	-	32,610.00	-
139	Vallivue	49,939,438.20	5,314,155.82	-	238,281.00	1,550.00	5,628.00	247,868.00	-	437,127.00	-
148	Grace Joint	3,711,234.38	95,004.04	-	18,000.00	600.00	-	-	-	-	-
149	North Gem	1,492,389.91	-	-	12,240.00	5,000.00	-	-	-	1,395.00	-
150	Soda Springs Joint	5,992,652.16	9,864.43	-	22,697.00	3,500.00	3,752.00	-	-	18,545.00	-
151	Cassia County Joint	30,831,375.57	634,941.68	-	145,258.00	-	-	147,466.00	-	7,875.00	-
161	Clark County Joint	1,451,177.93	-	-	9,000.00	2,803.79	-	6,275.00	-	-	-
171	Orofino Joint	8,422,718.77	-	-	31,233.00	6,600.00	3,681.00	209.00	-	17,940.00	-
181	Challis Joint	2,406,310.69	-	-	18,000.00	1,800.00	-	628.00	-	300.00	-
182	Mackay Joint	1,808,187.08	-	-	16,020.00	4,100.00	-	-	-	86.00	-
191	Prairie Elementary	133,919.17	-	-	9,000.00	-	-	-	-	-	-
192	Glenns Ferry Joint	2,936,840.28	-	-	18,000.00	-	-	11,504.00	-	-	-

Another Choice Virtual Charter School

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193	Mountain Home	19,820,991.43	-	-	87,128.00	3,300.00	-	56,476.00	-	36,821.00	-
201	Preston Joint	11,976,362.79	-	-	68,090.00	1,300.00	-	16,315.00	-	53,214.00	-
202	West Side Joint	4,527,548.37	-	-	20,461.00	1,200.00	-	628.00	-	49,364.00	-
215	Fremont County Joint	12,808,841.84	29,236.95	-	56,437.00	5,900.00	1,876.00	33,677.00	-	19,530.00	-
221	Emmett Independent	13,769,335.73	-	-	68,225.00	4,200.00	5,628.00	21,754.00	-	25,725.00	-
231	Gooding Joint	7,393,031.74	-	-	35,908.00	6,100.00	3,752.00	43,508.00	15,000.00	1,581.00	-
232	Wendell	6,274,730.97	103,304.18	-	26,152.00	6,458.00	-	85,551.00	-	31,125.00	-
233	Hagerman Joint	2,533,522.62	-	-	18,000.00	1,200.00	1,876.00	5,229.00	-	-	-
234	Bliss Joint	1,471,983.11	7,214.52	-	9,000.00	-	-	3,765.00	-	-	-
242	Cottonwood Joint	3,010,138.61	-	-	18,000.00	-	-	-	-	1,074.00	-
243	Salmon River Joint	1,499,680.20	-	-	9,000.00	-	-	-	-	-	-
244	Mountain View	8,066,159.27	-	-	30,353.00	-	-	-	-	8,320.00	-
251	Jefferson County Joint	32,475,462.97	1,901,172.24	-	163,145.00	1,200.00	13,132.00	59,195.00	85,000.00	120,100.00	-
252	Ririe Joint	4,273,152.64	260,901.78	-	20,596.00	5,100.00	-	4,602.00	-	1,440.00	-
253	West Jefferson	4,289,107.46	35,190.68	-	18,000.00	3,600.00	-	10,668.00	-	9,206.00	-
261	Jerome Joint	22,347,715.14	761,648.44	-	108,537.00	3,800.00	1,876.00	207,079.00	15,000.00	28,335.00	-
262	Valley	3,874,001.09	-	-	18,000.00	1,600.00	-	23,845.00	-	-	-
271	Coeur d' Alene	54,081,024.58	127,355.02	-	277,915.00	1,500.00	1,876.00	17,989.00	-	47,116.00	-
272	Lakeland	23,772,442.94	35,705.72	-	120,597.00	3,200.00	-	3,974.00	-	73,860.00	-
273	Post Falls	32,069,222.22	161,069.83	-	155,286.00	1,300.00	13,132.00	8,367.00	-	13,485.00	-
274	Kootenai Joint	1,612,913.11	-	-	10,260.00	6,600.00	-	-	-	-	-
281	Moscow	11,821,595.79	22,178.72	-	62,805.00	1,200.00	-	14,642.00	-	12,809.00	-
282	Genesee Joint	2,414,740.99	27,004.19	-	18,000.00	1,200.00	-	-	-	300.00	-
283	Kendrick Joint	2,072,128.75	20,640.95	-	16,380.00	-	-	-	-	225.00	-
285	Potlatch	3,161,694.88	-	-	18,000.00	5,200.00	-	-	-	285.00	-
287	Troy	2,133,751.60	-	-	18,000.00	6,600.00	-	-	-	225.00	-
288	Whitepine Joint	2,008,941.58	-	-	15,840.00	6,600.00	-	-	-	-	-
291	Salmon	4,556,502.24	-	-	21,138.00	6,600.00	-	-	-	15,352.00	-
292	South Lemhi	1,465,218.97	-	-	9,000.00	1,300.00	1,876.00	837.00	-	2,080.00	-
302	Nezperce Joint	1,659,486.76	9,002.26	-	9,540.00	600.00	-	-	-	525.00	-
304	Kamiah Joint	2,901,111.70	-	-	18,000.00	6,600.00	-	-	-	525.00	-
305	Highland Joint	1,701,869.06	-	-	9,360.00	4,900.00	-	-	-	-	-
312	Shoshone Joint	3,331,504.84	-	-	18,000.00	-	-	28,866.00	-	-	-
314	Dietrich	1,660,860.66	66,618.93	-	15,480.00	6,400.00	-	4,183.00	-	300.00	-
316	Richfield	1,708,685.05	103,376.41	-	10,800.00	300.00	-	3,765.00	-	225.00	-
321	Madison	27,811,604.46	1,036,849.54	-	143,971.00	1,200.00	15,008.00	36,814.00	-	16,755.00	-
322	Sugar-Salem Joint	9,081,841.14	600,326.83	-	48,171.00	1,600.00	9,380.00	11,504.00	-	41,580.00	-
331	Minidoka County Joint	23,842,887.82	369,328.82	-	108,741.00	2,400.00	11,256.00	128,640.00	-	47,688.00	-
340	Lewiston Independent	25,319,534.97	141,801.08	-	124,120.00	1,200.00	1,876.00	2,928.00	-	31,150.00	-
341	Lapwai	3,347,265.03	71,070.59	-	18,000.00	1,500.00	-	-	-	-	-
342	Culdesac Joint	1,396,878.89	-	-	9,000.00	1,500.00	-	-	-	225.00	-
351	Oneida County	33,865,387.44	-	-	75,001.00	5,200.00	-	2,719.00	-	4,861.00	-
363	Marsing Joint	5,077,336.66	271,629.28	-	20,596.00	6,600.00	-	33,886.00	-	21,840.00	-
364	Pleasant Valley Elementary	177,833.97	-	-	-	-	-	-	-	-	-
365	Bruneau-Grand View Joint	3,289,674.59	69,894.25	-	18,000.00	1,500.00	1,876.00	8,367.00	-	450.00	-
370	Homedale Joint	7,002,988.69	-	-	32,385.00	1,200.00	-	35,350.00	-	5,700.00	-

Another Choice Virtual Charter School

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371	Payette Joint	7,353,366.25	-	-	36,315.00	4,928.49	3,752.00	32,003.00	-	33,635.00	-
372	New Plymouth	5,661,239.01	107,966.10	-	25,881.00	4,900.00	1,876.00	8,367.00	-	13,480.00	-
373	Fruitland	9,461,439.33	197,344.77	-	46,884.00	1,200.00	1,876.00	31,376.00	-	31,480.00	-
381	American Falls Joint	8,865,405.23	44,331.54	-	38,889.00	-	-	70,491.00	-	4,350.00	-
382	Rockland	1,520,390.82	28,325.31	-	14,580.00	4,900.00	3,752.00	-	-	696.00	-
383	Arbon Elementary	277,462.04	-	-	-	600.00	-	-	-	-	-
391	Kellogg Joint	6,265,160.38	123,990.69	-	26,152.00	5,800.00	-	418.00	-	225.00	-
392	Mullan	1,330,448.68	-	-	9,000.00	-	-	-	-	-	-
393	Wallace	3,285,249.49	-	-	18,000.00	-	-	209.00	-	-	-
394	Avery	322,337.92	-	-	9,000.00	-	-	-	-	-	-
401	Teton County	10,381,122.38	134,574.74	-	49,797.00	1,200.00	-	66,726.00	85,000.00	2,586.00	-
411	Twin Falls	50,167,456.78	1,415,943.87	-	241,330.00	2,100.00	5,628.00	190,555.00	100,000.00	29,273.00	-
412	Buhl Joint	7,095,353.89	88,536.30	-	33,469.00	6,600.00	-	44,763.00	-	-	-
413	Filer	9,239,884.16	291,517.10	-	44,106.00	6,600.00	-	14,224.00	-	2,030.00	-
414	Kimberly	10,736,131.16	538,688.45	-	47,223.00	775.00	3,752.00	20,917.00	-	1,570.00	-
415	Hansen	2,357,797.01	-	-	18,000.00	4,200.00	-	7,530.00	-	65.00	-
416	Three Creek Joint Elementary	127,275.57	491.55	-	-	-	-	-	-	-	-
417	Castleford Joint	2,407,508.79	-	-	18,000.00	1,500.00	-	6,903.00	-	-	-
418	Murtaugh Joint	2,851,422.89	197,456.50	-	18,000.00	-	-	8,785.00	-	4,242.00	-
421	McCall-Donnelly Joint	8,163,116.40	-	-	34,892.00	4,000.00	7,504.00	7,948.00	-	19,213.00	-
422	Cascade	1,769,264.33	-	-	13,860.00	4,500.00	-	209.00	-	-	-
431	Weiser	8,500,851.86	-	-	45,326.00	4,300.00	-	27,611.00	-	9,815.00	-
432	Cambridge Joint	1,584,236.26	-	-	10,620.00	1,400.00	-	-	-	1,820.00	-
433	Midvale	1,543,196.89	-	-	9,900.00	-	-	-	-	-	-
768	Meridian Technical Charter High School	1,834,241.50	-	85,280.36	18,000.00	3,600.00	-	418.00	-	2,479.00	-
785	Meridian Medical Arts Charter High School	1,748,164.57	-	80,636.38	18,000.00	4,100.00	-	209.00	-	92,202.00	-
795	Idaho Arts Charter School	7,026,164.21	-	538,279.50	22,290.00	5,200.00	-	12,969.00	15,000.00	1,280.00	-
796	Gem Prep: Nampa	2,447,270.49	-	179,426.50	10,620.00	700.00	-	7,530.00	-	-	-
751	SEI Tec	1,676,927.97	-	172,671.62	27,710.00	-	-	-	-	-	-
794	Payette River Technical Academy	1,350,842.85	-	241,909.14	35,366.00	-	-	-	-	-	-
813	Moscow Charter School	1,163,698.31	-	78,947.66	9,000.00	1,600.00	-	209.00	-	-	-
790	ARTEC Regional Professional Technical Cha	834,870.00	-	152,406.98	24,458.00	-	-	-	-	-	-
451	Victory Charter School	2,568,205.91	-	189,136.64	18,000.00	-	-	1,464.00	-	21,540.00	-
452	Idaho Virtual Academy	21,441,225.32	-	160,304.50	99,865.00	-	16,884.00	1,464.00	-	86,115.00	-
453	McKenna Charter School	4,308,628.04	-	94,146.14	27,439.00	-	3,967.00	-	-	-	-
454	Rolling Hills Public Charter School	1,525,256.70	-	109,766.80	9,000.00	2,700.00	-	1,673.00	-	-	-
455	Compass Public Charter School	6,919,615.85	-	511,259.98	22,426.00	270.00	-	5,020.00	-	1,725.00	-
456	Falcon Ridge Public Charter School	1,823,762.55	-	115,255.14	9,000.00	-	-	628.00	-	-	-
457	INSPIRE Connections Academy	9,859,342.88	-	45,403.73	58,808.00	-	11,256.00	3,347.00	-	3,840.00	-
458	Liberty Charter School	2,960,499.60	-	211,090.00	18,361.00	-	-	837.00	-	21,120.00	-
460	Connor Academy	2,850,514.59	-	227,977.20	9,000.00	-	-	628.00	-	-	-
461	Taylor's Crossing Public Charter School	2,327,613.57	-	146,496.46	16,740.00	3,700.00	1,876.00	628.00	-	4,950.00	-
462	Xavier Charter School	3,866,695.03	-	282,860.60	18,000.00	1,200.00	-	4,183.00	-	3,400.00	-
463	Vision Charter School	4,617,089.37	-	308,191.40	18,000.00	-	1,876.00	3,765.00	-	31,325.00	-
464	White Pine Charter School	3,520,680.96	-	265,551.22	17,460.00	1,300.00	-	628.00	-	-	-
465	North Valley Academy	1,401,407.25	-	94,568.32	16,380.00	6,600.00	-	2,092.00	-	-	-

Another Choice Virtual Charter School

School		Total Foundation Support Paid as of July 15, 2021	Bond Levy Equalization Support Program	Charter School Facilities	College and Career Advisors and Student Mentors	Continuous Improvement Plans and Training	Early Graduation Scholarship	English Language Acquisition	English Language Grant	Fast Forward (Advanced Opportunities)	Innovation Schools
466	iSucceed Virtual High School	5,967,679.48	-	57,777.40	68,293.00	300.00	18,760.00	837.00	-	17,440.00	-
468	Idaho Science and Technology Charter Scho	1,830,593.38	-	132,986.70	9,000.00	6,600.00	-	2,301.00	-	-	-
469	Idaho Connects Online (ICON)	2,879,623.65	-	22,129.76	18,699.00	-	-	-	-	-	-
470	Kootenai Bridge Academy	2,770,115.15	-	37,151.84	19,919.00	-	16,884.00	-	-	-	-
472	Palouse Prairie Charter School	1,120,313.52	-	80,636.38	9,000.00	5,800.00	-	-	-	-	-
473	The Village Charter School	1,247,781.43	-	103,434.10	9,000.00	5,800.00	-	4,393.00	10,000.00	-	-
474	Monticello Montessori Charter School	1,146,410.72	-	89,924.34	9,000.00	3,400.00	-	1,046.00	-	-	-
475	Sage International School of Boise	5,650,097.85	-	411,203.32	22,358.00	1,200.00	-	4,602.00	-	17,493.00	-
476	Another Choice Virtual Charter School	2,909,690.92	-	75,240.36	22,832.00	-	17,564.00	2,301.00	-	-	-
477	Blackfoot Charter Community Learning Cente	2,214,569.03	-	186,181.38	9,000.00	800.00	-	4,183.00	-	-	-
478	Legacy Charter School	1,755,449.33	-	116,521.68	9,000.00	-	-	1,673.00	-	-	-
479	Heritage Academy	1,181,813.58	-	69,659.70	9,000.00	6,600.00	-	5,648.00	-	-	-
480	STEM Charter Academy	3,547,031.47	-	243,175.68	18,000.00	-	1,876.00	-	-	799.00	-
481	Heritage Community Charter School	2,742,702.15	-	208,556.92	9,000.00	-	-	34,722.00	10,000.00	-	-
482	American Heritage Charter School	2,406,993.81	-	188,292.28	18,000.00	6,600.00	3,752.00	209.00	-	3,190.00	-
483	Chief Tahgee Elementary Academy	746,707.58	-	46,861.98	-	-	-	-	-	-	-
485	Bingham Academy	1,147,933.68	-	49,395.06	18,000.00	3,700.00	3,752.00	418.00	-	3,150.00	-
486	Upper Carmen Charter School	390,201.99	-	22,375.54	-	-	-	-	-	-	-
487	Forrest M. Bird Charter School	2,273,229.39	-	125,809.64	18,000.00	-	5,628.00	-	-	4,500.00	-
488	Syringa Mountain School	765,841.16	-	54,883.40	9,000.00	-	-	1,046.00	-	-	-
489	Idaho Technical Career Academy	2,079,824.45	-	26,400.00	19,648.00	-	3,752.00	209.00	-	13,500.00	-
491	Coeur d'Alene Charter Academy	4,034,565.73	-	258,796.34	24,458.00	-	-	-	-	40,260.00	-
492	ANSER Charter School	2,550,688.53	-	181,537.40	9,540.00	-	-	-	-	-	-
493	North Star Charter School	5,862,092.00	-	409,092.42	18,090.00	-	-	1,046.00	-	13,566.00	-
494	Pocatello Community Charter School	1,990,798.97	-	146,074.28	9,000.00	-	-	418.00	-	-	-
495	Alturas International Academy	3,090,121.50	-	244,864.40	9,900.00	-	-	1,464.00	-	-	-
496	Gem Prep: Pocatello	2,074,085.41	-	174,782.52	10,980.00	700.00	-	209.00	-	-	-
497	Pathways in Education - Nampa	1,700,714.30	-	62,060.46	19,851.00	-	-	1,673.00	-	300.00	-
498	Gem Prep: Meridian	2,680,156.95	-	197,158.06	16,560.00	700.00	-	1,046.00	-	-	-
499	Future Public School	1,552,104.71	-	137,630.68	-	6,000.00	-	8,785.00	-	-	-
508	Hayden Canyon Charter School	1,343,770.75	-	123,276.56	9,000.00	3,100.00	-	-	-	-	-
511	Peace Valley Charter School	1,641,278.06	-	130,031.44	9,000.00	3,700.00	-	1,255.00	-	-	-
513	Project Impact STEM Academy	1,352,462.33	-	84,858.18	9,000.00	5,150.00	-	-	-	-	-
518	ARTEC - Industrial	820,635.00	-	159,161.86	25,542.00	-	-	-	-	-	-
523	Elevate Academy	4,179,428.65	-	173,938.16	20,596.00	-	-	8,994.00	-	11,005.00	-
528	Forge International School	2,063,021.49	-	159,584.04	9,000.00	-	-	1,046.00	-	-	-
531	FernWaters Public Charter School	487,790.69	-	25,752.98	9,000.00	6,600.00	-	-	-	-	-
532	Treasure Valley Classical Academy	2,213,496.05	-	175,626.88	-	-	-	2,092.00	-	-	-
534	Gem Prep: Online	3,862,985.78	-	52,907.25	18,000.00	2,500.00	-	209.00	-	300.00	-
540	Island Park Charter School	105,325.73	-	6,332.70	-	-	-	-	-	-	-
544	MOSAIC	1,206,737.96	-	114,410.78	-	6,600.00	-	-	-	-	-
550	Doral Academy of Idaho	785,177.94	-	62,060.46	-	5,700.00	-	-	-	-	-
553	Pinecrest Academy of Idaho	627,432.98	-	53,616.86	-	-	-	-	-	-	-
555	COSSA Academy	1,154,085.14	-	-	18,000.00	3,700.00	-	2,301.00	-	2,965.00	-
559	Thomas Jefferson Charter School	2,677,524.92	-	153,673.52	18,000.00	-	-	1,883.00	-	4,400.00	-
Total		1,762,790,223.76	25,821,672.91	9,927,391.96	9,000,000.00	444,285.28	501,647.00	4,370,000.00	450,000.00	4,441,654.50	-

Another Choice Virtual Charter School

School	Total Foundation Support Paid as of	Bond Levy Equalization Support Program	Charter School Facilities	College and Career Advisors and Student Mentors	Continuous Improvement Plans and Training	Early Graduation Scholarship	English Language Acquisition	English Language Grant	Fast Forward (Advanced Opportunities)	Innovation Schools
	July 15, 2021									

Questions? Please call Aaron McCoy, Public School Finance, at (208) 332-6846.

