

SUBJECT

Charter Renewal Consideration

APPLICABLE STATUTE, RULE, OR POLICY

§33-5209B – Charter Renewals

BACKGROUND

Idaho statute requires that authorized chartering entities periodically evaluate schools for charter renewal. In 2023, seventeen schools are scheduled for charter renewal consideration. The IPCSC must make all renewal decisions no later than March 15, 2023.

Idaho Code requires the IPCSC Director to issue, no later than November 15th, a renewal recommendation to each school whose performance certificate will expire the following June. Each school then has 30 days to notify the Director that the school's board either agrees with the recommendation or wishes to contest the recommendation.

A school that has met all the terms of its current performance certificate, including the standards established in the performance framework, must be renewed. Any school that has failed to meet one or more of the terms of its current performance certificate, including the standards established in the performance framework, may be considered for non-renewal.

Idaho Code requires that renewal decisions be grounded in the school's performance outcomes with regard to the performance framework, as well as the school's financial performance over the course of the performance certificate term.

DISCUSSION

Ten schools are recommended for charter renewal with no conditions.

- Falcon Ridge Public Charter School
- Future Public School
- Gem Prep Meridian
- Heritage Community Charter School
- Idaho Science and Technology Charter School
- Legacy Charter School
- North Idaho STEM Academy
- North Start Charter School
- North Valley Academy
- Palouse Prairie Charter School

Each school's governing board has signed a consent agreement. Representatives from each school are present either in person or via Zoom today. Some have asked to address the Commission, and others are simply available for any questions you may have.

The IPCSC Director will provide a brief overview of each school's performance and identify the representatives from the school who are present today. Commissioners will then have the opportunity to engage in discussion with the school.

Materials included in this packet for each school are included as follows:

Primary Documentation

1. Notification of Director's Renewal Recommendation
2. Signed Consent and Agreement to the Director's Recommendation
3. Renewal Application (if submitted)
4. Fiscal Year 2022 Annual Performance Report
5. 2022 Fiscal Audit Report
6. 2018-2023 Performance Certificate

Secondary Documentation

1. Fiscal Year 2021 Annual Performance Report
2. Fiscal Year 2020 Annual Performance Report
3. Fiscal Year 2019 Annual Performance Report
4. Lottery Observation
5. Board Meeting Observation
6. Site Visit or Accreditation Report

IMPACT

Should the Commission approve a consent agreement for charter renewal with no conditions as presented, the school and IPCSC staff will proceed with finalizing a performance certificate detailing the terms of operations to begin July 1, 2023 and end on June 30, 2028. Performance certificates will be considered for final execution by the Commission in April.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the IPCSC move to accept the consent agreements as presented for each school in separate votes for each school.

COMMISSION ACTION

A motion to approve the consent agreement for charter renewal with no conditions as presented for [Name of School] thereby renewing the school's charter for another five years of operations.

BEFORE THE IDAHO PUBLIC CHARTER SCHOOL COMMISSION
STATE OF IDAHO

In the Matter of the Charter Renewal for:

FALCON RIDGE PUBLIC CHARTER
SCHOOL.

Case No. 22-52501

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

Pursuant to Idaho Code section 33-5209B, the Director of the Idaho Public Charter School Commission ("Commission") recommends that the charter for Falcon Ridge Public Charter School ("FRPCS") be renewed for a five-year term with no conditions.

After its review of the Director's recommendation, if FRPCS agrees to accept the Director's recommendation as presented below, an authorized representative of FRPCS must complete the Consent Agreement, attached to this Notice as Attachment A, and return it to the Director **by no later than December 15, 2022** to the following address:

Jenn Thompson, Director
Idaho Public Charter School Commission
514 W. Jefferson St., Ste. 303
Boise, Idaho 83720
jenn.thompson@osbe.idaho.gov

Dated this 15th day of November, 2022.

Jenn Thompson Digitally signed by Jenn Thompson
Date: 2022.11.08 12:42:53 -07'00'

Jenn Thompson
Director
Idaho Public Charter School Commission

**CONSENT AGREEMENT ACCEPTING DIRECTOR'S RECOMMENDATION
FOR RENEWAL OF CHARTER WITHOUT CONDITIONS**

This Consent Agreement ("Agreement") is hereby entered into between the Director of the Idaho Public Charter School Commission ("Director") and Falcon Ridge Public Charter School ("FRPCS"). FRPCS understands, acknowledges, and agrees to the following:

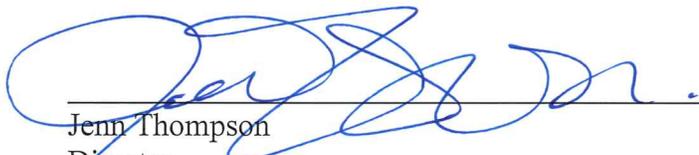
1. On behalf of FRPCS, the undersigned authorized representative acknowledges the receipt of the Notice and Acknowledgment of Commission Director's Recommendation for Renewal of Charter, dated November 15, 2022 ("Notice").
2. FRPCS understands and acknowledges the recommendation of the Director, and agrees to accept the recommendation for renewal of its charter without conditions as proposed in the Notice.
3. FRPCS understands and acknowledges that the Director's recommendation will be presented to the Idaho Public Charter School Commission ("Commission"). FRPCS 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. FRPCS understands and acknowledges that if the Commission approves the renewal of FRPCS's charter, the Commission and FRPCS shall negotiate the terms of and execute a new performance certificate, as defined in Idaho Code section 33-5202A(6). Such performance certificate must be approved by the Commission in an open meeting prior to June 30, 2023.
5. On behalf of FRPCS, the undersigned authorized representative understands and acknowledges that by accepting the Director's recommendation as proposed in the Notice and entering into this Agreement, FRPCS 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.



Authorized Representative
Board Chair/President
Falcon Ridge Public Charter School

11/15/22

Date



Jenn Thompson
Director
Idaho Public Charter School Commission

11/15/22

Date



Falcon Ridge Public Charter School
 Charter Renewal Application Narrative
 12/15/22

Falcon Ridge Public Charter School (FRPCS) has weathered the storms of Covid lockdowns, population growth, and societal changes, and has emerged with strength, intentionality, and a renewed commitment to the pursuit of academic excellence and character development. Since its founding in 2005, FRPCS has attracted families from throughout the area who desire a solid academic education with an emphasis on building character and future citizenship. There have been some amazing changes, challenges, and opportunities for growth. Our mission and vision have remained the same and we are excited for the road ahead.

Some of the changes and improvements during the past three years include the following:

- Professional Learning Opportunities for Certified Staff, Faculty, and Classified Staff
 - *Total Participation Techniques* (Himmele & Himmele, 2011)
 - Year-long book study (2019-2020)
 - Focus on increasing student engagement
 - NNU credit opportunity
 - Course taught by Dr. Jorgensen
 - *What Great Teachers Do Differently* (Whitaker, 2020)
 - Semester book study (2020)
 - Focus on evidenced-based teaching practices
 - NNU credit opportunity
 - Course taught by Dr. Jorgensen
 - *Enhancing Professional Practice: A Framework for Teaching* (Danielson, 1996)
 - Year-long book study (2020-2021)
 - Focus on Danielson's framework for teaching
 - NNU credit opportunity
 - Course taught by Dr. Jorgensen
 - Harry Wong - Building Classroom Community
 - Semester course (2020)
 - Focus on classroom management strategies

- NNU credit opportunity
 - Course taught by Dr. Jorgensen
- *Teaching with Love and Logic* (Fay & Fay, 2016)
 - Year-long book study (2021-2022)
 - Focus on classroom behavior interventions
 - NNU credit opportunity
 - Course taught by Dr. Jorgensen
- *How the Brain Learns, 6th Edition* (Sousa, 2022)
 - Year-long book study (2022-2023)
 - Focus on brain-based instruction
 - NNU credit opportunity
 - Course taught by Dr. Jorgensen
- Idaho SESTA Training
 - Year-long emphasis (2021-2022)
 - Focus on interventions
 - In-depth study of special education process
 - Developed a student success team (RTI)
 - Created a FRPCS RTI process
- Reading Intervention Strategies
 - Facilitated by FRPCS reading interventionist (2021-2023)
- Math Intervention Strategies
 - Facilitated by FRPCS math interventionist (2022-2023)
- Conferences
 - Idaho Middle Level Association (attended by FRPCS middle school faculty)
- Special Education Improvements
 - Hired independent consultant Kathy Crowley (Idaho State Department of Education) to assess, evaluate, and identify strategic improvements for SPED program
 - Hired a new special education coordinator/teacher
 - Collaborated with Bluum director of special education to assess former curriculum and to select and purchase evidence-based curriculum
 - Added gifted and talented program
 - Rebranded the special education room (Enrichment Room)
 - Worked with SESTA to develop a student success team (SST) to begin a formal RTI process
 - Student Success Team (meets weekly; includes building administrator, special education director, classroom teacher, counselor, reading interventionist, and math interventionist)
 - Include SPED coordinator in all staff meetings and professional development

- Counseling
 - Increased counselor's hours from .5 FTE to .8 FTE (2022-2023)
 - Added a counseling office to the school building (2021-2022)
 - Added counselor teaching opportunities in the classrooms to teach monthly character traits
 - Counselor now oversees, coordinates, and communicates with all students/families who receive 504 accommodations
 - Added social skills group and executive functioning skills group
- Reading Interventionist
 - Added a reading interventionist 2021-22 school year
 - Assesses all students and provides individualized targeted reading instruction to identified students
 - Provides staff professional development opportunities in reading
 - Spearheading dyslexia assessments and will provide professional development for faculty and staff 2022-23
 - Facilitated the development of an after school tutoring program/summer reading program for identified students with the Covid funds
- Middle School Math
 - Created a math bowl team and competed in BSU math bowl Fall of 2022
- Math Interventionist
 - Added a math interventionist 2022-23 school year
 - Assesses all students and provides individualized targeted math instruction to identified students
 - Provides staff professional development opportunities in math
 - Team teaches with middle school math teacher to provide push-in targeted instruction
 - Helped create a differentiated 8th grade math class
- Collaborative Observation Process with the Danielson Framework (Improvement)
 - Goal-setting conference/IPLP
 - Pre- and post-formal observation conferences (collaborative)
 - Mid-year check-in conferences
 - Summative conference
 - Domain 4 Reflection
 - Parent surveys
- Professional Leadership Team
 - Created 2022-2023 school year
 - Meets bi-weekly
 - Team includes elementary teacher, middle school teacher, counselor, reading interventionist, vice principal, and building administrator
 - Develop teacher leadership

- Focus on continuous improvement of academics and character
- Mentor Teacher Program
 - Created mentor program beginning the 2021-2022 school year
 - Mentors conduct two observations with first-year teachers and one observation with second-year teachers
 - Provide non-evaluative feedback to new teachers
 - Mentors meet bi-weekly with new teachers
 - Developed onboarding meeting in the early fall
 - Mentors meet regularly with building administrator
- Kuna Pop-up Library
 - Beginning 2021-2022 school year
 - In partnership with the Kuna Public Library, providing a bi-weekly library for students at Falcon Ridge
 - Kuna librarian provides a story time and check-out opportunity to encourage reading and improve literacy
 - Kuna Library has commented on increased library membership from Falcon Ridge families as a result
- Weekly staff and family newsletters (added 2020-21)
 - Utilize the Smore newsletter electronic format
 - Showcase students and staff
 - Communicate upcoming events, PTO, policies, etc.
 - Build staff culture
 - Highlight academic excellence and character
- Music Program
 - Increased music teacher's schedule .8 FTE to full time (2022-2023)
 - Added music to the Kindergarten schedule (based on evidence-based practices for early childhood)
- Created second section of middle school English/Language Arts
 - Based on student test scores and the demand for excellent writers, speakers, critical thinkers, and communicators
 - Positive parent and student feedback
 - Aligns with mission of academic excellence
- Created weekly Administrative Meeting of Excellence
 - Includes front office administrative assistants, vice principal, and building administrator
 - Improved communication
 - Focus on creating a positive school culture
- Revamped primary elementary technology classes
 - Test preparation focused
- Created a “soft start” in the mornings

- Based on best practices
- Maximize instructional time
- Eliminate potential behavior issues
- Each teacher/staff member greets students at the door for intentional relationship building
- Created monthly staff development opportunities
 - Meet as an entire staff monthly for
 - Team building
 - Communication
 - Continuous focus on academic excellence and building character through every staff member
 - Training Opportunities
 - *How Full is Your Bucket?* (2021-2022)
 - *Keep on Truckin': Growth Mindset* (2022-2023)
- Student character development
 - Falcon Cards
 - Tier 1 intervention
 - Acknowledge and celebrate students who model the FRPCS character traits
 - Citizen of the month ice cream social
 - Acknowledge and celebrate students who model academic excellence and FRPCS character traits
 - Character mini lessons
 - Taught monthly by counselor, vice principal, and building administrator
 - Reinforced in classrooms by teachers and paraprofessionals
- Revamped new student orientation and back-to-school events
- Revamped Kindergarten and 8th grade graduation ceremonies
 - Highlight academic excellence and character
 - Created formal order of service
- Playground improvements
 - Four square
 - Soccer
 - Basketball court
 - Tetherball
 - PTO adding more small equipment 2022-2023
- Increased Focus on School Safety
 - Added front ring doorbell
 - Added front lock and release mechanism to entry
 - Added new bolts to exterior doors
 - Added blinds to door windows

- Added yearly safety training with Ada County Detective Jones
- Added yearly first aid training with Nurse Mullins
- Added new internet filter with notification system for unsafe internet searches
- Staff culture building
 - Staff appreciation days
 - Complement jar
 - Steps challenge
 - Launch days
 - End of year wrap-up/luncheon
 - International Thanksgiving potluck
 - Christmas party
 - Secret Santa
 - Monthly staff team building/training
- School culture building
 - Weekly positive communication (via phone call, note, or email)
 - School-wide goal of weekly positive communication (Danielson Framework 4c; Communicating with Families)

As we look ahead to the next five years, Falcon Ridge Charter School will continue these programs and changes that have been made during the last couple of years, and will continue to pursue academic excellence and character development. One of the additions we would like to implement toward academic excellence includes creating a yearly opportunity for certified staff to conduct peer observations. Peer observations would include an objective and a formal protocol for staff to utilize with the purpose being ongoing instructional growth and development. Also, we would like to incorporate a 5th grade project-based presentation in which members of the community evaluate the presentations.

We would like to continue our focus on character development, including the addition of Aliens and Astronauts in middle school, and character integration within classroom lessons. The Aliens and Astronauts event is an evening of middle school fun awarded to students who achieve As and Bs in their third quarter. This will serve as an incentive designed for adolescent students who tend to lose interest in academic pursuits midway through the school year.

As we focus on building our school community and providing opportunities for students to move and improve our extracurricular offerings, we would like to work toward adding a cross-country program to our middle school athletics offerings. Furthermore, we would like to create a certified physical education program.

Finally, we would like to create a stakeholder advisory board, in which parents, students, faculty, staff, and the administrator meet a few times throughout the school year to discuss the state of the school and continually monitor and assess the school's mission of academic excellence and character development.



278 Ten Mile Rd Kuna ID 83642. Office 208.922.9228. fax 208.922.4198. www.falconridgecharter.org

Falcon Ridge Public Charter School Mission Statement: “Developing students who are competent, productive and responsible by promoting the academic skills and character to succeed in life.”

School Administrator:

Christie Jorgensen
(208) 922-9228
cjorgensen@falconridgecharter.org

Board Chairman:

David Peterson
(208) 412-4699
davidpeterson552@gmail.com

Falcon Ridge Public Charter School LEA Number: 1600008

Falcon Ridge Public Charter School Building Number: 576

Current Enrollment by Grade:

Class	Size
Kindergarten	24
1st grade	29
2nd grade	29
3rd grade	29
4th grade	33
5th grade	33
6th grade	33
7th grade	32
8th grade	32

Falcon Ridge Public Charter School 2021-2022 ANNUAL PERFORMANCE REPORT

INTRODUCTION

Each year, Idaho's Public Charter School Commission (IPCSC) 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 IPCSC'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 IPCSC 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 IPCSC office.

PERFORMANCE FRAMEWORK STRUCTURE

The academic section comprises the primary indicators on which most renewal or non-renewal decisions are based. The 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 IPCSC'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 IPCSC may still use this information for purposes of making authorizing decisions.
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 IPCSC 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	Developing students who are competent, productive, and responsible by promoted the academic skills and character to succeed in life.		
Key Design Elements	Establish a learning environment that is safe both emotionally and physically. <ul style="list-style-type: none"> • Incorporate a “teach to the ceiling” philosophy towards ensuring that all students are challenged academically. • Set high behavioral expectations with a focus on kindness and respect for others. • Establish an atmosphere that encourages student participation and engagement • Maintain a culture that values work ethic, personal responsibility and those habits that lead to a productive citizenry. 		
School Location	278 S. Ten Mile Rd., Kuna, ID 83634	School Phone	208-922-9228
Surrounding District	Kuna Joint School District #3		
Opening Year	2004		
Current Term	July 1,2018-June 30,2023		
Grades Served	K-8		
Enrollment (Approved)	276	Enrollment (Actual)	274
SCHOOL LEADERSHIP			
David Peterson			Board Chair
Nathan Bushard			Vice chair
Tanya Ambler			Secretary
Mercy Clarkson			Treasurer
Jennifer Christensen			Business Manager
Christie Jorgensen			Administrator

STUDENT DEMOGRAPHICS			
	School	Surrounding	Neighboring
Non-White	14%	20%	N/A
Limited English Proficiency	10%	15%	N/A
Special Needs	11%	13%	N/A
Free and Reduced Lunch	7%	27%	N/A

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 Alt.	Points Earned Alt.
State Proficiency Comparison	1a	50	42	50	0	50	42		
	1b	50	39	50	0	50	39		
District Proficiency Comparison	2a	50	50	50	0	50	50	50	0
	2b	50	50	50	0	50	50	50	0
Criterion-Referenced Growth	3a	0	NA*			50	0		
	3b	0	NA*			50	0		
Norm-Referenced Growth	4a			100	0	50	39	50	0
	4b			100	0	50	0	50	0
Post-Secondary Readiness	5a			125	0	125	0	100	0
Total Academic Points		200	181	525	0	525	39	300	0
% of Academic Points			91%		0%		7%		0%

*Growth measures will not be rated for FY22 due to a lack of assessment data in FY20.

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	25				
	3c	25	25				
	3d	25	25				
	3e	25	25				
	3f	25	25				
School Environment	4a	25	25	% of Financial Points			
	4b	25	25				
Additional Obligations	5a	25	25				
Total Operational Points		400	400			400	400
% of Operational Points			100%				100%

ACCOUNTABILITY DESIGNATION	Range (% of Points Possible)	Academic Gen Ed Outcome	Range	Operational Outcome	Range	Financial Outcome
Honor	75% - 100%	91%	90% - 100%	100%	85% - 100%	100%
Good Standing	55% - 74%		80% - 89%		65% - 84%	
Remediation	31% - 54%		61% - 79%		46% - 64%	
Critical	0% - 30%		0% - 60%		0% - 45%	

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			Points Earned
Comparison to State	<p>Exceeds Standard: The school's proficiency rate in math exceeds the state average by 16 percentage points or more.</p> <p>Meets Standard: The school's proficiency rate in math is equal to the state 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 state average.</p> <p>Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the state average.</p>	54	<p>50</p> <p>30 - 45</p> <p>15 - 29</p> <p>0 - 14</p> <hr/> <p>42</p>
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			Points Earned
Comparison to State	<p>Exceeds Standard: The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.</p> <p>Meets Standard: The school's proficiency rate in ELA is equal to the state 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 state average.</p> <p>Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the state average.</p>	64	<p>50</p> <p>30 - 45</p> <p>15 - 29</p> <p>0 - 14</p> <hr/> <p>39</p>
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																				
<p>Measure 2a Math Proficiency Rate Comparison to District</p>	<p>Do math (or similar subject area) proficiency rates meet or exceed the district average?</p> <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%. 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 - 15 percentage points lower than the district average. Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the district average.</p> <p>The district average will be determined using the same grade set as is served by the public charter school. 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.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>54</td> <td>50</td> <td>50</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">50</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	54	50	50		30 - 45	0		15 - 29	0		0 - 14	0			50
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<p>Measure 2b ELA Proficiency Rate Comparison to District</p>	<p>Do ELA (or similar subject area) proficiency rates meet or exceed the district average?</p> <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%. 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 - 15 percentage points lower than the district average. Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the district average.</p> <p>The district average will be determined using the same grade set as is served by the public charter school. 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.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>64</td> <td>50</td> <td>50</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">50</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	64	50	50		30 - 45	0		15 - 29	0		0 - 14	0			50
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<p>Notes</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 charter and 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 charter and performance certificate. A cohesive professional development program is utilized. 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. 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.	25	25	25
Notes			15	
			0	
				25
Measure 1b Educational Requirements	Is the school complying with applicable 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. 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. 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.	No instances of non-compliance documented	25	25
Notes			15	
			0	
				25

Measure 1c	Is the school protecting the rights of students with disabilities?	Result	Points Possible	Points Earned
<p>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	25	25
Notes				25
Measure 1d	Is the school protecting the rights of English Language Learner (ELL) students?	Result	Points Possible	Points Earned
<p>English Language Learners</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	25	25
Notes				25

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? 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 IPCSC, 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. 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. 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.		25	25	25
Notes					25
Measure 2b GAAP	Is the school following General 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 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. 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. 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.		25	25	25
Notes					25
Measure 2c Enrollment Variance	Is the school successfully enrolling the projected number of students? Meets Standard: Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year. Partially Meets Standard: Enrollment variance was between 90 and 95 percent in the most recent fiscal year. Does Not Meet Standard: Enrollment variance was less than 90 percent in the most recent fiscal year.		100.36%	25	25
Notes					25

INDICATOR 3: GOVERNANCE AND REPORTING		Result	Points Possible	Points Earned
Measure 3a Governance Requirements	Is the school complying with 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. 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. 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.	25	25	25
Notes				25
Measure 3b Board Oversight	Is the board fulfilling its oversight obligations? 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. 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. 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.	25	25	25
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 IPCSC, 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 IPCSC, 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 IPCSC, 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	25	25
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	25	25
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>	25	25	25
Notes				25

Measure 3f	Is the school handling information appropriately?	Result	Points Possible	Points Earned
<p>Information Handling</p> <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> <p>Notes</p>		25	25	25
INDICATOR 4: SCHOOL ENVIRONMENT				
Measure 4a	Is the school complying with transportation requirements?	Result	Points Possible	Points Earned
<p>Transportation</p> <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> <p>Notes</p>		25	25	25
Measure 4b	Is the school complying with facilities requirements?	Result	Points Possible	Points Earned
<p>Facilities</p> <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> <p>Notes</p>		25	25	25

INDICATOR 5: ADDITIONAL OBLIGATIONS		Result	Points Possible	Points Earned
Measure 5a	Is the school complying with all other obligations?			
<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>		25	25	25
			15	
			0	
				25
Notes				

INDICATOR 1: NEAR-TERM				
Measure 1a Current Ratio	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.	Result 10.46 0	Points Possible 50 10 0	Points Earned 50 <hr/> 50
Notes				
Measure 1b Cash Ratio	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.	Result 9.94 0	Points Possible 50 10 0	Points Earned 50 <hr/> 50
Notes				
Measure 1c Unrestricted Days Cash	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.	Result 296 0	Points Possible 50 10 0	Points Earned 50 <hr/> 50
Notes				
Measure 1d Default	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.	Result x 0	Points Possible 50 0	Points Earned 50 <hr/> 50
Notes				

INDICATOR 2: SUSTAINABILITY				
Measure 2a Total Margin and Aggregated 3-Year Total Margin	Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues. 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> Does Not Meet: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard". 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.	Result 1.81	Points Possible 50 30 0	Points Earned 50 <hr/> 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 2b Debt to Asset Ratio	Debt to Asset Ratio: Total Liabilities divided by Total Assets Meets Standard: Debt to Asset Ratio is less than 0.9. Does Not Meet: Debt to Asset Ratio is between 0.9. and 1.0 Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0	Result 0.53	Points Possible 50 30 0	Points Earned 50 <hr/> 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	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 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> Does Not Meet: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard" Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative.	Result x	Points Possible 50 30 0	Points Earned 50 <hr/> 50
Notes				
Measure 2d Debt Service Coverage Ratio	Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments) Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1 Does Not Meet: Debt Service Coverage Ratio is less than 1.1	Result 1.49	Points Possible 50 0	Points Earned 50 <hr/> 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.			

Falcon Ridge Public Charter School

Year Ended June 30, 2022

Audited Financial Statements



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Quest CPAs PLLC

Financial Section

Independent Auditor's Report..... 1

Basic Financial Statements

Government-Wide Financial Statements

Statement of Net Position 5

Statement of Activities 6

Fund Financial Statements

Balance Sheet – Governmental Funds..... 7

Statement of Revenues, Expenditures, and Changes in Fund Balances – Governmental Funds..... 10

Notes to Financial Statements 13

Required Supplementary Information

Budgetary Comparison Schedule – General and Major Special Revenue Funds..... 25

Schedule of Employer’s Share of Net Pension Asset and Liability and Schedule of Employer Contributions 27

Supplementary Information

Combining Balance Sheet – Nonmajor Governmental Funds..... 28

Combining Statement of Revenues, Expenditures, and Changes in Fund Balances – Nonmajor Governmental Funds..... 33

Other Reports

Independent Auditor’s Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of the Financial Statements Performed in Accordance with Government Auditing Standards 38



Independent Auditor's Report

Board of Directors
Falcon Ridge Public Charter School

Qualified and Unmodified Opinions

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Falcon Ridge Public Charter School (the School) as of and for the year ended June 30, 2022, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

Qualified Opinion on the Governmental Activities

In our opinion, except for the effects of the matter described in the Matter Giving Rise to the Qualified Opinion on the Governmental Activities section of our report, the financial statements referred to above present fairly, in all material respects, the financial position of the governmental activities of the School, as of June 30, 2022, 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 on All Other Opinion Units Described Below

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, 2022, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Qualified and Unmodified Opinions

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. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Matter Giving Rise to the Qualified Opinion on the 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 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.

Responsibilities of Management 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.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditor's Responsibility for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit 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 School's internal control. Accordingly, no such opinion is expressed.

- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the budgetary comparison schedules and schedule of employer's share of net pension asset and liability and schedule of employer contributions listed in the table of contents 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. 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.

Supplementary 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. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The 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 August 1, 2022, 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
August 1, 2022

FALCON RIDGE PUBLIC CHARTER SCHOOL

Statement of Net Position

June 30, 2022

	<u>Governmental Activities</u>
Assets	
Current Assets	
Cash	\$1,880,825
Receivables:	
Local Sources	689
State Sources	84,247
Federal Sources	13,862
Total Current Assets	<u>1,979,623</u>
Noncurrent Assets	
Nondepreciable Capital Assets	845,076
Depreciable Net Capital Assets	3,483,782
Net Pension Asset	25,421
Total Noncurrent Assets	<u>4,354,279</u>
Total Assets	<u>6,333,902</u>
Deferred Outflows of Resources	
Pension Items	468,268
Total Deferred Outflows of Resources	<u>468,268</u>
Total Assets and Deferred Outflows of Resources	<u>\$6,802,170</u>
Liabilities	
Current Liabilities	
Salaries & Benefits Payable	\$111,835
Unspent Grant Allocation	10,265
Long-Term Liabilities, Current	67,112
Total Current Liabilities	<u>189,212</u>
Noncurrent Liabilities	
Long-Term Liabilities, Noncurrent	3,140,253
Total Noncurrent Liabilities	<u>3,140,253</u>
Total Liabilities	<u>3,329,465</u>
Deferred Inflows of Resources	
Pension Items	813,240
Total Deferred Inflows of Resources	<u>813,240</u>
Total Liabilities and Deferred Inflows of Resources	<u>4,142,705</u>
Net Position	
Net Investment in Capital Assets	1,121,493
Restricted:	
Special Programs	257,934
Debt Service	198,636
Capital Projects	2,261
Unrestricted	1,079,141
Total Net Position	<u>2,659,465</u>
Total Liabilities and Deferred Inflows of Resources and Net Position	<u>\$6,802,170</u>

See Accompanying Notes

FALCON RIDGE PUBLIC CHARTER SCHOOL

Statement of Activities
Year Ended June 30, 2022

Functions/Programs	Expenses	Program Revenues		Net (Expense) Revenue And Changes in Net Position
		Charges For Services	Operating Grants And Contributions	
Governmental Activities				Governmental Activities
Instructional Programs				
Elementary School	\$833,479		\$121,880	(\$711,599)
Secondary School	329,585			(329,585)
Special Education	82,840		49,251	(33,589)
Gifted & Talented	10,000		10,000	0
Interscholastic	2,720			(2,720)
School Activity	5,825			(5,825)
Support Service Programs				
Attendance - Guidance - Health	53,380	\$13,765	9,954	(29,661)
Special Education Support Services	6,673		6,544	(129)
Instruction Improvement	61,168		26,051	(35,117)
Educational Media	0			0
Instruction-Related Technology	84,019		67,324	(16,695)
Board of Education	29,321			(29,321)
District Administration	173,344			(173,344)
School Administration	1,833			(1,833)
Business Operation	60,250			(60,250)
Administrative Technology	0			0
Buildings - Care	140,716			(140,716)
Maintenance - Non-Student Occupied	0			0
Maintenance - Student Occupied	12,864			(12,864)
Maintenance - Grounds	11,813			(11,813)
Security	0			0
Pupil-To-School Transportation	187,453			(187,453)
Pupil-Activity Transportation	0			0
Other Support Services	2,504			(2,504)
Non-Instructional Programs				
Child Nutrition	140,544	75	145,343	4,874
Capital Assets - Student Occupied	93,402			(93,402)
Capital Assets - Non-Student Occupied	0			0
Debt Service - Principal	0			0
Debt Service - Interest	88,808			(88,808)
Total	\$2,412,541	\$13,840	\$436,347	(\$0)
General Revenues				
Local Revenue				13,758
State Revenue				2,134,545
Federal Revenue				0
Pension Revenue (Expense)				17,814
Total				2,166,117
Change in Net Position				203,763
Net Position - Beginning				2,455,702
Net Position - Ending				\$2,659,465

Balance Sheet - Governmental Funds

June 30, 2022

	General Fund	Child Nutrition Fund	Bond R&I Fund
Assets			
Cash	\$1,420,744	\$22,084	\$198,636
Receivables:			
Local Sources	689		
State Sources	84,247		
Federal Sources			
Due From Other Funds	3,597		
Total Assets	<u>\$1,509,277</u>	<u>\$22,084</u>	<u>\$198,636</u>
Liabilities			
Accounts Payable			
Due To Other Funds			
Salaries & Benefits Payable	\$110,585		
Unspent Grant Allocation			
Total Liabilities	<u>110,585</u>	<u>\$0</u>	<u>\$0</u>
Fund Balances			
Restricted:			
Special Programs		22,084	
Debt Service			198,636
Capital Projects			
Unassigned	1,398,692		
Total Fund Balances	<u>1,398,692</u>	<u>22,084</u>	<u>198,636</u>
Total Liabilities and Fund Balances	<u>\$1,509,277</u>	<u>\$22,084</u>	<u>\$198,636</u>

Balance Sheet - Governmental Funds

June 30, 2022

	Other Governmental Funds	Total Governmental Funds
	<u> </u>	<u> </u>
Assets		
Cash	\$239,361	\$1,880,825
Receivables:		
Local Sources	0	689
State Sources	0	84,247
Federal Sources	13,862	13,862
Due From Other Funds	0	3,597
Total Assets	<u>\$253,223</u>	<u>\$1,983,220</u>
Liabilities		
Accounts Payable	\$0	\$0
Due To Other Funds	3,597	3,597
Salaries & Benefits Payable	1,250	111,835
Unspent Grant Allocation	10,265	10,265
Total Liabilities	<u>15,112</u>	<u>125,697</u>
Fund Balances		
Restricted:		
Special Programs	235,850	257,934
Debt Service	0	198,636
Capital Projects	2,261	2,261
Unassigned	0	1,398,692
Total Fund Balances	<u>238,111</u>	<u>1,857,523</u>
Total Liabilities and Fund Balances	<u>\$253,223</u>	<u>\$1,983,220</u>

Reconciliation of Total Governmental Fund Balances to Net Position of Governmental Activities

Total Governmental Fund Balances	\$1,857,523
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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.	4,328,858
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Certain liabilities are not due and payable in the current period and therefore are not reported in the funds.	(3,207,365)
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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.	(319,551)
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Net Position of Governmental Activities	<u><u>\$2,659,465</u></u>
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FALCON RIDGE PUBLIC CHARTER SCHOOL

Statement of Revenues, Expenditures, and Changes in
Fund Balances - Governmental Funds
Year Ended June 30, 2022

	General Fund	Child Nutrition Fund	Bond R&I Fund
Revenues			
Local Revenue	\$14,651	\$75	\$22
State Revenue	2,134,542		3
Federal Revenue		145,343	
Total Revenues	<u>2,149,193</u>	<u>145,418</u>	<u>25</u>
Expenditures			
Instructional Programs			
Elementary School	812,132		
Secondary School	368,977		
Special Education	33,589		
Gifted & Talented			
Interscholastic	2,720		
School Activity	5,825		
Support Service Programs			
Attendance - Guidance - Health	33,410		
Special Education Support Services			
Instruction Improvement	35,117		
Educational Media			
Instruction-Related Technology	18,383		
Board of Education	29,321		
District Administration	173,344		
School Administration	1,833		
Business Operation	60,250		
Administrative Technology			
Buildings - Care	140,716		
Maintenance - Non-Student Occupied			
Maintenance - Student Occupied	12,864		
Maintenance - Grounds	11,813		
Security			
Pupil-To-School Transportation	187,453		
Pupil-Activity Transportation			
Other Support Services	2,504		
Non-Instructional Programs			
Child Nutrition	2,389	138,155	
Capital Assets - Student Occupied			
Capital Assets - Non-Student Occupied			
Debt Service - Principal			64,873
Debt Service - Interest			88,808
Total Expenditures	<u>1,932,640</u>	<u>138,155</u>	<u>153,681</u>
Excess (Deficiency) of Revenues Over Expenditures	216,553	7,263	(153,656)
Other Financing Sources (Uses)			
Transfers In	1,214		167,652
Transfers Out	(196,618)		
Total Other Financing Sources (Uses)	<u>(195,404)</u>	<u>0</u>	<u>167,652</u>
Net Change in Fund Balances	21,149	7,263	13,996
Fund Balances - Beginning	<u>1,377,543</u>	<u>14,821</u>	<u>184,640</u>
Fund Balances - Ending	<u>\$1,398,692</u>	<u>\$22,084</u>	<u>\$198,636</u>

FALCON RIDGE PUBLIC CHARTER SCHOOL

Statement of Revenues, Expenditures, and Changes in
Fund Balances - Governmental Funds
Year Ended June 30, 2022

	Other Governmental Funds	Total Governmental Funds
Revenues		
Local Revenue	\$13,765	\$28,513
State Revenue	62,868	2,197,413
Federal Revenue	227,221	372,564
Total Revenues	303,854	2,598,490
Expenditures		
Instructional Programs		
Elementary School	120,965	933,097
Secondary School	0	368,977
Special Education	49,251	82,840
Gifted & Talented	10,000	10,000
Interscholastic	0	2,720
School Activity	0	5,825
Support Service Programs		
Attendance - Guidance - Health	19,970	53,380
Special Education Support Services	6,673	6,673
Instruction Improvement	26,051	61,168
Educational Media	0	0
Instruction-Related Technology	87,436	105,819
Board of Education	0	29,321
District Administration	0	173,344
School Administration	0	1,833
Business Operation	0	60,250
Administrative Technology	0	0
Buildings - Care	0	140,716
Maintenance - Non-Student Occupied	0	0
Maintenance - Student Occupied	0	12,864
Maintenance - Grounds	0	11,813
Security	0	0
Pupil-To-School Transportation	0	187,453
Pupil-Activity Transportation	0	0
Other Support Services	0	2,504
Non-Instructional Programs		
Child Nutrition	0	140,544
Capital Assets - Student Occupied	0	0
Capital Assets - Non-Student Occupied	0	0
Debt Service - Principal	0	64,873
Debt Service - Interest	0	88,808
Total Expenditures	320,346	2,544,822
Excess (Deficiency) of Revenues Over Expenditures	(16,492)	53,668
Other Financing Sources (Uses)		
Transfers In	28,966	197,832
Transfers Out	(1,214)	(197,832)
Total Other Financing Sources (Uses)	27,752	0
Net Change in Fund Balances	11,260	53,668
Fund Balances - Beginning	226,851	1,803,855
Fund Balances - Ending	\$238,111	\$1,857,523

Statement of Revenues, Expenditures, and Changes in

Fund Balances - Governmental Funds

Year Ended June 30, 2022

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	\$53,668
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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.	(71,602)
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Repayment of debt principal is an expenditure in the governmental funds, but the repayment reduces long-term liabilities in the statement of net position.	64,873
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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.	156,824
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Change in Net Position of Governmental Activities	<u><u>\$203,763</u></u>
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A. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Reporting Entity – Falcon Ridge Public 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.

Special Revenue Funds – Special revenue funds are used to account for the proceeds of specific revenue sources that are legally restricted to expenditures for specified purposes. Major special revenue funds include the child nutrition fund, which serves to account for providing nutritional meals to students (including subsidized meals).

Debt Service Funds – Debt service funds are used to account for the accumulation of funds for the periodic payment of principal and interest on long term debt. Major debt service funds include the bond redemption and interest fund, which accounts for accumulation of funds for the periodic payment of principal and interest on long term debt.

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 paid to the general fund unless Idaho Code specifies otherwise.

Receivables – Receivables are reported net of any estimated uncollectible amounts.

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. Compensated absences will be paid by the fund in which the employee works.

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. Other post-employment benefits will be paid by the fund in which the employee works.

Pensions – For purposes of measuring the net pension asset/liability and pension revenue/expense, information about the fiduciary net position of the Public Employee Retirement System of Idaho Base Plan (the Base Plan) and additions to/deductions from the 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. Pension obligations will be paid by the fund in which the employee works.

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.

Nonmonetary Transactions – Items received via food commodities programs are recognized at their stated fair market value.

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	\$1,880,825
Total	<u><u>\$1,880,825</u></u>

Deposits – At year end, the carrying amounts of the School's deposits were \$1,880,825 and the bank balances were \$1,894,798. Of the bank balances, \$250,000 was insured and \$1,644,798 was collateralized.

C. RECEIVABLES

Receivables consist of the following at year end:

	General Fund	Special Revenue Funds	Total
Local Sources			
Other Local Sources	\$689		\$689
Total	\$689		\$689
State Sources			
Foundation Program	\$84,247		\$84,247
Total	\$84,247		\$84,247
Federal Sources			
Special Programs		\$13,862	\$13,862
Total		\$13,862	\$13,862

D. CAPITAL ASSETS

A summary of capital assets for the year is as follows:

	Beginning Balance	Increases	Decreases	Ending Balance
Nondepreciable Capital Assets				
Land	\$845,076			\$845,076
Total	845,076	\$0	\$0	845,076
Depreciable Capital Assets				
Buildings	4,231,736	21,800		4,253,536
Equipment	106,315			106,315
Subtotal	4,338,051	21,800	0	4,359,851
Accumulated Depreciation				
Buildings	729,239	84,850		814,089
Equipment	53,428	8,552		61,980
Subtotal	782,667	93,402	0	876,069
Total	3,555,384	(71,602)	0	3,483,782
Net Capital Assets	\$4,400,460	(\$71,602)	\$0	\$4,328,858

Depreciation expense of \$93,402 was charged to the capital assets – student occupied program.

E. LONG-TERM LIABILITIES

At year end, the School's notes payable were as follows:

	Outstanding
Note payable USDA 97-01, due in monthly payments of \$8,521 with interest at 3.125% through 2053/54, secured by real estate, paid through the bond redemption and interest fund	\$2,069,253
Note payable USDA 97-02, due in monthly payments of \$5,450 with interest at 3.25% through 2047/48, secured by real estate, paid through the bond redemption and interest fund	<u>1,138,112</u>
Total	\$3,207,365

Maturities on the notes are estimated as follows:

Year Ended	Principal	Interest
6/30/23	\$67,112	\$100,540
6/30/24	69,278	98,374
6/30/25	71,512	96,140
6/30/26	73,818	93,834
6/30/27	76,200	91,452
6/30/28-32	419,497	418,763
6/30/33-37	491,673	346,587
6/30/38-42	576,269	261,991
6/30/43-47	675,431	162,829
6/30/48-52	483,585	68,203
6/30/53-54	202,990	6,778
Total	\$3,207,365	\$1,745,491

Changes in long-term liabilities are as follows:

Description	Beginning Balance	Increases	Decreases	Ending Balance	Due Within One Year
Note Payable USDA 97-01	\$2,106,210		\$36,957	\$2,069,253	\$38,158
Note Payable USDA 97-02	1,166,028		27,916	1,138,112	28,954
Total	\$3,272,238	\$0	\$64,873	\$3,207,365	\$67,112

Interest and related costs during the year amounted to \$88,808 and were charged to the debt service – interest program.

G. 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 74% for police and firefighters. As of June 30, 2021 it was 7.16% for general employees and 9.13% 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 \$139,010 for the year ended June 30, 2022.

Renewals No Conditions Page 48
FALCON RIDGE PUBLIC CHARTER SCHOOL
Notes to Financial Statements

Pension Asset/Liabilities, Pension Revenue (Expense), and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

At June 30, 2022, the School reported an asset for its proportionate share of the net pension asset. The net pension asset was measured as of June 30, 2021, and the total pension asset used to calculate the net pension asset was determined by an actuarial valuation as of that date. The School's proportion of the net pension asset 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, 2021, the School's proportion was 0.03218782 percent.

For the year ended June 30, 2022, the School recognized pension revenue (expense) of \$17,814. At June 30, 2022, 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	\$37,455	\$14,777
Changes in assumptions or other inputs	291,803	
Net difference between projected and actual earnings on pension plan investments		798,463
Employer contributions subsequent to the measurement date	139,010	
Total	\$468,268	\$813,240

\$139,010 reported as deferred outflows of resources related to pensions resulting from School contributions made subsequent to the measurement date will be recognized as an adjustment to the pension expense 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, 2021 the beginning of the measurement period ended June 30, 2020 is 4.7 and 4.6 for the measurement period June 30, 2021.

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		
6/30/23		(\$113,849)
6/30/24		(102,601)
6/30/25		(89,661)
6/30/26		(177,870)
Total		(\$483,981)

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 asset in the June 30, 2021 actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	2.30%
Salary increases	3.05%
Salary inflation	3.05%
Investment rate of return	6.35%, net of investment expenses
Cost-of-living adjustments	1%

Contributing Members, Service Retirement Members, and Beneficiaries

General Employees and All Beneficiaries - Males	Pub-2010 General Tables, increased 11%
General Employees and All Beneficiaries - Females	Pub-2010 General Tables, increased 21%
Teachers - Males	Pub-2010 Teacher Tables, increased 12%
Teachers - Females	Pub-2010 Teacher Tables, increased 21%
Fire & Police - Males	Pub-2010 Safety Tables, increased 21%
Fire & Police - Females	Pub-2010 Safety Tables, increased 26%
Disabled Members - Males	Pub-2010 Disabled Tables, increased 38%
Disabled Members - Females	Pub-2010 Disabled Tables, increased 36%

An experience study was performed for the period July 1, 2015 through June 30, 2020 which reviewed all economic and demographic assumptions other than mortality. The total pension asset as of June 30, 2021 is based on the results of an actuarial valuation date of July 1, 2021.

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 2021.

Capital Market Assumptions from Callan 2021

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%	1.80%	-0.20%
Broad US Equities	55.00%	8.00%	6.00%
Developed Foreign Equities	15.00%	8.25%	6.25%
Assumed Inflation - Mean		2.00%	2.00%
Assumed Inflation - Standard Deviation		1.50%	1.50%
Portfolio Arithmetic Mean Return		6.18%	4.18%
Portfolio Standard Deviation		12.29%	12.29%
Portfolio Long-Term (Geometric) Expected Rate of Return		5.55%	3.46%
Assumed Investment Expenses		0.40%	0.40%
Portfolio Long-Term (Geometric) Expected Rate of Return*		5.15%	3.06%

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 2021

Valuation Assumptions Chosen by PERSI Board	
Long-Term Expected Real Rate of Return*	4.05%
Assumed Inflation	2.30%
Long-Term Expected Geometric Rate of Return*	6.35%
*Net of Investment Expenses	

Discount Rate

The discount rate used to measure the total pension asset was 6.35%. 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 asset. 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 asset to changes in the discount rate.

The following presents the School's proportionate share of the net pension asset calculated using the discount rate of 6.35 percent, as well as what the School's proportionate share of the net pension asset would be if it were calculated using a discount rate that is 1-percentage-point lower or 1-percentage-point higher than the current rate:

	1% Decrease (5.35%)	Current Discount Rate (6.35%)	1% Increase (7.35%)
School's proportionate share of the net pension liability (asset)	\$883,698	(\$25,421)	(\$770,644)

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 asset or 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 asset or liability which is an estimated asset or 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 asset or 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 when deemed necessary), such deficits are not deemed to be of substantial concern.

H. INTERFUND BALANCES AND TRANSFERS

Interfund balances at year end consist of the following:

	Due From Fund	
Due To Fund	Nonmajor Governmental	Total
General	\$3,597	\$3,597
Total	\$3,597	\$3,597

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.

Renewals No Conditions Page 52
FALCON RIDGE PUBLIC CHARTER SCHOOL
 Notes to Financial Statements

Interfund transfers during the year consist of the following:

<u>Fund</u>	<u>Transfer In</u>	<u>Transfer Out</u>	<u>Purpose</u>
General	\$1,214	\$196,618	Support, Maintenance, Bond Transfer
Bond Redemption & Interest	167,652		Bond Transfer
Nonmajor Governmental	28,966	1,214	Support, Maintenance
Total	<u>\$197,832</u>	<u>\$197,832</u>	

Budgetary Comparison Schedule - General and Major Special Revenue Funds
Year Ended June 30, 2022

General Fund	Budgeted Amounts (GAAP Basis)		Actual Amounts	Final Budget Variance Positive (Negative)
	Original	Final		
Revenues				
Local Revenue	\$0	\$0	\$14,651	\$14,651
State Revenue	2,022,801	2,022,801	2,134,542	111,741
Federal Revenue	0	0	0	0
Total Revenues	<u>2,022,801</u>	<u>2,022,801</u>	<u>2,149,193</u>	<u>126,392</u>
Expenditures				
Instructional Programs				
Elementary School	934,488	934,488	812,132	122,356
Secondary School	317,750	317,750	368,977	(51,227)
Special Education	0	0	33,589	(33,589)
Gifted & Talented	0	0	0	0
Interscholastic	2,500	2,500		
School Activity	8,126	8,126		
Support Service Programs				
Attendance - Guidance - Health	46,189	46,189	33,410	12,779
Special Education Support Services	0	0	0	0
Instruction Improvement	32,840	32,840	35,117	(2,277)
Educational Media	0	0	0	0
Instruction-Related Technology	0	0	18,383	(18,383)
Board of Education	32,600	32,600	29,321	3,279
District Administration	175,789	175,789	173,344	2,445
School Administration	28,834	28,834	1,833	27,001
Business Operation	62,000	62,000	60,250	1,750
Administrative Technology	0	0	0	0
Buildings - Care	125,767	125,767	140,716	(14,949)
Maintenance - Non-Student Occupied	0	0	0	0
Maintenance - Student Occupied	35,000	35,000	12,864	22,136
Maintenance - Grounds	17,000	17,000	11,813	5,187
Security	0	0	0	0
Pupil-To-School Transportation	163,800	163,800	187,453	(23,653)
Pupil-Activity Transportation	0	0	0	0
Other Support Services	2,800	2,800	2,504	296
Non-Instructional Programs				
Child Nutrition	2,255	2,255	2,389	(134)
Capital Assets - Student Occupied	32,000	32,000	0	32,000
Capital Assets - Non-Student Occupied	0	0	0	0
Debt Service - Principal	0	0	0	0
Debt Service - Interest	0	0	0	0
Total Expenditures	<u>2,019,738</u>	<u>2,019,738</u>	<u>1,924,095</u>	<u>85,017 *</u>
Excess (Deficiency) of Revenues Over Expenditures	<u>3,063</u>	<u>3,063</u>	<u>225,098</u>	<u>211,409</u>
Other Financing Sources (Uses)				
Transfers In	0	0	1,214	1,214
Transfers Out	(167,652)	(167,652)	(196,618)	(28,966) *
Total Other Financing Sources (Uses)	<u>(167,652)</u>	<u>(167,652)</u>	<u>(195,404)</u>	<u>(27,752)</u>
Net Change in Fund Balances	<u>(164,589)</u>	<u>(164,589)</u>	<u>29,694</u>	<u>183,657</u>
Fund Balances - Beginning	<u>164,589</u>	<u>164,589</u>	<u>1,377,543</u>	<u>1,212,954</u>
Fund Balances - Ending	<u>\$0</u>	<u>\$0</u>	<u>\$1,407,237</u>	<u>\$1,396,611</u>

*Total expenditures (over) under appropriations are:

\$56,051

Budgetary Comparison Schedule - General and Major Special Revenue Funds
Year Ended June 30, 2022

	Budgeted Amounts (GAAP Basis)		Actual Amounts	Final Budget Variance Positive (Negative)
	Original	Final		
Child Nutrition Fund				
Revenues				
Local Revenue	\$35,000	\$35,000	\$75	(\$34,925)
Federal Revenue	25,000	25,000	145,343	120,343
Total Revenues	<u>60,000</u>	<u>60,000</u>	<u>145,418</u>	<u>85,418</u>
Expenditures				
Non-Instructional Programs				
Child Nutrition	60,000	60,000	138,155	(78,155)
Total Expenditures	<u>60,000</u>	<u>60,000</u>	<u>138,155</u>	<u>(78,155) *</u>
Excess (Deficiency) of Revenues				
Over Expenditures	0	0	7,263	7,263
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	0	0	7,263	7,263
Fund Balances - Beginning	0	0	14,821	14,821
Fund Balances - Ending	<u>\$0</u>	<u>\$0</u>	<u>\$22,084</u>	<u>\$22,084</u>
				<u><u>(\$78,155)</u></u>

**Total expenditures (over) under appropriations are:*

FALCON RIDGE PUBLIC CHARTER SCHOOL
 Schedule of Employer's Share of Net Pension Asset and Liability
 and Schedule of Employer Contributions
 PERSI - Base Plan

Schedule of Employer's Share of Net Pension Asset and Liability*

Fiscal Year Ended June 30	Employer's Portion of the Net Pension (Asset) Liability	Employer's Proportionate Share of the Net Pension (Asset) Liability	Covered Payroll	Employer's Proportional Share of the Net Pension (Asset) Liability as a Percentage of Covered Payroll	Plan Fiduciary Net Position as a Percentage of the Total Pension (Asset) Liability
2015	0.0225168%	\$165,759	\$610,008	27.17%	94.95%
2016	0.0210991%	\$277,841	\$590,981	47.01%	91.38%
2017	0.0213416%	\$432,627	\$624,175	69.31%	87.26%
2018	0.0275391%	\$432,867	\$855,342	50.61%	90.68%
2019	0.0300700%	\$443,538	\$967,459	45.85%	91.69%
2020	0.0302999%	\$345,865	\$1,029,108	33.61%	93.79%
2021	0.0324316%	\$753,105	\$1,154,849	65.21%	88.22%
2022	0.0321878%	(\$25,421)	\$1,154,849	-2.20%	100.36%

*As of the measurement date of the net pension (asset) liability.

Schedule of Employer Contributions

Fiscal Year Ended June 30	Actuarially Determined Contribution	Contributions in Relation to Actuarially Determined Contribution	Contribution Deficiency (Excess)	Covered Payroll	Contributions as a Percentage of Covered Payroll
2015	\$66,899	\$66,899	\$0	\$590,981	11.32%
2016	\$70,656	\$70,656	\$0	\$624,175	11.32%
2017	\$96,825	\$96,825	\$0	\$855,342	11.32%
2018	\$109,516	\$109,516	\$0	\$967,459	11.32%
2019	\$116,495	\$116,495	\$0	\$1,029,108	11.32%
2020	\$137,889	\$137,889	\$0	\$1,154,849	11.94%
2021	\$143,424	\$143,424	\$0	\$1,201,206	11.94%
2022	\$139,010	\$139,010	\$0	\$1,164,238	11.94%

Schedules above intended to show information for 10 years. Information for additional years will be presented as it becomes available.

FALCON RIDGE PUBLIC CHARTER SCHOOL
Combining Balance Sheet - Nonmajor Governmental Funds
June 30, 2022

	Special Revenue Funds			
	Student Activity	School Building Maintenance	Technology	Substance Abuse
Assets				
Cash	\$1,200	\$120,178	\$94,819	\$20,903
Receivables:				
Local Sources				
State Sources				
Federal Sources				
Due From Other Funds				
Total Assets	<u>\$1,200</u>	<u>\$120,178</u>	<u>\$94,819</u>	<u>\$20,903</u>
Liabilities				
Accounts Payable				
Due To Other Funds				
Salaries & Benefits Payable			\$1,250	
Unspent Grant Allocation				
Total Liabilities	<u>\$0</u>	<u>\$0</u>	<u>1,250</u>	<u>\$0</u>
Fund Balances				
Restricted:				
Special Programs	1,200	120,178	93,569	20,903
Debt Service				
Capital Projects				
Unassigned				
Total Fund Balances	<u>1,200</u>	<u>120,178</u>	<u>93,569</u>	<u>20,903</u>
Total Liabilities and Fund Balances	<u>\$1,200</u>	<u>\$120,178</u>	<u>\$94,819</u>	<u>\$20,903</u>

FALCON RIDGE PUBLIC CHARTER SCHOOL
 Combining Balance Sheet - Nonmajor Governmental Funds
 June 30, 2022

	Special Revenue Funds			
	Title I-A ESSA IBP	ESSER I	ESSER II	IDEA Part B 611 School Age 3-21
Assets				
Cash				
Receivables:				
Local Sources				
State Sources				
Federal Sources	\$5,471	\$8,391		
Due From Other Funds				
Total Assets	<u>\$5,471</u>	<u>\$8,391</u>	<u>\$0</u>	<u>\$0</u>
Liabilities				
Accounts Payable				
Due To Other Funds	\$3,597			
Salaries & Benefits Payable				
Unspent Grant Allocation	1,874	\$8,391		
Total Liabilities	<u>5,471</u>	<u>8,391</u>	<u>\$0</u>	<u>\$0</u>
Fund Balances				
Restricted:				
Special Programs				
Debt Service				
Capital Projects				
Unassigned				
Total Fund Balances	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total Liabilities and Fund Balances	<u>\$5,471</u>	<u>\$8,391</u>	<u>\$0</u>	<u>\$0</u>

FALCON RIDGE PUBLIC CHARTER SCHOOL
 Combining Balance Sheet - Nonmajor Governmental Funds
 June 30, 2022

	Special Revenue Funds			
	IDEA Part B 619 Pre-School Age 3-5	IDEA Part B ARPA	School Based Medicaid	Title IV-A ESSA SS & AE
Assets				
Cash				
Receivables:				
Local Sources				
State Sources				
Federal Sources				
Due From Other Funds				
Total Assets	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Liabilities				
Accounts Payable				
Due To Other Funds				
Salaries & Benefits Payable				
Unspent Grant Allocation				
Total Liabilities	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Fund Balances				
Restricted:				
Special Programs				
Debt Service				
Capital Projects				
Unassigned				
Total Fund Balances	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total Liabilities and Fund Balances	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

FALCON RIDGE PUBLIC CHARTER SCHOOL
 Combining Balance Sheet - Nonmajor Governmental Funds
 June 30, 2022

	Special Revenue Funds			
	Title II-A	CRF	CRF	SLFRF
	ESSA SEI	K-4 / K-12 Learning Loss	Substitute Recruitment	
Assets				
Cash				
Receivables:				
Local Sources				
State Sources				
Federal Sources				
Due From Other Funds				
Total Assets	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Liabilities				
Accounts Payable				
Due To Other Funds				
Salaries & Benefits Payable				
Unspent Grant Allocation				
Total Liabilities	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Fund Balances				
Restricted:				
Special Programs				
Debt Service				
Capital Projects				
Unassigned				
Total Fund Balances	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total Liabilities and Fund Balances	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

FALCON RIDGE PUBLIC CHARTER SCHOOL
 Combining Balance Sheet - Nonmajor Governmental Funds
 June 30, 2022

	<u>Capital Projects</u>	
	<u>Capital Construction Projects</u>	<u>Total</u>
Assets		
Cash	\$2,261	\$239,361
Receivables:		
Local Sources		0
State Sources		0
Federal Sources		13,862
Due From Other Funds		0
Total Assets	<u>\$2,261</u>	<u>\$253,223</u>
Liabilities		
Accounts Payable		\$0
Due To Other Funds		3,597
Salaries & Benefits Payable		1,250
Unspent Grant Allocation		10,265
Total Liabilities	<u>\$0</u>	<u>15,112</u>
Fund Balances		
Restricted:		
Special Programs		235,850
Debt Service		0
Capital Projects	2,261	2,261
Unassigned		0
Total Fund Balances	<u>2,261</u>	<u>238,111</u>
Total Liabilities and Fund Balances	<u>\$2,261</u>	<u>\$253,223</u>

FALCON RIDGE PUBLIC CHARTER SCHOOL
Combining Statement of Revenues, Expenditures, and Changes in
Fund Balances - Nonmajor Governmental Funds
Year Ended June 30, 2022

	Special Revenue Funds			
	Student Activity	School Building Maintenance	Technology	Substance Abuse
Revenues				
Local Revenue	\$13,765			
State Revenue			\$57,599	\$5,269
Federal Revenue				
Total Revenues	<u>13,765</u>	<u>\$0</u>	<u>57,599</u>	<u>5,269</u>
Expenditures				
Instructional Programs				
Elementary School				
Secondary School				
Special Education				
Gifted & Talented				
Interscholastic				
School Activity				
Support Service Programs				
Attendance - Guidance - Health	12,551			2,734
Special Education Support Services				
Instruction Improvement				
Educational Media				
Instruction-Related Technology			40,720	
Board of Education				
District Administration				
School Administration				
Business Operation				
Administrative Technology				
Buildings - Care				
Maintenance - Non-Student Occupied				
Maintenance - Student Occupied				
Maintenance - Grounds				
Security				
Pupil-To-School Transportation				
Pupil-Activity Transportation				
Other Support Services				
Non-Instructional Programs				
Child Nutrition				
Capital Assets - Student Occupied				
Capital Assets - Non-Student Occupied				
Debt Service - Principal				
Debt Service - Interest				
Total Expenditures	<u>12,551</u>	<u>0</u>	<u>40,720</u>	<u>2,734</u>
Excess (Deficiency) of Revenues Over Expenditures	1,214	0	16,879	2,535
Other Financing Sources (Uses)				
Transfers In		28,837		
Transfers Out	(1,214)			
Total Other Financing Sources (Uses)	<u>(1,214)</u>	<u>28,837</u>	<u>0</u>	<u>0</u>
Net Change in Fund Balances	0	28,837	16,879	2,535
Fund Balances - Beginning	1,200	91,341	76,690	18,368
Fund Balances - Ending	<u>\$1,200</u>	<u>\$120,178</u>	<u>\$93,569</u>	<u>\$20,903</u>

FALCON RIDGE PUBLIC CHARTER SCHOOL
Combining Statement of Revenues, Expenditures, and Changes in
Fund Balances - Nonmajor Governmental Funds
Year Ended June 30, 2022

	Special Revenue Funds			
	Title I-A ESSA IBP	ESSER I	ESSER II	IDEA Part B 611 School Age 3-21
Revenues				
Local Revenue				
State Revenue				
Federal Revenue	\$19,784	\$26,964	\$38,295	\$44,580
Total Revenues	<u>19,784</u>	<u>26,964</u>	<u>38,295</u>	<u>44,580</u>
Expenditures				
Instructional Programs				
Elementary School	19,784		38,295	
Secondary School				
Special Education				38,036
Gifted & Talented				
Interscholastic				
School Activity				
Support Service Programs				
Attendance - Guidance - Health		4,685		
Special Education Support Services				6,544
Instruction Improvement		22,279		
Educational Media				
Instruction-Related Technology				
Board of Education				
District Administration				
School Administration				
Business Operation				
Administrative Technology				
Buildings - Care				
Maintenance - Non-Student Occupied				
Maintenance - Student Occupied				
Maintenance - Grounds				
Security				
Pupil-To-School Transportation				
Pupil-Activity Transportation				
Other Support Services				
Non-Instructional Programs				
Child Nutrition				
Capital Assets - Student Occupied				
Capital Assets - Non-Student Occupied				
Debt Service - Principal				
Debt Service - Interest				
Total Expenditures	<u>19,784</u>	<u>26,964</u>	<u>38,295</u>	<u>44,580</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	0	0	0	0
Fund Balances - Beginning	0	0	0	0
Fund Balances - Ending	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

FALCON RIDGE PUBLIC CHARTER SCHOOL
 Combining Statement of Revenues, Expenditures, and Changes in
 Fund Balances - Nonmajor Governmental Funds
 Year Ended June 30, 2022

	Special Revenue Funds			
	IDEA Part B 619 Pre-School Age 3-5	IDEA Part B ARPA	School Based Medicaid	Title IV-A ESSA SS & AE
Revenues				
Local Revenue				
State Revenue				
Federal Revenue	\$536	\$10,679	\$431	\$10,000
Total Revenues	<u>536</u>	<u>10,679</u>	<u>431</u>	<u>10,000</u>
Expenditures				
Instructional Programs				
Elementary School				
Secondary School				
Special Education	536	10,679		
Gifted & Talented				10,000
Interscholastic				
School Activity				
Support Service Programs				
Attendance - Guidance - Health				
Special Education Support Services			129	
Instruction Improvement				
Educational Media				
Instruction-Related Technology			431	
Board of Education				
District Administration				
School Administration				
Business Operation				
Administrative Technology				
Buildings - Care				
Maintenance - Non-Student Occupied				
Maintenance - Student Occupied				
Maintenance - Grounds				
Security				
Pupil-To-School Transportation				
Pupil-Activity Transportation				
Other Support Services				
Non-Instructional Programs				
Child Nutrition				
Capital Assets - Student Occupied				
Capital Assets - Non-Student Occupied				
Debt Service - Principal				
Debt Service - Interest				
Total Expenditures	<u>536</u>	<u>10,679</u>	<u>560</u>	<u>10,000</u>
Excess (Deficiency) of Revenues Over Expenditures	0	0	(129)	0
Other Financing Sources (Uses)				
Transfers In			129	
Transfers Out				
Total Other Financing Sources (Uses)	<u>0</u>	<u>0</u>	<u>129</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>0</u>
Fund Balances - Ending	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

FALCON RIDGE PUBLIC CHARTER SCHOOL

Combining Statement of Revenues, Expenditures, and Changes in
Fund Balances - Nonmajor Governmental Funds
Year Ended June 30, 2022

	Special Revenue Funds			
	Title II-A	CRF	CRF	SLFRF
	ESSA SEI	K-4 / K-12 Learning Loss	Substitute Recruitment	
Revenues				
Local Revenue				
State Revenue				
Federal Revenue	\$3,772	\$31,063	\$9,294	\$31,823
Total Revenues	<u>3,772</u>	<u>31,063</u>	<u>9,294</u>	<u>31,823</u>
Expenditures				
Instructional Programs				
Elementary School		31,063		31,823
Secondary School				
Special Education				
Gifted & Talented				
Interscholastic				
School Activity				
Support Service Programs				
Attendance - Guidance - Health				
Special Education Support Services				
Instruction Improvement	3,772			
Educational Media				
Instruction-Related Technology			9,294	
Board of Education				
District Administration				
School Administration				
Business Operation				
Administrative Technology				
Buildings - Care				
Maintenance - Non-Student Occupied				
Maintenance - Student Occupied				
Maintenance - Grounds				
Security				
Pupil-To-School Transportation				
Pupil-Activity Transportation				
Other Support Services				
Non-Instructional Programs				
Child Nutrition				
Capital Assets - Student Occupied				
Capital Assets - Non-Student Occupied				
Debt Service - Principal				
Debt Service - Interest				
Total Expenditures	<u>3,772</u>	<u>31,063</u>	<u>9,294</u>	<u>31,823</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	0	0	0	0
Fund Balances - Beginning	0	0	0	0
Fund Balances - Ending	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

FALCON RIDGE PUBLIC CHARTER SCHOOL

Combining Statement of Revenues, Expenditures, and Changes in
Fund Balances - Nonmajor Governmental Funds
Year Ended June 30, 2022

	<u>Capital Projects</u>	
	<u>Capital Construction Projects</u>	<u>Total</u>
Revenues		
Local Revenue		\$13,765
State Revenue		62,868
Federal Revenue		227,221
Total Revenues	<u>\$0</u>	<u>303,854</u>
Expenditures		
Instructional Programs		
Elementary School		120,965
Secondary School		0
Special Education		49,251
Gifted & Talented		10,000
Interscholastic		0
School Activity		0
Support Service Programs		
Attendance - Guidance - Health		19,970
Special Education Support Services		6,673
Instruction Improvement		26,051
Educational Media		0
Instruction-Related Technology	36,991	87,436
Board of Education		0
District Administration		0
School Administration		0
Business Operation		0
Administrative Technology		0
Buildings - Care		0
Maintenance - Non-Student Occupied		0
Maintenance - Student Occupied		0
Maintenance - Grounds		0
Security		0
Pupil-To-School Transportation		0
Pupil-Activity Transportation		0
Other Support Services		0
Non-Instructional Programs		
Child Nutrition		0
Capital Assets - Student Occupied		0
Capital Assets - Non-Student Occupied		0
Debt Service - Principal		0
Debt Service - Interest		0
Total Expenditures	<u>36,991</u>	<u>320,346</u>
Excess (Deficiency) of Revenues Over Expenditures	(36,991)	(16,492)
Other Financing Sources (Uses)		
Transfers In		28,966
Transfers Out		(1,214)
Total Other Financing Sources (Uses)	<u>0</u>	<u>27,752</u>
Net Change in Fund Balances	(36,991)	11,260
Fund Balances - Beginning	39,252	226,851
Fund Balances - Ending	<u>\$2,261</u>	<u>\$238,111</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
Falcon Ridge Public 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 Falcon Ridge Public Charter School (the School), as of and for the year ended June 30, 2022, and the related notes to the financial statements, which collectively comprise the School’s basic financial statements, and have issued our report thereon dated August 1, 2022.

Report on 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 or significant deficiencies may exist that have not been identified.

Report on 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
August 1, 2022

CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 14th day of June 2018, by and between the Idaho Public Charter School Commission (the “Authorizer”), and Falcon Ridge Public Charter School, Inc. (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq.*, as amended (the “Charter Schools Law.”)

RECITALS

WHEREAS, on October 28, 2004, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year 2005; and

WHEREAS, the School’s charter was renewed on March 1, 2018, 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, 2018, and shall continue through June 30, 2023, unless earlier terminated as provided herein.

SECTION 2: SCHOOL GOVERNANCE

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

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

SECTION 3: EDUCATIONAL PROGRAM

- A. School Mission.** The mission of the School is as follows: Developing students who are competent, productive and responsible by promoting the academic skills and character to succeed in life.
- B. Grades Served.** The School may serve students in grades K-8.
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- Establish a learning environment that is safe both emotionally and physically.
 - Incorporate a “teach to the ceiling” philosophy towards ensuring that all students are challenged academically.
 - Set high behavioral expectations with a focus on kindness and respect for others.
 - Establish an atmosphere that encourages student participation and engagement
 - Maintain a culture that values work ethic, personal responsibility and those habits that lead to a productive citizenry.
- 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 276 students. The maximum number of students who may be enrolled per class/grade level shall be as follows:

K – 24 students

Grades 1-3 – 29 students per grade

Grades 4-8 – 33 students per grade

- 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.

- A. School Facilities.** 278 S. Ten Mile, Kuna, ID 83634. The School shall provide reasonable notification to the Authorizer of any change in the location of its facilities.

- B. Attendance Area.** The School's primary attendance area is as follows: Kuna Joint School District #3.

- C. 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.

- D. 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 D.
- 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 D.
- 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 D.

- 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, 2018.

Alan Reed

Chairperson, Idaho Public Charter School Commission

Eugene M. Kellie

Chairperson, Falcon Ridge Public Charter School Board

ACADEMIC	Measure	Points Possible	Points Earned						
		K-8	K-8	9-12	9-12	K-12	K-12	Alternative	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*

*Academic data for FY20 is not available due to the COVID-19 pandemic.

OPERATIONAL	Measure	Points Possible	Points Earned	FINANCIAL	Measure	Points Possible	Points Earned
Educational Program	1a	25	25	Near-Term	1a	50	NA*
	1b	25	25		1b	50	NA*
	1c	25	25		1c	50	NA*
	1d	25	25		1d	50	NA*
Financial Management & Oversight	2a	25	25	Sustainability	2a	50	NA*
	2b	25	25		2b	50	NA*
	2c	25	25		2c	50	NA*
Governance & Reporting	3a	25	25	Total Financial Points	2d	50	NA*
	3b	25	25				
	3c	25	25				
	3d	25	25				
	3e	25	25				
	3f	25	25				
	3f	25	25				
School Environment	4a	25	25	Total Financial Points		400	NA*
	4b	25	25				NA*
Additional Obligations	5a	25	15				
Total Operational Points		400	390				
% of Operational Points			98%				

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%	98%	65% - 84%	NA*
Remediation	31% - 54%			31% - 54%		61% - 79%		46% - 64%	
Critical	0% - 30%			0% - 30%		0% - 60%		0% - 45%	

*IPCSC did not assign ratings to academic or financial data for FY21 due to the pandemic.

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			Result	Points Possible	Points Earned
Measure 1a	Do math proficiency rates meet or exceed the state average?				
Math Proficiency Rate Comparison to State	<p>Exceeds Standard: The school's proficiency rate in math exceeds the state average by 16 percentage points or more.</p> <p>Meets Standard: The school's proficiency rate in math is equal to the state 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 state average.</p> <p>Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the state average.</p>		School 60%	NA NA	NA NA
			State 40%	NA	NA
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				Points Possible	Points Earned
Measure 1b	Do English Language Arts proficiency rates meet or exceed the state average?				
ELA Proficiency Rate Comparison to State	<p>Exceeds Standard: The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.</p> <p>Meets Standard: The school's proficiency rate in ELA is equal to the state 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 state average.</p> <p>Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the state average.</p>		School 66%	NA NA	NA NA
			State 55%	NA	NA
Notes	The state average will be determined using the same grade set as is served by the public charter school.				
Measure 2a	Do math (or similar subject area) proficiency rates meet or exceed the district average?				
Math Proficiency Rate 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>		School 60%	NA NA	NA NA
			District 28%	NA	NA
Notes	The district average will be determined using the same grade set as is served by the public charter school. Idaho Falls School District will be used for comparison purposes.				

<p>Measure 2b</p>	<p>Do ELA (or similar subject area) proficiency rates meet or exceed the district average?</p>	<table border="1"> <thead> <tr> <th></th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>School</td> <td>NA</td> <td>NA</td> </tr> <tr> <td>66%</td> <td>NA</td> <td>NA</td> </tr> <tr> <td>District</td> <td>NA</td> <td>NA</td> </tr> <tr> <td>44%</td> <td></td> <td></td> </tr> </tbody> </table>		Points Possible	Points Earned	School	NA	NA	66%	NA	NA	District	NA	NA	44%		
	Points Possible	Points Earned															
School	NA	NA															
66%	NA	NA															
District	NA	NA															
44%																	
<p>ELA Proficiency Rate</p>	<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>Comparison to District</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>Notes</p>																	
<p>INDICATOR 3: CRITERION-REFERENCED STUDENT GROWTH (GRADES K-8)</p>																	
<p>Measure 3a</p>	<p>Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade?</p>	<table border="1"> <thead> <tr> <th></th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>NA</td> <td>NA</td> <td>NA</td> </tr> <tr> <td>NA</td> <td>NA</td> <td>NA</td> </tr> <tr> <td>NA</td> <td>NA</td> <td>NA</td> </tr> </tbody> </table>		Points Possible	Points Earned	NA	NA	NA	NA	NA	NA	NA	NA	NA			
	Points Possible	Points Earned															
NA	NA	NA															
NA	NA	NA															
NA	NA	NA															
<p>Criterion-Referenced Growth</p>	<p>Exceeds Standard: At least 85% of students are making adequate academic growth in math.</p>																
<p>Math</p>	<p>Meets Standard: Between 70% and 84% of students are making adequate academic growth in math.</p>																
	<p>Does Not Meet Standard: Between 50% and 69% of students are making adequate academic growth in math.</p>																
	<p>Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth in math.</p>																
<p>Notes</p>																	
<p>Measure 3b</p>	<p>Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade?</p>	<table border="1"> <thead> <tr> <th></th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>NA</td> <td>NA</td> <td>NA</td> </tr> <tr> <td>NA</td> <td>NA</td> <td>NA</td> </tr> <tr> <td>NA</td> <td>NA</td> <td>NA</td> </tr> </tbody> </table>		Points Possible	Points Earned	NA	NA	NA	NA	NA	NA	NA	NA	NA			
	Points Possible	Points Earned															
NA	NA	NA															
NA	NA	NA															
NA	NA	NA															
<p>Criterion-Referenced Growth</p>	<p>Exceeds Standard: At least 85% of students are making adequate academic growth in ELA.</p>																
<p>ELA</p>	<p>Meets Standard: Between 70% and 84% of students are making adequate academic growth in ELA.</p>																
	<p>Does Not Meet Standard: Between 50% and 69% of students are making adequate academic growth in ELA.</p>																
	<p>Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth in ELA.</p>																
<p>Notes</p>																	

INDICATOR 1: EDUCATIONAL PROGRAM																	
<p>Measure 1a Implementation of Educational Program</p>	<p>Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?</p> <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>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
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No instances of non-compliance documented	25	25															
	15																
	0																
		25															
<p>Notes</p>																	
<p>Measure 1b Educational Requirements</p>	<p>Is the school complying with applicable educational requirements?</p> <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>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
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No instances of non-compliance documented	25	25															
	15																
	0																
		25															
<p>Notes</p>																	

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>	see note	25	15
Notes	School currently has an ongoing corrective action plan for Special Education with the State Department of Education.			15
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			15	0
				25

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT			Result	Points Possible	Points Earned
<p>Measure 2a</p> <p>Financial Reporting and Compliance</p> <p>Is the school meeting financial reporting and compliance requirements?</p> <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> <p>Notes</p>			No instances of non-compliance documented	25	25
				15	
				0	
					25
<p>Measure 2b</p> <p>GAAP</p> <p>Is the school following General Accepted Accounting Principles (GAAP)</p> <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> <p>Notes</p>			See note	25	25
				15	
				0	
		No points are deducted for failure to comply with GASB 75.			25
<p>Measure 2c</p> <p>Enrollment Variance</p> <p>Is the school successfully enrolling the projected number of students?</p> <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> <p>Notes</p>			99.64%	25	25
				15	
				0	
					25
		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?	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td rowspan="3">No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td>15</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td colspan="2"></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25	15		0				25
Result	Points Possible	Points Earned													
No instances of non-compliance documented	25	25													
	15														
	0														
		25													
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>															
Notes															
Measure 3b	Is the board fulfilling its oversight obligations?	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td rowspan="3">No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td>15</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td colspan="2"></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25	15		0				25
Result	Points Possible	Points Earned													
No instances of non-compliance documented	25	25													
	15														
	0														
		25													
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>															
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>	see note	25	15
			0	
Notes	the school's IPCSC Annual 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
Notes			15	0
			25	
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
Notes			15	0
			25	

INDICATOR 4: SCHOOL ENVIRONMENT																	
Measure 4a	Is the school complying with transportation requirements?																
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>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td style="text-align: center;">25</td> <td style="text-align: center;">25</td> </tr> <tr> <td></td> <td style="text-align: center;">15</td> <td></td> </tr> <tr> <td></td> <td style="text-align: center;">0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="text-align: center; border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
Result	Points Possible	Points Earned															
No instances of non-compliance documented	25	25															
	15																
	0																
		25															
Notes																	
Measure 4b	Is the school complying with facilities requirements?																
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>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td style="text-align: center;">25</td> <td style="text-align: center;">25</td> </tr> <tr> <td></td> <td style="text-align: center;">15</td> <td></td> </tr> <tr> <td></td> <td style="text-align: center;">0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="text-align: center; border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
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No instances of non-compliance documented	25	25															
	15																
	0																
		25															
Notes																	

INDICATOR 5: ADDITIONAL OBLIGATIONS		Result	Points Possible	Points Earned
Measure 5a	Is the school complying with all other obligations?			
Additional Obligations	<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>		25	
		See note	15	15
			0	
				15
Notes	School currently has an ongoing corrective action plan for Special Education with the State Department of Education, and the school failed to notify the IPCSC in a timely manner.			

INDICATOR 1: NEAR-TERM			Result	Points Possible	Points Earned
Measure 1a Current Ratio	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.		9.73	NA	NA
Notes					
Measure 1b Cash Ratio	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.		9.24	NA	NA
Notes					
Measure 1c Unrestricted Days Cash	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.		278	NA	NA
Notes					
Measure 1d Default	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.		None	NA	NA
Notes					

INDICATOR 2: SUSTAINABILITY																							
<p>Measure 2a</p> <p>Total Margin and Aggregated</p> <p>3-Year Total Margin</p> <p>Notes</p>	<p>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues.</p> <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>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>-5.82%</td> <td></td> <td></td> </tr> <tr> <td>38.43%</td> <td></td> <td></td> </tr> <tr> <td></td> <td>NA</td> <td>NA</td> </tr> <tr> <td></td> <td>NA</td> <td>NA</td> </tr> <tr> <td></td> <td>NA</td> <td>NA</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	-5.82%			38.43%				NA	NA		NA	NA		NA	NA			
Result	Points Possible	Points Earned																					
-5.82%																							
38.43%																							
	NA	NA																					
	NA	NA																					
	NA	NA																					
<p>Measure 2b</p> <p>Debt to Asset Ratio</p> <p>Notes</p>	<p>Debt to Asset Ratio: Total Liabilities divided by Total Assets</p> <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>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>0.54</td> <td></td> <td></td> </tr> <tr> <td></td> <td>NA</td> <td>NA</td> </tr> <tr> <td></td> <td>NA</td> <td>NA</td> </tr> <tr> <td></td> <td>NA</td> <td>NA</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	0.54				NA	NA		NA	NA		NA	NA						
Result	Points Possible	Points Earned																					
0.54																							
	NA	NA																					
	NA	NA																					
	NA	NA																					
<p>Measure 2c</p> <p>Cash Flow</p> <p>Notes</p>	<p>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</p> <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>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>Multi - \$499,005</td> <td></td> <td></td> </tr> <tr> <td>Recent One - (\$13,085)</td> <td></td> <td></td> </tr> <tr> <td>Previous One - \$512,090</td> <td></td> <td></td> </tr> <tr> <td></td> <td>NA</td> <td>NA</td> </tr> <tr> <td></td> <td>NA</td> <td>NA</td> </tr> <tr> <td></td> <td>NA</td> <td>NA</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	Multi - \$499,005			Recent One - (\$13,085)			Previous One - \$512,090				NA	NA		NA	NA		NA	NA
Result	Points Possible	Points Earned																					
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	NA	NA																					
	NA	NA																					
<p>Measure 2d</p> <p>Debt Service Coverage Ratio</p> <p>Notes</p>	<p>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</p> <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>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>0.51</td> <td></td> <td></td> </tr> <tr> <td></td> <td>NA</td> <td>NA</td> </tr> <tr> <td></td> <td>NA</td> <td>NA</td> </tr> <tr> <td></td> <td>NA</td> <td>NA</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	0.51				NA	NA		NA	NA		NA	NA						
Result	Points Possible	Points Earned																					
0.51																							
	NA	NA																					
	NA	NA																					
	NA	NA																					

Falcon Ridge Public Charter 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			100%	NA	NA	
	1b			100%	NA	NA	
District Proficiency Comparison	2a			100%	NA	NA	
	2b			100%	NA	NA	
Criterion-Referenced Growth	3a			78%	NA	NA	
	3b			75%	NA	NA	

% of Possible Academic Points for this School

91% 89% 88% NA NA

		Percentage of Points Earned					
OPERATIONAL	Measure	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Educational Program	1a -1d	N/A	100%	100%	100%	100%	
Financial Management	2a - 2c	N/A	100%	100%	100%	100%	
Governance & Reporting	3a - 3f	N/A	93%	100%	93%	100%	
School Environment	4a - 4b	N/A	100%	100%	100%	100%	
Additional Obligations	5a	N/A	100%	100%	100%	60%	

% of Possible Operational Points for this School

N/A 98% 100% 98% 98%

		Percentage of Points Earned					
FINANCIAL	Measure	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Near-Term	1a - 1d	N/A	100%	100%	100%	NA	
Sustainability	2a - 2d	N/A	100%	90%	100%	NA	

% of Possible Financial Points for this School

N/A 100% 95% 100% NA

		Percentage of Points Earned					
ACCOUNTABILITY DESIGNATION		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Academic		Honor	Honor	Honor	N/A	N/A	
Mission Specific		N/A	N/A	N/A	N/A	N/A	
Operational		N/A*	Honor	Honor	Honor	Honor	
Financial		N/A*	Honor	Honor	Honor	N/A	

*Operational and Financial data for 2016-17 was reported in a different format.