School	National Board for Professional Teaching Standards												Technology (Classroom, Wireless, Instructional Management System)
	IT Staffing	Leadership Premiums	Literacy Proficiency	Master Educator Premiums	Mastery Based System Development	Math and Science Requirement	Teaching Standards	Professional Development	Remediation	Safe & Drug-Free	School Buildings Maintenance (Lottery)	School Buildings Maintenance Match	
001	273,112.00	1,759,903.00	1,770,892.00	2,453,986.80	-	313,064.00	4,783.60	779,705.00	372,052.00	303,736.00	1,829,528.00	-	1,735,609.00
002	434,393.00	2,294,631.00	2,140,580.00	2,439,636.00	51,185.36	469,596.00	-	1,014,178.00	451,365.00	473,371.00	2,941,628.00	-	2,740,411.00
003	62,387.00	334,291.00	478,717.00	110,022.80	71,195.18	78,266.00	-	154,584.00	101,561.00	67,715.00	412,839.00	-	411,169.00
011	7,500.00	15,746.00	12,454.00	4,783.60	30,350.00	34,025.00	-	14,904.00	2,901.00	3,854.00	11,670.00	4,015.00	36,945.00
013	7,500.00	20,330.00	27,314.00	-	-	34,025.00	-	16,915.00	5,520.00	5,200.00	20,287.00	8,150.00	46,321.00
021	15,376.00	74,795.00	110,337.00	43,052.40	-	57,851.00	-	40,797.00	16,504.00	16,931.00	93,479.00	35,582.00	110,216.00
025	136,886.00	686,493.00	1,037,187.00	296,583.20	-	234,798.00	2,391.80	309,022.00	171,746.00	149,008.00	921,950.00	-	882,622.00
033	15,528.00	73,697.00	102,255.00	23,918.00	-	7,777.00	-	40,316.00	18,420.00	15,612.00	85,376.00	15,777.00	116,033.00
041	11,938.00	66,582.00	100,505.00	33,485.20	-	7,777.00	-	37,196.00	16,955.00	13,133.00	69,824.00	9,128.00	89,178.00
044	7,500.00	41,575.00	47,634.00	-	-	3,024.00	-	26,231.00	8,900.00	6,169.00	26,278.00	7,506.00	52,929.00
052	23,492.00	111,796.00	162,120.00	14,350.80	-	57,851.00	-	57,022.00	28,840.00	23,163.00	136,767.00	72,272.00	176,545.00
055	45,952.00	238,840.00	388,045.00	57,403.20	-	78,266.00	-	112,730.00	67,200.00	46,727.00	280,070.00	159,553.00	308,595.00
058	9,165.00	49,657.00	83,902.00	23,918.00	-	7,777.00	-	29,774.00	14,364.00	10,387.00	52,756.00	108,375.00	75,307.00
059	10,438.00	47,665.00	74,286.00	-	-	7,777.00	-	28,900.00	15,462.00	12,116.00	63,306.00	36,301.00	85,036.00
060	25,195.00	123,242.00	218,491.00	9,567.20	8,160.00	78,266.00	-	62,041.00	37,149.00	29,728.00	173,439.00	36,024.00	187,470.00
061	36,681.00	319,196.00	286,229.00	90,888.40	-	112,291.00	-	147,965.00	49,147.00	40,157.00	237,770.00	-	248,499.00
071	7,500.00	21,347.00	16,826.00	-	-	34,025.00	-	17,360.00	3,267.00	5,090.00	19,529.00	-	46,887.00
072	7,500.00	27,965.00	24,692.00	19,134.40	-	3,024.00	-	20,262.00	4,534.00	5,870.00	24,115.00	1,291.00	48,951.00
073	7,500.00	19,314.00	14,860.00	4,783.60	-	34,025.00	-	16,469.00	3,211.00	4,687.00	16,915.00	18,998.00	41,662.00
083	12,186.00	76,239.00	98,538.00	28,701.60	-	7,777.00	-	41,430.00	16,335.00	14,008.00	75,790.00	-	93,425.00
084	40,769.00	248,843.00	315,286.00	86,104.80	-	112,291.00	-	117,116.00	53,203.00	45,730.00	275,611.00	-	273,390.00
091	112,914.00	566,504.00	937,554.00	248,747.20	-	214,383.00	4,783.60	256,408.00	174,535.00	121,155.00	748,911.00	-	738,536.00
092	4,500.00	4,778.00	4,372.00	-	-	-	-	10,095.00	676.00	2,640.00	4,051.00	-	20,515.20
093	148,537.00	711,307.00	1,068,650.00	353,986.40	115,389.76	234,798.00	-	319,903.00	196,982.00	158,432.00	981,005.00	-	974,571.00
101	16,365.00	91,710.00	146,172.00	14,350.80	-	57,851.00	-	48,214.00	21,884.00	18,506.00	103,979.00	10,349.00	118,483.00
111	7,500.00	27,954.00	43,478.00	4,783.60	-	3,024.00	-	20,258.00	8,393.00	6,700.00	29,717.00	18,875.00	52,703.00
121	7,500.00	17,789.00	15,948.00	4,783.60	-	34,025.00	-	15,800.00	2,760.00	4,155.00	13,594.00	11,934.00	38,916.00
131	150,658.00	890,295.00	1,320,577.00	167,426.00	73,820.12	234,798.00	-	398,388.00	244,636.00	163,691.00	1,012,470.00	145,513.00	969,714.00
132	64,374.00	361,138.00	809,958.00	119,590.00	-	78,266.00	-	166,356.00	132,344.00	72,723.00	444,070.00	44,224.00	425,032.00
133	7,500.00	32,833.00	86,307.00	-	32,000.00	3,024.00	-	22,397.00	12,054.00	7,880.00	37,035.00	18,038.00	60,625.00
134	45,427.00	211,080.00	287,756.00	105,239.20	31,000.00	78,266.00	-	100,557.00	58,582.00	49,808.00	299,788.00	35,028.00	305,696.00
135	7,500.00	31,309.00	36,491.00	4,783.60	32,610.00	3,024.00	-	21,729.00	7,266.00	6,783.00	30,047.00	22,734.00	50,338.00
136	11,138.00	50,317.00	65,548.00	9,567.20	-	7,777.00	-	30,064.00	15,209.00	12,332.00	64,728.00	33,290.00	88,909.00
137	12,272.00	67,121.00	81,496.00	4,783.60	-	7,777.00	-	37,432.00	17,349.00	14,456.00	77,915.00	48,777.00	98,647.00
139	101,573.00	540,939.00	821,534.00	71,754.00	-	156,532.00	-	245,198.00	144,061.00	114,569.00	701,776.00	79,416.00	657,763.00
148	7,500.00	35,151.00	32,119.00	-	-	3,024.00	-	23,414.00	6,928.00	8,452.00	40,615.00	35,674.00	62,405.00
149	7,500.00	17,149.00	10,271.00	4,783.60	-	34,025.00	-	15,520.00	2,507.00	3,748.00	11,113.00	14,730.00	36,418.00
150	11,277.00	54,069.00	95,261.00	4,783.60	37,800.00	7,777.00	-	31,709.00	14,223.00	13,247.00	70,408.00	-	88,972.00
151	64,488.00	329,504.00	618,118.00	43,052.40	29,443.44	92,091.00	-	152,485.00	102,265.00	66,621.00	406,517.00	133,342.00	408,333.00
161	7,500.00	16,264.00	13,110.00	4,783.60	-	34,025.00	-	15,132.00	2,647.00	3,393.00	8,878.00	26,042.00	34,235.00
171	18,108.00	79,787.00	95,045.00	33,485.20	-	41,802.00	-	42,986.00	17,434.00	16,642.00	92,023.00	35,323.00	107,049.00
181	7,500.00	27,832.00	27,746.00	-	14,960.00	34,025.00	-	20,204.00	8,703.00	5,628.00	23,359.00	8,128.00	46,940.00
182	7,500.00	17,342.00	21,631.00	9,567.20	-	34,025.00	-	15,604.00	3,859.00	4,730.00	16,599.00	17,060.00	41,379.00
191	4,500.00	987.00	439.00	-	-	-	-	8,432.00	113.00	2,034.00	224.00	417.00	6,918.00
192	7,500.00	34,023.00	40,423.00	-	-	3,024.00	-	22,919.00	7,604.00	6,752.00	29,868.00	17,046.00	53,792.00

Another Choice Virtual Charter School

School	National Board for Professional Development										School Buildings Maintenance (Lottery)	School Buildings Maintenance Match	Technology (Classroom, Wireless, Instructional Management System)
	IT Staffing	Leadership Premiums	Literacy Proficiency	Master Educator Premiums	Mastery Based System Development	Math and Science Requirement	Teaching Standards	Professional Development	Remediation	Safe & Drug-Free			
193	41,137.00	211,710.00	421,035.00	33,485.20	-	78,266.00	-	100,833.00	74,776.00	47,840.00	288,595.00	-	284,719.00
201	25,420.00	127,075.00	197,300.00	-	16,320.00	78,266.00	-	63,721.00	38,923.00	29,863.00	174,737.00	28,662.00	185,994.00
202	9,387.00	47,268.00	64,893.00	23,918.00	31,270.00	7,777.00	-	28,727.00	7,661.00	10,907.00	55,890.00	41,302.00	78,867.00
215	26,991.00	136,111.00	192,056.00	-	47,035.85	65,628.00	-	67,684.00	38,980.00	27,873.00	161,764.00	-	178,005.00
221	27,498.00	147,751.00	272,680.00	23,918.00	4,437.09	78,266.00	-	72,788.00	47,908.00	30,978.00	185,415.00	-	191,702.00
231	15,476.00	81,321.00	132,191.00	95,672.00	-	57,851.00	-	43,659.00	26,925.00	18,082.00	100,765.00	-	116,986.00
232	12,898.00	70,648.00	157,755.00	-	-	7,777.00	-	38,979.00	25,179.00	15,249.00	83,014.00	2,620.00	102,098.00
233	7,500.00	23,197.00	32,119.00	-	-	34,025.00	-	18,172.00	5,267.00	5,671.00	23,107.00	16,342.00	53,539.00
234	7,500.00	14,983.00	14,204.00	-	-	34,025.00	-	14,570.00	2,845.00	3,501.00	9,491.00	10,681.00	33,410.00
242	7,500.00	29,591.00	30,368.00	43,052.40	-	3,024.00	-	20,975.00	4,084.00	6,688.00	29,297.00	40,525.00	53,717.00
243	7,500.00	16,264.00	13,326.00	-	6,800.00	34,025.00	-	15,132.00	1,831.00	3,408.00	9,039.00	16,717.00	34,330.00
244	15,905.00	75,425.00	111,432.00	19,134.40	-	10,801.00	-	41,074.00	19,687.00	16,292.00	89,420.00	54,998.00	106,570.00
251	70,699.00	340,564.00	585,344.00	57,403.20	-	78,266.00	-	157,334.00	92,323.00	74,669.00	456,278.00	1,049.00	474,960.00
252	9,478.00	42,185.00	53,966.00	4,783.60	-	7,777.00	-	26,498.00	10,928.00	10,375.00	52,531.00	34,313.00	77,223.00
253	8,439.00	37,947.00	41,734.00	4,783.60	6,800.00	7,777.00	-	24,639.00	9,632.00	9,262.00	45,514.00	44,790.00	68,525.00
261	46,148.00	239,552.00	457,742.00	33,485.20	30,630.00	78,266.00	2,391.80	113,042.00	88,661.00	50,593.00	304,727.00	17,052.00	316,198.00
262	7,509.00	43,558.00	52,655.00	14,350.80	-	7,777.00	-	27,100.00	11,491.00	8,967.00	43,886.00	-	65,107.00
271	114,510.00	654,005.00	906,090.00	234,396.40	-	156,532.00	-	294,777.00	146,708.00	131,645.00	813,766.00	-	746,608.00
272	49,324.00	252,665.00	386,294.00	4,783.60	6,300.00	136,117.00	4,783.60	118,792.00	62,046.00	57,444.00	337,878.00	-	331,719.00
273	66,800.00	336,243.00	637,343.00	66,970.40	-	78,266.00	-	155,440.00	90,126.00	75,307.00	458,634.00	-	445,831.00
274	7,500.00	18,297.00	11,582.00	-	-	34,025.00	-	16,023.00	2,309.00	3,695.00	10,696.00	2,332.00	36,631.00
281	24,290.00	172,604.00	169,769.00	52,619.60	-	78,266.00	2,391.80	83,686.00	25,207.00	28,628.00	167,314.00	-	179,567.00
282	7,500.00	25,819.00	17,914.00	14,350.80	-	34,025.00	-	19,322.00	2,619.00	5,691.00	23,240.00	9,641.00	46,618.00
283	7,500.00	18,907.00	25,125.00	4,783.60	-	34,025.00	-	16,291.00	4,591.00	4,911.00	18,282.00	19,570.00	43,783.00
285	7,500.00	34,033.00	46,755.00	9,567.20	-	3,024.00	-	22,923.00	8,477.00	7,521.00	34,893.00	9,629.00	56,516.00
287	7,500.00	22,160.00	17,482.00	14,350.80	-	34,025.00	-	17,717.00	1,296.00	5,341.00	21,147.00	15,869.00	45,412.00
288	7,500.00	19,395.00	23,814.00	-	-	34,025.00	-	16,505.00	3,042.00	4,798.00	17,520.00	9,360.00	41,333.00
291	9,355.00	49,678.00	77,563.00	14,350.80	31,561.49	7,777.00	-	29,783.00	14,420.00	11,022.00	56,882.00	-	72,759.00
292	7,500.00	12,706.00	12,015.00	-	-	34,025.00	-	13,572.00	1,662.00	3,179.00	7,505.00	14,465.00	34,088.00
302	7,500.00	16,955.00	10,488.00	14,350.80	-	34,025.00	-	15,435.00	1,183.00	3,824.00	11,477.00	20,344.00	37,504.00
304	7,500.00	35,070.00	44,356.00	-	-	3,024.00	-	23,378.00	7,858.00	6,602.00	29,179.00	37,080.00	53,902.00
305	7,500.00	16,264.00	19,448.00	-	-	34,025.00	-	15,132.00	2,957.00	3,934.00	12,257.00	12,152.00	37,373.00
312	7,500.00	36,595.00	65,109.00	-	6,800.00	3,024.00	-	24,046.00	10,280.00	7,608.00	35,400.00	18,076.00	60,623.00
314	7,500.00	15,248.00	19,664.00	-	-	34,025.00	-	14,686.00	3,183.00	4,320.00	14,667.00	36,520.00	40,813.00
316	7,500.00	17,281.00	24,036.00	-	-	34,025.00	-	15,577.00	3,408.00	4,525.00	15,877.00	6,030.00	39,470.00
321	59,768.00	289,524.00	377,118.00	310,934.00	-	78,266.00	-	134,954.00	72,580.00	67,571.00	399,470.00	12,742.00	398,753.00
322	19,243.00	90,806.00	115,148.00	-	-	57,851.00	-	47,817.00	20,954.00	21,132.00	119,640.00	22,918.00	139,015.00
331	48,974.00	252,909.00	509,748.00	23,918.00	39,748.00	78,266.00	-	118,899.00	82,719.00	51,201.00	309,117.00	14,924.00	326,391.00
340	51,445.00	310,759.00	383,240.00	76,537.60	-	78,266.00	-	144,266.00	71,312.00	57,522.00	348,828.00	-	349,536.00
341	7,500.00	40,661.00	76,908.00	-	-	3,024.00	-	25,829.00	11,519.00	7,932.00	37,764.00	44,230.00	60,054.00
342	7,500.00	13,978.00	8,960.00	-	-	34,025.00	-	14,129.00	2,169.00	3,202.00	7,645.00	17,077.00	33,345.00
351	81,721.00	385,067.00	297,149.00	9,567.20	30,400.00	7,777.00	-	176,849.00	46,866.00	42,669.00	253,560.00	-	576,494.00
363	10,633.00	55,197.00	99,633.00	-	-	7,777.00	-	32,203.00	13,209.00	12,013.00	63,018.00	24,534.00	85,931.00
364	4,500.00	1,017.00	655.00	-	-	-	-	8,446.00	-	2,093.00	608.00	1,281.00	7,513.00
365	7,500.00	25,413.00	27,091.00	-	-	34,025.00	-	19,143.00	6,140.00	5,559.00	22,408.00	37,420.00	46,899.00
370	14,728.00	73,230.00	128,691.00	-	-	57,851.00	-	40,111.00	23,996.00	16,460.00	90,673.00	44,149.00	113,740.00

Another Choice Virtual Charter School

School	National Board for Professional Development												Technology (Classroom, Wireless, Instructional Management System)
	IT Staffing	Leadership Premiums	Literacy Proficiency	Master Educator Premiums	Mastery Based System Development	Math and Science Requirement	Teaching Standards	Professional Development	Remediation	Safe & Drug-Free	School Buildings Maintenance (Lottery)	School Buildings Maintenance Match	
371	15,448.00	85,713.00	168,242.00	-	-	57,851.00	-	45,584.00	31,572.00	17,950.00	100,848.00	63,303.00	115,369.00
372	11,790.00	55,391.00	74,069.00	14,350.80	-	7,777.00	-	32,288.00	14,026.00	13,435.00	71,642.00	34,862.00	93,645.00
373	20,227.00	91,924.00	165,837.00	4,783.60	-	57,851.00	-	48,308.00	26,897.00	21,731.00	123,461.00	20,811.00	143,566.00
381	17,883.00	97,535.00	140,057.00	57,403.20	-	57,851.00	-	50,768.00	30,192.00	20,325.00	115,103.00	53,537.00	131,687.00
382	7,500.00	17,353.00	9,832.00	4,783.60	-	34,025.00	-	15,609.00	1,915.00	4,040.00	12,871.00	51,742.00	38,358.00
383	4,500.00	2,033.00	1,095.00	-	-	-	-	8,891.00	28.00	2,188.00	1,189.00	-	7,731.00
391	12,441.00	73,108.00	122,575.00	-	-	7,777.00	-	40,057.00	17,575.00	14,502.00	78,661.00	61,164.00	96,659.00
392	7,500.00	15,248.00	8,082.00	-	-	34,025.00	-	14,686.00	2,169.00	3,159.00	7,357.00	57,698.00	28,604.60
393	7,500.00	43,416.00	51,127.00	-	-	3,024.00	-	27,037.00	7,999.00	7,746.00	36,409.00	26,662.00	58,731.00
394	4,500.00	1,931.00	3,061.00	-	-	-	-	8,847.00	-	2,290.00	1,848.00	-	8,165.00
401	20,712.00	115,406.00	165,181.00	43,052.40	-	57,851.00	4,783.60	58,604.00	33,628.00	23,433.00	134,754.00	-	148,582.00
411	105,327.00	522,794.00	945,642.00	215,262.00	-	156,532.00	-	237,241.00	153,552.00	116,097.00	714,009.00	637.00	682,188.00
412	15,032.00	76,706.00	149,010.00	-	13,808.95	57,851.00	-	41,635.00	25,714.00	17,181.00	95,160.00	19,152.00	113,616.00
413	19,632.00	93,519.00	149,450.00	38,268.80	-	57,851.00	-	49,008.00	29,319.00	21,331.00	121,469.00	34,078.00	139,592.00
414	22,967.00	115,801.00	193,367.00	9,567.20	6,482.34	57,851.00	-	58,778.00	34,670.00	26,628.00	154,641.00	15,260.00	160,339.00
415	7,500.00	25,189.00	26,875.00	4,783.60	-	34,025.00	-	19,045.00	5,239.00	5,855.00	24,283.00	27,875.00	49,463.00
416	4,500.00	915.00	1,311.00	-	-	-	-	8,401.00	56.00	2,086.00	542.00	811.00	6,717.00
417	7,500.00	23,380.00	39,768.00	4,783.60	-	3,024.00	-	18,252.00	7,548.00	5,896.00	24,305.00	14,779.00	49,727.00
418	7,500.00	27,701.00	32,335.00	-	-	34,025.00	-	20,146.00	4,563.00	6,424.00	27,695.00	5,815.00	53,983.00
421	16,071.00	96,763.00	101,160.00	124,373.60	-	57,851.00	-	50,429.00	12,195.00	17,533.00	97,625.00	-	118,047.00
422	7,500.00	19,314.00	18,793.00	4,783.60	-	34,025.00	-	16,469.00	2,985.00	4,233.00	14,153.00	2,652.00	40,566.00
431	18,047.00	90,958.00	131,752.00	9,567.20	-	57,851.00	-	47,884.00	27,573.00	20,076.00	113,619.00	73,280.00	129,871.00
432	7,500.00	15,532.00	12,893.00	-	-	34,025.00	-	14,811.00	2,394.00	3,523.00	9,663.00	16,047.00	37,648.00
433	7,500.00	14,617.00	8,305.00	-	-	34,025.00	-	14,410.00	1,915.00	3,280.00	8,129.00	11,267.00	34,491.00
768	7,500.00	15,258.00	-	4,783.60	-	7,777.00	-	14,690.00	422.00	4,367.00	14,910.00	-	41,093.00
785	7,500.00	15,746.00	-	9,567.20	-	7,777.00	-	14,904.00	197.00	4,282.00	14,345.00	-	40,221.00
795	15,207.00	69,123.00	119,737.00	19,134.40	-	7,777.00	-	38,310.00	17,659.00	16,706.00	92,069.00	-	118,351.00
796	7,500.00	20,280.00	54,189.00	-	-	-	-	16,892.00	6,337.00	6,808.00	31,259.00	-	57,156.00
751	7,500.00	13,520.00	-	-	6,800.00	-	-	13,928.00	-	4,441.00	15,526.00	-	41,200.00
794	7,500.00	13,215.00	-	-	-	-	-	13,795.00	-	4,433.00	15,094.00	-	36,804.00
813	7,500.00	12,717.00	17,259.00	-	-	-	-	13,576.00	2,563.00	4,196.00	13,844.00	-	39,475.00
790	4,500.00	17,891.00	-	-	-	-	-	15,845.00	-	4,472.00	15,550.00	-	19,933.20
451	7,500.00	17,820.00	15,515.00	4,783.60	-	7,777.00	-	15,814.00	2,197.00	6,716.00	29,584.00	-	52,059.00
452	43,022.00	111,532.00	79,529.00	23,918.00	6,800.00	78,266.00	-	56,906.00	33,121.00	23,316.00	137,221.00	-	284,034.00
453	9,067.00	26,867.00	24,692.00	-	-	7,777.00	-	19,781.00	4,450.00	7,652.00	37,399.00	-	62,709.00
454	7,500.00	17,027.00	17,259.00	4,783.60	-	-	-	15,466.00	3,830.00	4,947.00	18,529.00	-	43,935.00
455	14,537.00	65,301.00	35,835.00	33,485.20	-	7,777.00	-	36,634.00	7,407.00	15,830.00	86,405.00	-	113,846.00
456	7,500.00	16,691.00	18,353.00	14,350.80	-	-	-	15,319.00	2,056.00	5,287.00	20,516.00	-	45,693.00
457	21,933.00	54,191.00	35,835.00	-	-	57,851.00	-	31,762.00	16,758.00	13,584.00	73,439.00	-	161,770.00
458	7,500.00	17,748.00	17,698.00	-	-	7,777.00	-	15,783.00	3,408.00	6,971.00	31,126.00	-	54,934.00
460	7,500.00	25,921.00	53,966.00	9,567.20	-	-	-	19,366.00	8,055.00	8,503.00	40,540.00	-	64,223.00
461	7,500.00	17,901.00	23,597.00	-	-	34,025.00	-	15,849.00	3,436.00	6,395.00	27,484.00	-	50,751.00
462	8,564.00	34,562.00	44,573.00	-	-	3,024.00	-	23,155.00	8,393.00	10,596.00	53,549.00	-	73,632.00
463	9,401.00	32,020.00	41,512.00	4,783.60	-	7,777.00	-	22,041.00	8,477.00	10,645.00	54,083.00	-	78,214.00
464	7,764.00	33,077.00	73,414.00	-	36,234.37	-	-	22,504.00	7,182.00	9,150.00	44,665.00	-	71,248.00
465	7,500.00	14,638.00	28,402.00	4,783.60	31,000.00	34,025.00	-	14,419.00	4,168.00	4,614.00	16,498.00	-	40,415.00

Another Choice Virtual Charter School

School	National Board for Professional Development												Technology (Classroom, Wireless, Instructional Management System)
	IT Staffing	Leadership Premiums	Literacy Proficiency	Master Educator Premiums	Mastery Based System Development	Math and Science Requirement	Teaching Standards	Professional Development	Remediation	Safe & Drug-Free	School Buildings Maintenance (Lottery)	School Buildings Maintenance Match	
466	12,156.00	26,877.00	-	-	-	78,266.00	-	19,785.00	4,816.00	8,827.00	45,215.00	-	80,179.00
468	7,500.00	26,063.00	31,135.00	-	-	-	-	19,429.00	8,815.00	6,032.00	25,439.00	-	47,140.00
469	7,500.00	21,530.00	-	-	-	3,024.00	-	17,441.00	3,887.00	5,426.00	22,397.00	-	46,541.00
470	7,500.00	7,919.00	-	-	-	-	-	11,472.00	1,887.00	4,500.00	16,384.00	-	49,827.00
472	7,500.00	12,767.00	22,070.00	-	-	-	-	13,598.00	2,084.00	4,257.00	14,214.00	-	40,044.00
473	7,500.00	15,248.00	49,161.00	-	-	-	-	14,686.00	9,548.00	5,592.00	22,917.00	-	42,937.00
474	7,500.00	13,215.00	48,506.00	-	-	-	-	13,795.00	4,168.00	4,848.00	18,038.00	-	40,245.00
475	12,179.00	73,047.00	39,113.00	4,783.60	-	7,777.00	-	40,030.00	11,547.00	13,746.00	73,408.00	-	96,187.00
476	7,500.00	33,820.00	16,826.00	4,783.60	-	7,777.00	-	22,830.00	11,519.00	8,114.00	38,455.00	-	57,677.00
477	7,500.00	29,225.00	125,636.00	-	-	-	-	20,815.00	11,294.00	9,304.00	45,932.00	-	57,623.00
478	7,500.00	12,961.00	20,104.00	-	-	-	-	13,683.00	3,999.00	5,558.00	22,266.00	-	46,135.00
479	7,500.00	12,351.00	26,875.00	-	-	-	-	13,416.00	4,760.00	3,657.00	10,547.00	-	37,399.00
480	8,078.00	29,083.00	34,085.00	-	-	3,024.00	-	20,752.00	2,507.00	8,592.00	41,383.00	-	68,418.00
481	7,500.00	26,938.00	79,529.00	-	-	-	-	19,812.00	11,829.00	7,757.00	35,965.00	-	61,047.00
482	7,500.00	22,567.00	41,512.00	-	31,680.00	34,025.00	-	17,895.00	3,408.00	6,768.00	29,917.00	-	57,018.00
483	4,500.00	7,675.00	30,368.00	-	-	-	-	11,365.00	1,803.00	2,990.00	6,391.00	-	34,002.00
485	5,625.00	10,368.00	-	-	3,400.00	3,024.00	-	12,546.00	817.00	3,379.00	8,635.00	-	33,669.00
486	4,500.00	3,680.00	8,305.00	-	-	-	-	9,614.00	1,380.00	2,667.00	4,209.00	-	17,735.60
487	7,500.00	23,278.00	-	-	-	7,777.00	-	18,207.00	5,661.00	5,713.00	23,171.00	-	47,741.00
488	4,738.00	8,773.00	26,658.00	-	-	-	-	11,847.00	1,887.00	3,289.00	8,135.00	-	34,916.00
489	7,500.00	13,540.00	-	4,783.60	-	7,777.00	-	13,937.00	1,662.00	4,026.00	13,086.00	-	45,121.00
491	8,769.00	32,528.00	-	47,836.00	-	7,777.00	-	22,264.00	2,732.00	9,924.00	49,692.00	-	71,734.00
492	7,500.00	27,823.00	33,213.00	-	-	-	-	20,200.00	5,886.00	6,430.00	27,647.00	-	57,188.00
493	11,836.00	49,687.00	39,984.00	4,783.60	-	7,777.00	-	29,788.00	9,153.00	13,830.00	74,117.00	-	95,579.00
494	7,500.00	18,044.00	48,506.00	-	-	-	-	15,912.00	6,168.00	6,140.00	25,799.00	-	50,907.00
495	7,500.00	30,089.00	46,978.00	-	-	-	-	21,194.00	7,266.00	8,590.00	41,335.00	-	67,731.00
496	7,500.00	20,219.00	35,835.00	-	-	-	-	16,866.00	2,422.00	5,596.00	23,017.00	-	55,681.00
497	7,500.00	11,182.00	-	-	-	7,777.00	-	12,903.00	3,774.00	5,073.00	20,253.00	-	43,444.00
498	7,500.00	20,330.00	39,657.00	-	-	-	-	16,915.00	2,591.00	6,394.00	27,955.00	-	59,348.00
499	7,500.00	21,347.00	79,641.00	4,783.60	-	-	-	17,360.00	1,859.00	5,540.00	22,073.00	-	49,809.00
508	7,500.00	17,281.00	-	-	-	-	-	15,577.00	-	2,000.00	-	-	47,045.00
511	7,500.00	19,761.00	70,792.00	-	-	-	-	16,665.00	4,196.00	5,216.00	20,427.00	-	47,700.00
513	7,500.00	14,994.00	38,673.00	-	10,000.00	-	-	14,575.00	4,647.00	4,441.00	15,737.00	-	40,603.00
518	4,500.00	16,772.00	-	-	-	-	-	15,355.00	-	4,465.00	15,499.00	-	23,874.80
523	8,883.00	31,238.00	-	-	32,000.00	-	-	21,697.00	6,731.00	5,701.00	23,476.00	-	55,363.00
528	7,500.00	30,495.00	45,228.00	4,783.60	-	-	-	21,372.00	4,028.00	5,155.00	19,954.00	-	53,352.00
531	4,500.00	3,761.00	-	-	-	-	-	9,649.00	1,577.00	2,687.00	4,315.00	-	19,979.60
532	7,500.00	25,647.00	54,405.00	-	-	-	-	19,246.00	4,084.00	5,521.00	22,458.00	-	56,102.00
534	8,246.00	21,073.00	18,353.00	-	-	7,777.00	-	17,240.00	8,196.00	5,904.00	25,201.00	-	68,337.00
540	4,500.00	1,017.00	-	-	-	-	-	8,446.00	-	2,000.00	-	-	7,628.00
544	7,500.00	14,231.00	-	-	-	-	-	14,240.00	-	2,000.00	-	-	45,592.00
550	5,013.00	9,657.00	-	-	-	-	-	12,234.00	-	2,000.00	-	-	36,184.00
553	4,500.00	9,149.00	-	-	-	-	-	12,012.00	-	2,000.00	-	-	34,849.00
555	7,500.00	13,032.00	-	-	-	-	-	13,714.00	1,774.00	3,446.00	9,368.00	25,030.00	34,905.00
559	7,500.00	20,330.00	13,326.00	4,783.60	-	34,025.00	-	16,915.00	3,211.00	6,618.00	28,880.00	-	52,161.00
4,000,000.00 19,142,870.00 26,146,800.00 8,907,063.20 964,221.95 6,507,917.00 26,309.80 9,850,000.00 4,715,000.00 4,021,602.00 22,866,810.00 2,624,768.00 26,500,000.00													

Another Choice Virtual Charter School

School	Another Choice Virtual Charter School												
	IT Staffing	Leadership Premiums	Literacy Proficiency	Master Educator Premiums	Mastery Based System Development	Math and Science Requirement	National Board for Professional Teaching Standards	Professional Development	Remediation	Safe & Drug-Free	School Buildings Maintenance (Lottery)	School Buildings Maintenance Match	Technology (Classroom, Wireless, Instructional Management System)

School	Unemployment Insurance (paid directly to DOL) (net of CARES Act Credit)	Total State Support Paid as of July 15, 2021
001	131,306.35	148,020,249.26
002	146,658.53	230,091,886.23
003	126,222.82	32,607,097.39
011	1,712.77	1,664,395.43
013	5,064.82	2,363,931.26
021	2,803.70	7,884,102.54
025	26,498.59	71,004,740.49
033	1,571.80	8,099,464.87
041	3,040.41	6,547,919.04
044	9,534.49	3,131,807.62
052	5,043.31	12,757,880.74
055	9,542.42	24,494,251.74
058	(460.58)	5,248,609.09
059	147.28	5,267,544.44
060	1,974.35	13,308,778.07
061	16,072.53	19,384,970.82
071	8,323.70	2,500,375.29
072	1,620.39	2,733,578.31
073	5,837.76	2,086,524.41
083	7,503.26	6,380,786.46
084	35,993.43	22,569,093.78
091	29,393.22	58,739,595.73
092	20.70	688,543.41
093	15,929.06	78,617,218.01
101	12,427.53	8,470,687.73
111	61.44	3,109,894.11
121	564.29	1,849,557.53
131	50,882.59	81,485,148.96
132	24,083.94	35,953,840.11
133	65.16	3,659,327.94
134	11,932.10	23,859,145.64
135	268.23	3,240,857.00
136	234.75	5,951,134.15
137	1,650.74	6,873,489.34
139	37,819.18	59,856,982.20
148	2,548.12	4,082,668.54
149	6,838.57	1,675,628.08
150	2,644.62	6,483,181.81
151	83,753.97	34,296,930.06
161	2,251.13	1,637,517.45
171	15,266.57	9,077,332.54
181	867.67	2,652,931.36
182	2,571.66	2,020,260.94
191	-	166,983.17
192	3,553.16	3,192,848.44