*Academic data for FY20 is not available due to the COVID-19 pandemic.

**FALCON RIDGE PUBLIC CHARTER SCHOOL
2020 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 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.

SCHOOL OVERVIEW			
Mission Statement	Developing students who are competent, productive and responsible by promoting the academic skills and character to succeed in life.		
Key Design Elements	<ul style="list-style-type: none"> • Establish a learning environment that is safe both emotionally and physically. • Incorporate a “teach to the ceiling” philosophy towards ensuring that all students are challenged academically. • Set high behavioral expectations with a focus on kindness and respect for others. • Establish an atmosphere that encourages student participation and engagement. • Maintain a culture that values work ethic, personal responsibility and those habits that lead to a productive citizenry. 		
School Location	278 S. Ten Mile Road Kuna, Idaho 83634	School Phone	208-282-2822
Surrounding District	Kuna Joint School District		
Opening Year	2005		
Current Term	July 1, 2018 to June 30, 2023		
Grades Served	K-8		
Enrollment (Approved)	276	Enrollment (Actual)	263

SCHOOL LEADERSHIP	
Erica Kallin	Chair
David Fewkes	Vice Chair
Kim Schwisow	Secretary
Christine Mample	Treasurer
Rick Boardman	Director
Ashley Huiatt	Director
Darci Ineck	Director
Christie Jorgensen	Principal
Rebecca Smith	Vice Principal
Alice Heida	Business Manager/Clerk

STUDENT DEMOGRAPHICS				
	School	State	Surrounding District	Neighboring District
Non-White	13.00%	25.00%	18.00%	N/A
Limited English Proficiency	8.00%	7.00%	4.00%	N/A
Special Needs	6.00%	11.00%	13.00%	N/A
Free and Reduced Lunch	16.00%	44.00%	34.00%	N/A

ACADEMIC	Measure	Points Possible	Points Earned						
		K-8	K-8	9-12	9-12	K-12	K-12	Alternative	Alternative
State Proficiency Comparison	1a	50	NA*	50	0	50	0		
	1b	50	NA*	50	0	50	0		
District Proficiency Comparison	2a	50	NA*	50	0	50	0	50	0
	2b	50	NA*	50	0	50	0	50	0
Criterion-Referenced Growth	3a	100	NA*			50	0		
	3b	100	NA*			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	NA*	525	0	525	0	300	0
% of Academic Points			NA*		0%		0%		0%

*Academic data for FY20 is not available due to the COVID-19 pandemic.

MISSION-SPECIFIC	Measure	Points Possible	Points Earned
	1		
	2		
	3		
	4		
	5		
	6		
Total Mission-Specific Points			
% of Mission-Specific Points			

FRPCS 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	25		400	400	
	3c	25	25		% of Financial Points	100%	
	3d	25	25				
	3e	25	25				
	3f	25	25				
School Environment	4a	25	25	The financial measures above are based on industry standards. They are not intended to reflect nuances of the school's financial status. Please see the financial section of this framework for relevant contextual information that may alleviate concern.			
Additional Obligations	4b	25	25				
Total Operational Points	5a	25	15				
% of Operational Points		400	390				98%

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%	98%	65% - 84%	100%
Remediation	31% - 54%			31% - 54%		61% - 79%		46% - 64%	
Critical	0% - 30%			0% - 30%		0% - 60%		0% - 45%	

*Academic data for FY20 is not available due to the COVID-19 pandemic.

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

INDICATOR 1: EDUCATIONAL PROGRAM																	
<p>Measure 1a Implementation of Educational Program</p>	<p>Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?</p> <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>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
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	15																
	0																
		25															
<p>Notes</p>																	
<p>Measure 1b Educational Requirements</p>	<p>Is the school complying with applicable educational requirements?</p> <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>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
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	15																
	0																
		25															
<p>Notes</p>																	

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				25

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? 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. 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. 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.			No instances of non-compliance documented	25	25
Notes					25
Measure 2b GAAP Is the school following General 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 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. 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. 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.			See note	25	25
Notes	No points are deducted for failure to comply with GASB 75.				25
Measure 2c Enrollment Variance Is the school successfully enrolling the projected number of students? Meets Standard: Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year. Partially Meets Standard: Enrollment variance was between 90 and 95 percent in the most recent fiscal year. Does Not Meet Standard: Enrollment variance was less than 90 percent in the most recent fiscal year.			95.80%	25	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.				25

INDICATOR 3: GOVERNANCE AND REPORTING															
Measure 3a	Is the school complying with governance requirements?	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td rowspan="3">No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td>15</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td colspan="2"></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25	15		0				25
Result	Points Possible	Points Earned													
No instances of non-compliance documented	25	25													
	15														
	0														
		25													
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>															
Notes															
Measure 3b	Is the board fulfilling its oversight obligations?	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td rowspan="3">No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td>15</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td colspan="2"></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25	15		0				25
Result	Points Possible	Points Earned													
No instances of non-compliance documented	25	25													
	15														
	0														
		25													
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>															
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

<p>Measure 3e</p>	<p>Is the school meeting employee credentialing and background check requirements?</p>	<p>Result</p>	<p>Points Possible</p>	<p>Points Earned</p>
<p>Credentialing & Background Checks</p>		<p>No instances of non-compliance documented</p>	<p>25</p>	<p>25</p>
<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></p>	<p>15</p>	<p></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></p>	<p>0</p>	<p></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>		<p></p>	<p></p>	<p></p>
<p>Notes</p>		<p></p>	<p></p>	<p>25</p>
<p>Measure 3f</p>	<p>Is the school handling information appropriately?</p>	<p>Result</p>	<p>Points Possible</p>	<p>Points Earned</p>
<p>Information Handling</p>		<p>No instances of non-compliance documented</p>	<p>25</p>	<p>25</p>
<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></p>	<p>15</p>	<p></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></p>	<p>0</p>	<p></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>		<p></p>	<p></p>	<p></p>
<p>Notes</p>		<p></p>	<p></p>	<p>25</p>

INDICATOR 4: SCHOOL ENVIRONMENT		Result	Points Possible	Points Earned
Measure 4a Transportation <p>Is the school complying with transportation requirements?</p> <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> <p>Notes</p>		No instances of non-compliance documented 0	25 0	25 <hr/> 25
Measure 4b Facilities <p>Is the school complying with facilities requirements?</p> <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> <p>Notes</p>		No instances of non-compliance documented 0	25 0	25 <hr/> 25

INDICATOR 5: ADDITIONAL OBLIGATIONS		Result	Points Possible	Points Earned
Measure 5a	Is the school complying with all other obligations?			
Additional Obligations	<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>		25	
		See note	15	15
			0	
				15
Notes	The schools accreditation was reported as "under review" by Cognia (formerly AdvancEd) to the legislature during FY20.			

INDICATOR 1: NEAR-TERM															
Measure 1a Current Ratio	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.	Result 14.38	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>50</td> </tr> <tr> <td>10</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td colspan="2"><hr/></td> </tr> <tr> <td></td> <td>50</td> </tr> </tbody> </table>	Points Possible	Points Earned	50	50	10		0		<hr/>			50
Points Possible	Points Earned														
50	50														
10															
0															
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	50														
Measure 1b Cash Ratio	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.	Result 13.41	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>50</td> </tr> <tr> <td>10</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td colspan="2"><hr/></td> </tr> <tr> <td></td> <td>50</td> </tr> </tbody> </table>	Points Possible	Points Earned	50	50	10		0		<hr/>			50
Points Possible	Points Earned														
50	50														
10															
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	50														
Measure 1c Unrestricted Days Cash	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.	Result 156 days	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>50</td> </tr> <tr> <td>10</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td colspan="2"><hr/></td> </tr> <tr> <td></td> <td>50</td> </tr> </tbody> </table>	Points Possible	Points Earned	50	50	10		0		<hr/>			50
Points Possible	Points Earned														
50	50														
10															
0															
<hr/>															
	50														
Measure 1d Default	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.	Result No default noted	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>50</td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td colspan="2"><hr/></td> </tr> <tr> <td></td> <td>50</td> </tr> </tbody> </table>	Points Possible	Points Earned	50	50	0		<hr/>			50		
Points Possible	Points Earned														
50	50														
0															
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	50														

INDICATOR 2: SUSTAINABILITY													
<p>Measure 2a Total Margin and Aggregated 3-Year Total Margin</p>	<p>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues.</p> <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>	<p>Result</p> <p>See note</p>	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>50</td> </tr> <tr> <td>30</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td></td> <td style="border-top: 1px solid black;">50</td> </tr> </tbody> </table>	Points Possible	Points Earned	50	50	30		0			50
Points Possible	Points Earned												
50	50												
30													
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	50												
<p>Notes</p>	<p>The Aggregated 3-Year Total Margin is positive (6.5%). The most recent year Total Margin is positive (9.8%). Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.</p>												
<p>Measure 2b Debt to Asset Ratio</p>	<p>Debt to Asset Ratio: Total Liabilities divided by Total Assets</p> <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>	<p>Result</p> <p>0.57</p>	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>50</td> </tr> <tr> <td>30</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td></td> <td style="border-top: 1px solid black;">50</td> </tr> </tbody> </table>	Points Possible	Points Earned	50	50	30		0			50
Points Possible	Points Earned												
50	50												
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<p>Measure 2c Cash Flow</p>	<p>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</p> <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>	<p>Result</p> <p>See note</p>	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>50</td> </tr> <tr> <td>30</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td></td> <td style="border-top: 1px solid black;">50</td> </tr> </tbody> </table>	Points Possible	Points Earned	50	50	30		0			50
Points Possible	Points Earned												
50	50												
30													
0													
	50												
<p>Notes</p>	<p>The Multi-Year Cash Flow is positive at \$665,641.00. The Cash Flow in the most recent year is positive at \$512,090.00.</p>												
<p>Measure 2d Debt Service Coverage Ratio</p>	<p>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</p> <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>	<p>Result</p> <p>2.61</p>	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>50</td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td></td> <td style="border-top: 1px solid black;">50</td> </tr> </tbody> </table>	Points Possible	Points Earned	50	50	0			50		
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Falcon Ridge Public Charter 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			100%	NA		
	1b			100%	NA		
District Proficiency Comparison	2a			100%	NA		
	2b			100%	NA		
Criterion-Referenced Growth	3a			78%	NA		
	3b			75%	NA		

% of Possible Academic Points for this School

91% 89% 88% NA

		Percentage of Points Earned					
OPERATIONAL	Measure	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Educational Program	1a -1d	N/A	100%	100%	100%		
Financial Management	2a - 2c	N/A	100%	100%	100%		
Governance & Reporting	3a - 3f	N/A	93%	100%	93%		
School Environment	4a - 4b	N/A	100%	100%	100%		
Additional Obligations	5a	N/A	100%	100%	100%		

% of Possible Operational Points for this School

N/A 98% 100% 98%

		Percentage of Points Earned					
FINANCIAL	Measure	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Near-Term	1a - 1d	N/A	100%	100%	100%		
Sustainability	2a - 2d	N/A	100%	90%	100%		

% of Possible Financial Points for this School

N/A 100% 95% 100%

ACCOUNTABILITY DESIGNATION		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Academic		Honor	Honor	Honor	N/A		
Mission Specific		N/A	N/A	N/A	N/A		
Operational		N/A*	Honor	Honor	Honor		
Financial		N/A*	Honor	Honor	Honor		

*Operational and Financial data for 2016-17 was reported in a different format.

*Academic data for FY20 is not available due to the COVID-19 pandemic.

**FALCON RIDGE PUBLIC CHARTER 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 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 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.

SCHOOL OVERVIEW			
Mission Statement	Developing students who are competent, productive and responsible by promoting the academic skills and character to succeed in life.		
Key Design Elements	<ul style="list-style-type: none"> • Establish a learning environment that is safe both emotionally and physically. • Incorporate a “teach to the ceiling” philosophy towards ensuring that all students are challenged academically. • Set high behavioral expectations with a focus on kindness and respect for others. • Establish an atmosphere that encourages student participation and engagement. • Maintain a culture that values work ethic, personal responsibility and those habits that lead to a productive citizenry. 		
School Location	278 S. Ten Mile Road Kuna, Idaho 83634	School Phone	208-282-2822
Surrounding District	Kuna Joint School District		
Opening Year	2005		
Current Term	July 1, 2018 to June 30, 2023		
Grades Served	K-8		
Enrollment (Approved)	279	Enrollment (Actual)	273

SCHOOL LEADERSHIP	
Erica Kallin	Chair
David Fewkes	Vice Chair
Kim Schwisow	Secretary
Derek Robinson	Treasurer
Rick Boardman	Director
Christine Mample	Director
Darci Ineck	Director

STUDENT DEMOGRAPHICS				
	School	State	Surrounding District	Neighboring District
Non-White	10.99%	24.85%	15.80%	N/A
Limited English Proficiency	Masked	6.44%	3.74%	N/A
Special Needs	4.76%	10.73%	12.44%	N/A
Free and Reduced Lunch	17.58%	44.74%	35.13%	N/A

ISAT PROFICIENCY RATES	
Percentage of students meeting or exceeding proficiency in Math	80.43%
Percentage of students meeting or exceeding proficiency in English Language Arts	80.43%
Percentage of students meeting or exceeding proficiency in Science	85.00%

GO-ON RATE (Post-secondary enrollment within 12 months of graduation)	N/A
--	-----

ACADEMIC	Measure	Points Possible	Points Earned						
		K-8	K-8	9-12	9-12	K-12	K-12	Alternative	Alternative
State Proficiency Comparison	1a	50	50	50	0	50	0		
	1b	50	50	50	0	50	0		
District Proficiency Comparison	2a	50	50	50	0	50	0	50	0
	2b	50	50	50	0	50	0	50	0
Criterion-Referenced Growth	3a	100	78			50	0		
	3b	100	75			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	353	525	0	525	0	300	0
% of Academic Points			88%		0%		0%		0%

MISSION-SPECIFIC	Measure	Points Possible	Points Earned
	1		
	2		
	3		
	4		
	5		
	6		
Total Mission-Specific Points			
% of Mission-Specific Points			

FRPCS 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	25		400	400	
	3c	25	25		% of Financial Points	100%	
	3d	25	15				
	3e	25	25				
	3f	25	25				
School Environment	4a	25	25	The financial measures above are based on industry standards. They are not intended to reflect nuances of the school's financial status. Please see the financial section of this framework for relevant contextual information that may alleviate concern.			
4b	25	25					
5a	25	25					
Additional Obligations							
Total Operational Points		400	390				
% of Operational Points			98%				

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%	88%	0%	55% - 74%	NA	80% - 89%	98%	65% - 84%	100%
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	<p>Exceeds Standard: The school's proficiency rate in math exceeds the state average by 16 percentage points or more.</p> <p>Meets Standard: The school's proficiency rate in math is equal to the state 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 state average.</p> <p>Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the state average.</p>	X	50
			30 - 45
			15 - 29
			0 - 14
			50
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
ELA Proficiency Rate Comparison to State	<p>Exceeds Standard: The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.</p> <p>Meets Standard: The school's proficiency rate in ELA is equal to the state 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 state average.</p> <p>Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the state average.</p>	X	50
			30 - 45
			15 - 29
			0 - 14
			50
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 Math Proficiency Rate Comparison to District	Do math proficiency rates meet or exceed the district average? 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%. 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 - 15 percentage points lower than the district average. Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the district average.	<table border="1"> <thead> <tr> <th></th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>X</td> <td>50</td> <td>50</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">50</td> </tr> </tbody> </table>		Points Possible	Points Earned	X	50	50		30 - 45	0		15 - 29	0		0 - 14	0			50
	Points Possible	Points Earned																		
X	50	50																		
	30 - 45	0																		
	15 - 29	0																		
	0 - 14	0																		
		50																		
Notes	The district average will be determined using the same grade set as is served by the public charter school. Kuna School District will be used for comparison purposes.																			
Measure 2b ELA Proficiency Rate Comparison to District	Do ELA proficiency rates meet or exceed the district average? 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%. 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 - 15 percentage points lower than the district average. Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the district average.	<table border="1"> <thead> <tr> <th></th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>X</td> <td>50</td> <td>50</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">50</td> </tr> </tbody> </table>		Points Possible	Points Earned	X	50	50		30 - 45	0		15 - 29	0		0 - 14	0			50
	Points Possible	Points Earned																		
X	50	50																		
	30 - 45	0																		
	15 - 29	0																		
	0 - 14	0																		
		50																		
Notes	The district average will be determined using the same grade set as is served by the public charter school. Kuna School District will be used for comparison purposes.																			

INDICATOR 3: CRITERION-REFERENCED STUDENT GROWTH (GRADES K-8)																				
Measure 3a Criterion-Referenced Growth Math Notes	Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade? 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.	<table border="1"> <thead> <tr> <th></th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>76-100</td> <td>0</td> </tr> <tr> <td>86</td> <td>51-75</td> <td>78</td> </tr> <tr> <td></td> <td>26-50</td> <td>0</td> </tr> <tr> <td></td> <td>0-25</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">78</td> </tr> </tbody> </table>		Points Possible	Points Earned		76-100	0	86	51-75	78		26-50	0		0-25	0			78
	Points Possible	Points Earned																		
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86	51-75	78																		
	26-50	0																		
	0-25	0																		
		78																		
Measure 3b Criterion-Referenced Growth ELA Notes	Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade? 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.	<table border="1"> <thead> <tr> <th></th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>76-100</td> <td>0</td> </tr> <tr> <td>84</td> <td>51-75</td> <td>75</td> </tr> <tr> <td></td> <td>26-50</td> <td>0</td> </tr> <tr> <td></td> <td>0-25</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">75</td> </tr> </tbody> </table>		Points Possible	Points Earned		76-100	0	84	51-75	75		26-50	0		0-25	0			75
	Points Possible	Points Earned																		
	76-100	0																		
84	51-75	75																		
	26-50	0																		
	0-25	0																		
		75																		

INDICATOR 1: EDUCATIONAL PROGRAM																	
<p>Measure 1a Implementation of Educational Program</p>	<p>Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?</p> <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>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
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	15																
	0																
		25															
<p>Notes</p>																	
<p>Measure 1b Educational Requirements</p>	<p>Is the school complying with applicable educational requirements?</p> <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>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
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	15																
	0																
		25															
<p>Notes</p>																	

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			15	0
				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			15	0
				25

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? 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. 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. 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.		No instances of non-compliance documented 15 0	25 15 0	25 15 0 <hr/> 25
Notes					
Measure 2b GAAP	Is the school following General 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 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. 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. 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.		See note 15 0	25 15 0	25 15 0 <hr/> 25
Notes	No points are deducted for failure to comply with GASB 75.				
Measure 2c Enrollment Variance	Is the school successfully enrolling the projected number of students? Meets Standard: Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year. Partially Meets Standard: Enrollment variance was between 90 and 95 percent in the most recent fiscal year. Does Not Meet Standard: Enrollment variance was less than 90 percent in the most recent fiscal year.		95.80% 0	25 15 0	25 15 0 <hr/> 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																	
<p>Measure 3a Governance Requirements</p>	<p>Is the school complying with governance requirements?</p> <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>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
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	15																
	0																
		25															
<p>Notes</p>																	
<p>Measure 3b Board Oversight</p>	<p>Is the board fulfilling its oversight obligations?</p> <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>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
Result	Points Possible	Points Earned															
No instances of non-compliance documented	25	25															
	15																
	0																
		25															
<p>Notes</p>																	

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>	See note	25	15
			0	
Notes	The school's annual performance report does not appear to be 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	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
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
Notes				
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
Notes				

INDICATOR 5: ADDITIONAL OBLIGATIONS		Result	Points Possible	Points Earned
Measure 5a	Is the school complying with all other obligations?			
Additional Obligations	<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>	No instances of non-compliance documented	25	25
Notes			15	
			0	
				25

INDICATOR 1: NEAR-TERM			
<p>Measure 1a</p> <p>Current Ratio</p> <p>Notes</p>	<p>Current Ratio: Current Assets divided by Current Liabilities</p> <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>	<p>Result</p> <p>14.38</p>	<p>Points Possible</p> <p>50</p> <p>10</p> <p>0</p> <hr/> <p>50</p>
<p>Measure 1b</p> <p>Cash Ratio</p> <p>Notes</p>	<p>Current Ratio: Cash divided by Current Liabilities</p> <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>	<p>Result</p> <p>13.41</p>	<p>Points Possible</p> <p>50</p> <p>10</p> <p>0</p> <hr/> <p>50</p>
<p>Measure 1c</p> <p>Unrestricted Days Cash</p> <p>Notes</p>	<p>Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense/365)</p> <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>	<p>Result</p> <p>156 days</p>	<p>Points Possible</p> <p>50</p> <p>10</p> <p>0</p> <hr/> <p>50</p>
<p>Measure 1d</p> <p>Default</p> <p>Notes</p>	<p>Default</p> <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>	<p>Result</p> <p>No default noted</p>	<p>Points Possible</p> <p>50</p> <p>0</p> <hr/> <p>50</p>

INDICATOR 2: SUSTAINABILITY			Result	Points Possible	Points Earned
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.				
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>		0.57	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>		See note	50	50
				30	
				0	
					50
Notes	The Multi-Year Cash Flow is positive. The Cash Flow in the most recent year 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>		17.8	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.				

Falcon Ridge Public Charter 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			100%			
	1b			100%			
District Proficiency Comparison	2a			100%			
	2b			100%			
Criterion-Referenced Growth	3a			78%			
	3b			75%			

% of Possible Academic Points for this School

91% 89% 88%

		Percentage of Points Earned					
OPERATIONAL	Measure	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Educational Program	1a -1d	N/A	100%	100%			
Financial Management	2a - 2c	N/A	100%	100%			
Governance & Reporting	3a - 3f	N/A	93%	100%			
School Environment	4a - 4b	N/A	100%	100%			
Additional Obligations	5a	N/A	100%	100%			

% of Possible Operational Points for this School

N/A 98% 100%

		Percentage of Points Earned					
FINANCIAL	Measure	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Near-Term	1a - 1d	N/A	100%	100%			
Sustainability	2a - 2d	N/A	100%	90%			

% of Possible Financial Points for this School

N/A 100% 95%

ACCOUNTABILITY DESIGNATION		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Academic		Honor	Honor	Honor			
Mission Specific		N/A	N/A	N/A			
Operational		N/A*	Honor	Honor			
Financial		N/A*	Honor	Honor			

*Operational and Financial data for 2016-17 was reported in a different format.

IPCSC Lottery Observation Summary

An observation of each school’s lottery process is required by [Section VI of IPCSC policies](#), and will place once each performance certificate term.

Below you will find the summary of the IPCSC lottery observation for your school. The purpose of this observation is to ensure compliance with Idaho’s equitable selection process outlined in [IDAPA 08.02.04.203](#). Please see the IPCSC’s [Equitable Selection and Enrollment Process Guidance](#) document for more information. If you have any questions/comments/concerns regarding the summary below, please feel free to reach out to the IPCSC staff. You may provide a response to this report within two weeks of receipt. Both the report and your response will be included in your school’s renewal portfolio.

Observation Date: April 4th, 2022

Observation Location: Falcon Ridge Public Charter School

Observer: Jared Dawson

School Personnel Present	Office (if applicable)
Kim Schwisow	Board Chair
Christie Jorgensen	Administrator
Alice Heida	Business Manager
Neutral Third-Party Conducting Draw	Title
John VanderWoude	State Legislator

Observation Category	Status	Date
Enrollment Deadline Notification	No Concern	4.4.22
Enrollment Form	No Concern	4.4.22
Lottery Process	No Concern	4.4.22

Additional Notes (As Applicable)

Deadline Notification & Enrollment Application | Complete

Equitable Selection Process | Complete

Reminders | *Reminders are provided below for your specific school to support and ensure compliance on future lottery processes. Please ensure these reminders are implemented during your next enrollment season.*

IPCSC Board Meeting Observation Summary

An observation of charter school board meetings is required by [Section VI of IPCSC policies](#), and will take place once each performance certificate term. We recognize that not all aspects of good governance may be addressed in a single meeting and that this observation is only a snapshot.

Below you will find the summary of the IPCSC’s board meeting observation of your school. The purpose of this observation is to ensure compliance with [Idaho’s Open Meeting Law](#) and to help inform annual evaluations regarding the board stewardship measures of the Performance Framework. Please see the IPCSC’s [Performance Framework](#) for details regarding the governance structure and governance oversight measures.

If you have any questions/comments/concerns regarding the summary below, please feel free to reach out to the IPCSC staff. You may provide a response to this report within two weeks of receipt. Both the report and your response will be included in your school’s renewal portfolio.

Observation Date: July 12th, 2022

Observer: Jared Dawson

School Board Director’s Name	Office (if applicable)	Present/Remote/Absent
Kim Schwisow	Board Chair (stepped down at meeting)	Present
Dave Peterson	Board Chair (elected at meeting)	Present
Nathan Bushard	Vice Chair	Present
Tanya Ambler	Secretary	Present
Mercy Clarkson	Treasurer	Present
School Leadership	Title	Present/Remote/Absent
Dr. Christine Jorgensen	Administrator	Present
Alice Heida	Fmr. Bus. Manager, Director	Present
Jennifer Christensen	Business Manager	Present

Observation Category	Status	Date
Open Meeting Law	No Concern	7.12.2022
Public Participation	No Concern	7.12.2022
Operational Efficacy	No Concern	7.12.2022
Academic Achievement	No Concern	7.12.2022
Financial Health	No Concern	7.12.2022

Additional Notes (As Applicable) – Board chair resigned at meeting, new chair elected. While board meeting did not run as smoothly as possible after former chair departed, no significant concerns in the board’s ability to successful govern the school. Board directors have experience, and experience working with each other.

Key Design Elements (Observation)

AUTHORITY: IPCSC Policy: Section VII Public Charter School Oversight

If a public charter school is accredited by a State Board of Education approved accrediting agency, the IPCSC shall accept accreditation reports in lieu of conducting a site visit for the purpose of establishing whether the school is effectively implementing its Key Design Elements as stated in its Performance Certificate. If a public charter school is not accredited by a State Board of Education approved accrediting agency, the IPCSC will conduct a site visit once during the public charter school's Performance Certificate term for the purpose of evaluating whether the school is effectively implementing its Key Design Elements as stated in its Performance Certificate. The public charter school will receive written notice of a site visit for this purpose at least thirty (30) days prior to the visit, and whenever possible, the site visit will be scheduled at a time convenient for the public charter school.

Observation Date: October 31st, 2022

Observer: Jared Dawson

School Board Director's Name	Office (if applicable)
David Peterson	Board Chair
School Leadership	Title
Dr. Christine Jorgensen	Administrator

Observation Category	Status
Key Design Elements Implementation	Concern/No Concern

Observation Summary: School operates efficiently and effectively. All Key Design Elements incorporated in Performance Certificate were observable and in operation. Environment was welcoming and warm, observed different classes and grade levels. No concerns with Key Design Elements.

BEFORE THE IDAHO PUBLIC CHARTER SCHOOL COMMISSION
STATE OF IDAHO

In the Matter of the Charter Renewal for:

Case No. 22-52502

FUTURE PUBLIC SCHOOL.

NOTICE AND ACKNOWLEDGMENT OF
COMMISSION DIRECTOR'S
RECOMMENDATION FOR RENEWAL
OF CHARTER

Pursuant to Idaho Code section 33-5209B, the Director of the Idaho Public Charter School Commission ("Commission") recommends that the charter for Future Public School ("FPS") be renewed for a five-year term with no conditions.

After its review of the Director's recommendation, if FPS agrees to accept the Director's recommendation as presented below, an authorized representative of FPS must complete the Consent Agreement, attached to this Notice as Attachment A, and return it to the Director **by no later than December 15, 2022** to the following address:

Jenn Thompson, Director
Idaho Public Charter School Commission
514 W. Jefferson St., Ste. 303
Boise, Idaho 83720
jenn.thompson@osbe.idaho.gov

Dated this 15th day of November, 2022.

Jenn Thompson Digitally signed by Jenn Thompson
Date: 2022.11.08 12:47:42 -07'00'

Jenn Thompson
Director
Idaho Public Charter School Commission

CONSENT AGREEMENT ACCEPTING DIRECTOR’S RECOMMENDATION FOR RENEWAL OF CHARTER WITHOUT CONDITIONS

This Consent Agreement (“Agreement”) is hereby entered into between the Director of the Idaho Public Charter School Commission (“Director”) and Future Public School (“FPS”). FPS understands, acknowledges, and agrees to the following:

1. On behalf of FPS, the undersigned authorized representative acknowledges the receipt of the Notice and Acknowledgment of Commission Director’s Recommendation for Renewal of Charter, dated November 15, 2022 (“Notice”).
2. FPS understands and acknowledges the recommendation of the Director, and agrees to accept the recommendation for renewal of its charter without conditions as proposed in the Notice.
3. FPS understands and acknowledges that the Director’s recommendation will be presented to the Idaho Public Charter School Commission (“Commission”). FPS 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. FPS understands and acknowledges that if the Commission approves the renewal of FPS’s charter, the Commission and FPS shall negotiate the terms of and execute a new performance certificate, as defined in Idaho Code section 33-5202A(6). Such performance certificate must be approved by the Commission in an open meeting prior to June 30, 2023.
5. On behalf of FPS, the undersigned authorized representative understands and acknowledges that by accepting the Director’s recommendation as proposed in the Notice and entering into this Agreement, FPS 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.



 Authorized Representative
 Board Chair/President
 Future Public School

12/14/22

 Date



 Jenn Thompson
 Director
 Idaho Public Charter School Commission

11/15/22

 Date



511 E. 43rd Street, Garden City, ID 83714 | Office: 208-854-3923 | Fax: 208-854-3938
info@futurepublicschool.org | futurepublicschool.org

December 14th, 2022

RE: PUBLIC CHARTER SCHOOL COMMISSION RENEWAL APPLICATION

PART I:

Future Public School: 511 E 43rd Street, Garden City, Idaho 83714

LEA: #499

Building: #1410

School Leader: Amanda Cox, (208) 854-3923, amanda@futurepublicschool.org

Board Chair: Darnisha Orcutt, (208) 854-3923, darnisha@futurepublicschool.org

Mission Statement:

Grade Level Enrollment: K - 67; 1st Grade - 80; 2nd Grade - 59; 3rd Grade - 56; 4th Grade - 50; 5th Grade - 52; 6th Grade - 40

PART II - Narrative:

For the coming performance certificate term, there were no outstanding concerns or conditions noted by the Public Charter School Commission. However, as part of our school wide continuous improvement plan, we plan to continue our strategic academic interventions and supports for students not yet meeting academic and/or growth benchmarks. Our administrative team is also working closely with our Board to bolster recruitment and retention efforts given the impact of factors such as limited low-income housing in our district boundary area, continued COVID-19 pandemic destabilization that has impacted families in our community, and the increased access for free, full-day kindergarten in neighboring districts (which was not an option at the time of our school founding). Our finance team, who devoted significant time towards the purchase of our facility in FY22 to strengthen our long-term financial viability, is modeling different budget scenarios over the next five years to ensure positive days cash and total ratios, particularly as we approach the sunset of pandemic relief funding.

Sincerely,

A handwritten signature in cursive script that reads "Amanda Cox".

Amanda Cox
Executive Director and Principal
Future Public School



Annual Performance Report 2022

FUTURE PUBLIC SCHOOL

Mission Statement: Future Public School equips students with the knowledge, skills, and character to succeed in college and the future world. We do so through a commitment to innovative STEM programming, equity, and individualization.

School Information	Annual Report FY2021-2022	Current: FY 2022-2023
Board Chair/President	Greg Richmond	Keith Donahue
Treasurer	Will Pigott	Basile Beaty
Secretary	Suzanne Metzgar	Suzanne Metzgar
Executive Director		
Administrator	Amanda Cox	Amanda Cox
Business Manager	Lauren Tassos	Lauren Tassos
School Location/Phone	511 E 43 rd St., Garden City, ID 83714	208-854-3923

Table of Contents

Introduction	3
School Overview.....	4
Annual Snapshot	5
Academic Outcomes	6
Math Proficiency & Math Growth.....	6
ELA Proficiency & ELA Growth.....	7
Literacy Proficiency.....	8
Historical Performance	9
Operational Outcomes: Board Stewardship.....	10
Governance Structure	10
Governance Oversight.....	10
Governance Compliance.....	10
Operational Outcomes: Management.....	11
Student Services	11
Data Security and Information Technology.....	11
Facility & Services.....	11
Operational Compliance.....	11
Historical Performance	12-13
Financial Outcomes.....	14
Near Term Measures.....	14-15
Sustainability Measures	16-18
Historical Performance	19-20
Contact Us.....	21

Introduction

COMPLIANCE/AUTHORITY:

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, [I.C. §33-5209A](#) and [I.C. §33-5209C](#) require 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 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.

RENEWAL (I.C. §33-5209B)

At the end of each 5-year operating term, each school's performance certificate is considered for renewal. As this school's operating contract expires on June 30th, 2023, this report directly impacts the school's renewal recommendation. The authorizer is required to consider the following when making renewal decisions: all annual performance reports issued during the current performance certificate term, the school's current financial status, and any application materials submitted by the school. Renewal decisions must be made prior to March 15th, 2023. Please see the [Renewal Guidance](#) document for more information on the renewal process.

- **PERFORMANCE REPORT APPLICATION:**
 - Each measure included in the IPCSC's framework has a meets standard benchmark. If this school meets standard on all measures of the framework as reflected in the most recent years Annual Performance Report the school is guaranteed an unconditional renewal. If the school does not meet standard on one or more measures of the school's operating contract, it may be conditionally renewed or non-renewed.

*****Outcomes on this report inform high-stakes decisions, schools are encouraged to use this information to support their strategic planning efforts each year. *****

IPCSC RESOURCES

[IPCSC Performance Framework](#)

[IPCSC Renewal Guidance](#)

[IPCSC Schools](#)

SCHOOL RESOURCES

[FPS Performance Certificate](#)

[Future Annual Report Page](#)

Current Certificate Term: 2017-2023

School Overview

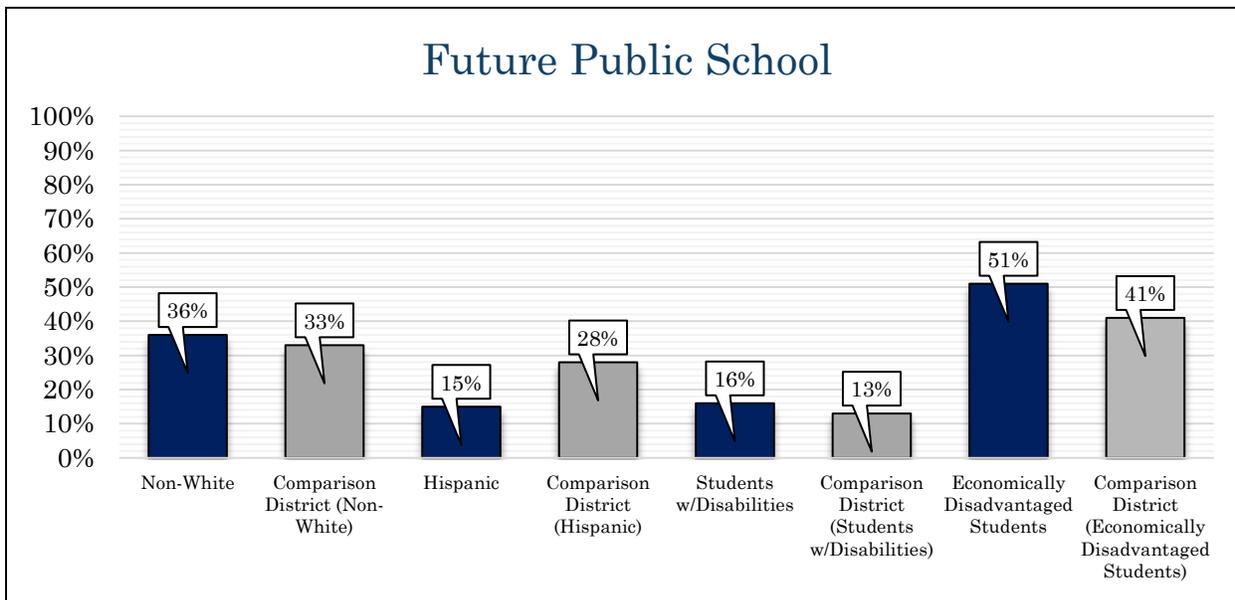
Model:	STEM
Enrollment Capacity:	448
Grades Served:	K-8 th

Key Design Elements:

Our success is driven by:

- *Innovative STEM Implementation:* We build upon the technological fluency students bring to school, incorporate STEM across the curriculum, expand learning opportunities, and heighten human potential.
- *Safe, nurturing, and flexible environments:* Neuroscience research reveals that students need physical and emotional safety in order to take risks and learn from successes and mistakes. The school is built around the student, with flexible learning spaces to accommodate learners of all types. With more time for learning and extracurricular activities, the school day is reimaged, and our students never imagine missing a day of school.
- *Equity, identity, and access:* Increased access to high-quality education for all students is our goal. Building up and affirming the strengths of every student through relationships and restorative practices further creates an individual sense of purpose. Zip code or parental income should not determine student destiny. We build bridges and make community together.
- *High Expectations:* We expect 100% of students to be prepared to go to and through college. We partner with families to create a clearly defined plan to make this happen and measure our progress with data.

2022 DEMOGRAPHIC SUMMARY:



2021-2022 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	47%	Meets Standard
Math Growth	Data Unavailable for 2021-2022	Not Rated for 2021-2022 school year
ELA Proficiency	50%	Meets Standard
ELA Growth	Data Unavailable for 2021-2022	Not Rated for 2021-2022 school year
Literacy Proficiency	Fall IRI: 51% Spring IRI: 68%	Meets Standard

OPERATIONAL OUTCOMES: BOARD STEWARDSHIP	
Governance Structure	Exceeds Standard
Governance Oversight	Exceeds Standard
Governance Compliance	Exceeds Standard

OPERATIONAL OUTCOMES: MANAGEMENT	
Student Services	Exceeds Standard
Data Security/ Transparency	Exceeds Standard
Facility & Services	Exceeds Standard
Operational Compliance	Exceeds Standard

FINANCIAL OUTCOMES: NEAR TERM MEASURES		
Current Ratio	1.88	Exceeds Standard
Unrestricted Days Cash	114	Exceeds Standard
Default	None	Exceeds Standard
Enrollment Variance	93.9%	Approaches Standard

FINANCIAL OUTCOMES: SUSTAINABILITY MEASURES		
Total Margin	-13.59%	Approaches Standard
3 Yr. Agg. Margin	- 1.43%	Approaches Standard
Cash Flow	\$970,857	Exceeds Standard
Multi-Year Cash Flow	\$1,157,085	Exceeds Standard
Debt Service Coverage Ratio	-0.33	Does Not Meet Standard
Debt Asset Ratio	.99	Approaches Standard
Financial Compliance	No compliance issues.	Exceeds Standard

Academic Outcomes

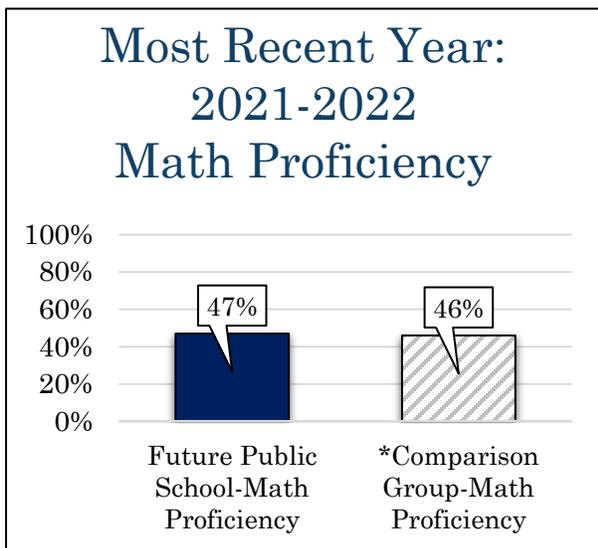
MATH PROFICIENCY & MATH GROWTH

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: Groveland Elementary School (0386); Parkridge Elementary (0215); Ridge Crest Elementary (0384); Shoshone Middle School (0839); Gooding Middle School (0102); Riverside Elementary (K-3) (0376)



Math Growth Data & Ratings are unavailable for the 2021-2022 School Year.

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	Meets Standard	The school's proficiency rate falls between the mean and one standard deviation above the mean of the identified comparison group.

MEASURE	GROWTH RATING	APPLICABLE RUBRIC DESCRIPTION
MATH GROWTH	Not Rated for 2021-2022	Data not available for the 2021-2022 school year.

Academic Outcomes

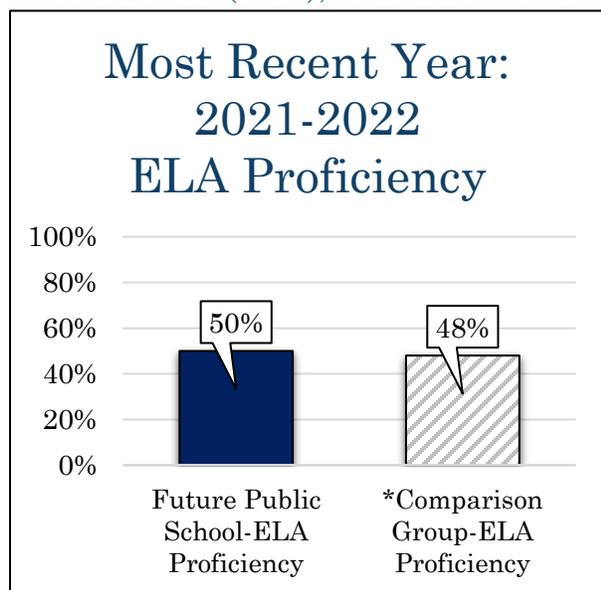
ELA PROFICIENCY & ELA GROWTH

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: Groveland Elementary School (0386); Parkridge Elementary (0215); Ridge Crest Elementary (0384); Shoshone Middle School (0839); Gooding Middle School (0102); Riverside Elementary (K-3) (0376)



ELA Growth Data & Ratings are unavailable for the 2021-2022 School Year.

RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
---------------	------------------------	---------------------	----------------	------------------	---------------------------

Please see the [Performance Framework Rubrics](#) for details regarding how each measure is rated.

MEASURE	PROFICIENCY RATING	APPLICABLE RUBRIC DESCRIPTION
ELA PROFICIENCY	Meets Standard	The school's proficiency rate is equal to the mean or falls between the mean and one standard deviation above the mean of the identified comparison group.
MEASURE	GROWTH RATING	APPLICABLE RUBRIC DESCRIPTION
ELA GROWTH	Not Rated for 2021-2022	Data not available for the 2021-2022 school year.

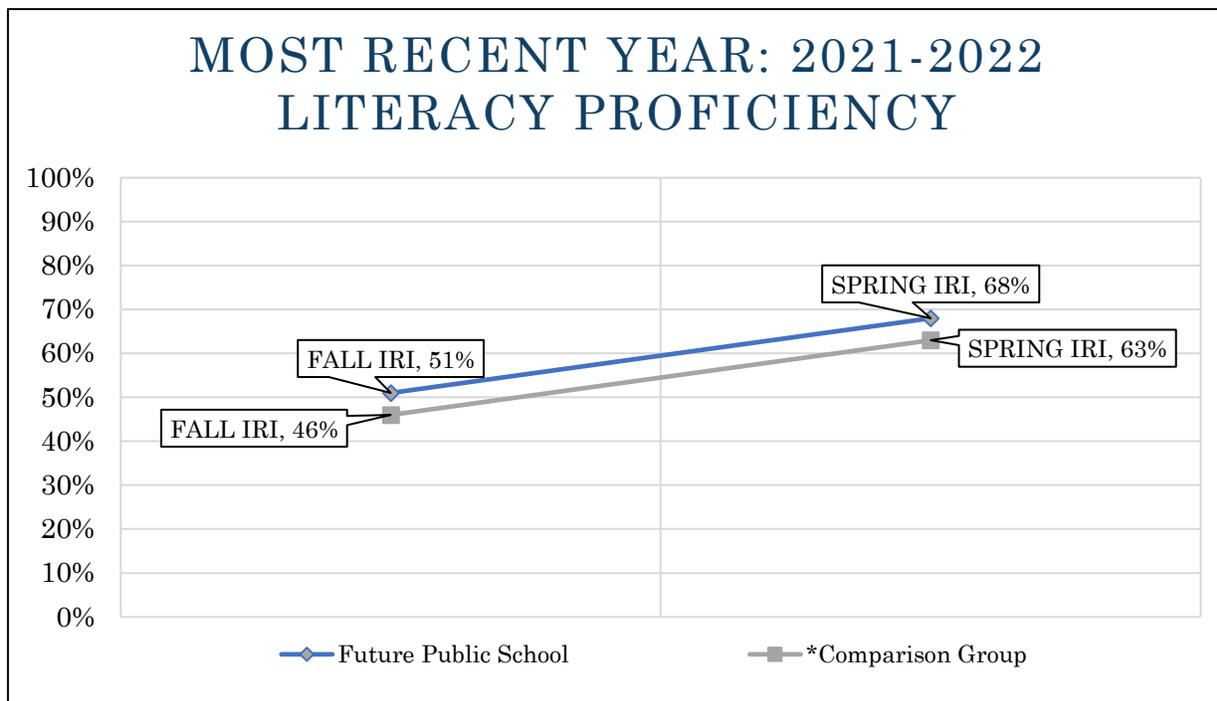
Academic Outcomes
LITERACY PROFICIENCY

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: Groveland Elementary School (0386); Parkridge Elementary (0215); Ridge Crest Elementary (0384); Shoshone Middle School (0839); Gooding Middle School (0102); Riverside Elementary (K-3) (0376)



RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
----------------------	-------------------------------	----------------------------	-----------------------	-------------------------	----------------------------------

*Please see the [Performance Framework Rubrics](#) for details regarding how each measure is rated.

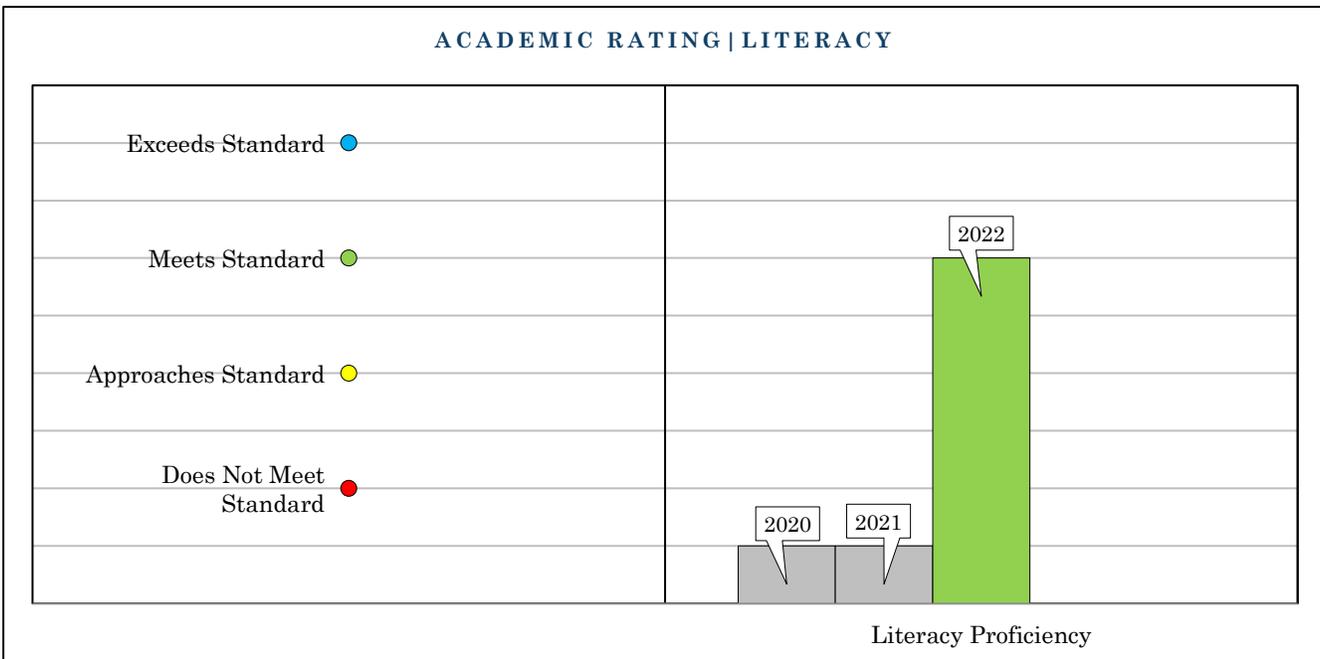
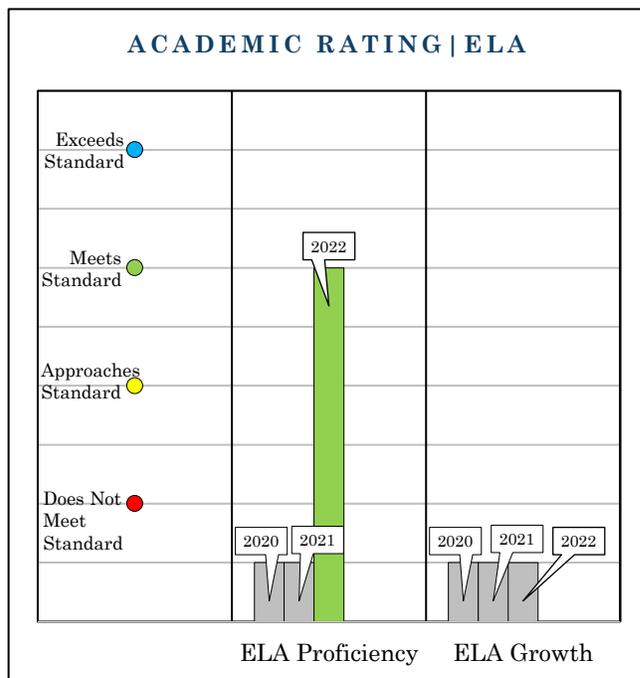
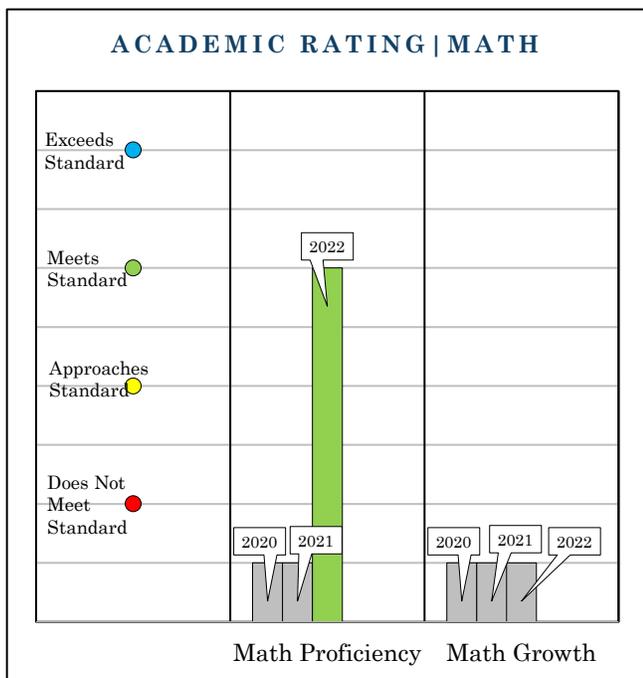
MEASURE	PROFICIENCY RATING	APPLICABLE RUBRIC DESCRIPTION
LITERACY PROFICIENCY	Meets Standard	The school's proficiency on the SPRING administration of the statewide literacy assessment is equal to the mean or within one standard deviation above the mean of the identified comparison group.

Historical Performance: Academics

The charts below provide an overview of a school’s performance throughout their current (5) year certificate term. Schools are encouraged to consider how this data might be used to drive strategic planning as the school approaches its next renewal decision

*During the 2019-2020 & 2020-2021 school years academic ratings were waived by the IPCSC due to the pandemic’s impact on academic data. In the charts below, you will find these years have a grayed-out rating bar.

*Growth data and ratings are unavailable for the 2021-2022 school year and grayed out in the chart below.



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. *Please see the [Performance Framework Rubrics](#) for details regarding how each measure is rated.

RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
---------------	------------------------	---------------------	----------------	------------------	---------------------------

Standard Rating: Exceeds Standard	
Governance Structure Measure	Data/Evidence Source
The board bylaws are compliant with ID law.	Most recently reviewed Bylaws 5/10/22. *Please provide an updated to copy to IPCSC staff if any amendments have been made since this review date.
The school's articles of incorporation are current.	Most recently updated on 1/19/22.
The board does operate in compliance with its bylaws.	*No instances of non-compliance documented
Investigations were not conducted into ethical behavior or conflict of interest regarding any board director this year.	*No instances of non-compliance documented
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: Exceeds Standard	
Governance Oversight Measure	Data/Evidence Source
The board did review academic data in a timely and thorough manner.	*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 maintain compliant policies.	*No instances of non-compliance documented
The board did engage 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:	

Standard Rating: Exceeds Standard	
Governance Compliance Measure	Data/Evidence Source
The IPCSC did not issue courtesy letters to the school noting compliance concerns this year.	*No instances of non-compliance documented
Another investigative body was not notified of concerns at this school this year.	*No instances of non-compliance documented
Comments/ Context:	

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.

RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
---------------	------------------------	---------------------	----------------	------------------	---------------------------

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.	Reviewed on: 11/18/21 Continuous Improvement Plan 2021-2022
The school's Federal Programs is in good standing	
Comments/ Context: The school was identified for intervention by SDE for SPED: Facilitation: F-21-11-05a	

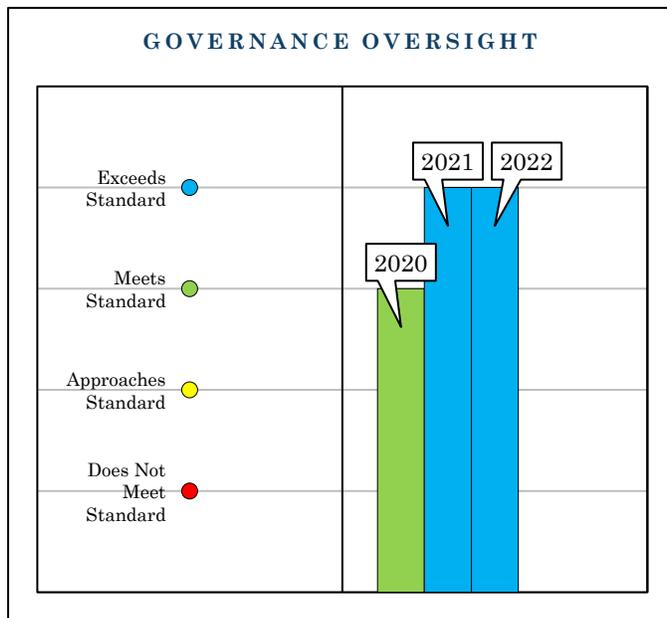
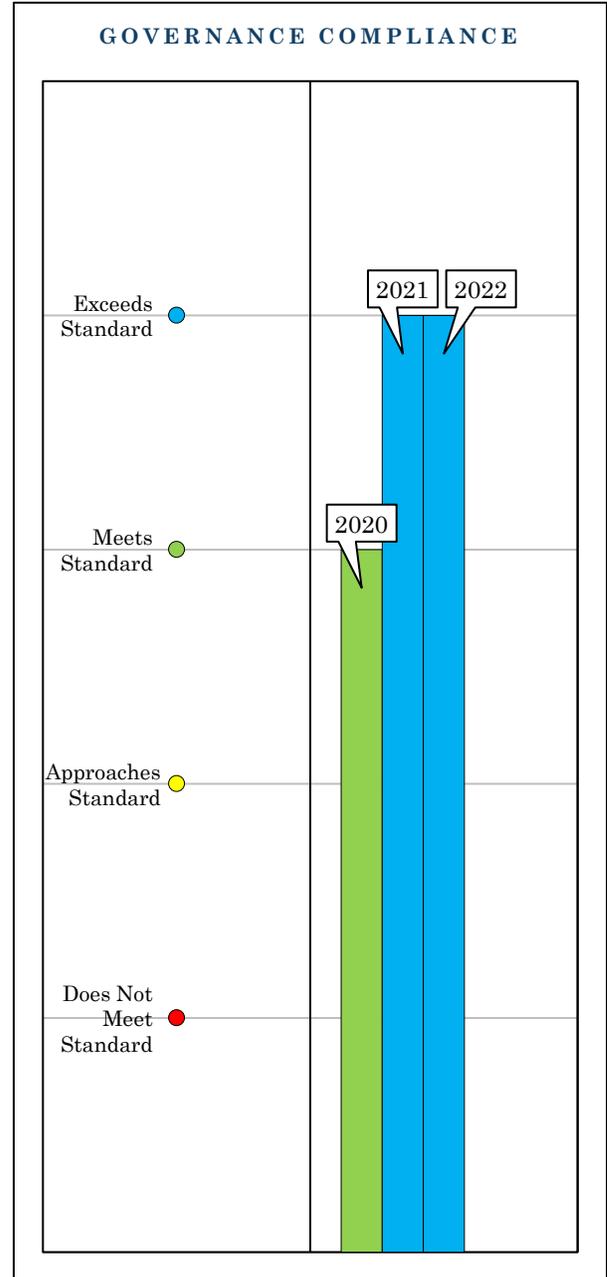
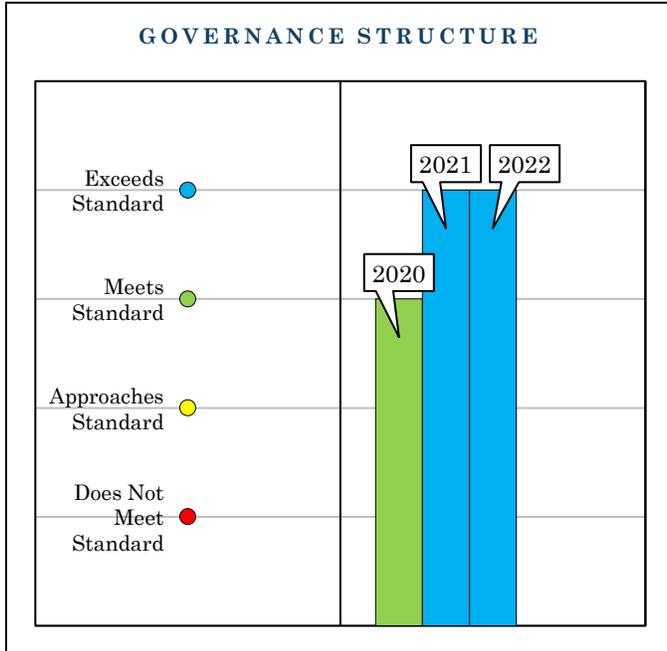
Standard Rating: Exceeds Standard	
Data Security and Information Transparency	Data/Evidence Source
The school's website is compliant and updated appropriately.	*No instances of non-compliance documented
The school did not experience issues involving data security this year.	*No instances of non-compliance 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
Safety inspections and evacuation drills are compliant.	Fire Inspection: 8/30/2019 Health Inspection: 3/31/2021 Building Inspection: 8/13/2020
The school does provide daily transportation for students.	*No instances of non-compliance documented
The school does provide a National School Lunch Program.	*No instances of non-compliance documented
Comments/ Context:	

Standard Rating: Exceeds Standard	
Operational Compliance	Data/Evidence Source
Required reports were submitted accurately and on time.	*No instances of non-compliance documented
The enrollment process is not compliant.	*See Comment
The teachers are properly credentialed.	*No instances of non-compliance documented
Corrective action plans were not issued by the SDE this year.	*No instances of non-compliance documented
Comments/ Context: The Board did not meet all notice requirements for equitable selection, specifically regarding public notice of deadline for written requests for admission; this issue was quickly resolved and therefore did not impact the school's rating on this measure. The school has met standard for (3) consecutive years, including the schools most recent year.	

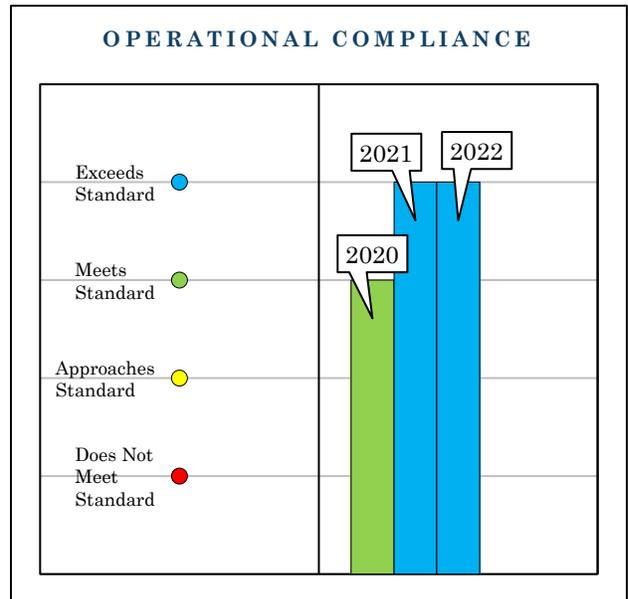
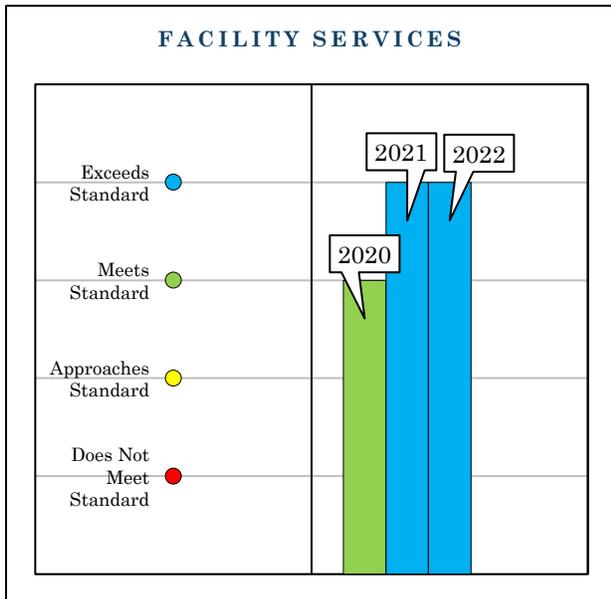
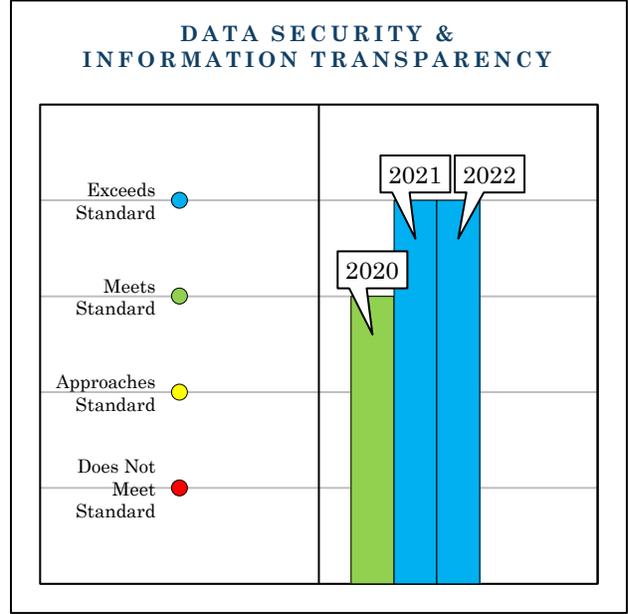
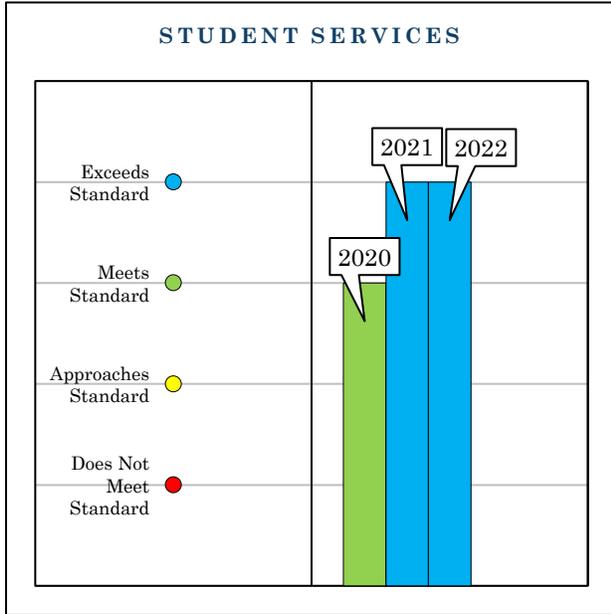
Historical Performance: Board Stewardship Measures

The charts below provide an overview of a school’s performance throughout their current (5) year certificate term. Schools are encouraged to consider how this data might be used to drive strategic planning as the school approaches its next renewal decision



Historical Performance: Management Measures

The charts below provide an overview of a school’s performance throughout their current (5) year certificate term. Schools are encouraged to consider how this data might be used to drive strategic planning as the school approaches its next renewal decision



Financial Outcomes

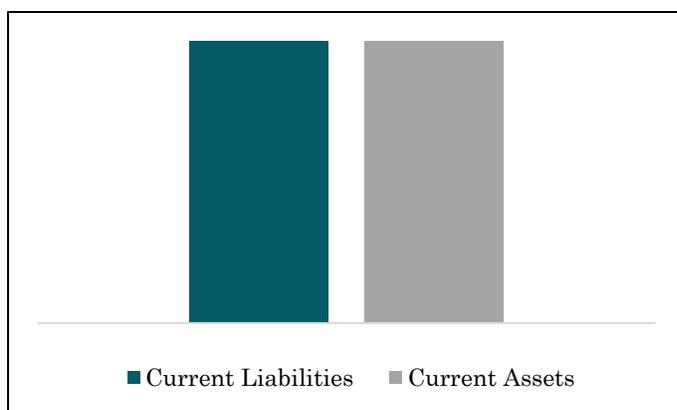
NEAR TERM MEASURES

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.

RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
---------------	------------------------	---------------------	----------------	------------------	---------------------------

Current Ratio

The school has a current ratio of more than 1.5.	Current Ratio: 1.88	Exceeds Standard
--	---------------------	-------------------------



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.

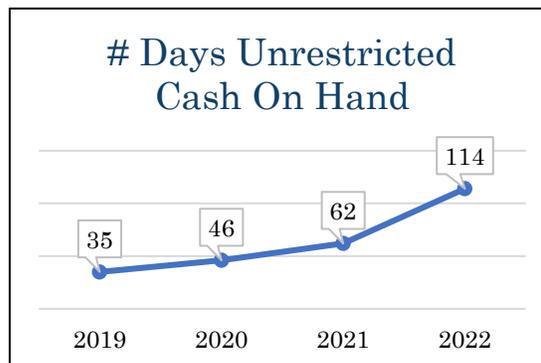
Unrestricted Days Cash

The school has more than 60 days cash on hand.	114 Days	Exceeds Standard
--	----------	-------------------------

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 has met all financial obligations for at least 3 consecutive years.	Exceeds Standard
--	-------------------------

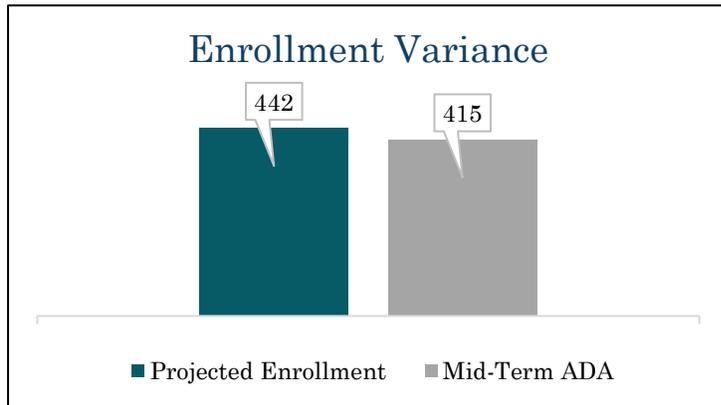
Why this Matters:

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 between 90% and 94.9% of its projected enrollment during the most recently completed school year.	Enrollment Variance: 93.9%	Approaches Standard
---	-------------------------------	----------------------------



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.

RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
------------------	---------------------------	------------------------	-------------------	---------------------	------------------------------

Total Margin

The school's aggregated 3-year total margin is greater than -1.5%, but the most recent year total margin is negative. This reflects a new \$9M facility loan in fiscal year 2022.	CY Total Margin: -13.59% 3-Year Aggregated: -1.43%	Approaches Standard
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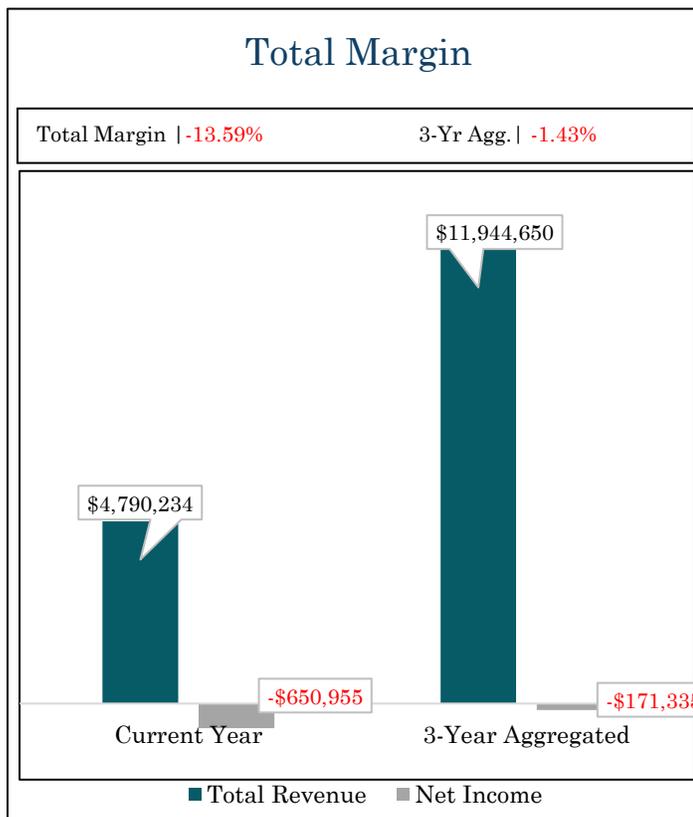
Why this Matters:

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.



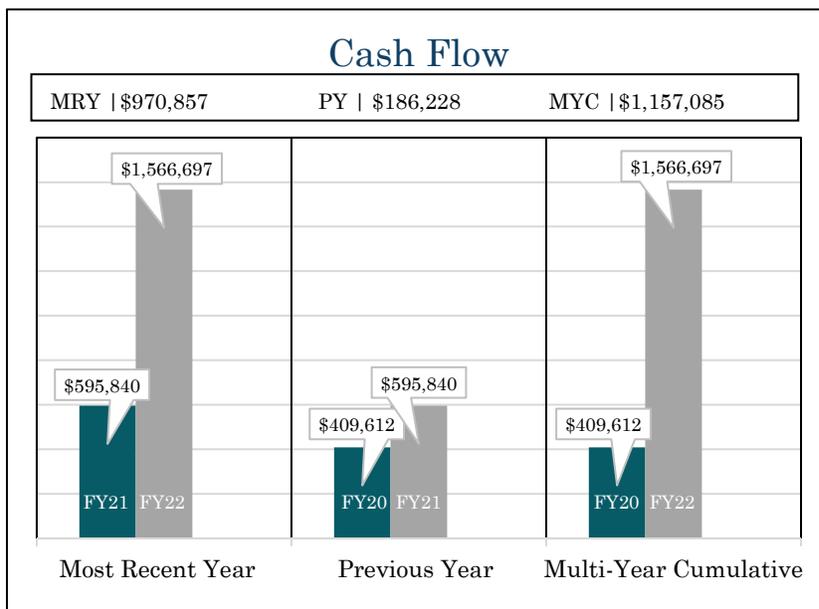
Cash Flow

<p>The school's multi-year cumulative cash flow has been positive and the most recent year's cash flow has been positive for at least 3 consecutive years.</p>	<p>Most Recent Year \$970,857 Previous Year \$186,228 Multi-Year \$1,157,085</p>	<p>Exceeds Standard</p>
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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.

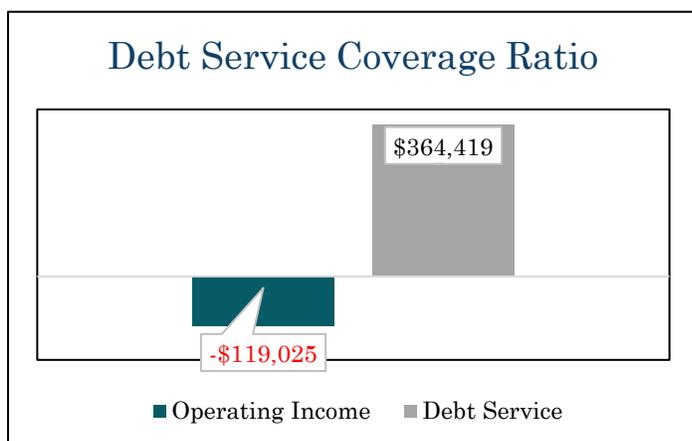
A school with a negative cash flow is using its existing reserves to fund general operations and is not likely to have the financial flexibility to fund future plans.



A multi-year cumulative cash flow helps to identify long-term trends.

Debt Service Coverage Ratio

<p>The school's debt service coverage ratio is less than .9. Future completed the purchase of its existing student occupied facility in fiscal year 2022.</p>	<p>Debt Service Coverage Ratio: -0.33</p>	<p>Does Not Meet Standard</p>
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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 between 0.9. and 1.0.	Debt/Asset Ratio: .99	Approaches Standard
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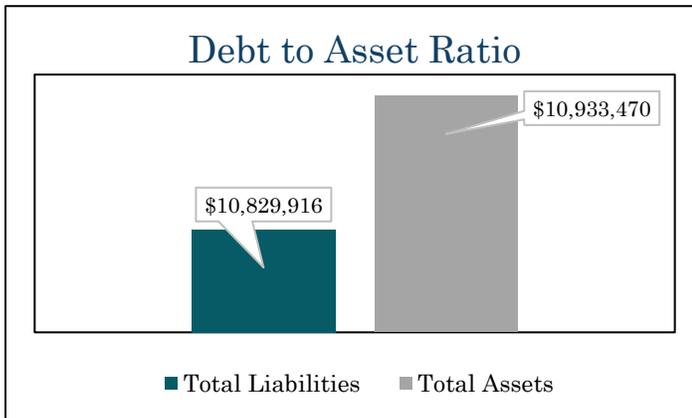
Why This Matters:

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.



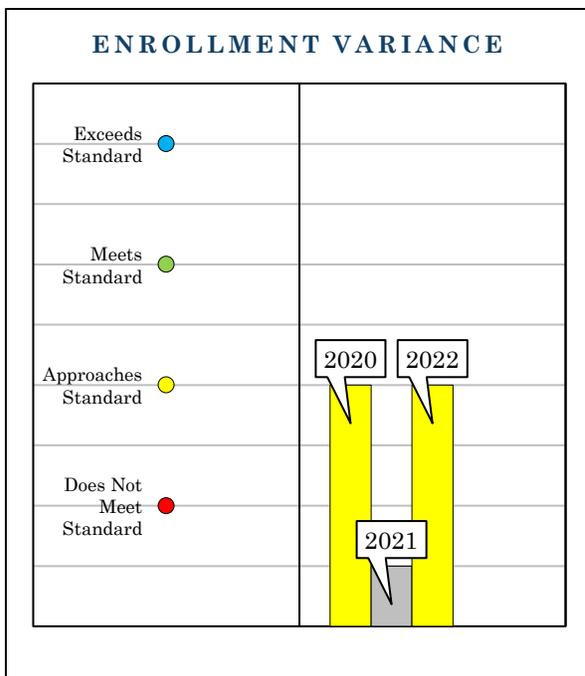
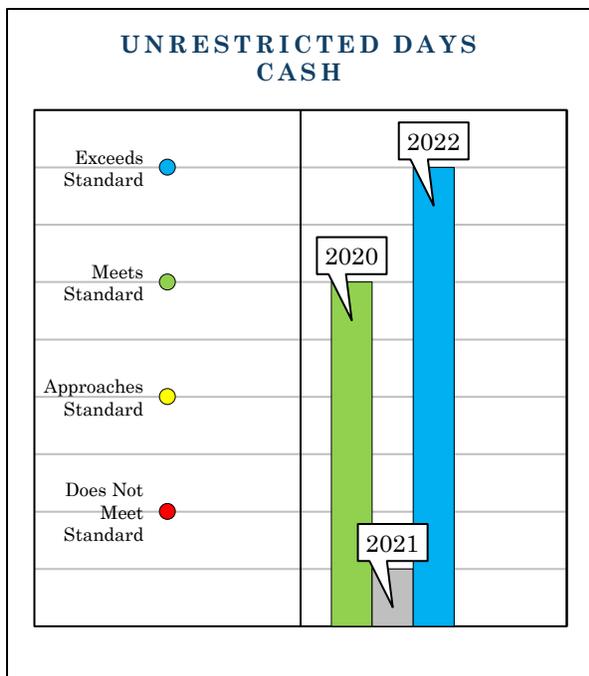
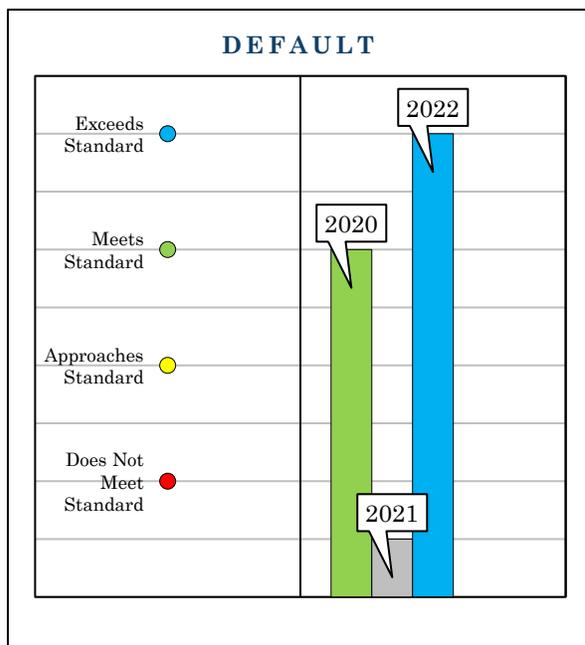
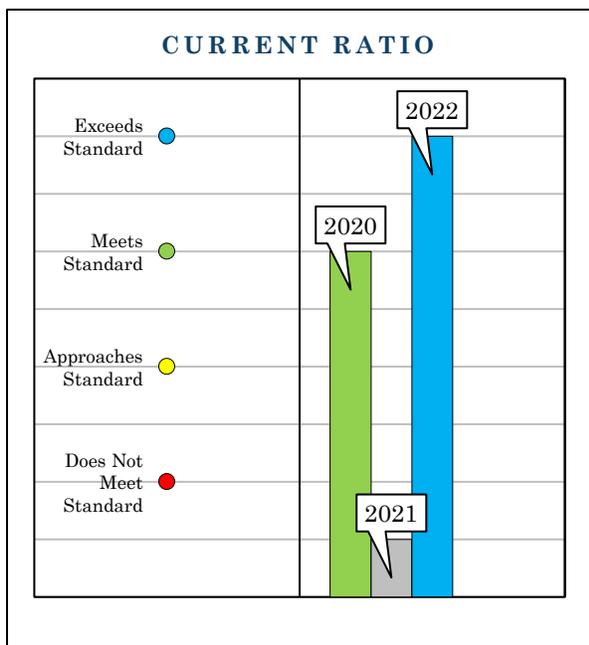
Financial Compliance

Standard Rating: Exceeds Standard	
Financial Operations	Data and/or Evidence Source
The school's finances are managed in compliance with GAAP.	Financial Audit: 10/5/22
Expenditures and contracts are posted online appropriately.	School's Expenditure Page
The school maintains compliant internal controls.	Financial Audit: 10/5/22
The school is not operating under a Notification of Fiscal Concern.	NA
The school is not operating under a Notification of Possible or Imminent Closure.	NA
Comments/Context	

Historical Performance: Near-Term Health Measures

The charts below provide an overview of a school’s performance throughout their current (5) year certificate term. Schools are encouraged to consider how this data might be used to drive strategic planning as the school approaches its next renewal decision.

**During the 2020-2021 school year financial ratings were waived by the IPCSC due to the pandemic’s impact on financial data. In the charts below, you will find these years have a grayed-out rating bar.*



Historical Performance: Sustainability Measures

The charts below provide an overview of a school’s performance throughout their current (5) year certificate term. Schools are encouraged to consider how this data might be used to drive strategic planning as the school approaches its next renewal decision.

***During the 2020-2021 school year financial ratings were waived by the IPCSC due to the pandemic’s impact on financial data. In the charts below, you will find these years have a grayed-out rating bar.*



The 2021-2022 Annual Report has been finalized by the Idaho Public Charter School Commission staff.

If you have any questions or comments, please contact the IPCSC.



514 W. Jefferson, Suite 303
Boise, ID 83720
208-332-1561

pcsc@osbe.idaho.gov

Future Public School

Year Ended June 30, 2022

Audited Financial Statements



www.qcpas.com

Quest CPAs PLLC

Financial Section

Independent Auditor's Report..... 1

Basic Financial Statements

Government-Wide Financial Statements

Statement of Net Position 5

Statement of Activities 6

Fund Financial Statements

Balance Sheet – Governmental Funds..... 7

Statement of Revenues, Expenditures, and Changes in Fund Balances – Governmental Funds..... 10

Notes to Financial Statements 13

Required Supplementary Information

Budgetary Comparison Schedule – General and Major Special Revenue Funds..... 26

Schedule of Employer’s Share of Net Pension Asset and Liability and Schedule of Employer Contributions 30

Supplementary Information

Combining Balance Sheet – Nonmajor Governmental Funds..... 31

Combining Statement of Revenues, Expenditures, and Changes in Fund Balances – Nonmajor Governmental Funds..... 36

Schedule of Expenditures of Federal Awards..... 41

Other Reports and Schedules

Independent Auditor’s Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of the Financial Statements Performed in Accordance with *Government Auditing Standards*..... 42

Independent Auditor’s Report on Compliance for Each Major Program and on Internal Control Over Compliance Required by the Uniform Guidance 44

Schedule of Findings and Questioned Costs 47



Independent Auditor's Report

Board of Directors
Future Public School

Report on the Audit of the Financial Statements

Qualified and Unmodified Opinions

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Future Public School (the School) as of and for the year ended June 30, 2022, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

Qualified Opinion on the Governmental Activities

In our opinion, except for the effects of the matter described in the Matter Giving Rise to the Qualified Opinion on the Governmental Activities section of our report, the financial statements referred to above present fairly, in all material respects, the financial position of the governmental activities of the School, as of June 30, 2022, 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 on All Other Opinion Units Described Below

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, 2022, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Qualified and Unmodified Opinions

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. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Matter Giving Rise to the Qualified Opinion on the 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 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.

Responsibilities of Management 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.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditor's Responsibility for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit 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 School's internal control. Accordingly, no such opinion is expressed.

- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the budgetary comparison schedules and schedule of employer's share of net pension asset and liability and schedule of employer contributions listed in the table of contents 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. 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.

Supplementary 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 and schedule of expenditures of federal awards, as required by Title 2 U.S. *Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The 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 and the schedule of expenditures of federal awards 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 September 26, 2022, 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
September 26, 2022

Renewals No Conditions Page 154
FUTURE PUBLIC SCHOOL
Statement of Net Position
June 30, 2022

	Governmental Activities
Assets	
Current Assets	
Cash & Investments	\$1,566,697
Receivables:	
State Sources	31,875
Federal Sources	1,094,092
Total Current Assets	2,692,664
Noncurrent Assets	
Nondepreciable Capital Assets	0
Depreciable Net Capital Assets	8,208,057
Net Pension Asset	32,749
Total Noncurrent Assets	8,240,806
Total Assets	10,933,470
 Deferred Outflows of Resources	
Pension Items	666,179
Total Deferred Outflows of Resources	666,179
Total Assets and Deferred Outflows of Resources	\$11,599,649
 Liabilities	
Current Liabilities	
Accounts Payable	\$1,176
Salaries & Benefits Payable	129,028
Unspent Grant Allocation	1,218,108
Accrued Interest	86,604
Long-Term Liabilities, Current	0
Total Current Liabilities	1,434,916
Noncurrent Liabilities	
Long-Term Liabilities, Noncurrent	9,395,000
Total Noncurrent Liabilities	9,395,000
Total Liabilities	10,829,916
 Deferred Inflows of Resources	
Pension Items	1,047,662
Total Deferred Inflows of Resources	1,047,662
Total Liabilities and Deferred Inflows of Resources	11,877,578
 Net Position	
Net Investment in Capital Assets	(1,273,547)
Restricted:	
Special Programs	144,486
Debt Service	592,844
Capital Projects	0
Unrestricted	258,288
Total Net Position	(277,929)
Total Liabilities and Net Position	\$11,599,649

See Accompanying Notes

FUTURE PUBLIC SCHOOL

Statement of Activities
Year Ended June 30, 2022

Functions/Programs	Expenses	Program Revenues		Net (Expense) Revenue And Changes in Net Position
		Charges For Services	Operating Grants And Contributions	
				Governmental Activities
Governmental Activities				
Instructional Programs				
Elementary School	\$1,966,905		\$1,277,243	(\$689,662)
Secondary School	0			0
Special Education	831,257		570,103	(261,154)
Special Education Preschool	1,729		1,729	0
Gifted & Talented	143			(143)
Summer School	0			0
Support Service Programs				
Attendance - Guidance - Health	17,295		17,295	0
Special Education Support Services	122,098		122,098	0
Instruction Improvement	17,468		17,468	0
Board of Education	29,239			(29,239)
District Administration	10,384			(10,384)
School Administration	386,918		2,000	(384,918)
Business Operation	31,801			(31,801)
Administrative Technology	0			0
Buildings - Care	102,504			(102,504)
Maintenance - Student Occupied	649,571			(649,571)
Maintenance - Grounds	2,632			(2,632)
Security	0			0
Pupil-To-School Transportation	107,519			(107,519)
Non-Instructional Programs				
Child Nutrition	193,842	\$2,063	270,354	78,575
Community Services	24,556	39,527		14,971
Capital Assets - Student Occupied	167,511			(167,511)
Capital Assets - Non-Student Occupied	0			0
Debt Service - Principal	0			0
Debt Service - Interest	535,807			(535,807)
Total	<u>\$5,199,179</u>	<u>\$41,590</u>	<u>\$2,278,290</u>	<u>\$0</u>
General Revenues				
Local Revenue				56,166
State Revenue				2,414,188
Federal Revenue				0
Pension Revenue (Expense)				(67,985)
Total				<u>2,402,369</u>
Change in Net Position				(476,930)
Net Position - Beginning				<u>199,001</u>
Net Position - Ending				<u>(\$277,929)</u>

Balance Sheet - Governmental Funds

June 30, 2022

	<u>General Fund</u>	<u>School Based Medicaid Fund</u>	<u>CSP Grant Fund</u>	<u>Child Nutrition Fund</u>
Assets				
Cash & Investments	\$376,102			\$87,667
Receivables:				
State Sources	31,875			
Federal Sources		\$8,284		
Due From Other Funds	329,249			
Total Assets	<u>\$737,226</u>	<u>\$8,284</u>	<u>\$0</u>	<u>\$87,667</u>
Liabilities				
Accounts Payable	\$1,175			
Due To Other Funds		\$8,284		
Salaries & Benefits Payable	129,029			
Unspent Grant Allocation				
Total Liabilities	<u>130,204</u>	<u>8,284</u>	<u>\$0</u>	<u>\$0</u>
Fund Balances				
Restricted:				
Special Programs				87,667
Debt Service				
Capital Projects				
Unassigned	607,022			
Total Fund Balances	<u>607,022</u>	<u>0</u>	<u>0</u>	<u>87,667</u>
Total Liabilities and Fund Balances	<u>\$737,226</u>	<u>\$8,284</u>	<u>\$0</u>	<u>\$87,667</u>

Balance Sheet - Governmental Funds

June 30, 2022

	Bond R & I Fund	Capital Construction Fund	Nonmajor Governmental Funds	Total Governmental Funds
Assets				
Cash & Investments	\$592,844		\$510,084	\$1,566,697
Receivables:				
State Sources			0	31,875
Federal Sources			1,085,808	1,094,092
Due From Other Funds			0	329,249
Total Assets	\$592,844	\$0	\$1,595,892	\$3,021,913
Liabilities				
Accounts Payable			\$0	\$1,175
Due To Other Funds			320,965	329,249
Salaries & Benefits Payable			0	129,029
Unspent Grant Allocation			1,218,108	1,218,108
Total Liabilities	\$0	\$0	1,539,073	1,677,561
Fund Balances				
Restricted:				
Special Programs			56,819	144,486
Debt Service	592,844		0	592,844
Capital Projects			0	0
Unassigned			0	607,022
Total Fund Balances	592,844	0	56,819	1,344,352
Total Liabilities and Fund Balances	\$592,844	\$0	\$1,595,892	\$3,021,913

**Reconciliation of Total Governmental Fund Balances to Net Position
 of Governmental Activities**

Total Governmental Fund Balances	\$1,344,352
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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.	8,208,057
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Long-term liabilities, including accrued interest, are not due and payable in the current period and therefore are not reported in the funds	(9,481,604)
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Net pension asset/liability and related pension deferred outflows and deferred inflows are not due and payable in the current period and therefore are not reported in the funds.	(348,734)
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Net Position of Governmental Activities	<u><u>(\$277,929)</u></u>
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FUTURE PUBLIC SCHOOL

Statement of Revenues, Expenditures, and Changes in
Fund Balances - Governmental Funds
Year Ended June 30, 2022

	General Fund	School Based Medicaid Fund	CSP Grant Fund	Child Nutrition Fund
Revenues				
Local Revenue	\$304,731			\$2,063
State Revenue	2,414,188			
Federal Revenue	15,438	\$595,394	\$219,134	270,354
Total Revenues	<u>2,734,357</u>	<u>595,394</u>	<u>219,134</u>	<u>272,417</u>
Expenditures				
Instructional Programs				
Elementary School	1,324,313		215,148	
Secondary School				
Special Education	261,154	473,296	3,986	
Special Education Preschool				
Gifted & Talented	143			
Summer School				
Support Service Programs				
Attendance - Guidance - Health				
Special Education Support Services		122,098		
Instruction Improvement				
Board of Education	29,239			
District Administration	10,384			
School Administration	384,918			
Business Operation	31,801			
Administrative Technology				
Buildings - Care	102,504			
Maintenance - Student Occupied	649,571			
Maintenance - Grounds	2,632			
Security				
Pupil-To-School Transportation	107,519			
Non-Instructional Programs				
Child Nutrition				193,842
Community Services				
Capital Assets - Student Occupied				
Capital Assets - Non-Student Occupied				
Debt Service - Principal				
Debt Service - Interest				
Total Expenditures	<u>2,904,178</u>	<u>595,394</u>	<u>219,134</u>	<u>193,842</u>
Excess (Deficiency) of Revenues Over Expenditures	(169,821)	0	0	78,575
Other Financing Sources (Uses)				
Proceeds from Bond Issuance				
Bond Discount				
Transfers In	142,885			
Transfers Out	(40,174)			
Total Other Financing Sources (Uses)	<u>102,711</u>	<u>0</u>	<u>0</u>	<u>0</u>
Net Change in Fund Balances	(67,110)	0	0	78,575
Fund Balances - Beginning	674,132	0	0	9,092
Fund Balances - Ending	<u>\$607,022</u>	<u>\$0</u>	<u>\$0</u>	<u>\$87,667</u>

FUTURE PUBLIC SCHOOL

Statement of Revenues, Expenditures, and Changes in
Fund Balances - Governmental Funds
Year Ended June 30, 2022

	Bond R & I Fund	Capital Construction Fund	Nonmajor Governmental Funds	Total Governmental Funds
Revenues				
Local Revenue	\$326		\$263,173	\$570,293
State Revenue			68,643	2,482,831
Federal Revenue			636,790	1,737,110
Total Revenues	<u>326</u>	<u>\$0</u>	<u>968,606</u>	<u>4,790,234</u>
Expenditures				
Instructional Programs				
Elementary School			669,454	2,208,915
Secondary School			0	0
Special Education			92,821	831,257
Special Education Preschool			1,729	1,729
Gifted & Talented			0	143
Summer School			0	0
Support Service Programs				
Attendance - Guidance - Health			17,295	17,295
Special Education Support Services			0	122,098
Instruction Improvement			17,468	17,468
Board of Education			0	29,239
District Administration			0	10,384
School Administration			2,000	386,918
Business Operation			0	31,801
Administrative Technology			0	0
Buildings - Care			0	102,504
Maintenance - Student Occupied			0	649,571
Maintenance - Grounds			0	2,632
Security			0	0
Pupil-To-School Transportation			0	107,519
Non-Instructional Programs				
Child Nutrition			0	193,842
Community Services			24,556	24,556
Capital Assets - Student Occupied			0	0
Capital Assets - Non-Student Occupied		8,375,568	0	8,375,568
Debt Service - Principal			0	0
Debt Service - Interest	364,419		0	364,419
Total Expenditures	<u>364,419</u>	<u>8,375,568</u>	<u>825,323</u>	<u>13,477,858</u>
Excess (Deficiency) of Revenues Over Expenditures				
	(364,093)	(8,375,568)	143,283	(8,687,624)
Other Financing Sources (Uses)				
Proceeds from Bond Issuance		9,395,000	0	9,395,000
Bond Discount		(84,784)	0	(84,784)
Transfers In	974,822		0	1,117,707
Transfers Out	(17,885)	(934,648)	(125,000)	(1,117,707)
Total Other Financing Sources (Uses)	<u>956,937</u>	<u>8,375,568</u>	<u>(125,000)</u>	<u>9,310,216</u>
Net Change in Fund Balances	592,844	0	18,283	622,592
Fund Balances - Beginning	0	0	38,536	721,760
Fund Balances - Ending	<u>\$592,844</u>	<u>\$0</u>	<u>\$56,819</u>	<u>\$1,344,352</u>

Statement of Revenues, Expenditures, and Changes in
Fund Balances - Governmental Funds
Year Ended June 30, 2022

**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 \$622,592

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. 8,208,057

Proceeds of debt is a financing source in the governmental funds, but increases long-term debt in the statement of net position. (9,395,000)

In the statement of activities, interest is accrued on long-term debt, but the expenditure is reported when due in the governmental funds. (86,604)

Changes in net pension asset/liability and related pension deferred outflows and deferred inflows do not provide or require current financial resources and therefore are not reflected in the funds. 174,025

Change in Net Position of Governmental Activities (\$476,930)

A. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Reporting Entity – Future Public 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.

Special Revenue Funds – Special revenue funds are used to account for the proceeds of specific revenue sources that are legally restricted to expenditures for specified purposes. Major special revenue funds include the School Based Medicaid fund, which is used to account for Medicaid-reimbursed expenditures, the CSP Grant fund, which is used to account for certain funding for expansion of operations, and the child nutrition fund, which serves to account for providing nutritional meals to students.

Debt Service Funds – Debt service funds are used to account for the accumulation of funds for the periodic payment of principal and interest on long term debt. Major debt service funds include the bond redemption and interest fund, which accounts for accumulation of funds for the periodic payment of principal and interest on long term debt.

Capital Projects Funds – Capital projects funds are used to account for the acquisition of capital assets. Major capital projects funds include the capital construction fund, used to account for bond proceeds, facility construction, and facility betterments.

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 paid to the general fund unless Idaho Code specifies otherwise.

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. Compensated absences will be paid by the fund in which the employee works.

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. Other post-employment benefits will be paid by the fund in which the employee works.

Pensions – For purposes of measuring the net pension asset/liability and pension revenue/expense, information about the fiduciary net position of the Public Employee Retirement System of Idaho Base Plan (the Base Plan) and additions to/deductions from the 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. Pension obligations will be paid by the fund in which the employee works.

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	\$973,853
Investments - U.S. Government Securities	592,844
Total	<u><u>\$1,566,697</u></u>

Deposits – At year end, the carrying amounts of the School's deposits were \$973,853 and the bank balances were \$995,531. Of the bank balances, \$500,005 was insured and the remainder was uninsured and uncollateralized.

Considerations for interest rate risk and credit rate risk relating to investments are shown below.

Interest rate risk:

Investment Type	Investment Maturity Schedule (In Years)	
	Less Than 1	Total
U.S. Gov't Securities	\$592,844	\$592,844
Total	\$592,844	\$592,844

Credit rate risk (Moody's rating scale):

Investment Type	Investment Rating Schedule	
	AAA	Total
U.S. Gov't Securities	\$592,844	\$592,844
Total	\$592,844	\$592,844

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.

The local government investment pool is managed by the state treasurer's office and is invested in accordance with state statutes and regulations. The local government investment pool is not registered with the SEC and is a short-term investment pool. The state treasurer's office investment policy for the local government investment pool includes the following three primary objectives in order of priority: safety, liquidity, and yield. Participants have overnight availability to their funds, up to \$10 million. Withdrawals of \$10 million or more require three business days' notification. More information on the local governmental investment pool including regulatory information, ratings, and risk information can be found at www.sto.idaho.gov.

C. RECEIVABLES

Receivables consist of the following at year end:

	General Fund	Special Revenue Funds	Total
State Sources			
Foundation Program	\$31,875		\$31,875
Total	\$31,875		\$31,875
Federal Sources			
Special Programs		\$1,094,092	\$1,094,092
Total		\$1,094,092	\$1,094,092

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	0	\$0	\$0	0
Depreciable Capital Assets				
Buildings	0	8,375,568		8,375,568
Equipment	0			0
Subtotal	0	8,375,568	0	8,375,568
Accumulated Depreciation				
Buildings	0	167,511		167,511
Equipment	0			0
Subtotal	0	167,511	0	167,511
Total	0	8,208,057	0	8,208,057
Net Capital Assets	\$0	\$8,208,057	\$0	\$8,208,057

Depreciation expense of \$167,511 was charged to the capital assets – student occupied program.

E. LONG-TERM LIABILITIES

Bonded Debt - At year end, the School's bonded debt was as follows:

	Outstanding
2022A - \$9,165,000 - facilities revenue bonds (tax exempt issuance) for purchase of facilities due in semiannual installments with interest at 4.00% through 2056/57, secured by real estate, paid through the bond redemption & interest fund	\$9,165,000
2022B - \$230,000 - facilities revenue bonds (taxable issuance) for purchase of facilities due in semiannual installments with interest at 5.25% through 2025/26, secured by real estate, paid through the bond redemption & interest fund	230,000
Total	\$9,395,000

Maturities on the bonds, exclusive of annual fees and debt service reserve funding, are estimated as follows:

Year Ended	Principal	Interest
6/30/23	\$0	\$449,151
6/30/24	130,000	378,675
6/30/25	135,000	371,850
6/30/26	145,000	365,200
6/30/27	150,000	359,400
6/30/28-32	840,000	1,702,400
6/30/33-37	1,030,000	1,520,200
6/30/38-42	1,250,000	1,297,000
6/30/43-47	1,535,000	1,024,800
6/30/48-52	1,875,000	692,000
6/30/53-57	2,305,000	284,200
Total	\$9,395,000	\$8,444,876

Changes in long-term liabilities are as follows:

Description	Beginning Balance	Increases	Decreases	Ending Balance	Due Within One Year
2022A F.R. Bonds	\$0	\$9,165,000		\$9,165,000	
2022B F.R. Bonds	0	230,000		230,000	
Total	\$0	\$9,395,000	\$0	\$9,395,000	\$0

Interest and related costs of \$86,604 were charged to the debt service – interest program in the statement of activities.

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 74% for police and firefighters. As of June 30, 2021 it was 7.16% for general employees and 9.13% 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 \$242,010 for the year ended June 30, 2022.

Pension Asset/Liabilities, Pension Revenue (Expense), and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

Renewals No Conditions Page 170
FUTURE PUBLIC SCHOOL
Notes to Financial Statements

At June 30, 2022, the School reported an asset for its proportionate share of the net pension asset. The net pension asset was measured as of June 30, 2021, and the total pension asset used to calculate the net pension asset was determined by an actuarial valuation as of that date. The School's proportion of the net pension asset 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, 2021, the School's proportion was 0.04146620 percent.

For the year ended June 30, 2022, the School recognized pension revenue (expense) of (\$67,985). At June 30, 2022, 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	\$48,251	\$19,036
Changes in assumptions or other inputs	375,918	
Net difference between projected and actual earnings on pension plan investments		1,028,626
Employer contributions subsequent to the measurement date	242,010	
Total	\$666,179	\$1,047,662

\$242,010 reported as deferred outflows of resources related to pensions resulting from School contributions made subsequent to the measurement date will be recognized as an adjustment to the pension expense 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, 2021 the beginning of the measurement period ended June 30, 2020 is 4.7 and 4.6 for the measurement period June 30, 2021.

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		
6/30/23		(\$146,666)
6/30/24		(132,176)
6/30/25		(115,507)
6/30/26		(229,143)
Total		(\$623,492)

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 asset in the June 30, 2021 actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	2.30%
Salary increases	3.05%
Salary inflation	3.05%
Investment rate of return	6.35%, net of investment expenses
Cost-of-living adjustments	1%

Contributing Members, Service Retirement Members, and Beneficiaries

General Employees and All Beneficiaries - Males	Pub-2010 General Tables, increased 11%
General Employees and All Beneficiaries - Females	Pub-2010 General Tables, increased 21%
Teachers - Males	Pub-2010 Teacher Tables, increased 12%
Teachers - Females	Pub-2010 Teacher Tables, increased 21%
Fire & Police - Males	Pub-2010 Safety Tables, increased 21%
Fire & Police - Females	Pub-2010 Safety Tables, increased 26%
Disabled Members - Males	Pub-2010 Disabled Tables, increased 38%
Disabled Members - Females	Pub-2010 Disabled Tables, increased 36%

An experience study was performed for the period July 1, 2015 through June 30, 2020 which reviewed all economic and demographic assumptions other than mortality. The total pension asset as of June 30, 2021 is based on the results of an actuarial valuation date of July 1, 2021.

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 2021.

Capital Market Assumptions from Callan 2021

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%	1.80%	-0.20%
Broad US Equities	55.00%	8.00%	6.00%
Developed Foreign Equities	15.00%	8.25%	6.25%
Assumed Inflation - Mean		2.00%	2.00%
Assumed Inflation - Standard Deviation		1.50%	1.50%
Portfolio Arithmetic Mean Return		6.18%	4.18%
Portfolio Standard Deviation		12.29%	12.29%
Portfolio Long-Term (Geometric) Expected Rate of Return		5.55%	3.46%
Assumed Investment Expenses		0.40%	0.40%
Portfolio Long-Term (Geometric) Expected Rate of Return*		5.15%	3.06%

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 2021

Valuation Assumptions Chosen by PERSI Board	
Long-Term Expected Real Rate of Return*	4.05%
Assumed Inflation	2.30%
Long-Term Expected Geometric Rate of Return*	6.35%
*Net of Investment Expenses	

Discount Rate

The discount rate used to measure the total pension asset was 6.35%. 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 asset. 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 asset to changes in the discount rate.

The following presents the School's proportionate share of the net pension asset calculated using the discount rate of 6.35 percent, as well as what the School's proportionate share of the net pension asset would be if it were calculated using a discount rate that is 1-percentage-point lower or 1-percentage-point higher than the current rate:

	1% Decrease (5.35%)	Current Discount Rate (6.35%)	1% Increase (7.35%)
School's proportionate share of the net pension liability (asset)	\$1,138,430	(\$32,749)	(\$992,788)

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 asset or 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 asset or liability which is an estimated asset or 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 asset or 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 when deemed necessary), such deficits are not deemed to be of substantial concern.

F. INTERFUND BALANCES AND TRANSFERS

Interfund balances at year end consist of the following:

	Due From Fund		
Due To Fund	School Based Medicaid	Nonmajor Governmental	Total
General	\$8,284	\$320,965	\$329,249
Total	\$8,284	\$320,965	\$329,249

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.

Renewals No Conditions Page 174
FUTURE PUBLIC SCHOOL
 Notes to Financial Statements

Interfund transfers during the year consist of the following:

<u>Fund</u>	<u>Transfer In</u>	<u>Transfer Out</u>	<u>Purpose</u>
General	\$142,885	\$40,174	Debt Service, Reimbursement, Support
Bond R & I	974,822	17,885	Debt Service
Capital Construction		934,648	Reimbursement
Nonmajor Governmental		125,000	Support
Total	<u>\$1,117,707</u>	<u>\$1,117,707</u>	

FUTURE PUBLIC SCHOOL
 Budgetary Comparison Schedule -
 General and Major Special Revenue Funds
 Year Ended June 30, 2022

General Fund	Budgeted Amounts (GAAP Basis)		Actual Amounts	Final Budget Variance
	Original	Final		Positive (Negative)
Revenues				
Local Revenue	\$690,987	\$496,989	\$304,731	(\$192,258)
State Revenue	2,415,818	2,406,582	2,414,188	7,606
Federal Revenue	19,800	19,800	15,438	(4,362)
Total Revenues	3,126,605	2,923,371	2,734,357	(189,014)
Expenditures				
Instructional Programs				
Elementary School	1,274,784	1,302,233	1,324,313	(22,080)
Secondary School	0	0	0	0
Special Education	209,420	237,674	261,154	(23,480)
Special Education Preschool	0	0	0	0
Gifted & Talented	3,618	0	143	(143)
Summer School	0	0	0	0
Support Service Programs				
Attendance - Guidance - Health	0	0	0	0
Special Education Support Services	230,679	0	0	0
Instruction Improvement	0	0	0	0
Board of Education	30,000	28,807	29,239	(432)
District Administration	12,113	11,483	10,384	1,099
School Administration	498,137	389,988	384,918	5,070
Business Operation	0	31,843	31,801	42
Administrative Technology	0	0	0	0
Buildings - Care	117,152	105,818	102,504	3,314
Maintenance - Student Occupied	685,722	694,422	649,571	44,851
Maintenance - Grounds	3,350	3,400	2,632	768
Security	0	0	0	0
Pupil-To-School Transportation	122,647	136,147	107,519	28,628
Non-Instructional Programs				
Child Nutrition	0	0	0	0
Community Services	0	0	0	0
Capital Assets - Student Occupied	0	0	0	0
Capital Assets - Non-Student Occupied	0	0	0	0
Total Expenditures	3,187,622	2,941,815	2,904,178	37,637 *
Excess (Deficiency) of Revenues Over Expenditures	(61,017)	(18,444)	(169,821)	(151,377)
Other Financing Sources (Uses)				
Proceeds from Bond Issuance	0	65,685	0	65,685
Transfers In	190,310	0	142,885	142,885
Transfers Out	0	(46,616)	(40,174)	6,442 *
Total Other Financing Sources (Uses)	190,310	19,069	102,711	215,012
Net Change in Fund Balances	129,293	625	(67,110)	63,635
Fund Balances - Beginning	0	674,132	674,132	0
Fund Balances - Ending	\$129,293	\$674,757	\$607,022	\$63,635
				\$44,079

*Total expenditures (over) under appropriations.

FUTURE PUBLIC SCHOOL
 Budgetary Comparison Schedule -
 General and Major Special Revenue Funds
 Year Ended June 30, 2022

School Based Medicaid Fund	Budgeted Amounts		Actual	Final Budget
	(GAAP Basis)			Amounts
	Original	Final		Positive
				(Negative)
Revenues				
Local Revenue	\$0	\$0	\$0	\$0
State Revenue	0	0	0	0
Federal Revenue	761,239	595,693	595,394	(299)
Total Revenues	<u>761,239</u>	<u>595,693</u>	<u>595,394</u>	<u>(299)</u>
Expenditures				
Instructional Programs				
Elementary School	0	0	0	0
Secondary School	0	0	0	0
Special Education	570,929	501,062	473,296	27,766
Special Education Preschool	0	0	0	0
Gifted & Talented	0	0	0	0
Summer School	0	0	0	0
Support Service Programs				
Attendance - Guidance - Health	0	0	0	0
Special Education Support Services	0	141,247	122,098	19,149
Instruction Improvement	0	0	0	0
Board of Education	0	0	0	0
District Administration	0	0	0	0
School Administration	0	0	0	0
Business Operation	0	0	0	0
Administrative Technology	0	0	0	0
Buildings - Care	0	0	0	0
Maintenance - Student Occupied	0	0	0	0
Maintenance - Grounds	0	0	0	0
Security	0	0	0	0
Pupil-To-School Transportation	0	0	0	0
Non-Instructional Programs				
Child Nutrition	0	0	0	0
Community Services	0	0	0	0
Capital Assets - Student Occupied	0	0	0	0
Capital Assets - Non-Student Occupied	0	0	0	0
Total Expenditures	<u>570,929</u>	<u>642,309</u>	<u>595,394</u>	<u>46,915</u> *
Excess (Deficiency) of Revenues				
Over Expenditures	190,310	(46,616)	0	46,616
Other Financing Sources (Uses)				
Transfers In	0	46,616	0	(46,616)
Transfers Out	(190,310)	0	0	0
Total Other Financing Sources (Uses)	<u>(190,310)</u>	<u>46,616</u>	<u>0</u>	<u>(46,616)</u>
Net Change in Fund Balances	0	0	0	0
Fund Balances - Beginning	0	0	0	0
Fund Balances - Ending	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

*Total expenditures (over) under appropriations.

\$46,915

FUTURE PUBLIC SCHOOL
 Budgetary Comparison Schedule -
 General and Major Special Revenue Funds
 Year Ended June 30, 2022

CSP Grant Fund	Budgeted Amounts (GAAP Basis)		Actual Amounts	Final Budget Variance Positive (Negative)
	Original	Final		
Revenues				
Local Revenue	\$0	\$0	\$0	\$0
State Revenue	0	0	0	0
Federal Revenue	0	219,134	219,134	0
Total Revenues	<u>0</u>	<u>219,134</u>	<u>219,134</u>	<u>0</u>
Expenditures				
Instructional Programs				
Elementary School	0	215,148	215,148	0
Secondary School	0	0	0	0
Special Education	0	3,986	3,986	0
Special Education Preschool	0	0	0	0
Gifted & Talented	0	0	0	0
Summer School	0	0	0	0
Support Service Programs				
Attendance - Guidance - Health	0	0	0	0
Special Education Support Services	0	0	0	0
Instruction Improvement	0	0	0	0
Board of Education	0	0	0	0
District Administration	0	0	0	0
School Administration	0	0	0	0
Business Operation	0	0	0	0
Administrative Technology	0	0	0	0
Buildings - Care	0	0	0	0
Maintenance - Student Occupied	0	0	0	0
Maintenance - Grounds	0	0	0	0
Security	0	0	0	0
Pupil-To-School Transportation	0	0	0	0
Non-Instructional Programs				
Child Nutrition	0	0	0	0
Community Services	0	0	0	0
Capital Assets - Student Occupied	0	0	0	0
Capital Assets - Non-Student Occupied	0	0	0	0
Total Expenditures	<u>0</u>	<u>219,134</u>	<u>219,134</u>	<u>0</u> *
Excess (Deficiency) of Revenues				
Over Expenditures	0	0	0	0
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>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Fund Balances - Beginning	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Fund Balances - Ending	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
				<u>\$0</u>

*Total expenditures (over) under appropriations.

FUTURE PUBLIC SCHOOL
 Budgetary Comparison Schedule -
 General and Major Special Revenue Funds
 Year Ended June 30, 2022

Child Nutrition Fund	Budgeted Amounts		Actual	Final Budget
	(GAAP Basis)			Amounts
Revenues	Original	Final		Positive
Local Revenue	\$0	\$0	\$2,063	\$2,063
Federal Revenue	208,323	250,432	270,354	19,922
Total Revenues	<u>208,323</u>	<u>250,432</u>	<u>272,417</u>	<u>21,985</u>
Expenditures				
Non-Instructional Programs				
Child Nutrition	208,323	259,524	193,842	65,682
Total Expenditures	<u>208,323</u>	<u>259,524</u>	<u>193,842</u>	<u>65,682</u> *
Excess (Deficiency) of Revenues				
Over Expenditures	0	(9,092)	78,575	87,667
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	0	(9,092)	78,575	87,667
Fund Balances - Beginning	0	9,092	9,092	0
Fund Balances - Ending	<u>\$0</u>	<u>\$0</u>	<u>\$87,667</u>	<u>\$87,667</u>
				<u>\$65,682</u>

**Total expenditures (over) under appropriations.*

FUTURE PUBLIC SCHOOL

Schedule of Employer's Share of Net Pension Asset and Liability
and Schedule of Employer Contributions
PERSI - Base Plan

Schedule of Employer's Share of Net Pension Asset and Liability*

Fiscal Year Ended June 30	Employer's Portion of the Net Pension (Asset) Liability	Employer's Proportionate Share of the Net Pension (Asset) Liability	Covered Payroll	Employer's Proportional Share of the Net Pension (Asset) Liability as a Percentage of Covered Payroll	Plan Fiduciary Net Position as a Percentage of the Total Pension (Asset) Liability
2020	0.0216962%	\$247,656	\$738,578	33.53%	94.95%
2021	0.0370245%	\$859,758	\$1,318,459	65.21%	91.38%
2022	0.0414662%	(\$32,749)	\$1,547,856	-2.12%	87.26%

*As of the measurement date of the net pension (asset) liability.

Schedule of Employer Contributions

Fiscal Year Ended June 30	Actuarially Determined Contribution	Contributions in Relation to Actuarially Determined Contribution	Contribution Deficiency (Excess)	Covered Payroll	Contributions as a Percentage of Covered Payroll
2020	\$157,424	\$157,424	\$0	\$1,318,459	11.94%
2021	\$184,814	\$184,814	\$0	\$1,547,856	11.94%
2022	\$242,010	\$242,010	\$0	\$2,026,884	11.94%

Schedules above intended to show information for 10 years. Information for additional years will be presented as it becomes available.

Combining Balance Sheet - Nonmajor Governmental Funds

June 30, 2022

	Special Revenue Funds			
	Albertsons Foundation Grant	Rockefeller Grant	Student Activity	Technology
Assets				
Cash & Investments	\$447,265	\$6,000	\$14,971	\$33,982
Receivables:				
State Sources				
Federal Sources				
Due From Other Funds				
Total Assets	<u>\$447,265</u>	<u>\$6,000</u>	<u>\$14,971</u>	<u>\$33,982</u>
Liabilities				
Accounts Payable				
Due To Other Funds	\$125,000			
Salaries & Benefits Payable				
Unspent Grant Allocation	322,265	\$6,000		
Total Liabilities	<u>447,265</u>	<u>6,000</u>	<u>\$0</u>	<u>\$0</u>
Fund Balances				
Restricted:				
Special Programs			14,971	33,982
Debt Service				
Capital Projects				
Unassigned				
Total Fund Balances	<u>0</u>	<u>0</u>	<u>14,971</u>	<u>33,982</u>
Total Liabilities and Fund Balances	<u>\$447,265</u>	<u>\$6,000</u>	<u>\$14,971</u>	<u>\$33,982</u>

Combining Balance Sheet - Nonmajor Governmental Funds

June 30, 2022

	Special Revenue Funds			
	Substance Abuse	ESSER III	Title I-A ESSA IBP	ESSER I
Assets				
Cash & Investments	\$7,866			
Receivables:				
State Sources				
Federal Sources		\$690,114	\$21,222	\$6,475
Due From Other Funds				
Total Assets	<u>\$7,866</u>	<u>\$690,114</u>	<u>\$21,222</u>	<u>\$6,475</u>
Liabilities				
Accounts Payable				
Due To Other Funds			\$21,222	\$2,664
Salaries & Benefits Payable				
Unspent Grant Allocation		\$690,114		3,811
Total Liabilities	<u>\$0</u>	<u>690,114</u>	<u>21,222</u>	<u>6,475</u>
Fund Balances				
Restricted:				
Special Programs	7,866			
Debt Service				
Capital Projects				
Unassigned				
Total Fund Balances	<u>7,866</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total Liabilities and Fund Balances	<u>\$7,866</u>	<u>\$690,114</u>	<u>\$21,222</u>	<u>\$6,475</u>

Combining Balance Sheet - Nonmajor Governmental Funds

June 30, 2022

	Special Revenue Funds			IDEA Part B ARPA
	ESSER II	IDEA Part B 611 School Age 3-21	IDEA Part B 619 Pre-School Age 3-5	
Assets				
Cash & Investments				
Receivables:				
State Sources				
Federal Sources	\$178,451	\$69,293	\$7,044	\$20,616
Due From Other Funds				
Total Assets	<u>\$178,451</u>	<u>\$69,293</u>	<u>\$7,044</u>	<u>\$20,616</u>
Liabilities				
Accounts Payable				
Due To Other Funds	\$62,521	\$69,293	\$1,729	
Salaries & Benefits Payable				
Unspent Grant Allocation	115,930		5,315	\$20,616
Total Liabilities	<u>178,451</u>	<u>69,293</u>	<u>7,044</u>	<u>20,616</u>
Fund Balances				
Restricted:				
Special Programs				
Debt Service				
Capital Projects				
Unassigned				
Total Fund Balances	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total Liabilities and Fund Balances	<u>\$178,451</u>	<u>\$69,293</u>	<u>\$7,044</u>	<u>\$20,616</u>

Combining Balance Sheet - Nonmajor Governmental Funds

June 30, 2022

	Special Revenue Funds			
	Title IV-A	Title II-A	Cultivating Readers	CRF
	ESSA SS&AE	ESSA SEI		K-4 / K-12 Learning Loss
Assets				
Cash & Investments				
Receivables:				
State Sources				
Federal Sources	\$23,114	\$17,468	\$1,288	
Due From Other Funds				
Total Assets	<u>\$23,114</u>	<u>\$17,468</u>	<u>\$1,288</u>	<u>\$0</u>
Liabilities				
Accounts Payable				
Due To Other Funds	\$19,780	\$17,468	\$1,288	
Salaries & Benefits Payable				
Unspent Grant Allocation	3,334			
Total Liabilities	<u>23,114</u>	<u>17,468</u>	<u>1,288</u>	<u>\$0</u>
Fund Balances				
Restricted:				
Special Programs				
Debt Service				
Capital Projects				
Unassigned				
Total Fund Balances	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total Liabilities and Fund Balances	<u>\$23,114</u>	<u>\$17,468</u>	<u>\$1,288</u>	<u>\$0</u>

Combining Balance Sheet - Nonmajor Governmental Funds

June 30, 2022

	Special Revenue Funds			Total
	Department of Health and Welfare Grant	SLFRF	CRF Substitute Recruitment	
Assets				
Cash & Investments				\$510,084
Receivables:				
State Sources				0
Federal Sources	\$50,723			1,085,808
Due From Other Funds				0
Total Assets	<u>\$50,723</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,595,892</u>
Liabilities				
Accounts Payable				\$0
Due To Other Funds				320,965
Salaries & Benefits Payable				0
Unspent Grant Allocation	\$50,723			1,218,108
Total Liabilities	<u>50,723</u>	<u>\$0</u>	<u>\$0</u>	<u>1,539,073</u>
Fund Balances				
Restricted:				
Special Programs				56,819
Debt Service				0
Capital Projects				0
Unassigned				0
Total Fund Balances	<u>0</u>	<u>0</u>	<u>0</u>	<u>56,819</u>
Total Liabilities and Fund Balances	<u>\$50,723</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,595,892</u>

Combining Statement of Revenues, Expenditures, and Changes in
Fund Balances - Nonmajor Governmental Funds
Year Ended June 30, 2022

	Special Revenue Funds			
	Albertsons Foundation Grant	Rockefeller Grant	Student Activity	Technology
Revenues				
Local Revenue	\$223,646		\$39,527	
State Revenue				\$62,663
Federal Revenue				
Total Revenues	<u>223,646</u>	<u>\$0</u>	<u>39,527</u>	<u>62,663</u>
Expenditures				
Instructional Programs				
Elementary School	98,646			56,922
Secondary School				
Special Education				
Special Education Preschool				
Gifted & Talented				
Summer School				
Support Service Programs				
Attendance - Guidance - Health				
Special Education Support Services				
Instruction Improvement				
Board of Education				
District Administration				
School Administration				
Business Operation				
Administrative Technology				
Buildings - Care				
Maintenance - Student Occupied				
Maintenance - Grounds				
Security				
Pupil-To-School Transportation				
Non-Instructional Programs				
Child Nutrition				
Community Services			24,556	
Capital Assets - Student Occupied				
Capital Assets - Non-Student Occupied				
Debt Service - Principal				
Debt Service - Interest				
Total Expenditures	<u>98,646</u>	<u>0</u>	<u>24,556</u>	<u>56,922</u>
Excess (Deficiency) of Revenues Over Expenditures	125,000	0	14,971	5,741
Other Financing Sources (Uses)				
Proceeds from Bond Issuance				
Bond Discount				
Transfers In				
Transfers Out	(125,000)			
Total Other Financing Sources (Uses)	<u>(125,000)</u>	<u>0</u>	<u>0</u>	<u>0</u>
Net Change in Fund Balances	0	0	14,971	5,741
Fund Balances - Beginning	0	0	0	28,241
Fund Balances - Ending	<u>\$0</u>	<u>\$0</u>	<u>\$14,971</u>	<u>\$33,982</u>

Combining Statement of Revenues, Expenditures, and Changes in
Fund Balances - Nonmajor Governmental Funds
Year Ended June 30, 2022

	Special Revenue Funds			
	Substance Abuse	ESSER III	Title I-A ESSA IBP	ESSER I
Revenues				
Local Revenue				
State Revenue	\$5,980			
Federal Revenue			\$154,378	\$2,649
Total Revenues	<u>5,980</u>	<u>\$0</u>	<u>154,378</u>	<u>2,649</u>
Expenditures				
Instructional Programs				
Elementary School	8,409		154,378	2,649
Secondary School				
Special Education				
Special Education Preschool				
Gifted & Talented				
Summer School				
Support Service Programs				
Attendance - Guidance - Health				
Special Education Support Services				
Instruction Improvement				
Board of Education				
District Administration				
School Administration				
Business Operation				
Administrative Technology				
Buildings - Care				
Maintenance - Student Occupied				
Maintenance - Grounds				
Security				
Pupil-To-School Transportation				
Non-Instructional Programs				
Child Nutrition				
Community Services				
Capital Assets - Student Occupied				
Capital Assets - Non-Student Occupied				
Debt Service - Principal				
Debt Service - Interest				
Total Expenditures	<u>8,409</u>	<u>0</u>	<u>154,378</u>	<u>2,649</u>
Excess (Deficiency) of Revenues Over Expenditures	(2,429)	0	0	0
Other Financing Sources (Uses)				
Proceeds from Bond Issuance				
Bond Discount				
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	(2,429)	0	0	0
Fund Balances - Beginning	<u>10,295</u>	<u>0</u>	<u>0</u>	<u>0</u>
Fund Balances - Ending	<u>\$7,866</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

Combining Statement of Revenues, Expenditures, and Changes in
Fund Balances - Nonmajor Governmental Funds
Year Ended June 30, 2022

	Special Revenue Funds			
	ESSER II	IDEA Part B 611 School Age 3-21	IDEA Part B 619 Pre-School Age 3-5	IDEA Part B ARPA
Revenues				
Local Revenue				
State Revenue				
Federal Revenue	\$191,221	\$92,821	\$1,729	
Total Revenues	<u>191,221</u>	<u>92,821</u>	<u>1,729</u>	<u>\$0</u>
Expenditures				
Instructional Programs				
Elementary School	191,221			
Secondary School				
Special Education		92,821		
Special Education Preschool			1,729	
Gifted & Talented				
Summer School				
Support Service Programs				
Attendance - Guidance - Health				
Special Education Support Services				
Instruction Improvement				
Board of Education				
District Administration				
School Administration				
Business Operation				
Administrative Technology				
Buildings - Care				
Maintenance - Student Occupied				
Maintenance - Grounds				
Security				
Pupil-To-School Transportation				
Non-Instructional Programs				
Child Nutrition				
Community Services				
Capital Assets - Student Occupied				
Capital Assets - Non-Student Occupied				
Debt Service - Principal				
Debt Service - Interest				
Total Expenditures	<u>191,221</u>	<u>92,821</u>	<u>1,729</u>	<u>0</u>
Excess (Deficiency) of Revenues Over Expenditures	0	0	0	0
Other Financing Sources (Uses)				
Proceeds from Bond Issuance				
Bond Discount				
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	0	0	0	0
Fund Balances - Beginning	0	0	0	0
Fund Balances - Ending	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

Combining Statement of Revenues, Expenditures, and Changes in
Fund Balances - Nonmajor Governmental Funds
Year Ended June 30, 2022

	Special Revenue Funds			
	Title IV-A	Title II-A	Cultivating Readers	CRF
	ESSA SS&AE	ESSA SEI		K-4 / K-12 Learning Loss
Revenues				
Local Revenue				
State Revenue				
Federal Revenue	\$19,780	\$17,468	\$10,098	\$68,735
Total Revenues	<u>19,780</u>	<u>17,468</u>	<u>10,098</u>	<u>68,735</u>
Expenditures				
Instructional Programs				
Elementary School	19,780		10,098	68,735
Secondary School				
Special Education				
Special Education Preschool				
Gifted & Talented				
Summer School				
Support Service Programs				
Attendance - Guidance - Health				
Special Education Support Services				
Instruction Improvement		17,468		
Board of Education				
District Administration				
School Administration				
Business Operation				
Administrative Technology				
Buildings - Care				
Maintenance - Student Occupied				
Maintenance - Grounds				
Security				
Pupil-To-School Transportation				
Non-Instructional Programs				
Child Nutrition				
Community Services				
Capital Assets - Student Occupied				
Capital Assets - Non-Student Occupied				
Debt Service - Principal				
Debt Service - Interest				
Total Expenditures	<u>19,780</u>	<u>17,468</u>	<u>10,098</u>	<u>68,735</u>
Excess (Deficiency) of Revenues Over Expenditures	0	0	0	0
Other Financing Sources (Uses)				
Proceeds from Bond Issuance				
Bond Discount				
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	0	0	0	0
Fund Balances - Beginning	0	0	0	0
Fund Balances - Ending	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

Combining Statement of Revenues, Expenditures, and Changes in
Fund Balances - Nonmajor Governmental Funds
Year Ended June 30, 2022

	Special Revenue Funds			Total
	Department of Health and Welfare Grant	SLFRF	CRF Substitute Recruitment	
Revenues				
Local Revenue				\$263,173
State Revenue				68,643
Federal Revenue	\$17,295	\$49,522	\$11,094	636,790
Total Revenues	<u>17,295</u>	<u>49,522</u>	<u>11,094</u>	<u>968,606</u>
Expenditures				
Instructional Programs				
Elementary School		47,522	11,094	669,454
Secondary School				0
Special Education				92,821
Special Education Preschool				1,729
Gifted & Talented				0
Summer School				0
Support Service Programs				
Attendance - Guidance - Health	17,295			17,295
Special Education Support Services				0
Instruction Improvement				17,468
Board of Education				0
District Administration				0
School Administration		2,000		2,000
Business Operation				0
Administrative Technology				0
Buildings - Care				0
Maintenance - Student Occupied				0
Maintenance - Grounds				0
Security				0
Pupil-To-School Transportation				0
Non-Instructional Programs				
Child Nutrition				0
Community Services				24,556
Capital Assets - Student Occupied				0
Capital Assets - Non-Student Occupied				0
Debt Service - Principal				0
Debt Service - Interest				0
Total Expenditures	<u>17,295</u>	<u>49,522</u>	<u>11,094</u>	<u>825,323</u>
Excess (Deficiency) of Revenues Over Expenditures	0	0	0	143,283
Other Financing Sources (Uses)				
Proceeds from Bond Issuance				0
Bond Discount				0
Transfers In				0
Transfers Out				(125,000)
Total Other Financing Sources (Uses)	<u>0</u>	<u>0</u>	<u>0</u>	<u>(125,000)</u>
Net Change in Fund Balances	<u>0</u>	<u>0</u>	<u>0</u>	<u>18,283</u>
Fund Balances - Beginning	<u>0</u>	<u>0</u>	<u>0</u>	<u>38,536</u>
Fund Balances - Ending	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$56,819</u>

FUTURE PUBLIC SCHOOL
 Schedule of Expenditures of Federal Awards
 Year Ended June 30, 2022

Federal Grantor/ Pass-Through Grantor/Program or Cluster Title	Federal AL Number	Pass-Through Entity Identifying Number	Federal Expenditures
US Dept of Agriculture			
<i>Passed Through Idaho Dept of Education:</i>			
Child Nutrition Cluster:			
COVID-19 - School Breakfast Program	10.553	202121/202222N109947	\$34,397
COVID-19 - National School Lunch Program*	10.555	202121/202222N109947	159,445
Total Child Nutrition Cluster			<u>193,842</u>
Total US Dept of Agriculture			<u>193,842</u>
US Dept of Treasury			
<i>Passed Through Idaho Dept of Education:</i>			
COVID-19 - Coronavirus Relief Fund	21.019	20-1892-0-1-806	79,829
COVID-19 - Coronavirus State & Local Fiscal Recovery Fund	21.027	SLFRP0142	49,522
Total US Dept of Treasury			<u>129,351</u>
US Dept of Education			
<i>Passed Through Idaho Dept of Education:</i>			
Special Education Cluster:			
Special Education - Grants to States	84.027A	H027A200088	92,821
Special Education - Preschool Grants	84.173A	H173A210030	1,729
Total Special Education Cluster			<u>94,550</u>
Title I Grants to Local Educational Agencies	84.010A	S010A20/210012	154,378
Cultivating Readers	84.323A	H323A200002	10,098
Supporting Effective Instruction State Grants	84.367A	S367A210011	17,468
Student Support & Academic Enrichment	84.424A	S424A210013	19,780
COVID-19 - Elementary and Secondary School Emergency Relief Fund	84.425D	S425D20/210043	193,870
<i>Passed Through Bluum:</i>			
Charter Schools	84.282A	CSP-2018-23-8031673634	219,134
Total US Dept of Education			<u>709,278</u>
US Dept of Health and Human Services			
<i>Passed Through Idaho Dept of Health and Welfare:</i>			
COVID-19 - Epidemiology and Laboratory Capacity for Infectious Diseases	93.323	HC271500	17,295
Total US Dept of Health and Human Services			<u>17,295</u>
Total Expenditures of Federal Awards			<u>\$1,049,766</u>

NOTES:

A. Basis of Presentation - The accompanying schedule of expenditures of federal awards (the schedule) includes the federal award activity of the School under programs of the federal government for the year ended June 30, 2022. The information in this schedule is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements* for Federal Awards (Uniform Guidance). Because the schedule presents only a selected portion of the operations of the School, it is not intended to and does not present the financial position, changes in net position, or cash flows of the School.

B. Summary of Significant Accounting Policies - Expenditures reported on the schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement. The School has not elected to use the 10 percent de minimis indirect cost rate as allowed under the Uniform Guidance.

*C. **Nonmonetary Assistance** - Included in the National School Lunch Program award is USDA food commodities stated at a fair market value of \$6,936.



**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
Future Public 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 Future Public School (the School), as of and for the year ended June 30, 2022, and the related notes to the financial statements, which collectively comprise the School's basic financial statements, and have issued our report thereon dated September 26, 2022.

Report on 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 or significant deficiencies may exist that have not been identified.

Report on 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
September 26, 2022



**Independent Auditor’s Report on Compliance for Each Major Program and on
Internal Control Over Compliance Required by the Uniform Guidance**

Board of Trustees
Future Public School

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited Future Public School’s (the School’s) compliance with the types of compliance requirements identified as subject to audit in the OMB *Compliance Supplement* that could have a direct and material effect on each of the School’s major federal programs for the year ended June 30, 2022. The School’s major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

In our opinion, the School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2022.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor’s Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of the School’s compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to the School’s federal programs.

Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the School's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the School's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the School's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of the School's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control Over Compliance

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in

internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report in internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Quest CPAs PLLC

Payette, Idaho
September 26, 2022

Renewals No Conditions Page 196
FUTURE PUBLIC SCHOOL
Schedule of Findings and Questioned Costs
Year Ended June 30, 2022

SUMMARY OF AUDITOR'S RESULTS

FINANCIAL STATEMENTS

Type of auditor's report being issued: Unmodified

- Each Major Fund
- Aggreg Remain Fund Info

Qualified

- Gov't Activities

Internal control over financial reporting:

Material weakness(es) identified? No

Significant deficiency(ies) identified? None reported

Noncompliance material to the financial statements noted? No

FEDERAL AWARDS

Internal control over major programs:

Material weakness(es) identified? No

Significant deficiency(ies) identified? None reported

Type of auditor's report issued on compliance for major programs: Unmodified

Any audit findings that are required to be reported in accordance with 2 CFR section 200.516(a)? No

Major program identification:

- a. Child Nutrition Cluster – AL #10.553, 10.555
- b. Title I Grants to Local Educational Agencies – AL #84.010A
- c. Charter Schools – AL #84.282

Dollar threshold used to distinguish between type A and B programs: \$750,000

Auditee qualified as a low-risk auditee? No

CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 12th day of October, by and between the Idaho Public Charter School Commission (the “Authorizer”), and Future Public School, Inc. (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq.*, as amended (the “Charter Schools Law.”)

RECITALS

WHEREAS, on June 2nd, 2017, Authorizer received a petition to request the creation of a new charter school referred to as Future Public School; and

WHEREAS, on August 17th, 2017, the Authorizer approved the charter petition (the “Charter”) subject to conditions outlined in Appendix A;

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

SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

- A. Establishment of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the establishment of the School on the terms and conditions set forth in this Charter School Performance Certificate (the “Certificate”). The approved Charter is attached to this Certificate as Appendix D.
- B. Pre-Opening Requirements.** Pursuant to Idaho Code Section 33-5206(6), the Authorizer may establish reasonable pre-opening requirements or conditions (“Pre-Opening Requirements”) to monitor the start-up progress of a newly approved public charter school to ensure that the school is prepared to open smoothly on the date agreed. The School shall not commence instruction until all pre-opening requirements have been completed to the satisfaction of the Authorizer. Pre-opening requirements are attached as Appendix C. If all pre-opening conditions have been completed to the satisfaction of the Authorizer, the School shall commence operations/instruction with the first day of school in Fall 2018. In the event that all pre-opening conditions have not been completed to the satisfaction of the Authorizer, the School may not commence instruction on the scheduled first day of school. In such event, the Authorizer may exercise its authority on or before July 20 to prohibit the School from commencing operation/instruction until the start of the succeeding semester or school year.
- C. Term of Agreement.** This Certificate is effective as of October 12, 2017, and shall

continue through **June 30th, 2023**, unless earlier terminated as provided herein.

SECTION 2: SCHOOL GOVERNANCE

- A. Governing Board.** The School shall be governed by a board (the “Charter Board”) in a manner that is consistent with the terms of this Certificate so long as such provisions are in accordance with state, federal, and local law. The Charter Board shall have final authority and responsibility for the academic, financial, and organizational performance of the School. The Charter Board shall also have authority for and be responsible for policy and operational decisions of the School, although nothing herein shall prevent the Charter Board from delegating decision-making authority for policy and operational decisions to officers, employees and agents of the School, as well as third party management providers.
- B. Articles of Incorporation and Bylaws.** The articles of incorporation and bylaws of the entity holding the charter shall provide for governance of the operation of the School as a nonprofit corporation and public charter school and shall at all times be consistent with all applicable law and this Certificate. The School shall notify the Authorizer of any modification to the Articles or Bylaws within five (5) business days of approval by the Charter Board.
- C. Charter Board Composition.** The composition of the Charter Board shall at all times be determined by and consistent with the Articles and Bylaws and all applicable law and policy. The Charter Board shall notify the Authorizer of any changes to its composition and provide an amended School Leadership Roster within five (5) business days of their taking effect.

SECTION 3: EDUCATIONAL PROGRAM

- A. School Mission.** The mission of the School is as follows:
 Future Public School equips students with the knowledge, skills, and character to succeed in college and the future world. We do so through a commitment to innovative STEM programming, equity, and individualization.
- B. Grades Served.** The School may serve students in **K-8th grade**.
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
 Our success is driven by:
- *Innovative STEM Implementation:* We build upon the technological fluency students bring to school, incorporate STEM across the curriculum, expand learning opportunities, and heighten human potential.
 - *Safe, nurturing, and flexible environments:* Neuroscience research reveals that students need physical and emotional safety in order to take risks and learn from successes and mistakes. The school is built around the student, with flexible learning spaces to accommodate learners of all types. With more time for learning and extracurricular

activities, the school day is reimagined and our students never imagine missing a day of school.

- *Equity, identity, and access:* Increased access to high-quality education for all students is our goal. Building up and affirming the strengths of every student through relationships and restorative practices further creates an individual sense of purpose. Zip code or parental income should not determine student destiny. We build bridges and make community together.
 - *High Expectations:* We expect 100% of students to be prepared to go to and through college. We partner with families to create a clearly defined plan to make this happen and measure our progress with data.
- 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. Identified Comparison Group.** For purposes of evaluating the School against the metrics and measures established in the Performance Framework, the School’s comparison group shall be identified as described below and shall be established for the length of the Certificate term. A custom group of schools with similar demographic attributes shall comprise the School’s comparison group. The School’s comparison group shall include the following schools: Groveland Elementary School (0386); Parkridge Elementary (0215); Ridge Crest Elementary (0384); Shoshone Middle School (0839); Gooding Middle School (0102); Riverside Elementary (k-3) (0376)
- D. Pioneer Elementary (k-3) (0839) Authorizer to Monitor School Performance.** The Authorizer shall monitor and report on the School’s progress in relation to the indicators, measures, metrics and targets set out in the Performance Framework. The School shall be

subject to a formal review of its academic, mission-specific, operational, and financial performance at least annually.

- E. School Performance.** The School shall achieve an accountability designation of *Good Standing* or *Honor* on each of the three sections of the Performance Framework. In the event the School is a party to a third party management contract which includes a deficit protection clause, the School shall be exempt from some or all measures within the financial portion of the Performance Framework. In accordance with Charter School Law, the Authorizer shall renew any charter in which the public charter school met all of the terms of its performance certificate at the time of renewal.
- F. Performance Framework As Basis For Renewal of Charter.** The School's performance in relation to the indicators, measures, metrics and targets set forth in the Academic and Mission-Specific, Operational and Financial sections of the Performance Framework shall provide the basis upon which the Authorizer will decide whether to renew the School's Charter at the end of the Certificate term. As part of the Performance Framework, the Authorizer agrees to consider mission-specific, rigorous, valid, and reliable indicators of the School's performance. These negotiated indicators will be included in the Mission-Specific portion of the Academic and Mission Specific section of the Performance Framework.
- G. Authorizer's Right to Review.** The School will be subject to review of its academics, operations and finances by the Authorizer, including related policies, documents and records, when the Authorizer deems such review necessary. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.
- H. Site Visits.** The Authorizer may conduct site visits in accordance with the Authorizer's policy. Reports from any site visit shall be made available to the School and shall be included in the School's annual Performance Report.
- I. Required Reports.** The School shall prepare and submit reports regarding its governance, operations, and/or finances according to the established policies of and upon the request of the Authorizer. However, to the extent possible, the Authorizer shall not request reports from the School that are otherwise available through student information systems or other data sources reasonably available to the Authorizer.

SECTION 5: SCHOOL OPERATIONS

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

- B. **Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be 576 students. Enrollment shall be limited to the following:

Total Enrollment Not to Exceed:	2020-21	2021-22	2022-23 and beyond.
576 students	Grades K-6, not to exceed 448 students.	Grades K-7, not to exceed 512 students.	Grades K-8, not to exceed 576 students.

- 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.** 511 East 43rd St., Garden City, ID. 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: Located in Garden City within the Boise Independent School District area. Future Public School’s primary area of attendance will include the shaded portion of the attendance map found in Appendix D. From State St. and Glenwood St., south on Glenwood St. to Mountain View Dr., west on Mountain View Dr. to Milwaukee St., south on Milwaukee St. to Emerald St., east on Emerald St. to Cole Rd., south on Cole Rd. to W Overland Rd., east on W. Overland Rd. to S. Latah St., north on S. Latah St. to Americana Blvd., north on Americana Blvd. to Shoreline Dr., north on Shoreline Dr. 27th St. to State St., east on State St. to Glenwood St.
- F. **Staff.** Instructional staff shall be certified teachers as provided by rule of the state board of education. All full-time staff members of the School will be covered by the public employee retirement system, federal social security, unemployment insurance, worker’s compensation insurance, and health insurance.
- G. **Alignment with All Applicable Law.** The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the effective date of said amendment.

SECTION 6: SCHOOL FINANCE

- A. **General.** The School shall comply with all applicable financial and budget statutes, rules, regulations, and financial reporting requirements, as well as the requirements contained in

the School Performance Framework incorporated into this contract as Appendix 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 **October 12th, 2017.**



Alan Reed

Chairman, Idaho Public Charter School Commission



Matthew [Signature] 10/30/17

Chairman, Future Public School Board

IN WITNESS WHEREOF, the Authorizer and Future Public School (FPS) have executed this Amendment to their Performance Certificate to decrease enrollment in the first year of operation from 320 to 256. The school will serve grades K-3 rather than K-4. Enrollment growth will continue each year as indicated in the chart on page 11 of the charter, capping at 576 across grades K-8. The Amendment to FPS's Performance Certificate is effective as of January 3, 2018.



Alan Reed
Chairman, Idaho Public Charter School Commission



Matthew Kuzio
Chairman of the Board, Future Public School

IN WITNESS WHEREOF, the Authorizer and Future Public School (FPS) have executed this Amendment to their Performance Certificate to modify and expand their primary attendance area. The Amendment to FPS's Performance Certificate is effective as of December 18, 2018.



Alan Reed
Chairman, Idaho Public Charter School Commission



Matthew Kuzio
Chairman of the Board, Future Public School

IN WITNESS WHEREOF, the Authorizer and The Future Charter School have executed this amendment to the Performance Certificate, effective 12/1/2020:

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

Identified Comparison Group. For purposes of evaluating the School against the metrics and measures established in the Performance Framework, the School’s comparison group shall be identified as described below and shall be established for the length of the Certificate term. A custom group of schools with similar demographic attributes shall comprise the School’s comparison group. The School’s comparison group shall include the following schools: Groveland Elementary School (0386); Parkridge Elementary (0215); Ridge Crest Elementary (0384); Shoshone Middle School (0839); Gooding Middle School (0102); Riverside Elementary (k-3) (0376); Pioneer Elementary (k-3) (0839)

3. To remove the language in 3a below from section 5B of this Performance Certificate and replace it with the language and the chart in 3b below.
 - a. With annual per-class and overall enrollment caps as outlined in the approved Charter attached as Appendix D.
 - b. Enrollment shall be limited to the following:

Total Enrollment Not to Exceed:	2020-21	2021-22	2022-23 and beyond.
576 students	Grades K-6, not to exceed 448 students.	Grades K-7, not to exceed 512 students.	Grades K-8, not to exceed 576 students.

4. To update the language in Section 4H – Site Visits, to align with PCSC policy revisions. The revised language is noted below:
 - a. The Authorizer may conduct site visits in accordance with the Authorizer’s policy. Reports from any site visit shall be made available to the School and shall be included in the School’s annual Performance Report.

Alan Reed
 Alan Reed (Nov 18, 2020 13:43 MST)

Chairman, Idaho Public Charter School Commission

Matthew Kuzio
 Matthew Kuzio (Nov 18, 2020 13:46 MST)

Chairman, Future Public School Board



Annual Performance Report 2021

FUTURE PUBLIC SCHOOL

Mission Statement: Future Public School equips students with the knowledge, skills, and character to succeed in college and the future world. We do so through a commitment to innovative STEM programming, equity, and individualization.

Chair/President	Matthew Kuzio
Treasurer	Will Pigott
Secretary	Suzanne Metzgar
Administrator	Amanda Cox
Business Manager	Lauren Tassos
School Location	511 E 43 rd St., Garden City, ID 83714
School Phone	208-854-3923

Table of Contents

Introduction	3
School Overview.....	4
Annual Snapshot	5
Academic Outcomes	6
Math Proficiency & Math Growth.....	6
ELA Proficiency & ELA Growth.....	7
Literacy Proficiency.....	8
Longitudinal Academic Ratings.....	9
Operational Outcomes: Board Stewardship.....	10
Governance Structure	10
Governance Oversight.....	10
Governance Compliance.....	10
Operational Outcomes: Management.....	11
Student Services	11
Data Security and Information Technology.....	11
Facility & Services.....	11
Operational Compliance.....	11
Longitudinal Operational Ratings.....	12-13
Financial Outcomes.....	14
Near Term Measures.....	14-15
Sustainability Measures	16-18
Longitudinal Financial Ratings.....	19-20
Contact Us.....	21

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.

Future Public School Performance Certificate: [FPS Performance Certificate](#)

Performance Framework: [IPCSC Performance Framework](#)

Current Term: 2017-2023

School Overview

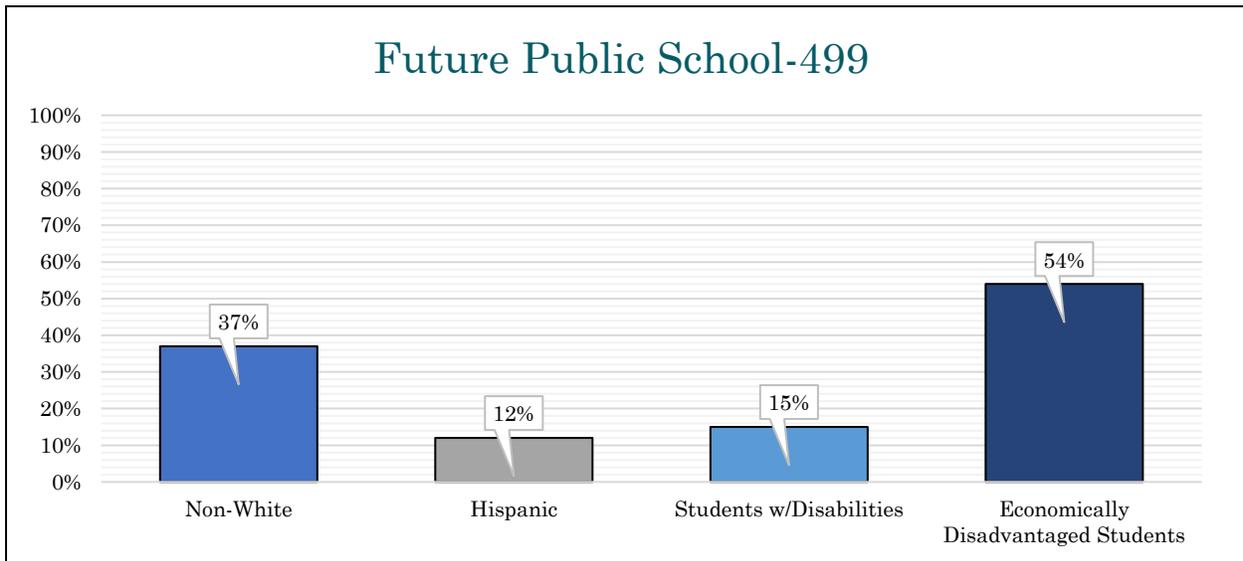
Model:	STEM
Enrollment Capacity:	448
Grades Served:	K-8 th
Enrollment Projected FY22:	442

Key Design Elements:

Our success is driven by:

- *Innovative STEM Implementation:* We build upon the technological fluency students bring to school, incorporate STEM across the curriculum, expand learning opportunities, and heighten human potential.
- *Safe, nurturing, and flexible environments:* Neuroscience research reveals that students need physical and emotional safety in order to take risks and learn from successes and mistakes. The school is built around the student, with flexible learning spaces to accommodate learners of all types. With more time for learning and extracurricular activities, the school day is reimaged, and our students never imagine missing a day of school.
- *Equity, identity, and access:* Increased access to high-quality education for all students is our goal. Building up and affirming the strengths of every student through relationships and restorative practices further creates an individual sense of purpose. Zip code or parental income should not determine student destiny. We build bridges and make community together.
- *High Expectations:* We expect 100% of students to be prepared to go to and through college. We partner with families to create a clearly defined plan to make this happen and measure our progress with data.

2021 FUTURE PUBLIC 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	36%
Math Growth	<i>Data Not Available for 2020-2021</i>
ELA Proficiency	41%
ELA Growth	<i>Data Not Available for 2020-2021</i>
Literacy Proficiency	FALL IRI: 50% SPRING IRI: 60%

FINANCIAL OUTCOMES: NEAR TERM MEASURES	
Current Ratio	1.13
Unrestricted Days Cash	62
Default	None
Enrollment Variance	97.94%

OPERATIONAL OUTCOMES: BOARD STEWARDSHIP	
Governance Structure	EXCEEDS STANDARD
Governance Oversight	EXCEEDS STANDARD
Governance Compliance	EXCEEDS STANDARD

FINANCIAL OUTCOMES: SUSTAINABILITY MEASURES	
Total Margin	TM: 4.00%
3 Yr. Aggregate Margin	3YR: 7.39%
Cash Flow	CF: \$186,228
Multi-Year Cash Flow	MY: \$377,945
Debt Service Coverage Ratio	1.23
Debt Asset Ratio	.42
Financial Compliance	Not Rated for 2020-2021

OPERATIONAL OUTCOMES: MANAGEMENT	
Student Services	EXCEEDS STANDARD
Data Security/Transparency	EXCEEDS STANDARD
Facility & Services	EXCEEDS STANDARD
Operational Compliance	EXCEEDS 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

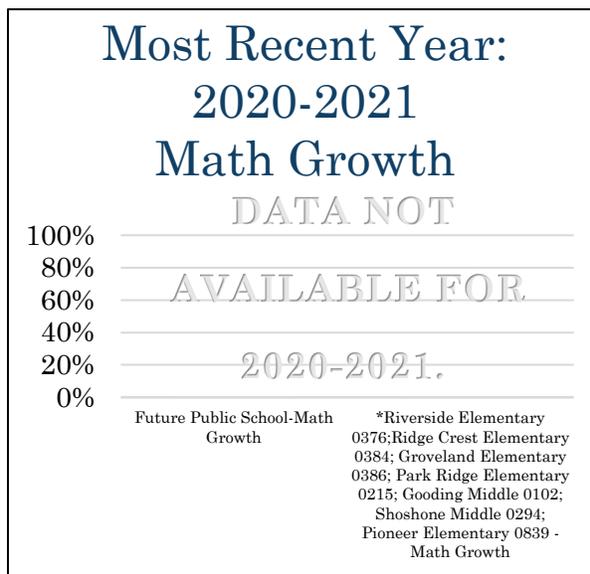
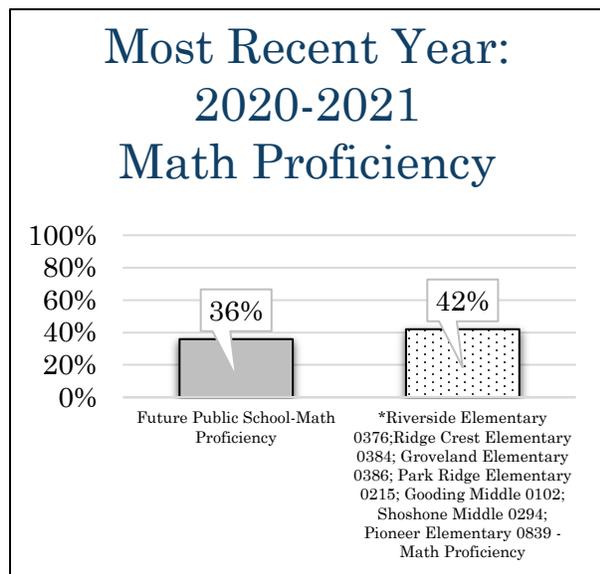
MATH PROFICIENCY & MATH GROWTH

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: Groveland Elementary School (0386); Parkridge Elementary (0215); Ridge Crest Elementary (0384); Shoshone Middle School (0839); Gooding Middle School (0102); Riverside Elementary (k-3) (0376); Pioneer Elementary (0839)



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

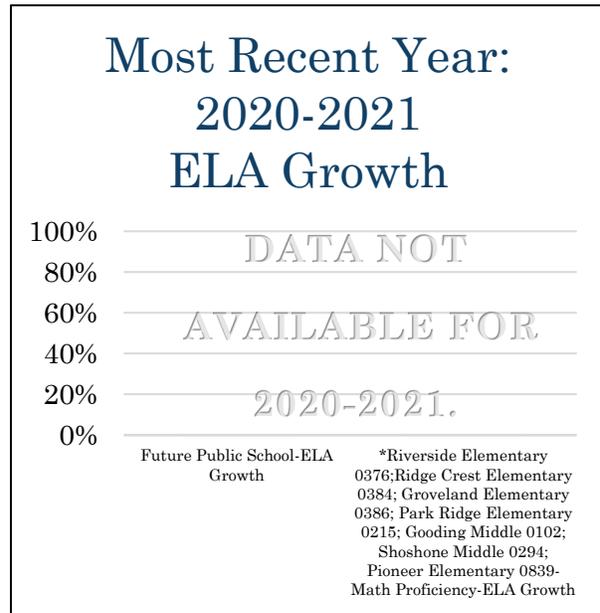
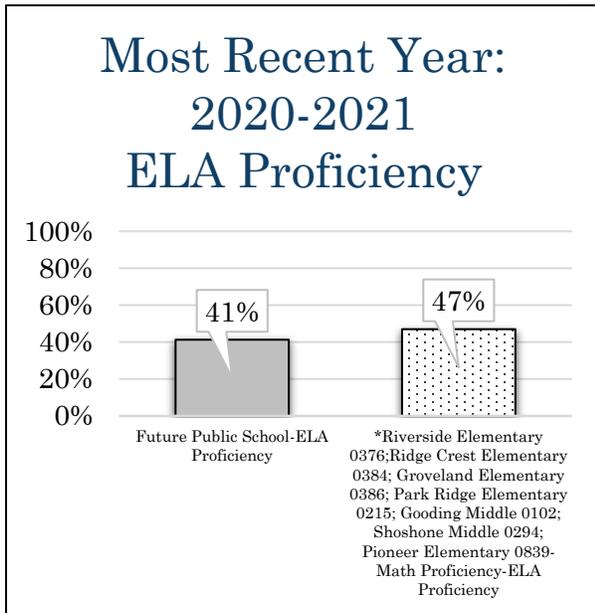
ELA PROFICIENCY & ELA GROWTH

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: Groveland Elementary School (0386); Parkridge Elementary (0215); Ridge Crest Elementary (0384); Shoshone Middle School (0839); Gooding Middle School (0102); Riverside Elementary (k-3) (0376); Pioneer Elementary (0839)



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
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

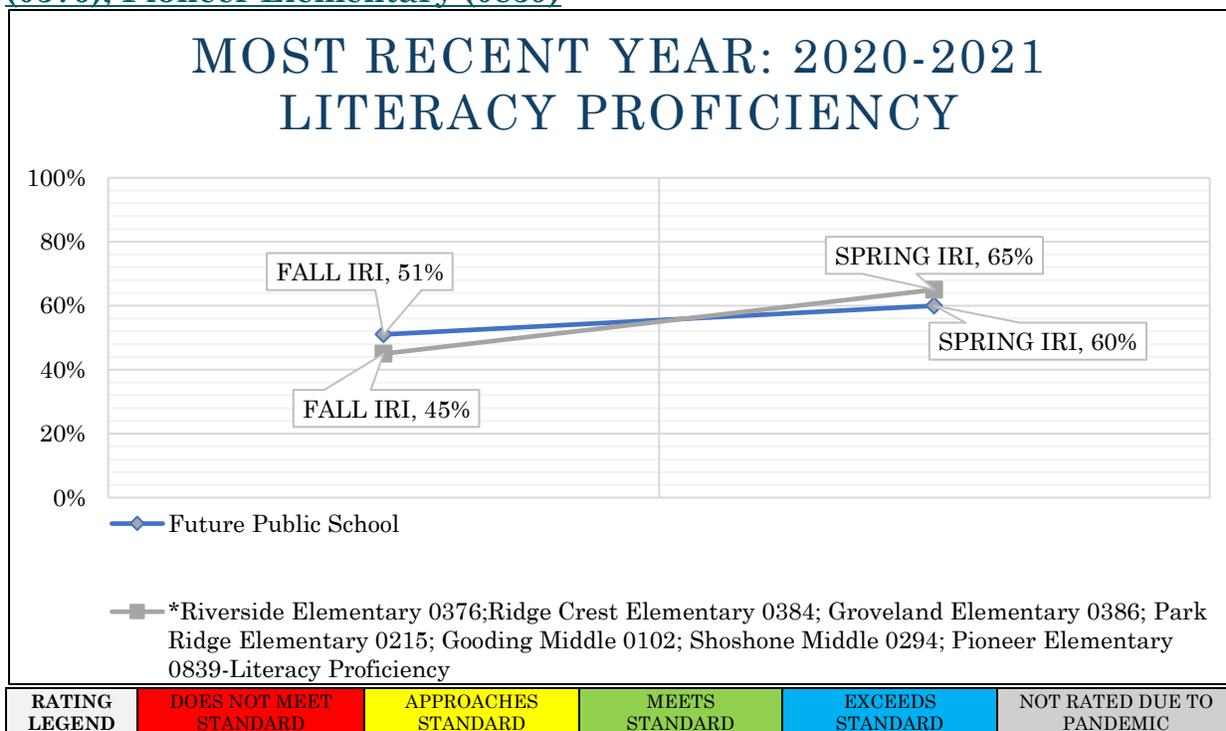
Academic Outcomes
LITERACY PROFICIENCY

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: Groveland Elementary School (0386); Parkridge Elementary (0215); Ridge Crest Elementary (0384); Shoshone Middle School (0839); Gooding Middle School (0102); Riverside Elementary (k-3) (0376); Pioneer Elementary (0839)



*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

Longitudinal Academic Ratings | 2017-2023

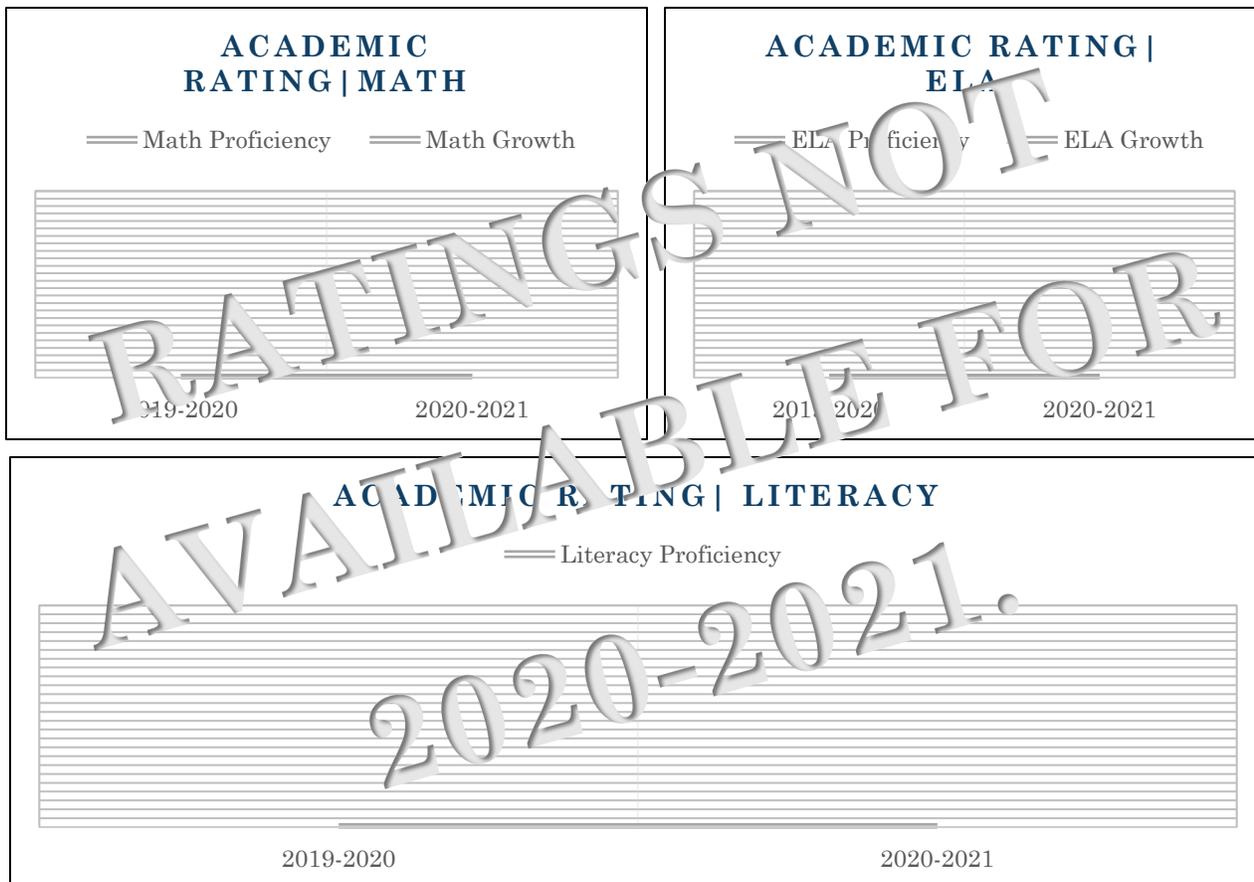
Longitudinal data provides a snapshot of a school’s ratings over the school’s current performance certificate (5 years). This data helps to identify performance trends and changes over time. Schools are encouraged to consider how this data might be used to drive strategic planning as the school approach its next renewal decision.