Another Choice Virtual Charter School

School	Unemployment Insurance (paid directly to DOL) (net of CARES Act Credit)	Total State Support Paid as of July 15, 2021
193	4,283.30	21,591,395.93
201	3,035.05	13,084,597.84
202	662.83	5,007,731.20
215	3,340.09	13,900,966.73
221	15,067.44	14,993,276.26
231	1,907.06	8,189,715.80
232	1,531.78	7,045,069.93
233	432.57	2,779,199.19
234	627.36	1,637,799.99
242	1,897.72	3,299,931.73
243	227.66	1,667,279.86
244	11,383.53	8,676,954.20
251	10,419.49	37,217,715.90
252	1,480.11	4,897,330.13
253	2,461.44	4,678,076.18
261	7,021.12	25,259,499.70
262	710.99	4,200,557.88
271	41,928.08	58,795,741.08
272	45,146.51	25,803,072.37
273	21,327.23	34,854,149.68
274	2,149.75	1,775,012.86
281	16,487.26	12,936,060.17
282	1,009.71	2,668,994.69
283	136.77	2,307,280.07
285	1,604.41	3,427,622.49
287	1,888.69	2,362,765.09
288	4,756.76	2,213,430.34
291	2,278.71	4,977,022.24
292	(25.96)	1,621,003.01
302	81.97	1,852,321.79
304	337.13	3,174,522.83
305	-	1,877,171.06
312	3,712.50	3,657,144.34
314	56.18	1,944,524.77
316	746.81	1,995,627.27
321	6,261.77	31,270,143.77
322	5,963.29	10,454,890.26
331	13,497.81	26,381,253.45
340	16,601.17	27,510,922.82
341	613.60	3,753,870.22
342	1,259.55	1,550,893.44
351	1,505.60	35,862,793.24
363	6,620.57	5,842,656.51
364	-	203,946.97
365	3,193.21	3,624,553.05
370	4,250.07	7,685,502.76

Another Choice Virtual Charter School

School	Unemployment Insurance (paid directly to DOL) (net of CARES Act Credit)	Total State Support Paid as of July 15, 2021
371	8,790.79	8,174,670.53
372	3,159.29	6,250,144.20
373	5,750.42	10,502,747.12
381	1,761.91	9,797,569.88
382	887.65	1,771,560.38
383	-	305,717.04
391	5,559.12	6,951,824.19
392	147.17	1,518,124.45
393	743.91	3,573,853.40
394	-	361,979.92
401	5,541.97	11,532,535.09
411	30,040.07	56,031,607.72
412	1,334.86	7,894,923.00
413	2,439.25	10,354,318.31
414	1,336.65	12,206,744.80
415	28.42	2,617,753.03
416	-	153,106.12
417	607.23	2,633,481.62
418	-	3,300,093.39
421	6,903.57	8,935,624.57
422	2,455.66	1,955,762.59
431	1,524.15	9,309,906.21
432	1,344.86	1,753,457.12
433	462.09	1,691,497.98
768	5.93	2,054,825.39
785	-	2,057,851.15
795	4,295.00	8,139,551.11
796	248.06	2,846,216.05
751	-	1,980,224.59
794	8.90	1,718,967.89
813	159.33	1,364,744.30
790	-	1,089,926.18
451	401.49	2,958,513.64
452	7,181.27	22,690,704.09
453	1,851.39	4,636,425.57
454	61.02	1,781,734.12
455	7,011.05	7,884,385.08
456	40.89	2,094,452.38
457	(2,399.89)	10,446,720.72
458	-	3,374,852.60
460	670.44	3,326,431.43
461	76.83	2,689,018.86
462	2,528.48	4,438,915.11
463	(149.47)	5,249,050.90
464	2,687.84	4,113,546.39
465	1,507.47	1,723,017.64

Another Choice Virtual Charter School

School	Unemployment Insurance (paid directly to DOL) (net of CARES Act Credit)	Total State Support Paid as of July 15, 2021
466	-	6,407,207.88
468	842.03	2,153,876.11
469	-	3,048,198.41
470	-	2,943,558.99
472	1,775.04	1,334,058.94
473	3,468.72	1,551,466.25
474	707.52	1,400,803.58
475	1,961.10	6,480,732.87
476	309.43	3,237,239.31
477	4,348.23	2,726,410.64
478	-	2,014,850.01
479	991.86	1,390,218.14
480	-	4,026,804.15
481	1,077.25	3,256,435.32
482	796.81	2,880,123.90
483	34.90	892,698.46
485	853.17	1,308,664.91
486	150.44	464,818.57
487	4,002.64	2,570,217.67
488	6,784.20	937,797.76
489	-	2,254,766.05
491	7,355.82	4,618,691.89
492	682.30	2,928,335.23
493	1,967.13	6,642,388.15
494	639.65	2,325,906.90
495	-	3,577,032.90
496	9.26	2,427,902.19
497	-	1,896,504.76
498	903.43	3,077,214.44
499	5,062.02	1,919,495.01
508	-	1,568,550.31
511	2,197.96	1,979,719.46
513	1,104.17	1,603,744.68
518	-	1,085,804.66
523	483.59	4,579,534.40
528	3,300.07	2,427,819.20
531	-	575,612.27
532	20.27	2,586,198.20
534	0.55	4,117,229.58
540	-	135,249.43
544	-	1,411,311.74
550	-	918,026.40
553	-	743,559.84
555	6,170.66	1,295,990.80
559	-	3,043,231.04
	1,286,524.51	1,955,306,761.87

Another Choice Virtual Charter School

School	Unemployment	Total State Support
	Insurance (paid directly to DOL) (net of CARES Act Credit)	Paid as of July 15, 2021

Another Choice Virtual Charter School

2020-2022 Federal Final Allocations Authorized through the Every Student Succeeds Act Updated 11/09/2020

School Year	Local Education Agency Number	Local Education Agency	Title I-A Improving Basic Programs	Set-aside to support Neglected and At-Risk Youth, included in Title I-A allocation.	Title I-C Education of Migratory Children	Title I-C ID&R	Title II-A Supporting Effective Instruction	Title III-A English Language Acquisition	Title III-A Immigrant	English Learner	Title IV-A Student Support and Academic Enrichment	Title V-B Rural Education Program	Title I-D Neglected or Delinquent, Subpart 1	Title I-D Neglected or Delinquent, Subpart 2	Title IX-A Homeless Children and Youths
2020-2021	1	BOISE INDEPENDENT DISTRICT	\$4,493,376	\$21,435			\$723,979	\$262,848	\$41,616	\$527,945	\$457,787			\$33,013	\$31,400
2020-2021	2	JOINT SCHOOL DISTRICT NO. 2	\$4,227,440				\$846,367	\$187,868	\$27,370	\$377,971	\$369,726				\$24,840
2020-2021	3	KUNA JOINT DISTRICT	\$890,766		\$92,056		\$126,659	\$24,473		\$49,155	\$102,387				
2020-2021	11	MEADOWS VALLEY DISTRICT	\$59,041				\$10,626			\$837	\$10,000				
2020-2021	13	COUNCIL DISTRICT	\$64,250				\$11,788				\$10,000				
2020-2021	21	MARSH VALLEY JOINT DISTRICT	\$205,353				\$44,187				\$19,813				
2020-2021	25	POCATELLO DISTRICT	\$2,598,524	\$15,428			\$437,107	\$12,497		\$25,101	\$256,300			\$90,043	\$12,440
2020-2021	33	BEAR LAKE COUNTY DISTRICT	\$181,296				\$35,226			\$209	\$17,882				
2020-2021	41	ST MARIES JOINT DISTRICT	\$161,564				\$32,940			\$418	\$15,936				
2020-2021	44	PLUMMER-WORLEY JOINT DISTRICT	\$285,915				\$40,876				\$28,201	\$6,440			
2020-2021	52	SNAKE RIVER DISTRICT	\$319,711		\$15,972		\$51,237	\$10,310		\$20,708	\$36,748	\$34,222			
2020-2021	55	BLACKFOOT DISTRICT	\$699,474		\$51,964	\$58,808	\$136,047	\$36,241		\$72,791	\$56,497				\$7,717
2020-2021	58	ABERDEEN DISTRICT	\$153,444		\$88,657		\$27,999	\$25,931		\$52,084	\$16,070				
2020-2021	59	FIRTH DISTRICT	\$87,902				\$21,623			\$3,765	\$10,000				
2020-2021	60	SHELLEY JOINT DISTRICT	\$258,656		\$17,105		\$54,768	\$11,351		\$22,800	\$25,512				
2020-2021	61	BLAINE COUNTY DISTRICT	\$282,844				\$68,565	\$77,584		\$155,832	\$28,795				
2020-2021	71	GARDEN VALLEY DISTRICT	\$90,272				\$9,744				\$10,000			\$20,330	
2020-2021	72	BASIN SCHOOL DISTRICT	\$65,100				\$14,818			\$837	\$10,000				
2020-2021	73	HORSESHOE BEND SCHOOL DISTRICT	\$50,761				\$9,173			\$628	\$10,000				
2020-2021	83	WEST BONNER COUNTY DISTRICT	\$417,566				\$58,540			\$209	\$45,330	\$18,414			
2020-2021	84	LAKE PEND OREILLE SCHOOL DISTRICT	\$777,479	\$17,638			\$146,943			\$6,693	\$68,399			\$71,528	\$3,880
2020-2021	91	IDAHO FALLS DISTRICT	\$2,014,250		\$78,351		\$351,241	\$75,085		\$150,812	\$198,671			\$51,720	
2020-2021	92	SWAN VALLEY ELEMENTARY DISTRICT					\$1,456								
2020-2021	93	BONNEVILLE JOINT DISTRICT	\$1,530,312		\$55,795		\$291,695	\$65,608		\$131,778	\$150,939				
2020-2021	101	BOUNDARY COUNTY DISTRICT	\$484,728		\$17,915		\$87,049			\$1,464	\$40,826	\$26,915			
2020-2021	111	BUTTE COUNTY JOINT DISTRICT	\$87,569				\$14,687			\$628	\$10,000				
2020-2021	121	CAMAS COUNTY DISTRICT	\$26,328				\$5,843				\$10,000				
2020-2021	131	NAMPA SCHOOL DISTRICT	\$3,646,265		\$351,552	\$67,179	\$536,398	\$197,449		\$417,087	\$410,389			\$51,115	\$38,295
2020-2021	132	CALDWELL DISTRICT	\$1,940,554		\$632,794		\$305,425	\$129,654		\$260,418	\$191,403			\$118,847	\$17,650
2020-2021	133	WILDER DISTRICT	\$198,407		\$54,230		\$24,477	\$15,621		\$31,376	\$21,538				
2020-2021	134	MIDDLETON DISTRICT	\$345,383		\$94,215		\$73,627	\$12,184		\$24,473	\$35,414				
2020-2021	135	NOTUS DISTRICT	\$78,390				\$11,426			\$8,367	\$10,000				
2020-2021	136	MELBA JOINT DISTRICT	\$116,327		\$38,312		\$21,807			\$14,014	\$11,474				
2020-2021	137	PARMA DISTRICT	\$188,556		\$59,950		\$36,002	\$10,414		\$20,917	\$18,598				
2020-2021	139	VALLIVUE SCHOOL DISTRICT	\$1,234,927		\$538,093		\$242,508	\$123,405	\$15,206	\$247,868	\$121,805				\$12,330
2020-2021	148	GRACE JOINT DISTRICT	\$63,650		\$0		\$13,867			\$0	\$10,000				
2020-2021	149	NORTH GEM DISTRICT	\$18,187				\$3,710				\$10,000				
2020-2021	150	SODA SPRINGS JOINT DISTRICT	\$97,116				\$22,048				\$10,000				
2020-2021	151	CASSIA COUNTY JOINT DISTRICT	\$941,711		\$351,498	\$77,585	\$183,002	\$73,418		\$147,466	\$88,096				
2020-2021	161	CLARK COUNTY DISTRICT	\$34,532				\$5,902			\$6,275	\$10,000				
2020-2021	171	OROFINO JOINT DISTRICT	\$254,584				\$45,134			\$209	\$20,500			\$139,489	\$6,090
2020-2021	181	CHALLIS JOINT DISTRICT	\$144,665				\$21,632			\$628	\$10,000				
2020-2021	182	MACKAY JOINT DISTRICT	\$25,209				\$4,231				\$10,000				
2020-2021	192	GLENNS FERRY JOINT DISTRICT	\$159,301		\$9,389		\$24,282			\$11,504	\$11,540				
2020-2021	193	MOUNTAIN HOME DISTRICT	\$899,462		\$203,431		\$164,108	\$28,118		\$56,476	\$76,169		\$9,576	\$41,960	
2020-2021	201	PRESTON JOINT DISTRICT	\$258,856				\$63,439			\$16,315	\$23,228				
2020-2021	202	WEST SIDE JOINT DISTRICT	\$80,935				\$19,010			\$628	\$10,000				
2020-2021	215	FREMONT COUNTY JOINT DISTRICT	\$522,743		\$18,670		\$93,785	\$16,766		\$33,677	\$50,453	\$42,022		\$33,013	\$3,300
2020-2021	221	EMMETT INDEPENDENT DISTRICT	\$621,995		\$30,326		\$109,120	\$10,831		\$21,754	\$61,006	\$46,167		\$37,415	
2020-2021	231	GOODING JOINT DISTRICT	\$280,715		\$60,705		\$46,845	\$21,661		\$43,508	\$28,092	\$26,115			
2020-2021	232	WENDELL DISTRICT	\$221,111		\$63,403		\$42,791	\$42,593		\$85,551	\$18,571				\$4,380
2020-2021	233	HAGERMAN JOINT DISTRICT	\$84,246				\$15,883			\$5,229	\$10,000				
2020-2021	234	BLISS JOINT DISTRICT	\$32,259				\$4,969			\$3,765	\$10,000				
2020-2021	242	COTTONWOOD JOINT DISTRICT	\$78,131				\$12,156				\$10,000				
2020-2021	243	SALMON RIVER JOINT SCHOOL DISTRICT	\$36,012				\$5,504				\$10,000				
2020-2021	244	MOUNTAIN VIEW SCHOOL DISTRICT	\$257,569				\$51,785				\$24,760				
2020-2021	251	JEFFERSON COUNTY JOINT DISTRICT	\$616,631			\$19,911	\$135,621	\$29,472		\$59,195	\$65,371				\$3,000
2020-2021	252	RIRIE JOINT DISTRICT	\$51,543				\$12,511			\$4,602	\$10,000				
2020-2021	253	WEST JEFFERSON DISTRICT	\$88,528		\$30,056		\$21,258			\$10,668	\$10,000				
2020-2021	261	JEROME JOINT DISTRICT	\$802,062		\$201,488		\$156,224	\$103,098	\$30,411	\$207,079	\$77,962				
2020-2021	262	VALLEY DISTRICT	\$97,111				\$20,561	\$11,872		\$23,845	\$10,000				
2020-2021	271	COEUR D'ALENE DISTRICT	\$1,835,202	\$9,554			\$307,191			\$17,989	\$205,049			\$169,989	\$15,920