Academic Ratings | Historical Framework

SCHOOL YEAR	ACADEMIC GEN ED OUTCOME
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: EXCEEDS STANDARD	
Governance Structure Measure	Data/Evidence Source
The board bylaws are compliant with ID law.	Bylaws 06/01/2021. If the school has amended its bylaws since this date, please provide an updated copy to the IPCSC.
The school's articles of incorporation are current.	Articles of Incorporation initially filed on 02/28/2017. Most recently updated on 01/06/2021.
The board does operate in compliance with its bylaws.	*No instances of non-compliance documented.
Investigations were not conducted into ethical behavior or conflict of interest regarding any board director this year.	*No instances of non-compliance documented.
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: EXCEEDS 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 maintain compliant policies.	*No instances of non-compliance documented.
The board did not engage 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:	

STANDARD RATING: EXCEEDS STANDARD	
Governance Compliance Measure	Data/Evidence Source
The IPCSC did not issue courtesy letters to the school noting compliance concerns this year.	*No instances of non-compliance documented.
Another investigative body was not notified of concerns at this school this year.	*No instances of non-compliance documented.
Comments/ Context:	

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.	Reviewed on 6/29/2021 Continuous Improvement Plan 2020-2021
Comments/ Context:	

STANDARD RATING: EXCEEDS STANDARD	
Data Security and Information Transparency	Data/Evidence Source
The school's website is not compliant and updated appropriately.	*See comment.
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.
Safety inspections and evacuation drills are compliant.	Building Inspection: 08/13/2020 Fire Marshal: 08/30/2019 Health Inspection: 03/31/2021 No instances of non-compliance documented.
<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:	

STANDARD RATING: EXCEEDS 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 properly credentialed.	*No instances of non-compliance documented.
Corrective action plans were not issued by the SDE this year.	*No instances of non-compliance documented.
Comments/ Context:	

Longitudinal Operational Ratings | 2017-2023

Board Stewardship

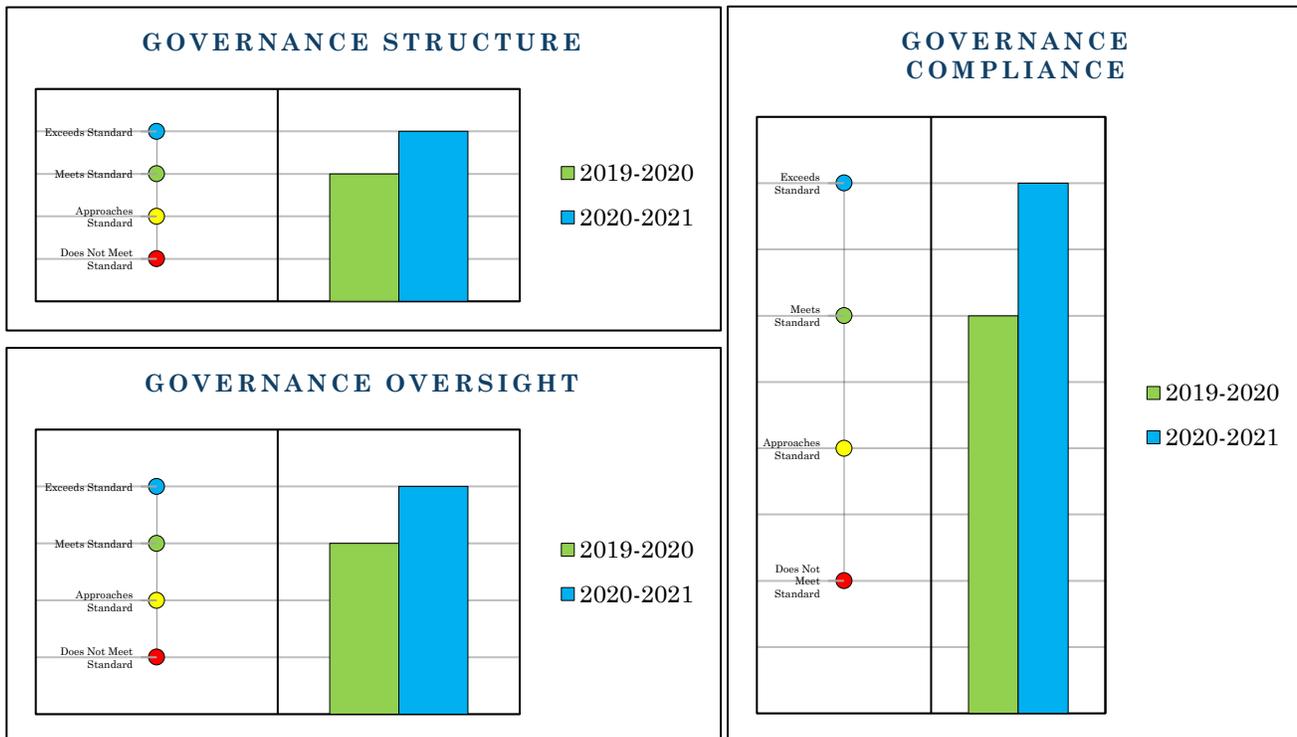
Longitudinal data provides a snapshot of a school’s ratings over the school’s current performance certificate (5 years). This data helps to identify performance trends and changes over time. Schools are encouraged to consider how this data might be used to drive your strategic planning as your school approach its next renewal decision.

Ratings on the historical and revised framework are not comparable in the operational section. In 2020, the IPSSC data have been included for clarity. Operational ratings 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 | Historical Framework

School Year	Rating
2018-2019	HONOR

Operational Ratings: Board Stewardship | Revised Framework



Longitudinal Operational Ratings | 2018-2023

Management

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
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



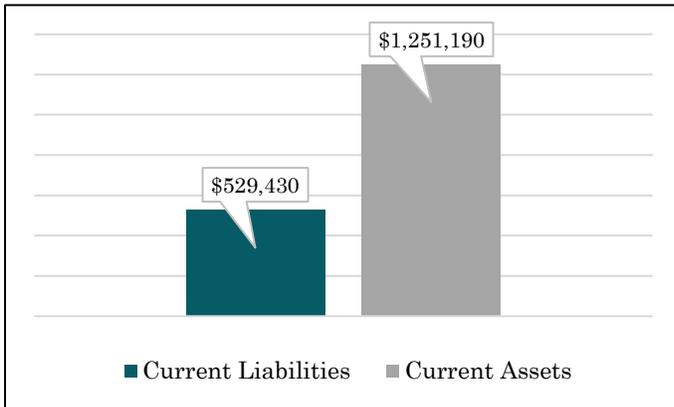
Financial Outcomes

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 between 1.1 and 1.5.	Current Ratio 1.13	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.

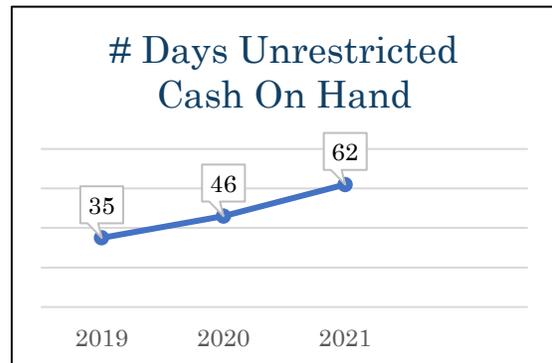
Unrestricted Days Cash

The school has more than 60 days cash on hand	62 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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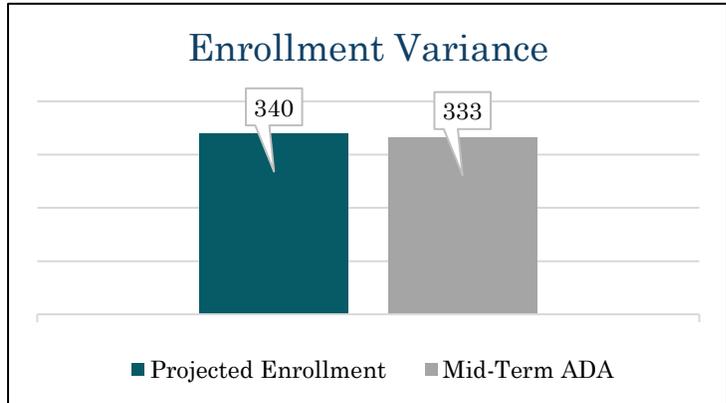
Why this Matters:

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 at least 95% of its projected enrollment during the most recent school year.	Enrollment Variance 97.94%	Ratings Not Applicable for 2020-2021
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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 has maintained a positive total margin for at least 3 consecutive years.	CY Total Margin 4.00% 3-Year Aggregated 7.39%	Ratings Not Applicable for 2020-2021
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Why this Matters:

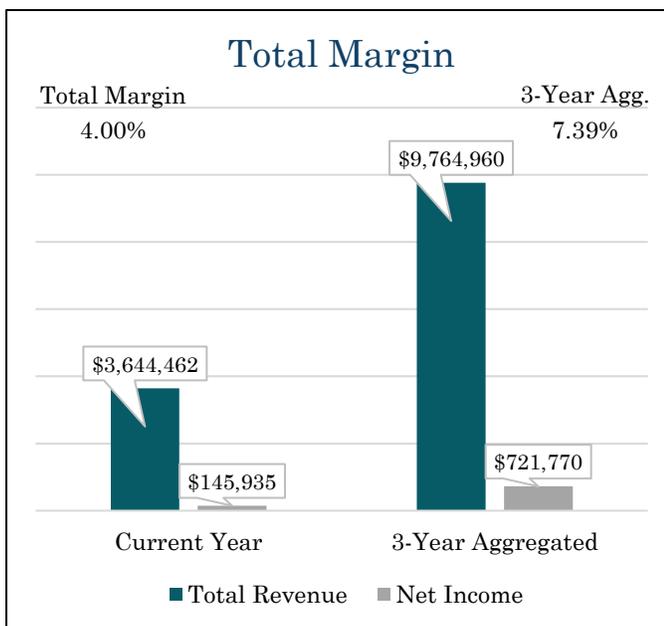
The Total Margin compares a school's total revenue to its net income.

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

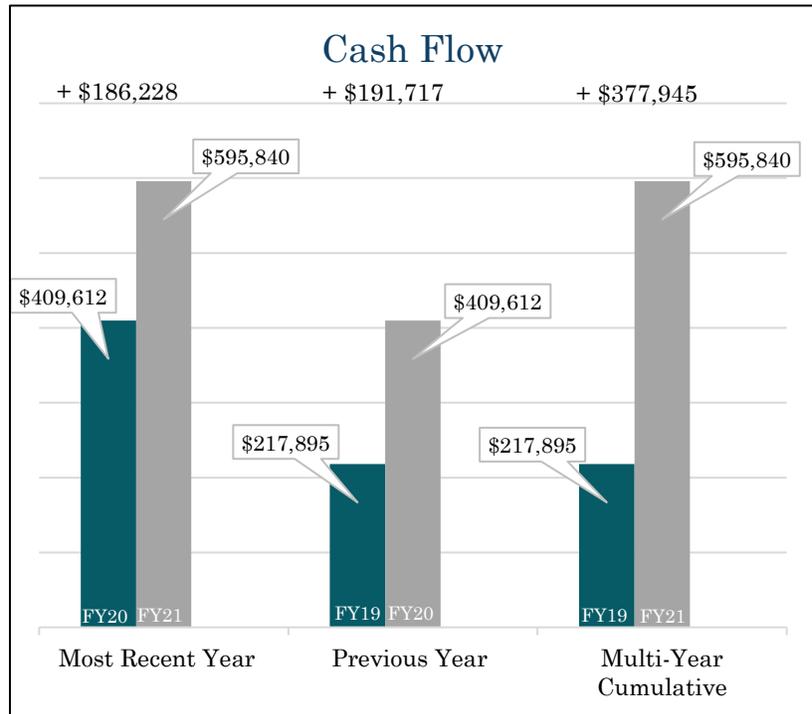
<p>The school's multi-year cumulative cash flow has been positive, and the most recent year's cash flow has been positive for at least 3 consecutive years.</p>	<p>Most Recent Year \$186,228 Previous Year \$191,717 Multi-Year \$377,945</p>	<p>Ratings Not Applicable for 2020-2021</p>
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Why 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.

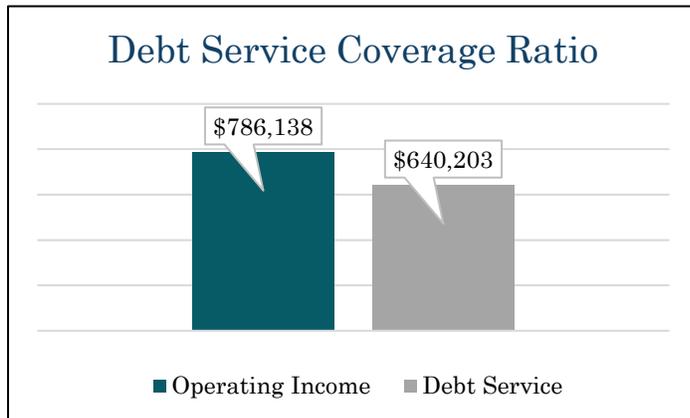
A school with a negative cash flow is using its existing reserves to fund general operations and is not likely to have the financial flexibility to fund future plans.

A multi-year cumulative cash flow helps to identify long-term trends.



Debt Service Coverage Ratio

<p>Debt Service Coverage Ratio is between 1.1 and 1.49.</p>	<p>Debt Service Coverage Ratio 1.23</p>	<p>Ratings Not Applicable for 2020-2021</p>
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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 has maintained a debt to asset ratio less than .9 for at least 3 consecutive years.	Debt/Asset Ratio .42	Ratings Not Applicable for 2020-2021
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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 RATED FOR 2020-2021	
Financial Operations	Data and/or Evidence Source
The school’s finances are managed in compliance with GAAP.	Financial Audit 10/25/2021
Expenditures and contracts are posted online appropriately.	School’s Expenditure Page 7/30/2021
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	

Longitudinal Financial Ratings | 2017-2023

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.

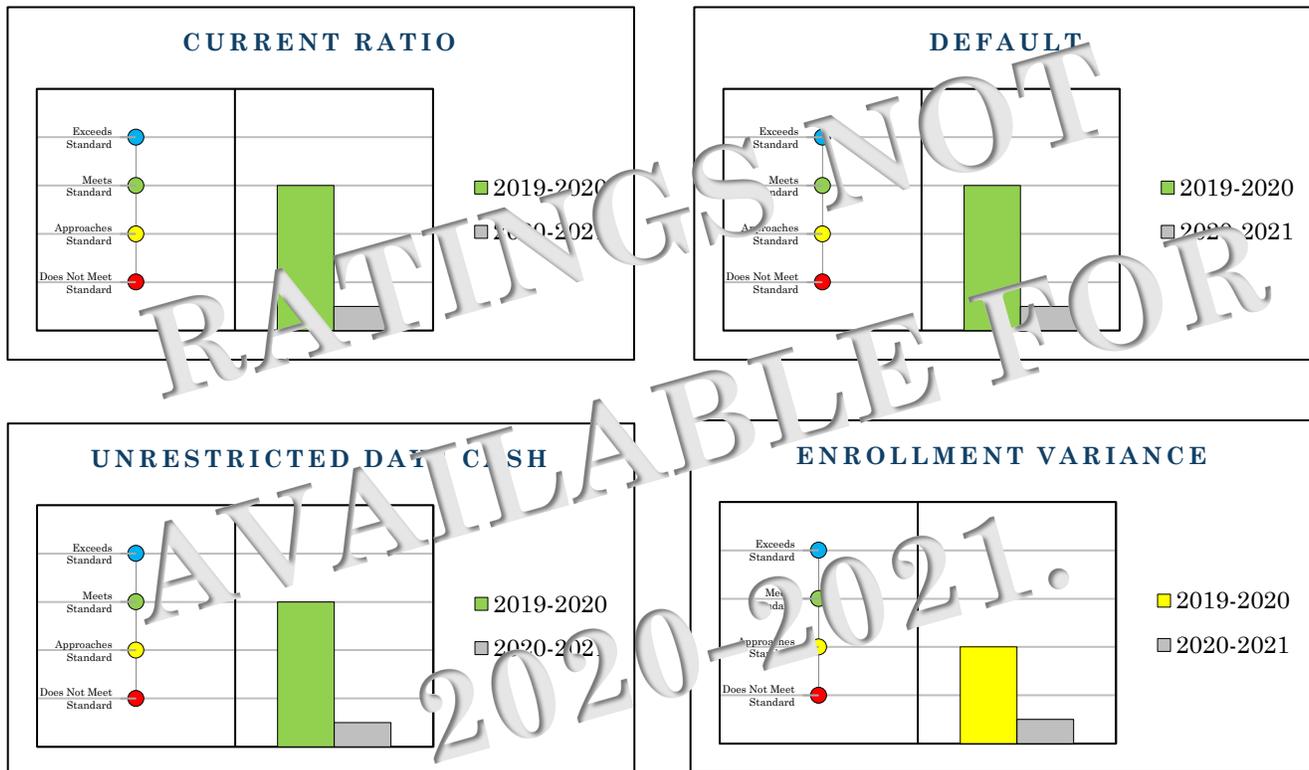
Notes: The 2020 framework revision removed the “cash ratio” measure and moved the existing enrollment variance measure to the financial section.

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
2018-2019	HONOR

Financial Near Term Health Ratings | Revised Framework



Longitudinal Financial Ratings | 2017-2023

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.

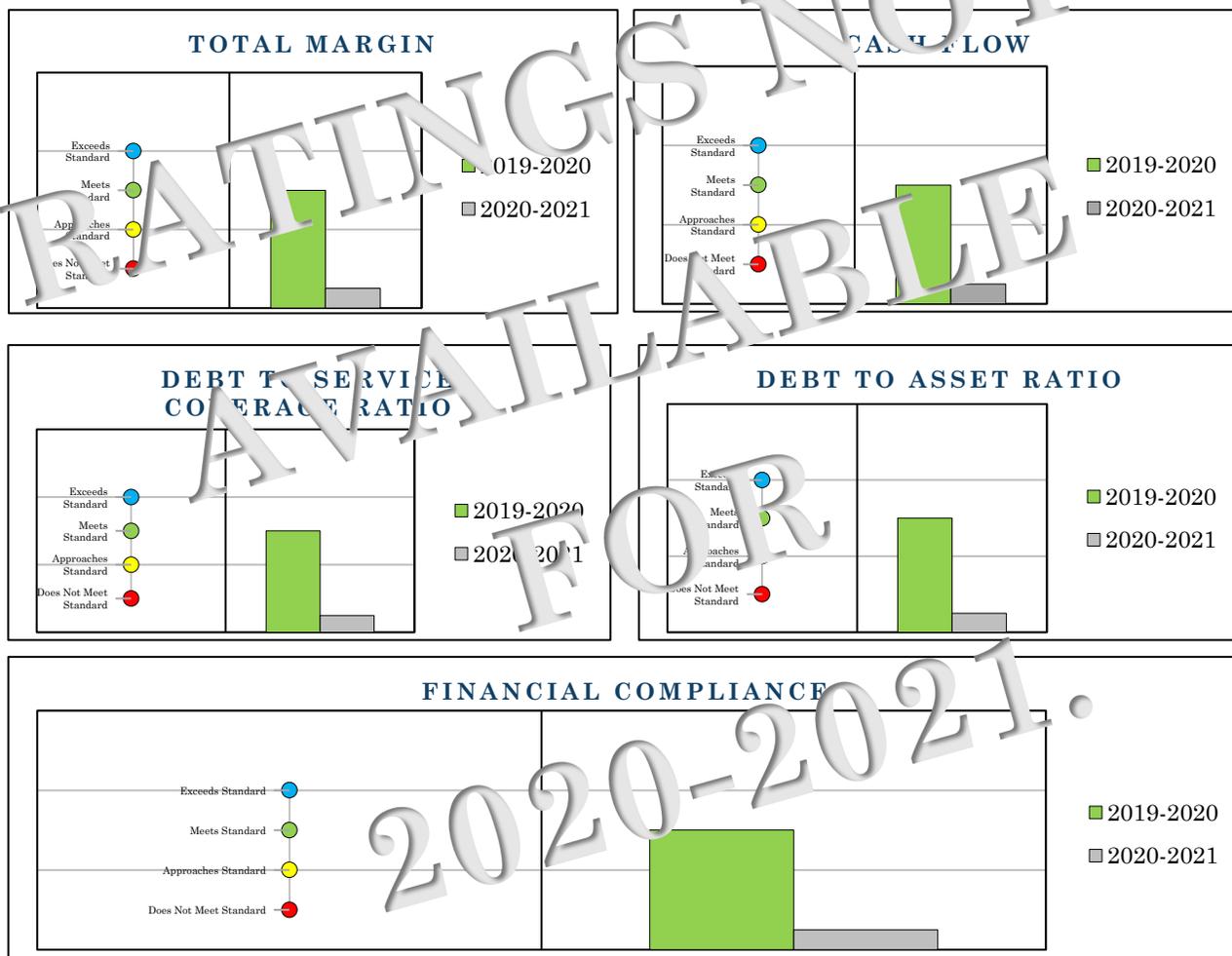
Notes: The 2020 framework revision removed the “cash ratio” measure and moved the existing enrollment variance measure to the financial section.

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 Sustainability Ratings | Historical Framework

School Year	Sustainability Rating
2018-2019	HONOR

Financial Sustainability Ratings | Revised Framework



*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

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Idaho Public Charter School Commission

Annual Performance Report 2020

PCSC School: Future Public School

***Mission Statement:** Future Public School equips students with the knowledge, skills, and character to succeed in college and the future world. We do so through a commitment to innovative STEM programming, equity, and individualization.*

School Location:	511 East 43 rd St., Garden City, ID
School Phone:	208-357-6073
Comparison Group:	Groveland Elementary School (0386); Parkridge Elementary (0215); Ridge Crest Elementary (0384); Shoshone Middle School (0839); Gooding Middle School (0102); Riverside Elementary (K-3) (0376)
Opening Year:	2018
Current Term:	July 1 st , 2018-June 30 th , 2023
Model:	STEM/Alternative
Grades Served:	K-8
Enrollment Capacity:	576
Enrollment (Projected):	312
Mid Term ADA (Actual):	281
FY20 Full-Term ADA:	284

School Leadership

Chair	Matthew Kuzio
Vice-Chair	Julie Fogerson
CEO Evaluation Chair	Julie Oliver
Board Member	Phillip Thompson
Finance Chair	Will Pigot
Governance Chair	Dynisha Smith
Development Chair	Levi Mogg
Administrator/Principal	Amanda Cox
Business Manager	Marc Carignan
Board Secretary	Suzanne Metzgar

Table of Contents

Introduction	4
School Overview	5
Key Design Elements	5
Demographic Summary	5
Annual Snapshot	6
Annual Snapshot	6
Academic Outcomes (Not Evaluated for 2019-2020)	7
Proficiency	7
Growth	7
Operational Outcomes (Board Stewardship)	8
Governance Structure	8
Governance Oversight	8
Governance Compliance	8
Operational Outcomes (Management)	9
Student Services	9
Data Security and Information Technology	9
Facility & Services	9
Operational Compliance	9
Financial Outcomes	10
Near Term Measures	10
Sustainability Measures	10
Financial Operations	10
Longitudinal Snapshot	11

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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 oversee 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.

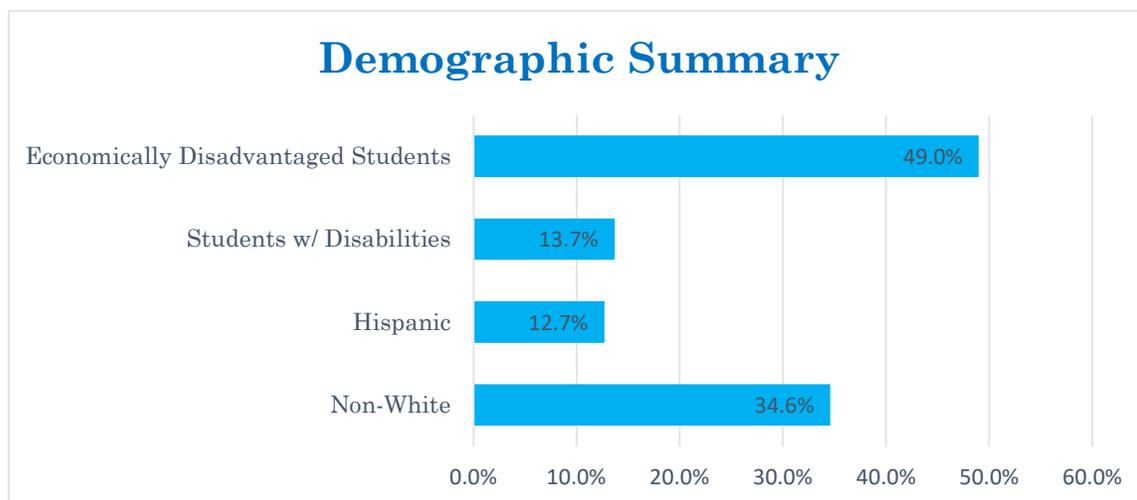
Each authorized chartering entity shall annually publish and make available to the public a performance report for each public charter school it oversees, in accordance with the performance framework set forth in the performance certificate and section 33-5209(C)(2), Idaho Code.

School Overview

Key Design Elements

- **Innovative STEM Implementation:** We build upon the technological fluency students bring to school, incorporate STEM across the curriculum, expand learning opportunities, and heighten human potential.
- **Safe, nurturing, and flexible environments:** Neuroscience research reveals that students need physical and emotional safety in order to take risks and learn from successes and mistakes. The school is built around the student, with flexible learning spaces to accommodate learners of all types. With more time for learning and extracurricular activities, the school day is reimagined, and our students never imagine missing a day of school.
- **Equity, identity, and access:** Increased access to high-quality education for all students is our goal. Building up and affirming the strengths of every student through relationships and restorative practices further creates an individual sense of purpose. Zip code or parental income should not determine student destiny. We build bridges and make community together.
- **High Expectations:** We expect 100% of students to be prepared to go to and through college. We partner with families to create a clearly defined plan to make this happen and measure our progress with data.

DEMOGRAPHIC SUMMARY



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>

FINANCIAL HEALTH (NEAR TERM MEASURES)	
Current Ratio	<i>Meets Standard</i>
Unrestricted Days Cash	<i>Meets Standard</i>
Default	<i>Meets Standard</i>
Enrollment Variance	<i>Approaches Standard</i>

BOARD STEWARDSHIP	
Governance Structure	<i>Meets Standard</i>
Governance Oversight	<i>Meets Standard</i>
Governance Compliance	<i>Meets Standard</i>

FINANCIAL HEALTH (SUSTAINABILITY MEASURES)	
Total Margin	<i>Meets Standard</i>
Cash Flow	<i>Meets Standard</i>
Debt Service Coverage Ratio	<i>Meets Standard</i>
Debt Asset Ratio	<i>Meets Standard</i>
Financial Compliance	<i>Meets Standard</i>

MANAGEMENT	
Student Services	<i>Meets Standard</i>
Data Security/Transparency	<i>Meets Standard</i>
Facility & Services	<i>Meets Standard</i>
Operational Compliance	<i>Meets Standard</i>

Academic Outcomes

Proficiency

(Data Source: NA FY20)

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 not applicable for 2020 outcomes.</i>	

Growth

(Data Source: NA FY20)

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 not applicable for 2020 outcomes.</i>	

Operational Outcomes: Board Stewardship

STANDARD RATING: MEETS STANDARD	
Governance Structure	Data/Evidence Source
The board bylaws are compliant with ID law.	Bylaws 4/3/17 *Please provide an updated copy if any amendments have been made.
The school's articles of incorporation are current.	Articles of Incorporation initially filed on 2/28/17. Most recently updated on 9/3/20.
The board does operate in compliance with its bylaws.	*No instances of non-compliance documented.
Investigations were not conducted into either ethical behavior or conflict of interest regarding any board director this year.	*No instances of non-compliance documented.
The board did not experience Open Meeting Law violations that needed to be cured this year.	*No instances of non-compliance documented.
Comments/ Context: This school will be eligible for an "exceeds standard" rating after 3 years of operations.	

STANDARD RATING: MEETS 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 review financial reports in a timely and thorough manner.	*No instances of non-compliance documented.
The board did maintain compliant policies.	*No instances of non-compliance documented.
The board did engage 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: This school will be eligible for an "exceeds standard" rating after 3 years of operations.	

STANDARD RATING: MEETS STANDARD	
Governance Compliance	Data/Evidence Source
The PCSC did not issue courtesy letters to the school noting compliance concerns this year.	*No instances of non-compliance documented.
Another investigative body was not notified of concerns at this school this year.	*No instances of non-compliance documented.
Comments/ Context: This school will be eligible for an "exceeds standard" rating after 3 years of operations.	

Operation Outcomes: Management**STANDARD RATING: MEETS 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 2019-2020
Comments/ Context: This school will be eligible for an "exceeds standard" rating after 3 years of operations.	

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 experience issues involving data security this year.	*See Comments/Context.
The school did not experience compliance issues with public records requests.	*No instances of non-compliance documented.
Comments/ Context: The school informed the PCSC of a potential data breach in October of 2019, within hours of the incident. The issue was corrected immediately thereafter. Survey did not include any student personnel information or academic data.	

STANDARD RATING: MEETS 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 provide daily transportation for students.	*No instances of non-compliance documented.
The school does provide a National School Lunch Program.	*No instances of non-compliance documented.
Comments/ Context: This school will be eligible for an "exceeds standard" rating after 3 years of operations.	

STANDARD RATING: MEETS 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 properly credentialed.	*No instances of non-compliance documented.
Corrective action plans were not issued by the SDE this year.	*No instances of non-compliance documented.
Comments/ Context: This school will be eligible for an "exceeds standard" rating after 3 years of operations.	

Financial Outcomes

(Primary Data Source: FY20 Financial Audit.)

Near Term Measures	Rubric	STANDARD RATING
The school has a current ratio of more than 1.5	Current Ratio 2.87	Meets Standard
The school has between 30- and 60-days cash and one-year trend is positive	46 Days	Meets Standard
The school is not in default of any financial obligations and did not experience any instances of default during the fiscal year. This school will be eligible for an “exceeds standard” rating after 3 years of operations.	No Default	Meets Standard
Enrollment variance was between 90% and 95%.	Enrollment Variance 90.12%	Approaches Standard
Comments/Context: This school is a new school that has not yet been operational for 3 years and is therefore not eligible for an Exceeds Standard rating. Enrollment Variance reported in November was 291; however, the data source utilized is the comparison between the schools reporting in July and the Midterm ADA historical report which reflects 281.17.		

Sustainability Measures	Rubric	STANDARD RATING
Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive. This school will be eligible for an “exceeds standard” rating after 3 years of operations.	CY Total Margin 9.33% 3-Year Aggregated 9.41%	Meets Standard
Multi-Year Cumulative Cash Flow is positive, and Cash Flow is positive in the most recent year is positive. This school will be eligible for an “exceeds standard” rating after 3 years of operations.	Most Recent Year \$191,717.00 Previous Year \$217,895.00 3-Year \$409,612.00	Meets Standard
The school’s debt service coverage ratio is 1.5 or greater OR the school operates debt-free	Debt Service Coverage Ratio 1.52	Meets Standard
The school’s Debt to Asset Ratio is less than 0.9. This school will be eligible for an “exceeds standard” rating after 3 years of operations.	Debt/Asset Ratio 0.35	Meets Standard
Comment/Context: This school is a new school that has not yet been operational for 3 years and is therefore not eligible for an Exceeds Standard rating.		

STANDARD RATING: MEETS STANDARD

Financial Operations	Data and/or Evidence Source
The school’s finances are managed in compliance with GAAP.	*No instances of non-compliance documented Financial Audit 10/13/2020
Expenditures and contracts are posted online appropriately.	The school’s expenditure webpage was reviewed quarterly. No instances of non-compliance documented.
The school maintains compliant internal controls.	*No instances of non-compliance documented
The school is not operating under a Notification of Fiscal Concern.	NA
The school is not operating under a Notification of Possible or Imminent Closure.	NA

School Name: Future Public School
PCSC Annual Report 2020

Comments/Context: This school is a new school that has not yet been operational for 3 years and is therefore not eligible for an Exceeds Standard rating.

Longitudinal Snapshot

Operational Outcomes: Board Stewardship

	2020	2021	2022	2023
Governance Structure	MEETS STANDARD	DATA NOT AVAILABLE	DATA NOT AVAILABLE	DATA NOT AVAILABLE
Governance Oversight	MEETS STANDARD	DATA NOT AVAILABLE	DATA NOT AVAILABLE	DATA NOT AVAILABLE
Governance Compliance	MEETS 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
Student Services	MEETS 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	MEETS STANDARD	DATA NOT AVAILABLE	DATA NOT AVAILABLE	DATA NOT AVAILABLE
Operational Compliance	MEETS STANDARD	DATA NOT AVAILABLE	DATA NOT AVAILABLE	DATA NOT AVAILABLE

“Education is the MOST powerful weapon which you can use to change the world.”

-Nelson Mandela

FUTURE PUBLIC 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 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 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.

SCHOOL OVERVIEW			
Mission Statement	Future Public School equips students with the knowledge, skills, and character to succeed in college and the future world. We do so through a commitment to innovative STEM programming, equity, and individualization.		
Key Design Elements	Our success is driven by: <ul style="list-style-type: none"> • Innovative STEM Implementation: We build upon the technological fluency students bring to school, incorporate STEM across the curriculum, expand learning opportunities, and heighten human potential. • Safe, nurturing, and flexible environments: Neuroscience research reveals that students need physical and emotional safety in order to take risks and learn from successes and mistakes. The school is built around the student, with flexible learning spaces to accommodate learners of all types. With more time for learning and extracurricular activities, the school day is reimagined and our students never imagine missing a day of school. • Equity, identity, and access: Increased access to high-quality education for all students is our goal. Building up and affirming the strengths of every student through relationships and restorative practices further creates an individual sense of purpose. Zip code or parental income should not determine student destiny. We build bridges and make community together. • High Expectations: We expect 100% of students to be prepared to go to and through college. We partner with families to create a clearly defined plan to make this happen and measure our progress with data. 		
School Location	511 East 43rd St. Garden City, ID	School Phone	208-357-6073
Surrounding District	Boise School District		
Opening Year	2018		
Current Term	July 1st, 2018-June 30th, 2023		
Grades Served	K-8		
Enrollment (Approved)	576	Enrollment (Actual)	227

SCHOOL LEADERSHIP	
Matthew Kuzio	Board Chair
Julie Fogerson	Vice Chair
Will Pigott	Treasurer
Suzanne Metzgar	Secretary
Dynisha Smith	Board Member
Levi Mogg	Board Member
Lauren Tassos	Board Member
Phillip Thompson	Board Member
Julie Oliver	Board Member

STUDENT DEMOGRAPHICS				
	School	State	Surrounding District	Neighboring District
Non-White	37.89%	24.85%	25.51%	N/A
Limited English Proficiency	14.98%	6.44%	9.70%	N/A
Special Needs	12.78%	10.73%	13.18%	N/A
Free and Reduced Lunch	Masked	44.74%	49.39%	N/A

ISAT PROFICIENCY RATES	
Percentage of students meeting or exceeding proficiency in Math	36.00%
Percentage of students meeting or exceeding proficiency in English Language Arts	32.00%
Percentage of students meeting or exceeding proficiency in Science	N/A

GO-ON RATE (Post-secondary enrollment within 12 months of graduation)	N/A
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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	19	50	0	50	0		
	1b	50	7	50		50	0		
District Proficiency Comparison	2a	50	19	50	0	50	0	50	0
	2b	50	4	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		200	49	525	0	525	0	300	0
% of Academic Points			25%		0%		0%		0%

MISSION-SPECIFIC	Measure	Points Possible	Points Earned	
	1			FPS has chosen not to include mission-specific measures.
	2			
	3			
	4			
	5			
	6			
Total Mission-Specific Points				
% of Mission-Specific Points				

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	0		2c	50	50
Governance & Reporting	3a	25	25	Total Financial Points	2d	50	0
	3b	25	25				
	3c	25	25				
	3d	25	25				
	3e	25	25				
	3f	25	25				
School Environment	4a	25	25	The financial measures above are based on industry standards. They are not intended to reflect nuances of the school's financial status. Please see the financial section of this framework for relevant contextual information that may alleviate concern.			
Additional Obligations	4b	25	25				
	5a	25	25				
Total Operational Points		400	375			400	350
% of Operational Points			94%				88%

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%	25%	0%	55% - 74%	NA	80% - 89%	94%	65% - 84%	88%
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			Result	Points Possible	Points Earned
Measure 1a	Do math proficiency rates meet or exceed the state average?				
Math Proficiency Rate Comparison to State	<p>Exceeds Standard: The school's proficiency rate in math exceeds the state average by 16 percentage points or more.</p> <p>Meets Standard: The school's proficiency rate in math is equal to the state 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 state average.</p> <p>Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the state average.</p>		X	50 30 - 45 15 - 29 0 - 14	0 0 19 0
Notes	The state average will be determined using the same grade set as is served by the public charter school. In addition to ISAT assessments, the school also utilizes the NWEA MAP assessments. MAP assessments for this school year show each grade (K-3) growing at rates above the 90th percentile. ISAT growth data cannot be calculated until a school serves 4th grade students. However, MAP data indicates that students who have not yet achieved proficiency are achieving adequate growth based on fall and spring administrations.				19
Measure 1b	Do English Language Arts proficiency rates meet or exceed the state average?				
ELA Proficiency Rate Comparison to State	<p>Exceeds Standard: The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.</p> <p>Meets Standard: The school's proficiency rate in ELA is equal to the state 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 state average.</p> <p>Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the state average.</p>		X	50 30 - 45 15 - 29 0 - 14	0 0 0 7
Notes	The state average will be determined using the same grade set as is served by the public charter school. This report reflects Future's first year of operations. In addition to ISAT assessments, the school also utilizes the NWEA MAP assessments. The NWEA MAP assessments for this school year show each grade (K-3) growing at rates above the 90th percentile. ISAT growth data cannot be calculated until a school serves 4th grade students. However, MAP data indicates that students who have not yet achieved proficiency are achieving adequate growth based on fall and spring administrations.				7

INDICATOR 2: DISTRICT PROFICIENCY COMPARISON			Points Possible	Points Earned
Measure 2a Math Proficiency Rate Comparison to District	Do math proficiency rates meet or exceed the district average? 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%. 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 - 15 percentage points lower than the district average. Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the district average.		50 30 - 45 15 - 29 0 - 14	0 0 19 0 <hr/> 19
Notes	The district average will be determined using the same grade set as is served by the public charter school. Boise School District will be used for comparison purposes. In addition to ISAT assessments, the school also utilizes the NWEA MAP assessments. The NWEA MAP assessments for this school year show each grade (K-3) growing at rates above the 90th percentile. ISAT growth data cannot be calculated until a school serves 4th grade students. However, MAP data indicates that students who have not yet achieved proficiency are achieving adequate growth based on fall and spring administrations.			
Measure 2b ELA Proficiency Rate Comparison to District	Do ELA proficiency rates meet or exceed the district average? 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%. 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 - 15 percentage points lower than the district average. Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the district average.		50 30 - 45 15 - 29 0 - 14	0 0 0 4 <hr/> 4
Notes	The district average will be determined using the same grade set as is served by the public charter school. Boise School District will be used for comparison purposes. In addition to ISAT assessments, the school also utilizes the NWEA MAP assessments. The NWEA MAP assessments for this school year show each grade (K-3) growing at rates above the 90th percentile. ISAT growth data cannot be calculated until a school serves 4th grade students. However, MAP data indicates that students who have not yet achieved proficiency are achieving adequate growth based on fall and spring administrations.			

INDICATOR 3: CRITERION-REFERENCED STUDENT GROWTH (GRADES K-8)												
Measure 3a Criterion-Referenced Growth Math	Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade? 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.	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>76-100</td> <td>0</td> </tr> <tr> <td>51-75</td> <td>0</td> </tr> <tr> <td>26-50</td> <td>0</td> </tr> <tr> <td>0-25</td> <td>0</td> </tr> </tbody> </table>	Points Possible	Points Earned	76-100	0	51-75	0	26-50	0	0-25	0
Points Possible	Points Earned											
76-100	0											
51-75	0											
26-50	0											
0-25	0											
Notes	Future served students in grades K-3 only in FY19. Growth data is not available until grade 4.											
Measure 3b Criterion-Referenced Growth ELA	Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade? 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.	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>76-100</td> <td>0</td> </tr> <tr> <td>51-75</td> <td>0</td> </tr> <tr> <td>26-50</td> <td>0</td> </tr> <tr> <td>0-25</td> <td>0</td> </tr> </tbody> </table>	Points Possible	Points Earned	76-100	0	51-75	0	26-50	0	0-25	0
Points Possible	Points Earned											
76-100	0											
51-75	0											
26-50	0											
0-25	0											
Notes	Future served students in grades K-3 only in FY19. Growth data is not available until grade 4.											

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>	No instances of non-compliance documented	Points Earned
			25
			15
			0
			25
Notes			
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>	No instances of non-compliance documented	Points Earned
			25
			15
			0
			25
Notes			

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	
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
			15	
			0	
Notes				25

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>	No instances of non-compliance documented	Points Earned
Notes			25
			15
			0
			25
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	Points Earned
Notes	No points are deducted for failure to comply with GASB 75.		25
			15
			0
			25
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>	85.43%	Points Earned
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. While the school's enrollment variance does not meet standard, it is common for schools in their first year of operations to experience high enrollment variance.		25
			15
			0
			0

INDICATOR 3: GOVERNANCE AND REPORTING			
Measure 3a	Is the school complying with governance requirements?	Result	Points Possible
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	Points Earned
			25
			15
			0
Notes			25
Measure 3b	Is the board fulfilling its oversight obligations?	Result	Points Possible
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	Points Earned
			25
			15
			0
Notes			25

<p>Measure 3c Reporting Requirements</p>	<p>Is the school complying with reporting requirements?</p> <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> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
Result	Points Possible	Points Earned															
No instances of non-compliance documented	25	25															
	15																
	0																
		25															
<p>Measure 3d Public Transparency</p>	<p>Is the school complying with public transparency requirements?</p> <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> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
Result	Points Possible	Points Earned															
No instances of non-compliance documented	25	25															
	15																
	0																
		25															
<p>Measure 3e Credentialing & Background Checks</p>	<p>Is the school meeting employee credentialing and background check requirements?</p> <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> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
Result	Points Possible	Points Earned															
No instances of non-compliance documented	25	25															
	15																
	0																
		25															

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
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
Notes				
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
Notes				

INDICATOR 5: ADDITIONAL OBLIGATIONS		Result	Points Possible	Points Earned
Measure 5a	Is the school complying with all other obligations?			
Additional Obligations	<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>	No instances of non-compliance documented	25	25
			15	
			0	
				25
Notes				

INDICATOR 1: NEAR-TERM			
Measure 1a Current Ratio	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.	Result 3.97	Points Possible 50 10 0 <hr/> 50
Notes			
Measure 1b Cash Ratio	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.	Result 2.68	Points Possible 50 10 0 <hr/> 50
Notes			
Measure 1c Unrestricted Days Cash	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.	Result 35 days	Points Possible 50 10 0 <hr/> 50
Notes	FY19 was Future Public School's first year of operation.		
Measure 1d Default	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.	Result No default noted	Points Possible 50 0 <hr/> 50
Notes			

INDICATOR 2: SUSTAINABILITY			Result	Points Possible	Points Earned
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.				
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	<p>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.</p>				
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>		0.25	50	50
				30	
				0	
					50
Notes	<p>Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.</p>				
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>		See note	50	50
				30	
				0	
					50
Notes	<p>FY19 was Future Public School's first year of operation. The first year Cash Flow is positive.</p>				
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>			50	
			0.47	0	0
					0
Notes	<p>Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.</p>				

PCSC Lottery Observation Summary

An observation of each school’s lottery process is required by [Section VI of PCSC policies](#), and will place once each performance certificate term.

Below you will find the summary of the PCSC lottery observation for your school. The purpose of this observation is to ensure compliance with Idaho’s equitable selection process outlined in [IDAPA 08.02.04.203](#). Please see the PCSC’s [Equitable Selection and Enrollment Process Guidance](#) document for more information. If you have any questions/comments/concerns regarding the summary below, please feel free to reach out to the PCSC staff. You may provide a response to this report within two weeks of receipt. Both the report and your response will be included in your school’s renewal portfolio.

Observation Date: 3/16/2021

Observation Location: us02web.zoom.us/j/87148964111?pw...

Observer: Melissa-Jo Rivera

School Personnel Present	Office (if applicable)
Amanda Cox	Executive Director, Principal
Lauren Tassos	Director of Operations
Alejandra Mejia	Office Manager
Heather Eflaw	Director of Teaching & Learning
Neutral Third-Party Conducting Draw	Title
Sende Martinez	4H Executive Director

Observation Category	Status	Date
Enrollment Deadline Notification	No Concern	3/16/2021
Enrollment Form	No Concern	3/16/2021
Lottery Process	No Concern	3/16/2021

Additional Notes (As Applicable)

Deadline Notification & Enrollment Application |

- School provided a press release or public service announcements to: KSAS-FM, KFXD-FM, Power 105, Kiss 103 beginning Feb.8, 2021. A mailer was also disseminated to those households residing in the Future primary attendance area. Approx. 20,000 households.
- Non-discrimination statement was provided on all enrollment notices (to include radio broadcast) as well as read aloud during the live lottery stream.

- It was unclear through research whether the enrollment deadline of 3/12/2021 was published to the public at least 3 months prior to its close. After speaking with Amanda, noticed was posted in October 2020 on their website. Guidance was provided that utilizing press release/public service announcements three months prior does meet criteria.

Equitable Selection |

- Review of compliance procedures with PCSC was conducted the day before the live lottery.
- Future principal introduced staff on site, neutral 3rd party representative (to conduct randomization and draw), and thoroughly reviewed the processes that would take place for live and behind the scene enrollment processes.
- Equitable selection statutes were referenced to the public to provide transparency that the school desired to remain compliant and fair during this process.
- Modification of student identifiable data allowed for compliance with data security policies and FERPA.
- Third party representative Sende Martinez conducted the randomized draw for grade level draw and first step student placement.
- Grade level open seats were communicated to the public during the live lottery portion.
- Families were made aware that if a seat was not granted, they would need to re-apply for a future school year spot. This would involve reentering the lottery.
- Amanda Cox did an exceptional job explaining the processes consistently and thoroughly (supported by statute/compliance requirements).
- Staff provided multiple opportunities for question/answers to the public.
- Staff provided feedback on media outlets utilized to disseminate enrollment deadline and application information.
- The public was made aware of the timeline that lottery selection lists would be provided publicly (available on website), including notification of acceptance steps & timeline requirements for families.
- Overall, Future conducted their lottery (before/during) in compliance with the requirements set forth for equitable selection. Transparency of their process was evident in their application process, public communication, and live lottery.

Reminders | *Reminders are provided below for your specific school to support and ensure compliance on future lottery processes. Please ensure these reminders are implemented during your next enrollment season.*

-

School: Future Public School

PCSC Board Meeting Observation Summary

Observation Date: 3/30/2021

Observer: Melissa-Jo Rivera

Future Public School 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 two weeks from the date of receipt of this summary to provide any follow-up as needed.

Director's Name	Office (if applicable)	Present/Remote/Absent
Matthew Kuzio	Chair	Remote
Julie Fogerson	Vice-Chair	*unable to verify
Lauren Tassos	Director of Operations	Remote
Dynisha Smith	Board Member	Remote
Levi Mogg	Board Member	Remote
Suzanne Metzgar	Board Member	Remote
Phillip Thompson	Board Member	Remote
Will Pigott	Board Member	Remote
Julie Oliver	Board Member	Remote
School Leadership	Title	Present/Remote/Absent
Amanda Cox	Administrator	Remote
Marc Carignan	Business Manager	*unable to verify

Future Public School Observation Summary

Observation Category	Status	Date
Open Meeting Law	No Concern	3/30/2021
Public Participation	No Concern	3/30/2021
Operational Efficacy	No Concern	3/30/2021
Academic Achievement	No Concern	3/30/2021
Financial Health	No Concern	3/30/2021

- Board members ensured enough members were present to determine a quorum.
- Board chair requested a motion to a direct board member; I would recommend allowing for a board member to volunteer to raise the motion rather than the board chair directing a member. This will encourage transparency and fair practices of the board. Feel free to review "Roberts Rules of Order" for more guidance.

- Board member candidates were introduced; however, the role in which they were seeking candidacy was unclear. Could you please provide the positions that they were interested in?
- FPS Administrator provided support guidance to the board regarding that statements in chat should be shared audibly and for public record. This practice is indicative of transparency from the board to the public.
- FPS Administrator shared updates on general operations, academic calendar, and kinder cohort. Updates were also provided regarding the recent lottery, wait list standings, lottery observation report and future needs.
- The board reviewed administrator updates in depth and with respectful consideration of perspectives and positions.
- Academic report was provided with details regarding future testing (IRI, NWEA Map, ELL & ISAT).
- Academic mid-year comparison from previous and current years was provided and discussed.
- Financial review of grants to include a modification of the Charter School Growth Fund (action) by administrator; as well as financial review and update by Lauren Tassos.
- Board nominations were presented by a board member for Basil Beaty & Tracey Sedano. It was unclear which positions these two individuals would fill on the board. The board appeared to rush the vote due to meeting time constraints. I would encourage the board to take time reviewing candidates publicly to identify any questions and/or concerns from current board members prior to the vote.
- Board nominations for Mr. Beaty & Ms. Sedano were made individually with a motion/second and roll call vote.
- As a reminder, rule requires that the school provide to the IPCSC the full names, addresses (including email addresses), phone numbers, and resumes of each board director within five (5) business days of any changes, including the board director's term start date. This will need to take place for your (2) new members, and the (2) potential candidates at the time of their approval.
- Some board members were unable to complete the entire meeting. I would recommend that caution is taken to ensure that a quorum remains before their arrival and after their exit. There were no issues in the 3/30/2021 meeting however, it could result in issues during future meetings.
- FPS chair advised board members to review evaluation survey for the administrator; to conduct her evaluation soon.
- Overall, Future Public School conducted their meeting professionally and without concern.

Additional Notes (As Applicable)

Key Design Elements (Observation)

AUTHORITY: IPCSC Policy: Section VII Public Charter School Oversight

If a public charter school is accredited by a State Board of Education approved accrediting agency, the IPCSC shall accept accreditation reports in lieu of conducting a site visit for the purpose of establishing whether the school is effectively implementing its Key Design Elements as stated in its Performance Certificate. If a public charter school is not accredited by a State Board of Education approved accrediting agency, the IPCSC will conduct a site visit once during the public charter school’s Performance Certificate term for the purpose of evaluating whether the school is effectively implementing its Key Design Elements as stated in its Performance Certificate. The public charter school will receive written notice of a site visit for this purpose at least thirty (30) days prior to the visit, and whenever possible, the site visit will be scheduled at a time convenient for the public charter school.

Observation Date: February 5, 2022

Observer: Melissa-Jo Rivera, Jared Dawson, Erik Olson

School Board Director’s Name	Office (if applicable)
Greg Richmond	Chairman
Matthew Kuzio	Director
Julie Oliver	Director
Will Pigott	Director
Tracy Sedano	Director
Colleen Mackay	Director
Darnisha Orcutt	Director
Whitley Hawk	Director
School Leadership	Title
Amanda Cox	School Administrator

Observation Category	Status
Key Design Elements Implementation	No Concern

<p>School’s Key Design Elements:</p> <ul style="list-style-type: none"> • Future Public School students, staff and leadership evidenced STEM implementation through curriculum, foundational skill sets and provide opportunities to increase technological fluency. • The school provided safe spaces for students to receive individualized support, to include specialized desk and seating to accommodate sensory challenges students may experience through learning. • Future Public School evidenced the schools’ efforts to reinforce community through the strengthening of relationships and purpose. Students onsite presented Quest projects that showcased the student’s ability to identify a problem in the community, make strategic efforts towards resolve and bridge the gap of individualism and community creating a complimentary relationship. • The school has paused its efforts to reach higher grade levels to ensure that elementary grade level students are getting the best support towards preparedness into higher education.

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

In the Matter of the Charter Renewal for:

GEM PREP MERIDIAN.

Case No. 22-52503

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

Pursuant to Idaho Code section 33-5209B, the Director of the Idaho Public Charter School Commission ("Commission") recommends that the charter for Gem Prep Meridian ("GPM") be renewed for a five-year term with no conditions.

After its review of the Director's recommendation, if GPM agrees to accept the Director's recommendation as presented below, an authorized representative of GPM must complete the Consent Agreement, attached to this Notice as Attachment A, and return it to the Director **by no later than December 15, 2022** to the following address:

Jenn Thompson, Director
Idaho Public Charter School Commission
514 W. Jefferson St., Ste. 303
Boise, Idaho 83720
jenn.thompson@osbe.idaho.gov

Dated this 15th day of November, 2022.

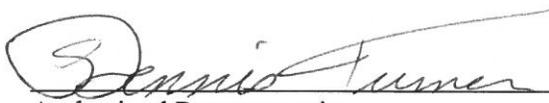
Jenn Thompson Digitally signed by Jenn Thompson
Date: 2022.11.08 12:49:47 -07'00'

Jenn Thompson
Director
Idaho Public Charter School Commission

CONSENT AGREEMENT ACCEPTING DIRECTOR'S RECOMMENDATION FOR RENEWAL OF CHARTER WITHOUT CONDITIONS

This Consent Agreement ("Agreement") is hereby entered into between the Director of the Idaho Public Charter School Commission ("Director") and Gem Prep Meridian ("GPM"). GPM understands, acknowledges, and agrees to the following:

1. On behalf of GPM, the undersigned authorized representative acknowledges the receipt of the Notice and Acknowledgment of Commission Director's Recommendation for Renewal of Charter, dated November 15, 2022 ("Notice").
2. GPM understands and acknowledges the recommendation of the Director, and agrees to accept the recommendation for renewal of its charter with no conditions as proposed in the Notice.
3. GPM understands and acknowledges that the Director's recommendation will be presented to the Idaho Public Charter School Commission ("Commission"). GPM 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. GPM understands and acknowledges that if the Commission approves the renewal of GPM's charter, the Commission and GPM shall negotiate the terms of and execute a new performance certificate, as defined in Idaho Code section 33-5202A(6). Such performance certificate must be approved by the Commission in an open meeting prior to June 30, 2023.
5. On behalf of GPM, the undersigned authorized representative understands and acknowledges that by accepting the Director's recommendation as proposed in the Notice and entering into this Agreement, GPM 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.



 Authorized Representative
 Board Chair/President
 Gem Prep Meridian

12-7-22

 Date

Jenn Thompson Digitally signed by Jenn Thompson
 Date: 2022.11.08 12:50:12 -07'00'

 Jenn Thompson
 Director
 Idaho Public Charter School Commission

11/15/22

 Date

GEM PREP: MERIDIAN, LLC

Deary, Idaho

Audited Financial Statements
For the Years Ended
June 30, 2022 and 2021

GEM PREP: MERIDIAN, LLC
Deary, Idaho

TABLE OF CONTENTS

	<u>PAGE</u>
Independent Auditor’s Report	1-3
 FINANCIAL STATEMENTS	
Statements of Financial Position	4
Statements of Activities.....	5-6
Statements of Cash Flows.....	7
Statements of Functional Expense	8-9
Notes to the Financial Statements	10-18
 SUPPLEMENTARY INFORMATION	
Schedule I – Statement of Net Position.....	19
Schedule II – Statement of Activities	20
Schedule III – Balance Sheet	21
Schedule IV – Reconciliation of Total Governmental Fund Balances to Net Position of Governmental Activities.....	22
Schedule V – Statement of Revenues, Expenditures and Changes in Fund Balances	23
Schedule VI – Reconciliation of the Statement of Revenues, Expenditures, and Changes in Fund Balances of Governmental Funds to the Statement of Activities	24
 GENERAL FUND	
Schedule VII – Statement of Revenues, Expenditures and Changes in Fund Balance – Budget and Actual	25
Schedule VIII – Statement of Expenditures by Function – Budget and Actual.....	26-28

PAGE

NONMAJOR FUNDS

Schedule IX – Combining Balance Sheet..... 29-30

Schedule X – Combining Statement of Revenues, Expenditures
and Changes in Fund Balances..... 31-32

Schedule XI – Combining Statement of Revenues and Expenditures -
Budget and Actual..... 33

SINGLE AUDIT SECTION

Schedule of Expenditures of Federal Awards 34

Notes to Schedule of Expenditures of Federal Awards 35

**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*..... 36-37**

**Independent Auditor’s Report on Compliance for Each Major Program
And on Internal Control Over Compliance Required by
The Uniform Guidance 38-40**

Schedule of Findings and Questioned Costs..... 41-42



INDEPENDENT AUDITOR'S REPORT

To the Board of Directors
Gem Prep: Meridian, LLC
Deary, Idaho 83823

Report on the Audit of the Financial Statements

Opinion

We have audited the accompanying financial statements of Gem Prep: Meridian, LLC (a nonprofit organization), which comprise the statements of financial position as of June 30, 2022 and 2021, and the related statements of activities, functional expenses, and cash flows for the years then ended, and the related notes to the financial statements.

In our opinion, the financial statements present fairly, in all material respects, the financial position of Gem Prep: Meridian, LLC as of June 30, 2022 and 2021, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

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. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of Gem Prep: Meridian, LLC and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for 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.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about Gem Prep: Meridian, LLC's ability to continue as a going concern within one year after the date that the financial statements are available to be issued.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit 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 Gem Prep: Meridian, LLC's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about Gem Prep: Meridian, LLC's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying Schedules I through XI and schedule of expenditures of federal awards, as required by Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the Schedules I through XI and the schedule of expenditures of federal awards is fairly stated, in all material respects, in relation to the financial statements as a whole.

Emphasis of Matter on Supplementary Information

We draw your attention to Note 2 which requires Gem Prep: Meridian, LLC to submit to the Idaho State Department of Education financial statements in accordance with accounting principles generally accepted in the United States of America for governmental entities. Schedules I through XI have been presented for this purpose. Our opinion is not modified with respect to this matter.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 10, 2022 on our consideration of Gem Prep: Meridian, LLC's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and 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 Gem Prep: Meridian, LLC'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 Gem Prep: Meridian, LLC's internal control over financial reporting and compliance.

Hayden Ross, PLLC

Moscow, Idaho
October 10, 2022

FINANCIAL STATEMENTS

GEM PREP: MERIDIAN, LLC
Deary, Idaho

STATEMENTS OF FINANCIAL POSITION
June 30, 2022 and 2021

	2022	2021
ASSETS		
Current assets:		
Cash	227,280	253,672
Investments	3,143,609	1,506,127
Other receivables:		
Federal	128,415	389,366
State	34,139	127,853
Local	2,155	186
Less: restricted assets	(524,909)	(20,417)
Total current assets	3,010,689	2,256,787
Property and equipment:		
Land	700,000	-
Depreciable property and equipment	8,578,750	137,901
Less accumulated depreciation	(122,823)	(21,997)
Net property and equipment	9,155,927	115,904
Other asset:		
Lease deposit	-	30,000
Restricted assets	524,909	20,417
Total other assets	524,909	50,417
Total assets	\$ 12,691,525	\$ 2,423,108
LIABILITIES AND NET ASSETS		
Current liabilities:		
Accounts payable	91,035	98,594
Accrued payroll and benefits	129,841	91,679
Accrued interest	95,354	-
Current portion of bond payable	75,000	-
Total current liabilities	391,230	190,273
Noncurrent liabilities:		
Noncurrent portion of bond payable	9,240,000	-
Add: unamortized premium on bonds payable	704,921	-
Less: unamortized debt issuance costs	(376,957)	-
Total noncurrent liabilities	9,567,964	-
Total liabilities	9,959,194	190,273
Net assets:		
With donor restrictions	524,909	20,417
Without donor restrictions		
Invested in property and equipment, net of related debt	(454,328)	115,904
Unspecified	2,661,750	2,096,514
Total net assets	2,732,331	2,232,835
Total liabilities and net assets	\$ 12,691,525	\$ 2,423,108

GEM PREP: MERIDIAN, LLC
Deary, Idaho

STATEMENT OF ACTIVITIES
For the Year Ended June 30, 2022

	Without Donor Restrictions	With Donor Restrictions	Total
REVENUE, GRANTS AND OTHER SUPPORT			
Federal support	32,433	932,277	964,710
State support	3,404,163	75,757	3,479,920
Local support	85,406	36,247	121,653
Interest	4,831	2,352	7,183
Total revenue, grants and other support	<u>3,526,833</u>	<u>1,046,633</u>	<u>4,573,466</u>
NET ASSETS RELEASED FROM RESTRICTIONS			
Restrictions satisfied by payments	542,141	(542,141)	-
Total net assets released from restrictions	<u>542,141</u>	<u>(542,141)</u>	<u>-</u>
EXPENSE			
Program (instructional)	2,229,222	-	2,229,222
Administrative (support)	1,467,373	-	1,467,373
Non-instruction	183,554	-	183,554
Interest	92,995	-	92,995
Depreciation	100,826	-	100,826
Total expense	<u>4,073,970</u>	<u>-</u>	<u>4,073,970</u>
Change in net assets	(4,996)	504,492	499,496
Net assets - beginning of year	<u>2,212,418</u>	<u>20,417</u>	<u>2,232,835</u>
Net assets - end of year	<u>\$ 2,207,422</u>	<u>\$ 524,909</u>	<u>\$ 2,732,331</u>

GEM PREP: MERIDIAN, LLC
Deary, Idaho

STATEMENT OF ACTIVITIES
For the Year Ended June 30, 2021

	Without Donor Restrictions	With Donor Restrictions	Total
REVENUE, GRANTS AND OTHER SUPPORT			
Federal support	19,865	1,324,103	1,343,968
State support	2,978,954	101,197	3,080,151
Local support	159,538	12,283	171,821
Interest	5,005	59	5,064
Gain on extinguishment of debt (PPP loan)	206,200	-	206,200
Total revenue, grants and other support	<u>3,369,562</u>	<u>1,437,642</u>	<u>4,807,204</u>
NET ASSETS RELEASED FROM RESTRICTIONS			
Restrictions satisfied by payments	1,434,612	(1,434,612)	-
Total net assets released from restrictions	<u>1,434,612</u>	<u>(1,434,612)</u>	<u>-</u>
EXPENSE			
Program (instructional)	2,037,089	-	2,037,089
Administrative (support)	1,511,030	-	1,511,030
Non-instruction	84,106	-	84,106
Loss on disposal	2,842	-	2,842
Depreciation	19,743	-	19,743
Total expense	<u>3,654,810</u>	<u>-</u>	<u>3,654,810</u>
Change in net assets	1,149,364	3,030	1,152,394
Net assets - beginning of year	<u>1,063,054</u>	<u>17,387</u>	<u>1,080,441</u>
Net assets - end of year	<u>\$ 2,212,418</u>	<u>\$ 20,417</u>	<u>\$ 2,232,835</u>

GEM PREP: MERIDIAN, LLC

Deary, Idaho

STATEMENTS OF CASH FLOWS
For the Years Ended June 30, 2022 and 2021

	<u>2022</u>	<u>2021</u>
CASH FLOWS FROM OPERATING ACTIVITIES		
Cash received from federal support	1,225,661	1,180,836
Cash received from state support	3,573,634	3,047,400
Cash received from local support	119,684	268,307
Cash received from interest	7,183	5,064
Cash paid to suppliers and employees	<u>(3,819,546)</u>	<u>(3,586,227)</u>
Net cash provided by (used in) operating activities	<u>1,106,616</u>	<u>915,380</u>
CASH FLOWS FROM INVESTING ACTIVITIES		
Cash paid for property and equipment	<u>(9,140,849)</u>	<u>(18,984)</u>
CASH FLOWS FROM FINANCING ACTIVITIES		
Cash paid for debt issuance costs	(379,669)	-
Proceeds from debt issuance	<u>10,024,992</u>	-
Net cash flows from financing activities	<u>9,645,323</u>	-
Net increase in cash and cash equivalents	1,611,090	896,396
Cash and cash equivalents - beginning of year	<u>1,759,799</u>	<u>863,403</u>
Cash and cash equivalents - end of year	<u>\$ 3,370,889</u>	<u>\$ 1,759,799</u>
Reconciliation of changes in net assets to net cash provided by (used in) operating activities:		
Change in net assets	499,496	1,152,394
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation	100,826	19,743
Amortization of debt related costs reported as interest expense	(2,359)	-
Interest on long-term debt	95,354	-
Gain on extinguishment of debt (PPP loan)	-	(206,200)
Loss on disposals of property and equipment	-	2,842
(Increase) decrease in operating assets:		
Federal support receivable	260,951	(163,132)
State support receivable	93,714	(32,751)
Local support receivable	(1,969)	96,486
Prepaid expenses	-	13
Lease deposit	30,000	(15,000)
Increase (decrease) in operating liabilities:		
Accounts payable	(7,559)	54,446
Accrued payroll and benefits	<u>38,162</u>	<u>6,539</u>
Net cash provided by (used in) operating activities	<u>\$ 1,106,616</u>	<u>\$ 915,380</u>

GEM PREP: MERIDIAN, LLC
Deary, Idaho

STATEMENT OF FUNCTIONAL EXPENSE
For the Year Ended June 30, 2022

	<u>Program (Instructional)</u>	<u>Administrative (Support)</u>	<u>Non-instruction</u>	<u>Other</u>	<u>Total</u>
Salaries	1,358,869	276,024	10,858	-	1,645,751
Benefits	347,607	62,409	960	-	410,976
Purchased services	273,926	1,066,860	22,139	-	1,362,925
Supplies-materials	248,820	50,281	149,597	-	448,698
Insurance - judgment	-	11,799	-	-	11,799
Interest	-	-	-	92,995	92,995
Depreciation	-	-	-	100,826	100,826
Total expense	<u>\$ 2,229,222</u>	<u>\$ 1,467,373</u>	<u>\$ 183,554</u>	<u>\$ 193,821</u>	<u>\$ 4,073,970</u>

GEM PREP: MERIDIAN, LLC
Deary, Idaho

STATEMENT OF FUNCTIONAL EXPENSE
For the Year Ended June 30, 2021

	<u>Program (Instructional)</u>	<u>Administrative (Support)</u>	<u>Non-instruction</u>	<u>Other</u>	<u>Total</u>
Salaries	1,061,054	253,192	8,059	-	1,322,305
Benefits	272,582	77,642	723	-	350,947
Purchased services	248,221	1,094,298	18,426	-	1,360,945
Supplies-materials	455,232	75,073	56,898	-	587,203
Insurance - judgment	-	10,825	-	-	10,825
Loss on disposal	-	-	-	2,842	2,842
Depreciation	-	-	-	19,743	19,743
Total expense	<u>\$ 2,037,089</u>	<u>\$ 1,511,030</u>	<u>\$ 84,106</u>	<u>\$ 22,585</u>	<u>\$ 3,654,810</u>

GEM PREP: MERIDIAN, LLC
Deary, Idaho

NOTES TO THE FINANCIAL STATEMENTS
June 30, 2022 and 2021

NOTE 1 Organization

Gem Prep: Meridian, LLC is a non-profit state-funded public charter school. The School serves school aged children (K-11) in the State of Idaho and plans to incrementally expand to include secondary aged children (K-12). Gem Prep: Meridian, LLC is a state recognized charter school and began instruction in August 2018. The mission of Gem Prep: Meridian, LLC is to prepare students for success in college and professional technical careers by providing a high quality, personalized, relevant, and rigorous education through exceptional teaching, innovative uses of technology and partnerships with families.

NOTE 2 Summary of Significant Account Policies

Basis of Accounting - Gem Prep: Meridian, LLC uses the accrual basis of accounting. Revenues are recognized as it is earned, and expenses are recognized when incurred.

Investments - The School has an account with the Local Government Investment Pool sponsored by the Idaho Legislature. The School carries the balance at fair market value, which also represents cost. The investment account is subject to market risk and is uninsured. At June 30, 2022 and 2021, the balance were \$2,560,982 and \$1,506,127, respectively. The School has accounts with Zions Bank. The School carries the balance at fair mark value, which also represents cost. The investment account is subject to market risk and is uninsured. At June 30, 2022 and 2021, the balance was \$582,627 and \$0, respectively.

Accounts Receivable - No allowance for doubtful accounts was calculated by Gem Prep: Meridian, LLC since all receivables were deemed to be collectible.

Property and Equipment - The original cost of property and equipment is depreciated over the estimated useful lives of the assets. Depreciation is computed on the straight-line method for financial reporting purposes. The capitalization policy for Gem Prep: Meridian, LLC is all assets that exceed \$5,000 in amount and have more than one year of useful life. The useful lives of property and equipment for purposes of computing depreciation are 5 to 7 years for office furniture and technology equipment 15 to 20 years for the site/building improvements and 39 years for buildings. Depreciation expense for the years ended June 30, 2022 and 2021, were \$100,826 and \$19,743, respectively.

Statement of Cash Flows - For purposes of the Statement of Cash Flows, Gem Prep: Meridian, LLC considers all highly liquid debt instruments with a maturity of three months or less to be cash equivalents.

Restricted Support - Gem Prep: Meridian, LLC reports gifts of cash and other assets as restricted support if they are received with donor stipulations that limit the use of the donated

NOTE 2 Summary of Significant Account Policies (Continued)

assets. When a donor restriction expires, either when a stipulated time restriction ends or a purpose restriction is accomplished, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statement of activities as net assets released from restrictions. Gem Prep: Meridian, LLC reports gifts of land, buildings and equipment as unrestricted support unless explicit donor stipulations specify how the donated assets must be used. For the years ended June 30, 2022 and 2021, Gem Prep: Meridian, LLC had no donated assets.

Net assets - Net assets are classified based on the existence or absence of donor-imposed restrictions. Accordingly, the net assets of the School and changes therein are classified as follows:

Net assets without donor restrictions: Net assets that are not subject to donor-imposed restrictions and may be expended for any purpose in performing the primary objectives of the School. The School's board may designate assets without restrictions for specific operational purposes from time to time.

Net assets with donor restrictions: Net assets subject to stipulations imposed by donors and grantors. Some donor restrictions are temporary in nature and those restrictions will be met by actions of School or by the passage of time. Other donor restrictions are perpetual in nature, whereby the donor has stipulated the funds be maintained in perpetuity.

Revenue Recognition - The School has implemented ASU 2014-09 Revenue from Contracts with Customers and has applied the five-step process to their contract revenue. The School's primary source of contract revenue is from sales of food items. This contract has been evaluated and the School has concluded a single performance obligation exists and records the revenue at the point in time possession of the food item is taken by the customer. The transaction price for these transactions is based on the agreed upon value of the goods provided or services are rendered and allocated to the single performance obligation. Payment for the contract is due at the time of purchase and no credit terms are available.

Use of Estimates - The process of preparing financial statements in conformity with accounting principles generally accepted in the United States of America requires the use of estimates and assumptions regarding certain types of assets, liabilities, revenues and expenses, and actual results may differ from estimated amounts.

Income Tax Status - Gem Prep: Meridian, LLC is exempt from income tax as a publicly supported organization under section 501(c)(3) of the Internal Revenue Code and therefore has made no provision for federal income taxes in the accompanying financial statements. There was no unrelated business income for 2022, 2021, and 2020. Gem Prep: Meridian, LLC's Forms 990, *Return of Organization Exempt from Income Tax*, for the years ended 2022, 2021, and 2020 are subject to examination by the IRS, generally for three years after the returns are filed.

NOTE 2 Summary of Significant Account Policies (Continued)

Cost Allocation - The financial statements report certain categories of expenses that are attributable to more than one program or supporting function. The School does not have any indirect expenses that would need to be allocated as of June 30, 2022 and 2021. Therefore, there is no cost allocation required.

Debt Issuance Costs - The School capitalizes the cost of loan origination fees which are amortized over the term of the loan. In accordance with ASU 2015-03 the amortization of debt issuance costs are reported as interest expense. Amounts included in interest expense for the year ended June 30, 2022 and 2021 was \$2,712 and \$0, respectively.

Premium on Bonds Payable - The School capitalizes the premium on bonds payable which are amortized over the term of the loan. The amortization of the bond premium is reported as interest expense. Amounts included in interest expense for the year ended June 30, 2022 and 2021 was \$(5,071) and \$0, respectively.

Reports Required by the State - Idaho Department of Education requires the School to submit financial information in accordance with accounting principles generally accepted in the United States of America for governmental entities. This information is included as supplemental information to the basic financial statements. The General Fund accounts for activities for general operations and the other funds presented are used to account for activities related to restricted funds and grants the School received.

Accumulated Unpaid Vacation and Sick Pay - Gem Prep: Meridian, LLC employees are granted vacation and sick leave in varying amounts. In the event an employee voluntarily or involuntarily leaves Gem Prep: Meridian, LLC, employees are compensated for any unused vacation time up to 120 hours. Employees are not paid for sick leave upon termination. As of June 30, 2022 and 2021, there was no accrued vacation.

Subsequent Events - Subsequent events have been evaluated through the date of the auditor's report. This is the date the financial statements were available to be issued. The School has determined that no material subsequent events have occurred.

NOTE 3 Net Assets with Donor Restrictions

Net assets with donor restrictions are restricted for the following purposes:

	<u>2022</u>	<u>2021</u>
Subject to expenditure for specified purpose:		
Medicaid related expenditures	7,278	17,565
Bond related activities	514,629	-
Student Activity related expenditures	<u>3,002</u>	<u>2,852</u>
Total net assets with donor restrictions	<u>\$524,909</u>	<u>\$20,417</u>

NOTE 4 Liquidity and Availability of Financial Assets

The following reflects the School's financial assets as of the balance sheet date, reduced by amounts not available for general use because of contractual or donor-imposed restrictions within one year of the balance sheet date.

	<u>2022</u>	<u>2021</u>
Financial assets, at year end		
Cash and cash equivalents	3,370,889	1,759,799
Federal receivables	128,415	389,366
State receivables	34,139	127,853
Local receivables	<u>2,155</u>	<u>186</u>
Total financial assets at year end	<u>3,535,598</u>	<u>2,277,204</u>
Less those unavailable for general expenditures within one year, due to:		
Restricted by donor with time or purpose restrictions	<u>(524,909)</u>	<u>(20,417)</u>
Financial assets available to meet cash needs for general expenditures within one year	<u>\$3,010,689</u>	<u>\$2,256,787</u>

As part of the School's liquidity management, it has a policy to structure its financial assets to be available as its general expenditures, liabilities, and other obligations come due.

NOTE 5 Major Funding Source

Gem Prep: Meridian, LLC received a majority of its revenue from the following sources:

	<u>2022</u>	<u>% of Total Revenue</u>
Idaho Department of Education	\$3,479,920	76.09%
	<u>2021</u>	<u>% of Total Revenue</u>
Idaho Department of Education	\$3,080,151	64.07%
Charter Schools Program	\$550,210	11.44%

NOTE 6 Bonds Payable

Bonds payable for the School as of June 30, 2022 and 2021 consisted of the following:

	<u>2022</u>	<u>2021</u>
2022A Nonprofit Facilities Revenue Bond. Yearly payments with an interest rate of 3% to 4% and matures in fiscal year 2057.	9,100,000	-
2022B Nonprofit Facilities Revenue Bond. Yearly payments with an interest rate of 1.5% to 2.0% and matures in fiscal year 2024.	<u>215,000</u>	<u>-</u>
Total Bonds Payable	9,315,000	-
Less Current Portion	<u>(75,000)</u>	<u>-</u>
Noncurrent Bonds Payable	<u>\$9,240,000</u>	<u>-</u>

NOTE 6 Bonds Payable (Continued)

Maturities of principal amounts of bonds payable at June 30, 2022 are as follows:

<u>Fiscal Year Ended June 30</u>	
2023	75,000
2024	140,000
2025	145,000
2026	145,000
2027	150,000
2028-2032	825,000
2033-2037	995,000
2038-2042	1,225,000
2043-2047	1,500,000
2048-2052	1,850,000
2053-2057	<u>2,265,000</u>
Total	<u>\$9,315,000</u>

The following items are required to be maintained by the School related to the bonds:

Debt Service Reserve Fund. The School is required to maintain a balance on deposit to be used to pay principal and interest on the bonds in the event there are insufficient funds to make the annual debt service payments. The balance of the Debt Service Reserve Fund was \$511,890 as of June 30, 2022.