Another Choice Virtual Charter School

2020-2021	272	LAKELAND DISTRICT	\$797,383				\$134,569			\$3,974	\$90,115				
2020-2021	273	POST FALLS DISTRICT	\$1,104,282				\$191,301			\$8,367	\$114,161				
2020-2021	274	KOOTENAI DISTRICT	\$49,110				\$8,255				\$10,000				
2020-2021	281	MOSCOW DISTRICT	\$345,662				\$72,265			\$14,851	\$34,094				
2020-2021	282	GENESEE JOINT DISTRICT	\$39,288				\$6,792				\$10,000				
2020-2021	283	KENDRICK JOINT DISTRICT	\$30,973				\$5,174				\$10,000				
2020-2021	285	POTLATCH DISTRICT	\$72,924				\$16,927				\$10,000				
2020-2021	287	TROY SCHOOL DISTRICT	\$31,172				\$8,127				\$10,000				
2020-2021	288	WHITEPINE JOINT SCHOOL DISTRICT	\$37,637				\$8,430				\$10,000				
2020-2021	291	SALMON DISTRICT	\$248,575				\$39,289				\$24,518	\$14,900		\$4,402	\$4,560
2020-2021	292	SOUTH LEMHI DISTRICT	\$20,638				\$2,840			\$837	\$10,000				
2020-2021	302	NEZPERCE JOINT DISTRICT	\$22,008				\$4,851				\$10,000				
2020-2021	304	KAMIAH JOINT DISTRICT	\$376,224				\$47,297				\$30,863				
2020-2021	305	HIGHLAND JOINT DISTRICT	\$31,791				\$5,778				\$10,000				
2020-2021	312	SHOSHONE JOINT DISTRICT	\$104,228		\$14,300		\$20,590	\$14,371		\$28,866	\$10,210				
2020-2021	314	DIETRICH DISTRICT	\$53,883		\$41,765		\$9,844			\$4,183	\$10,000				\$3,000
2020-2021	316	RICHFIELD DISTRICT	\$55,077				\$9,451			\$3,765	\$10,000				
2020-2021	321	MADISON DISTRICT	\$1,047,209		\$21,368		\$198,554	\$18,329		\$36,814	\$98,935				
2020-2021	322	SUGAR-SALEM JOINT DISTRICT	\$215,650				\$46,491			\$11,504	\$16,655				
2020-2021	331	MINIDOKA COUNTY JOINT DISTRICT	\$774,036		\$328,295		\$147,991	\$64,046		\$128,640	\$76,345		\$33,013	\$6,075	
2020-2021	340	LEWISTON INDEPENDENT DISTRICT	\$770,868				\$146,568			\$2,928	\$76,033		\$43,892	\$7,040	
2020-2021	341	LAPWAI DISTRICT	\$169,272				\$21,344				\$17,896				
2020-2021	342	CULDESAC JOINT DISTRICT	\$30,488				\$4,804				\$10,000				
2020-2021	351	ONEIDA COUNTY DISTRICT	\$135,803				\$28,442			\$2,719	\$13,395				
2020-2021	363	MARSING JOINT DISTRICT	\$265,002	\$40,597	\$76,570		\$34,507	\$16,871		\$33,886	\$27,405				\$4,200
2020-2021	364	PLEASANT VALLEY ELEMENTARY DISTRICT													
2020-2021	365	BRUNEAU-GRAND VIEW JOINT SCHOOL DISTRICT	\$115,862		\$12,519		\$19,502			\$8,367	\$11,428				
2020-2021	370	HOMEDALE JOINT DISTRICT	\$276,747		\$114,126		\$44,262	\$17,600		\$35,350	\$29,047	\$22,929			
2020-2021	371	PAYETTE JOINT DISTRICT	\$438,251		\$74,573		\$69,301	\$15,933		\$32,003	\$43,226	\$28,767			\$14,231
2020-2021	372	NEW PLYMOUTH DISTRICT	\$187,597		\$42,251		\$31,829			\$8,367	\$19,075				
2020-2021	373	FRUITLAND DISTRICT	\$208,869		\$66,695		\$44,245	\$15,621		\$31,376	\$20,601				
2020-2021	381	AMERICAN FALLS JOINT DISTRICT	\$360,172		\$50,453		\$62,556	\$35,095		\$70,491	\$35,525	\$26,928			\$3,975
2020-2021	382	ROCKLAND DISTRICT	\$27,416				\$5,406				\$10,000				
2020-2021	391	KELLOGG JOINT DISTRICT	\$321,213	\$4,944			\$53,148			\$418	\$31,682	\$20,537			\$3,615
2020-2021	392	MULLAN DISTRICT	\$61,292				\$7,684				\$10,000				
2020-2021	393	WALLACE DISTRICT	\$163,700				\$27,991			\$209	\$13,678				
2020-2021	394	AVERY ELEMENTARY DISTRICT					\$1,589								
2020-2021	401	TETON COUNTY DISTRICT	\$250,255				\$51,146	\$33,221		\$66,726	\$24,683				
2020-2021	411	TWIN FALLS DISTRICT	\$2,173,445	\$12,288	\$258,794		\$370,458	\$94,871		\$190,555	\$180,379		\$39,616	\$16,840	
2020-2021	412	BUHL JOINT DISTRICT	\$335,302		\$33,995		\$65,639	\$22,286		\$44,763	\$30,816				
2020-2021	413	FILER DISTRICT	\$228,309		\$57,576		\$42,003			\$14,224	\$24,627				
2020-2021	414	KIMBERLY DISTRICT	\$177,714		\$75,221		\$42,829	\$10,414		\$20,917	\$16,818				
2020-2021	415	HANSEN DISTRICT	\$92,980		\$37,718		\$16,629			\$7,530	\$10,000				
2020-2021	416	THREE CREEK JOINT ELEMENTARY DISTRICT													
2020-2021	417	CASTLEFORD DISTRICT	\$64,353				\$10,889			\$6,903	\$10,000				
2020-2021	418	MURTAUGH JOINT DISTRICT	\$47,136		\$49,374		\$9,585			\$8,785	\$10,000				
2020-2021	421	MCCALL-DONNELLY JOINT SCHOOL DISTRICT	\$111,079				\$20,015			\$7,948	\$12,602				
2020-2021	422	CASCADE DISTRICT	\$190,800				\$22,227			\$209	\$16,594	\$4,196			
2020-2021	431	WEISER DISTRICT	\$322,473		\$39,121		\$59,710	\$13,746		\$27,611	\$27,436				\$3,210
2020-2021	432	CAMBRIDGE JOINT DISTRICT	\$44,140				\$5,700				\$10,000				
2020-2021	433	MIDVALE DISTRICT	\$33,436				\$4,362				\$10,000				
2020-2021	451	VICTORY CHARTER SCHOOL, INC.	\$43,328				\$7,786			\$1,464	\$10,000				
2020-2021	452	IDAHO VIRTUAL ACADEMY, INC.	\$519,010				\$74,616			\$1,464	\$52,473				\$4,335
2020-2021	454	ROLLING HILLS PUBLIC CHARTER SCHOOL, INC.	\$40,263				\$7,350			\$1,673	\$10,000				
2020-2021	455	COMPASS PUBLIC CHARTER SCHOOL, INC.	\$82,562				\$18,623			\$5,020	\$10,000				
2020-2021	456	FALCON RIDGE PUBLIC CHARTER SCHOOL, INC.	\$25,480				\$3,719			\$628	\$10,000				
2020-2021	457	INSPIRE ACADEMICS, INC.	\$261,776				\$48,140			\$3,347	\$18,179				\$3,000
2020-2021	458	LIBERTY CHARTER SCHOOL, INC.	\$44,041				\$8,002			\$837	\$10,000				
2020-2021	460	THE ACADEMY, INC.	\$57,462				\$8,519			\$628	\$10,000				
2020-2021	461	TAYLOR'S CROSSING PUBLIC CHARTER SCHOOL, INC.	\$48,577				\$9,307			\$628	\$10,000				
2020-2021	462	XAVIER CHARTER SCHOOL, INC.	\$57,947				\$12,188			\$4,183	\$10,000				
2020-2021	463	VISION CHARTER SCHOOL, INC.	\$73,701				\$16,900			\$3,765	\$10,000				
2020-2021	464	WHITE PINE CHARTER SCHOOL, INC.	\$50,112				\$11,004			\$628	\$10,000				
2020-2021	465	NORTH VALLEY ACADEMY, INC.	\$48,162				\$8,144			\$2,092	\$10,000				
2020-2021	466	ISUCCEED VIRTUAL HIGH SCHOOL, INC.	\$149,775				\$26,421			\$837	\$13,090				
2020-2021	468	IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL, INC.	\$74,905				\$13,965			\$2,301	\$10,000				
2020-2021	472	PALOUSE PRAIRIE EDUCATIONAL ORGANIZATION, INC.	\$18,433				\$4,119				\$10,000				
2020-2021	473	THE VILLAGE CHARTER SCHOOL, INC.	\$51,541				\$9,241			\$4,393	\$10,000				\$3,000
2020-2021	474	MONTICELLO MONTESSORI CHARTER SCHOOL, INC.	\$49,417				\$8,779			\$1,046	\$10,000				
2020-2021	475	THE SAGE INTERNATIONAL SCHOOL OF BOISE	\$132,817				\$24,928			\$4,602	\$10,996				
2020-2021	476	ANOTHER CHOICE VIRTUAL CHARTER SCHOOL, INC.	\$127,495				\$21,872			\$2,301	\$12,245				
2020-2021	477	BLACKFOOT CHARTER COMMUNITY LEARNING CENTER, INC.	\$130,383				\$24,341			\$4,183	\$10,020				

Another Choice Virtual Charter School

2020-2021	478	LEGACY PUBLIC CHARTER SCHOOL, INC.	\$39,400			\$5,902			\$1,673	\$10,000				
2020-2021	479	HERITAGE ACADEMY, INC.	\$51,416			\$5,922			\$5,648	\$10,000				
2020-2021	480	NORTH IDAHO STEM CHARTER ACADEMY, INC.				\$14,433								
2020-2021	481	HERITAGE COMMUNITY CHARTER SCHOOL, INC.	\$123,919			\$20,944	\$17,287		\$34,722	\$12,223				
2020-2021	482	AMERICAN HERITAGE CHARTER SCHOOL, INC.	\$40,277			\$9,053			\$209	\$10,000				
2020-2021	483	CHIEF TAHGEE ELEMENTARY ACADEMY, INC.	\$43,530			\$7,284				\$10,000	\$0			
2020-2021	485	IDAHO STEM ACADEMY, INC.	\$21,253			\$3,720			\$418	\$10,000				
2020-2021	487	SANDPOINT CHARTER SCHOOL, INC.	\$77,360			\$13,940				\$10,000				\$3,000
2020-2021	488	SYRINGA MOUNTAIN SCHOOL, INC.	\$21,281			\$3,256			\$1,046	\$10,000				
2020-2021	489	IDAHO COLLEGE AND CAREER READINESS ACADEMY, INC.							\$209					
2020-2021	490	IDAHO DISTANCE EDUCATION ACADEMY, INC.							\$0					
2020-2021	492	ANSER OF IDAHO, INC.	\$44,307			\$8,958								
2020-2021	493	NORTH STAR CHARTER SCHOOL, INC.				\$5,574			\$1,046					
2020-2021	494	THE POCATELLO COMMUNITY CHARTER SCHC	\$69,490			\$12,417			\$418	\$10,000				
2020-2021	495	ALTURAS INTERNATIONAL ACADEMY, INC.	\$71,420			\$15,445			\$1,464	\$10,000				
2020-2021	496	GEM PREP: POCATELLO, LLC	\$69,933			\$10,175			\$209	\$10,000	\$3,611			
2020-2021	497	PATHWAYS IN EDUCATION - NAMPA, INC.	\$38,131			\$6,384			\$1,673					
2020-2021	498	GEM PREP: MERIDIAN, LLC	\$77,544			\$13,912			\$1,046	\$10,000				
2020-2021	499	FUTURE PUBLIC SCHOOL, INC.	\$61,546			\$10,054			\$8,785	\$10,000				
2020-2021	508	HAYDEN CANYON CHARTER SCHOOL, INC.	\$27,874			\$6,554								
2020-2021	511	PEACE VALLEY CHARTER SCHOOL, INC.	\$24,736			\$5,090			\$1,255	\$10,000				
2020-2021	513	PROJECT IMPACT STEM ACADEMY, INC.	\$37,703			\$5,747				\$10,000				\$3,000
2020-2021	523	ELEVATE ACADEMY INC.	\$81,165			\$11,711			\$8,994	\$10,000				
2020-2021	528	FORGE INTERNATIONAL, LLC	\$33,045			\$7,990			\$1,046	\$10,000				
2020-2021	531	FERN-WATERS PUBLIC CHARTER SCHOOL, INC.	\$21,406			\$3,702								
2020-2021	532	TREASURE VALLEY CLASSICAL ACADEMY, INC.	\$29,240			\$6,239			\$2,092	\$10,000				
2020-2021	534	GEM PREP: ONLINE LLC	\$103,519			\$9,356			\$209	\$11,900				
2020-2021	544	MOSAICS PUBLIC SCHOOL, INC.	\$34,893			\$7,352								
2020-2021	550	DORAL ACADEMY OF IDAHO, INC.	\$13,356			\$2,741								
2020-2021	553	PINECREST ACADEMY OF IDAHO, INC.	\$0			\$1,520								
2020-2021	555	CANYON-OWYHEE SCHOOL SERVICE AGENCY (COSSA)							\$2,301					\$3,000
2020-2021	559	THOMAS JEFFERSON CHARTER SCHOOL, INC.	\$31,676			\$7,467			\$1,883					
2020-2021	596	IDAHO BUREAU OF EDUCATIONAL SERVICES FOR THE DEAF AND THE BLIND							\$0					
2020-2021	671	IDAHO DEPARTMENT OF CORRECTIONS									\$162,785			
2020-2021	709	IDAHO DEPARTMENT OF JUVENILE CORRECTIONS				\$50,685			\$0		\$323,177			



CARES & CRRSA - FY20, FY21, FY22 DRAW DOWN OVERVIEW

CARES ACT GRANTS	Appropriated	Awarded	Expended/ Drawn Down	Balance	Percentage Funds Expended	Total Recipient	Recipient Count - Draw Down	Percentage Recipient that have drawn down funds
CARES Coronavirus Relief - CFAC								
CARES Coronavirus Relief - CFAC - Special Distribution	\$99,272,496	\$99,231,514	\$99,214,335	\$17,179	99.98%	183	182	99.45%
CARES Coronavirus Relief - CFAC - Technology	\$1,000,000	\$1,000,000	\$999,496	\$504	99.95%	65	65	100.00%
CARES Coronavirus Relief - CFAC - Blended Learning	\$24,920,000	\$24,920,000	\$24,873,119	\$46,881	99.81%	174	174	100.00%
CARES Coronavirus Relief - CFAC - Non ESSER I	\$1,000,000	\$1,000,000	\$998,040	\$1,960	99.80%	53	50	94.34%
CARES Coronavirus Relief - CFAC - Substitute and Staff Recruitment	\$10,000,000	\$10,000,000	\$9,705,524	\$294,476	97.06%	177	160	90.40%
CARES Coronavirus Relief - CFAC - Child Nutrition	\$2,000,000	\$1,723,004	\$1,667,389	\$55,615	96.58%	107	102	95.33%
CARES ESSER I								
CARES ESSER I - Flow Through	\$43,069,226	\$43,069,226	\$41,681,882	\$1,387,344	96.78%	154	149	96.75%
CARES ESSER I - State Set-Aside LMS	\$3,785,469	\$3,784,437	\$2,869,114	\$915,324	75.81%	182	136	74.73%
CARES ESSER I - State Set-Aside SEL	\$1,000,000	\$995,128	\$678,126	\$317,002	68.14%	182	134	73.63%
CARES Child Nutrition State Grant								
CARES Child Nutrition State Grant	\$45,582,200	\$45,481,967	\$45,481,967	\$0	100.00%	207	207	100.00%
Grand Total	\$231,629,391	\$231,205,276	\$228,168,993	\$3,036,283				

CRRSA ACT GRANTS	Appropriated	Awarded	Expended/ Drawn Down	Balance	Percentage Funds Expended	Total Recipient	Recipient Count - Draw Down	Percentage Recipient that have drawn down funds
CRRSA ESSER II								
CRRSA Act - ESSER II F/T	\$176,301,372	\$176,301,372	\$60,743,173	\$115,558,199	34.45%	161	123	76.40%
CRRSA Act - ESSER II Set Aside	\$19,589,041	\$11,780,761	\$5,644,825	\$6,135,936	47.92%	94	45	47.87%
Grand Total	\$195,890,413	\$188,082,133	\$66,387,997	\$121,694,136				

ARP ACT GRANTS	Appropriated	Awarded	Expended/ Drawn Down	Balance	Percentage Funds Expended	Total Recipient	Recipient Count - Draw Down	Percentage Recipient that have drawn down funds
ARP ESSER III								
ARP Act - ESSER III FT- Learning Loss	\$78,718,367	\$79,223,746	\$5,302,152	\$73,921,594	6.69%	161	60	37.27%
ARP Act - ESSER III FT- Discretionary	\$314,873,466	\$316,894,984	\$5,326,267	\$311,568,717	1.68%	161	47	29.19%
ARP Act - ESSER III - Set Aside	\$11,003,298.00	\$11,003,298.00	\$214,440.55	\$10,788,857.45	0.019488752	59	5	8.47%
ARP Act Homeless								
ARP Act Homeless I	\$720,464	\$720,464	\$38,838	\$681,626	5.39%	34	11	32.35%
ARP Act Homeless II	\$1,509,909	\$1,509,909	\$8,989	\$1,500,920	0.60%	57	5	8.77%
Grand Total	\$405,315,595	\$407,842,492	\$10,881,698	\$396,960,794				



CARES and CRRSA - FY20 & FY 21 REIMBURSEMENTS BY CATEGORY

CARES ACT GRANTS	Salaries and Benefits	Purchased Services	Professional Development	Supplies Materials	Capital Objects	Transportation	Other	Travel	Indirect Cost Collection	Meals	Total
CARES Coronavirus Relief - CFAC											
CARES Coronavirus Relief - CFAC - Special Distribution	\$ 68,305,301.75	\$ 5,336,988.73	\$ 18,001,243.26	\$ 248,936.92	\$ 7,224,313.03	\$ -	\$ 63,565.69	\$ 31,405.90	\$ 2,579.74	\$ -	\$ 99,214,335.02
CARES Coronavirus Relief - CFAC - Technology	\$ 2,500.00	\$ 90,994.11	\$ 651,177.58	\$ -	\$ 254,824.60	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 999,496.29
CARES Coronavirus Relief - CFAC - Blended Learning	\$ 1,457,720.83	\$ 1,851,731.18	\$ 14,772,688.50	\$ 427,015.21	\$ 6,228,971.03	\$ -	\$ -	\$ 134,992.08	\$ -	\$ -	\$ 24,873,118.83
CARES Coronavirus Relief - CFAC - Non ESSER I	\$ 236,319.92	\$ 134,075.58	\$ 428,214.91	\$ 31,606.00	\$ 166,307.93	\$ -	\$ -	\$ 33.03	\$ 1,483.06	\$ -	\$ 998,040.43
CARES Coronavirus Relief - CFAC - Substitute and Staff Recruitment	\$ 9,705,524.42	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 9,705,524.42
CARES Coronavirus Relief - CFAC - Child Nutrition	\$ 168,136.42	\$ 1,785.15	\$ -	\$ 1,463,231.90	\$ 3,431.91	\$ 27,261.51	\$ -	\$ 3,542.34	\$ -	\$ -	\$ 1,667,389.23
CARES ESSER I											
CARES ESSER I - Flow Through	\$ 18,940,248.70	\$ 4,173,971.43	\$ 104,179.71	\$ 12,868,377.87	\$ 3,178,449.81	\$ 155,634.18	\$ 766,647.36	\$ 2,859.75	\$ 1,491,513.43	\$ -	\$ 41,681,882.24
CARES ESSER I - State Set-Aside LMS	\$ 56,820.09	\$ 1,330,198.40	\$ 47,512.50	\$ 1,197,677.46	\$ 117,957.48	\$ -	\$ 40,868.84	\$ -	\$ 78,079.11	\$ -	\$ 2,869,113.88
CARES ESSER I - State Set-Aside SEL	\$ 172,938.27	\$ 184,388.35	\$ 44,834.97	\$ 253,376.65	\$ 8,000.00	\$ -	\$ 4,316.90	\$ 3,372.76	\$ 6,898.33	\$ -	\$ 678,126.23
CARES Child Nutrition State Grant											
CARES Child Nutrition State Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 45,481,967.00	\$ 45,481,967.00
Grand Total	\$ 99,045,510.40	\$ 13,104,132.93	\$ 34,049,851.43	\$ 16,490,222.01	\$ 17,182,255.79	\$ 182,895.69	\$ 875,398.79	\$ 176,205.86	\$ 1,580,553.67	\$ 45,481,967.00	\$ 228,168,993.57
Percentage	43.4088%	5.7432%	14.9231%	7.2272%	7.5305%	0.0802%	0.3837%	0.0772%	0.6927%	19.9335%	100.0000%