Repair and Replacement Fund Deposits. The School is required to make annual contributions to the repair and replacement fund sufficient to meet the amount required by Idaho Code, Section 33-1019. For FY2022, there was no requirement under the statute, therefore, this requirement was not applicable to the School in FY2022.

Operating Reserve Balance and Covenant as to Cash on Hand. Beginning in FY2022, the School is required to maintain unrestricted cash on hand in its operating fund equal to, or greater than, 45 days of operating expenses as of June 30th. The School was in compliance with this covenant as of June 30, 2022.

Minimum Debt Service Coverage Ratio. Beginning in FY2023, as long as there are bonds outstanding, the School is required to maintain a minimum coverage ratio of either 1.0 or 1.1, depending on the balance of unrestricted cash on hand, as of June 30th. This covenant was not applicable to the School in FY2022.

NOTE 7 Employee's Retirement System

Public Employee Retirement System of Idaho (PERSI), the PERSI Base Plan, a cost sharing multiple-employer public retirement system, was created by the Idaho State Legislature. It is a defined benefit plan requiring that both the member and the employer contribute. The plan provides benefits based on members' years of service, age, and compensation. In addition, benefits are provided for disability, death, and survivors of eligible members or beneficiaries.

NOTE 7 Employee's Retirement System (Continued)

The authority to establish and amend benefit provisions is established in Idaho Code. Designed as a mandatory system for eligible state and school district employees, the legislation provided for political subdivisions to participate by contractual agreement with PERSI. After 5 years of credited service, members become fully vested in retirement benefits earned to date. Members are eligible for retirement benefits upon attainment of the ages specified for their employment classification. For each month of credited service, the annual service retirement allowance is 2.0% of the average monthly salary for the highest consecutive 42 months.

The actuarially determined contribution requirements of the School and its employees are established and may be amended by the PERSI Board of Trustees. For the year ended June 30, 2022, the required contribution rate as a percentage of covered payroll for members was 7.16% for general members. The employer rate as a percentage of covered payroll is 11.94% for general members. The School's contributions required and paid for the years ended June 30, 2022 and 2021 were \$188,609 and \$156,028, respectively.

PERSI is subject to pronouncement issued by the Governmental Accounting Standards Board (GASB) and was required to implement GASB 67, *Financial Reporting for Pension Plan-an amendment of GASB Statement No. 25*, effective as of June 30, 2014. The statement established standards and specified the required approach for measuring the pension (asset) liability of contributing entities for benefits provided through the pension plan (the net pension (asset) liability). As of June 30, 2021, the most recent available audited financial statement of PERSI at the time of issuance, the Plan was reported to be 100.36% funded. The School's proportion of the net pension (asset) 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, 2021 the School's proportion was 0.03483199% and the net pension (asset) liability was \$(27,510).

PERSI issues publicly available stand-alone financial reports that include audited financial statements and required supplementary information. These reports may be obtained from PERSI's website www.persi.idaho.gov.

NOTE 8 Other Post-Employment Benefit Plan – Sick Leave Plan

The School contributes to the Sick Leave Insurance Reserve Fund (Sick Leave Plan) which is a cost-sharing multiple-employer defined benefit OPEB plan that covers members receiving retirement benefits that are administered by PERSI 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.

Group retiree health, dental, accident, and life insurance premiums may qualify as a benefit. Retirees who have a sick leave account can use their balance as a credit towards these premiums paid directly to the applicable insurance company.

NOTE 8 Other Post-Employment Benefit Plan – Sick Leave Plan (Continued)

The contribution rate for employees are set by statute at .065% of covered compensation for state members. Covered school members contribution rates are set by statute based on the number of sick days offered by the employer. The contribution rate of 1.16% for school members with nine or ten sick days, 1.26% for school members with 11-14 sick days. If a school member has more than 14 days of sick leave, then the contribution rate will be set by the PERSI Retirement Board based on current cost and actuarial data and reviewed annually. Beginning January 1, 2020, PERSI approved an 18-month rate holiday. During the rate holiday, all sick leave contribution rates are 0%. The holiday was extended to June 30, 2026, therefore the District's contributions required and paid were \$0 for the year ended June 30, 2022.

PERSI is subject to pronouncement issued by the Governmental Accounting Standards Board (GASB) and was required to implement GASB 74, *Financial Reporting for postemployment Benefit Plans Other Than Pension Plans*, effective as of June 30, 2017. The statement established standards and specified the required approach for measuring the OPEB asset of contributing entities for benefits provided through the OPEB plan (the net OPEB asset). As of June 30, 2021, the most recent available audited financial statement of PERSI at the time of issuance, the Plan was reported to be 152.61% funded. The School's proportion of the net OPEB asset was based on the School's share of contributions in the Base Plan OPEB plan relative to the total contributions of all participating PERSI Base Plan employers. At June 30, 2021, the School's proportion was 0.0721924%, and the estimated OPEB sick leave asset was \$104,838.

PERSI issues a publicly available financial report that includes financial statements and the required supplementary information for the Sick Leave Plan. The reports may be obtained from PERSI's website www.persi.idaho.gov.

NOTE 9 Leases

The School leased a building in Meridian, Idaho for office facilities. The lease commenced on November 1, 2017 and expired in February 2022. Total lease payments for the years ended June 30, 2022 and 2021 were \$460,048 and \$532,449, respectively.

NOTE 10 Contingent Liabilities

Amounts received or receivable from grantor agencies are subject to audit and adjustment by grantor agencies, principally the federal and state governments. 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 government expects such amounts, if any, to be immaterial.

NOTE 11 Risk Management

Gem Prep: Meridian, LLC is exposed to various risks of loss related to torts; theft of, damage to and destruction of assets; errors and omissions and natural disasters for which the School carries commercial insurance. There have been no significant reductions in coverage from the prior year and settlements have not exceeded coverage in the past year.

NOTE 12 Concentration of Credit Risk

The School maintains bank accounts at one financial institution. Accounts at an institution are insured by the Federal Deposit Insurance Corporation (FDIC) up to \$250,000. Cash at this institution exceeded federally insured limits at various times throughout the year.

NOTE 13 Related Parties

Gem Innovations of Idaho, Inc. is the sole member of Gem Prep: Meridian, LLC, Gem Prep: Online, LLC, Gem Prep: Pocatello, LLC, Gem Prep: Nampa, LLC, Gem Prep: Meridian North, LLC, Gem Prep: Meridian South, LLC, and Gem Prep: Twin Falls, LLC and is responsible for the management of the schools. Gem Innovation Schools of Idaho, Inc. serves as the board for all Gem Prep schools. Gem Innovation Schools Foundation's board is a separate board but the same individuals serve on both the Gem Innovations of Idaho, Inc. Board, and the Gem Innovation Schools Foundation, LLC Board.

Transactions between Gem Prep: Meridian, LLC and the other related parties for the year ended June 30, 2022 are as follows:

Organization	Description of Transaction	Payment Received	Payment Made
Gem Prep: Online, LLC	Administrative services	N/A	\$144,976
Gem Prep: Online, LLC	Leased office space	\$60,000	N/A
Gem Prep: Online, LLC	Various shared activities	\$5,023	\$1,422
Gem Prep: Pocatello, LLC	Various shared activities	N/A	\$13
Gem Prep: Nampa, LLC	Various shared activities	\$16,510	\$47,986
Gem Prep: Meridian North, LLC	Various shared activities	\$2,788	N/A

Transactions between Gem Prep: Meridian, LLC and the other related parties for the year ended June 30, 2021 are as follows:

Organization	Description of Transaction	Payment Received	Payment Made
Gem Prep: Online, LLC	Administrative services	N/A	\$124,110
Gem Prep: Online, LLC	Leased office space	\$60,000	N/A
Gem Prep: Online, LLC	Various shared activities	\$4,054	\$3,430
Gem Prep: Pocatello, LLC	Various shared activities	\$997	N/A
Gem Prep: Nampa, LLC	Various shared activities	\$440	\$417
Gem Prep: Meridian North, LLC	Grant transfer	N/A	\$20,000
Gem Prep: Meridian North, LLC	Various shared activities	\$440	N/A
Gem Innovations Schools Foundation, LLC	Phase II loan servicing	N/A	\$38,055
Gem Innovations Schools Foundation, LLC	Various shared activities	\$2,630	N/A

NOTE 14 Paycheck Protection Program (PPP) Loan

On April 19, 2020, the School received \$206,200 from the Small Business Administration through the Paycheck Protection Program (PPP) as a result of the CARES Act signed into law on March 27, 2020. The School has applied ASC 470, Debt, to the loan and had shown the loan amount as a liability as of June 30, 2020. The loan was forgiven during the year ended June 30, 2021.

NOTE 15 Reclassifications

Certain prior year amounts have been reclassified for consistency with the current period presentation. These reclassifications had no effect on the reported results of operations.

SUPPLEMENTARY INFORMATION

GEM PREP: MERIDIAN, LLC
Deary, Idaho

SCHEDULE I - STATEMENT OF NET POSITION
June 30, 2022

ASSETS

Current assets:

Cash	227,280
Investments	3,143,609
Other receivables:	
Federal	128,415
State	34,139
Local	2,155
Total current assets	<u>3,535,598</u>

Noncurrent assets:

Land	700,000
Depreciable capital assets	8,578,750
Less: accumulated depreciation	(122,823)
Net pension asset	27,510
Net OPEB asset - sick leave	104,838
Total noncurrent assets	<u>9,288,275</u>

Total assets 12,823,873

DEFERRED OUTFLOWS OF RESOURCES

Net OPEB - sick leave related items	27,272
Pension related items	794,883
Total deferred outflows of resources	<u>822,155</u>

LIABILITIES

Current liabilities:

Accounts payable and other current liabilities	91,035
Accrued payroll and benefits	129,841
Accrued interest	95,354
Current portion of bond payable	75,000
Total current liabilities	<u>391,230</u>

Noncurrent liabilities:

Noncurrent portion of bond payable	9,240,000
Unamortized premium on bonds payable	704,921
Total noncurrent liabilities	<u>9,944,921</u>

Total liabilities 10,336,151

DEFERRED INFLOWS OF RESOURCES

Pension related items	880,045
Net OPEB - sick leave related items	94,353
Total deferred inflows of resources	<u>974,398</u>

NET POSITION

Net investment in capital assets	(831,285)
Restricted	557,618
Unrestricted	2,609,146

Total net position \$ 2,335,479

Adjustments to conform with GAAP

Unamortized debt issuance costs	376,957
Deferred outflow of resources	(822,155)
Deferred inflow of resources	974,398
Net OPEB asset - sick leave	(104,838)
Net pension asset	(27,510)
Total adjustments to conform with GAAP	<u>396,852</u>

Net assets - end of year (GAAP) \$ 2,732,331

GEM PREP: MERIDIAN, LLC
Deary, Idaho

SCHEDULE II - STATEMENT OF ACTIVITIES
For the Year Ended June 30, 2022

	<u>Expenses</u>	<u>Program Revenues</u>		<u>Capital Grants and Contributions</u>	<u>Net (Expense) Revenue and Changes in Net Position</u>
		<u>Charges for Services</u>	<u>Operating Grants and Contributions</u>		<u>Governmental Activities</u>
FUNCTIONS/PROGRAMS					
Governmental activities:					
Instruction	2,143,597	-	618,962	-	(1,524,635)
Support Services:					
Pupil support	121,740	-	-	-	(121,740)
Staff support	53,654	-	-	-	(53,654)
General administration	180,500	-	-	-	(180,500)
School/business administration	278,659	-	-	-	(278,659)
Maintenance/custodial	668,293	-	94,417	-	(573,876)
Transportation	147,127	-	-	-	(147,127)
Child nutrition	182,868	260	161,099	-	(21,509)
Capital asset program	379,669	-	-	-	(379,669)
Debt services	90,283	-	-	-	(90,283)
Depreciation, unallocated	100,826	-	-	-	(100,826)
Total School	<u>\$ 4,347,216</u>	<u>\$ 260</u>	<u>\$ 874,478</u>	<u>\$ -</u>	<u>(3,472,478)</u>
			General revenues		
			Federal and State aid not restricted to specific purposes		3,570,152
			Other		121,393
			Interest and investment earnings		7,183
			Total general revenues		<u>3,698,728</u>
			Change in net position		226,250
			Net position - beginning		<u>2,109,229</u>
			Net position - ending		<u>\$ 2,335,479</u>

GEM PREP: MERIDIAN, LLC
Deary, Idaho

SCHEDULE III - BALANCE SHEET
June 30, 2022

	General Fund	Nonmajor Funds	Total
ASSETS AND DEFERRED OUTFLOWS OF RESOURCES			
Assets:			
Cash	220,002	7,278	227,280
Investments	2,276,852	866,757	3,143,609
Due from other funds	214,229	25,515	239,744
Other receivables:			
Federal	11,520	116,895	128,415
State	34,139	-	34,139
Local	1,946	209	2,155
Total assets	<u>2,758,688</u>	<u>1,016,654</u>	<u>3,775,342</u>
Deferred outflows of resources	-	-	-
TOTAL ASSETS AND DEFERRED OUTFLOWS OF RESOURCES	<u><u>\$ 2,758,688</u></u>	<u><u>\$ 1,016,654</u></u>	<u><u>\$ 3,775,342</u></u>
LIABILITIES, DEFERRED INFLOWS OF RESOURCES AND FUND BALANCE			
Liabilities:			
Due to other funds	-	239,744	239,744
Accounts payable	29,873	61,162	91,035
Accrued payroll and benefits	129,841	-	129,841
Total liabilities	<u>159,714</u>	<u>300,906</u>	<u>460,620</u>
Deferred inflows of resources	-	-	-
Fund balance:			
Restricted	-	557,618	557,618
Unassigned	2,598,974	158,130	2,757,104
Total fund balance	<u>2,598,974</u>	<u>715,748</u>	<u>3,314,722</u>
TOTAL LIABILITIES, DEFERRED INFLOWS OF RESOURCES AND FUND BALANCE	<u><u>\$ 2,758,688</u></u>	<u><u>\$ 1,016,654</u></u>	<u><u>\$ 3,775,342</u></u>

GEM PREP: MERIDIAN, LLC

Deary, Idaho

**SCHEDULE IV - RECONCILIATION OF TOTAL GOVERNMENTAL FUND BALANCES TO NET
POSITION OF GOVERNMENTAL ACTIVITIES**

June 30, 2022

Total fund balances - governmental funds	3,314,722
<p>Amounts reported for governmental activities in the Statement of Net Position are different because:</p>	
<p>Capital assets used in governmental activities are not financial resources and therefore are not reported as assets in governmental funds:</p>	
Cost of capital assets	9,278,750
Accumulated depreciation	(122,823)
<p>Certain OPEB-Sick Leave related items are recorded as a deferred outflow or inflow of resources and recognized in future periods for governmental activities:</p>	
Deferred outflow of resources	27,272
Deferred inflow of resources	(94,353)
<p>Certain pension related items are recorded as a deferred outflow or inflow of resources and recognized in future periods for governmental activities:</p>	
Deferred outflow of resources	794,883
Deferred inflow of resources	(880,045)
<p>Total net OPEB asset for PERSI sick leave is a long-term asset and is not available to pay current year expenditures, therefore is not reported as an asset in governmental funds.</p>	
	104,838
<p>Total net pension asset for PERSI is a long-term asset and is not available to pay current year expenditures, therefore is not reported as an asset in governmental funds.</p>	
	27,510
<p>Interest is accrued on outstanding debt in the government-wide financial statements, whereas in the government fund financial statements, an interest expenditure is reported when paid.</p>	
	(95,354)
<p>Long-term liabilities are not due and payable in the current period and therefore are not reported as liabilities in the funds. Long-term liabilities at year-end consist of the following:</p>	
Bonds payable	(9,315,000)
Unamortized bond premium	<u>(704,921)</u>
Total net position - governmental activities	<u>\$ 2,335,479</u>

GEM PREP: MERIDIAN, LLC
Deary, Idaho

SCHEDULE V - STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE
For the Year Ended June 30, 2022

	<u>General Fund</u>	<u>Nonmajor Funds</u>	<u>Total</u>
REVENUES			
Local	90,237	38,599	128,836
State	3,404,163	75,757	3,479,920
Federal	32,433	932,277	964,710
Total revenues	<u>3,526,833</u>	<u>1,046,633</u>	<u>4,573,466</u>
EXPENDITURES			
Instruction	1,623,016	606,206	2,229,222
Support	1,142,716	367,203	1,509,919
Non-instruction	-	183,554	183,554
Capital asset program	-	9,477,972	9,477,972
Total expenditures	<u>2,765,732</u>	<u>10,634,935</u>	<u>13,400,667</u>
Excess (deficiency) of revenues over (under) expenditures	761,101	(9,588,302)	(8,827,201)
Other financing sources (uses):			
Transfers in (out)	(7,001)	7,001	-
Proceeds from bond issuance	-	9,315,000	9,315,000
Premium on bonds	-	709,992	709,992
Total other financing sources (uses)	<u>(7,001)</u>	<u>10,031,993</u>	<u>10,024,992</u>
Net change in fund balance	754,100	443,691	1,197,791
Fund balance - beginning of year	<u>1,844,874</u>	<u>272,057</u>	<u>2,116,931</u>
Fund balance - end of year	<u>\$ 2,598,974</u>	<u>\$ 715,748</u>	<u>\$ 3,314,722</u>

GEM PREP: MERIDIAN, LLC
Deary, Idaho

**SCHEDULE VI - RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES OF
GOVERNMENTAL FUNDS TO THE STATEMENT OF ACTIVITIES
For the Year Ended June 30, 2022**

Net change in fund balances - total governmental funds		1,197,791
Amounts reported for governmental activities in the statement of activities are different because:		
Capital outlays to purchase or build capital assets are reported in governmental funds as expenditures. However, for governmental activities those costs are capitalized and allocated over their estimated useful lives as annual depreciation expense in the statement of activities:		
Capital outlays	9,140,849	
Depreciation expense	<u>(100,826)</u>	9,040,023
Net pension liability adjustments:		
Fiscal year 2021 employer PERSI contributions recognized as pension expense in the current year.	(156,028)	
Fiscal year 2022 employer PERSI contributions deferred to subsequent year	188,609	
Pension related amortization revenue (expense)	<u>58,039</u>	90,620
Net OPEB asset - sick leave adjustments:		
Fiscal year 2021 employer PERSI Sick Leave contributions recognized as OPEB expense in the current year	-	
Fiscal year 2022 employer PERSI Sick Leave contributions deferred to subsequent year	-	
OPEB related amortization revenue (expense)	<u>13,091</u>	13,091
Proceeds from the issuance of long-term debt are recorded as revenues for governmental funds, but the issuance increases long-term debt in the Statement of Net Position.		
Debt proceeds		(9,315,000)
In the governmental activities, bond premiums are amortized over the life of the loan		
		(704,921)
Interest is accrued on outstanding debt in the government-wide financial statements, whereas in the governmental fund financial statements, an interest expenditure is reported when due.		
		<u>(95,354)</u>
Net change in net position - governmental activities		<u><u>\$ 226,250</u></u>

GEM PREP: MERIDIAN, LLC
Deary, Idaho

GENERAL FUND
SCHEDULE VII - STATEMENT OF REVENUES, EXPENDITURES
AND CHANGES IN FUND BALANCE - BUDGET AND ACTUAL
For the Year Ended June 30, 2022

	Actual	Budget	Variance Favorable (Unfavorable)
REVENUES			
Local:			
Interest earnings	4,831	3,000	1,831
Other local revenue	85,406	60,000	25,406
Total local	<u>90,237</u>	<u>63,000</u>	<u>27,237</u>
State:			
Base support	2,603,179	2,705,918	(102,739)
Transportation support	180,402	94,000	86,402
Benefit apportionment	284,196	291,374	(7,178)
Other state support	296,279	346,945	(50,666)
Other state revenue	40,107	-	40,107
Total state	<u>3,404,163</u>	<u>3,438,237</u>	<u>(34,074)</u>
Federal:			
Indirect unrestricted federal	32,433	36,000	(3,567)
Total revenues	<u>3,526,833</u>	<u>3,537,237</u>	<u>(10,404)</u>
EXPENDITURES			
Instruction:			
Salaries	1,189,390	1,137,398	(51,992)
Benefits	309,335	390,815	81,480
Purchased services	66,411	70,600	4,189
Supplies-materials	57,880	135,455	77,575
Total instruction	<u>1,623,016</u>	<u>1,734,268</u>	<u>111,252</u>
Support:			
Salaries	267,024	259,600	(7,424)
Benefits	62,115	89,900	27,785
Purchased services	746,706	1,087,214	340,508
Supplies-materials	26,469	15,000	(11,469)
Capital outlay	28,603	-	(28,603)
Insurance-judgement	11,799	11,799	-
Total support	<u>1,142,716</u>	<u>1,463,513</u>	<u>320,797</u>
Contingency	-	163,210	163,210
Total expenditures	<u>2,765,732</u>	<u>3,360,991</u>	<u>595,259</u>
Excess (deficiency) of revenues over (under) expenditures	761,101	176,246	584,855
Other financing sources (uses) Transfers in (out)	<u>(7,001)</u>	<u>(66,418)</u>	<u>59,417</u>
Net change in fund balance	754,100	<u>\$ 109,828</u>	<u>\$ 644,272</u>
Fund balance - beginning of year	<u>1,844,874</u>		
Fund balance - end of year	<u>\$ 2,598,974</u>		

GEM PREP: MERIDIAN, LLC

Deary, Idaho

GENERAL FUND
SCHEDULE VIII - SCHEDULE OF EXPENDITURES BY FUNCTION -
BUDGET AND ACTUAL

For the Year Ended June 30, 2022

	<u>Actual</u>	<u>Budget</u>	Variance Favorable (Unfavorable)
INSTRUCTION			
Elementary school:			
Salaries	795,778	720,986	(74,792)
Benefits	204,181	246,825	42,644
Purchased services	22,327	25,764	3,437
Supplies-materials	46,970	87,605	40,635
Total elementary school	<u>1,069,256</u>	<u>1,081,180</u>	<u>11,924</u>
Secondary school:			
Salaries	283,100	298,412	15,312
Benefits	73,686	108,190	34,504
Purchased services	43,994	39,836	(4,158)
Supplies-materials	10,800	46,750	35,950
Total secondary school	<u>411,580</u>	<u>493,188</u>	<u>81,608</u>
Special education:			
Salaries	110,512	118,000	7,488
Benefits	31,468	35,800	4,332
Purchased services	90	5,000	4,910
Supplies-materials	110	1,100	990
Total special education	<u>142,180</u>	<u>159,900</u>	<u>17,720</u>
TOTAL INSTRUCTION			
Salaries	1,189,390	1,137,398	(51,992)
Benefits	309,335	390,815	81,480
Purchased services	66,411	70,600	4,189
Supplies-materials	57,880	135,455	77,575
Total instruction	<u>\$ 1,623,016</u>	<u>\$ 1,734,268</u>	<u>\$ 111,252</u>

GEM PREP: MERIDIAN, LLC
Deary, Idaho

GENERAL FUND
SCHEDULE VIII - SCHEDULE OF EXPENDITURES BY FUNCTION -
BUDGET AND ACTUAL (CONTINUED)
For the Year Ended June 30, 2022

	<u>Actual</u>	<u>Budget</u>	<u>Variance Favorable (Unfavorable)</u>
SUPPORT			
Attendance-guidance-health:			
Salaries	51,118	52,500	1,382
Benefits	10,317	16,590	6,273
Purchased services	129	-	(129)
Supplies-materials	25	550	525
Total attendance-guidance-health	<u>61,589</u>	<u>69,640</u>	<u>8,051</u>
Special education support services:			
Purchased services	-	19,676	19,676
Supplies-materials	99	-	(99)
Total special education support services	<u>99</u>	<u>19,676</u>	<u>19,577</u>
Instruction improvement:			
Salaries	1,100	-	(1,100)
Benefits	224	-	(224)
Purchased services	2,556	2,000	(556)
Supplies-materials	72	-	(72)
Total instruction improvement	<u>3,952</u>	<u>2,000</u>	<u>(1,952)</u>
Educational media:			
Supplies-materials	<u>15,000</u>	<u>1,250</u>	<u>(13,750)</u>
Instruction-related technology:			
Salaries	3,072	3,980	908
Benefits	2,137	5,316	3,179
Supplies-materials	87	1,000	913
Capital outlay	20,913	-	(20,913)
Total instruction-related technology	<u>26,209</u>	<u>10,296</u>	<u>(15,913)</u>
Board of education:			
Benefits	21	24	3
Purchased services	12,718	15,000	2,282
Supplies-materials	-	800	800
Insurance-judgement	11,799	11,799	-
Total board of education	<u>24,538</u>	<u>27,623</u>	<u>3,085</u>
District administration:			
Purchased services	<u>155,962</u>	<u>260,139</u>	<u>104,177</u>
School administration:			
Salaries	211,734	203,120	(8,614)
Benefits	47,107	64,970	17,863
Purchased services	13,771	9,755	(4,016)
Supplies-materials	-	1,000	1,000
Total school administration	<u>272,612</u>	<u>278,845</u>	<u>6,233</u>

GEM PREP: MERIDIAN, LLC

Deary, Idaho

GENERAL FUND
SCHEDULE VIII - SCHEDULE OF EXPENDITURES BY FUNCTION -
BUDGET AND ACTUAL (CONTINUED)
For the Year Ended June 30, 2022

	<u>Actual</u>	<u>Budget</u>	<u>Variance Favorable (Unfavorable)</u>
SUPPORT (CONTINUED)			
Business operation:			
Benefits	2,309	3,000	691
Purchased services	14,988	1,100	(13,888)
Supplies-materials	395	400	5
Total business operation	<u>17,692</u>	<u>4,500</u>	<u>(13,192)</u>
Buildings-care program (custodial):			
Purchased services	350,271	562,944	212,673
Supplies-materials	10,791	10,000	(791)
Total buildings-care program (custodial)	<u>361,062</u>	<u>572,944</u>	<u>211,882</u>
Maintenance - student occupied:			
Purchased services	25,864	18,000	(7,864)
Capital outlay	7,690	-	(7,690)
Total maintenance - student occupied	<u>33,554</u>	<u>18,000</u>	<u>(15,554)</u>
Maintenance - grounds:			
Purchased services	20,371	15,000	(5,371)
Security:			
Purchased services	2,949	5,600	2,651
Pupil-to-school transportation:			
Purchased services	147,127	178,000	30,873
TOTAL SUPPORT			
Salaries	267,024	259,600	(7,424)
Benefits	62,115	89,900	27,785
Purchased services	746,706	1,087,214	340,508
Supplies-materials	26,469	15,000	(11,469)
Capital outlay	28,603	-	(28,603)
Insurance-judgement	11,799	11,799	-
Total support	<u>\$ 1,142,716</u>	<u>\$ 1,463,513</u>	<u>\$ 320,797</u>

GEM PREP: MERIDIAN, LLC
Deary, Idaho

NONMAJOR FUNDS
SCHEDULE IX - COMBINING BALANCE SHEET
June 30, 2022

	GIS Foundation	Student Activity	State Technology	State Substance Abuse	ESSER III (ARPA) American Rescue Plan Act	Title I-A, ESSA Improving Basic Programs	ESSER I (CARES) Coronavirus Aid, Relief and Economic Security Act	ESSER II (CRRSA) Coronavirus Response and Relief Supplemental Appropriations Act	IDEA Part B (611 School Age 3-21)	IDEA Part B (619 Pre-School Age 3-5)	IDEA Part B (ARPA) American Rescue Plan Act	Medicaid Reimbursement Fund
ASSETS AND DEFERRED OUTFLOWS OF RESOURCES												
Assets:												
Cash	-	-	-	-	-	-	-	-	-	-	-	7,278
Investments	284,130	-	-	-	-	-	-	-	-	-	-	-
Due from other funds	-	3,002	22,418	-	-	-	-	-	-	-	-	-
Other receivables:												
Federal	-	-	-	-	17,927	45,381	-	-	29,284	-	-	24,303
Local	209	-	-	-	-	-	-	-	-	-	-	-
Total assets	284,339	3,002	22,418	-	17,927	45,381	-	-	29,284	-	-	31,581
Deferred outflows of resources	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL ASSETS AND DEFERRED OUTFLOWS OF RESOURCES	\$ 284,339	\$ 3,002	\$ 22,418	\$ -	\$ 17,927	\$ 45,381	\$ -	\$ -	\$ 29,284	\$ -	\$ -	\$ 31,581
LIABILITIES, DEFERRED INFLOWS OF RESOURCES AND FUND BALANCE												
Liabilities:												
Due to other funds	126,209	-	-	-	17,927	6,812	-	-	29,204	-	-	24,303
Accounts payable	-	-	22,418	-	-	38,569	-	-	80	-	-	-
Total liabilities	126,209	-	22,418	-	17,927	45,381	-	-	29,284	-	-	24,303
Deferred inflows of resources	-	-	-	-	-	-	-	-	-	-	-	-
Fund balance:												
Restricted	-	3,002	-	-	-	-	-	-	-	-	-	7,278
Unassigned	158,130	-	-	-	-	-	-	-	-	-	-	-
Total fund balance	158,130	3,002	-	-	-	-	-	-	-	-	-	7,278
TOTAL LIABILITIES, DEFERRED INFLOWS OF RESOURCES AND FUND BALANCE	\$ 284,339	\$ 3,002	\$ 22,418	\$ -	\$ 17,927	\$ 45,381	\$ -	\$ -	\$ 29,284	\$ -	\$ -	\$ 31,581

GEM PREP: MERIDIAN, LLC
Deary, Idaho

NONMAJOR FUNDS
SCHEDULE IX - COMBINING BALANCE SHEET (CONTINUED)
June 30, 2022

	Title IV-A, ESSA - Student Support and Academic Enrichment	Title II-A, ESEA Supporting Effective Instruction	Idaho Rebounds - Sub Recruitment	Building Idaho Future Governors Learning Loss	Child Nutrition	Bond Redemption and Interest	Capital Construction Projects	Plant Facilities - Lottery	Total
ASSETS AND DEFERRED OUTFLOWS OF RESOURCES									
Assets:									
Cash	-	-	-	-	-	-	-	-	7,278
Investments	-	-	-	-	-	549,918	32,709	-	866,757
Due from other funds	-	-	-	-	95	-	-	-	25,515
Other receivables:									
Federal	-	-	-	-	-	-	-	-	116,895
Local	-	-	-	-	-	-	-	-	209
Total assets	-	-	-	-	95	549,918	32,709	-	1,016,654
Deferred outflows of resources									
	-	-	-	-	-	-	-	-	-
TOTAL ASSETS AND DEFERRED OUTFLOWS OF RESOURCES	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 95</u>	<u>\$ 549,918</u>	<u>\$ 32,709</u>	<u>\$ -</u>	<u>\$ 1,016,654</u>
LIABILITIES, DEFERRED INFLOWS OF RESOURCES AND FUND BALANCE									
Liabilities:									
Due to other funds	-	-	-	-	-	35,289	-	-	239,744
Accounts payable	-	-	-	-	95	-	-	-	61,162
Total liabilities	-	-	-	-	95	35,289	-	-	300,906
Deferred inflows of resources									
	-	-	-	-	-	-	-	-	-
Fund balance:									
Restricted	-	-	-	-	-	514,629	32,709	-	557,618
Unassigned	-	-	-	-	-	-	-	-	158,130
Total fund balance	-	-	-	-	-	514,629	32,709	-	715,748
TOTAL LIABILITIES, DEFERRED INFLOWS OF RESOURCES AND FUND BALANCE	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 95</u>	<u>\$ 549,918</u>	<u>\$ 32,709</u>	<u>\$ -</u>	<u>\$ 1,016,654</u>

GEM PREP: MERIDIAN, LLC
Deary, Idaho

NONMAJOR FUNDS
SCHEDULE X - COMBINING STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES
For the Year Ended June 30, 2022

	GIS Foundation	Student Activity	State Technology	State Substance Abuse	ESSER III (ARPA) American Rescue Plan Act	Title I-A, ESSA Improving Basic Programs	ESSER I (CARES) Coronavirus Aid, Relief and Economic Security Act	ESSER II (CRRSA) Coronavirus Response and Relief Supplemental Appropriations Act	IDEA Part B (611 School Age 3-21)	IDEA Part B (619 Pre-School Age 3-5)	IDEA Part B (ARPA) American Rescue Plan Act	Medicaid Reimbursement Fund
REVENUES												
Federal	-	-	-	-	284,278	83,584	37,037	94,417	85,948	-	3,014	90,232
State	-	-	68,210	7,547	-	-	-	-	-	-	-	-
Local	35,987	-	-	-	-	-	-	-	-	-	-	-
Earnings on investments	1,981	-	-	-	-	-	-	-	-	-	-	53
Total revenues	<u>37,968</u>	<u>-</u>	<u>68,210</u>	<u>7,547</u>	<u>284,278</u>	<u>83,584</u>	<u>37,037</u>	<u>94,417</u>	<u>85,948</u>	<u>-</u>	<u>3,014</u>	<u>90,285</u>
EXPENDITURES												
Instruction:												
Salaries	59,292	-	-	-	2,562	29,150	29,251	6,153	14,853	-	-	648
Benefits	13,634	-	-	-	320	6,444	5,992	1,673	4,680	-	-	127
Purchased services	58,552	(150)	-	-	9,792	-	-	1,166	-	-	-	125,797
Supplies-materials	-	-	40,224	-	6,011	47,990	-	84,750	2,807	-	3,014	-
Total instruction	<u>131,478</u>	<u>(150)</u>	<u>40,224</u>	<u>-</u>	<u>18,685</u>	<u>83,584</u>	<u>35,243</u>	<u>93,742</u>	<u>22,340</u>	<u>-</u>	<u>3,014</u>	<u>126,572</u>
Support:												
Salaries	-	-	7,500	-	-	-	1,500	-	-	-	-	-
Benefits	-	-	-	-	-	-	294	-	-	-	-	-
Purchased services	-	-	-	5,579	251,175	-	-	500	62,900	-	-	-
Supplies-materials	-	-	20,486	1,968	475	-	-	175	708	-	-	-
Capital objects	-	-	-	-	13,943	-	-	-	-	-	-	-
Insurance - judgment	-	-	-	-	-	-	-	-	-	-	-	-
Total support	<u>-</u>	<u>-</u>	<u>27,986</u>	<u>7,547</u>	<u>265,593</u>	<u>-</u>	<u>1,794</u>	<u>675</u>	<u>63,608</u>	<u>-</u>	<u>-</u>	<u>-</u>
Non-instruction:												
Salaries	-	-	-	-	-	-	-	-	-	-	-	-
Benefits	-	-	-	-	-	-	-	-	-	-	-	-
Purchased services	-	-	-	-	-	-	-	-	-	-	-	-
Supplies-materials	-	-	-	-	-	-	-	-	-	-	-	-
Total non-instruction	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Capital asset program:												
Purchased services	-	-	-	-	-	-	-	-	-	-	-	-
Capital objects	-	-	-	-	-	-	-	-	-	-	-	-
Total capital asset program	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Total expenditures	<u>131,478</u>	<u>(150)</u>	<u>68,210</u>	<u>7,547</u>	<u>284,278</u>	<u>83,584</u>	<u>37,037</u>	<u>94,417</u>	<u>85,948</u>	<u>-</u>	<u>3,014</u>	<u>126,572</u>
Excess (deficiency) of revenues over (under) expenditures	<u>(93,510)</u>	<u>150</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>(36,287)</u>
Other financing sources (uses)												
Proceeds from bond issuance	-	-	-	-	-	-	-	-	-	-	-	-
Premium from bonds	-	-	-	-	-	-	-	-	-	-	-	-
Transfers in (out)	-	-	-	-	-	-	-	-	-	-	-	26,000
Total other financing sources (uses)	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>26,000</u>
Net change in fund balance	<u>(93,510)</u>	<u>150</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>(10,287)</u>
Fund balance - beginning of year	<u>251,640</u>	<u>2,852</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>17,565</u>
Fund balance - end of year	<u>\$ 158,130</u>	<u>\$ 3,002</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 7,278</u>

GEM PREP: MERIDIAN, LLC
Deary, Idaho

NONMAJOR FUNDS
SCHEDULE X - COMBINING STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES (CONTINUED)
For the Year Ended June 30, 2022

	Title IV-A, ESSA - Student Support and Academic Enrichment	Title II-A, ESEA Supporting Effective Instruction	Idaho Rebounds - Sub Recruitment	Building Idaho Future Governors Learning Loss	Child Nutrition	Bond Redemption and Interest	Capital Construction Projects	Plant Facilities - Lottery	Total
REVENUES									
Federal	11,226	14,686	15,898	50,858	161,099	-	-	-	932,277
State	-	-	-	-	-	-	-	-	75,757
Local	-	-	-	-	260	-	-	-	36,247
Earnings on investments	-	-	-	-	-	299	19	-	2,352
Total revenues	<u>11,226</u>	<u>14,686</u>	<u>15,898</u>	<u>50,858</u>	<u>161,359</u>	<u>299</u>	<u>19</u>	<u>-</u>	<u>1,046,633</u>
EXPENDITURES									
Instruction:									
Salaries	-	12,572	12,998	2,000	-	-	-	-	169,479
Benefits	-	2,114	2,900	388	-	-	-	-	38,272
Purchased services	11,226	-	-	1,132	-	-	-	-	207,515
Supplies-materials	-	-	-	6,144	-	-	-	-	190,940
Total instruction	<u>11,226</u>	<u>14,686</u>	<u>15,898</u>	<u>9,664</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>606,206</u>
Support:									
Salaries	-	-	-	-	-	-	-	-	9,000
Benefits	-	-	-	-	-	-	-	-	294
Purchased services	-	-	-	-	-	-	-	-	320,154
Supplies-materials	-	-	-	-	-	-	-	-	23,812
Capital objects	-	-	-	-	-	-	-	-	13,943
Total support	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>367,203</u>
Non-instruction:									
Salaries	-	-	-	-	10,858	-	-	-	10,858
Benefits	-	-	-	-	960	-	-	-	960
Purchased services	-	-	-	-	22,139	-	-	-	22,139
Supplies-materials	-	-	-	-	149,597	-	-	-	149,597
Total non-instruction	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>183,554</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>183,554</u>
Capital asset program:									
Purchased services	-	-	-	-	-	-	379,669	-	379,669
Capital objects	-	-	-	-	-	-	9,098,303	-	9,098,303
Total capital asset program	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>9,477,972</u>	<u>-</u>	<u>9,477,972</u>
Total expenditures	<u>11,226</u>	<u>14,686</u>	<u>15,898</u>	<u>9,664</u>	<u>183,554</u>	<u>-</u>	<u>9,477,972</u>	<u>-</u>	<u>10,634,935</u>
Excess (deficiency) of revenues over (under) expenditures	<u>-</u>	<u>-</u>	<u>-</u>	<u>41,194</u>	<u>(22,195)</u>	<u>299</u>	<u>(9,477,953)</u>	<u>-</u>	<u>(9,588,302)</u>
Other financing sources (uses)									
Proceeds from bond issuance	-	-	-	-	-	-	9,315,000	-	9,315,000
Premium from bonds	-	-	-	-	-	-	709,992	-	709,992
Transfers in (out)	-	-	-	(41,194)	22,195	514,330	(514,330)	-	7,001
Total other financing sources (uses)	<u>-</u>	<u>-</u>	<u>-</u>	<u>(41,194)</u>	<u>22,195</u>	<u>514,330</u>	<u>9,510,662</u>	<u>-</u>	<u>10,031,993</u>
Net change in fund balance	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>514,629</u>	<u>32,709</u>	<u>-</u>	<u>443,691</u>
Fund balance - beginning of year	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>272,057</u>
Fund balance - end of year	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 514,629</u>	<u>\$ 32,709</u>	<u>\$ -</u>	<u>\$ 715,748</u>

GEM PREP: MERIDIAN, LLC
Deary, Idaho

NONMAJOR FUNDS
SCHEDULE XI - COMBINING STATEMENT OF REVENUES AND EXPENDITURES - BUDGET AND ACTUAL
For the Year Ended June 30, 2022

Fund	Actual Revenues	Budgeted Revenues	Actual Expenditures	Budgeted Expenditures	Other Sources and Uses	Beginning Fund Balance	Ending Fund Balance
Special revenue funds:							
GIS Foundation	37,968	75,735	131,478	218,555	-	251,640	158,130
Student Activity	-	-	(150)	-	-	2,852	3,002
State Technology	68,210	66,725	68,210	66,725	-	-	-
State Substance Abuse	7,547	7,306	7,547	7,306	-	-	-
ESSER III (ARPA) American Rescue Plan Act	284,278	-	284,278	-	-	-	-
Title I-A, ESSA - Improving Basic Programs	83,584	67,181	83,584	67,181	-	-	-
ESSER I (CARES) Coronavirus Aid, Relief and Economic Security Act	37,037	-	37,037	-	-	-	-
ESSER II (CRRSA) Coronavirus Response and Relief Supplemental Appropriations Act	94,417	-	94,417	-	-	-	-
IDEA Part B (611 School Age 3-21)	85,948	164,272	85,948	164,272	-	-	-
IDEA Part B (619 Pre-School Age 3-5)	-	4,290	-	4,290	-	-	-
IDEA Part B (ARPA) American Rescue Plan Act	3,014	-	3,014	-	-	-	-
Medicaid Reimbursement	90,285	157,000	126,572	162,000	26,000	17,565	7,278
Title IV-A, ESSA - Student Support and Academic Enrichment Fund	11,226	11,300	11,226	11,300	-	-	-
Title II-A, ESEA - Supporting Effective Instruction	14,686	17,537	14,686	17,537	-	-	-
Idaho Rebounds - Sub Recruitment	15,898	-	15,898	-	-	-	-
Building Idaho Future - Governors Learning Loss	50,858	-	9,664	-	(41,194)	-	-
Child Nutrition	161,359	129,418	183,554	129,418	22,195	-	-
Bond Redemption and Interest	299	-	-	-	514,330	-	514,629
Capital Construction Projects	19	-	9,477,972	-	9,510,662	-	32,709
Plant Facilities - Lottery	-	29,992	-	29,992	-	-	-
Total	\$ 1,046,633	\$ 730,756	\$ 10,634,935	\$ 878,576	\$ 10,031,993	\$ 272,057	\$ 715,748

SINGLE AUDIT SECTION

GEM PREP: MERIDIAN, LLC
Deary, Idaho

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
For the Year Ended June 30, 2022

	Federal Assistance Listing Number	Pass Through Grantor's Number	Federal Grant Number	Expenditures
U. S. Department of Agriculture				
Passed through State Department of Education:				
Child Nutrition Cluster				
National School Lunch Program	10.555	498	202222N119947	161,099
Total Child Nutrition Cluster				<u>161,099</u>
Total U.S. Department of Agriculture				<u>161,099</u>
U. S. Department of the Treasury				
Passed through State Department of Education:				
COVID-19 - Coronavirus Relief Fund	21.019	498	20-1892-0-1-806	66,756
COVID-19 - Coronavirus State and Local Fiscal Recovery Funds	21.027	498	SLFRP0142	37,037
Total U.S. Department of the Treasury				<u>103,793</u>
U.S. Department of Education				
Passed through State Department of Education:				
Special Education Cluster (IDEA) Cluster				
Special Education - Grant to States	84.027	498	H027A210088	84,518
COVID-19 - Special Education - Grant to States	84.027X	498	H027X210088	3,014
Total Special Education Cluster (IDEA) Cluster				<u>87,532</u>
Other Programs				
Title I Grants to Local Educational Agencies	84.010	498	S010A210012	83,584
Special Education State Program Improvement for Children with Disabilities	84.323	498	H323A200002	1,430
Supporting Effective Instruction State Grants	84.367	498	S367A210011	14,686
Student Support and Academic Enrichment Program	84.424	498	S424A210013	11,226
Education Stabilization Fund				
COVID-19 - Elementary and Secondary School Emergency Func	84.425D	498	S425D210043	94,417
COVID-19 - American Rescue Plan - Elementary and	84.425U	498	S425U210043	284,278
Total Education Stabilization Fund				<u>378,695</u>
Total Other Programs				<u>489,621</u>
Total U.S. Department of Education				<u>577,153</u>
Total Expenditures				<u>\$ 842,045</u>

GEM PREP: MERIDIAN, LLC
Deary, Idaho

NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
June 30, 2022

NOTE 1 Basis of Presentation

The accompanying schedule of expenditures of federal awards (the Schedule) includes the federal award activity of Gem Prep: Meridian, LLC, under programs of the federal government for the year ended June 30, 2022. The information in this Schedule is presented in accordance with the requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of the operations of Gem Prep: Meridian, LLC, it is not intended to and does not present the financial position, changes in net assets, or cash flows of Gem Prep: Meridian, LLC.

NOTE 2 Summary of Significant Accounting Policies

- (1) Expenditures reported on the Schedule are reported on the modified accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance and Cost Principles for State, Local and Indian Tribal Governments, wherein certain types of expenditures are not allowable or are limited as to reimbursement.
- (2) Gem Prep: Meridian, LLC has elected not to use the 10 percent de minimis indirect cost rate as allowed under the Uniform Guidance.

NOTE 3 Sub-Recipients

There were no awards passed through to subrecipients.



**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***

To the Board of Directors
Gem Prep: Meridian, LLC
Deary, Idaho

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 Gem Prep: Meridian, LLC (a nonprofit organization), which comprise the statement of financial position as of June 30, 2022 and 2021, and the related statements of activities, cash flows and functional expenses for the years then ended, and the related notes to the financial statements, and have issued our report thereon dated October 10, 2022.

Report on Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered Gem Prep: Meridian, LLC’s internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Gem Prep: Meridian, LLC’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 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 or significant deficiencies may exist that have not been identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether Gem Prep: Meridian, LLC's financial statements are free from 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 financial statements. 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 on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Hayden Ross, PLLC

Moscow, Idaho
October 10, 2022



**INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR
PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED
BY THE UNIFORM GUIDANCE**

To the Board of Directors
Gem Prep: Meridian, LLC
Deary, Idaho

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited Gem Prep: Meridian, LLC's compliance with the types of compliance requirements identified as subject to audit in the OMB *Compliance Supplement* that could have a direct and material effect on each of Gem Prep: Meridian, LLC's major federal programs for the year ended June 30, 2022. Gem Prep: Meridian, LLC's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

In our opinion, Gem Prep: Meridian, LLC complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2022.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of Gem Prep: Meridian, LLC and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of Gem Prep: Meridian, LLC's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to Gem Prep: Meridian, LLC's federal programs.

Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on Gem Prep: Meridian, LLC's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about Gem Prep: Meridian, LLC's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding Gem Prep: Meridian, LLC's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of Gem Prep: Meridian, LLC's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of Gem Prep: Meridian, LLC's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control over Compliance

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Hayden Ross, PLLC

Moscow, Idaho
October 10, 2022

GEM PREP: MERIDIAN, LLC

Deary, Idaho

**SCHEDULE OF FINDINGS AND QUESTIONED COSTS
For the Year Ended June 30, 2022**

Section I - Summary of Auditor's Results

Financial Statements

Type of auditor's report issued: Unmodified

Internal control over financial reporting:

- material weakness(es) identified? _____ yes x no

- significant deficiency(ies) identified? _____ yes x none reported

Noncompliance material to financial statements noted? _____ yes x no

Federal Awards

Internal control over major programs:

- material weakness(es) identified? _____ yes x no

- significant deficiency(ies) identified? _____ yes x none reported

Type of auditor's report issued on compliance for major programs: Unmodified

Any audit findings disclosed that are required to be reported in accordance with 2 CFR section 200.516(a)? _____ yes x no

Identification of major programs:

<u>Federal Assistance Listing Number(s)</u>	<u>Name of Federal Program or Cluster</u>
84.425	Education Stabilization Fund

Dollar threshold used to distinguish between type A and type B programs: \$750,000

Auditee qualified as a low-risk auditee? x yes _____ no

GEM PREP: MERIDIAN, LLC

Deary, Idaho

SCHEDULE OF FINDINGS AND QUESTIONED COSTS (CONTINUED)

For the Year Ended June 30, 2022

Section II - Financial Statement Findings

None.

Section III - Federal Award Findings and Questioned Costs

None.

Gem Prep: Meridian

2021-2022 ANNUAL PERFORMANCE REPORT

INTRODUCTION

Each year, Idaho's Public Charter School Commission (IPCSC) 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 IPCSC'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 IPCSC 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 IPCSC office.

PERFORMANCE FRAMEWORK STRUCTURE

The academic section comprises the primary indicators on which most renewal or non-renewal decisions are based. The 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 IPCSC'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 IPCSC may still use this information for purposes of making authorizing decisions.
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 IPCSC 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	To prepare students for success in college and professional technical careers by providing a high quality, personalized, relevant and rigorous education through exceptional teaching, innovative uses of technology and partnerships with families.		
Key Design Elements	<p>Gem Prep: Meridian will be grounded in 21st century learning and innovative school practices.</p> <p><input type="checkbox"/> High Expectations and Rigor. The school's focus will be on 21st century learning and critical thinking skills, as well as Common Core-alignment. Personalized learning does not effectively benefit students if students are working with content that is below their capacity. The quality and rigor of student work is framed by competency-based standards planning and challenging learning objectives and assessments. Additionally, students will be prepared for a post secondary education through dual credit courses taken during high school and the alignment of curriculum with Common Core standards.</p> <p><input type="checkbox"/> Personalization. The blended learning, personalized instructional model is built on the belief that each student brings unique strengths and challenges to their learning experience and must be supported accordingly. Personalized learning includes working in adaptive online learning programs, working toward informed post-secondary goals, and utilizing flexible time at the secondary level for self-directed learning.</p> <p><input type="checkbox"/> Data. The school will be grounded in the importance of using data to drive instruction, and will use formative assessment and other data to continually adjust instruction and necessary interventions.</p> <p><input type="checkbox"/> Innovation. Continual improvement and innovation are of considerable importance. The organization will constantly review performance data and make adjustments to the school model as necessary.</p>		
School Location	2750E. Gala Ct., Meridian, ID	School Phone	
Surrounding District	West Ada School District		
Opening Year	2018		
Current Term	October 12,2017-June 30,2023		
Grades Served	K-12		
Enrollment (Approved)	732	Enrollment (Actual)	481
SCHOOL LEADERSHIP			
Dennis Turner			Board Chair
Barb Femreite			Vice Chair
Robb Duncan			Trustee
Emmett Wemp			Trustee
Robert Lee			Trustee
Jason Bransford			CEO
Liz Warburton			Principal
STUDENT DEMOGRAPHICS			
	School	Surrounding	Neighboring
Non-White	26%	21%	N/A
Limited English Proficiency	13%	12%	N/A
Special Needs	13%	11%	N/A
Free and Reduced Lunch	34%	11%	N/A

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 Alt.	Points Earned Alt.
State Proficiency Comparison	1a	50	0	50	0	50	44		
	1b	50	0	50	0	50	50		
District Proficiency Comparison	2a	50	0	50	0	50	31	50	0
	2b	50	0	50	0	50	37	50	0
Criterion-Referenced Growth	3a	100	0			0	NA*		
	3b	100	0			0	NA*		
Norm-Referenced Growth	4a			100	0	0	NA*	50	0
	4b			100	0	0	NA*	50	0
Post-Secondary Readiness	5a			125	0	0	NA*	100	0
Total Academic Points		400	0	525	0	200	162	300	0
% of Academic Points			0%		0%		81%		0%

*Growth measures will not be rated for FY22 due to a lack of assessment data in FY20.

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	25				
	3c	25	25				
	3d	25	25				
	3e	25	15				
	3f	25	25				
School Environment	4a	25	25	% of Financial Points			
	4b	25	25				
Additional Obligations	5a	25	25				
Total Operational Points		400	390			400	400
% of Operational Points			98%				100%

ACCOUNTABILITY DESIGNATION	Range (% of Points Possible)	Academic Gen Ed Outcome	Range	Operational Outcome	Range	Financial Outcome
Honor	75% - 100%	81%	90% - 100%	98%	85% - 100%	100%
Good Standing	55% - 74%		80% - 89%		65% - 84%	
Remediation	31% - 54%		61% - 79%		46% - 64%	
Critical	0% - 30%		0% - 60%		0% - 45%	

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			Points Earned
Comparison to State	<p>Exceeds Standard: The school's proficiency rate in math exceeds the state average by 16 percentage points or more.</p> <p>Meets Standard: The school's proficiency rate in math is equal to the state 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 state average.</p> <p>Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the state average.</p>	56	<p>50</p> <p>30 - 45</p> <p>15 - 29</p> <p>0 - 14</p> <hr/> <p>44</p>
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			Points Earned
Comparison to State	<p>Exceeds Standard: The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.</p> <p>Meets Standard: The school's proficiency rate in ELA is equal to the state 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 state average.</p> <p>Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the state average.</p>	75	<p>50</p> <p>30 - 45</p> <p>15 - 29</p> <p>0 - 14</p> <hr/> <p>50</p>
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																				
<p>Measure 2a Math Proficiency Rate Comparison to District</p>	<p>Do math (or similar subject area) proficiency rates meet or exceed the district average?</p> <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%. 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 - 15 percentage points lower than the district average. Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the district average.</p> <p>The district average will be determined using the same grade set as is served by the public charter school. 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.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td>56</td> <td>30 - 45</td> <td>31</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">31</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0	56	30 - 45	31		15 - 29	0		0 - 14	0			31
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56	30 - 45	31																		
	15 - 29	0																		
	0 - 14	0																		
		31																		
<p>Notes</p>																				
<p>Measure 2b ELA Proficiency Rate Comparison to District</p>	<p>Do ELA (or similar subject area) proficiency rates meet or exceed the district average?</p> <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%. 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 - 15 percentage points lower than the district average. Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the district average.</p> <p>The district average will be determined using the same grade set as is served by the public charter school. 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.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td>75</td> <td>30 - 45</td> <td>37</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">37</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0	75	30 - 45	37		15 - 29	0		0 - 14	0			37
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		37																		
<p>Notes</p>																				

INDICATOR 1: EDUCATIONAL PROGRAM		Result	Points Possible	Points Earned
<p>Measure 1a</p> <p>Implementation of Educational Program</p> <p>Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?</p> <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> <p>Notes</p>		<p>No instances of non-compliance documented</p>	<p>25</p> <p>15</p> <p>0</p>	<p>25</p> <hr/> <p>25</p>
<p>Measure 1b</p> <p>Educational Requirements</p> <p>Is the school complying with applicable educational requirements?</p> <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> <p>Notes</p>		<p>No instances of non-compliance documented</p>	<p>25</p> <p>15</p> <p>0</p>	<p>25</p> <hr/> <p>25</p>

Measure 1c	Is the school protecting the rights of students with disabilities?	Result	Points Possible	Points Earned
<p>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>		No instances of non-compliance documented	25	25
Notes			15	0
			25	
Measure 1d	Is the school protecting the rights of English Language Learner (ELL) students?	Result	Points Possible	Points Earned
<p>English Language Learners</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>		No instances of non-compliance documented	25	25
Notes			15	0
			25	

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 IPCSC, 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
Notes			15	
			0	25
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 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>	No instances of non-compliance documented	25	25
Notes			15	
			0	25
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>	98.38%	25	25
Notes			15	
			0	25

INDICATOR 3: GOVERNANCE AND REPORTING		Result	Points Possible	Points Earned
<p>Measure 3a Governance Requirements</p> <p>Is the school complying with governance requirements?</p> <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> <p>Notes</p>	<p>No instances of non-compliance documented</p>	<p>25</p> <p>15</p> <p>0</p> <hr/> <p>25</p>	<p>25</p>	
<p>Measure 3b Board Oversight</p> <p>Is the board fulfilling its oversight obligations?</p> <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> <p>Notes</p>	<p>No instances of non-compliance documented</p>	<p>25</p> <p>15</p> <p>0</p> <hr/> <p>25</p>	<p>25</p>	

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 IPCSC, 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 IPCSC, 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 IPCSC, 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 15 0	25 <hr/> 25
Notes				
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 15 0	25 <hr/> 25
Notes				
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>	See Note	25 15 0	15 <hr/> 15
Notes	The school had two teachers without proper teaching credentials for FY22 according to a report provided by the Idaho State Department of Education.			

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 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 15 0	25
Notes				
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 15 0	25
Notes				

INDICATOR 5: ADDITIONAL OBLIGATIONS		Result	Points Possible	Points Earned
Measure 5a	Is the school complying with all other obligations?			
<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>		No instances of non-compliance documented	25	25
			15	
			0	
				25
Notes				

INDICATOR 1: NEAR-TERM				
Measure 1a Current Ratio	<p>Current Ratio: Current Assets divided by Current Liabilities</p> <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>	<p>Result</p> <p>9.04</p>	<p>Points Possible</p> <p>50</p>	<p>Points Earned</p> <p>50</p>
Notes				50
Measure 1b Cash Ratio	<p>Current Ratio: Cash divided by Current Liabilities</p> <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>	<p>Result</p> <p>8.62</p>	<p>Points Possible</p> <p>50</p>	<p>Points Earned</p> <p>50</p>
Notes				50
Measure 1c Unrestricted Days Cash	<p>Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense/365)</p> <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>	<p>Result</p> <p>310</p>	<p>Points Possible</p> <p>50</p>	<p>Points Earned</p> <p>50</p>
Notes				50
Measure 1d Default	<p>Default</p> <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>	<p>Result</p> <p>None</p>	<p>Points Possible</p> <p>50</p>	<p>Points Earned</p> <p>50</p>
Notes				50

INDICATOR 2: SUSTAINABILITY				
Measure 2a Total Margin and Aggregated 3-Year Total Margin	Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues. 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> Does Not Meet: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard". 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.	Result 20.5	Points Possible 50 30 0	Points Earned 50 <hr/> 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 2b Debt to Asset Ratio	Debt to Asset Ratio: Total Liabilities divided by Total Assets Meets Standard: Debt to Asset Ratio is less than 0.9. Does Not Meet: Debt to Asset Ratio is between 0.9 and 1.0 Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0	Result 0.81	Points Possible 50 30 0	Points Earned 50 <hr/> 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	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 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> Does Not Meet: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard" Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative.	Result \$2,523,039	Points Possible 50 30 0	Points Earned 50 <hr/> 50
Measure 2d Debt Service Coverage Ratio	Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments) Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1 Does Not Meet: Debt Service Coverage Ratio is less than 1.1	Result 1.24	Points Possible 50 0	Points Earned 50 <hr/> 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.			

CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 12th day of October, by and between the Idaho Public Charter School Commission (the “Authorizer”), and Gem Prep Meridian, Inc. (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq.*, as amended (the “Charter Schools Law.”)

RECITALS

WHEREAS, on June 30th, 2017, Authorizer received a petition to request the creation of a new charter school referred to as Gem Prep: Meridian; and

WHEREAS, on August 17th, 2017, the Authorizer approved the charter petition (the “Charter”) subject to conditions outlined in Appendix A;

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

SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

- A. Establishment of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the establishment of the School on the terms and conditions set forth in this Charter School Performance Certificate (the “Certificate”). The approved Charter is attached to this Certificate as Appendix D.
- B. Pre-Opening Requirements.** Pursuant to Idaho Code Section 33-5206(6), the Authorizer may establish reasonable pre-opening requirements or conditions (“Pre-Opening Requirements”) to monitor the start-up progress of a newly approved public charter school to ensure that the school is prepared to open smoothly on the date agreed. The School shall not commence instruction until all pre-opening requirements have been completed to the satisfaction of the Authorizer. Pre-opening requirements are attached as Appendix C. If all pre-opening conditions have been completed to the satisfaction of the Authorizer, the School shall commence operations/instruction with the first day of school in Fall 2018. In the event that all pre-opening conditions have not been completed to the satisfaction of the Authorizer, the School may not commence instruction on the scheduled first day of school. In such event, the Authorizer may exercise its authority on or before July 20 to prohibit the School from commencing operation/instruction until the start of the succeeding semester or school year.
- C. Term of Agreement.** This Certificate is effective as of October 12, 2017, and shall

continue through **June 30, 2023**, unless earlier terminated as provided herein.

SECTION 2: SCHOOL GOVERNANCE

- A. Governing Board.** The School shall be governed by a board (the “Charter Board”) in a manner that is consistent with the terms of this Certificate so long as such provisions are in accordance with state, federal, and local law. The Charter Board shall have final authority and responsibility for the academic, financial, and organizational performance of the School. The Charter Board shall also have authority for and be responsible for policy and operational decisions of the School, although nothing herein shall prevent the Charter Board from delegating decision-making authority for policy and operational decisions to officers, employees and agents of the School, as well as third party management providers.
- B. Articles of Incorporation and Bylaws.** The articles of incorporation and bylaws of the entity holding the charter shall provide for governance of the operation of the School as a nonprofit corporation and public charter school and shall at all times be consistent with all applicable law and this Certificate. The School shall notify the Authorizer of any modification to the Articles or Bylaws within five (5) business days of approval by the Charter Board.
- C. Charter Board Composition.** The composition of the Charter Board shall at all times be determined by and consistent with the Articles and Bylaws and all applicable law and policy. The Charter Board shall notify the Authorizer of any changes to its composition and provide an amended School Leadership Roster within five (5) business days of their taking effect.

SECTION 3: EDUCATIONAL PROGRAM

- A. School Mission.** The mission of the School is as follows: **To prepare students for success in college and professional technical careers by providing a high quality, personalized, relevant and rigorous education through exceptional teaching, innovative uses of technology and partnerships with families.**
- B. Grades Served.** The School may serve students in **K-12th grade.**
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- Gem Prep: Meridian will be grounded in 21st century learning and innovative school practices.**
- **High Expectations and Rigor.** The school’s focus will be on 21st century learning and critical thinking skills, as well as Common Core-alignment. Personalized learning does not effectively benefit students if students are working with content that is below their capacity. The quality and rigor of student work is framed by competency-based standards planning and challenging learning objectives and assessments. Additionally, students will be prepared for a post-

secondary education through dual credit courses taken during high school and the alignment of curriculum with Common Core standards.

- **Personalization.** The blended learning, personalized instructional model is built on the belief that each student brings unique strengths and challenges to their learning experience and must be supported accordingly. Personalized learning includes working in adaptive online learning programs, working toward informed post-secondary goals, and utilizing flexible time at the secondary level for self-directed learning.
- **Data.** The school will be grounded in the importance of using data to drive instruction, and will use formative assessment and other data to continually adjust instruction and necessary interventions.
- **Innovation.** Continual improvement and innovation are of considerable importance. The organization will constantly review performance data and make adjustments to the school model as necessary.

- 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 732 students, with annual per-class and overall enrollment caps as outlined in the approved Charter attached as Appendix D.

- 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.** 2750 E. Gala Ct., Meridian, ID 83642. 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: West Ada School District.
- F. Staff.** Instructional staff shall be certified teachers as provided by rule of the state board of education. All full-time staff members of the School will be covered by the public employee retirement system, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.
- G. Alignment with All Applicable Law.** The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the effective date of said amendment.

SECTION 6: SCHOOL FINANCE

- A. General.** The School shall comply with all applicable financial and budget statutes, rules, regulations, and financial reporting requirements, as well as the requirements contained in the School Performance Framework incorporated into this contract as Appendix 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 **October 12, 2017**.

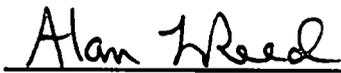
Alan Reed

Chairman, Idaho Public Charter School Commission

Dennis Turner

Chairman, Gem Prep: Meridian School Board

IN WITNESS WHEREOF, the Authorizer and Gem Prep: Meridian (GPM) have executed this Amendment to their Performance Certificate to decrease enrollment in the first year three years of operation. In year one, they have reduced their anticipated enrollment from 372 to 288, decreasing enrollment from 462 to 402 students in year 2, and in year 3, dropping from 522 to 492 students. The Amendment to GPM's Performance Certificate is effective as of February 1, 2018.



Alan Reed
Chairman, Idaho Public Charter School Commission

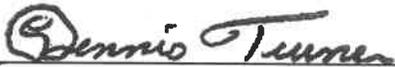


Dennis Turner
Chairman of the Board, Gem Prep: Meridian

IN WITNESS WHEREOF, the Authorizer and Gem Prep: Meridian (GPM) have executed this Amendment to their Performance Certificate to allow flexibility with their grade level caps. The Amendment also includes changes to its governance structure, consolidating the boards from Gem Prep: Meridian, Gem Prep: Pocatello, Gem Prep: Nampa, and IDEA into a single nonprofit corporation. This Amendment to GPM's Performance Certificate is effective as of December 12, 2018.



Alan Reed
Chairman, Idaho Public Charter School Commission



Dennis Turner
Chairman of the Board, Gem Prep: Meridian

ACADEMIC	Measure	Points Possible	Points Earned						
		K-8	K-8	9-12	9-12	K-12	K-12	Alternative	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*	0	NA*	100	NA*
Total Academic Points		400	NA*	525	NA*	400	NA*	300	NA*
% of Academic Points			NA*		NA*		NA*		NA*

*Limited academic data for FY20 is available due to the COVID-19 pandemic.

OPERATIONAL	Measure	Points Possible	Points Earned	FINANCIAL	Measure	Points Possible	Points Earned
Educational Program	1a	25	25	Near-Term	1a	50	NA*
	1b	25	25		1b	50	NA*
	1c	25	25		1c	50	NA*
	1d	25	25		1d	50	NA*
Financial Management & Oversight	2a	25	25	Sustainability	2a	50	NA*
	2b	25	25		2b	50	NA*
	2c	25	25		2c	50	NA*
Governance & Reporting	3a	25	25		2d	50	NA*
	3b	25	25	Total Financial Points		400	NA*
	3c	25	25	% of Financial Points			NA*
	3d	25	25				
	3e	25	25				
	3f	25	25				
	3g	25	25				
School Environment	4a	25	25				
	4b	25	25				
Additional Obligations	5a	25	25				
Total Operational Points		400	400				
% of Operational Points			100%				

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	Range	Operational Outcome	Range	Financial Outcome
Honor	75% - 100%			75% - 100%	90% - 100%		85% - 100%	
Good Standing	55% - 74%	NA	NA	55% - 74%	80% - 89%	100%	65% - 84%	NA
Remediation	31% - 54%			31% - 54%	61% - 79%		46% - 64%	
Critical	0% - 30%			0% - 30%	0% - 60%		0% - 45%	

*IPCSC did not assign ratings to academic or financial data for FY21 due to the pandemic.

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.	57%	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.	70%	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	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 NA
Comparison to District	Meets Standard: The school's proficiency rate in math is equal to the district average, or exceeds it by 1 - 15 percentage points.	57% NA NA
	Does Not Meet Standard: The school's proficiency rate in math is 1 - 15 percentage points lower than the district average.	District NA NA
	Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the district average.	54%
Notes	The district average will be determined using the same grade set as is served by the public charter school. Idaho Falls School District will be used for comparison purposes.	
Measure 2b	Do ELA (or similar subject area) proficiency rates meet or exceed the district average?	Points Possible Points Earned
ELA Proficiency Rate	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 NA
Comparison to District	Meets Standard: The school's proficiency rate in ELA is equal to the district average, or exceeds it by 1 - 15 percentage points.	70% NA NA
	Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 15 percentage points lower than the district average.	District NA NA
	Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the district average.	68%
Notes	The district average will be determined using the same grade set as is served by the public charter school. Idaho Falls School District will be used for comparison purposes.	

INDICATOR 3: CRITERION-REFERENCED STUDENT GROWTH (GRADES K-8)		
<p>Measure 3a</p> <p>Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade?</p> <p>Criterion-Referenced Growth</p> <p>Math</p> <p>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.</p> <p>Notes</p>	<p>Points Possible</p>	<p>Points Earned</p>
	NA	NA
	NA	NA
	NA	NA
<p>Measure 3b</p> <p>Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade?</p> <p>Criterion-Referenced Growth</p> <p>ELA</p> <p>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.</p> <p>Notes</p>	<p>Points Possible</p>	<p>Points Earned</p>
	NA	NA
	NA	NA
	NA	NA

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 charter and 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 charter and performance certificate. A cohesive professional development program is utilized. 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. 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.	No instances of non-compliance documented	25	25	
Notes				<hr/> 25	
Measure 1b Educational Requirements	Is the school complying with applicable 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. 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. 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.	No instances of non-compliance documented	25	25	
Notes				<hr/> 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			15	0
				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			15	0
				25

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT			
<p>Measure 2a Financial Reporting and Compliance</p>	<p>Is the school meeting financial reporting and compliance requirements?</p>	<p>Result</p>	<p>Points Possible Points Earned</p>
<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>		<p>No instances of non-compliance documented</p> <p>25</p> <p>15</p> <p>0</p>	<p>25</p> <p>25</p> <hr/> <p>25</p>
<p>Notes</p>			
<p>Measure 2b GAAP</p>	<p>Is the school following General Accepted Accounting Principles (GAAP)</p>	<p>Result</p>	<p>Points Possible Points Earned</p>
<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>		<p>No instances of non-compliance documented</p> <p>25</p> <p>15</p> <p>0</p>	<p>25</p> <p>25</p> <hr/> <p>25</p>
<p>Notes</p>			
<p>No points are deducted for failure to comply with GASB 75.</p>			
<p>Measure 2c Enrollment Variance</p>	<p>Is the school successfully enrolling the projected number of students?</p>	<p>Result</p>	<p>Points Possible Points Earned</p>
<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>		<p>97.00%</p> <p>25</p> <p>15</p> <p>0</p>	<p>25</p> <p>25</p> <hr/> <p>25</p>
<p>Notes</p>			
<p>Enrollment variance is calculated by dividing mid-term ADA by the enrollment projection reported to the PCSC at the beginning of the fiscal year.</p>			

INDICATOR 3: GOVERNANCE AND REPORTING																	
<p>Measure 3a</p> <p>Governance Requirements</p>	<p>Is the school complying with governance requirements?</p> <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> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
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<p>Measure 3b</p> <p>Board Oversight</p>	<p>Is the board fulfilling its oversight obligations?</p> <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> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
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<p>Measure 3c Reporting Requirements</p>	<p>Is the school complying with reporting requirements?</p> <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>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
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<p>Notes</p>																	
<p>Measure 3d Public Transparency</p>	<p>Is the school complying with public transparency requirements?</p> <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>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
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<p>Notes</p>																	
<p>Measure 3e Credentialing & Background Checks</p>	<p>Is the school meeting employee credentialing and background check requirements?</p> <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>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
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	0																
		25															
<p>Notes</p>																	

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	
Notes				25

INDICATOR 4: SCHOOL ENVIRONMENT																	
<p>Measure 4a Transportation</p>	<p>Is the school complying with transportation requirements?</p> <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> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
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<p>Measure 4b Facilities</p>	<p>Is the school complying with facilities requirements?</p> <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> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
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INDICATOR 5: ADDITIONAL OBLIGATIONS																	
Measure 5a	Is the school complying with all other obligations?																
Additional Obligations		<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
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		25															
<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			Result	Points Possible	Points Earned
Measure 1a Current Ratio	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.	11.86	NA NA NA	NA NA NA	
Notes					
Measure 1b Cash Ratio	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.	9.14	NA NA NA	NA NA NA	
Notes					
Measure 1c Unrestricted Days Cash	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.	174	NA NA NA	NA NA NA	
Notes					
Measure 1d Default	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.	None No default noted	NA NA NA	NA NA NA	
Notes					

INDICATOR 2: SUSTAINABILITY			Result	Points Possible	Points Earned
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.		25.05%, 22.00%		
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	NA	NA
Notes					
Measure 2b	Debt to Asset Ratio: Total Liabilities divided by Total Assets		0.08		
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>			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		Multi - \$1,236,571 Recent One - \$891,532 Previous One - \$345,039		
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>		See note	NA	NA
Notes					
Measure 2d	Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)		2.2		
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>			NA	NA
Notes					

Gem Prep Meridian Longitudinal Results

		Percentage of Points Earned					
ACADEMIC	Measure	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
State Proficiency Comparison	1a			100%	NA	NA	
	1b			100%	NA	NA	
District Proficiency Comparison	2a			100%	NA	NA	
	2b			100%	NA	NA	
Criterion-Referenced Growth	3a			69%	NA	NA	
	3b			43%	NA	NA	
Norm-Referenced Growth	4a			Masked	NA	NA	
	4b			Masked	NA	NA	
Post-Secondary Readiness	5a	NA	NA	NA	NA	NA	
% of Possible Academic Points for this School		70%	79%	84%	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%	100%	
Financial Management	2a - 2c	87%	87%	87%	100%	100%	
Governance & Reporting	3a - 3f	100%	100%	100%	100%	100%	
School Environment	4a - 4b	100%	100%	100%	100%	100%	
Additional Obligations	5a	100%	100%	100%	100%	100%	
% of Possible Operational Points for this School		98%	98%	98%	100%	100%	

		Percentage of Points Earned					
FINANCIAL	Measure	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Near-Term	1a - 1d	100%	100%	100%	100%	NA	
Sustainability	2a - 2d	100%	100%	100%	100%	NA	
% of Possible Financial Points for this School		100%	100%	100%	100%	NA	

ACCOUNTABILITY DESIGNATION		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Academic		Honor	Honor	Honor	N/A*	N/A	
Mission Specific		N/A	N/A	N/A	N/A	N/A	
Operational		Honor	Honor	Honor	Honor	Honor	
Financial		Honor	Honor	Honor	Honor	N/A	

*Limited academic data for FY20 is available due to the COVID-19 pandemic

Gem Prep: Meridian 2020 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 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.

SCHOOL OVERVIEW			
Mission Statement	To prepare students for success in college and professional technical careers by providing a high quality, personalized, relevant and rigorous education through exceptional teaching, innovative uses of technology and partnerships with families.		
Key Design Elements	<p>The School shall implement and maintain the following essential design elements of its educational program: Gem Prep: Meridian will be grounded in 21st century learning and innovative school practices.</p> <ul style="list-style-type: none"> • High Expectations and Rigor. The school’s focus will be on 21st century learning and critical thinking skills, as well as Common Core-alignment. Personalized learning does not effectively benefit students if students are working with content that is below their capacity. The quality and rigor of student work is framed by competency-based standards planning and challenging learning objectives and assessments. Additionally, students will be prepared for a post-secondary education through dual credit courses taken during high school and the alignment of curriculum with Common Core standards. • Personalization. The blended learning, personalized instructional model is built on the belief that each student brings unique strengths and challenges to their learning experience and must be supported accordingly. Personalized learning includes working in adaptive online learning programs, working toward informed post-secondary goals, and utilizing flexible time at the secondary level for self-directed learning. • Data. The school will be grounded in the importance of using data to drive instruction, and will use formative assessment and other data to continually adjust instruction and necessary interventions. • Innovation. Continual improvement and innovation are of considerable importance. The organization will constantly review performance data and make adjustments to the school model as necessary. 		
School Location	2750 E. Gala Ct. Meridian, ID 83642	School Phone	208-269-1213
Surrounding District	West Ada School District		
Opening Year	2018		
Current Term	July 1, 2018-June 30, 2023		
Grades Served	K-12		
Enrollment (Approved)	732	Enrollment (Actual)	370

SCHOOL LEADERSHIP	
Dennis Turner	Chair
Murray Stanton	Vice-Chair
Emmett Wemp	Board Member
Jill Call	Board Member
Brian Trammell	Board Member
Duncan Robb	Board Member
Roger Stewart	Board Member

STUDENT DEMOGRAPHICS				
	School	State	Surrounding District	Neighboring District
Non-White	20.00%	25.00%	N/A	N/A
Limited English Proficiency	11.00%	7.00%	N/A	N/A
Special Needs	8.00%	11.00%	N/A	N/A
Free and Reduced Lunch	42.00%	44.00%	N/A	N/A

ACADEMIC	Measure	Points Possible	Points Earned						
		K-8	K-8	9-12	9-12	K-12	K-12	Alternative	Alternative
State Proficiency Comparison	1a	50	NA*	50	0	50	NA		
	1b	50	NA*	50	0	50	NA		
District Proficiency Comparison	2a	50	NA*	50	0	50	NA	50	0
	2b	50	NA*	50	0	50	NA	50	0
Criterion-Referenced Growth	3a	100	NA*			50	NA		
	3b	100	NA*			50	NA		
Norm-Referenced Growth	4a			100	0	0	NA	50	0
	4b			100	0	0	NA	50	0
Post-Secondary Readiness	5a			125	0	0	NA	100	0
Total Academic Points		400	NA*	525	0	300	NA	300	0
% of Academic Points			NA*		0%		NA		0%

* Academic data for FY20 is notavailable due to the COVID-19 pandemic.

MISSION-SPECIFIC	Measure	Points Possible	Points Earned
	1		
	2		
	3		
	4		
	5		
	6		
Total Mission-Specific Points			
% of Mission-Specific Points			

GPM 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	15		2c	50	50
Governance & Reporting	3a	25	25	Total Financial Points	2d	50	50
	3b	25	25		400	400	
	3c	25	25		% of Financial Points	100%	
	3d	25	25				
	3e	25	25				
	3f	25	25				
	3f	25	25				
School Environment	4a	25	25	The financial measures above are based on industry standards. They are not intended to reflect nuances of the school's financial status. Please see the financial section of this framework for relevant contextual information that may alleviate concern.			
	4b	25	25				
Additional Obligations	5a	25	25				
Total Operational Points		400	390				
% of Operational Points			98%				

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%	98%	65% - 84%	100%
Remediation	31% - 54%			31% - 54%		61% - 79%		46% - 64%	
Critical	0% - 30%			0% - 30%		0% - 60%		0% - 45%	

*Academic data for FY20 is not available due to the COVID-19 pandemic.