CRRSA ACT GRANTS	Salaries and Benefits	Purchased Services	Professional Development	Supplies Materials	Capital Objects	Transportation	Other	Travel	Indirect Cost Collection	Meals	Total
CRRSA Act - ESSER II F/T	\$ 33,057,440.22	\$ 8,931,490.98	\$ 565,167.33	\$ 10,115,516.42	\$ 4,779,623.30	\$ 32,979.39	\$ 2,213,097.78	\$ 12,206.66	\$ 1,035,650.50	\$ -	\$ 60,743,172.58
CRRSA Act - ESSER II Set Aside	\$ 2,661,706.89	\$ 2,400,246.48	\$ 3,495.43	\$ 400,437.35	\$ 178,938.69	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,644,824.84
Grand Total	\$35,719,147	\$11,331,737	\$568,663	\$10,515,954	\$4,958,562	\$32,979	\$2,213,098	\$12,207	\$1,035,651	\$0	\$66,387,997
Percentage	53.8036%	17.0690%	0.8566%	15.8401%	7.4691%	0.0497%	3.3336%	0.0184%	1.5600%	0.0000%	100.0000%

ARPA GRANTS	Salaries and Benefits	Purchased Services	Professional Development	Supplies Materials	Capital Objects	Transportation	Other	Travel	Indirect Cost Collection	Meals	Total
ARP Act - ESSER III FT- Discretionary	\$ 2,121,232.44	\$ 993,787.65	\$ 50,452.11	\$ 1,008,557.99	\$ 1,116,254.80	\$ 377.10	\$ 34,103.47	\$ 1,501.60	\$ -	\$ -	\$ 5,326,267.16
ARP Act - ESSER III FT- Learning Loss	\$ 1,769,805.08	\$ 141,302.75	\$ 22,687.99	\$ 3,112,608.20	\$ 183,024.08	\$ 3,180.14	\$ -	\$ 828.00	\$ 68,715.29	\$ -	\$ 5,302,151.53
ARP Act - ESSER III - Set Aside	\$ 96,226.60	\$ 15,107.00	\$ -	\$ -	\$ 103,106.95	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 214,440.55
ARP Act- Homeless I	\$ 3,935.63	\$ 565.37	\$ 3,947.10	\$ 26,837.21	\$ -	\$ 1,892.62	\$ -	\$ 1,660.56	\$ -	\$ -	\$ 38,838.49
ARP Act- Homeless II	\$ 544.44	\$ 4,100.00	\$ -	\$ 1,084.23	\$ 3,260.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 8,988.67
Grand Total	\$3,991,744	\$1,154,863	\$77,087	\$4,149,088	\$1,405,646	\$5,450	\$34,103	\$3,990	\$68,715	\$0	\$10,890,686
Percentage	36.6528%	10.6041%	0.7078%	38.0976%	12.9069%	0.0500%	0.3131%	0.0366%	0.6310%	0.0000%	100.0000%

Pandemic Relief Funds Data Report - Detail by LEA		Substitute and Staff Recruitment			ARP Homeless II			ARP Homeless I			ARP ACT ESSER III Set Aside			ARP ACT ESSER III Flow Through Discretionary			ARP ACT ESSER III Flow Through Learning Loss			CRRSA Act ESSER II Flow Through			CRRSA Act ESSER II Set Aside			CARES Act ESSER I Flow Through			CARES Act ESSER I ESSER LMS			CARES Act ESSER I ESSER SEL		
LEA #	LEA Name	Awarded	Expended	Balance	Awarded	Expended	Balance	Awarded	Expended	Balance	Awarded	Expended	Balance	Awarded	Expended	Balance	Awarded	Expended	Balance	Awarded	Expended	Balance	Awarded	Expended	Balance	Awarded	Expended	Balance	Awarded	Expended	Balance			
1	BOISE INDEPENDENT DISTRICT	\$812,076	\$812,076	\$0	\$157,493	\$0	\$157,493	\$112,446	\$12,258	\$100,188	\$0	\$0	\$0	\$26,465,168	\$0	\$26,465,168	\$6,616,292	\$76,398	\$6,539,894	\$14,723,633	\$2,247,283	\$12,476,350	\$0	\$0	\$0	\$3,810,114	\$3,810,114	\$0	\$230,034	\$230,034	\$0	\$53,904	\$53,904	\$0
2	JOINT SCHOOL DISTRICT NO. 2	\$1,284,428	\$1,284,428	\$0	\$132,598	\$0	\$132,598	\$73,816	\$0	\$73,816	\$0	\$0	\$0	\$24,898,853	\$0	\$24,898,853	\$6,224,713	\$0	\$6,224,713	\$13,852,229	\$0	\$13,852,229	\$2,340,564	\$0	\$2,340,564	\$3,077,192	\$2,443,070	\$634,122	\$360,799	\$355,477	\$5,322	\$84,159	\$71,098	\$13,061
3	KUNA JOINT DISTRICT	\$184,346	\$184,346	\$0	\$26,469	\$0	\$26,469	\$12,830	\$0	\$12,830	\$0	\$0	\$0	\$5,246,450	\$0	\$5,246,450	\$1,311,612	\$91,613	\$1,219,999	\$2,918,810	\$1,016,508	\$1,902,302	\$0	\$0	\$0	\$852,154	\$852,154	\$0	\$55,137	\$55,137	\$0	\$13,442	\$0	\$13,442
11	MEADOWS VALLEY DISTRICT	\$5,242	\$5,242	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$347,741	\$0	\$347,741	\$86,935	\$0	\$86,935	\$193,462	\$0	\$193,462	\$0	\$0	\$0	\$43,153	\$43,153	\$0	\$7,138	\$0	\$7,138	\$2,338	\$0	\$0
13	COUNCIL DISTRICT	\$9,872	\$9,872	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$378,421	\$0	\$378,421	\$94,605	\$0	\$94,605	\$210,531	\$133,083	\$77,448	\$0	\$0	\$0	\$41,932	\$41,932	\$0	\$8,107	\$2,649	\$5,458	\$2,562	\$0	\$2,562
21	MARSH VALLEY JOINT DISTRICT	\$41,226	\$40,091	\$1,135	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,209,492	\$0	\$1,209,492	\$302,373	\$0	\$302,373	\$672,889	\$350,337	\$322,552	\$0	\$0	\$0	\$164,905	\$164,905	\$0	\$16,990	\$5,331	\$11,659	\$4,617	\$4,617	\$0
25	POCATELLO DISTRICT	\$406,752	\$406,752	\$0	\$75,814	\$890	\$74,924	\$40,894	\$3,747	\$37,147	\$0	\$0	\$0	\$15,304,834	\$0	\$15,304,834	\$3,826,209	\$98,285	\$3,727,924	\$8,514,692	\$6,773,191	\$1,741,501	\$0	\$0	\$0	\$2,133,161	\$2,133,161	\$0	\$115,787	\$102,940	\$12,847	\$27,474	\$27,474	\$0
33	BEAR LAKE COUNTY DISTRICT	\$44,972	\$44,972	\$0	\$5,877	\$0	\$5,877	\$0	\$0	\$0	\$0	\$0	\$0	\$1,067,800	\$0	\$1,067,800	\$266,950	\$0	\$266,950	\$594,060	\$594,060	\$0	\$17,223	\$17,223	\$0	\$148,828	\$148,828	\$0	\$16,075	\$16,075	\$0	\$4,405	\$0	\$4,405
41	ST MARIES JOINT DISTRICT	\$30,572	\$30,572	\$0	\$7,318	\$0	\$7,318	\$0	\$0	\$0	\$0	\$0	\$0	\$951,583	\$0	\$951,583	\$237,896	\$0	\$237,896	\$529,404	\$0	\$529,404	\$0	\$0	\$0	\$132,630	\$81,222	\$51,408	\$14,296	\$0	\$14,296	\$3,994	\$3,994	\$0
44	PLUMMER-WORLEY JOINT DISTRICT	\$12,970	\$12,970	\$0	\$6,541	\$0	\$6,541	\$0	\$0	\$0	\$0	\$0	\$0	\$1,683,987	\$0	\$1,683,987	\$420,997	\$10,363	\$410,634	\$936,870	\$84,808	\$852,062	\$0	\$0	\$0	\$234,711	\$234,711	\$0	\$9,075	\$5,782	\$3,293	\$2,785	\$2,782	\$3
52	SNAKE RIVER DISTRICT	\$60,496	\$60,496	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,883,040	\$0	\$1,883,040	\$470,760	\$0	\$470,760	\$1,047,610	\$938,002	\$109,608	\$0	\$0	\$0	\$305,852	\$305,852	\$0	\$21,744	\$21,744	\$0	\$5,717	\$5,717	\$0
55	BLACKFOOT DISTRICT	\$133,962	\$133,962	\$0	\$18,261	\$0	\$18,261	\$7,877	\$0	\$7,877	\$0	\$0	\$0	\$4,119,775	\$621,266	\$3,498,509	\$1,029,944	\$281,036	\$748,908	\$2,291,996	\$2,004,692	\$287,304	\$0	\$0	\$0	\$470,219	\$470,219	\$0	\$39,299	\$25,889	\$13,410	\$9,779	\$0	\$9,779
58	ABERDEEN DISTRICT	\$23,626	\$23,626	\$0	\$5,117	\$0	\$5,117	\$0	\$0	\$0	\$0	\$0	\$0	\$903,757	\$226,753	\$677,004	\$225,939	\$29,859	\$196,080	\$502,796	\$214,361	\$288,435	\$0	\$0	\$0	\$133,747	\$133,747	\$0	\$11,989	\$7,225	\$4,764	\$3,460	\$0	\$3,460
59	FIRTH DISTRICT	\$28,052	\$28,052	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$517,727	\$0	\$517,727	\$129,432	\$8,888	\$120,544	\$288,032	\$81,920	\$206,112	\$85,114	\$0	\$85,114	\$65,437	\$65,328	\$109	\$13,152	\$13,152	\$0	\$3,729	\$3,700	\$29
60	SHELLEY JOINT DISTRICT	\$76,700	\$76,700	\$0	\$5,201	\$0	\$5,201	\$2,830	\$2,435	\$395	\$0	\$0	\$0	\$1,523,437	\$62,122	\$1,461,315	\$380,859	\$27,914	\$352,945	\$847,549	\$653,939	\$193,610	\$106,773	\$33,690	\$73,083	\$212,334	\$212,334	\$0	\$26,217	\$26,217	\$0	\$6,752	\$4,500	\$2,252
61	BLAINE COUNTY DISTRICT	\$107,476	\$107,476	\$0	\$15,538	\$0	\$15,538	\$0	\$0	\$0	\$0	\$0	\$0	\$1,665,900	\$0	\$1,665,900	\$416,475	\$0	\$416,475	\$926,807	\$0	\$926,807	\$332,219	\$0	\$332,219	\$239,654	\$220,857	\$18,797	\$35,583	\$11,878	\$23,705	\$8,919	\$3,500	\$5,419
71	GARDEN VALLEY DISTRICT	\$10,894	\$10,894	\$0	\$0	\$0	\$0	\$2,877	\$0	\$2,877	\$0	\$0	\$0	\$531,686	\$312,671	\$219,015	\$132,921	\$2,893	\$130,028	\$295,798	\$83,234	\$212,564	\$0	\$0	\$0	\$81,561	\$81,561	\$0	\$8,178	\$8,050	\$128	\$2,578	\$2,563	\$15
72	BASIN SCHOOL DISTRICT	\$11,506	\$11,506	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$383,427	\$80,616	\$302,811	\$59,857	\$36,720	\$59,137	\$121,316	\$213,316	\$0	\$0	\$0	\$38,281	\$38,281	\$0	\$8,626	\$8,626	\$0	\$2,682	\$2,682	\$0	
73	HORSESHOE BEND SCHOOL DISTRICT	\$7,932	\$7,932	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$298,973	\$34,745	\$264,228	\$74,743	\$15,533	\$59,210	\$166,331	\$123,135	\$43,196	\$0	\$0	\$0	\$41,670	\$41,670	\$0	\$7,869	\$0	\$7,869	\$2,507	\$2,507	\$0
83	WEST BONNER COUNTY DISTRICT	\$32,648	\$32,648	\$0	\$13,164	\$0	\$13,164	\$0	\$0	\$0	\$0	\$0	\$0	\$2,459,388	\$0	\$2,459,388	\$614,847	\$116,931	\$497,916	\$1,368,256	\$4,819	\$1,363,437	\$0	\$0	\$0	\$377,273	\$315,960	\$61,313	\$14,895	\$298	\$14,597	\$4,132	\$88	\$4,044
84	LAKE PEND OREILLE SCHOOL DISTRICT	\$118,506	\$118,506	\$0	\$23,890	\$0	\$23,890	\$14,245	\$0	\$14,245	\$0	\$0	\$0	\$4,579,210	\$66,236	\$4,512,975	\$1,144,803	\$277,217	\$2,547,598	\$1,715,745	\$831,853	\$0	\$0	\$0	\$569,277	\$569,277	\$0	\$39,237	\$14,180	\$25,057	\$9,764	\$0	\$9,764	
91	IDAHO FALLS DISTRICT	\$340,606	\$340,606	\$0	\$53,673	\$0	\$53,673	\$0	\$0	\$0	\$0	\$0	\$0	\$11,863,566	\$0	\$11,863,566	\$2,965,892	\$0	\$2,965,892	\$6,600,177	\$400,000	\$6,200,177	\$0	\$0	\$0	\$1,653,524	\$1,653,524	\$0	\$96,172	\$96,172	\$0	\$22,936	\$0	\$22,936
92	SWAN VALLEY ELEMENTARY DISTRICT	\$2,418	\$2,339	\$79	\$0	\$0	\$0	\$0	\$0	\$0	\$349,143	\$38,036	\$311,107	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$26,868	\$26,868	\$0	\$0	\$0	\$0	\$6,258	\$3,554	\$2,704	\$2,134	\$2,000	\$134
93	BONNEVILLE JOINT DISTRICT	\$450,192	\$450,192	\$0	\$40,189	\$194	\$39,995	\$0	\$0	\$0	\$0	\$0	\$0	\$9,013,260	\$67,643	\$8,945,617	\$2,253,315	\$746,110	\$1,507,205	\$5,014,437	\$5,014,437	\$0	\$624,498	\$624,498	\$0	\$1,256,253	\$1,254,046	\$2,207	\$123,059	\$85,165	\$37,894	\$29,157	\$22,157	\$7,000
101	BOUNDARY COUNTY DISTRICT	\$45,244	\$42,842	\$2,402	\$20,972	\$0	\$20,972	\$0	\$0	\$0	\$0	\$0	\$0	\$2,854,960	\$0	\$2,854,960	\$713,740	\$0	\$713,740	\$1,588,329	\$314,119	\$1,274,210	\$0	\$0	\$0	\$339,788	\$272,047	\$67,741	\$18,584	\$18,487	\$97	\$4,985	\$4,956	\$29
111	BUTTE COUNTY JOINT DISTRICT	\$12,494	\$0	\$12,494	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$515,765	\$0	\$515,765	\$128,941	\$0	\$128,941	\$286,941	\$0	\$286,941	\$0	\$0	\$0	\$73,173	\$23,566	\$49,607	\$9,286	\$0	\$9,286	\$2,835	\$2,818	\$17
121	CAMAS COUNTY DISTRICT	\$6,434	\$6,434	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$156,070	\$155,067	\$38,767	\$0	\$38,767	\$86,270	\$86,270	\$0	\$26,370	\$26,370	\$0	\$26,370	\$26,370	\$0	\$17,694	\$17,694	\$0	\$7,288	\$7,288	\$0	\$2,372	\$2,372	\$0	
131	NAMPA SCHOOL DISTRICT	\$450,396	\$450,396	\$0	\$146,605	\$146,605	\$107,870	\$4,686	\$103,184	\$0	\$0	\$0	\$0	\$21,475,838	\$0	\$21,475,838	\$5,368,960	\$870,159	\$4,498,801	\$11,947,869	\$3,887,470	\$8,060,399	\$0	\$0	\$0	\$3,415,624	\$3,411,734	\$3,890	\$129,433	\$129,433	\$0	\$30,631	\$29,802	\$829
132	CALDWELL DISTRICT	\$190,474	\$190,474	\$0	\$64,344	\$0	\$64,344	\$40,281	\$0	\$40,281	\$0	\$0	\$0	\$11,429,510	\$0	\$11,429,510	\$2,857,378	\$0	\$2,857,378	\$6,358,694	\$0	\$6,358,694	\$0	\$0	\$0	\$1,593,025	\$1,573,248	\$19,777	\$59,627	\$0	\$59,627	\$14,481	\$0	\$14,481
133	WILDER DISTRICT	\$16,716	\$16,716	\$0	\$8,327	\$0	\$8,327	\$0	\$0	\$0	\$0	\$0	\$0	\$1,168,581	\$0	\$1,168,581	\$292,145	\$0	\$292,145	\$650,129	\$79,595	\$570,534	\$0	\$0	\$0	\$179,261	\$152,982	\$26,279	\$10,273	\$0	\$3,063	\$3,063	\$0	
134	MIDDLETON DISTRICT	\$133,178	\$133,178	\$0	\$24,751	\$0	\$24,751	\$0	\$0	\$0	\$0	\$0	\$0	\$2,034,243	\$0	\$2,034,243	\$508,561	\$1,131,731	\$0	\$1,131,731	\$449,390	\$0	\$449,390	\$294,748	\$240,980	\$53,768	\$41,526	\$10,294	\$10,294	\$0	\$41,526	\$10,294	\$0	
135	NOTUS DISTRICT	\$11,780	\$11,780	\$0	\$6,226	\$0	\$6,226	\$5,707	\$0	\$5,707	\$0	\$0	\$0	\$461,703	\$0	\$461,703	\$115,426	\$0	\$115,426	\$256,864	\$0	\$256,864	\$0	\$0	\$0	\$74,056	\$22,738	\$51,318	\$9,331	\$0	\$9,331	\$2,845	\$0	\$2,845
136	MELBA JOINT DISTRICT	\$29,754	\$29,754	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$685,145	\$0	\$685,145	\$171,286	\$0	\$171,286	\$381,174	\$198,457	\$182,717	\$42,398	\$42,398	\$0	\$95,494	\$95,494	\$0	\$13,424	\$10,119	\$3,305	\$3,792	\$0	\$3,792
137	PARMA DISTRICT	\$34,554	\$34,554	\$0	\$5,703	\$5,703	\$3,726	\$3,726	\$0	\$3,726	\$0	\$0	\$0	\$1,110,561	\$0	\$1,110,561	\$277,640	\$0	\$277,640	\$617,849	\$79,494	\$538,355	\$0	\$0	\$0	\$154,788	\$154,788	\$0	\$14,956	\$14,956	\$0	\$4,146	\$4,146	\$0
139	VALLIVUE SCHOOL DISTRICT	\$303,430	\$303,430	\$0	\$0	\$0	\$0	\$38,818	\$0	\$38,818	\$0	\$0	\$0	\$7,273,496	\$0	\$7,273,496	\$1,818,374	\$0	\$1,818,374	\$4,046,537	\$851,633	\$3,194,904	\$19,687	\$19,687	\$0	\$1,013,767	\$1,013,767	\$0	\$89,736	\$89,736	\$0	\$21,448	\$21,448	\$0
148	GRACE JOINT DISTRICT	\$17,634	\$17,634	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$374,887	\$0	\$374,887	\$93,722	\$0	\$93,722	\$208,565	\$99,378	\$109,187	\$59,358	\$0	\$59,358	\$52,251	\$52,251	\$0	\$10,563	\$0	\$10,563	\$3,130	\$0	\$3,130
149	NORTH GEM DISTRICT	\$5,140	\$0	\$5,140	\$0	\$0	\$0	\$0	\$0	\$0	\$215,771	\$107,118	\$0	\$107,118	\$0	\$107,118	\$26,780	\$0	\$26,780	\$59,594	\$31,028	\$28,566	\$38,658	\$0	\$38,658									