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

INDICATOR 1: EDUCATIONAL PROGRAM																	
<p>Measure 1a Implementation of Educational Program</p>	<p>Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?</p> <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>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
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	15																
	0																
		25															
<p>Notes</p>																	
<p>Measure 1b Educational Requirements</p>	<p>Is the school complying with applicable educational requirements?</p> <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>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
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		25															
<p>Notes</p>																	

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				25

INDICATOR 3: GOVERNANCE AND REPORTING																	
Measure 3a	Is the school complying with governance requirements?	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
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	15																
	0																
		25															
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>																	
Notes																	
Measure 3b	Is the board fulfilling its oversight obligations?	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
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	15																
	0																
		25															
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>																	
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
Notes			15	0
				25
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
Notes			15	0
				25

INDICATOR 4: SCHOOL ENVIRONMENT																	
<p>Measure 4a</p> <p>Transportation</p>	<p>Is the school complying with transportation requirements?</p> <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> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
Result	Points Possible	Points Earned															
No instances of non-compliance documented	25	25															
	15																
	0																
		25															
<p>Measure 4b</p> <p>Facilities</p>	<p>Is the school complying with facilities requirements?</p> <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> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
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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	Points Earned
Additional Obligations	<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>	No instances of non-compliance documented	25	25
			15	
			0	
				25
Notes				

INDICATOR 1: NEAR-TERM															
Measure 1a Current Ratio	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.	Result 5.69	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>50</td> </tr> <tr> <td>10</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td colspan="2"><hr/></td> </tr> <tr> <td></td> <td>50</td> </tr> </tbody> </table>	Points Possible	Points Earned	50	50	10		0		<hr/>			50
Points Possible	Points Earned														
50	50														
10															
0															
<hr/>															
	50														
Measure 1b Cash Ratio	Cash 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.	Result 3.81	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>50</td> </tr> <tr> <td>10</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td colspan="2"><hr/></td> </tr> <tr> <td></td> <td>50</td> </tr> </tbody> </table>	Points Possible	Points Earned	50	50	10		0		<hr/>			50
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<hr/>															
	50														
Measure 1c Unrestricted Days Cash	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.	Result 93 days	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>50</td> </tr> <tr> <td>10</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td colspan="2"><hr/></td> </tr> <tr> <td></td> <td>50</td> </tr> </tbody> </table>	Points Possible	Points Earned	50	50	10		0		<hr/>			50
Points Possible	Points Earned														
50	50														
10															
0															
<hr/>															
	50														
Measure 1d Default	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.	Result No default noted	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>50</td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td colspan="2"><hr/></td> </tr> <tr> <td></td> <td>50</td> </tr> </tbody> </table>	Points Possible	Points Earned	50	50	0		<hr/>			50		
Points Possible	Points Earned														
50	50														
0															
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	50														

INDICATOR 2: SUSTAINABILITY			Result	Points Possible	Points Earned
Measure 2a Total Margin and Aggregated 3-Year Total Margin	Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues. 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> Does Not Meet: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard". 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.	See note	50 30 0	50 50	
Notes	The Aggregated 3-Year Total Margin is positive (36.12%) and the most recent year Total Margin is positive (35.57%). 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	Debt to Asset Ratio: Total Liabilities divided by Total Assets Meets Standard: Debt to Asset Ratio is less than 0.9. Does Not Meet: Debt to Asset Ratio is between 0.9. and 1.0 Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0	0.24	50 30 0	50 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	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 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> Does Not Meet: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard" Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative.	See Note	50 30 0	50 50	
Notes	Multi-Year Cumulative Cash Flow is positive (\$847,850.00). Cash Flow is positive in the most recent year (\$345,039.00). Cash Flow is positive for previous year (\$502,811.00). FY20 was the school's 2nd year of operations.				
Measure 2d Debt Service Coverage Ratio	Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments) Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1 Does Not Meet: Debt Service Coverage Ratio is less than 1.1	3.64	50 0	50 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.				

Renewals No Conditions Page 366

Gemp Prep Meridian Longitudinal Results

ACADEMIC	Measure	Percentage of Points Earned				
		2018-19	2019-20	2020-21	2021-22	2022-23
State Proficiency Comparison	1a	100%	NA*			
	1b	82%	NA*			
District Proficiency Comparison	2a	68%	NA*			
	2b	52%	NA*			
Criterion-Referenced Growth	3a	58%	NA*			
	3b	62%	NA*			
% of Possible Academic Points for this School		68%	NA*			

MISSION-SPECIFIC	Measure	Percentage of Points Earned				
		2018-19	2019-20	2020-21	2021-22	2022-23
GPM has chosen not to include mission-specific measures.						
% of Possible Mission-Specific Points for this School		N/A	N/A			

OPERATIONAL	Measure	Percentage of Points Earned				
		2018-19	2019-20	2020-21	2021-22	2022-23
Educational Program	1a -1d	100%	100%			
Financial Management	2a - 2c	67%	87%			
Governance & Reporting	3a - 3f	100%	100%			
School Environment	4a - 4b	100%	100%			
Additional Obligations	5a	100%	100%			
% of Possible Operational Points for this School		94%	98%			

FINANCIAL	Measure	Percentage of Points Earned				
		2018-19	2019-20	2020-21	2021-22	2022-23
Near-Term	1a - 1d	100%	100%			
Sustainability	2a - 2d	100%	100%			
% of Possible Financial Points for this School		100%	100%			

ACCOUNTABILITY DESIGNATION	2018-19	2019-20	2020-21	2021-22	2022-23
Academic	Good Standing	NA*			
Mission Specific	NA	NA			
Operational	Honor	Honor			
Financial	Honor	Honor			

*Academic data for FY20 is not available due to the COVID-19 pandemic.

Gem Prep: Meridian 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 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 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.

SCHOOL OVERVIEW			
Mission Statement	To prepare students for success in college and professional technical careers by providing a high quality, personalized, relevant and rigorous education through exceptional teaching, innovative uses of technology and partnerships with families.		
Key Design Elements	<p>The School shall implement and maintain the following essential design elements of its educational program: Gem Prep: Meridian will be grounded in 21st century learning and innovative school practices.</p> <ul style="list-style-type: none"> • High Expectations and Rigor. The school's focus will be on 21st century learning and critical thinking skills, as well as Common Core-alignment. Personalized learning does not effectively benefit students if students are working with content that is below their capacity. The quality and rigor of student work is framed by competency-based standards planning and challenging learning objectives and assessments. Additionally, students will be prepared for a post-secondary education through dual credit courses taken during high school and the alignment of curriculum with Common Core standards. • Personalization. The blended learning, personalized instructional model is built on the belief that each student brings unique strengths and challenges to their learning experience and must be supported accordingly. Personalized learning includes working in adaptive online learning programs, working toward informed post-secondary goals, and utilizing flexible time at the secondary level for self-directed learning. • Data. The school will be grounded in the importance of using data to drive instruction, and will use formative assessment and other data to continually adjust instruction and necessary interventions. • Innovation. Continual improvement and innovation are of considerable importance. The organization will constantly review performance data and make adjustments to the school model as necessary. 		
School Location	2750 E. Gala Ct. Meridian, ID 83642	School Phone	208-269-1213
Surrounding District	West Ada School District		
Opening Year	2018		
Current Term	July 1, 2018-June 30, 2023		
Grades Served	K-12		
Enrollment (Approved)	732	Enrollment (Actual)	269

SCHOOL LEADERSHIP	
Dennis Turner	Chair
Murray Stanton	Vice-Chair
Renee Ellsworth	Board Member
Jill Call	Board Member
Brian Trammell	Board Member
Duncan Robb	Board Member
Roger Stewart	Board Member

STUDENT DEMOGRAPHICS				
	School	State	Surrounding District	Neighboring District
Non-White	19.33%	24.85%	19.56%	N/A
Limited English Proficiency	Masked	6.44%	4.20%	N/A
Special Needs	10.41%	10.73%	10.24%	N/A
Free and Reduced Lunch	Masked	44.74%	23.68%	N/A

ISAT PROFICIENCY RATES	
Percentage of students meeting or exceeding proficiency in Math	63.72%
Percentage of students meeting or exceeding proficiency in English Language Arts	65.49%
Percentage of students meeting or exceeding proficiency in Science	81.48%

GO-ON RATE (Post-secondary enrollment within 12 months of graduation)	N/A
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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	50	50	0	50			
	1b	50	41	50	0	50			
District Proficiency Comparison	2a	50	34	50	0	50		50	0
	2b	50	26	50	0	50		50	0
Criterion-Referenced Growth	3a	100	58			50			
	3b	100	62			50			
Norm-Referenced Growth	4a			100	0	0	0	50	0
	4b			100	0	0	0	50	0
Post-Secondary Readiness	5a			125	0	0	0	100	0
Total Academic Points		400	271	525	0	300	0	300	0
% of Academic Points			68%		0%		0%		0%

MISSION-SPECIFIC	Measure	Points Possible	Points Earned	
	1			GPM has chosen not to include mission-specific measures.
	2			
	3			
	4			
	5			
	6			
Total Mission-Specific Points				
% of Mission-Specific Points				

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	0		2c	50	50
Governance & Reporting	3a	25	25	Total Financial Points	2d	50	50
	3b	25	25				
	3c	25	25				
	3d	25	25				
	3e	25	25				
	3f	25	25				
School Environment	4a	25	25	The financial measures above are based on industry standards. They are not intended to reflect nuances of the school's financial status. Please see the financial section of this framework for relevant contextual information that may alleviate concern.			
Additional Obligations	4b	25	25				
Total Operational Points	5a	25	25				
% of Operational Points		400	375				
			94%	% of Financial Points		400	400
							100%

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%	68%	0%	55% - 74%	NA	80% - 89%	94%	65% - 84%	100%
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	<p>Exceeds Standard: The school's proficiency rate in math exceeds the state average by 16 percentage points or more.</p> <p>Meets Standard: The school's proficiency rate in math is equal to the state 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 state average.</p> <p>Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the state average.</p>	X	50 30 - 45 15 - 29 0 - 14 <hr/> 50
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	<p>Exceeds Standard: The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.</p> <p>Meets Standard: The school's proficiency rate in ELA is equal to the state 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 state average.</p> <p>Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the state average.</p>	X	50 30 - 45 15 - 29 0 - 14 <hr/> 41
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 proficiency rates meet or exceed the district average?	Points Possible Points Earned
Math Proficiency Rate		
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 0</p> <p>X 30 - 45 34</p> <p> 15 - 29 0</p> <p> 0 - 14 0</p> <hr/> <p> 34</p>
Notes	The district average will be determined using the same grade set as is served by the public charter school. Meridian Joint School District #2 will be used for comparison purposes.	
Measure 2b	Do ELA proficiency rates meet or exceed the district average?	Points Possible Points Earned
ELA Proficiency Rate		
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 0</p> <p> 30 - 45 0</p> <p>X 15 - 29 26</p> <p> 0 - 14 0</p> <hr/> <p> 26</p>
Notes	The district average will be determined using the same grade set as is served by the public charter school. Meridian Joint School District #2 will be used for comparison purposes.	

INDICATOR 3: CRITERION-REFERENCED STUDENT GROWTH (GRADES K-8)																				
Measure 3a Criterion-Referenced Growth Math	Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade? 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.	<table border="1"> <thead> <tr> <th></th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>76-100</td> <td>0</td> </tr> <tr> <td>74</td> <td>51-75</td> <td>58</td> </tr> <tr> <td></td> <td>26-50</td> <td>0</td> </tr> <tr> <td></td> <td>0-25</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">58</td> </tr> </tbody> </table>		Points Possible	Points Earned		76-100	0	74	51-75	58		26-50	0		0-25	0			58
	Points Possible	Points Earned																		
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74	51-75	58																		
	26-50	0																		
	0-25	0																		
		58																		
Notes																				
Measure 3b Criterion-Referenced Growth ELA	Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade? 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.	<table border="1"> <thead> <tr> <th></th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>76-100</td> <td>0</td> </tr> <tr> <td>76</td> <td>51-75</td> <td>62</td> </tr> <tr> <td></td> <td>26-50</td> <td>0</td> </tr> <tr> <td></td> <td>0-25</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">62</td> </tr> </tbody> </table>		Points Possible	Points Earned		76-100	0	76	51-75	62		26-50	0		0-25	0			62
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	76-100	0																		
76	51-75	62																		
	26-50	0																		
	0-25	0																		
		62																		
Notes																				

INDICATOR 1: EDUCATIONAL PROGRAM																	
<p>Measure 1a Implementation of Educational Program</p>	<p>Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?</p> <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>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
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No instances of non-compliance documented	25	25															
	15																
	0																
		25															
<p>Notes</p>																	
<p>Measure 1b Educational Requirements</p>	<p>Is the school complying with applicable educational requirements?</p> <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>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
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No instances of non-compliance documented	25	25															
	15																
	0																
		25															
<p>Notes</p>																	

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			15	0
				<hr/> 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			15	0
				<hr/> 25

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? 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. 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. 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.		No instances of non-compliance documented 15 0	25 15 0	25 15 0 <hr/> 25
Notes					
Measure 2b GAAP	Is the school following General 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 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. 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. 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.		See note 15 0	25 15 0 <hr/> 25	
Notes	No points are deducted for failure to comply with GASB 75.				
Measure 2c Enrollment Variance	Is the school successfully enrolling the projected number of students? Meets Standard: Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year. Partially Meets Standard: Enrollment variance was between 90 and 95 percent in the most recent fiscal year. Does Not Meet Standard: Enrollment variance was less than 90 percent in the most recent fiscal year.		25 15 88.38%	0 15 0 <hr/> 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. While the school's enrollment variance does not meet standard, it is common for school's in their first year of operations to experience high variance.				

INDICATOR 3: GOVERNANCE AND REPORTING																	
<p>Measure 3a Governance Requirements</p>	<p>Is the school complying with governance requirements?</p> <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> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
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		25															
<p>Measure 3b Board Oversight</p>	<p>Is the board fulfilling its oversight obligations?</p> <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> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
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	15																
	0																
		25															

<p>Measure 3c Reporting Requirements</p>	<p>Is the school complying with reporting requirements?</p> <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>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
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<p>Notes</p>																	
<p>Measure 3d Public Transparency</p>	<p>Is the school complying with public transparency requirements?</p> <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>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
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<p>Notes</p>																	
<p>Measure 3e Credentialing & Background Checks</p>	<p>Is the school meeting employee credentialing and background check requirements?</p> <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>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
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	15																
	0																
		25															
<p>Notes</p>																	

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
Notes	25			
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
Notes	25			
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
Notes	25			

INDICATOR 5: ADDITIONAL OBLIGATIONS																	
Measure 5a	Is the school complying with all other obligations?																
Additional Obligations		<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
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	15																
	0																
		25															
<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 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.	Result 4.39	Points Possible 50 10 0 <hr/> 50
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.	Result 3.4	Points Possible 50 10 0 <hr/> 50
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.	Result 154 days	Points Possible 50 10 0 <hr/> 50
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.	Result No default noted	Points Possible 50 0 <hr/> 50

INDICATOR 2: SUSTAINABILITY			Result	Points Possible	Points Earned
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.				
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	<p>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.</p>				
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>		0.22	50	50
				30	
				0	
					50
Notes	<p>Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.</p>				
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>		See note	50	50
				30	
				0	
					50
Notes	<p>FY19 was GPM's first year of operation. The cash flow in FY19 was positive.</p>				
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>		1.48	50	50
				0	
					50
Notes	<p>Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.</p>				

IPCSC Lottery Observation Summary

An observation of each school's lottery process is required by [Section VI of PCSC policies](#), and will place once each performance certificate term.

Below you will find the summary of the IPCSC lottery observation for your school. The purpose of this observation is to ensure compliance with Idaho's equitable selection process outlined in [IDAPA 08.02.04.203](#). Please see the IPCSC's [Equitable Selection and Enrollment Process Guidance](#) document for more information. If you have any questions/comments/concerns regarding the summary below, please feel free to reach out to the IPCSC staff. You may provide a response to this report within two weeks of receipt. Both the report and your response will be included in your school's renewal portfolio.

Observation Date: 3/9/2022

Observation Location: Zoom

Observer: Jared Dawson

School Personnel Present	Office (if applicable)
Katie Hartshorn	
Audryann Clayton	
Madeline bravo	
Jennifer Ashmead	
Josh Femreite	
Maris Angelo	
Marisol Chavez	
Melissa brace	
Brenda pina	
Nicole Thurgood	
Neutral Third-Party Conducting Draw	Title
GPP Tiffany	
GPMN Cassandra	
GPM Crystal	

Observation Category	Status	Date
Enrollment Deadline Notification	No Concern	3/9/2022
Enrollment Form	No Concern	3/9/2022
Lottery Process	No Concern	3/9/2022

Additional Notes (As Applicable)

Deadline Notification & Enrollment Application | Good

Equitable Selection Process | Good

Reminders | *Reminders are provided below for your specific school to support and ensure compliance on future lottery processes. Please ensure these reminders are implemented during your next enrollment season.*

Bulk lottery setting in SchoolMint is not particularly transparent in order to randomize grades; in future lotteries, recommend discussing this and/or providing explanation when walking through the process

IPCSC Board Meeting Observation Summary

An observation of charter school board meetings is required by [Section VI of PCSC policies](#), and will take place once each performance certificate term. We recognize that not all aspects of good governance may be addressed in a single meeting and that this observation is only a snapshot.

Below you will find the summary of the PCSC’s board meeting observation of your school. The purpose of this observation is to ensure compliance with [Idaho’s Open Meeting Law](#) and to help inform annual evaluations regarding the board stewardship measures of the Performance Framework. Please see the PCSC’s [Performance Framework](#) for details regarding the governance structure and governance oversight measures.

If you have any questions/comments/concerns regarding the summary below, please feel free to reach out to the PCSC staff. You may provide a response to this report within two weeks of receipt. Both the report and your response will be included in your school’s renewal portfolio.

Observation Date: 4/15/2021

Observer: Jared Dawson

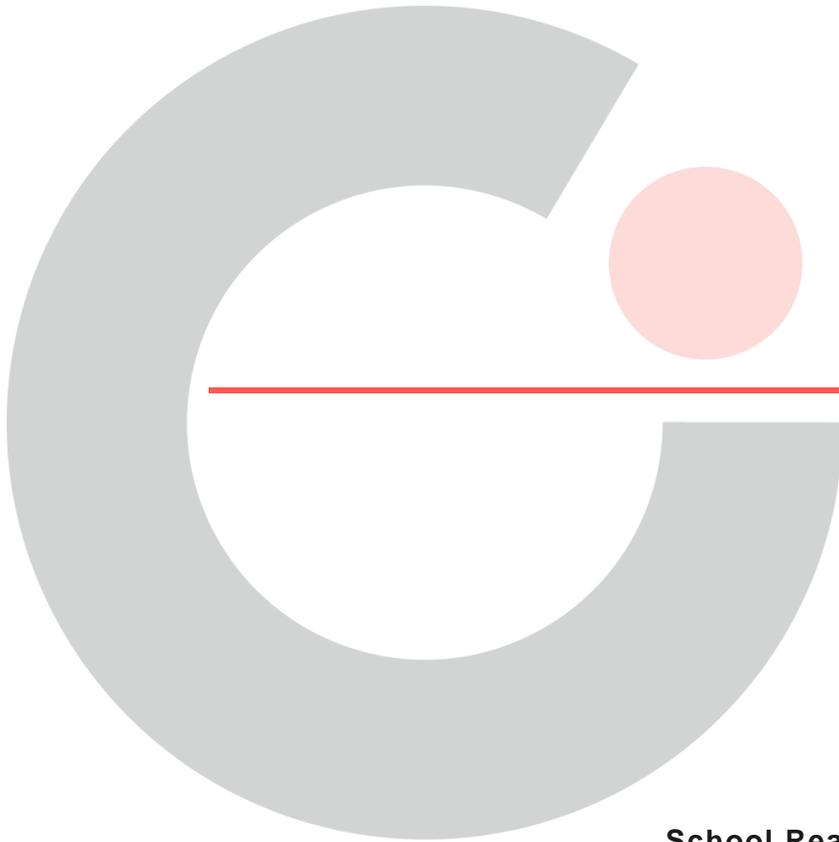
School Board Director’s Name	Office (if applicable)	Present/Remote/Absent
Dennis Turner	Chairman	Present
Barb Femreite	Vice Chairperson	Remote
Duncan Robb		Remote
Roger Stewart		Remote
Emmett Wemp		Remote
Tayler Tibbitts		Remote
School Leadership	Title	Present/Remote/Absent
Jason Bransford	CEO	Remote
Josh Femreite	Chief Growth Officer	Remote
Laurie Wolfe	Chief Academic Officer	Remote
Bryan Fletcher	CFO	Remote
Brenda Pina	COO	Remote
Tera Reeves	College Access Director	Remote
Sonya Lovejoy	Director of Curriculum	Remote
Shay Angelo	Director of Development	Remote
Dallas Hartshorn	Director of Technology	Remote
Lori Bogar	Director of Finance	Remote
Jared Bissen	Director of Special Education	Remote
Heather Parsons	Principal Supervisor	Remote

Observation Category	Status	Date
Open Meeting Law	No Concern	4/15/21
Public Participation	No Concern	4/15/21
Operational Efficacy	No Concern	4/15/21
Academic Achievement	No Concern	4/15/21

Financial Health	No Concern	4/15/21
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Additional Notes (As Applicable)

Board meeting was very efficient, and covered all schools, both existing and proposed, in the Gem Prep network. Board operates efficiently and effectively, follows open meeting law. No concerns observed.



Gem Prep: Meridian

Meridian, Idaho

April 1, 2022

School Reaccreditation Engagement Review

313850

Table of Contents

Cognia Continuous Improvement System	3
Initiate.....	3
Improve.....	3
Impact.....	3
Cognia Performance Accreditation and the Engagement Review	4
Cognia Standards Diagnostic Results	4
Leadership Capacity Domain	5
Learning Capacity Domain	6
Resource Capacity Domain.....	7
Assurances.....	8
Accreditation Status and Index of Education Quality®	8
Insights from the Review	9
Next Steps	10
Cognia Evaluator(s)	11
References and Readings.....	12

Cognia Continuous Improvement System

Cognia defines continuous improvement as "an embedded behavior rooted in an institution's culture that constantly focuses on conditions, processes, and practices to improve teaching and learning." The Cognia Continuous Improvement System (CIS) provides a systemic, fully integrated solution to help institutions map out and navigate a successful improvement journey. In the same manner that educators are expected to understand the unique needs of every learner and tailor the education experience to drive student success, every institution must be empowered to map out and embrace their unique improvement journey. Cognia expects institutions to use the results and the analysis of data from various interwoven components for the implementation of improvement actions to drive education quality and improved student outcomes. While each improvement journey is unique, the journey is driven by key actions.

The findings in the Reaccreditation Review Report are organized by the ratings from the Cognia Performance Standards Diagnostic and the Levels of Impact within the i3 Rubric: Initiate, Improve, and Impact.

Initiate

The first phase of the improvement journey is to **Initiate** actions to cause and achieve better results. The elements of the Initiate phase are defined within the Levels of Impact of Engagement and Implementation. Engagement is the level of involvement and frequency of stakeholders in the desired practices, processes, or programs within the institution. Implementation is the process of monitoring and adjusting the administrations of the desired practices, processes, or programs for quality and fidelity. Standards identified within Initiate should become the focus of the institution's continuous improvement journey toward the collection, analysis, and use of data to measure the results of engagement and implementation. Enhancing the capacity of the institution in meeting these Standards has the greatest potential impact on improving student performance and organizational effectiveness.

Improve

The second phase of the improvement journey is to gather and evaluate the results of actions to **Improve**. The elements of the **Improve** phase are defined within the Levels of Impact of Results and Sustainability. Results come from the collection, analysis, and use of data and evidence to demonstrate attaining the desired result(s). Sustainability is results achieved consistently to demonstrate growth and improvement over time (a minimum of three years). Standards identified within Improve are those in which the institution is using results to inform their continuous improvement processes and to demonstrate over time the achievement of goals. The institution should continue to analyze and use results to guide improvements in student achievement and organizational effectiveness.

Impact

The third phase of achieving improvement is **Impact**, where desired practices are deeply entrenched. The elements of the **Impact** phase are defined within the Level of Impact of Embeddedness. Embeddedness is the degree to which the desired practices, processes, or programs are deeply ingrained in the culture and operation of the institution. Standards identified within Impact are those in which the institution has demonstrated ongoing growth and improvement over time and has embedded the practices within its culture. Institutions should continue to support and sustain these practices that yield results in improving student achievement and organizational effectiveness.



Cognia Performance Accreditation and the Engagement Review

Accreditation is pivotal in leveraging education quality and continuous improvement. Using a set of rigorous research-based standards, the Cognia Accreditation Process examines the whole institution—the program, the cultural context, and the community of stakeholders—to determine how well the parts work together to meet the needs of learners. Through the accreditation process, highly skilled and trained Cognia Evaluator(s) review evidence and information pertinent to evaluating an institution's performance against the research-based Cognia Performance Standards. Cognia Evaluator(s) use these Standards to assess the quality of learning environments to gain valuable insights and target improvements in teaching and learning. Cognia provides Standards that are tailored for all education providers so that the benefits of accreditation are universal across the education community.

Through a comprehensive review of evidence and information, our Cognia Evaluator(s) gain a broad understanding of institution quality. Using the Standards, the Cognia Evaluator(s) provide valuable feedback to institutions, which helps to focus and guide each institution's improvement journey.

Cognia Standards Diagnostic Results

The Cognia Performance Standards Diagnostic is used by the Cognia Evaluator(s) to evaluate the institution's effectiveness based on the Cognia Performance Standards. The diagnostic consists of three components built around each of three Domains: **Leadership Capacity**, **Learning Capacity**, and **Resource Capacity**. Results are reported within four ranges identified by color. The results for the three Domains are presented in the tables that follow.

Color	Rating	Description
Red	Insufficient	Identifies areas with insufficient evidence or evidence that indicated little or no activity leading toward improvement
Yellow	Initiating	Represents areas to enhance and extend current improvement efforts
Green	Improving	Pinpoints quality practices that are improving and meet the Standards
Blue	Impacting	Demonstrates noteworthy practices producing clear results that positively impact the institution

Under each Standard statement is a row indicating the scores related to the elements of Cognia's i3 Rubric. The rubric is scored from one (1) to four (4). A score of four on any element indicates high performance, while a score of one or two indicates an element in need of improvement. The following table provides the key to the abbreviations of the elements of the i3 Rubric.

Element	Abbreviation
Engagement	EN
Implementation	IM
Results	RE
Sustainability	SU
Embeddedness	EM



Leadership Capacity Domain

The capacity of leadership to ensure an institution's progress toward its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its purpose and direction, the effectiveness of governance and leadership to enable the institution to realize its stated objectives, the ability to engage and involve stakeholders in meaningful and productive ways, and the capacity to implement strategies that improve learner and educator performance.

Leadership Capacity Standards										Rating
1.1	The institution commits to a purpose statement that defines beliefs about teaching and learning, including the expectations for learners.									Improving
	EN:	3	IM:	2	RE:	3	SU:	1	EM:	
1.2	Stakeholders collectively demonstrate actions to ensure the achievement of the institution's purpose and desired outcomes for learning.									Improving
	EN:	4	IM:	2	RE:	3	SU:	2	EM:	
1.3	The institution engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	
1.4	The governing authority establishes and ensures adherence to policies that are designed to support institutional effectiveness.									Initiating
	EN:	2	IM:	2	RE:	2	SU:	2	EM:	
1.5	The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.									Improving
	EN:	3	IM:	3	RE:	3	SU:	3	EM:	
1.6	Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.									Impacting
	EN:	4	IM:	4	RE:	3	SU:	3	EM:	
1.7	Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.									Improving
	EN:	3	IM:	2	RE:	3	SU:	3	EM:	
1.8	Leaders engage stakeholders to support the achievement of the institution's purpose and direction.									Impacting
	EN:	3	IM:	4	RE:	3	SU:	3	EM:	
1.9	The institution provides experiences that cultivate and improve leadership effectiveness.									Impacting
	EN:	3	IM:	3	RE:	4	SU:	3	EM:	
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.									Impacting
	EN:	4	IM:	3	RE:	3	SU:	3	EM:	

Learning Capacity Domain

The impact of teaching and learning on student achievement and success is the primary expectation of every institution. An effective learning culture is characterized by positive and productive teacher/learner relationships, high expectations and standards, a challenging and engaging curriculum, quality instruction and comprehensive support that enable all learners to be successful, and assessment practices (formative and summative) that monitor and measure learner progress and achievement. Moreover, a quality institution evaluates the impact of its learning culture, including all programs and support services, and adjusts accordingly.

Learning Capacity Standards											Rating
2.1	Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the institution.										Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4	
2.2	The learning culture promotes creativity, innovation, and collaborative problem-solving.										Improving
	EN:	3	IM:	3	RE:	3	SU:	3	EM:	3	
2.3	The learning culture develops learners' attitudes, beliefs, and skills needed for success.										Improving
	EN:	2	IM:	2	RE:	3	SU:	3	EM:	3	
2.4	The institution has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences.										Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4	
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.										Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4	
2.6	The institution implements a process to ensure the curriculum is aligned to standards and best practices.										Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4	
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the institution's learning expectations.										Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4	
2.8	The institution provides programs and services for learners' educational futures and career planning.										Impacting
	EN:	3	IM:	3	RE:	4	SU:	4	EM:	3	
2.9	The institution implements processes to identify and address the specialized needs of learners.										Initiating
	EN:	2	IM:	2	RE:	2	SU:	2	EM:	1	
2.10	Learning progress is reliably assessed and consistently and clearly communicated.										Improving
	EN:	3	IM:	3	RE:	3	SU:	3	EM:	3	

Learning Capacity Standards											Rating
2.11	Educators gather, analyze, and use formative and summative data that lead to the demonstrable improvement of student learning.										Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4	
2.12	The institution implements a process to continuously assess its programs and organizational conditions to improve student learning.										Impacting
	EN:	3	IM:	4	RE:	3	SU:	4	EM:	4	

Resource Capacity Domain

The use and distribution of resources support the stated mission of the institution. Institutions ensure that resources are distributed and utilized equitably, so the needs of all learners are adequately and effectively addressed. The utilization of resources includes support for professional learning for all staff. The institution examines the allocation and use of resources to ensure appropriate levels of funding, sustainability, organizational effectiveness, and increased student learning.

Resource Capacity Standards											Rating
3.1	The institution plans and delivers professional learning to improve the learning environment, learner achievement, and the institution's effectiveness.										Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4	
3.2	The institution's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.										Impacting
	EN:	3	IM:	4	RE:	3	SU:	3	EM:	4	
3.3	The institution provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.										Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4	
3.4	The institution attracts and retains qualified personnel who support the institution's purpose and direction.										Improving
	EN:	3	IM:	3	RE:	3	SU:	3	EM:	3	
3.5	The institution integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.										Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4	
3.6	The institution provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the institution.										Improving
	EN:	3	IM:	3	RE:	3	SU:	3	EM:	3	
3.7	The institution demonstrates strategic resource management that includes long-range planning and use of resources in support of the institution's purpose and direction.										Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4	

Resource Capacity Standards										Rating
3.8	The institution allocates human, material, and fiscal resources in alignment with the institution's identified needs and priorities to improve student performance and organizational effectiveness.									Improving
	EN:	3	IM:	3	RE:	3	SU:	3	EM:	

Assurances

Assurances are statements that accredited institutions must confirm they are meeting. The Assurance statements are based on the type of institution, and the responses are confirmed by the Cognia Evaluator(s). Institutions are expected to meet all Assurances and are expected to correct any deficiencies in unmet Assurances.

Assurances Met		
YES	NO	If No, List Unmet Assurances by Number Below
X		

Accreditation Status and Index of Education Quality®

Cognia will review the results of the Reaccreditation Review to make a final determination concerning accreditation status, including the appropriate next steps for your institution in response to these findings. Cognia provides the Index of Education Quality (IEQ) as a holistic measure of overall performance based on a comprehensive set of standards and review criteria. This formative tool for improvement identifies areas of success and areas in need of focus. The IEQ comprises the Standards Diagnostic ratings from the three Domains: Leadership Capacity, Learning Capacity, and Resource Capacity. The IEQ results are reported on a scale of 100 to 400 and provide information about how the institution is performing compared to expected criteria. Institutions should review the IEQ in relation to the Findings from the review in the areas of Initiate, Improve, and Impact. An IEQ score below 250 indicates that the institution has several areas within the Initiate level and should focus their improvement efforts on those Standards within that level. An IEQ in the range of 225–300 indicates that the institution has several Standards within the Improve level and is using results to inform continuous improvement and demonstrate sustainability. An IEQ of 275 and above indicates the institution is beginning to reach the Impact level and is engaged in practices that are sustained over time and are becoming ingrained in the culture of the institution.

Below is the average (range) of all Cognia Improvement Network (CIN) institutions evaluated for accreditation in the last five years. The range of the annual CIN IEQ average is presented to enable you to benchmark your results with other institutions in the network.

Institution IEQ	350.00	CIN 5 Year IEQ Range	278.34 – 283.33
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Insights from the Review

Cognia Evaluator(s) review evidence about the processes, programs, and practices within the institution to arrive at findings. These findings are organized around themes guided by the evidence, with examples of programs and practices, and suggestions for the institution's continuous improvement efforts. The Insights from the Review narrative should provide contextualized information about the practices, processes, and programs of the institution. The narrative also provides the next steps to guide the institution's improvement journey in its efforts to improve the quality of educational opportunities for all learners. The findings are aligned to research-based criteria designed to improve student learning and organizational effectiveness. The feedback provided in the Reaccreditation Review Report will assist the institution in reflecting on its current improvement efforts and to adapt and adjust their plans to continuously strive for improvement.

The Cognia Lead Evaluator identified the following themes as part of the continuous improvement journey for Gem Prep: Meridian. These areas of strength and opportunities for further action offer a guide as the school continues to refine its improvement journey. These themes emerged after reviewing and analyzing a variety of evidence that included Standards ratings in the leadership, learning, and resource domains, evidence provided by the institution, website information, and interviews with leadership.

The staff and stakeholders demonstrate a clear commitment to the vision and mission of the school. After reviewing the evidence provided and talking with the principal, staff, and students, the team inferred a consistent commitment and dedication to preparing the students for college by providing a rigorous academic program starting in the earliest of grades and continuing on through graduation. The mission and vision of the school, which depict this commitment, are evident and ingrained as part of the school's culture. The school's leadership team provided a plethora of documentation, such as meeting sign-in sheets and survey results that supported the fact that multiple stakeholders were involved in the development of the mission and vision, along with evidence to support the collection of ongoing feedback from said parties. The school's leadership team models the expectations by providing weekly coaching sessions with each teacher in the building. Coaching sessions are designed to support the teacher and positively affect continual growth of the entire teaching staff. The dedication of staff members and their commitment to providing students with the most effective, efficient, and rigorous education is more than apparent. The team suggests the institution continue to develop regular and formalized processes to review and update the mission and vision to ensure commitment and sustainability within the school culture.

The school demonstrates a solid educational foundation based on data collection, the analysis of this data, and using the data to drive the next steps. Strong evidence supports a continual collection of data from multiple stakeholder groups and the implementation of the data to impact change. Gem Prep: Meridian is commended for its data collection across multiple stakeholder groups and the implementation of the data collected. Although the school is in its infancy, the evidence to show sustainability is evident that this dedication will continue for years to come. Additional evidence to support the school's dedication to the use of data is evident in the Professional Development Schedule that is completed each year. The administration allows time throughout the year for the staff to actually decipher and utilize the data collected. The leadership team and staff are commended in this area. Their dedication to the collection of meaningful data and the analysis and implementation of change is amazing. The team suggests the institution continue with its existing processes and continue to collect, evaluate, and make decisions on the data the district collects.

The school demonstrates a strong academic system. However, it has deficiencies in meeting the needs of diverse learners within its building. The school has strong evidence to support a strong academic system that meets its mission and vision and provides students with the rigor they need to find success; however, there were pockets of populations that would benefit from receiving more formalized and regular support. The support provided to these small populations of students is not as strong or robust as is evident in other areas. The school does have supports in place; however, it does not have the data to demonstrate its effectiveness or identify areas to improve. The team suggests the institution collect and implement a data collection system that will help formalize, analyze, and embed a focused system of support for all learners.

The team thanks the institution for its genuine engagement in the continuous improvement process and hopes Gem Prep: Meridian stakeholders use the insight from this review as they move forward in their continuous improvement journey.

Next Steps

Upon receiving the Reaccreditation Review Report, the institution is encouraged to implement the following steps:

- Review and share the findings with stakeholders.
- Develop plans to address the areas for improvement identified by the Cognia Evaluator(s).
- Use the findings and data from the report to guide and strengthen the institution's continuous improvement efforts.
- Celebrate the successes noted in the report.
- Continue the improvement journey.



Cognia Evaluator(s)

Evaluator Name	Evaluator Title
Kelsey Williams, Lead Evaluator	<p>Dr. Williams joined Cognia in 2021 and aspires to expand her understanding of accreditation functions, policies, and procedures for accreditation both nationally and internationally. Dr. Williams' professional career spans 18+ years, including the fields of education and administration both in the USA and Internationally. Her experience includes teacher, administrator, professional development coordinator & trainer, special education director, university professor, and Idaho State Representative for the National Out of School Youth Forum. Dr. Williams has earned degrees from Boise State University and Northwest Nazarene University. Dr. Williams currently works as the special education director for three districts; Horseshoe Bend School District, Garden Valley School District, and Cascade School District.</p>

References and Readings

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BEFORE THE IDAHO PUBLIC CHARTER SCHOOL COMMISSION
STATE OF IDAHO

In the Matter of the Charter Renewal for:

HERITAGE COMMUNITY CHARTER
SCHOOL.

Case No. 22-52504

**NOTICE AND ACKNOWLEDGMENT OF
COMMISSION DIRECTOR’S
RECOMMENDATION FOR RENEWAL
OF CHARTER**

Pursuant to Idaho Code section 33-5209B, the Director of the Idaho Public Charter School Commission (“Commission”) recommends that the charter for Heritage Community Charter School (“HCCS”) be renewed for a five-year term with no conditions.

After its review of the Director’s recommendation, if HCCS agrees to accept the Director’s recommendation as presented below, an authorized representative of HCCS must complete the Consent Agreement, attached to this Notice as Attachment A, and return it to the Director **by no later than December 15, 2022** to the following address:

Jenn Thompson, Director
Idaho Public Charter School Commission
514 W. Jefferson St., Ste. 303
Boise, Idaho 83720
jenn.thompson@osbe.idaho.gov

Dated this 15th day of November, 2022.

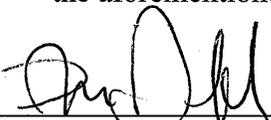
Jenn Thompson Digitally signed by Jenn Thompson
Date: 2022.11.08 12:51:37 -07'00'

Jenn Thompson
Director
Idaho Public Charter School Commission

CONSENT AGREEMENT ACCEPTING DIRECTOR'S RECOMMENDATION FOR RENEWAL OF CHARTER WITHOUT CONDITIONS

This Consent Agreement ("Agreement") is hereby entered into between the Director of the Idaho Public Charter School Commission ("Director") and Heritage Community Charter School ("HCCS"). HCCS understands, acknowledges, and agrees to the following:

1. On behalf of HCCS, the undersigned authorized representative acknowledges the receipt of the Notice and Acknowledgment of Commission Director's Recommendation for Renewal of Charter, dated November 15, 2022 ("Notice").
2. HCCS understands and acknowledges the recommendation of the Director, and agrees to accept the recommendation for renewal of its charter with no conditions as proposed in the Notice.
3. HCCS understands and acknowledges that the Director's recommendation will be presented to the Idaho Public Charter School Commission ("Commission"). HCCS 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. HCCS understands and acknowledges that if the Commission approves the renewal of HCCS's charter, the Commission and PPCS shall negotiate the terms of and execute a new performance certificate, as defined in Idaho Code section 33-5202A(6). Such performance certificate must be approved by the Commission in an open meeting prior to June 30, 2023.
5. On behalf of HCCS, the undersigned authorized representative understands and acknowledges that by accepting the Director's recommendation as proposed in the Notice and entering into this Agreement, HCCS 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.



 Authorized Representative
 Board Chair/President
 Heritage Community Charter School

12/1/22

 Date



 Jenn Thompson
 Director
 Idaho Public Charter School Commission

11/15/22

 Date



HERITAGE

Community Charter School
1803 E. Ustick Road, Caldwell, ID 83605

Office: 208-453-8070
Facsimile: 208-453-8077

2022 IPCSC Renewal Application

Heritage Community Charter School
1803 E. Ustick
Caldwell, ID 83605

LEA # 481, Building # 1343

Executive Director/Principal: Shantell Mullanix
208-453-8070
smullanix@hccs481.org
HCCS Board Chairman: Robb MacDonald
208-477-4708
rmacdonald@hccs481.org

The Mission of Heritage Community Charter School is to create an atmosphere of mutual respect where students feel safe and are challenged to become their best selves as they develop a curiosity and love of learning that will continue throughout their lives and prepares them for post-secondary education, careers, and service in their communities as well educated leaders who desire to preserve a democratic society and who act with integrity and character.

Current Enrollment-December 2022

Kindergarten	60
1 st Grade	60
2 nd Grade	60
3 rd Grade	60
4 th Grade	52
5 th Grade	53
6 th Grade	55
7 th Grade	45
8 th Grade	46
Total:	491

Narrative**Leadership**

The HCCS board of directors approved adding a Director of Operations to the leadership structure beginning with the 2022-2023 school year. Adding the Director of Operations position allows the Executive Director/Principal to have more time to focus on building a strong culture of learning. The Director of Operations will focus on departments such as: nutrition, custodial/maintenance, safety, student recruitment, facility improvement, etc.

Demographics

Heritage Community Charter School is a rare gem for students in the Caldwell area. We serve a substantial number of English Learners which provides a rich experience in our Dual Language program and simultaneously presents a strong need to develop English language skills to help students reach proficiency in literacy and math.

HCCS shifted the EL teacher position from part-time to full time starting in the 2022-2023 school year and will keep that position full time to support our EL students. Next school year, HCCS will seek to hire an EL paraprofessional or second EL teacher to provide additional EL support. Over the next 5 years HCCS will increase professional development for all teachers to develop skills and strategies to best support EL students. In August 2022, the EL focused PD was academic vocabulary taught by a Marzano associate. Over the next 5 years, the leadership team will utilize student achievement data to determine EL specific professional development.

To address the need for developing students' math knowledge and skills, Heritage Community Charter School added math instruction in English for Kindergarten-2nd grade students, starting in the 2022-2023 school year. Prior to the 2022-2023 school year, math instruction in K-2 was delivered in Spanish only. After analyzing data and barriers our students were experiencing in math, the leadership team and board of directors made the decision to add math instruction in the English language so our young HCCS students can access mathematical concepts and vocabulary with higher success rates. Math concepts will continue to be taught in Spanish to provide students with dual language math instruction.

# of English Learners assessed on the Spring 2022 ACCESS test	November 2022 Enrollment	Percentage	
Heritage Community Charter School	170	481	35%
Vision	11	741	1%
Elevate-Caldwell	52	498	10%
Forge	5	397	1%
Mosaics	20	416	5%
Thomas Jefferson	13	366	4%
Idaho Arts	69	1303	5%
Caldwell School District	1067	5414	20%

Academic Priorities

Early Literacy

To assist with increasing literacy skills in K-3, HCCS purchased a new English Language Arts/Spanish Language Arts curriculum in August 2021. This will be the second year of implementation of the myview/mivision curriculum by SAVVAS. In September 2022, HCCS purchased the Heggerty Phonological and Phonemic Awareness curriculum to supplement the Core curriculum. The Heggerty curriculum will also be used as an intervention to provide additional support for students who need additional practice with phonemic awareness. HCCS also purchased Foundations by Wilson to provide additional literacy support for our early readers.

Over the next 5 years, HCCS leadership and RTI teams will actively analyze student achievement data to identify effectiveness of purchased curriculum and teacher effectiveness utilizing curriculum. In August 2023, all HCCS teachers will take a 2-day course called: Understanding and Supporting Students with Dyslexia and Other Language-based Learning Difficulties through the Lee Pesky Center. Continued professional development to increase student literacy will be planned on an annual basis to be responsive to the needs of current students.

Math

To ensure increased progress in math, HCCS partnered with the Regional Math Center through BSU. Three Regional Mathematics Specialists are working directly with HCCS math teachers to provide professional development, teacher coaching, modeling and data analysis. The Regional Math Specialists provided HCCS math teachers with 1 ½ days of targeted math training in August 2022. The Regional Math Specialists provide ongoing support throughout the school year by observing class instruction, modeling lessons, co-teaching, attending Professional Learning Community meetings and incorporating an ongoing dialogue with teachers as support is needed.

Over the next 5 years, math teachers will participate in book studies, lesson studies and collaborative meetings with math specialists to develop strong math pedagogy and mathematical instructional practices. Teachers and leadership will analyze student achievement data from i-ready diagnostic assessments, ISAT interims and ISATs to determine specific professional development needed each year.

Student Enrichment

As a small charter school, having a diverse offering of middle school course electives has been an ongoing challenge. The launch of the 2022-2023 school year included three additional middle school electives through Idaho Digital Learning Academy. This year, middle school students had the option to choose from three IDLA electives: STEM Careers, Pathways to Success and Everyone Can Create with iPads (drawing, photography, video, and music) in addition to our HCCS electives (Orchestra, Spanish, Humanities, Theater/Drama, Literature, Logic, Myths and Folktales and Speech). Over the next 5 years, HCCS will continue to offer IDLA electives and explore other options to broaden our elective offerings for middle school students.

During the 2021-2022 school year we had three 8th grade students participate in Advanced Opportunities by taking a high school math course through IDLA. This year we held informational

meetings for parents to increase their awareness of Advanced Opportunities for 7th and 8th grade students. Our school counselor collaborated with our middle school math and ELA teachers to identify students who would benefit from advanced courses offered via IDLA. HCCS currently has eight 8th grade students enrolled in Algebra 1 (high school credit) and two 8th grade students enrolled in 9th grade English Language Arts. Additionally, we have three 7th grade students who are enrolled in 8th grade math and 8th grade English Language Arts.

We will continue to work with IDLA to provide advanced opportunities courses for our middle school students.

In the Spring of 2022, HCCS partnered with EF Educational Tours to give Heritage students an amazing opportunity for an international field trip. In March 2023, four HCCS staff members and 25 middle school students will be going on a STEM tour to Tokyo, Japan through EF Educational Tours. While in Japan our students will gain new perspectives of the world beyond Caldwell, learn more about what's possible in the future through innovation and technology, and be inspired to become part of that innovative, problem-solving future.

Over the next 5 years, HCCS will provide middle school students with the opportunity of international travel every other year (2023, 2025, 2027).



Annual Performance Report 2022

Heritage Community Charter School, Inc.

Mission Statement: The Mission of Heritage Community Charter School is to create an atmosphere of mutual respect where students feel safe and are challenged to become their best selves as they develop a curiosity and love of learning that will continue throughout their lives and prepare them for post-secondary education, careers, and service in their communities as well-educated leaders who desire to preserve a democratic society and who act with integrity and character.

School Information	Annual Report FY2021-2022	Current: FY 2022-2023
Board Chair/President	TJ Frans	Rob MacDonald
Treasurer	Martin Flaherty	Martin Flaherty
Secretary	Sheri Blaisdell	Sheri Blaisdell
Executive Director	Shantell Mullanix	Shantell Mullanix
Administrator	Shantell Mullanix	Shantell Mullanix
Business Manager	Nancy Dayhoff	Marc Carignan/Nancy Dayhoff
School Location/Phone	1803 E. Ustick Rd., Caldwell, ID	208-453-8070

Table of Contents

Introduction	3
School Overview.....	4
Annual Snapshot	5
Academic Outcomes	6
Math Proficiency & Math Growth.....	6
ELA Proficiency & ELA Growth.....	7
Literacy Proficiency.....	8
Historical Performance	9
Operational Outcomes: Board Stewardship.....	10
Governance Structure	10
Governance Oversight.....	10
Governance Compliance.....	10
Operational Outcomes: Management.....	11
Student Services	11
Data Security and Information Technology.....	11
Facility & Services.....	11
Operational Compliance.....	11
Historical Performance	12-13
Financial Outcomes.....	14
Near Term Measures.....	14-15
Sustainability Measures	16-18
Historical Performance	19-20
Contact Us.....	21

Introduction

COMPLIANCE/AUTHORITY:

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, [I.C. §33-5209A](#) and [I.C. §33-5209C](#) require 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 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.

RENEWAL (I.C. §33-5209B)

At the end of each 5-year operating term, each school's performance certificate is considered for renewal. As this school's operating contract expires on June 30th, 2023, this report directly impacts the school's renewal recommendation. The authorizer is required to consider the following when making renewal decisions: all annual performance reports issued during the current performance certificate term, the school's current financial status, and any application materials submitted by the school. Renewal decisions must be made prior to March 15th, 2023. Please see the [Renewal Guidance](#) document for more information on the renewal process.

- **PERFORMANCE REPORT APPLICATION:**

- Each measure included in the IPCSC's framework has a meets standard benchmark. If this school meets standard on all measures of the framework as reflected in the most recent years Annual Performance Report the school is guaranteed an unconditional renewal. If the school does not meet standard on one or more measures of the school's operating contract, it may be conditionally renewed or non-renewed.

*****Outcomes on this report inform high-stakes decisions, schools are encouraged to use this information to support their strategic planning efforts each year. *****

IPCSC RESOURCES

[IPCSC Performance Framework](#)

[IPCSC Renewal Guidance](#)

[IPCSC Schools](#)

SCHOOL RESOURCES

[HCCS Performance Certificate](#)

[HCCS Annual Report Page](#)

Current Certificate Term: 2018-2023

School Overview

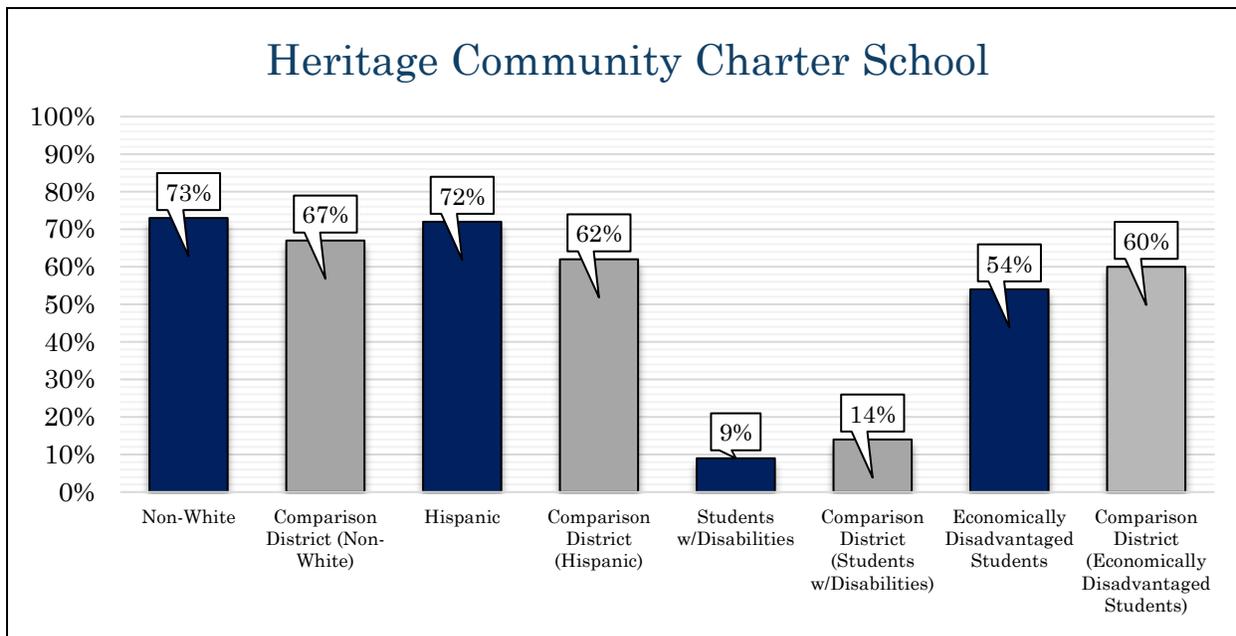
Model:	Dual Language Spanish Immersion/Classical
Enrollment Capacity:	540
Grades Served:	K-8

Key Design Elements:

The school shall implement and maintain the following essential design elements of its educational program:

K-5 Dual Language Spanish Immersion Program to foster secondary language development, a Classical Liberal Arts curriculum to foster development of high order thinking in all grades utilizing the Core Knowledge Sequence as the framework and offering Spanish and Logic in the middle school grades. HCCS will also continue a strong character education program.

2022 DEMOGRAPHIC SUMMARY:



2021-2022 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	19%	Meets Standard
Math Growth	Data Unavailable for 2021-2022	Not Rated for 2021-2022 school year
ELA Proficiency	36%	Meets Standard
ELA Growth	Data Unavailable for 2021-2022	Not Rated for 2021-2022 school year
Literacy Proficiency	Fall IRI: 37% Spring IRI: 70%	Exceeds Standard

OPERATIONAL OUTCOMES: BOARD STEWARDSHIP	
Governance Structure	Exceeds Standard
Governance Oversight	Exceeds Standard
Governance Compliance	Exceeds Standard

OPERATIONAL OUTCOMES: MANAGEMENT	
Student Services	Exceeds Standard
Data Security/ Transparency	Exceeds Standard
Facility & Services	Exceeds Standard
Operational Compliance	Exceeds Standard

FINANCIAL OUTCOMES: NEAR TERM MEASURES		
Current Ratio	2.82	Exceeds Standard
Unrestricted Days Cash	320	Exceeds Standard
Default	None	Exceeds Standard
Enrollment Variance	99%	Meets Standard

FINANCIAL OUTCOMES: SUSTAINABILITY MEASURES		
Total Margin	11.9%	Exceeds Standard
3 Yr. Agg. Margin	10.45%	
Cash Flow	\$373,075	Exceeds Standard
Multi-Year Cash Flow	\$1,002,542	
Debt Service Coverage Ratio	2.09	Exceeds Standard
Debt Asset Ratio	.81	Meets Standard
Financial Compliance	No compliance issues found.	Exceeds Standard

Academic Outcomes

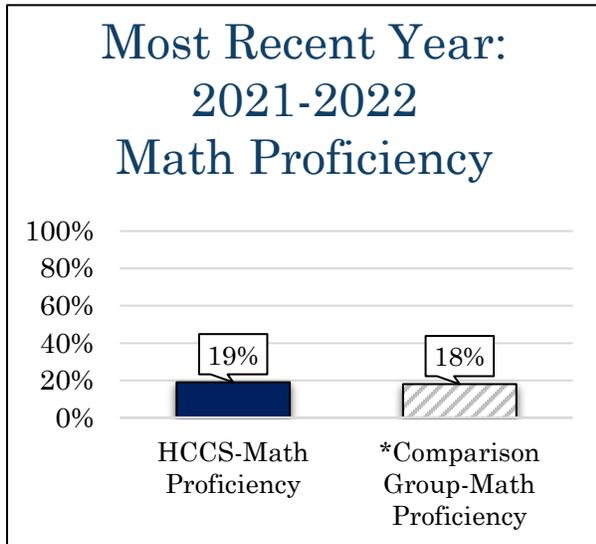
MATH PROFICIENCY & MATH GROWTH

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: Caldwell District (132)



Math Growth Data & Ratings are unavailable for the 2021-2022 School Year.

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	Meets Standard	The school's proficiency rate falls between the mean and one standard deviation above the mean of the identified comparison group.
MEASURE	GROWTH RATING	APPLICABLE RUBRIC DESCRIPTION
MATH GROWTH	Not Rated for 2021-2022	Data not available for the 2021-2022 school year.

Academic Outcomes

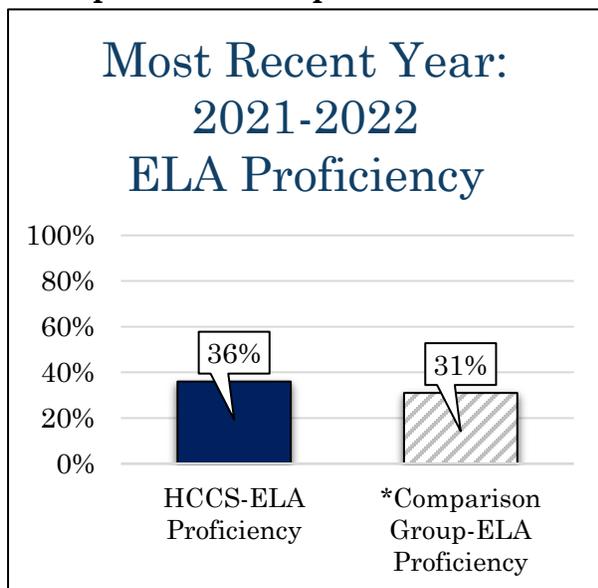
ELA PROFICIENCY & ELA GROWTH

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: Caldwell District (132)



ELA Growth Data & Ratings are unavailable for the 2021-2022 School Year.

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
ELA PROFICIENCY	Meets Standard	The school's proficiency rate is equal to the mean or falls between the mean and one standard deviation above the mean of the identified comparison group.

MEASURE	GROWTH RATING	APPLICABLE RUBRIC DESCRIPTION
ELA GROWTH	Not Rated for 2021-2022	Data not available for the 2021-2022 school year.

Academic Outcomes

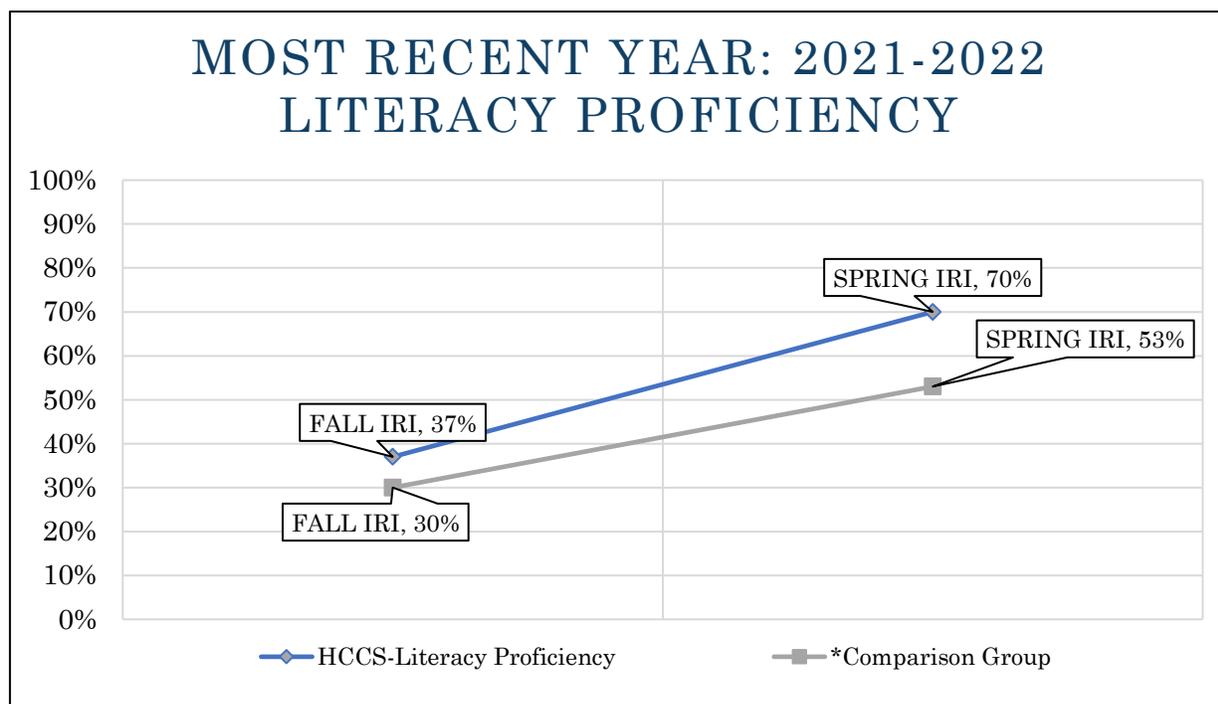
LITERACY PROFICIENCY

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: Caldwell District (132)



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.

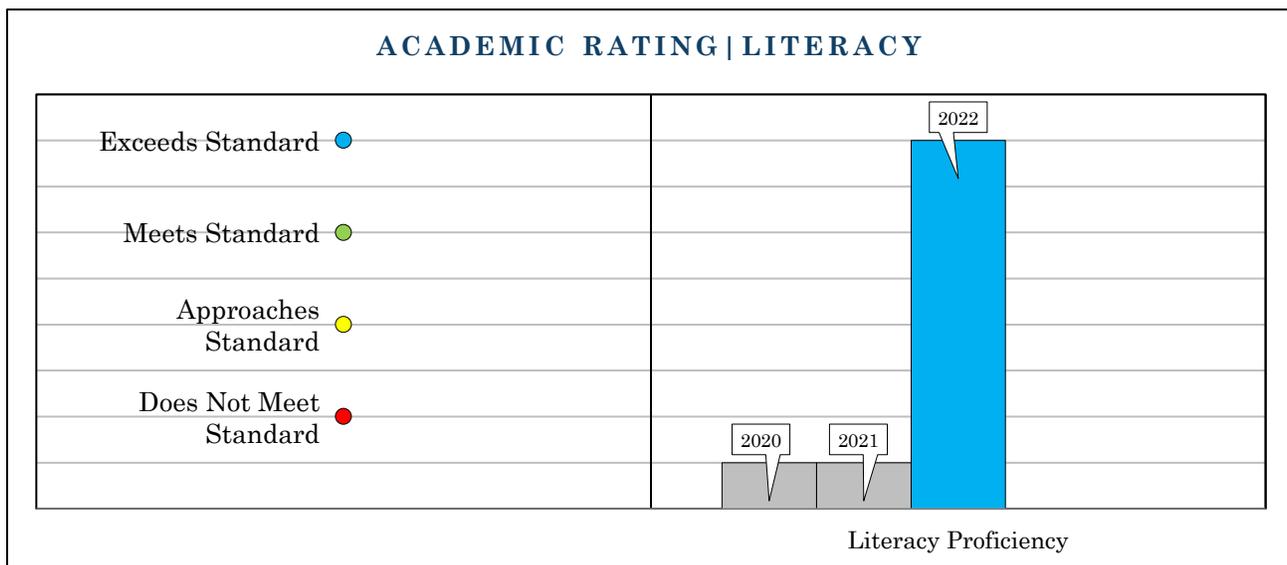
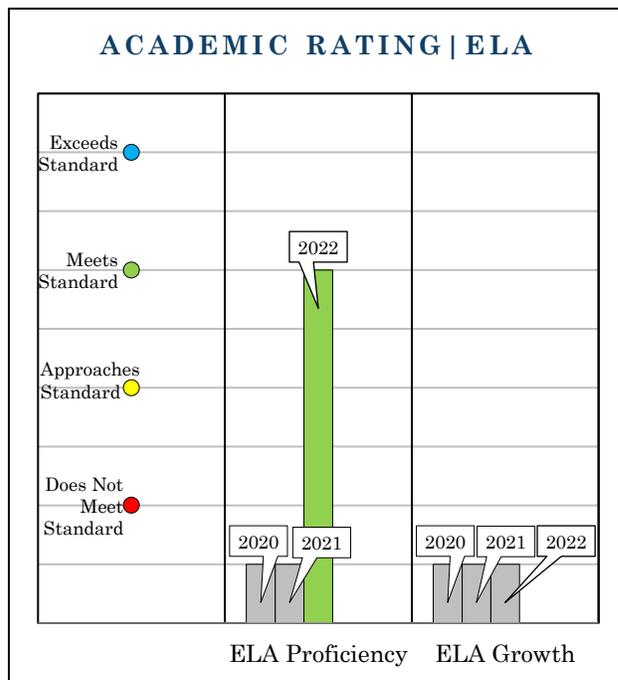
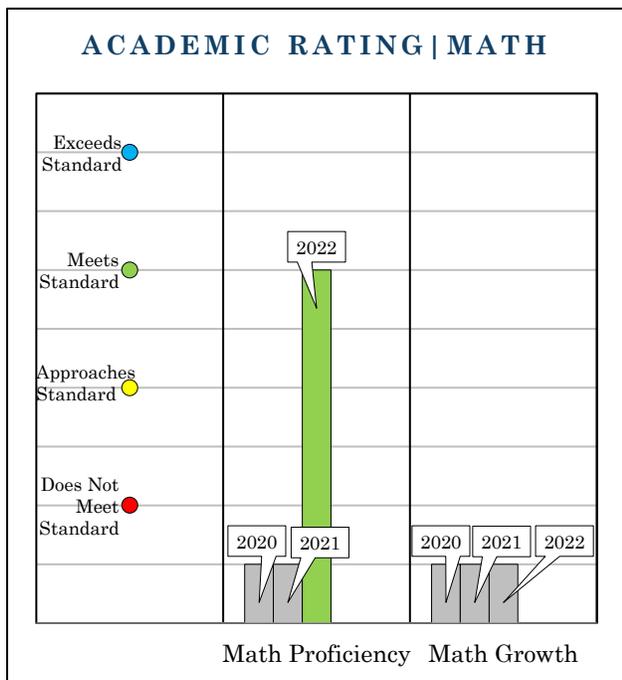
MEASURE	PROFICIENCY RATING	APPLICABLE RUBRIC DESCRIPTION
LITERACY PROFICIENCY	Exceeds Standard	The FALL to SPRING change in proficiency rate is 20% or greater.

Historical Performance: Academic

The charts below provide an overview of a school’s performance throughout their current (5) year certificate term. Schools are encouraged to consider how this data might be used to drive strategic planning as the school approaches its next renewal decision.

*During the 2019-2020 & 2020-2021 school years academic ratings were waived by the IPCSC due to the pandemic’s impact on academic data. In the charts below, you will find these years have a grayed-out rating bar.

*Growth data and ratings are unavailable for the 2021-2022 school year and grayed out in the chart below.



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. *Please see the [Performance Framework Rubrics](#) for details regarding how each measure is rated.

RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
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Standard Rating: Exceeds Standard	
Governance Structure Measure	Data/Evidence Source
The board bylaws are compliant with ID law.	Most recently reviewed Bylaws 2/2/2010. *Please provide an updated to copy to IPCSC staff if any amendments have been made since this review date.
The school's articles of incorporation are current.	Most recently updated on 3/18/2011.
The board does operate in compliance with its bylaws.	*No instances of non-compliance documented.
Investigations were not conducted into ethical behavior or conflict of interest regarding any board director this year.	*No instances of non-compliance documented.
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: Exceeds Standard	
Governance Oversight Measure	Data/Evidence Source
The board did review academic data in a timely and thorough manner.	*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 maintain compliant policies.	*No instances of non-compliance documented.
The board did engage 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:	

Standard Rating: Exceeds Standard	
Governance Compliance Measure	Data/Evidence Source
The IPCSC did not issue courtesy letters to the school noting compliance concerns this year.	*No instances of non-compliance documented.
Another investigative body was not notified of concerns at this school this year.	*No instances of non-compliance documented.
Comments/ Context:	

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.

RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
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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 2021-2022
The school's Federal Programs is in good standing	
Comments/ Context:	

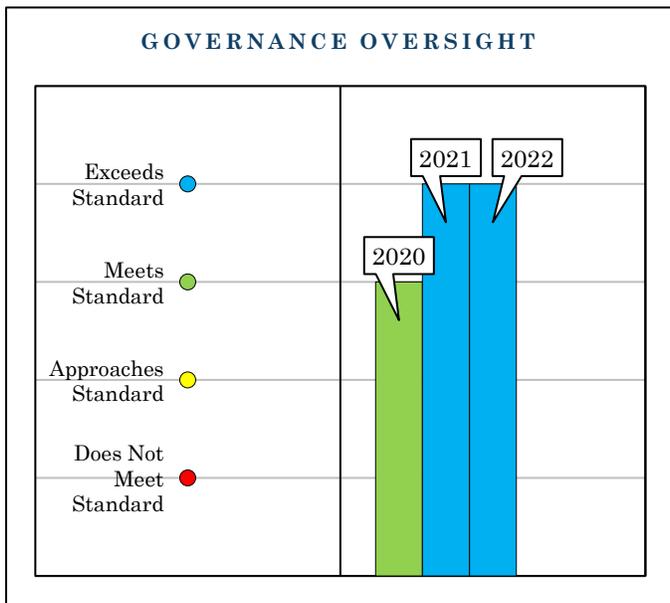
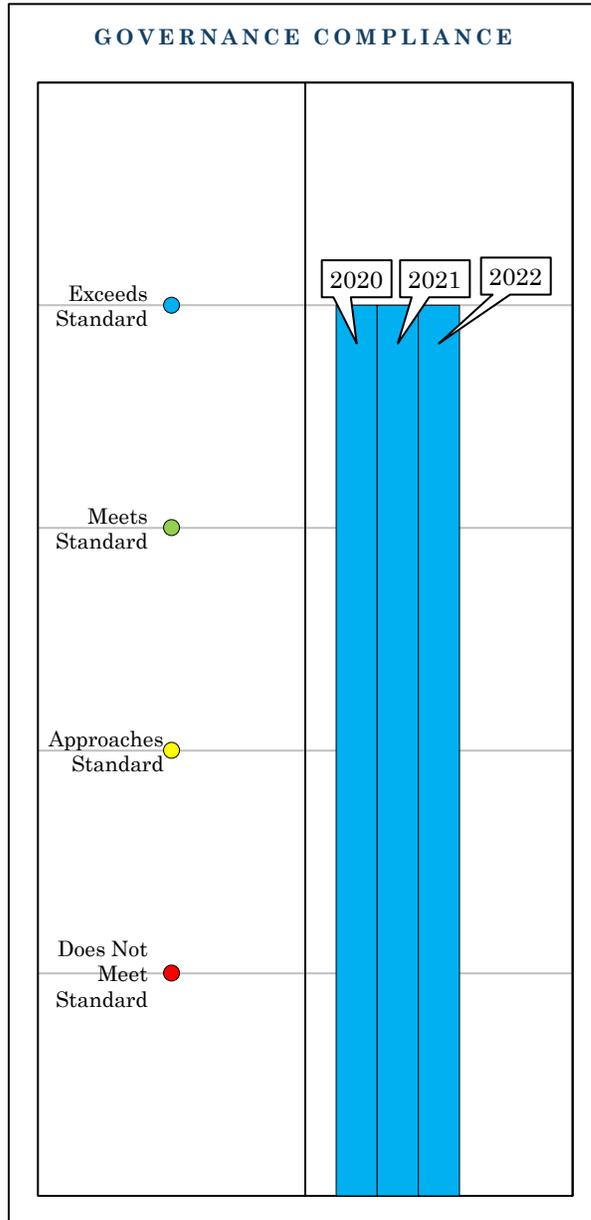
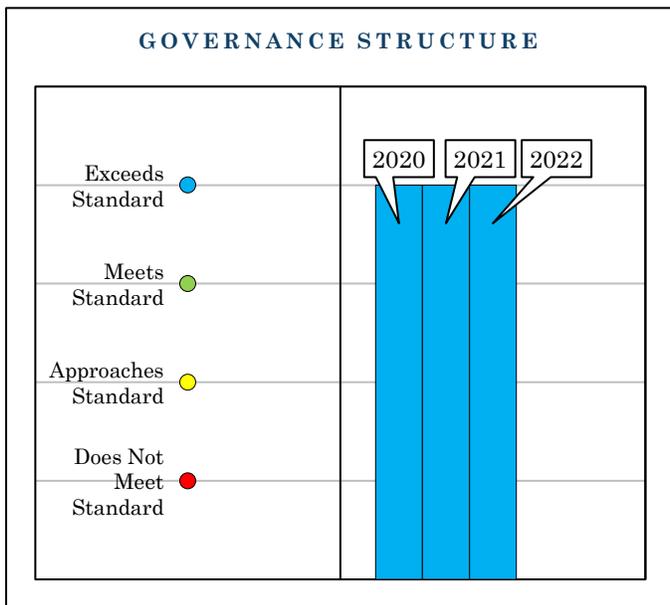
Standard Rating: Exceeds Standard	
Data Security and Information Transparency	Data/Evidence Source
The school's website is compliant and updated appropriately.	*No instances of non-compliance documented.
The school did not experience issues involving data security this year.	*No instances of non-compliance 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.
Safety inspections and evacuation drills are compliant.	Fire Inspection: 6/3/2021 Health Inspection: 4/27/2021 Building Inspection: 7/2/2021
The school does provide daily transportation for students.	*No instances of non-compliance documented.
The school does provide a National School Lunch Program.	*No instances of non-compliance documented.
Comments/ Context:	

Standard Rating: Exceeds 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 properly credentialed.	*No instances of non-compliance documented.
Corrective action plans were not issued by the SDE this year.	*No instances of non-compliance documented.
Comments/ Context:	

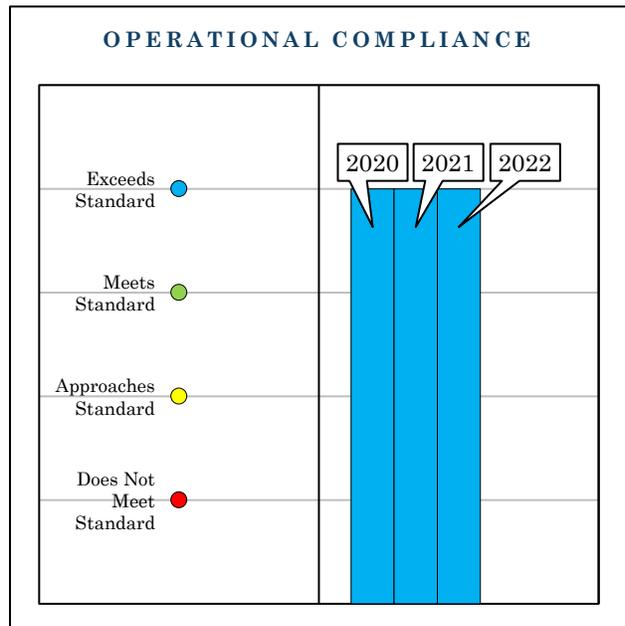
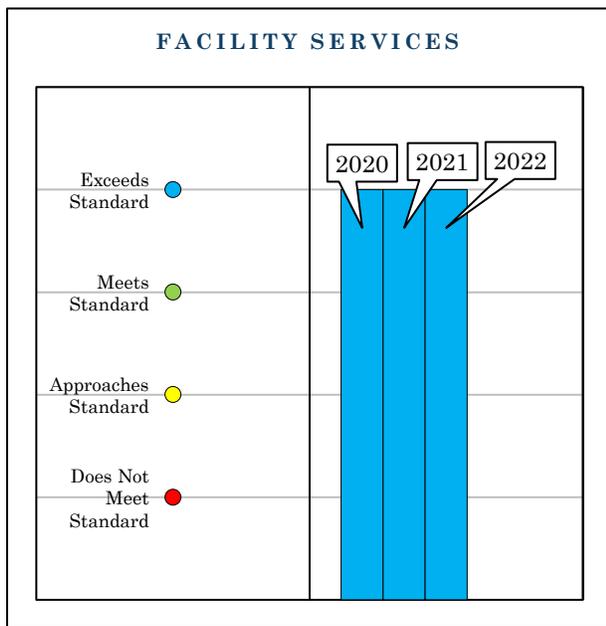
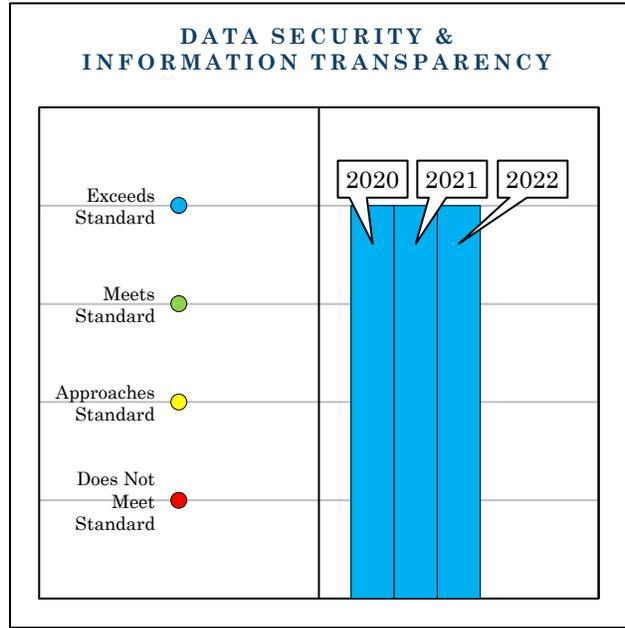
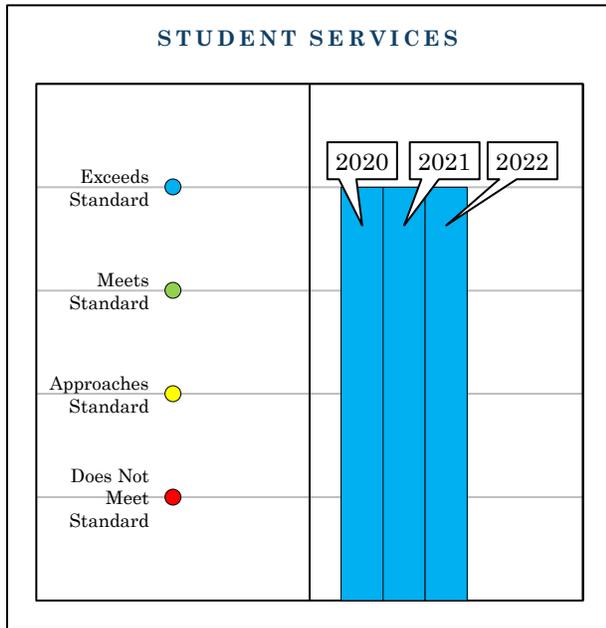
Historical Performance: Board Stewardship

The charts below provide an overview of a school’s performance throughout their current (5) year certificate term. Schools are encouraged to consider how this data might be used to drive strategic planning as the school approaches its next renewal decision.



Historical Performance: Management

The charts below provide an overview of a school’s performance throughout their current (5) year certificate term. Schools are encouraged to consider how this data might be used to drive strategic planning as the school approaches its next renewal decision.



Financial Outcomes

NEAR TERM MEASURES

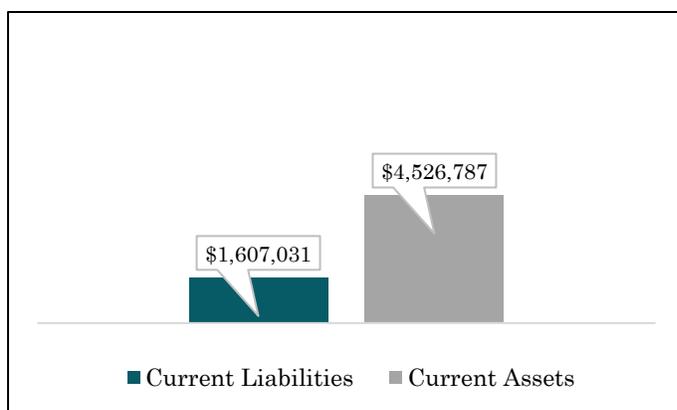
These measures evaluate whether a school is likely to meet its financial obligations in the next year.

*Please see the [Performance Framework Rubrics](#) for details regarding how each measure is rated.

RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
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Current Ratio

The school has a current ratio of more than 1.5.	Current Ratio 2.82	Exceeds Standard
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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.

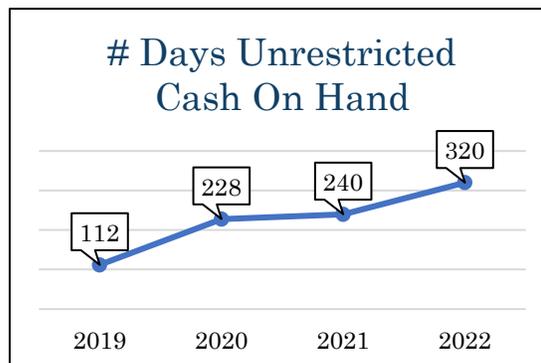
Unrestricted Days Cash

The school has more than 60 days cash on hand.	320 Days	Exceeds Standard
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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 has met all financial obligations for at least 3 consecutive years.	Exceeds Standard
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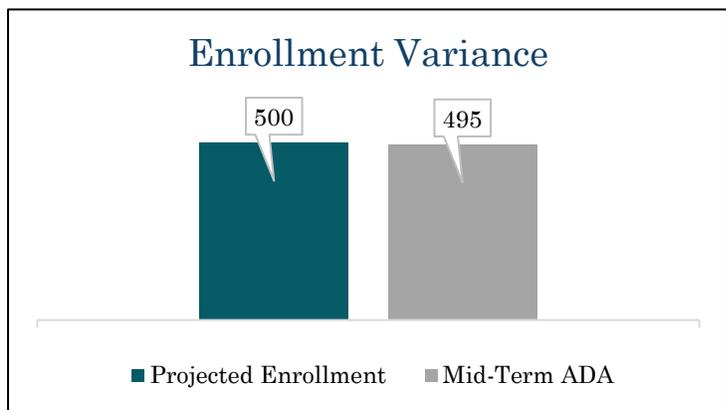
Why this Matters:

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 at least 95% of its projected enrollment during the most recent school year. *Exceeds rating requires three consecutive years of meeting standard.	Enrollment Variance: 99%	Meets Standard
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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.

RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
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Total Margin

The school has maintained a positive total margin for at least 3 consecutive years.	CY Total Margin: 11.9% 3-Year Aggregated: 10.45%	Exceeds Standard
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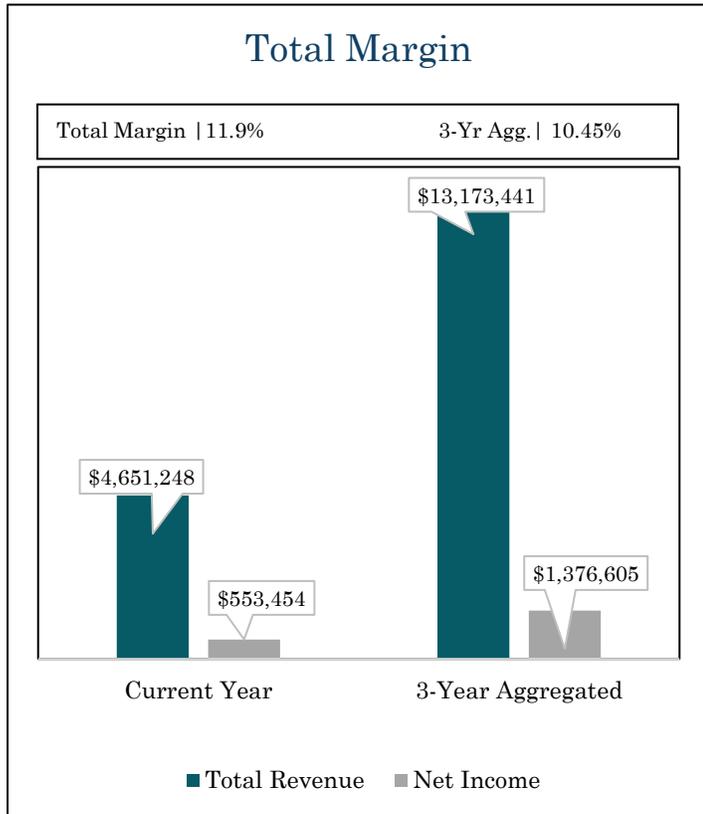
Why this Matters:

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

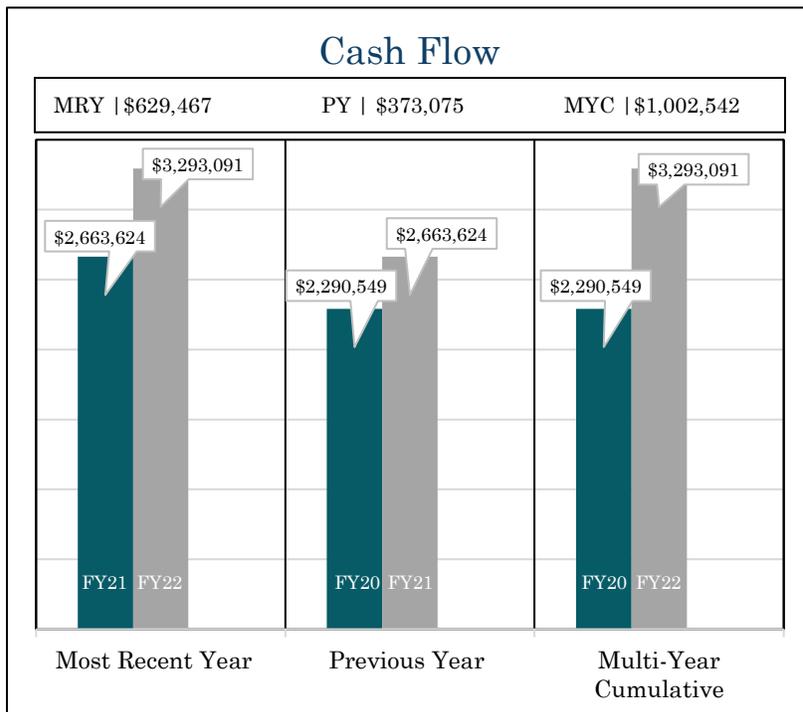
<p>The school's multi-year cumulative cash flow has been positive and the most recent year's cash flow has been positive for at least 3 consecutive years.</p>	<p>Most Recent Year \$629,467 Previous Year \$373,075 Multi-Year \$1,002,542</p>	<p>Exceeds Standard</p>
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Why 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.

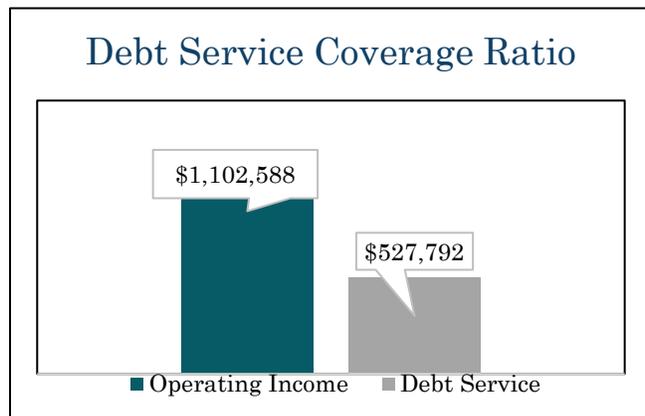
A school with a negative cash flow is using its existing reserves to fund general operations and is not likely to have the financial flexibility to fund future plans.

A multi-year cumulative cash flow helps to identify long-term trends.



Debt Service Coverage Ratio

<p>The school's debt service coverage ratio is 1.5 or greater.</p>	<p>Debt Service Coverage Ratio: 2.09</p>	<p>Exceeds Standard</p>
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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: .81	Meets Standard
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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.



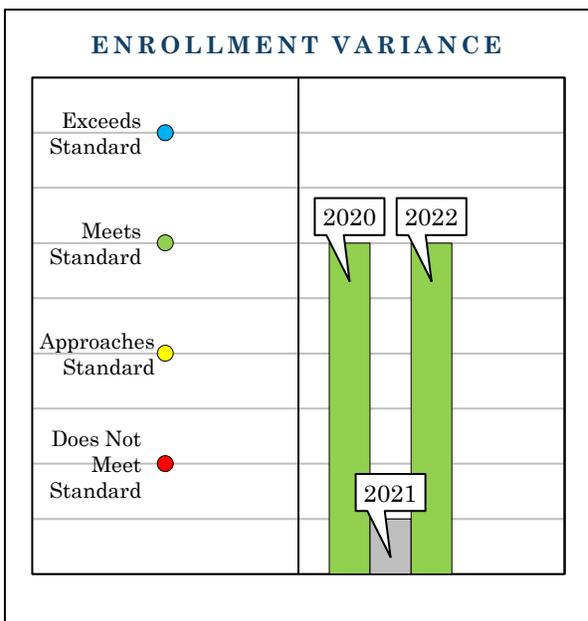
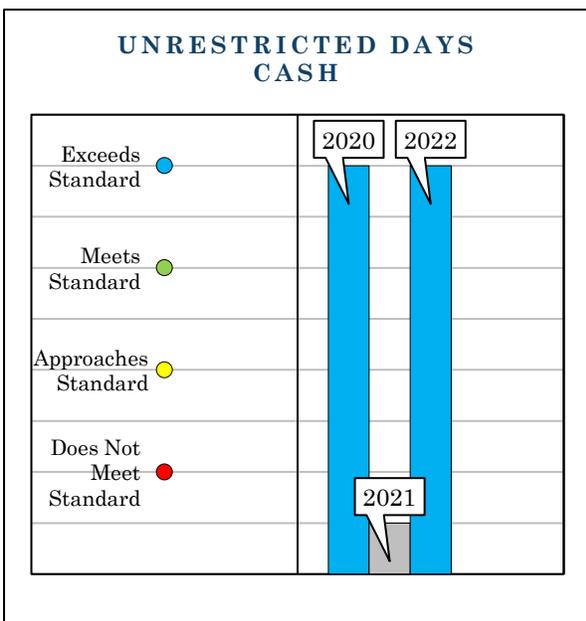
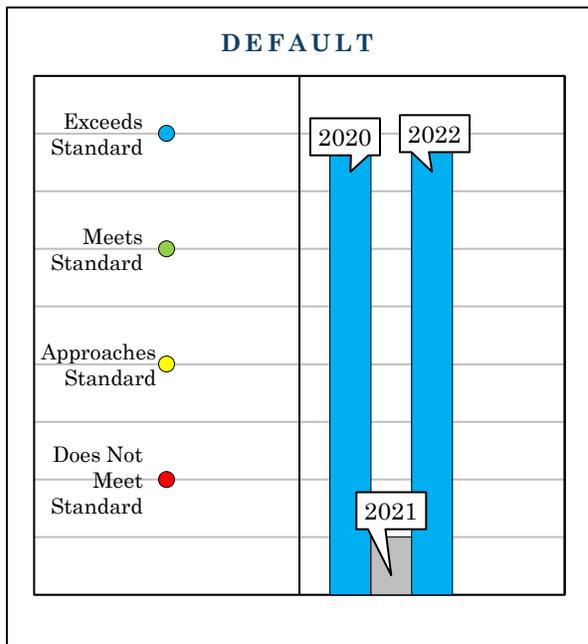
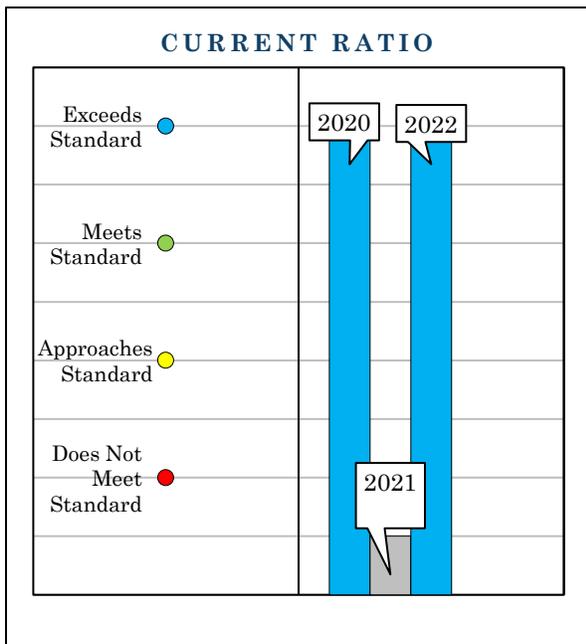
Financial Compliance

Standard Rating: Exceeds Standard	
Financial Operations	Data and/or Evidence Source
The school's finances are managed in compliance with GAAP.	Financial Audit 9/13/22
Expenditures and contracts are posted online appropriately.	School's Expenditure Page
The school maintains compliant internal controls.	Financial Audit 9/13/22
The school is not operating under a Notification of Fiscal Concern.	NA
The school is not operating under a Notification of Possible or Imminent Closure.	NA
Comments/Context	

Historical Performance: Near-Term Health Measures

The charts below provide an overview of a school’s performance throughout their current (5) year certificate term. Schools are encouraged to consider how this data might be used to drive strategic planning as the school approaches its next renewal decision.

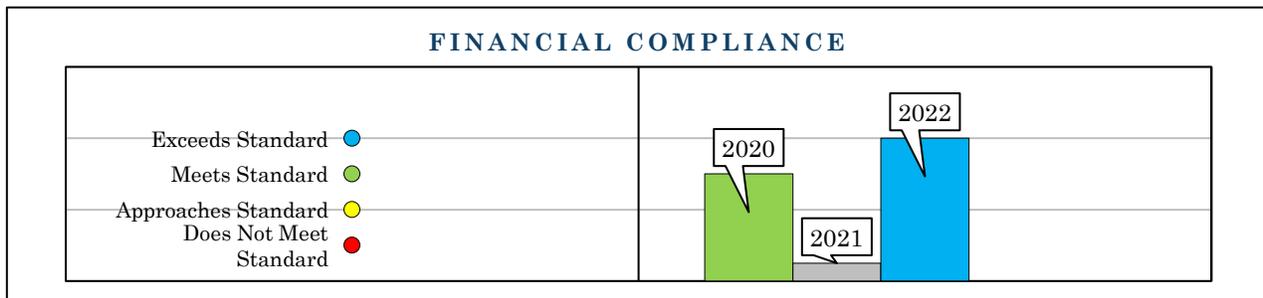
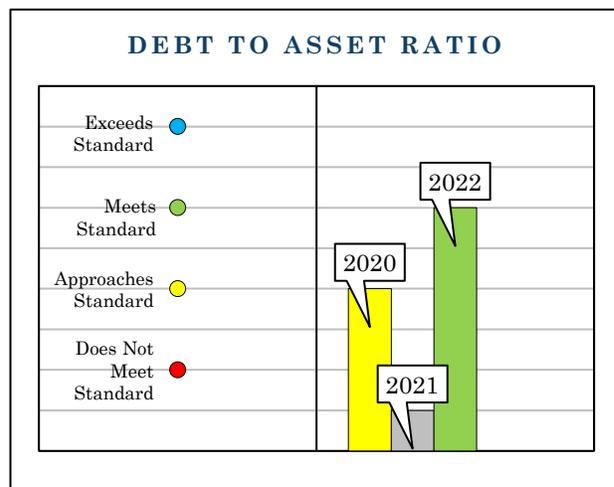
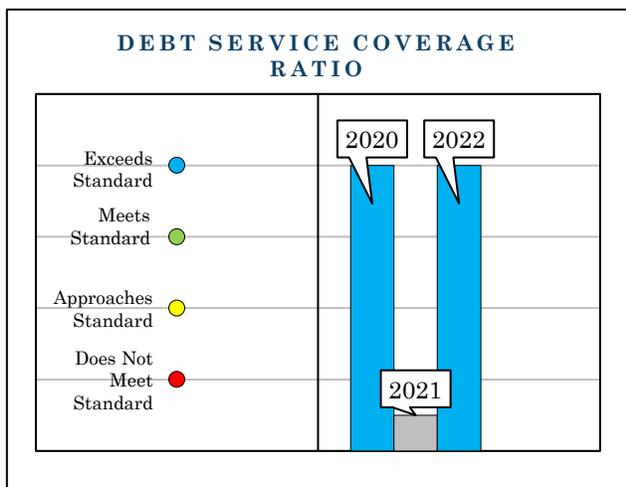
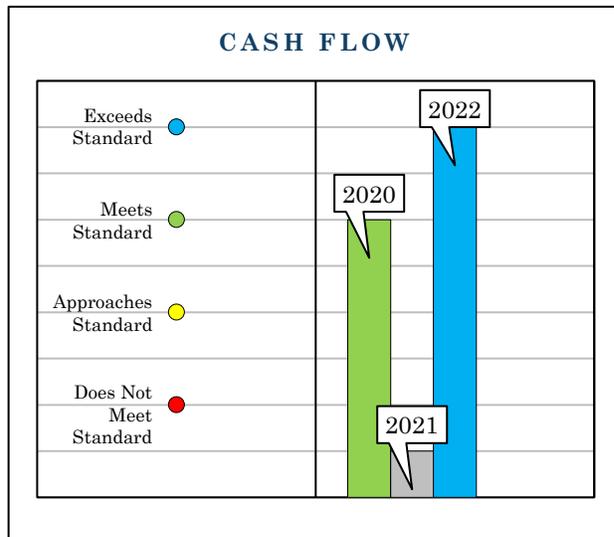
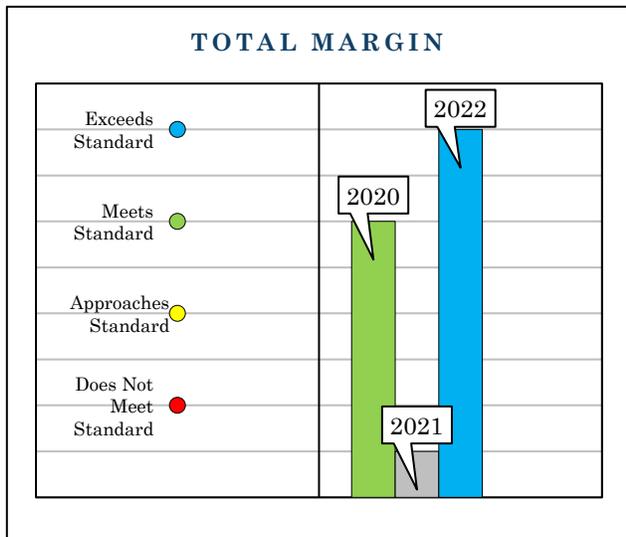
**During the 2020-2021 school year financial ratings were waived by the IPCSC due to the pandemic’s impact on financial data. In the charts below, you will find these years have a grayed-out rating bar.*



Historical Performance: Sustainability Measures

The charts below provide an overview of a school’s performance throughout their current (5) year certificate term. Schools are encouraged to consider how this data might be used to drive strategic planning as the school approaches its next renewal decision.

**During the 2020-2021 school year financial ratings were waived by the IPCSC due to the pandemic’s impact on financial data. In the charts below, you will find these years have a grayed-out rating bar.*



The 2021-2022 Annual Report has been finalized by the Idaho Public Charter School Commission staff.

If you have any questions or comments, please contact the IPCSC.



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208-332-1561

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Heritage Community Charter School

Year Ended June 30, 2022

Audited Financial Statements



www.qcpas.com

Quest CPAs PLLC

Financial Section

Independent Auditor's Report..... 1

Basic Financial Statements

Government-Wide Financial Statements

Statement of Net Position 5

Statement of Activities 6

Fund Financial Statements

Balance Sheet – Governmental Funds..... 7

Statement of Revenues, Expenditures, and Changes in Fund Balances – Governmental Funds..... 10

Notes to Financial Statements 13

Required Supplementary Information

Budgetary Comparison Schedule – General and Major Special Revenue Funds..... 26

Schedule of Employer’s Share of Net Pension Asset and Liability and Schedule of Employer Contributions 28

Supplementary Information

Combining Balance Sheet – Nonmajor Governmental Funds..... 29

Combining Statement of Revenues, Expenditures, and Changes in Fund Balances – Nonmajor Governmental Funds..... 34

Schedule of Expenditures of Federal Awards..... 39

Other Reports and Schedules

Independent Auditor’s Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of the Financial Statements Performed in Accordance with Government Auditing Standards 40

Independent Auditor’s Report on Compliance for Each Major Program and on Internal Control Over Compliance Required by the Uniform Guidance 42

Schedule of Findings and Questioned Costs 45



Independent Auditor's Report

Board of Directors
Heritage Community Charter School

Report on the Audit of the Financial Statements

Qualified and Unmodified Opinions

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Heritage Community Charter School (the School) as of and for the year ended June 30, 2022, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

Qualified Opinion on the Governmental Activities

In our opinion, except for the effects of the matter described in the Matter Giving Rise to the Qualified Opinion on the Governmental Activities section of our report, the financial statements referred to above present fairly, in all material respects, the financial position of the governmental activities of the School, as of June 30, 2022, 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 on All Other Opinion Units Described Below

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, 2022, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Qualified and Unmodified Opinions

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. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Matter Giving Rise to the Qualified Opinion on the 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 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.

Responsibilities of Management 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.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditor's Responsibility for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit 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 School's internal control. Accordingly, no such opinion is expressed.

- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the budgetary comparison schedules and schedule of employer's share of net pension asset and liability and schedule of employer contributions listed in the table of contents 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. 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.

Supplementary 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 and schedule of expenditures of federal awards, as required by Title 2 U.S. *Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The 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 and the schedule of expenditures of federal awards 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 August 9, 2022, 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
August 9, 2022

HERITAGE COMMUNITY CHARTER SCHOOL

Statement of Net Position

June 30, 2022

	Governmental Activities
Assets	
Current Assets	
Cash & Investments	\$3,293,091
Receivables:	
Local Sources	1,360
State Sources	52,570
Federal Sources	1,169,075
Prepaid Expenses	10,691
Total Current Assets	<u>4,526,787</u>
Noncurrent Assets	
Nondepreciable Capital Assets	500,000
Depreciable Net Capital Assets	5,156,123
Net Pension Asset	37,033
Total Noncurrent Assets	<u>5,693,156</u>
Total Assets	<u>10,219,943</u>
Deferred Outflows of Resources	
Pension Items	702,365
Total Deferred Outflows of Resources	<u>702,365</u>
Total Assets and Deferred Outflows of Resources	<u>\$10,922,308</u>
Liabilities	
Current Liabilities	
Accounts Payable	\$30,934
Salaries & Benefits Payable	301,286
Unspent Grant Allocation	983,063
Accrued Interest	186,748
Long-Term Liabilities, Current	105,000
Total Current Liabilities	<u>1,607,031</u>
Noncurrent Liabilities	
Long-Term Liabilities, Noncurrent	6,670,000
Total Noncurrent Liabilities	<u>6,670,000</u>
Total Liabilities	<u>8,277,031</u>
Deferred Inflows of Resources	
Pension Items	1,184,698
Total Deferred Inflows of Resources	<u>1,184,698</u>
Total Liabilities and Deferred Inflows of Resources	<u>9,461,729</u>
Net Position	
Net Investment in Capital Assets	(1,305,625)
Restricted:	
Special Programs	420,797
Debt Service	825,532
Capital Projects	150,000
Unrestricted	1,369,875
Total Net Position	<u>1,460,579</u>
Total Liabilities and Deferred Inflows of Resources and Net Position	<u>\$10,922,308</u>

HERITAGE COMMUNITY CHARTER SCHOOL

Statement of Activities
Year Ended June 30, 2022

Functions/Programs	Expenses	Program Revenues		Net (Expense) Revenue And Changes in Net Position
		Charges For Services	Operating Grants And Contributions	
Governmental Activities				Governmental Activities
Instructional Programs				
Elementary School	\$1,439,771		\$529,704	(\$910,067)
Secondary School	423,467			(423,467)
Special Education	202,639		98,558	(104,081)
Special Education Preschool	0			0
Interscholastic	0			0
Support Service Programs				
Attendance - Guidance - Health	58			(58)
Special Education Support Services	12,686		10,514	(2,172)
Instruction Improvement	38,857		38,857	0
Educational Media	0			0
Instruction-Related Technology	0			0
Board of Education	33,444			(33,444)
District Administration	13,147			(13,147)
School Administration	435,036		3,192	(431,844)
Business Operation	24,500			(24,500)
Administrative Technology	0			0
Buildings - Care	89,285		39,737	(49,548)
Maintenance - Non-Student Occupied	0			0
Maintenance - Student Occupied	45,041		7,630	(37,411)
Maintenance - Grounds	19,043		40,646	21,603
Security	386			(386)
Pupil-To-School Transportation	180,137			(180,137)
Pupil-Activity Transportation	0			0
Non-Instructional Programs				
Child Nutrition	346,021	\$1,996	408,371	64,346
Community Services	25,637	31,186		5,549
Capital Assets - Student Occupied	121,342			(121,342)
Capital Assets - Non-Student Occupied	0			0
Debt Service - Principal	0			0
Debt Service - Interest	424,584			(424,584)
Total	\$3,875,081	\$33,182	\$1,177,209	(\$0)
General Revenues				
Local Revenue				3,330
State Revenue				3,437,527
Federal Revenue				0
Pension Revenue (Expense)				1,800
Total				3,442,657
Change in Net Position				777,967
Net Position - Beginning				682,612
Net Position - Ending				\$1,460,579

Balance Sheet - Governmental Funds

June 30, 2022

	General Fund	Child Nutrition Fund	Bond R & I Fund
Assets			
Cash & Investments	\$1,880,242	\$195,929	\$825,532
Receivables:			
Local Sources	1,360		
State Sources	52,570		
Federal Sources		28,924	
Prepaid Expenditures			
Due From Other Funds	162,741		
Total Assets	\$2,096,913	\$224,853	\$825,532
Liabilities			
Accounts Payable	\$3,435	\$20,333	
Due To Other Funds			
Salaries & Benefits Payable	288,994	12,292	
Unspent Grant Allocation		12,819	
Total Liabilities	292,429	45,444	\$0
Fund Balances			
Nonspendable			
Restricted:			
Special Programs		179,409	
Debt Service			825,532
Capital Projects			
Unassigned	1,804,484		
Total Fund Balances	1,804,484	179,409	825,532
Total Liabilities and Fund Balances	\$2,096,913	\$224,853	\$825,532

Balance Sheet - Governmental Funds

June 30, 2022

	Nonmajor Governmental Funds	Total Governmental Funds
	<u> </u>	<u> </u>
Assets		
Cash & Investments	\$391,388	\$3,293,091
Receivables:		
Local Sources	0	1,360
State Sources	0	52,570
Federal Sources	1,140,151	1,169,075
Prepaid Expenditures	10,691	10,691
Due From Other Funds	0	162,741
Total Assets	<u>\$1,542,230</u>	<u>\$4,689,528</u>
Liabilities		
Accounts Payable	\$7,166	\$30,934
Due To Other Funds	162,741	162,741
Salaries & Benefits Payable	0	301,286
Unspent Grant Allocation	970,244	983,063
Total Liabilities	<u>1,140,151</u>	<u>1,478,024</u>
Fund Balances		
Nonspendable	10,691	10,691
Restricted:		
Special Programs	241,388	420,797
Debt Service	0	825,532
Capital Projects	150,000	150,000
Unassigned	0	1,804,484
Total Fund Balances	<u>402,079</u>	<u>3,211,504</u>
Total Liabilities and Fund Balances	<u>\$1,542,230</u>	<u>\$4,689,528</u>

Reconciliation of Total Governmental Fund Balances to Net Position of Governmental Activities

Total Governmental Fund Balances	\$3,211,504
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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.	5,656,123
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Long-term liabilities, including accrued interest, are not due and payable in the current period and therefore are not reported in the funds.	(6,961,748)
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Net pension asset/liability and related pension deferred outflows and deferred inflows are not due and payable in the current period and therefore are not reported in the funds.	(445,300)
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Net Position of Governmental Activities	<u><u>\$1,460,579</u></u>
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HERITAGE COMMUNITY CHARTER SCHOOL

Statement of Revenues, Expenditures, and Changes in
Fund Balances - Governmental Funds
Year Ended June 30, 2022

	General Fund	Child Nutrition Fund	Bond R & I Fund
Revenues			
Local Revenue	\$3,140	\$1,996	\$190
State Revenue	3,437,527		
Federal Revenue		408,371	
Total Revenues	<u>3,440,667</u>	<u>410,367</u>	<u>190</u>
Expenditures			
Instructional Programs			
Elementary School	1,126,582		
Secondary School	474,084		
Special Education	104,081		
Special Education Preschool			
Interscholastic			
Support Service Programs			
Attendance - Guidance - Health	58		
Special Education Support Services	2,172		
Instruction Improvement			
Educational Media			
Instruction-Related Technology			
Board of Education	33,444		
District Administration	13,147		
School Administration	431,844		
Business Operation	24,500		
Administrative Technology			
Buildings - Care	56,491		
Maintenance - Non-Student Occupied			
Maintenance - Student Occupied	37,411		
Maintenance - Grounds	19,043		
Security	386		
Pupil-To-School Transportation	180,137		
Pupil-Activity Transportation			
Non-Instructional Programs			
Child Nutrition	5,790	354,401	
Community Services			
Capital Assets - Student Occupied			
Capital Assets - Non-Student Occupied			
Debt Service - Principal			100,000
Debt Service - Interest			427,792
Total Expenditures	<u>2,509,170</u>	<u>354,401</u>	<u>527,792</u>
Excess (Deficiency) of Revenues Over Expenditures	931,497	55,966	(527,602)
Other Financing Sources (Uses)			
Transfers In			529,821
Transfers Out	(579,983)		
Total Other Financing Sources (Uses)	<u>(579,983)</u>	<u>0</u>	<u>529,821</u>
Net Change in Fund Balances	351,514	55,966	2,219
Fund Balances - Beginning	1,452,970	123,443	823,313
Fund Balances - Ending	<u>\$1,804,484</u>	<u>\$179,409</u>	<u>\$825,532</u>

HERITAGE COMMUNITY CHARTER SCHOOL

Statement of Revenues, Expenditures, and Changes in
Fund Balances - Governmental Funds
Year Ended June 30, 2022

	Nonmajor Governmental Funds	Total Governmental Funds
Revenues		
Local Revenue	\$37,656	\$42,982
State Revenue	76,400	3,513,927
Federal Revenue	685,968	1,094,339
Total Revenues	800,024	4,651,248
Expenditures		
Instructional Programs		
Elementary School	485,285	1,611,867
Secondary School	0	474,084
Special Education	98,558	202,639
Special Education Preschool	0	0
Interscholastic	0	0
Support Service Programs		
Attendance - Guidance - Health	0	58
Special Education Support Services	10,514	12,686
Instruction Improvement	38,857	38,857
Educational Media	0	0
Instruction-Related Technology	0	0
Board of Education	0	33,444
District Administration	0	13,147
School Administration	3,192	435,036
Business Operation	0	24,500
Administrative Technology	0	0
Buildings - Care	39,737	96,228
Maintenance - Non-Student Occupied	0	0
Maintenance - Student Occupied	7,630	45,041
Maintenance - Grounds	40,646	59,689
Security	0	386
Pupil-To-School Transportation	0	180,137
Pupil-Activity Transportation	0	0
Non-Instructional Programs		
Child Nutrition	0	360,191
Community Services	25,637	25,637
Capital Assets - Student Occupied	0	0
Capital Assets - Non-Student Occupied	0	0
Debt Service - Principal	0	100,000
Debt Service - Interest	0	427,792
Total Expenditures	750,056	4,141,419
Excess (Deficiency) of Revenues Over Expenditures	49,968	509,829
Other Financing Sources (Uses)		
Transfers In	50,162	579,983
Transfers Out	0	(579,983)
Total Other Financing Sources (Uses)	50,162	0
Net Change in Fund Balances	100,130	509,829
Fund Balances - Beginning	301,949	2,701,675
Fund Balances - Ending	\$402,079	\$3,211,504

Statement of Revenues, Expenditures, and Changes in
Fund Balances - Governmental Funds
Year Ended June 30, 2022

**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 \$509,829

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. (59,583)

Repayment of debt principal is an expenditure in the governmental funds, but the repayment reduces long-term liabilities in the statement of net position. 100,000

In the statement of activities, interest is accrued on long-term debt, but the expenditure is reported when due in the governmental funds. 3,208

Changes in net pension asset/liability and related pension deferred outflows and deferred inflows do not provide or require current financial resources and therefore are not reflected in the funds. 224,513

Change in Net Position of Governmental Activities \$777,967

A. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Reporting Entity – Heritage Community 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.

Special Revenue Funds – Special revenue funds are used to account for the proceeds of specific revenue sources that are legally restricted to expenditures for specified purposes. Major special revenue funds include the paycheck protection fund, which is used to account for funding for certain payroll and operating costs, and the child nutrition fund, which serves to account for providing nutritional meals to students (including subsidized meals).

Debt Service Funds – Debt service funds are used to account for the accumulation of funds for the periodic payment of principal and interest on long term debt. Major debt service funds include the bond redemption and interest fund, which accounts for accumulation of funds for the periodic payment of principal and interest on long term debt.

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 and Investments – Nearly all the cash and investment balances of the School's funds are pooled for investment purposes. The individual funds' portions of the pooled cash and investments are reported in each fund as cash and investments. Interest earned on pooled cash and investments is allocated to the various funds based on each fund's respective investment balance. Investments include U.S. government securities and are stated at fair value using quoted market prices (Level 1).

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. Compensated absences will be paid by the fund in which the employee works.

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. Other post-employment benefits will be paid by the fund in which the employee works.

Pensions – For purposes of measuring the net pension asset/liability and pension revenue/expense, information about the fiduciary net position of the Public Employee Retirement System of Idaho Base Plan (the Base Plan) and additions to/deductions from the 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. Pension obligations will be paid by the fund in which the employee works.

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.

Nonmonetary Transactions – Items received via food commodities programs are recognized at their stated fair market value.

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 AND INVESTMENTS

Cash and investments consist of the following at year end:

Cash - Deposits	\$2,317,559
Investments - U.S. Government Securities	975,532
Total	<u><u>\$3,293,091</u></u>

Renewals No Conditions Page 445
HERITAGE COMMUNITY CHARTER SCHOOL
 Notes to Financial Statements

Deposits – At year end, the carrying amounts of the School's deposits were \$2,317,559 and the bank balances were \$2,333,966. Of the bank balances, \$250,000 was insured, and the remainder was uninsured and uncollateralized.

Considerations for interest rate risk and credit rate risk relating to investments are shown below.

Interest rate risk:

Investment Type	Investment Maturity Schedule (In Years)	
	Less Than 1	Total
U.S. Gov't Securities	\$975,532	\$975,532
Total	\$975,532	\$975,532

Credit rate risk (Moody's rating scale):

Investment Type	Investment Rating Schedule	
	AAA	Total
U.S. Gov't Securities	\$975,532	\$975,532
Total	\$975,532	\$975,532

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.

Renewals No Conditions Page 446
HERITAGE COMMUNITY CHARTER SCHOOL
Notes to Financial Statements

C. RECEIVABLES

Receivables consist of the following at year end:

	General Fund	Special Revenue Funds	Total
Local Sources			
Other Local Sources	\$1,360		\$1,360
Total	<u>\$1,360</u>		<u>\$1,360</u>
State Sources			
Foundation Program	\$52,570		\$52,570
Total	<u>\$52,570</u>		<u>\$52,570</u>
Federal Sources			
Special Programs		\$1,169,075	\$1,169,075
Total		<u>\$1,169,075</u>	<u>\$1,169,075</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	\$500,000			\$500,000
Construction in Progress	0			0
Total	<u>500,000</u>	<u>\$0</u>	<u>\$0</u>	<u>500,000</u>
Depreciable Capital Assets				
Buildings	5,605,450			5,605,450
Equipment	51,743	61,759		113,502
Subtotal	<u>5,657,193</u>	<u>61,759</u>	<u>0</u>	<u>5,718,952</u>
Accumulated Depreciation				
Buildings	411,255	112,109		523,364
Equipment	30,232	9,233		39,465
Subtotal	<u>441,487</u>	<u>121,342</u>	<u>0</u>	<u>562,829</u>
Total	<u>5,215,706</u>	<u>(59,583)</u>	<u>0</u>	<u>5,156,123</u>
Net Capital Assets	<u>\$5,715,706</u>	<u>(\$59,583)</u>	<u>\$0</u>	<u>\$5,656,123</u>

Depreciation expense of \$121,342 was charged to the capital assets – student occupied program.

Renewals No Conditions Page 447
HERITAGE COMMUNITY CHARTER SCHOOL
 Notes to Financial Statements

E. LONG-TERM LIABILITIES

Bonded Debt – At year end, the School’s bonded debt was as follows:

	Outstanding
2018A - \$6,680,000 - facilities revenue bonds (tax exempt issuances) for construction of facilities due in semiannual installments with interest at 6.00% through 2028/29, secured by real estate, paid through the bond redemption & interest fund	\$6,680,000
2018B - \$300,000 - facilities revenue bonds (taxable issuances) for construction of facilities due in semiannual installments with interest at 7.00% through 2022/23, secured by real estate, paid through the bond redemption & interest fund	95,000
Total	\$6,775,000

Maturities on the bonds are estimated as follows:

Year Ended	Principal	Interest
6/30/23	\$105,000	\$403,825
6/30/24	115,000	396,750
6/30/25	120,000	389,700
6/30/26	125,000	382,350
6/30/27	135,000	374,550
6/30/28-29	6,175,000	547,050
Total	\$6,775,000	\$2,494,225

Changes in long-term liabilities are as follows:

Description	Beginning Balance	Increases	Decreases	Ending Balance	Due Within One Year
Series 2018A F.R. Bonds	\$6,680,000			\$6,680,000	\$10,000
Series 2018B F.R. Bonds	195,000		\$100,000	95,000	95,000
Total	\$6,875,000	\$0	\$100,000	\$6,775,000	\$105,000

Interest and related costs during the year amounted to \$424,584 and were charged to the debt service – interest program.

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 74% for police and firefighters. As of June 30, 2021 it was 7.16% for general employees and 9.13% 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 \$222,713 for the year ended June 30, 2022.

Pension Asset/Liabilities, Pension Revenue (Expense), and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

At June 30, 2022, the School reported an asset for its proportionate share of the net pension asset. The net pension asset was measured as of June 30, 2021, and the total pension asset used to calculate the net pension asset was determined by an actuarial valuation as of that date. The School's proportion of the net pension asset 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, 2021, the School's proportion was 0.04689008 percent.

Renewals No Conditions Page 449
HERITAGE COMMUNITY CHARTER SCHOOL
Notes to Financial Statements

For the year ended June 30, 2022, the School recognized pension revenue (expense) of \$1,800. At June 30, 2022, 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	\$54,563	\$21,526
Changes in assumptions or other inputs	425,089	
Net difference between projected and actual earnings on pension plan investments		1,163,172
Employer contributions subsequent to the measurement date	222,713	
Total	\$702,365	\$1,184,698

\$222,713 reported as deferred outflows of resources related to pensions resulting from School contributions made subsequent to the measurement date will be recognized as an adjustment to the pension expense 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, 2021 the beginning of the measurement period ended June 30, 2020 is 4.7 and 4.6 for the measurement period June 30, 2021.

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		
6/30/23		(\$165,851)
6/30/24		(149,465)
6/30/25		(130,616)
6/30/26		(259,115)
Total		(\$705,047)

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.

HERITAGE COMMUNITY CHARTER SCHOOL

Notes to Financial Statements

The total pension asset in the June 30, 2021 actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	2.30%
Salary increases	3.05%
Salary inflation	3.05%
Investment rate of return	6.35%, net of investment expenses
Cost-of-living adjustments	1%

Contributing Members, Service Retirement Members, and Beneficiaries

General Employees and All Beneficiaries - Males	Pub-2010 General Tables, increased 11%
General Employees and All Beneficiaries - Females	Pub-2010 General Tables, increased 21%
Teachers - Males	Pub-2010 Teacher Tables, increased 12%
Teachers - Females	Pub-2010 Teacher Tables, increased 21%
Fire & Police - Males	Pub-2010 Safety Tables, increased 21%
Fire & Police - Females	Pub-2010 Safety Tables, increased 26%
Disabled Members - Males	Pub-2010 Disabled Tables, increased 38%
Disabled Members - Females	Pub-2010 Disabled Tables, increased 36%

An experience study was performed for the period July 1, 2015 through June 30, 2020 which reviewed all economic and demographic assumptions other than mortality. The total pension asset as of June 30, 2021 is based on the results of an actuarial valuation date of July 1, 2021.

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 2021.

Capital Market Assumptions from Callan 2021

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%	1.80%	-0.20%
Broad US Equities	55.00%	8.00%	6.00%
Developed Foreign Equities	15.00%	8.25%	6.25%
Assumed Inflation - Mean		2.00%	2.00%
Assumed Inflation - Standard Deviation		1.50%	1.50%
Portfolio Arithmetic Mean Return		6.18%	4.18%
Portfolio Standard Deviation		12.29%	12.29%
Portfolio Long-Term (Geometric) Expected Rate of Return		5.55%	3.46%
Assumed Investment Expenses		0.40%	0.40%
Portfolio Long-Term (Geometric) Expected Rate of Return*		5.15%	3.06%

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 2021

Valuation Assumptions Chosen by PERSI Board	
Long-Term Expected Real Rate of Return*	4.05%
Assumed Inflation	2.30%
Long-Term Expected Geometric Rate of Return*	6.35%
*Net of Investment Expenses	

Discount Rate

The discount rate used to measure the total pension asset was 6.35%. 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 asset. 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 asset to changes in the discount rate.

The following presents the School's proportionate share of the net pension asset calculated using the discount rate of 6.35 percent, as well as what the School's proportionate share of the net pension asset would be if it were calculated using a discount rate that is 1-percentage-point lower or 1-percentage-point higher than the current rate:

Renewals No Conditions Page 452
HERITAGE COMMUNITY CHARTER SCHOOL
 Notes to Financial Statements

	1% Decrease (5.35%)	Current Discount Rate (6.35%)	1% Increase (7.35%)
School's proportionate share of the net pension liability (asset)	\$1,287,340	(\$37,033)	(\$1,122,647)

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 asset or 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 asset or liability which is an estimated asset or 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 asset or 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 when 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	
Due To Fund	Nonmajor Governmental	Total
General	\$162,741	\$162,741
Total	\$162,741	\$162,741

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.

Renewals No Conditions Page 453
HERITAGE COMMUNITY CHARTER SCHOOL
 Notes to Financial Statements

Interfund transfers during the year consist of the following:

<u>Fund</u>	<u>Transfer In</u>	<u>Transfer Out</u>	<u>Purpose</u>
General		\$579,983	Debt Service, Maintenance, Support
Bond R & I	529,821		Debt Service
Nonmajor Governmental	50,162		Support, Maintenance
Total	<u><u>\$579,983</u></u>	<u><u>\$579,983</u></u>	

Budgetary Comparison Schedule - General and Major Special Revenue Funds
Year Ended June 30, 2022

General Fund	Budgeted Amounts (GAAP Basis)		Actual Amounts	Final Budget Variance
	Original	Final		Positive (Negative)
Revenues				
Local Revenue	\$4,500	\$3,000	\$3,140	\$140
State Revenue	3,371,842	3,414,338	3,437,527	23,189
Federal Revenue	0	9,595	0	(9,595)
Total Revenues	<u>3,376,342</u>	<u>3,426,933</u>	<u>3,440,667</u>	<u>13,734</u>
Expenditures				
Instructional Programs				
Elementary School	1,223,549	1,217,115	1,126,582	90,533
Secondary School	549,626	549,626	474,084	75,542
Special Education	104,750	105,003	104,081	922
Special Education Preschool	0	0	0	0
Interscholastic	3,700	0	0	0
Support Service Programs				
Attendance - Guidance - Health	2,000	58	58	0
Special Education Support Services	1,250	1,250	2,172	(922)
Instruction Improvement	0	0	0	0
Educational Media	0	0	0	0
Instruction-Related Technology	0	0	0	0
Board of Education	35,883	36,875	33,444	3,431
District Administration	15,630	13,187	13,147	40
School Administration	534,351	441,478	431,844	9,634
Business Operation	49,000	24,500	24,500	0
Administrative Technology	0	0	0	0
Buildings - Care	55,296	53,420	56,491	(3,071)
Maintenance - Non-Student Occupied	0	0	0	0
Maintenance - Student Occupied	22,977	49,977	37,411	12,566
Maintenance - Grounds	15,000	15,000	19,043	(4,043)
Security	600	600	386	214
Pupil-To-School Transportation	212,000	183,000	180,137	2,863
Pupil-Activity Transportation	0	0	0	0
Non-Instructional Programs				
Child Nutrition	5,436	5,436	5,790	(354)
Community Services	0	0	0	0
Capital Assets - Student Occupied	0	0	0	0
Capital Assets - Non-Student Occupied	0	0	0	0
Debt Service - Principal	0	0	0	0
Debt Service - Interest	0	0	0	0
Total Expenditures	<u>2,831,048</u>	<u>2,696,525</u>	<u>2,509,170</u>	<u>187,355 *</u>
Excess (Deficiency) of Revenues Over Expenditures				
	545,294	730,408	931,497	201,089
Other Financing Sources (Uses)				
Transfers In	0	0	0	0
Transfers Out	(577,450)	(577,450)	(579,983)	(2,533) *
Total Other Financing Sources (Uses)	<u>(577,450)</u>	<u>(577,450)</u>	<u>(579,983)</u>	<u>(2,533)</u>
Net Change in Fund Balances				
	(32,156)	152,958	351,514	198,556
Fund Balances - Beginning	<u>1,350,071</u>	<u>1,452,970</u>	<u>1,452,970</u>	<u>0</u>
Fund Balances - Ending	<u>\$1,317,915</u>	<u>\$1,605,928</u>	<u>\$1,804,484</u>	<u>\$198,556</u>

*Total expenditures (over) under appropriations are: \$184,822

Budgetary Comparison Schedule - General and Major Special Revenue Funds
Year Ended June 30, 2022

Child Nutrition Fund	Budgeted Amounts (GAAP Basis)		Actual Amounts	Final Budget Variance Positive (Negative)
	Original	Final		
Revenues				
Local Revenue			\$1,996	\$1,996
Federal Revenue	\$310,000	\$318,347	408,371	90,024
Total Revenues	<u>310,000</u>	<u>318,347</u>	<u>410,367</u>	<u>92,020</u>
Expenditures				
Non-Instructional Programs				
Child Nutrition	242,188	318,347	354,401	(36,054)
Total Expenditures	<u>242,188</u>	<u>318,347</u>	<u>354,401</u>	<u>(36,054) *</u>
Excess (Deficiency) of Revenues				
Over Expenditures	67,812	0	55,966	55,966
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	67,812	0	55,966	55,966
Fund Balances - Beginning	<u>126,604</u>	<u>123,443</u>	<u>123,443</u>	<u>0</u>
Fund Balances - Ending	<u>\$194,416</u>	<u>\$123,443</u>	<u>\$179,409</u>	<u>\$55,966</u>
<i>*Total expenditures (over) under appropriations are:</i>				<u><u>(\$36,054)</u></u>

HERITAGE COMMUNITY CHARTER SCHOOL

Schedule of Employer's Share of Net Pension Asset and Liability
and Schedule of Employer Contributions
PERSI - Base Plan

Schedule of Employer's Share of Net Pension Asset and Liability*

Fiscal Year Ended June 30	Employer's Portion of the Net Pension (Asset) Liability	Employer's Proportionate Share of the Net Pension (Asset) Liability	Covered Payroll	Employer's Proportional Share of the Net Pension (Asset) Liability as a Percentage of Covered Payroll	Plan Fiduciary Net Position as a Percentage of the Total Pension (Asset) Liability
2015	0.0431586%	\$317,715	\$1,169,223	27.17%	94.95%
2016	0.0436084%	\$574,252	\$1,221,460	47.01%	91.38%
2017	0.0431992%	\$875,714	\$1,266,462	69.15%	87.26%
2018	0.0444857%	\$699,239	\$1,379,110	50.70%	90.68%
2019	0.0481641%	\$710,429	\$1,549,615	45.85%	91.69%
2020	0.0461518%	\$526,810	\$1,567,501	33.61%	93.79%
2021	0.0462971%	\$1,075,080	\$1,648,585	65.21%	88.22%
2022	0.0468901%	(\$37,033)	\$1,800,394	-2.06%	100.36%

*As of the measurement date of the net pension (asset) liability.

Schedule of Employer Contributions

Fiscal Year Ended June 30	Actuarially Determined Contribution	Contributions in Relation to Actuarially Determined Contribution	Contribution Deficiency (Excess)	Covered Payroll	Contributions as a Percentage of Covered Payroll
2015	\$138,269	\$138,269	\$0	\$1,221,460	11.32%
2016	\$143,364	\$143,364	\$0	\$1,266,462	11.32%
2017	\$156,115	\$156,115	\$0	\$1,379,110	11.32%
2018	\$175,416	\$175,416	\$0	\$1,549,615	11.32%
2019	\$177,441	\$177,441	\$0	\$1,567,501	11.32%
2020	\$196,841	\$196,841	\$0	\$1,648,585	11.94%
2021	\$214,967	\$214,967	\$0	\$1,800,394	11.94%
2022	\$222,713	\$222,713	\$0	\$1,865,268	11.94%

Schedules above intended to show information for 10 years. Information for additional years will be presented as it becomes available.

HERITAGE COMMUNITY CHARTER SCHOOL
 Combining Balance Sheet - Nonmajor Governmental Funds
 June 30, 2022

	Special Revenue Funds			
	Garden Grant	Student Activity	Technology	Substance Abuse
Assets				
Cash & Investments	\$9,607	\$50,603	\$157,081	\$24,097
Receivables:				
Local Sources				
State Sources				
Federal Sources				
Prepaid Expenditures			10,691	
Due From Other Funds				
Total Assets	<u>\$9,607</u>	<u>\$50,603</u>	<u>\$167,772</u>	<u>\$24,097</u>
Liabilities				
Accounts Payable				
Due To Other Funds				
Salaries & Benefits Payable				
Unspent Grant Allocation				
Total Liabilities	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Fund Balances				
Nonspendable			10,691	
Restricted:				
Special Programs	9,607	50,603	157,081	24,097
Debt Service				
Capital Projects				
Unassigned				
Total Fund Balances	<u>9,607</u>	<u>50,603</u>	<u>167,772</u>	<u>24,097</u>
Total Liabilities and Fund Balances	<u>\$9,607</u>	<u>\$50,603</u>	<u>\$167,772</u>	<u>\$24,097</u>

HERITAGE COMMUNITY CHARTER SCHOOL
 Combining Balance Sheet - Nonmajor Governmental Funds
 June 30, 2022

	Special Revenue Funds			
	Title I-A			
	ESSER III	ESSA IBP	ESSER I	ESSER II
Assets				
Cash & Investments				
Receivables:				
Local Sources				
State Sources				
Federal Sources	\$912,325	\$74,143	\$10,385	\$83,864
Prepaid Expenditures				
Due From Other Funds				
Total Assets	<u>\$912,325</u>	<u>\$74,143</u>	<u>\$10,385</u>	<u>\$83,864</u>
Liabilities				
Accounts Payable				
Due To Other Funds	\$38,215	\$62,138	\$10,201	\$16,864
Salaries & Benefits Payable				
Unspent Grant Allocation	874,110	12,005	184	67,000
Total Liabilities	<u>912,325</u>	<u>74,143</u>	<u>10,385</u>	<u>83,864</u>
Fund Balances				
Nonspendable				
Restricted:				
Special Programs				
Debt Service				
Capital Projects				
Unassigned				
Total Fund Balances	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total Liabilities and Fund Balances	<u>\$912,325</u>	<u>\$74,143</u>	<u>\$10,385</u>	<u>\$83,864</u>

HERITAGE COMMUNITY CHARTER SCHOOL
 Combining Balance Sheet - Nonmajor Governmental Funds
 June 30, 2022

	Special Revenue Funds			
	IDEA Part B 611 School Age 3-21	IDEA Part B 619 Pre-School Age 3-5	IDEA Part B ARPA	School Based Medicaid
Assets				
Cash & Investments				
Receivables:				
Local Sources				
State Sources				
Federal Sources	\$6,917	\$1,480	\$1,892	\$6,470
Prepaid Expenditures				
Due From Other Funds				
Total Assets	<u>\$6,917</u>	<u>\$1,480</u>	<u>\$1,892</u>	<u>\$6,470</u>
Liabilities				
Accounts Payable				
Due To Other Funds	\$3,486			\$6,470
Salaries & Benefits Payable				
Unspent Grant Allocation	3,431	\$1,480	\$1,892	
Total Liabilities	<u>6,917</u>	<u>1,480</u>	<u>1,892</u>	<u>6,470</u>
Fund Balances				
Nonspendable				
Restricted:				
Special Programs				
Debt Service				
Capital Projects				
Unassigned				
Total Fund Balances	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total Liabilities and Fund Balances	<u>\$6,917</u>	<u>\$1,480</u>	<u>\$1,892</u>	<u>\$6,470</u>

HERITAGE COMMUNITY CHARTER SCHOOL
 Combining Balance Sheet - Nonmajor Governmental Funds
 June 30, 2022

	Special Revenue Funds			
	Title IV-A	Title V-B	Title III	Title II-A
	ESSA SS & AE	ESSA REI	ESSA ELA	ESSA SEI
Assets				
Cash & Investments				
Receivables:				
Local Sources				
State Sources				
Federal Sources	\$15,937		\$9,411	\$17,327
Prepaid Expenditures				
Due From Other Funds				
Total Assets	<u>\$15,937</u>	<u>\$0</u>	<u>\$9,411</u>	<u>\$17,327</u>
Liabilities				
Accounts Payable	\$7,166			
Due To Other Funds	5,585		\$2,455	\$17,327
Salaries & Benefits Payable				
Unspent Grant Allocation	3,186		6,956	
Total Liabilities	<u>15,937</u>	<u>\$0</u>	<u>9,411</u>	<u>17,327</u>
Fund Balances				
Nonspendable				
Restricted:				
Special Programs				
Debt Service				
Capital Projects				
Unassigned				
Total Fund Balances	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total Liabilities and Fund Balances	<u>\$15,937</u>	<u>\$0</u>	<u>\$9,411</u>	<u>\$17,327</u>

HERITAGE COMMUNITY CHARTER SCHOOL
 Combining Balance Sheet - Nonmajor Governmental Funds
 June 30, 2022

	Special Revenue Funds		Capital Projects	Total
	SLFRF	CRF		
		Substitute Recruitment	Facility Maintenance	
Assets				
Cash & Investments			\$150,000	\$391,388
Receivables:				
Local Sources				0
State Sources				0
Federal Sources				1,140,151
Prepaid Expenditures				10,691
Due From Other Funds				0
Total Assets	<u>\$0</u>	<u>\$0</u>	<u>\$150,000</u>	<u>\$1,542,230</u>
Liabilities				
Accounts Payable				\$7,166
Due To Other Funds				162,741
Salaries & Benefits Payable				0
Unspent Grant Allocation				970,244
Total Liabilities	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>1,140,151</u>
Fund Balances				
Nonspendable				10,691
Restricted:				
Special Programs				241,388
Debt Service				0
Capital Projects			150,000	150,000
Unassigned				0
Total Fund Balances	<u>0</u>	<u>0</u>	<u>150,000</u>	<u>402,079</u>
Total Liabilities and Fund Balances	<u>\$0</u>	<u>\$0</u>	<u>\$150,000</u>	<u>\$1,542,230</u>

HERITAGE COMMUNITY CHARTER SCHOOL

Combining Statement of Revenues, Expenditures, and Changes in
Fund Balances - Nonmajor Governmental Funds
Year Ended June 30, 2022

	<u>Special Revenue Funds</u>			
	<u>Garden Grant</u>	<u>Student Activity</u>	<u>Technology</u>	<u>Substance Abuse</u>
Revenues				
Local Revenue	\$6,470	\$31,186		
State Revenue			\$68,442	\$7,958
Federal Revenue				
Total Revenues	<u>6,470</u>	<u>31,186</u>	<u>68,442</u>	<u>7,958</u>
Expenditures				
Instructional Programs				
Elementary School	1,039		33,156	4,256
Secondary School				
Special Education				
Special Education Preschool				
Interscholastic				
Support Service Programs				
Attendance - Guidance - Health				
Special Education Support Services				
Instruction Improvement				
Educational Media				
Instruction-Related Technology				
Board of Education				
District Administration				
School Administration				
Business Operation				
Administrative Technology				
Buildings - Care				
Maintenance - Non-Student Occupied				
Maintenance - Student Occupied				
Maintenance - Grounds				
Security				
Pupil-To-School Transportation				
Pupil-Activity Transportation				
Non-Instructional Programs				
Child Nutrition				
Community Services		25,637		
Capital Assets - Student Occupied				
Capital Assets - Non-Student Occupied				
Debt Service - Principal				
Debt Service - Interest				
Total Expenditures	<u>1,039</u>	<u>25,637</u>	<u>33,156</u>	<u>4,256</u>
Excess (Deficiency) of Revenues				
Over Expenditures	5,431	5,549	35,286	3,702
Other Financing Sources (Uses)				
Transfers In		162		
Transfers Out				
Total Other Financing Sources (Uses)	<u>0</u>	<u>162</u>	<u>0</u>	<u>0</u>
Net Change in Fund Balances	5,431	5,711	35,286	3,702
Fund Balances - Beginning	4,176	44,892	132,486	20,395
Fund Balances - Ending	<u>\$9,607</u>	<u>\$50,603</u>	<u>\$167,772</u>	<u>\$24,097</u>

HERITAGE COMMUNITY CHARTER SCHOOL

Combining Statement of Revenues, Expenditures, and Changes in
Fund Balances - Nonmajor Governmental Funds
Year Ended June 30, 2022

	Special Revenue Funds			
	Title I-A			
	ESSER III	ESSA IBP	ESSER I	ESSER II
Revenues				
Local Revenue				
State Revenue				
Federal Revenue	\$38,215	\$118,651	\$13,148	\$240,219
Total Revenues	<u>38,215</u>	<u>118,651</u>	<u>13,148</u>	<u>240,219</u>
Expenditures				
Instructional Programs				
Elementary School	34,359	118,651	13,148	152,870
Secondary School				
Special Education				
Special Education Preschool				
Interscholastic				
Support Service Programs				
Attendance - Guidance - Health				
Special Education Support Services				
Instruction Improvement				
Educational Media				
Instruction-Related Technology				
Board of Education				
District Administration				
School Administration	950			2,242
Business Operation				
Administrative Technology				
Buildings - Care	2,906			36,831
Maintenance - Non-Student Occupied				
Maintenance - Student Occupied				7,630
Maintenance - Grounds				40,646
Security				
Pupil-To-School Transportation				
Pupil-Activity Transportation				
Non-Instructional Programs				
Child Nutrition				
Community Services				
Capital Assets - Student Occupied				
Capital Assets - Non-Student Occupied				
Debt Service - Principal				
Debt Service - Interest				
Total Expenditures	<u>38,215</u>	<u>118,651</u>	<u>13,148</u>	<u>240,219</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	0	0	0	0
Fund Balances - Beginning	0	0	0	0
Fund Balances - Ending	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

HERITAGE COMMUNITY CHARTER SCHOOL

Combining Statement of Revenues, Expenditures, and Changes in
Fund Balances - Nonmajor Governmental Funds
Year Ended June 30, 2022

	Special Revenue Funds			
	IDEA Part B 611 School Age 3-21	IDEA Part B 619 Pre-School Age 3-5	IDEA Part B ARPA	School Based Medicaid
Revenues				
Local Revenue				
State Revenue				
Federal Revenue	\$77,122		\$21,436	\$10,514
Total Revenues	<u>77,122</u>	<u>\$0</u>	<u>21,436</u>	<u>10,514</u>
Expenditures				
Instructional Programs				
Elementary School				
Secondary School				
Special Education	77,122		21,436	
Special Education Preschool				
Interscholastic				
Support Service Programs				
Attendance - Guidance - Health				
Special Education Support Services				10,514
Instruction Improvement				
Educational Media				
Instruction-Related Technology				
Board of Education				
District Administration				
School Administration				
Business Operation				
Administrative Technology				
Buildings - Care				
Maintenance - Non-Student Occupied				
Maintenance - Student Occupied				
Maintenance - Grounds				
Security				
Pupil-To-School Transportation				
Pupil-Activity Transportation				
Non-Instructional Programs				
Child Nutrition				
Community Services				
Capital Assets - Student Occupied				
Capital Assets - Non-Student Occupied				
Debt Service - Principal				
Debt Service - Interest				
Total Expenditures	<u>77,122</u>	<u>0</u>	<u>21,436</u>	<u>10,514</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	0	0	0	0
Fund Balances - Beginning	0	0	0	0
Fund Balances - Ending	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

HERITAGE COMMUNITY CHARTER SCHOOL

Combining Statement of Revenues, Expenditures, and Changes in
Fund Balances - Nonmajor Governmental Funds
Year Ended June 30, 2022

	Special Revenue Funds			
	Title IV-A ESSA SS & AE	Title V-B ESSA REI	Title III ESSA ELA	Title II-A ESSA SEI
Revenues				
Local Revenue				
State Revenue				
Federal Revenue	\$15,302	\$31,165	\$20,081	\$38,857
Total Revenues	<u>15,302</u>	<u>31,165</u>	<u>20,081</u>	<u>38,857</u>
Expenditures				
Instructional Programs				
Elementary School	15,302	31,165	20,081	
Secondary School				
Special Education				
Special Education Preschool				
Interscholastic				
Support Service Programs				
Attendance - Guidance - Health				
Special Education Support Services				
Instruction Improvement				38,857
Educational Media				
Instruction-Related Technology				
Board of Education				
District Administration				
School Administration				
Business Operation				
Administrative Technology				
Buildings - Care				
Maintenance - Non-Student Occupied				
Maintenance - Student Occupied				
Maintenance - Grounds				
Security				
Pupil-To-School Transportation				
Pupil-Activity Transportation				
Non-Instructional Programs				
Child Nutrition				
Community Services				
Capital Assets - Student Occupied				
Capital Assets - Non-Student Occupied				
Debt Service - Principal				
Debt Service - Interest				
Total Expenditures	<u>15,302</u>	<u>31,165</u>	<u>20,081</u>	<u>38,857</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	0	0	0	0
Fund Balances - Beginning	0	0	0	0
Fund Balances - Ending	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

HERITAGE COMMUNITY CHARTER SCHOOL

Combining Statement of Revenues, Expenditures, and Changes in
Fund Balances - Nonmajor Governmental Funds
Year Ended June 30, 2022

	<u>Special Revenue Funds</u>		<u>Capital Projects</u>	<u>Total</u>
	<u>SLFRF</u>	<u>CRF Substitute Recruitment</u>	<u>Facility Maintenance</u>	
Revenues				
Local Revenue				\$37,656
State Revenue				76,400
Federal Revenue	\$44,440	\$16,818		685,968
Total Revenues	<u>44,440</u>	<u>16,818</u>	<u>\$0</u>	<u>800,024</u>
Expenditures				
Instructional Programs				
Elementary School	44,440	16,818		485,285
Secondary School				0
Special Education				98,558
Special Education Preschool				0
Interscholastic				0
Support Service Programs				
Attendance - Guidance - Health				0
Special Education Support Services				10,514
Instruction Improvement				38,857
Educational Media				0
Instruction-Related Technology				0
Board of Education				0
District Administration				0
School Administration				3,192
Business Operation				0
Administrative Technology				0
Buildings - Care				39,737
Maintenance - Non-Student Occupied				0
Maintenance - Student Occupied				7,630
Maintenance - Grounds				40,646
Security				0
Pupil-To-School Transportation				0
Pupil-Activity Transportation				0
Non-Instructional Programs				
Child Nutrition				0
Community Services				25,637
Capital Assets - Student Occupied				0
Capital Assets - Non-Student Occupied				0
Debt Service - Principal				0
Debt Service - Interest				0
Total Expenditures	<u>44,440</u>	<u>16,818</u>	<u>0</u>	<u>750,056</u>
Excess (Deficiency) of Revenues Over Expenditures	0	0	0	49,968
Other Financing Sources (Uses)				
Transfers In			50,000	50,162
Transfers Out				0
Total Other Financing Sources (Uses)	<u>0</u>	<u>0</u>	<u>50,000</u>	<u>50,162</u>
Net Change in Fund Balances	<u>0</u>	<u>0</u>	<u>50,000</u>	<u>100,130</u>
Fund Balances - Beginning	<u>0</u>	<u>0</u>	<u>100,000</u>	<u>301,949</u>
Fund Balances - Ending	<u>\$0</u>	<u>\$0</u>	<u>\$150,000</u>	<u>\$402,079</u>

HERITAGE COMMUNITY CHARTER SCHOOL

Schedule of Expenditures of Federal Awards

Year Ended June 30, 2022

Federal Grantor/ Pass-Through Grantor/Program or Cluster Title	Federal AL Number	Pass-Through Entity Identifying Number	Federal Expenditures
US Dept of Agriculture			
<i>Passed Through Idaho Dept of Education:</i>			
Child Nutrition Cluster:			
COVID-19 - School Breakfast Program	10.553	202121/202222N850347	\$58,375
COVID-19 - National School Lunch Program*	10.555	202121/202222N850347	296,026
Total Child Nutrition Cluster			<u>354,401</u>
Total US Dept of Agriculture			<u>354,401</u>
US Dept of Treasury			
<i>Passed Through Idaho Dept of Education:</i>			
COVID-19 - Coronavirus Relief Fund	21.019	20-1892-0-1-806	16,818
COVID-19 - Coronavirus State & Local Fiscal Recovery Fund	21.027	SLFRP0142	44,440
Total US Dept of Treasury			<u>61,258</u>
US Dept of Education			
<i>Passed Through Idaho Dept of Education:</i>			
Special Education Cluster:			
Special Education - Grants to States	84.027A	H027A20/210088	77,122
COVID-19 - Individuals with Disabilities Education Act/American Rescue Plan Act of 2021	84.027X	H027X210088	21,436
Total	84.027		<u>98,558</u>
Total Special Education Cluster			<u>98,558</u>
Title I Grants to Local Educational Agencies	84.010A	S010A20/210012	118,651
Rural Education	84.358A	S358A210880	31,165
English Language Acquisition State Grants	84.365A	S365A20/210012	20,081
Supporting Effective Instruction State Grants	84.367A	S367A20/210011	38,857
Student Support & Academic Enrichment	84.424A	S424A20/210013	15,302
COVID-19 - Elementary and Secondary School Emergency Relief Fund	84.425D	S425D20/210043	253,367
COVID-19 - American Rescue Plan - Elementary and Secondary Schools Emergency Relief Fund	84.425U	S425U210043	38,215
Total	84.425		<u>291,582</u>
Total US Dept of Education			<u>614,196</u>
Total Expenditures of Federal Awards			<u>\$1,029,855</u>

NOTES:

A. Basis of Presentation - The accompanying schedule of expenditures of federal awards (the schedule) includes the federal award activity of the School under programs of the federal government for the year ended June 30, 2022. The information in this schedule is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements* for Federal Awards (Uniform Guidance). Because the schedule presents only a selected portion of the operations of the School, it is not intended to and does not present the financial position, changes in net position, or cash flows of the School.

B. Summary of Significant Accounting Policies - Expenditures reported on the schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement. The School has not elected to use the 10 percent de minimis indirect cost rate as allowed under the Uniform Guidance.

*C. **Nonmonetary Assistance** - Included in the National School Lunch Program award is USDA food commodities stated at a fair market value of \$22,583.



**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
Heritage Community 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 Heritage Community Charter School (the School), as of and for the year ended June 30, 2022, and the related notes to the financial statements, which collectively comprise the School's basic financial statements, and have issued our report thereon dated August 9, 2022.

Report on 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 or significant deficiencies may exist that have not been identified.

Report on 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
August 9, 2022



**Independent Auditor's Report on Compliance for Each Major Program and on
Internal Control Over Compliance Required by the Uniform Guidance**

Board of Directors
Heritage Community Charter School

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited Heritage Community Charter School's (the School's) compliance with the types of compliance requirements identified as subject to audit in the OMB *Compliance Supplement* that could have a direct and material effect on each of the School's major federal programs for the year ended June 30, 2022. The School's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

In our opinion, the School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2022.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of the School's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to the School's federal programs.

Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the School's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the School's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the School's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of the School's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control Over Compliance

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in

internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report in internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Quest CPAs PLLC

Payette, Idaho
August 9, 2022

HERITAGE COMMUNITY CHARTER SCHOOL

Schedule of Findings and Questioned Costs

Year Ended June 30, 2022

SUMMARY OF AUDITOR'S RESULTS**FINANCIAL STATEMENTS**

Type of auditor's report being issued:	Unmodified
	<ul style="list-style-type: none"> • Each Major Fund • Aggreg Remain Fund Info
	Qualified
	<ul style="list-style-type: none"> • Gov't Activities

Internal control over financial reporting:

Material weakness(es) identified?	No
Significant deficiency(ies) identified?	None reported
Noncompliance material to the financial statements noted?	No

FEDERAL AWARDS*Internal control over major programs:*

Material weakness(es) identified?	No
Significant deficiency(ies) identified?	None reported
Type of auditor's report issued on compliance for major programs:	Unmodified
Any audit findings that are required to be reported in accordance with 2 CFR section 200.516(a)?	No

Major program identification:

- a. Child Nutrition Cluster – AL #10.553, 10.555, 10.559
- b. Title I Grants to Local Education Agencies – AL #84.010A

Dollar threshold used to distinguish between type A and B programs:	\$750,000
Auditee qualified as a low-risk auditee?	No

CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 14th day of June 2018, by and between the Idaho Public Charter School Commission (the “Authorizer”), and Heritage Community Charter School, Inc. (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq.*, as amended (the “Charter Schools Law.”)

RECITALS

WHEREAS, on September 23, 2010, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year 2011; and

WHEREAS, the School’s charter was renewed on March 1, 2018, 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, 2018, and shall continue through June 30, 2023, unless earlier terminated as provided herein.

SECTION 2: SCHOOL GOVERNANCE

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

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

SECTION 3: EDUCATIONAL PROGRAM

- A. School Mission.** The mission of the School is as follows: The Mission of Heritage Community Charter School is to create an atmosphere of mutual respect where students feel safe and are challenged to become their best selves as they develop a curiosity and love of learning that will continue throughout their lives and prepare them for post-secondary education, careers, and service in their communities as well educated leaders who desire to preserve a democratic society and who act with integrity and character.
- B. Grades Served.** The School may serve students in grades K-8.
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:

K-5 Dual Language Spanish Immersion Program to foster secondary language development, a Classical Liberal Arts curriculum to foster development of high order thinking in all grades utilizing the Core Knowledge Sequence as the framework, and offering Spanish and Logic in the middle school grades. HCCS will also continue a strong character education program.

- 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. Identified Comparison Group.** For purposes of evaluating the School against the metrics and measures established in the Performance Framework, the School’s comparison group shall be identified as described below and shall be established for the length of the Certificate term:
- a. The School’s comparison group shall include all schools in the following school district: **Caldwell School District (132).**
- D. Authorizer to Monitor School Performance.** The Authorizer shall monitor and report on the School’s progress in relation to the indicators, measures, metrics and targets set out in the Performance Framework. The School shall be subject to a formal review of its academic, mission-specific, operational, and financial performance at least annually.
- E. School Performance.** The School shall achieve an accountability designation of *Good Standing* or *Honor* on each of the three sections of the Performance Framework. In the event the School is a party to a third party management contract which includes a deficit protection clause, the School shall be exempt from some or all measures within the financial portion of the Performance Framework. In accordance with Charter School Law, the Authorizer shall renew any charter in which the public charter school met all of the terms of its performance certificate at the time of renewal.
- F. Performance Framework As Basis For Renewal of Charter.** The School’s performance in relation to the indicators, measures, metrics and targets set forth in the Academic and Mission-Specific, Operational and Financial sections of the Performance Framework shall provide the basis upon which the Authorizer will decide whether to renew the School’s Charter at the end of the Certificate term. As part of the Performance Framework, the Authorizer agrees to consider mission-specific, rigorous, valid, and reliable indicators of the School’s performance. These negotiated indicators will be included in the Mission-Specific portion of the Academic and Mission Specific section of the Performance Framework.
- G. Authorizer’s Right to Review.** The School will be subject to review of its academics, operations and finances by the Authorizer, including related policies, documents and records, when the Authorizer deems such review necessary. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.

- H. Site Visits.** 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.
- I. Required Reports.** The School shall prepare and submit reports regarding its governance, operations, and/or finances according to the established policies of and upon the request of the Authorizer. However, to the extent possible, the Authorizer shall not request reports from the School that are otherwise available through student information systems or other data sources reasonably available to the Authorizer.

SECTION 5: SCHOOL OPERATIONS

- A. In General.** The School and the Charter Board shall operate at all times in accordance with all federal and state laws, local ordinances, regulations and Authorizer policies applicable to charter schools.
- B. Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be 540 students.
- 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.** 1803 East Ustick Road, Caldwell, ID 83605. 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: The boundary of Caldwell School District, plus the intersection of Homedale Road and Farmway Road south to Orchard Avenue – Orchard Avenue East to Midway Road – Midway road north to Caldwell Boulevard – and Caldwell Boulevard northwest to Ustick Road. Additional detail is included in Appendix C.
- 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 D.
- 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 D.

- 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 D.
- 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, 2018.

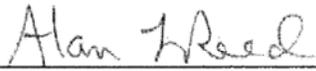
Alan Reed

Chairperson, Idaho Public Charter School Commission

[Signature]

Chairperson, Heritage Community Charter School Board

IN WITNESS WHEREOF, the Authorizer and Heritage Community Charter School (HCCS) have executed this Amendment to their Performance Certificate to cleanup language, and remove outdated legislative references. The amendment also includes a change in their dual language program to include Spanish instead of Latin. The Amendment to HCCS's Performance Certificate is effective as of October 1, 2018.



Alan Reed
Chairman, Idaho Public Charter School Commission



JJ Frans
Chairman of the Board, Heritage Community Charter School

Amendment

WITNESS WHEREOF, the Authorizer and Heritage Community Charter School have executed this amendment to the Performance Certificate, effective 12/1/2020:

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

Identified Comparison Group. For purposes of evaluating the School against the metrics and measures established in the Performance Framework, the School's comparison group shall be identified as described below and shall be established for the length of the Certificate term:

- a. The School's comparison group shall include all schools in the following school district: Caldwell School District (132).

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

The maximum number of students who may be enrolled per class/grade level shall be as follows: 60 students per grade / 30 students per class in kindergarten through fifth grade; 60 students per grade in sixth through eighth grade.

Alan Reed

Alan Reed (Dec 2, 2020 22:24 MST)

Chairman, Idaho Public Charter School Commission

TJ Frans

TJ Frans (Dec 11, 2020 18:43 MST)

Chairman, Heritage Community Charter School Board



Annual Performance Report 2021

Heritage Community Charter School, Inc.

Mission Statement:

The Mission of Heritage Community Charter School is to create an atmosphere of mutual respect where students feel safe and are challenged to become their best selves as they develop a curiosity and love of learning that will continue throughout their lives and prepare them for post-secondary education, careers, and service in their communities as well-educated leaders who desire to preserve a democratic society and who act with integrity and character.

Chair/President	TJ Frans
Treasurer	Martin Flaherty
Secretary	Sheri Blaisdell
Administrator	Javier Castaneda
Business Manager	Nancy Dayhoff
School Location	1803 East Ustick Road Caldwell
School Phone	208-453-8070

Table of Contents

Introduction	3
School Overview.....	4
Annual Snapshot	5
Academic Outcomes	6
Math Proficiency & Math Growth.....	6
ELA Proficiency & ELA Growth.....	7
Literacy Proficiency.....	8
Longitudinal Academic Ratings.....	9
Operational Outcomes: Board Stewardship.....	10
Governance Structure	10
Governance Oversight.....	10
Governance Compliance.....	10
Operational Outcomes: Management.....	11
Student Services	11
Data Security and Information Technology.....	11
Facility & Services.....	11
Operational Compliance.....	11
Longitudinal Operational Ratings.....	12-13
Financial Outcomes.....	14
Near Term Measures.....	14-15
Sustainability Measures	16-18
Longitudinal Financial Ratings.....	19-20
Conditions (If Applicable).....	21
Contact Us.....	22

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.

Heritage Community Charter School, Inc. Performance Certificate: [HCCS Performance Certificate](#)

Performance Framework: [IPCSC Performance Framework](#)

Current Term: 2018-2023

School Overview

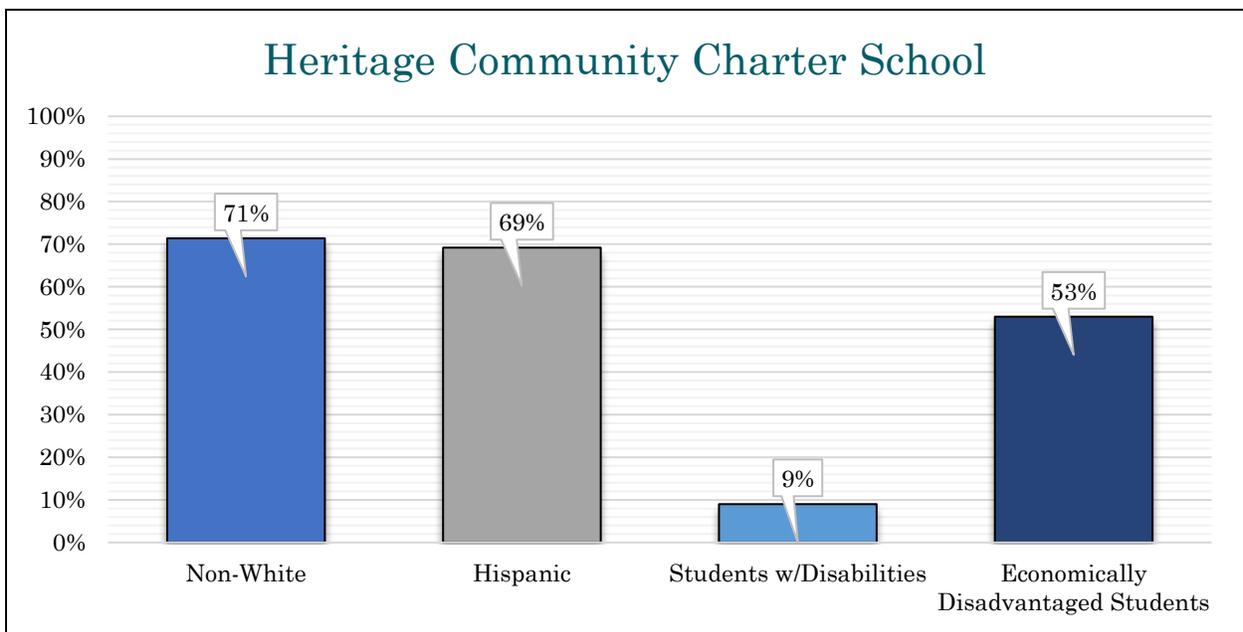
Model:	Harbor Method
Enrollment Capacity:	540
Grades Served:	K-8
Enrollment Projected FY22:	500

Key Design Elements:

The School shall implement and maintain the following essential design elements of its educational program:

K-5 Dual Language Spanish Immersion Program to foster secondary language development, a Classical Liberal Arts curriculum to foster development of high order thinking in all grades utilizing the Core Knowledge Sequence as the framework, and offering Spanish and Logic in the middle school grades. HCCS will also continue a strong character education program.