Substitute and Staff Recruitment		ARP Homeless II			ARP Homeless I			ARP ACT ESSER III Set Aside			ARP ACT ESSER III Flow Through Discretionary			ARP ACT ESSER III Flow Through Learning Loss			CRRSA Act ESSER II Flow Through			CRRSA Act ESSER II Set Aside			CARES Act ESSER I Flow Through			CARES Act ESSER I ESSER LMS			CARES Act ESSER I ESSER SEL						
LEA #	LEA Name	Awarded	Expended	Balance	Awarded	Expended	Balance	Awarded	Expended	Balance	Awarded	Expended	Balance	Awarded	Expended	Balance	Awarded	Expended	Balance	Awarded	Expended	Balance	Awarded	Expended	Balance	Awarded	Expended	Balance	Awarded	Expended	Balance				
312	SHOSHONE JOINT DISTRICT	\$16,920	\$16,920	\$0	\$5,378	\$3,260	\$2,118	\$0	\$0	\$0	\$0	\$0	\$0	\$613,884	\$147,807	\$466,077	\$153,471	\$15,383	\$138,088	\$341,528	\$95,790	\$245,738	\$0	\$0	\$0	\$84,976	\$84,976	\$0	\$10,035	\$10,035	\$0	\$3,008	\$3,008	\$0	
314	DIETRICH DISTRICT	\$7,116	\$7,116	\$0	\$0	\$0	\$0	\$2,123	\$1,757	\$366	\$0	\$0	\$0	\$0	\$317,361	\$7,536	\$309,825	\$79,340	\$0	\$79,340	\$176,561	\$0	\$176,561	\$0	\$0	\$0	\$33,683	\$33,683	\$0	\$7,508	\$3,521	\$3,987	\$2,423	\$2,423	\$0
316	RICHFIELD DISTRICT	\$6,366	\$6,366	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$324,394	\$16,551	\$307,843	\$81,098	\$975	\$80,123	\$180,473	\$0	\$180,473	\$0	\$0	\$0	\$39,575	\$39,575	\$0	\$7,578	\$0	\$7,578	\$2,439	\$2,439	\$0	
321	MADISON DISTRICT	\$183,052	\$183,052	\$0	\$24,751	\$0	\$24,751	\$0	\$0	\$0	\$0	\$0	\$0	\$6,167,871	\$0	\$6,167,871	\$1,541,968	\$471,166	\$1,070,802	\$3,431,434	\$3,316,715	\$114,719	\$0	\$0	\$0	\$823,425	\$823,425	\$0	\$53,403	\$53,403	\$0	\$13,041	\$13,041	\$0	
322	SUGAR-SALEM JOINT DISTRICT	\$54,130	\$54,130	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,270,139	\$0	\$1,270,139	\$317,535	\$29,275	\$288,260	\$706,629	\$357,756	\$348,873	\$40,961	\$40,961	\$0	\$138,618	\$138,618	\$0	\$19,790	\$19,790	\$0	\$5,265	\$5,265	\$0	
331	MINIDOKA COUNTY JOINT DISTRICT	\$145,162	\$145,162	\$0	\$25,603	\$0	\$25,603	\$14,150	\$3,572	\$10,578	\$0	\$0	\$0	\$4,558,931	\$0	\$4,558,931	\$1,139,733	\$375,054	\$764,679	\$2,536,316	\$1,535,983	\$1,000,333	\$0	\$0	\$0	\$635,416	\$635,416	\$0	\$43,719	\$43,719	\$0	\$10,801	\$10,801	\$0	
340	LEWISTON INDEPENDENT DISTRICT	\$157,622	\$157,622	\$0	\$27,124	\$0	\$27,124	\$0	\$0	\$0	\$0	\$0	\$0	\$4,540,272	\$0	\$4,540,272	\$1,135,068	\$0	\$1,135,068	\$2,525,935	\$2,143,141	\$382,794	\$0	\$0	\$0	\$632,815	\$632,815	\$0	\$47,882	\$22,394	\$25,488	\$11,764	\$11,630	\$134	
341	LAPWAI DISTRICT	\$16,478	\$16,478	\$0	\$15,315	\$0	\$15,315	\$0	\$0	\$0	\$0	\$0	\$0	\$996,981	\$0	\$996,981	\$249,245	\$0	\$249,245	\$554,661	\$220,529	\$334,132	\$0	\$0	\$0	\$148,948	\$148,948	\$0	\$10,299	\$8,922	\$1,377	\$3,069	\$352	\$2,717	
342	CULDESAC JOINT DISTRICT	\$3,950	\$2,499	\$1,452	\$0	\$0	\$0	\$0	\$0	\$0	\$125,563	\$0	\$125,563	\$179,569	\$0	\$179,569	\$44,892	\$0	\$44,892	\$99,901	\$0	\$99,901	\$8,999	\$0	\$8,999	\$25,116	\$25,116	\$0	\$6,655	\$6,655	\$0	\$2,226	\$2,226	\$0	
351	ONEIDA COUNTY DISTRICT	\$27,712	\$27,712	\$0	\$7,872	\$0	\$7,872	\$8,207	\$0	\$8,207	\$0	\$0	\$0	\$799,855	\$0	\$799,855	\$199,964	\$0	\$199,964	\$444,991	\$0	\$444,991	\$1,837,077	\$1,837,077	\$0	\$111,483	\$111,483	\$0	\$35,011	\$35,011	\$0	\$8,786	\$8,786	\$0	
363	MARSING JOINT DISTRICT	\$28,972	\$28,972	\$0	\$11,110	\$0	\$11,110	\$0	\$0	\$0	\$0	\$0	\$0	\$1,560,814	\$0	\$1,560,814	\$390,203	\$0	\$390,203	\$868,343	\$455,098	\$413,245	\$0	\$0	\$0	\$228,087	\$228,087	\$0	\$13,187	\$11,000	\$2,187	\$3,737	\$1,431	\$2,306	
364	PLEASANT VALLEY ELEMENTARY DISTRICT	\$374	\$0	\$374	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$349,143	\$0	\$349,143	\$0	\$0	\$0	\$0	\$0	\$0	\$6,272	\$0	\$6,272	\$0	\$0	\$0	\$0	\$5,791	\$0	\$5,791	\$2,026	\$0	\$2,026
365	BRUNEAU-GRAND VIEW JOINT SCHOOL DISTRICT	\$10,384	\$10,384	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$682,406	\$100,737	\$581,669	\$170,602	\$0	\$170,602	\$379,650	\$179,501	\$200,149	\$0	\$0	\$0	\$95,113	\$95,113	\$0	\$8,476	\$1,776	\$6,700	\$2,648	\$2,632	\$16	
370	HOMEDALE JOINT DISTRICT	\$41,636	\$41,636	\$0	\$11,011	\$0	\$11,011	\$0	\$0	\$0	\$0	\$0	\$0	\$1,629,990	\$0	\$1,629,990	\$407,497	\$0	\$407,497	\$906,828	\$0	\$906,828	\$0	\$0	\$0	\$241,756	\$241,756	\$0	\$16,506	\$16,506	\$0	\$4,505	\$4,505	\$0	
371	PAYETTE JOINT DISTRICT	\$44,358	\$44,358	\$0	\$31,803	\$0	\$31,803	\$32,309	\$0	\$32,309	\$0	\$0	\$0	\$2,581,219	\$0	\$2,581,219	\$645,305	\$33,721	\$611,584	\$1,436,035	\$79,470	\$1,356,565	\$0	\$0	\$0	\$359,766	\$359,766	\$0	\$18,003	\$18,003	\$0	\$4,852	\$0	\$4,852	
372	NEW PLYMOUTH DISTRICT	\$32,750	\$32,750	\$0	\$13,359	\$0	\$13,359	\$11,745	\$5,444	\$6,301	\$0	\$0	\$0	\$1,104,912	\$0	\$1,104,912	\$276,228	\$0	\$276,228	\$614,707	\$296,271	\$318,436	\$0	\$0	\$0	\$158,761	\$158,761	\$0	\$14,278	\$14,278	\$0	\$3,990	\$3,990	\$0	
373	FRUITLAND DISTRICT	\$55,730	\$22,299	\$33,431	\$12,829	\$0	\$12,829	\$0	\$0	\$0	\$0	\$0	\$0	\$1,230,200	\$0	\$1,230,200	\$307,550	\$0	\$307,550	\$684,410	\$0	\$684,410	\$83,495	\$0	\$83,495	\$171,463	\$171,463	\$0	\$20,397	\$20,397	\$0	\$5,405	\$0	\$5,405	
381	AMERICAN FALLS JOINT DISTRICT	\$51,848	\$51,848	\$0	\$16,829	\$0	\$16,829	\$11,415	\$0	\$11,415	\$0	\$0	\$0	\$2,121,348	\$154,982	\$1,966,366	\$530,337	\$141,433	\$388,904	\$1,180,191	\$272,374	\$907,817	\$0	\$0	\$0	\$295,670	\$295,670	\$0	\$19,411	\$15,947	\$3,464	\$5,178	\$500	\$4,678	
382	ROCKLAND DISTRICT	\$5,822	\$5,822	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$148,091	\$0	\$148,091	\$161,475	\$0	\$161,475	\$40,369	\$0	\$40,369	\$89,835	\$0	\$89,835	\$19,914	\$0	\$19,914	\$18,421	\$0	\$18,421	\$7,244	\$0	\$7,244	\$2,362	\$0	\$2,362	
383	ARBON ELEMENTARY DISTRICT	\$578	\$578	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$349,143	\$0	\$349,143	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$8,404	\$761	\$7,643	\$0	\$0	\$0	\$0	\$5,863	\$4,000	\$1,863	\$2,042	\$158	\$1,884
391	KELLOGG JOINT DISTRICT	\$34,724	\$0	\$34,724	\$12,244	\$0	\$12,244	\$9,009	\$0	\$9,009	\$0	\$0	\$0	\$1,891,886	\$0	\$1,891,886	\$472,972	\$0	\$472,972	\$1,052,532	\$219,898	\$832,634	\$0	\$0	\$0	\$263,688	\$263,688	\$0	\$15,300	\$0	\$15,300	\$4,226	\$0	\$4,226	
392	MULLAN DISTRICT	\$2,996	\$2,996	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$360,999	\$0	\$360,999	\$90,250	\$0	\$90,250	\$200,838	\$51,206	\$1													



Pandemic Relief Funds Data Report - Detail by LEA		Substitute and Staff Recruitment			ARP Homeless II			ARP Homeless I			ARP ACT ESSER III Set Aside			ARP ACT ESSER III Flow Through Discretionary			ARP ACT ESSER III Flow Through Learning Loss			CRRSA ACT ESSER II Flow Through			CRRSA ACT ESSER II Set Aside			CARES ACT ESSER I Flow Through			CARES ACT ESSER I ESSER LMS			CARES ACT ESSER I ESSER SEL			
LEA #	LEA Name	Awarded	Expended	Balance	Awarded	Expended	Balance	Awarded	Expended	Balance	Awarded	Expended	Balance	Awarded	Expended	Balance	Awarded	Expended	Balance	Awarded	Expended	Balance	Awarded	Expended	Balance	Awarded	Expended	Balance	Awarded	Expended	Balance	Awarded	Expended	Balance	
495	ALTURAS INTERNATIONAL ACADEMY, INC.	\$12,970	\$12,970	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$420,651	\$0	\$420,651	\$105,163	\$0	\$105,163	\$234,025	\$0	\$234,025	\$29,690	\$0	\$29,690	\$52,859	\$52,859	\$0	\$10,616	\$0	\$10,616	\$3,143	\$0	\$3,143	
496	GEM PREP: POCATELLO, LLC	\$14,094	\$14,094	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$782,499	\$49,978	\$732,521	\$195,625	\$0	\$195,625	\$435,335	\$119,307	\$316,028	\$0	\$0	\$0	\$55,241	\$55,241	\$0	\$8,529	\$8,485	\$44	\$2,660	\$2,460	\$200	
497	PATHWAYS IN EDUCATION - NAMPA, INC.	\$5,004	\$0	\$5,004	\$0	\$0	\$0	\$0	\$0	\$0	\$69,514	\$0	\$69,514	\$224,585	\$0	\$224,585	\$56,146	\$1,426	\$54,720	\$124,945	\$12,480	\$112,465	\$25,999	\$14,194	\$11,805	\$0	\$0	\$0	\$8,354	\$3,905	\$4,449	\$2,618	\$2,603	\$15	
498	GEM PREP: MERIDIAN, LLC	\$15,898	\$15,898	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$456,720	\$0	\$456,720	\$114,180	\$0	\$114,180	\$254,092	\$132,292	\$121,800	\$0	\$0	\$0	\$58,351	\$58,351	\$0	\$9,066	\$9,066	\$0	\$2,783	\$2,783	\$0	
499	FUTURE PUBLIC SCHOOL, INC.	\$11,098	\$11,094	\$4	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$552,091	\$0	\$552,091	\$138,023	\$0	\$138,023	\$307,151	\$0	\$307,151	\$0	\$0	\$0	\$50,524	\$45,831	\$4,693	\$8,344	\$2,200	\$6,144	\$2,616	\$2,601	\$15	
508	HAYDEN CANYON CHARTER SCHOOL, INC.	\$9,940	\$9,940	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$144,732	\$0	\$144,732	\$164,173	\$0	\$164,173	\$41,043	\$0	\$41,043	\$91,336	\$91,336	\$0	\$23,969	\$0	\$23,969	\$16,053	\$16,053	\$0	\$8,406	\$8,406	\$0	\$2,632	\$2,632	\$0	
511	PEACE VALLEY CHARTER SCHOOL, INC.	\$10,520	\$10,520	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$167,745	\$0	\$167,745	\$145,691	\$0	\$145,691	\$36,423	\$0	\$36,423	\$81,053	\$19,968	\$61,085	\$40,942	\$0	\$40,942	\$14,534	\$14,534	\$0	\$8,248	\$6,715	\$1,534	\$2,594	\$2,594	\$0	
513	PROJECT IMPACT STEM ACADEMY, INC.	\$6,842	\$6,842	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$72,653	\$0	\$72,653	\$289,052	\$31,104	\$257,948	\$72,263	\$3,592	\$68,671	\$160,811	\$64,322	\$96,489	\$0	\$0	\$0	\$33,438	\$33,438	\$0	\$7,578	\$7,578	\$0	\$2,439	\$2,425	\$14	
518	ADVANCED REGIONAL TECHNICAL EDUCATION INDUSTRIAL, INC.	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$6,941	\$6,941	\$0	\$0	\$0	\$0	
523	ELEVATE ACADEMY INC.	\$14,026	\$14,026	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$633,429	\$0	\$633,429	\$158,357	\$0	\$158,357	\$352,402	\$50,732	\$301,670	\$58,552	\$0	\$58,552	\$66,630	\$66,630	\$0	\$8,494	\$8,494	\$0	\$2,652	\$2,652	\$0	
528	FORGE INTERNATIONAL, LLC	\$12,868	\$12,868	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$106,811	\$0	\$106,811	\$224,820	\$46,795	\$178,025	\$56,205	\$0	\$56,205	\$125,077	\$44,779	\$80,298	\$46,582	\$17,820	\$28,763	\$21,511	\$21,511	\$0	\$8,002	\$8,002	\$0	\$2,537	\$2,537	\$0	
531	FERN-WATERS PUBLIC CHARTER SCHOOL, INC.	\$2,076	\$600	\$1,476	\$0	\$0	\$0	\$0	\$0	\$0	\$192,165	\$461	\$191,704	\$126,077	\$125,975	\$102	\$31,519	\$7,971	\$23,548	\$70,142	\$60,608	\$9,534	\$0	\$0	\$0	\$0	\$0	\$0	\$6,231	\$6,103	\$128	\$2,128	\$2,128	\$0	
532	TREASURE VALLEY CLASSICAL ACADEMY, INC.	\$14,162	\$14,162	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$133,422	\$0	\$133,422	\$314,628	\$0	\$314,628	\$78,654	\$0	\$78,654	\$175,040	\$0	\$175,040	\$65,863	\$0	\$65,863	\$24,002	\$1,431	\$22,571	\$8,398	\$0	\$8,398	\$2,630	\$0	\$2,630	
534	GEM PREP: ONLINE LLC	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$609,708	\$0	\$609,708	\$152,427	\$0	\$152,427	\$339,205	\$176,606	\$162,599	\$0	\$0	\$0	\$99,043	\$99,043	\$0	\$8,565	\$8,565	\$0	\$2,668	\$2,586	\$82	
540	ISLAND PARK CHARTER SCHOOL, INC.	\$510	\$400	\$110	\$0	\$0	\$0	\$0	\$0	\$0	\$349,143	\$0	\$349,143	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$5,918	\$0	\$5,918	\$0	\$0	\$0	\$5,862	\$0	\$5,862	\$2,042	\$0	\$2,042	
544	MOSAICS PUBLIC SCHOOL, INC.	\$9,226	\$9,226	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$93,259	\$0	\$93,259	\$237,395	\$0	\$237,395	\$59,349	\$0	\$59,349	\$132,072	\$0	\$132,072	\$0	\$0	\$0	\$18,312	\$15,678	\$2,634	\$8,371	\$0	\$8,371	\$2,622	\$0	\$2,622	
549	GEM PREP: MERIDIAN NORTH, LLC	\$7,184	\$7,184	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$65,381	\$0	\$65,381	\$119,652	\$0	\$227,009	\$29,913	\$0	\$56,753	\$66,567	\$33,014	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
550	DORAL ACADEMY OF IDAHO, INC.	\$5,004	\$5,004	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$251,198	\$0	\$251,198	\$78,668	\$13,551	\$65,117	\$19,666	\$7,346	\$12,320	\$43,765	\$16,080	\$27,685	\$19,050	\$0	\$19,050	\$0	\$0	\$0	\$7,456	\$0	\$7,456	\$2,411	\$2,411	\$0	
553	PINECREST ACADEMY OF IDAHO, INC.	\$4,324	\$2,762	\$1,562	\$0	\$0	\$0	\$0	\$0	\$0	\$349,143	\$0	\$349,143	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$40,242	\$0	\$40,242	\$0	\$0	\$0	\$7,456	\$0	\$7,456	\$2,411	\$0	\$2,411	
555	CANYON-OWYHEE SCHOOL SERVICE AGENCY (COSSA)	\$4,324	\$4,324	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$60,837	\$0	\$60,837	\$0	\$0	\$0	\$6,910	\$6,874	\$36	\$2,284	\$2,284	\$0	
559	THOMAS JEFFERSON CHARTER SCHOOL, INC.	\$12,392	\$12,392	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$116,851	\$0	\$116,851	\$186,566	\$0	\$186,566	\$46,641	\$0	\$46,641	\$103,794	\$103,794	\$0	\$70,267	\$45,025	\$25,242	\$17,362	\$17,362	\$0	\$9,101	\$5,155	\$3,946	\$2,791	\$2,124	\$667	
560	ALTURAS PREPARATORY ACADEMY, INC.	\$10,180	\$10,180	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$115,011	\$0	\$115,011	\$173,195	\$0	\$187,305	\$43,299	\$0	\$46,826	\$96,355	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
562	RISE CHARTER SCHOOL	\$4,222	\$4,222	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
566	CARDINAL ACADEMY	\$1,668	\$1,668	\$0	\$0	\$0	\$0	\$0	\$1,411	\$0	\$1,411	\$141,565	\$0	\$141,565	\$111,050	\$0	\$166,063	\$27,763	\$0	\$41,515	\$61,782	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
596	IDAHO BUREAU OF EDUCATIONAL SERVICES FOR THE DEAF AND THE BLIND	\$3,676	\$2,026	\$1,650	\$0	\$0	\$0	\$0	\$0	\$0	\$590,000	\$0	\$590,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$6,557	\$4,193	\$2,365	\$2,203	\$2,203	\$0	
751	S E I TEC CHARTER SCHOOL, INC.	\$13,890	\$0	\$13,890	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$102,558	\$102,558	\$0	\$0	\$0	\$0	\$7,543	\$0	\$7,543	\$2,431	\$2,431	\$0	
768	MERIDIAN TECHNICAL CHARTER HIGH SCHOOL, INC.	\$6,876	\$3,923	\$2,953	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$101,789	\$0	\$101,789	\$0	\$0	\$0	\$7,482	\$7,482	\$0	\$2,417	\$2,417	\$0	
785	MERIDIAN MEDICAL ARTS CHARTER HIGH SCHOOL, INC.	\$6,502	\$6,435	\$67	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$96,877	\$35,947	\$60,930	\$0	\$0	\$0	\$7,412	\$7,027	\$385	\$2,401	\$0	\$2,401	
790	ADVANCED REGIONAL TECHNICAL EDUCATION, INC.	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$7,159	\$7,159	\$0	\$0	\$0	\$0	
794	PAYETTE RIVER TECHNICAL ACADEMY, INC.	\$19,472	\$0	\$19,472	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$75,218	\$0	\$75,218	\$0	\$0	\$0	\$7,447	\$0	\$7,447	\$2,409	\$0	\$2,409	
795	IDAHO ARTS CHARTER SCHOOL, INC.	\$43,406	\$43,406	\$0	\$0	\$0	\$0	\$0	\$3,679	\$0	\$3,679	\$0	\$0	\$0	\$1,022,216	\$0	\$1,022,216	\$255,554	\$0	\$255,554	\$568,700	\$0	\$568,700	\$395,853	\$136,596	\$259,257	\$0	\$0	\$0	\$16,567	\$0	\$16,567	\$4,520	\$3,933	\$587
796	GEM PREP: NAMPA, LLC	\$14,468	\$14,468	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$524,305	\$26,973	\$497,332	\$131,076	\$0	\$131,076	\$291,692	\$0	\$291,692	\$146,055	\$146,055	\$0	\$0	\$0	\$0	\$9,577	\$9,551	\$26	\$2,902	\$2,902	\$0	
813	MOSCOW CHARTER SCHOOL, INC.	\$6,366	\$6,366	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$66,755	\$41,190	\$25,565	\$0	\$0	\$0	\$7,349	\$0	\$7,349	\$2,387	\$785	\$1,602	



CLOSURE PROTOCOL

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

Purpose

Idaho Code §33-5212 requires charter school authorizers to maintain a school closure protocol. In the unfortunate case that a school must close, the closure protocol is intended to support as smooth a transition as possible for the students and help ensure that taxpayer dollars and assets are appropriately managed.

Should your school be notified in writing of the IPCSC's decision to non-renew or revoke your charter, or should your school choose to voluntarily relinquish its charter, closure protocol must begin immediately.

Within 3 days of notification, representatives from your school's board and administration, the IPCSC, and the SDE will meet to review the protocol, assign responsibilities, and identify progress monitoring dates.

Your school may choose to appeal a decision to non-renew or revoke. If so, closure protocol begins regardless of whether the school has chosen to appeal the decision and continues unless the decision is overturned by the Idaho State Board of Education.

Whenever possible, school closures should take place at the end of a school year. This provides students opportunity to participate in other school's lotteries, it allows teachers to seek employment during the regular hiring season, and it allows sufficient time for districts to prepare for student intake. It also allows the closing school time to complete the many steps in an orderly way.

If you have been notified of closure or you are concerned that closure might happen to your school, please review this protocol. Feel free to reach out to the IPCSC office with any questions or concerns.

Notification and Initial Steps

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p>Meet with IPCSC and SDE staff Within 3 business days of the authorizer's or school's initial / intended closure decision, the charter school administrator, and a representative of the school's board. will meet (in-person or via telephone or web conference) with staff representatives of the IPCSC and SDE to:</p> <ol style="list-style-type: none"> 1. Review the remaining process for finalizing the closure decision as applicable. 2. Review the Closure Protocol and tasks, clarify critical deadlines, and review procedures for maintaining communication with the IPCSC and the SDE throughout the process. 3. Identify points of contact for media or community questions 	School, IPCSC, SDE			
<p>Notify Parents / Guardians of Potential Closure</p> <ol style="list-style-type: none"> 1. Within one week of the authorizer's or school's initial / intended closure decision, the charter school will send letters to enrolled families. Notification should include: <ul style="list-style-type: none"> • The reasons for closure. • If applicable, an explanation of the appeals process and likely timeline for a final decision. • Assurance that instruction will continue through the end of the school year or an estimation of when instruction will cease. • Assurance that after a final decision is reached, parents/students will be notified and assisted in the reassignment process. • Contact information for parents/guardians with questions. 	School, IPCSC			
<p>Notify Impacted School Districts</p> <ol style="list-style-type: none"> 1. Within one week of the authorizer's or school's initial/ intended closure decision, the charter school will send letters to districts materially impacted by the closure decision. Notification should include: <ul style="list-style-type: none"> • The reasons for closure. • If applicable, an explanation of the appeals process and likely timeline for a final decision. • Copy of the letter sent to parents. Contact information for questions. 	School, IPCSC			

Another Choice Virtual Charter School

<p>Meet with Charter School Faculty and Staff Administrator and charter board chair meet with the faculty and staff to:</p> <ol style="list-style-type: none">1. Discuss reasons for closure, status of appeals process (if applicable), and likely timeline for a final decision.2. Emphasize importance of maintaining continuity of instruction through the end of the school year.3. Emphasize need to limit expenditures to necessities.4. Discuss plans for helping students find new schools and need for teachers and staff to have organized student files prepared for transfer.5. Identify date when last salary checks will be issued, when benefits terminate, and anticipated last day of work. <p>Describe assistance, if any, that will be provided to faculty and staff to find new positions.</p>	School			
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Review and Report on Finances <ol style="list-style-type: none">1. Review budget to ensure that funds are sufficient to operate the school through the end of the school year, if applicable.2. Limit expenditures to only those in the approved budget and delay approving expenditures that might no longer be necessary, regardless of whether an appeal was filed. Communicate with the SDE regarding whether there are any anticipated changes to remaining disbursements from the state.	School, IPCSC, SDE			
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Develop/Monitor Implementation of the Closure Plan

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

Finalize School Affairs: Governance and Operations

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Maintain Identifiable Location Maintain the school's current location through the winding up of its affairs or relocate its business records and remaining assets to a location with operational telephone service that has voice message capability.	School			
Protect School Assets Protect the school's assets and any assets in the school that belong to others against theft, misappropriation, and deterioration. <ol style="list-style-type: none"> 1. Maintain existing insurance coverage on assets, including facility, until the disposal of such assets in accordance with the closure plan. 2. Negotiate school facility insurance with entities that may take possession of school facility – lenders, mortgagors, bond holders, etc. Obtain or maintain appropriate security services. Action may include moving assets to secure storage after closure or loss of facility.	School			
Notify Commercial Lenders / Bond Holders (if applicable) If the school has existing loans - Within 10 days after the final decision to close the charter school (after appeals process is complete), notify banks, bond holders, etc., of the school's closure and projected dates for the school's last payment towards its debt and if/when default will occur.	School			
Terminate EMO /CMO Agreement (if applicable) Review the management agreement and take steps needed to terminate the agreement at the end of the school year or prior to the intended closure date. <ol style="list-style-type: none"> 1. The management company should be asked for a final invoice and accounting, including an accounting of any retained school funds and the status of grant funds. 2. The school and the management company should agree upon how the company will continue to provide educational services until the last day of instruction. The school and the management company agree when other services including business services will end.	School			

<p>Maintain and Organize Records</p> <p>1. Maintain all corporate records related to:</p> <ul style="list-style-type: none"> • Loans, bonds, mortgages, and other financing. • Contracts. • Leases. • Assets and their sale, redistribution, etc. • Grants -- records relating to federal grants must be kept in accordance with 34 CFR 80.42. • Governance (minutes, bylaws, policies). • Accounting/audit, taxes, and tax status, etc. • Employees (background checks, personnel files). • Employee benefit programs and benefits. • Any other items listed in the closure plan. <p>Determine where records will be stored after dissolution.</p>	School			
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<p>Transfer Student Records and Testing Material</p> <ol style="list-style-type: none"> 1. Ensure that all student records are organized and complete. 2. Within 10 days of receiving a records request, send student records, including final grades and evaluations, to the receiving school. Records must include: <ul style="list-style-type: none"> • Individual Education Programs (IEPs) and all records regarding special education and supplemental services. • Student health / immunization records. • Attendance record. • Any testing materials required to be maintained by the school. • Student transcripts and report cards. • All other student records. 3. Document the transfer of records to include: <ul style="list-style-type: none"> • Date of transfer (for each individual student file transferred). • Signature and printed name of the charter school representative releasing the records. • Name and contact information of the receiver's representative. <p>The total number and percentage of general and special education records transferred.</p> 	<p>School</p>			
<p>Inventory Assets and Prepare Federal Items for Pick-up</p> <ol style="list-style-type: none"> 1. Inventory school assets, and identify items: <ul style="list-style-type: none"> • Loaned from other entities. • Encumbered by the terms of a contingent gift, grant or donation, or a security interest. • Belonging to the EMO/CMO, if applicable, or other contractors. • Purchased with federal grants or funds (i.e., Charter Start grant) <ul style="list-style-type: none"> ➢ Items purchased with federal funds should be listed on the Federal Items Inventory spreadsheet provided by the PCSC. The list should be very detailed and complete, and items should not be sold or re-distributed. 2. Return assets not belonging to school where appropriate documentation exists. Keep records of assets returned. 3. Organize and pack items purchased with federal funds and arrange for IPCSC walk-through and pick-up. <ul style="list-style-type: none"> ➢ Boxes should be packed, closed, taped, and <i>clearly</i> labeled with name(s) and/or number(s) corresponding to the inventory. ➢ IPCSC walk-through must be scheduled advance and must be at least 2 days prior to the scheduled move day. <p>At the time of the walk-through, all federal items must be prepared and distinctly separate from other school assets. If the school's items are not adequately prepared for moving, the IPCSC will delay the date for pick-up of federal items.</p> 	<p>School, IPCSC</p>			

Finalize School Affairs: Finance

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Maintain IRS 501(c)(3) Status Maintain IRS 501(c)(3) status until final dissolution. Notify IRS regarding any address change(s) and file required tax returns and reports.	School			
Notify Funding Sources / Charitable Partners Notify all funding sources, including charitable partners of school closure. Notify state and federal agencies overseeing grants / programs of school closure.	School			
Review and Revise School Budget <ol style="list-style-type: none"> 1. Review the school's budget and overall financial condition. 2. Make revisions, taking closure expenses into account closure while prioritizing continuity of instruction. Submit budget to IPCSC and SDE. Identify acceptable use of reserve funds.	School, IPCSC, SDE			
List all Creditors and Debtors Formulate a list of creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor. Note that the creditor list is not the same as the contractor list (above) but should include any contractors with whom the school owes money (based on a contract or invoice). <ol style="list-style-type: none"> 1. Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors. Debtors include persons who owe the school fees or credits, any lessees or sub-lessees of the school, and any person holding property of the school.	School			
Notify Debtors and Process Payments Contact debtors to request payment. Process and document received payments.	School			

Finalize School Affairs: Reporting

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Prepare and Submit End-of-Year Reports 1. Communicate with the IPCSC regarding necessary end-year or annual data or reporting that needs to be submitted and identify deadlines. Prepare and submit annual reports to the authorizer.	School, IPCSC			
Prepare Final Report Cards and Student Records Notice Provide parents / guardians with copies of final report cards and notice of where student records will be sent along with contact information.	School			
Prepare and Submit Final ISEE Report Within 10 days of final closure, submit a final ISEE report to the SDE.	School, SDE			
Prepare and Submit Final Budget and Financial Reporting Within 120 days of final closure, submit a final budget and financial reporting, including final financial audit, to the SDE and the IPCSC.	School, SDE			
Prepare and Submit All Other Required State and Federal Reports 1. Communicate with the SDE and the federal government to identify any outstanding or final reports required for federal, state, or special programs (special education, Title I, etc.) and confirm deadlines. Prepare and submit reports to the SDE and/or federal government.	School, SDE			

<p>Prepare and Submit Final Closure Report to the IPCSC Submit the completed closure Protocol document and a narrative and/or attachments that outline the following:</p> <ol style="list-style-type: none"> 1. The name and contact information of the individual(s) with whom the IPCSC can follow-up after closure if there are questions or issues to be addressed. 2. The school's final financial status, including the final independent audit. 3. The status of the transfer and storage of student records, including: <ul style="list-style-type: none"> • The school's total enrollment at the start of the final semester • The number and percentage of student records that have been transferred prior to closure. • The plan for storage and access to student records after closure, including the signature of the person/ entity that has agreed to be responsible for transferring records after closure. • A copy of public communication to parents regarding how to access student records after closure. 4. The status of the transfer and storage of personnel records, including: <ul style="list-style-type: none"> • The school's total number of staff at the beginning of the final semester • The number and percentage of personnel records that have been distributed to staff and/or new employers. • If necessary, the plan for storage and access to personnel records after closure, including the 	<p>School, IPCSC</p>			
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signature of the person / entity that has agreed to be responsible for transferring records after closure. <ul style="list-style-type: none">• A copy of communication to staff regarding how to access personnel records after closure. Additional documentation (inventories, operational info, etc.) may be included with the report				
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Dissolution

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

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Doing every other act necessary to wind up and liquidate its assets and affairs.				
Notify IRS Notify the IRS of dissolution of the education corporation and its 501(c)(3) status and furnish a copy to the authorizer.	School, SDE			