2021 HERITAGE COMMUNITY 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
----------------------	-------------------------------	----------------------------	-----------------------	-------------------------	----------------------------------

ACADEMIC OUTCOMES:	
Math Proficiency	20%
Math Growth	<i>Data Not Available for 2020-2021</i>
ELA Proficiency	42%
ELA Growth	<i>Data Not Available for 2020-2021</i>
Literacy Proficiency	FALL IRI: 34% SPRING IRI: 50%

FINANCIAL OUTCOMES: NEAR TERM MEASURES	
Current Ratio	2.50
Unrestricted Days Cash	240
Default	None
Enrollment Variance	94.03%

OPERATIONAL OUTCOMES: BOARD STEWARDSHIP	
Governance Structure	EXCEEDS STANDARD
Governance Oversight	EXCEEDS STANDARD
Governance Compliance	EXCEEDS STANDARD

FINANCIAL OUTCOMES: SUSTAINABILITY MEASURES	
Total Margin	TM: 4.73%
3 Yr. Aggregate Margin	3YR: 10.93%
Cash Flow	CF: \$373,075
Multi-Year Cash Flow	MY: \$1,615,291
Debt Service Coverage Ratio	1.44
Debt Asset Ratio	.86
Financial Compliance	Not Rated for 2020-2021

OPERATIONAL OUTCOMES: MANAGEMENT	
Student Services	EXCEEDS STANDARD
Data Security/Transparency	EXCEEDS STANDARD
Facility & Services	EXCEEDS STANDARD
Operational Compliance	EXCEEDS 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

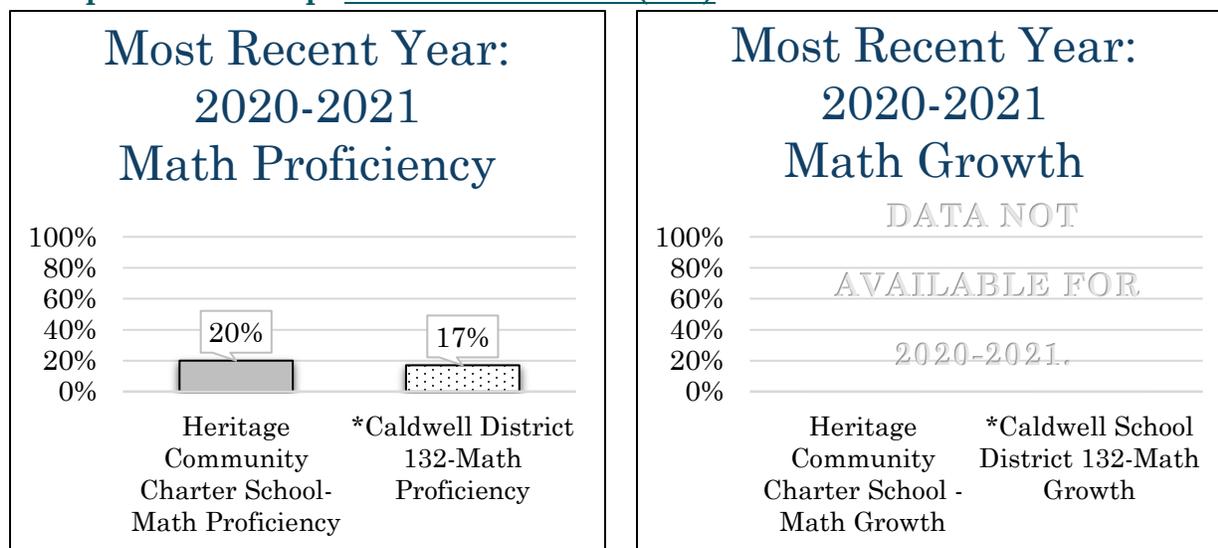
MATH PROFICIENCY & MATH GROWTH

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: Caldwell District (132)



RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
----------------------	-------------------------------	----------------------------	-----------------------	-------------------------	----------------------------------

*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

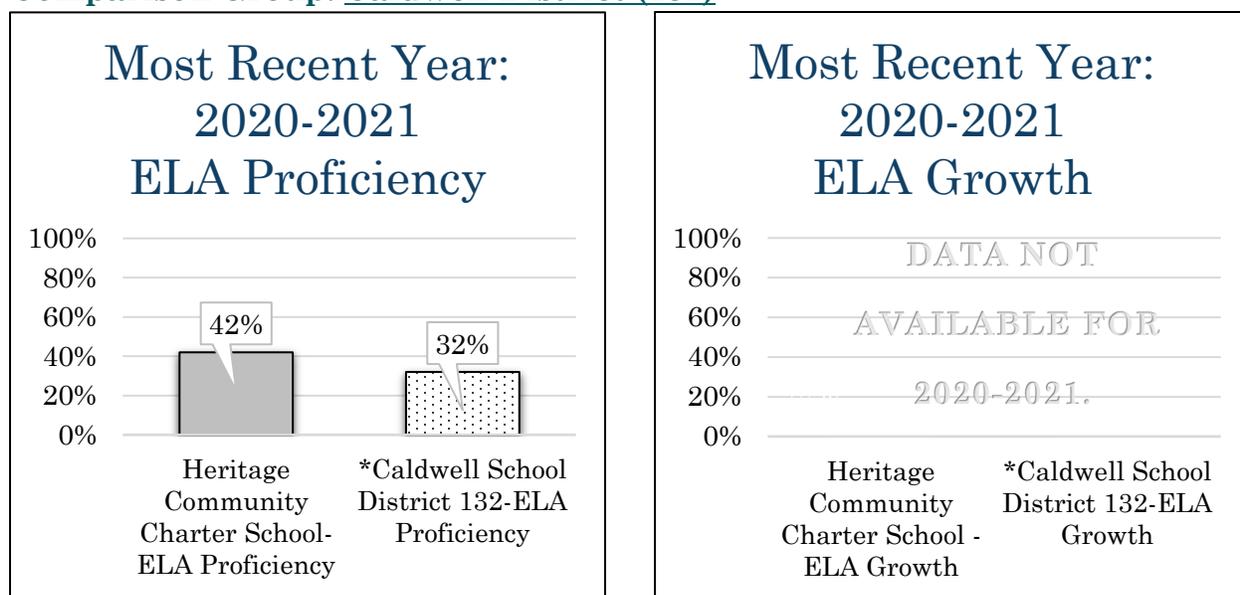
ELA PROFICIENCY & ELA GROWTH

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: Caldwell District (132)



RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
----------------------	-------------------------------	----------------------------	-----------------------	-------------------------	----------------------------------

*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

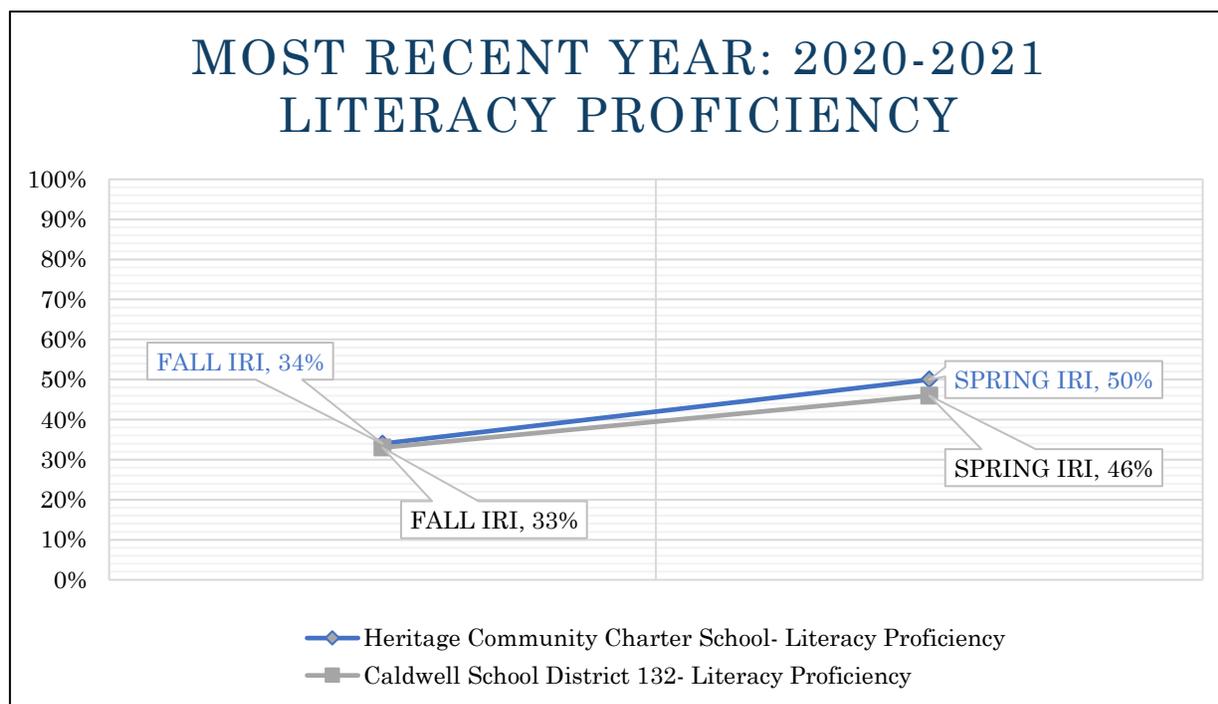
Academic Outcomes
LITERACY PROFICIENCY

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: Caldwell School District (132)



RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
---------------	------------------------	---------------------	----------------	------------------	---------------------------

*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

Longitudinal Academic Ratings | 2018-2023

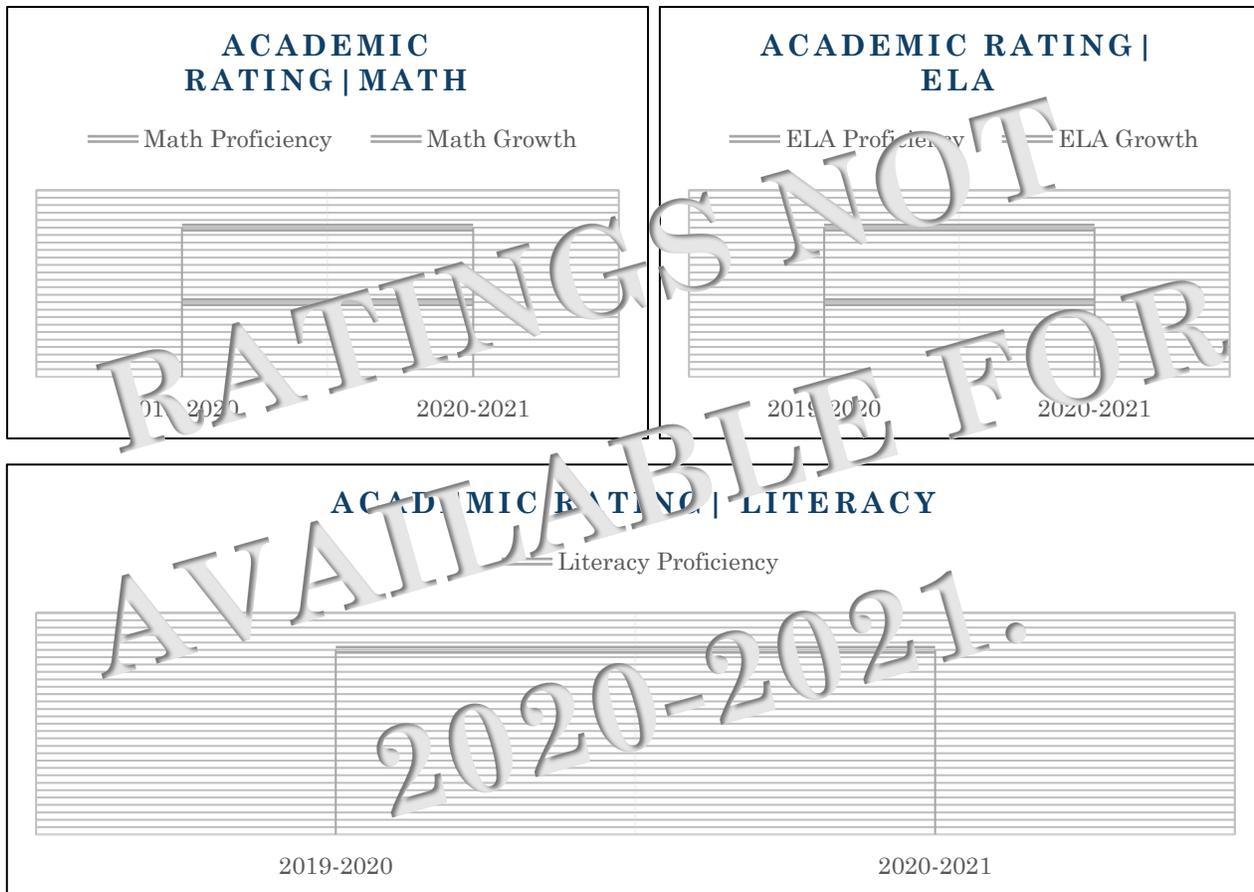
Longitudinal data provides a snapshot of a school’s ratings over the school’s current performance certificate (5 years). This data helps to identify performance trends and changes over time. Schools are encouraged to consider how this data might be used to drive strategic planning as the school approach its next renewal decision.

Academic Ratings | Historical Framework

SCHOOL YEAR	ACADMEIC GEN ED OUTCOME
2018-2019	REMEDIATION

Academic Ratings | Revised Framework

Due to COVID-19 pandemic, no academic data was available for the 2019-2020 school year. Additionally, as ratings are sued 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: EXCEEDS STANDARD	
Governance Structure Measure	Data/Evidence Source
The board bylaws are compliant with ID law.	Bylaws 2/2/2010. *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 2/2/2010. Most recently updated on 3/18/2011.
The board does operate in compliance with its bylaws.	*No instances of non-compliance documented.
Investigations were not conducted into ethical behavior or conflict of interest regarding any board director this year.	*No instances of non-compliance documented.
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: EXCEEDS 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 maintain compliant policies.	*No instances of non-compliance documented.
The board did engage 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:	

STANDARD RATING: EXCEEDS STANDARD	
Governance Compliance Measure	Data/Evidence Source
The IPCSC did not issue courtesy letters to the school noting compliance concerns this year.	*No instances of non-compliance documented.
Another investigative body was not notified of concerns at this school this year.	*No instances of non-compliance documented.
Comments/ Context:	

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:	

STANDARD RATING: EXCEEDS 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.
Safety inspections and evacuation drills are compliant.	*Most Recent: 7/2/2021 No instances of non-compliance documented.
<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:	

STANDARD RATING: EXCEEDS 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 properly credentialed.	*No instances of non-compliance documented.
Corrective action plans were not issued by the SDE this year.	*No instances of non-compliance documented.
Comments/ Context:	

Longitudinal Operational Ratings | 2018-2023

Board Stewardship

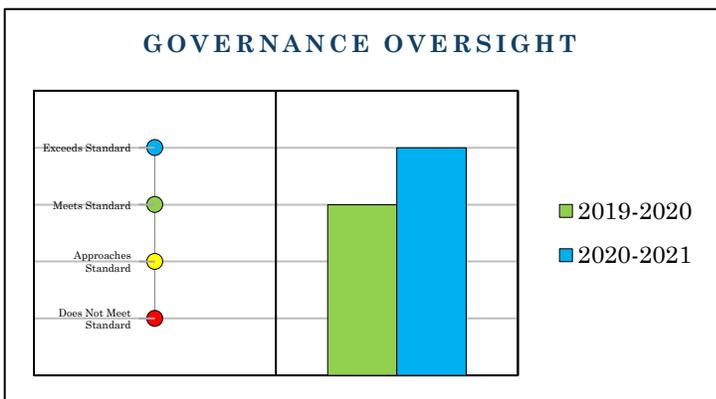
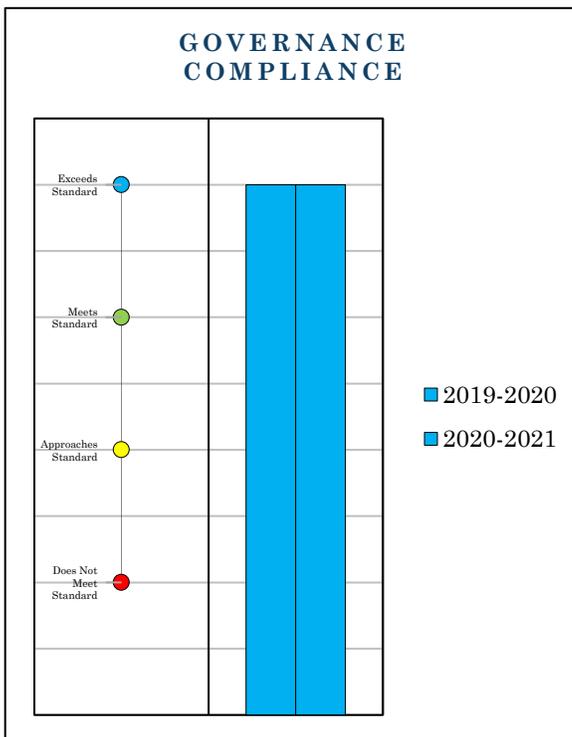
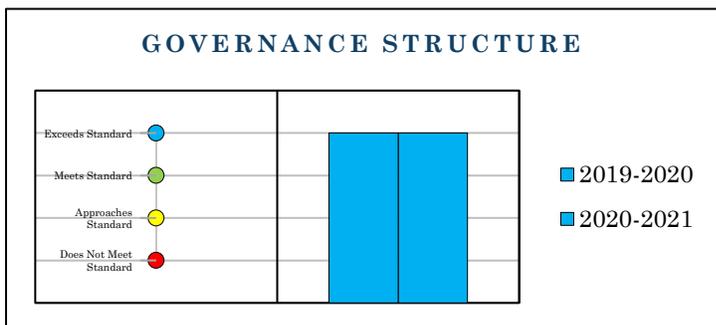
Longitudinal data provides a snapshot of a school’s ratings over the school’s current performance certificate (5 years). This data helps to identify performance trends and changes over time. Schools are encouraged to consider how this data might be used to drive your strategic planning as your school 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.

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

School Year	Rating
2018-2019	HONOR



Longitudinal Operational Ratings | 2018-2023

Management

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.

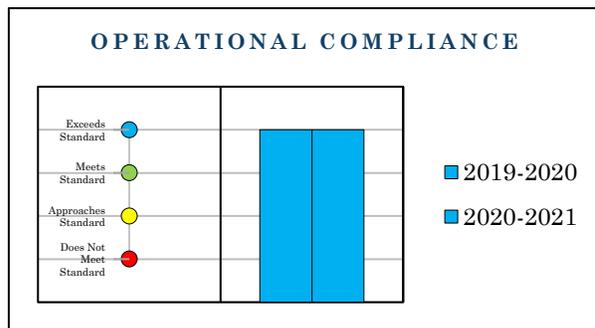
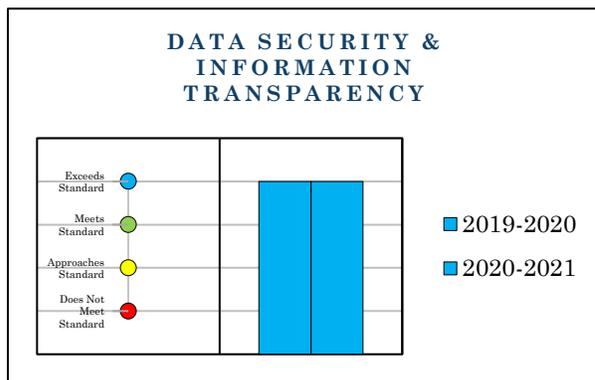
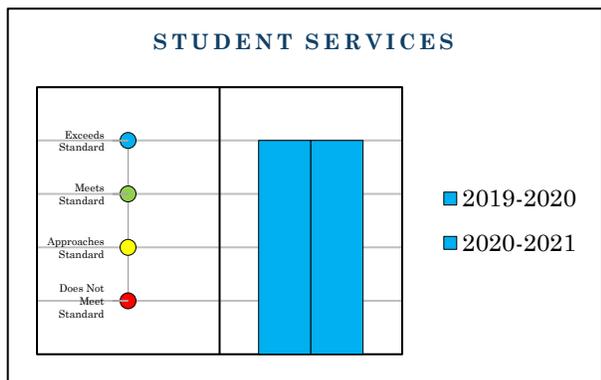
Ratings on the historical and revised framework are not comparable in the operational section. The two sets of data have been included. The school’s operational ratings on the historical framework are provided for reference.

Operational Ratings | Historical Framework

School Year	Rating
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



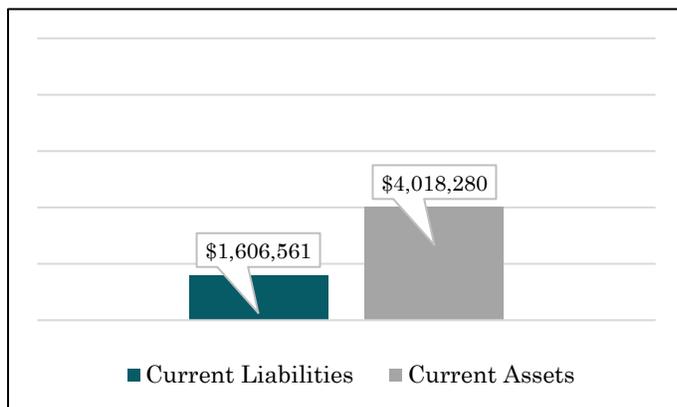
Financial Outcomes

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 2.50	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

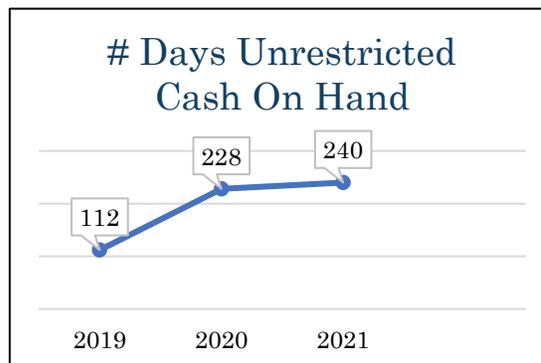
The school has more than 60 days cash on hand	240 Days	Ratings Not Applicable for 2020-2021
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Why this Matters:

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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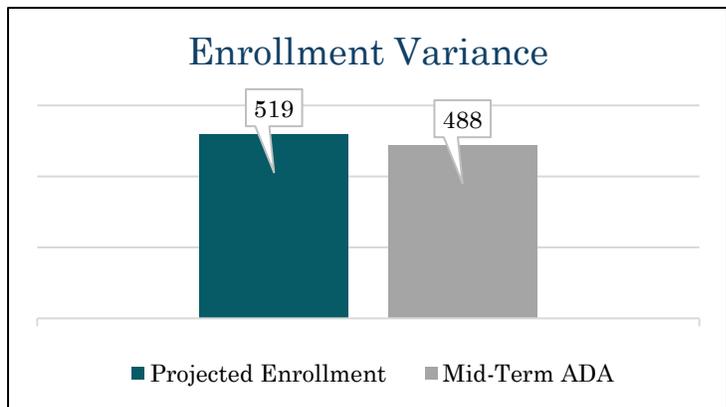
Why this Matters:

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 between 90% and 94.9% of its projected enrollment during the most recently completed school year.	Enrollment Variance 94.03%	Ratings Not Applicable for 2020-2021
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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 positive, and the most recent year's total margin is positive.	CY Total Margin 4.73% 3-Year Aggregated 10.93%	Ratings Not Applicable for 2020-2021
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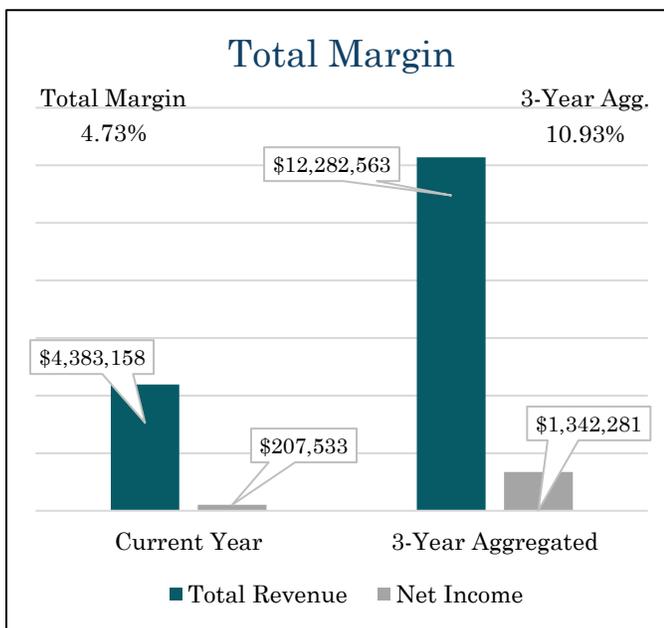
Why this Matters:

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

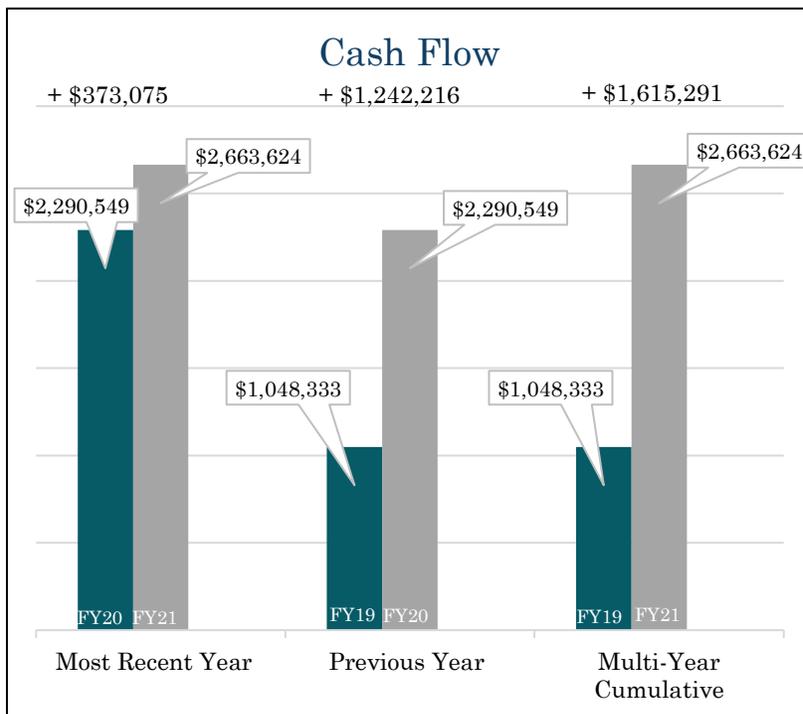
The school's multi-year cumulative cash flow is positive and the most recent year's cash flow is positive.	Most Recent Year \$373,075 Previous Year \$1,242,216 Multi-Year \$1,615,291	Ratings Not Applicable for 2020-2021
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Why this Matters:

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.

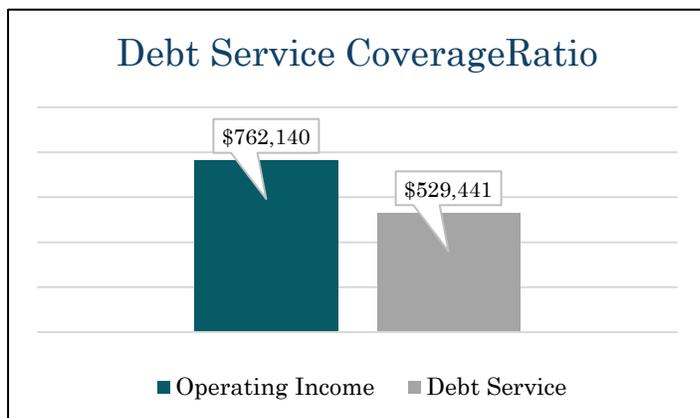
A multi-year cumulative cash flow helps to identify long-term trends.



Debt Service Coverage Ratio

Debt Service Coverage Ratio is between 1.1 and 1.49.	Debt Service Coverage Ratio 1.44	Ratings Not Applicable for 2020-2021
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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 .86	Ratings Not Applicable for 2020-2021
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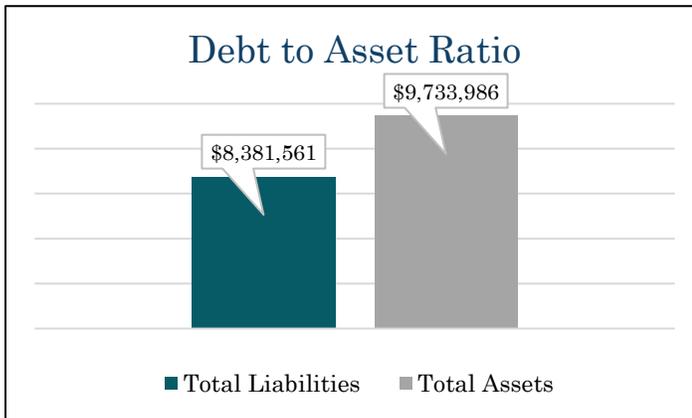
Why This Matters:

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 RATED FOR 2020-2021	
Financial Operations	Data and/or Evidence Source
The school's finances are managed in compliance with GAAP.	Financial Audit 10/18/2021
Expenditures and contracts are posted online appropriately.	School's Expenditure Page 7/30/2021
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	

Longitudinal Financial Ratings | 2018-2023

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.

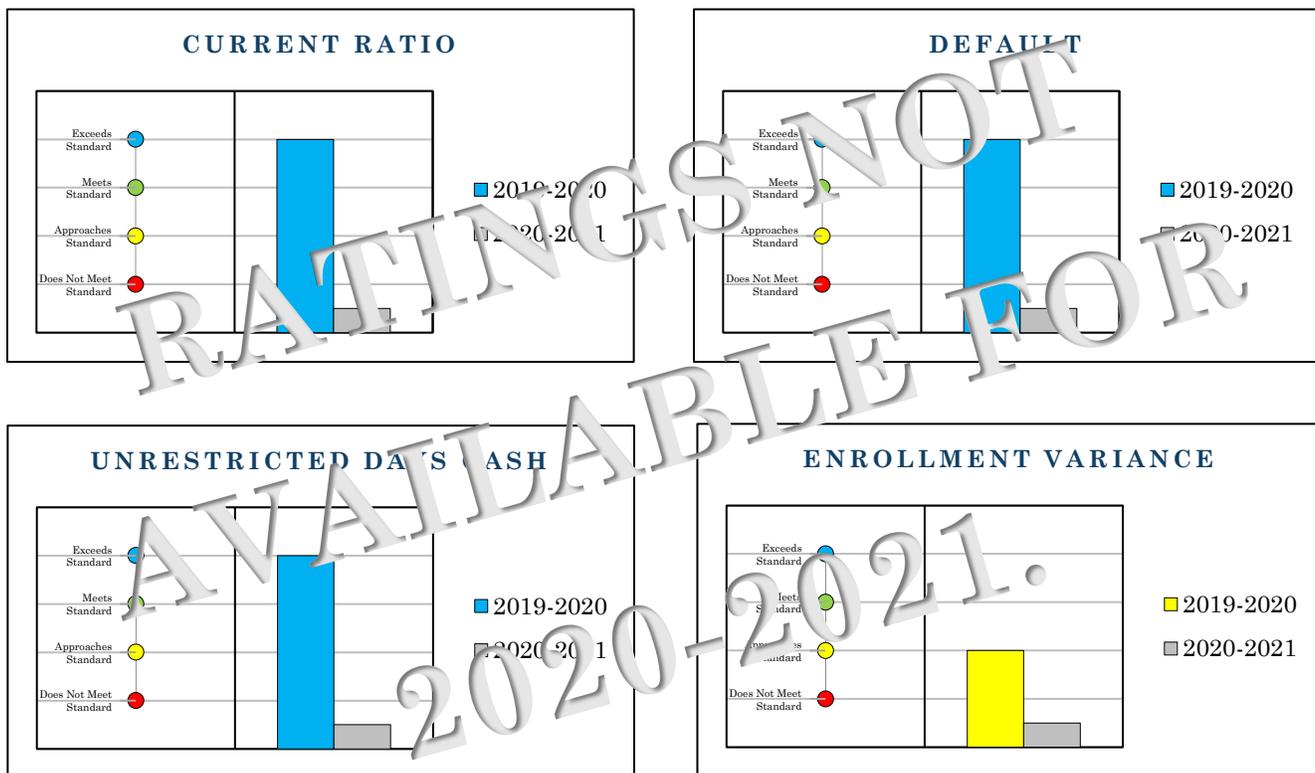
Notes: The 2020 framework revision removed the “cash ratio” measure and moved the existing enrollment variance measure to the financial section.

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
2018-2019	HONOR

Financial Near Term Health Ratings | Revised Framework



Longitudinal Financial Ratings | 2018-2023

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.

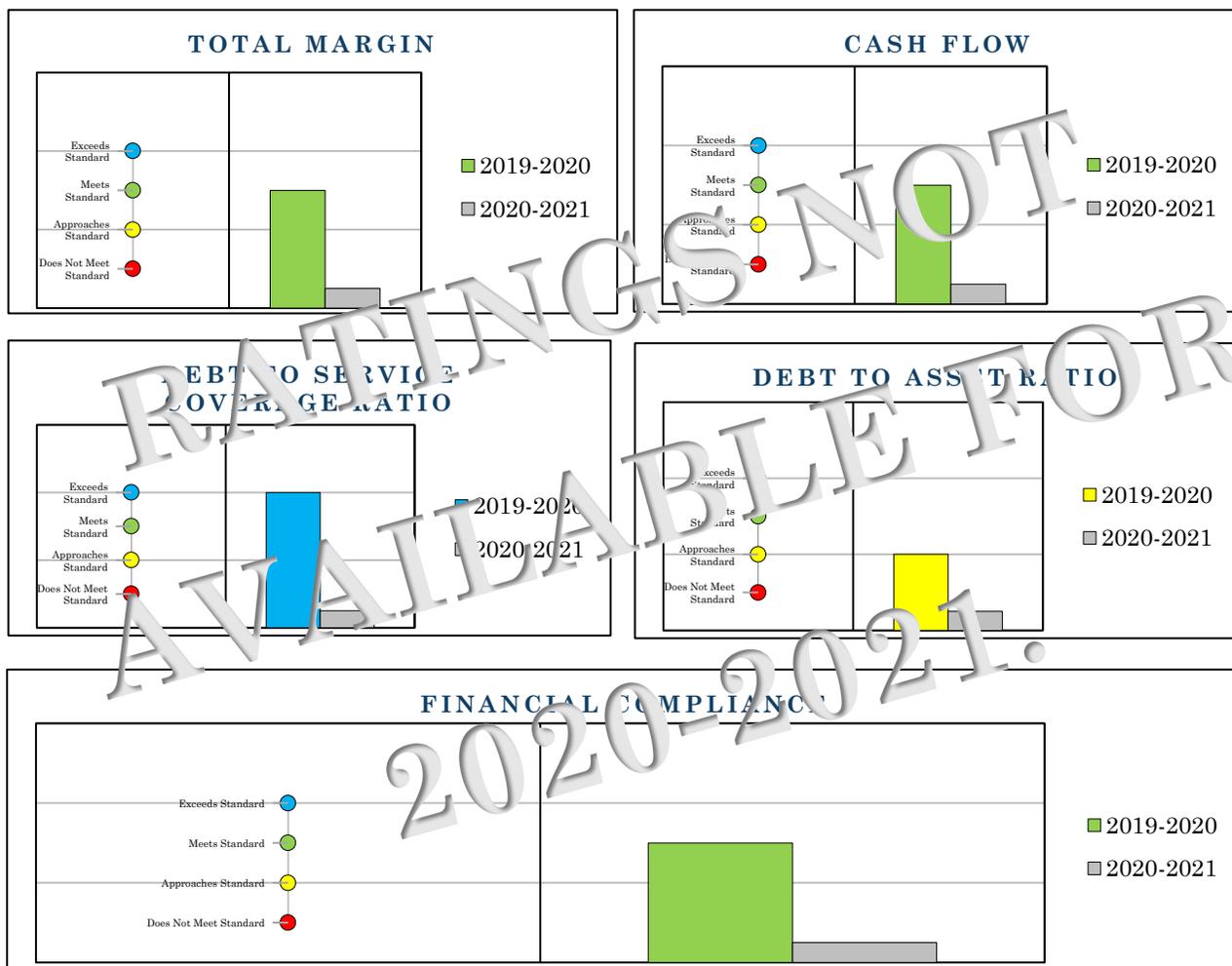
Notes: The 2020 framework revision removed the “cash ratio” measure and moved the existing enrollment variance measure to the financial section.

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 Sustainability Ratings | Historical Framework

School Year	Sustainability Rating
2018-2019	HONOR

Financial Sustainability Ratings | Revised Framework



Conditional Certificate Status Update

Heritage Community Charter School's Performance Certificate was renewed in 2018 subject to the conditions listed below.

Condition 1: Condition Waived

By June 30, 2021, at least fifty-seven percent (57%) of HCCS's students in grades K-8 will make adequate academic growth to achieve math proficiency on the ISAT within 3 years or by 10th grade, whichever comes first.

This condition is based upon a rate of increase sufficient to promote the school's ability to achieve a "meets standard" rating on Academic Measure 3a (Criterion-Referenced Growth in Math) in the performance framework adopted by the PCSC in May 2017, by the end of the next performance certificate term (June 30, 2023).

The outcome shall be calculated using Academic Measure 3a (Criterion-Referenced Growth in Math). References to the ISAT shall apply to any other statewide assessment selected to replace the ISAT by SBAC in the event of state-level requirement changes.

Status: This condition was waived due to the likely impact of pandemic conditions on assessment data. Revocation will not be considered based on the school's failure to meet this condition at this time.

Condition 2: Condition Waived

By June 30, 2021, at least sixty-three percent (63%) of HCCS's students in grades K-8 will make adequate academic growth to achieve ELA proficiency on the ISAT within 3 years or by 10th grade, whichever comes first.

This condition is based upon a rate of increase sufficient to promote the school's ability to achieve a "meets standard" rating on Academic Measure 3b (Criterion-Referenced Growth in ELA) in the performance framework adopted by the PCSC in May 2017, by the end of the next performance certificate term (June 30, 2023).

Status: This condition was waived due to the likely impact of pandemic conditions on assessment data. Revocation will not be considered based on the school's failure to meet this condition at this time.

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.



304 N. 8th St. Ste.242

Boise, ID 83720

208-332-1561

pcsc@osbe.idaho.gov

*Idaho Public Charter School Commission***Annual Performance Report 2020****PCSC School: Heritage Community Charter School**

Mission Statement: *The Mission of Heritage Community Charter School is to create an atmosphere of mutual respect where students feel safe and are challenged to become their best selves as they develop a curiosity and love of learning that will continue throughout their lives and prepare them for post-secondary education, careers, and service in their communities as well educated leaders who desire to preserve a democratic society and who act with integrity and character.*

School Location:	1803 East Ustick Road Caldwell, ID 83605
School Phone:	208-453-8070
Comparison Group:	<i>Caldwell School District (132)</i>
Opening Year:	2011
Current Term:	July 1, 2018 - June 30, 2023
Model:	Harbor Method
Grades Served:	K-8
Enrollment Capacity:	540
Enrollment (Projected):	527
Mid Term ADA (Actual):	466
FY20 Full-Term ADA:	461

School Leadership

Chair	TJ Frans
Treasurer	Martin Flaherty
Secretary	Sheri Blaisdell
Director of School Programs/Principal	Javier Castaneda
Business Manager	Nancy Dayhoff

Table of Contents

Introduction	4
School Overview	5
Key Design Elements	5
Demographic Summary	5
Annual Snapshot	6
Annual Snapshot	7
Academic Outcomes (Not Evaluated for 2019-2020)	8
Proficiency	8
Growth	8
College & Career Readiness	8
Operational Outcomes (Board Stewardship)	9
Governance Structure	9
Governance Oversight	9
Governance Compliance	9
Operational Outcomes (Management)	10
Student Services	10
Data Security and Information Technology	10
Facility & Services	10
Operational Compliance	10
Financial Outcomes	11
Near Term Measures	11
Sustainability Measures	11
Financial Operations	11
Longitudinal Data Snapshot	12
Conditions (If Applicable)	13

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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.

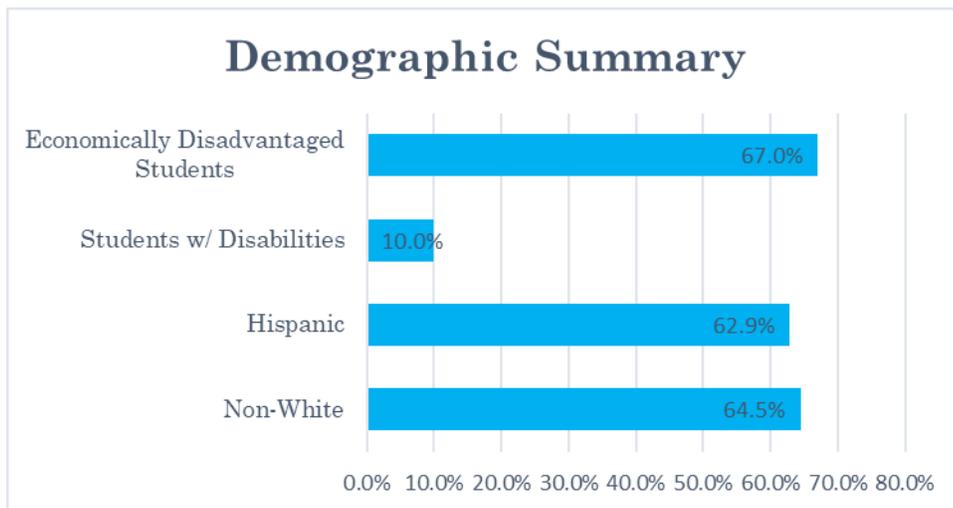
Each authorized chartering entity shall annually publish and make available to the public a performance report for each public charter school it oversees, in accordance with the performance framework set forth in the performance certificate and section 33-5209(C)(2), Idaho Code.

SCHOOL OVERVIEW

Key Design Elements

K-5 Dual Language Spanish Immersion Program to foster secondary language development, a Classical Liberal Arts curriculum to foster development of high order thinking in all grades utilizing the Core Knowledge Sequence as the framework and offering Spanish and Logic in the middle school grades. HCCS will also continue a strong character education program.

DEMOGRAPHIC SUMMARY



FRAMEWORK OUTCOMES SUMMARY

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>

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>Approaches Standard</i>

BOARD STEWARDSHIP	
Governance Structure	<i>Exceeds Standard</i>
Governance Oversight	<i>Meets Standard</i>
Governance Compliance	<i>Exceeds Standard</i>

FINANCIAL HEALTH (SUSTAINABILITY MEASURES)	
Total Margin	<i>Meets Standard</i>
Cash Flow	<i>Meets Standard</i>
Debt Service Coverage Ratio	<i>Exceeds Standard</i>
Debt to Asset Ratio	<i>Approaches Standard</i>
Financial Compliance	<i>Meets Standard</i>

MANAGEMENT	
Student Services	<i>Exceeds Standard</i>
Data Security/Transparency	<i>Exceeds Standard</i>
Facility & Services	<i>Exceeds Standard</i>
Operational Compliance	<i>Exceeds Standard</i>

Academic Outcomes: 2020

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>	

Operational Outcomes: Board Stewardship 2020

STANDARD RATING: EXCEEDS STANDARD	
Governance Structure	Data/Evidence Source
The board bylaws are compliant with ID law.	Bylaws 2/2/2010 *Please provide an updated copy if any amendments have been made.
The school's articles of incorporation are current.	Articles of Incorporation initially filed on 2/2/2010. Most recently updated on 3/18/2011. It appears that the school was dissolved in 2012 and reincorporated. Please provide the most recent copy of your Articles of Incorporation.
The board does operate in compliance with its bylaws.	*No instances of non-compliance documented.
Investigations were not conducted into either ethical behavior or conflict of interest regarding any board director this year.	*No instances of non-compliance documented.
The board did not experience Open Meeting Law violations that needed to be cured this year.	*No instances of non-compliance documented.

STANDARD RATING: MEETS 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 review financial reports in a timely and thorough manner.	*No instances of non-compliance documented.
The board did maintain compliant policies.	*No instances of non-compliance documented.
The board did engage 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.

STANDARD RATING: EXCEEDS STANDARD	
Governance Compliance	Data/Evidence Source
The PCSC did not issue courtesy letters to the school noting compliance concerns this year.	*No instances of non-compliance documented.
Another investigative body was not notified of concerns at this school this year.	*No instances of non-compliance documented.

Operation Outcomes: Management 2020

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 or is not) in good standing.	*No instances of non-compliance documented.
The school's college and career readiness program (is or is not) in good standing.	Continuous Improvement Plan 2019-2020

STANDARD RATING: EXCEEDS STANDARD	
Data Security and Information Transparency	Data/Evidence Source
The school's website (is or is not) compliant and updated appropriately.	*No instances of non-compliance documented.
The school (did or did not) experience issues involving data security this year.	*No instances of non-compliance documented.
The school (did or did not) experience compliance issues with public records requests.	*No instances of non-compliance documented.

STANDARD RATING: EXCEEDS STANDARD	
Facility and Services	Data/Evidence Source
The school's occupancy certificate (is or is not) 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 or are not) 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 or does not) provide daily transportation for students.	*No instances of non-compliance documented.
The school (does or does not) provide a National School Lunch Program.	*No instances of non-compliance documented.

STANDARD RATING: EXCEEDS STANDARD	
Operational Compliance	Data/Evidence Source
Required reports (were or were not) submitted accurately and on time.	*No instances of non-compliance documented.
The enrollment process (is or is not) compliant.	*No instances of non-compliance documented.
The teachers (are or are not) properly credentialed.	*No instances of non-compliance documented.
Corrective action plans (were or were not) issued by the SDE this year.	*No instances of non-compliance documented.

Financial Health: 2020

(Primary Data Source: FY20 Financial Audit.)

Near Term Measures	Rubric	STANDARD RATING
The school has a current ratio of more than 1.5	Current Ratio 4.19	Exceeds Standard
The school has more than 60 days cash on hand	228 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 consecutive years.	No Default	Exceeds Standard
The enrollment variance was less than 90% and the school provided a mid-year amended budget evidencing at least a break-even budget based on mid-term enrollment and any resulting revenue adjustments.	Enrollment Variance 88.54%	Approaches Standard

Sustainability Measures	Rubric	STANDARD RATING
Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive	CY Total Margin 13.81% 3-Year Aggregated 3.76%	Meets Standard
Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive in the most recent year is positive	Most Recent Year \$1,242,216.00 Previous Year (\$907,209.00) 3-Year \$335,007.00	Meets Standard
The school's debt service coverage ratio is 1.5 or greater	Debt Service Coverage Ratio 2.36	Exceeds Standard
The school's Debt to Asset Ratio is between 0.9. and 1.0	Debt/Asset Ratio .93	Approaches Standard

STANDARD RATING: MEETS STANDARD

Financial Operations	Data and/or Evidence Source
The school's finances are managed in compliance with GAAP.	Financial Audit submitted on 10/8/2020
Expenditures and contracts are posted online appropriately.	The school's expenditure webpage was reviewed quarterly. No instances of non-compliance documented. http://heritagecommunitycharter.com/about/board/expenditure-data/2019-20-financial-records-idaho-code-33-357/
The school maintains compliant internal controls.	The school maintains compliant internal controls per the financial audit.
The school is not operating under a Notification of Fiscal Concern.	NA
The school is not operating under a Notification of Possible or Imminent Closure.	NA

Longitudinal Data Snapshot (2019-2022)

Operational Outcomes: Board Stewardship

Governance Compliance	EXCEEDS STANDARD	DATA NOT AVAILABLE	DATA NOT AVAILABLE	DATA NOT AVAILABLE
Governance Oversight	MEETS STANDARD	DATA NOT AVAILABLE	DATA NOT AVAILABLE	DATA NOT AVAILABLE
Governance Structure	EXCEEDS 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

Operational Compliance	EXCEEDS STANDARD	DATA NOT AVAILABLE	DATA NOT AVAILABLE	DATA NOT AVAILABLE
Facility & Services	EXCEEDS STANDARD	DATA NOT AVAILABLE	DATA NOT AVAILABLE	DATA NOT AVAILABLE
Data/Security/Info Transparency	EXCEEDS STANDARD	DATA NOT AVAILABLE	DATA NOT AVAILABLE	DATA NOT AVAILABLE
Student Services	EXCEEDS STANDARD	DATA NOT AVAILABLE	DATA NOT AVAILABLE	DATA NOT AVAILABLE

“Education is the MOST powerful weapon which you can use to change the world.”
-Nelson Mandela

FY20 Annual Report – Conditional Certificate Status Update

Heritage Community Charter School's Performance Certificate was renewed in 2018 subject to the conditions listed below. The school's status with regard to each condition is also provided.

Condition 1: **Currently Approaches Standard** Future Assessments Apply

By June 30, 2021, at least fifty-seven percent (57%) of HCCS's students in grades K-8 will make adequate academic growth to achieve math proficiency on the ISAT within 3 years or by 10th grade, whichever comes first.

This condition is based upon a rate of increase sufficient to promote the school's ability to achieve a "meets standard" rating on Academic Measure 3a (Criterion-Referenced Growth in Math) in the performance framework adopted by the PCSC in May 2017, by the end of the next performance certificate term (June 30, 2023).

The outcome shall be calculated using Academic Measure 3a (Criterion-Referenced Growth in Math). References to the ISAT shall apply to any other statewide assessment selected to replace the ISAT by SBAC in the event of state-level requirement changes

Status as of 2019-20 Annual Report Issuance:

As no ISAT data is available for the 2019-2020 school year, progress cannot be assessed at this time. However, the school's 2019 data reflects that 38% of non-proficient students made adequate growth toward proficiency (as compared to 44% in the district). In the new framework, scores meet standard if they meet or exceed the comparison group.

This condition comes due at the end of the current school year and will be finally assessed on June 30, 2021. If the school's math growth score meets standard at that time, this condition will be considered met, and no further action will be taken. If the school's math growth score does not meet standard at that time, the PCSC will hold a hearing in August of 2021 to determine whether further action is necessary. If a hearing is necessary, the PCSC will take into consideration the school's past performance, the context of the pandemic, and the recent revisions to the framework.

Condition 2: **Currently Approaches Standard** Future Assessments Apply

By June 30, 2021, at least sixty-three percent (63%) of HCCS's students in grades K-8 will make adequate academic growth to achieve ELA proficiency on the ISAT within 3 years or by 10th grade, whichever comes first.

This condition is based upon a rate of increase sufficient to promote the school's ability to achieve a "meets standard" rating on Academic Measure 3b (Criterion-Referenced Growth in ELA) in the performance framework adopted by the PCSC in May 2017, by the end of the next performance certificate term (June 30, 2023).

The outcome shall be calculated using Academic Measure 3b (Criterion-Referenced Growth in ELA). References to the ISAT shall apply to any other statewide assessment selected to replace the ISAT by SBAC in the event of state-level requirement changes.

Status as of 2019-20 Annual Report Issuance:

As no ISAT data is available for the 2019-2020 school year, progress cannot be assessed at this time. However, the school's 2019 data reflects that 52% of non-proficient students made adequate growth toward proficiency. The district also scored 52%. While the school's score has not achieved 63%, it does meet standard according to the new framework.

This condition comes due at the end of the current school year and will be finally assessed on June 30, 2021. If the school's ELA growth score meets standard at that time, this condition will be considered met, and no further action will be taken. If the school's ELA growth score does not meet standard at that time, the PCSC will hold a hearing in August of 2021 to determine whether further action is necessary. If a hearing is necessary, the PCSC will take into consideration the school's past performance, the context of the pandemic, and the recent revisions to the framework.

HERITAGE COMMUNITY CHARTER 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 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 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.

SCHOOL OVERVIEW			
Mission Statement	The Mission of Heritage Community Charter School is to create an atmosphere of mutual respect where students feel safe and are challenged to become their best selves as they develop a curiosity and love of learning that will continue throughout their lives and prepare them for post-secondary education, careers, and service in their communities as well educated leaders who desire to preserve a democratic society and who act with integrity and character.		
Key Design Elements	K-5 Dual Language Spanish Immersion Program to foster secondary language development, a Classical Liberal Arts curriculum to foster development of high order thinking in all grades utilizing the Core Knowledge Sequence as the framework, and offering Spanish and Logic in the middle school grades. HCCS will also continue a strong character education program.		
School Location	1803 East Ustick Road Caldwell, ID 83605	School Phone	208-453-8070
Surrounding District	Caldwell School District		
Opening Year	2011		
Current Term	July 1, 2018 - June 30, 2023		
Grades Served	K-8		
Enrollment (Approved)	540	Enrollment (Actual)	493

SCHOOL LEADERSHIP	
TJ Frans	Chair
Martin Flaherty	Treasurer
Sheri Blaisdell	Secretary
Richard Hammond	Board Member
John McGee	Board Member

Non-White				
	School	State	Surrounding District	Neighboring District
Non-White	56.59%	24.85%	65.24%	N/A
Limited English Proficiency	26.57%	6.44%	19.70%	N/A
Special Needs	11.76%	10.73%	11.20%	N/A
Free and Reduced Lunch	66.13%	44.74%	Mask	N/A

ISAT PROFICIENCY RATES	
Percentage of students meeting or exceeding proficiency in Math	26.85%
Percentage of students meeting or exceeding proficiency in English Language Arts	38.26%
Percentage of students meeting or exceeding proficiency in Science	41.75%

GO-ON RATE (Post-secondary enrollment within 12 months of graduation)	N/A
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ACADEMIC	Measure	Points Possible	Points Earned						
		K-8	K-8	9-12	9-12	K-12	K-12	Alternative	Alternative
State Proficiency Comparison	1a	50	10	50	0	50	0		
	1b	50	13	50	0	50	0		
District Proficiency Comparison	2a	50	28	50	0	50	0	50	0
	2b	50	33	50	0	50	0	50	0
Criterion-Referenced Growth	3a	100	19			50	0		
	3b	100	29			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	132	525	0	525	0	300	0
% of Academic Points			33%		0%		0%		0%

MISSION-SPECIFIC	Measure	Points Possible	Points Earned	
	1			HCCS has chosen not to include mission-specific measures.
	2			
	3			
	4			
	5			
	6			
Total Mission-Specific Points				
% of Mission-Specific Points				

OPERATIONAL	Measure	Points Possible	Points Earned	FINANCIAL	Measure	Points Possible	Points Earned
	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	0		2c	50	30
Governance & Reporting	3a	25	25		2d	50	50
	3b	25	15	Total Financial Points		400	380
	3c	25	25	% of Financial Points			95%
	3d	25	25				
	3e	25	25				
	3f	25	25				
School Environment	4a	25	25	The financial measures above are based on industry standards. They are not intended to reflect nuances of the school's financial status. Please see the financial section of this framework for relevant contextual information that may alleviate concern.			
	4b	25	25				
Additional Obligations	5a	25	25				
Total Operational Points		400	365				
% of Operational Points			91%				

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%	33%	0%	55% - 74%	NA	80% - 89%	91%	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			Result	Points Possible	Points Earned
Measure 1a	Do math proficiency rates meet or exceed the state average?				
Math Proficiency Rate Comparison to State	<p>Exceeds Standard: The school's proficiency rate in math exceeds the state average by 16 percentage points or more.</p> <p>Meets Standard: The school's proficiency rate in math is equal to the state 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 state average.</p> <p>Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the state average.</p>				
Notes	The state average will be determined using the same grade set as is served by the public charter school.		X	0 - 14	10
					10
Measure 1b	Do English Language Arts proficiency rates meet or exceed the state average?				
ELA Proficiency Rate Comparison to State	<p>Exceeds Standard: The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.</p> <p>Meets Standard: The school's proficiency rate in ELA is equal to the state 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 state average.</p> <p>Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the state average.</p>				
Notes	The state average will be determined using the same grade set as is served by the public charter school.		X	0 - 14	13
					13

INDICATOR 2: DISTRICT PROFICIENCY COMPARISON																				
Measure 2a Math Proficiency Rate Comparison to District	Do math proficiency rates meet or exceed the district average? 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%. 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 - 15 percentage points lower than the district average. Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the district average.	<table border="1"> <thead> <tr> <th></th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td>X</td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>28</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">28</td> </tr> </tbody> </table>		Points Possible	Points Earned		50	0	X	30 - 45	0		15 - 29	28		0 - 14	0			28
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X	30 - 45	0																		
	15 - 29	28																		
	0 - 14	0																		
		28																		
Notes	The district average will be determined using the same grade set as is served by the public charter school. Caldwell School District will be used for comparison purposes.																			
Measure 2b ELA Proficiency Rate Comparison to District	Do ELA proficiency rates meet or exceed the district average? 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%. 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 - 15 percentage points lower than the district average. Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the district average.	<table border="1"> <thead> <tr> <th></th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td>X</td> <td>30 - 45</td> <td>33</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">33</td> </tr> </tbody> </table>		Points Possible	Points Earned		50	0	X	30 - 45	33		15 - 29	0		0 - 14	0			33
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INDICATOR 3: CRITERION-REFERENCED STUDENT GROWTH (GRADES K-8)																				
Measure 3a Criterion-Referenced Growth Math Notes	Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade? 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.	<table border="1"> <thead> <tr> <th></th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>76-100</td> <td>0</td> </tr> <tr> <td></td> <td>51-75</td> <td>0</td> </tr> <tr> <td></td> <td>26-50</td> <td>0</td> </tr> <tr> <td>38</td> <td>0-25</td> <td>19</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">19</td> </tr> </tbody> </table>		Points Possible	Points Earned		76-100	0		51-75	0		26-50	0	38	0-25	19			19
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38	0-25	19																		
		19																		
Measure 3b Criterion-Referenced Growth ELA Notes	Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade? 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.	<table border="1"> <thead> <tr> <th></th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>76-100</td> <td>0</td> </tr> <tr> <td></td> <td>51-75</td> <td>0</td> </tr> <tr> <td>52</td> <td>26-50</td> <td>29</td> </tr> <tr> <td></td> <td>0-25</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">29</td> </tr> </tbody> </table>		Points Possible	Points Earned		76-100	0		51-75	0	52	26-50	29		0-25	0			29
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	51-75	0																		
52	26-50	29																		
	0-25	0																		
		29																		

INDICATOR 1: EDUCATIONAL PROGRAM																	
<p>Measure 1a Implementation of Educational Program</p>	<p>Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?</p> <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>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
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	0																
		25															
<p>Notes</p>																	
<p>Measure 1b Educational Requirements</p>	<p>Is the school complying with applicable educational requirements?</p> <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>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
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	0																
		25															
<p>Notes</p>																	

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			15	0
				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			15	0
				25

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? 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. 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. 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.		No instances of non-compliance documented 15 0	25 25	25
Notes					
Measure 2b GAAP	Is the school following General 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 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. 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. 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.		See note 15 0	25 25	25
Notes		No points are deducted for failure to comply with GASB 75.			
Measure 2c Enrollment Variance	Is the school successfully enrolling the projected number of students? Meets Standard: Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year. Partially Meets Standard: Enrollment variance was between 90 and 95 percent in the most recent fiscal year. Does Not Meet Standard: Enrollment variance was less than 90 percent in the most recent fiscal year.		25 15 88.91%	0 0	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.			

INDICATOR 3: GOVERNANCE AND REPORTING																	
Measure 3a	Is the school complying with governance requirements?	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
Result	Points Possible	Points Earned															
No instances of non-compliance documented	25	25															
	15																
	0																
		25															
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>																	
Notes																	
Measure 3b	Is the board fulfilling its oversight obligations?	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td>See note</td> <td>15</td> <td>15</td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">15</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25		See note	15	15		0				15
Result	Points Possible	Points Earned															
	25																
See note	15	15															
	0																
		15															
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>																	
Notes																	
<p>There is evidence that regular financial and operational reports are shared with the board by the business manager and administration; however, meeting minutes do not evidence that the board regularly reviews academic data.</p>																	

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
Notes			15	0
				<hr/> 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
Notes			15	0
				<hr/> 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
Notes			15	0
				<hr/> 25

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
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
Notes				
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
Notes				

INDICATOR 5: ADDITIONAL OBLIGATIONS																	
Measure 5a	Is the school complying with all other obligations?																
Additional Obligations		<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
Result	Points Possible	Points Earned															
No instances of non-compliance documented	25	25															
	15																
	0																
		25															
	<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			
<p>Measure 1a</p> <p>Current Ratio</p> <p>Notes</p>	<p>Current Ratio: Current Assets divided by Current Liabilities</p> <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>	<p>Result</p> <p>2.35</p>	<p>Points Possible</p> <p>50</p> <p>10</p> <p>0</p> <hr/> <p>50</p>
<p>Measure 1b</p> <p>Cash Ratio</p> <p>Notes</p>	<p>Current Ratio: Cash divided by Current Liabilities</p> <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>	<p>Result</p> <p>1.86</p>	<p>Points Possible</p> <p>50</p> <p>10</p> <p>0</p> <hr/> <p>50</p>
<p>Measure 1c</p> <p>Unrestricted Days Cash</p> <p>Notes</p>	<p>Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense/365)</p> <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>	<p>Result</p> <p>112 days</p>	<p>Points Possible</p> <p>50</p> <p>10</p> <p>0</p> <hr/> <p>50</p>
<p>Measure 1d</p> <p>Default</p> <p>Notes</p>	<p>Default</p> <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>	<p>Result</p> <p>No default noted</p>	<p>Points Possible</p> <p>50</p> <p>0</p> <hr/> <p>50</p>

INDICATOR 2: SUSTAINABILITY			Result	Points Possible	Points Earned
Measure 2a Total Margin and Aggregated 3-Year Total Margin	Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues. 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> Does Not Meet: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard". 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.	See note	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	Debt to Asset Ratio: Total Liabilities divided by Total Assets Meets Standard: Debt to Asset Ratio is less than 0.9. Does Not Meet: Debt to Asset Ratio is between 0.9. and 1.0 Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0	0.93	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 a material effect on the outcome for this measure. Excluding pension liability from the calculation results in a Debt to Asset Ratio of .93, as reflected in the score above. However, if the pension liability were included, the Debt to Asset Ratio would increase to 1.01, reducing the score to Does Not Meet Standard.				
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 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> Does Not Meet: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard" Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative.	See note	50 30 0	30	
Notes	Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive in one of two years; however, the Cash Flow in the most recent year is negative.				
Measure 2d Debt Service Coverage Ratio	Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments) Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1 Does Not Meet: Debt Service Coverage Ratio is less than 1.1	1.47	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.				

Heritage Community Charter School Longitudinal Results

ACADEMIC		Measure	Percentage of Points Earned				
			2016-17	2017-18	2018-19	2019-20	2020-21
State Proficiency Comparison	1a				20%		
	1b				27%		
District Proficiency Comparison	2a				57%		
	2b				66%		
Criterion-Referenced Growth	3a				19%		
	3b				29%		

% of Possible Academic Points for this School

43% 40% 33%

OPERATIONAL		Measure	Percentage of Points Earned				
			2016-17	2017-18	2018-19	2019-20	2020-21
Educational Program	1a -1d	N/A	100%	100%			
Financial Management	2a - 2c	N/A	87%	67%			
Governance & Reporting	3a - 3f	N/A	93%	93%			
School Environment	4a - 4b	N/A	100%	100%			
Additional Obligations	5a	N/A	100%	100%			

% of Possible Operational Points for this School

N/A 95% 91%

FINANCIAL		Measure	Percentage of Points Earned				
			2016-17	2017-18	2018-19	2019-20	2020-21
Near-Term	1a - 1d	N/A	100%	100%			
Sustainability	2a - 2d	N/A	55%	90%			

% of Possible Financial Points for this School

N/A 78% 95%

ACCOUNTABILITY DESIGNATION		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Academic		Remediation	Remediation	Remediation			
Mission Specific		N/A	N/A	N/A			
Operational		N/A*	Honor	Honor			
Financial		N/A*	Good Standing	Honor			

*Operational and Financial data for 2016-17 was reported in a different format.

IPCSC Lottery Observation Summary

An observation of each school’s lottery process is required by [Section VI of PCSC policies](#), and will place once each performance certificate term.

Below you will find the summary of the IPCSC lottery observation for your school. The purpose of this observation is to ensure compliance with Idaho’s equitable selection process outlined in [IDAPA 08.02.04.203](#). Please see the IPCSC’s [Equitable Selection and Enrollment Process Guidance](#) document for more information. If you have any questions/comments/concerns regarding the summary below, please feel free to reach out to the IPCSC staff. You may provide a response to this report within two weeks of receipt. Both the report and your response will be included in your school’s renewal portfolio.

Observation Date: 4.2.2022

Observation Location: via Zoom

Observer: Jared Dawson

School Personnel Present	Office (if applicable)
Shantell Mullanix	Administrator
Robb MacDonald	Board Chair
Neutral Third-Party Conducting Draw	Title

Observation Category	Status	Date
Enrollment Deadline Notification	No Concern	4.2.2022
Enrollment Form	No Concern	4.2.2022
Lottery Process	No Concern	4.2.2022

Additional Notes (As Applicable)

Deadline Notification & Enrollment Application | Complete

Equitable Selection Process | Complete

Reminders | *Reminders are provided below for your specific school to support and ensure compliance on future lottery processes. Please ensure these reminders are implemented during your next enrollment season.*

IPCSC Board Meeting Observation Summary

An observation of charter school board meetings is required by [Section VI of IPCSC policies](#), and will take place once each performance certificate term. We recognize that not all aspects of good governance may be addressed in a single meeting and that this observation is only a snapshot.

Below you will find the summary of the IPCSC’s board meeting observation of your school. The purpose of this observation is to ensure compliance with [Idaho’s Open Meeting Law](#) and to help inform annual evaluations regarding the board stewardship measures of the Performance Framework. Please see the IPCSC’s [Performance Framework](#) for details regarding the governance structure and governance oversight measures.

If you have any questions/comments/concerns regarding the summary below, please feel free to reach out to the IPCSC staff. You may provide a response to this report within two weeks of receipt. Both the report and your response will be included in your school’s renewal portfolio.

Observation Date: June 8th, 2022

Observer: Jared Dawson

School Board Director’s Name	Office (if applicable)	Present/Remote/Absent
Sheri Blaisdell	Secretary	Present
John McGee	Vice Chair	Present
Robb MacDonald	Chair	Present
Martin Flaherty	Treasurer	Present
Richard Hammond	Director	Present
School Leadership	Title	Present/Remote/Absent
Shantell Mullanix	Administrator	Present

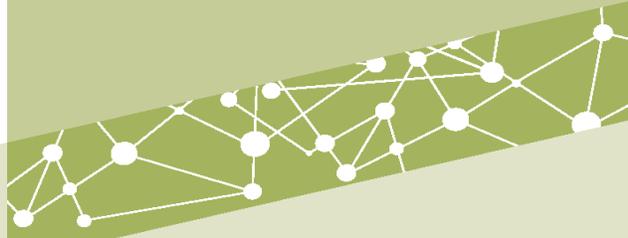
Observation Category	Status	Date
Open Meeting Law	No Concern	6.8.22
Public Participation	No Concern	6.8.22
Operational Efficacy	No Concern	6.8.22
Academic Achievement	No Concern	6.8.22
Financial Health	No Concern	6.8.22

Additional Notes (As Applicable) Annual Budget Meeting, attended and observed remotely, meeting went smoothly and practical, no concerns

April 22-23, 2019



AdvancED® Engagement Review Report



AdvancED® Performance Accreditation

» **Results for:**
Heritage Community Charter School
1803 E. Ustick Road
Caldwell, Idaho 83605

Table of Contents

AdvancED Performance Accreditation and the Engagement Review	3
AdvancED Standards Diagnostic Results.....	3
Leadership Capacity Domain	3
Learning Capacity Domain.....	4
Resource Capacity Domain.....	5
Effective Learning Environments Observation Tool® (eleot®) Results.....	6
Assurances	7
AdvancED Continuous Improvement System.....	7
Initiate	8
Improve	8
Impact.....	8
Findings.....	9
Accreditation Status and Index of Education Quality® (IEQ®).....	9
Insights from the Review	10
Next Steps.....	12
Team Roster	13
References and Readings.....	14

AdvancED Performance Accreditation and the Engagement Review

Accreditation is pivotal to leveraging education quality and continuous improvement. Using a set of rigorous research-based standards, the accreditation process examines the whole institution—the program, the cultural context and the community of stakeholders—to determine how well the parts work together to meet the needs of learners. Through the AdvancED Accreditation Process, highly skilled and trained Engagement Review Teams gather first-hand evidence and information pertinent to evaluating an institution’s performance against the research-based AdvancED Performance Standards. Using these Standards, Engagement Review Teams assess the quality of learning environments to gain valuable insights and target improvements in teaching and learning. AdvancED provides Standards that are tailored for all education providers so that the benefits of accreditation are universal across the education community.

Through a comprehensive review of evidence and information, our experts gain a broad understanding of institution quality. Using the Standards, the review team provides valuable feedback to institutions which helps to focus and guide each institution’s improvement journey. Valuable evidence and information from other stakeholders, including students, also are obtained through interviews, surveys, and additional activities.

AdvancED Standards Diagnostic Results

The AdvancED Performance Standards Diagnostic is used by the Engagement Review Team to evaluate the institution’s effectiveness based on AdvancED’s Performance Standards. The diagnostic consists of three components built around each of the three Domains: **Leadership Capacity**, **Learning Capacity** and **Resource Capacity**. Results are reported within four ranges identified by the colors. The results for the three Domains are presented in the tables that follow.

Color	Rating	Description
Red	Needs Improvement	Identifies key areas that need more focused improvement efforts
Yellow	Emerging	Represents areas to enhance and extend current improvement efforts
Green	Meets Expectations	Pinpoints quality practices that meet the Standards
Blue	Exceeds Expectations	Demonstrates noteworthy practices producing clear results that exceed expectations

Leadership Capacity Domain

The capacity of leadership to ensure an institution’s progress toward its stated objectives is an essential element of organizational effectiveness. An institution’s leadership capacity includes the fidelity and commitment to its purpose and direction; the effectiveness of governance and leadership to enable the institution to realize its stated objectives; the ability to engage and involve stakeholders in meaningful and productive ways; and the capacity to implement strategies that improve learner and educator performance.

Leadership Capacity Standards		Rating
1.1	The institution commits to a purpose statement that defines beliefs about teaching and learning including the expectations for learners.	Emerging
1.2	Stakeholders collectively demonstrate actions to ensure the achievement of the institution's purpose and desired outcomes for learning.	Emerging

Leadership Capacity Standards		Rating
1.3	The institution engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.	Emerging
1.4	The governing authority establishes and ensures adherence to policies that are designed to support institutional effectiveness.	Exceeds Expectations
1.5	The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.	Emerging
1.6	Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.	Needs Improvement
1.7	Leaders implement operational process and procedures to ensure organizational effectiveness in support of teaching and learning.	Emerging
1.8	Leaders engage stakeholders to support the achievement of the institution's purpose and direction.	Emerging
1.9	The institution provides experiences that cultivate and improve leadership effectiveness.	Needs Improvement
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.	Emerging

Learning Capacity Domain

The impact of teaching and learning on student achievement and success is the primary expectation of every institution. An effective learning culture is characterized by positive and productive teacher/learner relationships; high expectations and standards; a challenging and engaging curriculum; quality instruction and comprehensive support that enable all learners to be successful; and assessment practices (formative and summative) that monitor and measure learner progress and achievement. Moreover, a quality institution evaluates the impact of its learning culture, including all programs and support services and adjusts accordingly.

Learning Capacity Standards		Rating
2.1	Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the institution.	Emerging
2.2	The learning culture promotes creativity, innovation and collaborative problem-solving.	Needs Improvement
2.3	The learning culture develops learners' attitudes, beliefs and skills needed for success.	Needs Improvement
2.4	The institution has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences.	Emerging
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.	Emerging
2.6	The institution implements a process to ensure the curriculum is aligned to standards and best practices.	Needs Improvement
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the institution's learning expectations.	Emerging
2.8	The institution provides programs and services for learners' educational futures and career planning.	Needs Improvement
2.9	The institution implements processes to identify and address the specialized needs of learners.	Emerging

Learning Capacity Standards		Rating
2.10	Learning progress is reliably assessed and consistently and clearly communicated.	Emerging
2.11	Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.	Emerging
2.12	The institution implements a process to continuously assess its programs and organizational conditions to improve student learning.	Meets Expectations

Resource Capacity Domain

The use and distribution of resources support the stated mission of the institution. Institutions ensure that resources are distributed and utilized equitably so the needs of all learners are adequately and effectively addressed. The utilization of resources includes support for professional learning for all staff. The institution examines the allocation and use of resources to ensure appropriate levels of funding, sustainability, organizational effectiveness, and increased student learning.

Resource Capacity Standards		Rating
3.1	The institution plans and delivers professional learning to improve the learning environment, learner achievement, and the institution's effectiveness.	Emerging
3.2	The institution's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.	Emerging
3.3	The institution provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.	Emerging
3.4	The institution attracts and retains qualified personnel who support the institution's purpose and direction	Needs Improvement
3.5	The institution integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.	Needs Improvement
3.6	The institution provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the institution.	Emerging
3.7	The institution demonstrates strategic resource management that includes long-range planning and use of resources in support of the institution's purpose and direction.	Emerging
3.8	The institution allocates human, material, and fiscal resources in alignment with the institution's identified needs and priorities to improve student performance and organizational effectiveness.	Emerging

Effective Learning Environments Observation Tool® (eleot®) Results

The AdvancED eProve™ Effective Learning Environments Observation Tool (eleot) is a learner-centric classroom observation tool that comprises 28 items organized in seven environments aligned with the AdvancED Standards. Classroom observations are conducted for a minimum of 20 minutes. Trained and certified observers take into account the level of embeddedness, quality, and complexity of application or implementation; number of students engaged and frequency of application. Results from the eleot are reported on a scale of one to four based on the students’ engagement in and reaction to the learning environment. In addition to the results from the review, the AdvancED Improvement Network (AIN) results are reported to benchmark your results against the network averages. The eleot provides useful, relevant, structured, and quantifiable data on the extent to which students are engaged in activities and/or demonstrate knowledge, attitudes, and/or dispositions that are conducive to effective learning.

The insights eleot data provide are an invaluable source of information for continuous improvement planning efforts. Although averages by eleot Learning Environment are helpful to gauge quality at a higher, more impressionistic level, the average rating for each item is more fine-grained, specific and actionable. Institutions should identify the five to seven items with the lowest ratings and examine patterns in those ratings within and across environments to identify areas for improvement. Similarly, identifying the five to seven items with the highest ratings also will assist in identifying strengths within and across eleot Learning Environments. Examining the eleot data in conjunction with other institution data will provide valuable feedback on areas of strength or improvement in institution’s learning environments.

eleot® Observations		
Total Number of eleot Observations from the Engagement Review	14	
Environments	Rating	AIN
Equitable Learning Environment	2.43	2.86
Learners engage in differentiated learning opportunities and/or activities that meet their needs	2.29	1.89
Learners have equal access to classroom discussions, activities, resources, technology, and support	3.00	3.74
Learners are treated in a fair, clear and consistent manner	3.14	3.77
Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions	1.29	2.06
High Expectations Environment	2.14	3.02
Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher	2.07	3.17
Learners engage in activities and learning that are challenging but attainable	2.64	3.14
Learners demonstrate and/or are able to describe high quality work	1.43	2.83
Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)	2.21	3.06
Learners take responsibility for and are self-directed in their learning	2.36	2.89
Supportive Learning Environment	2.77	3.61
Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful	2.71	3.66
Learners take risks in learning (without fear of negative feedback)	2.43	3.49

eleot® Observations		
Total Number of eleot Observations from the Engagement Review	14	
Environments	Rating	AIN
Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks	2.86	3.66
Learners demonstrate a congenial and supportive relationship with their teacher	3.07	3.66
Active Learning Environment	2.23	3.08
Learners' discussions/dialogues/exchanges with each other and the teacher predominate	2.14	3.34
Learners make connections from content to real-life experiences	2.14	2.80
Learners are actively engaged in the learning activities	2.71	3.43
Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments	1.93	2.74
Progress Monitoring and Feedback Environment	1.71	3.14
Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored	1.50	3.20
Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work	2.29	3.37
Learners demonstrate and/or verbalize understanding of the lesson/content	1.93	3.37
Learners understand and/or are able to explain how their work is assessed	1.14	2.63
Well-Managed Learning Environment	2.79	3.58
Learners speak and interact respectfully with teacher(s) and each other	3.07	3.86
Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others	3.00	3.83
Learners transition smoothly and efficiently from one activity to another	2.50	3.09
Learners use class time purposefully with minimal wasted time or disruptions	2.57	3.54
Digital Learning Environment	1.60	1.50
Learners use digital tools/technology to gather, evaluate, and/or use information for learning	1.86	1.60
Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning	1.71	1.46
Learners use digital tools/technology to communicate and/or work collaboratively for learning	1.21	1.46

Assurances

Assurances are statements accredited institutions must confirm they are meeting. The Assurance statements are based on the type of institution and the responses are confirmed by the Accreditation Engagement Review Team. Institutions are expected to meet all Assurances and are expected to correct any deficiencies in unmet Assurances.

Assurances Met		
YES	NO	If No, List Unmet Assurances By Number Below
X		

AdvancED Continuous Improvement System

AdvancED defines continuous improvement as “an embedded behavior rooted in an institution’s culture that constantly focuses on conditions, processes, and practices to improve teaching and learning.” The AdvancED Continuous Improvement System (CIS) provides a systemic fully integrated solution to help institutions map out and navigate a successful improvement journey. In the same manner that educators are expected to understand the unique needs of every learner and tailor the education experience to drive student success, every institution must be empowered to map out and embrace their unique improvement journey. AdvancED expects institutions to use the results and the analysis of data from various interwoven components for the implementation of improvement actions to drive education quality and improved student outcomes. While each improvement journey is unique, the journey is driven by key actions.

The findings of the Engagement Review Team will be organized by the Levels of Impact within i3: Initiate, Improve and Impact. The organization of the findings is based upon the ratings from the Standards Diagnostic and the i3 Levels of Impact.

Initiate

The first phase of the improvement journey is to **Initiate** actions to cause and achieve better results. The elements of the Initiate phase are defined within the Levels of Impact of Engagement and Implementation. Engagement is the level of involvement and frequency stakeholders are engaged in the desired practices, processes, or programs within the institution. Implementation is the degree to which the desired practices, processes, or programs are monitored and adjusted for quality and fidelity of implementation. Standards identified within Initiate should become the focus of the institution’s continuous improvement journey to move toward the collection, analysis and use of data to measure the results of engagement and implementation. A focus on enhancing the capacity of the institution in meeting the identified Standards has the greatest potential impact on improving student performance and organizational effectiveness.

Improve

The second phase of the improvement journey is to gather and evaluate the results of actions to **Improve**. The elements of the **Improve** phase are defined within the Levels of Impact of Results and Sustainability. Results represent the collection, analysis, and use of data and evidence to demonstrate attaining the desired result(s). Sustainability is results achieved consistently to demonstrate growth and improvement over time (minimum of three years). Standards identified within Improve are those in which the institution is using results to inform their continuous improvement processes and using results over time to demonstrate the achievement of goals. The institution should continue to analyze and use results to guide improvements in student achievement and organizational effectiveness.

Impact

The third phase of achieving improvement is **Impact** where desired practices are deeply entrenched. The elements of the **Impact** phase are defined within the Level of Impact of Embeddedness. Embeddedness is the degree to which the desired practices, processes, or programs are deeply ingrained in the culture and operation of the institution. Standards identified within Impact are those in which the institution has demonstrated ongoing growth and improvement over time and has embedded the practices within the culture of the institution. Institutions should continue to support and sustain these practices that are yielding results in improving student achievement and organizational effectiveness.

Findings

The findings in this report represent the degree to which the Accreditation Standards are effectively implemented in support of the learning environment and the mission of the institution. Standards which are identified in the **Initiate** phase of practice are considered Priorities for Improvement that must be addressed by the institution to retain accreditation. Standards which are identified in the **Improve** phase of practice are considered Opportunities for Improvement that the institution should consider. Standards which are identified in the **Impact** phase of practice are considered Effective Practices within the institution.

I3 Rubric Levels	STANDARDS
Initiate Priorities for Improvement	Standards 1.5, 1.6, 1.9 Standards 2.2, 2.3, 2.6, 2.8 Standards 3.1, 3.4, 3.5
Improve Opportunities for Improvement	Standards 1.1, 1.2, 1.3, 1.7, 1.8, 1.10 Standards 2.1, 2.4, 2.5, 2.7, 2.9, 2.10, 2.11 Standards 3.2, 3.3, 3.6, 3.7, 3.8
Impact Effective Practices	Standard 1.4 Standard 2.12

Accreditation Status and Index of Education Quality® (IEQ®)

AdvancED will review the results of the Accreditation Engagement Review to make a final determination concerning accreditation status, including the appropriate next steps for your institution in response to these findings. AdvancED provides the Index of Education Quality (IEQ) as a holistic measure of overall performance based on a comprehensive set of standards and review criteria. A formative tool for improvement, it identifies areas of success as well as areas in need of focus. The IEQ is comprised of the Standards Diagnostic ratings from the three Domains: 1) Leadership Capacity; 2) Learning Capacity; and 3) Resource Capacity. The IEQ results are reported on a scale of 100 to 400 and provides information about how the institution is performing compared to expected criteria. Institutions should review the IEQ in relation to the Findings from the review in the areas of Initiate, Improve and Impact. An IEQ score below 250 indicates that the institution has several areas within the Initiate level and should focus their improvement efforts on those Standards within the Initiate level. An IEQ in the range of 225-300 indicates that the institution has several Standards within the Improve level and is using results to inform continuous improvement and demonstrate sustainability. An IEQ of 275 and above indicates the institution is beginning to reach the Impact level and is engaged in practices that are sustained over time and are becoming ingrained in the culture of the institution.

Below is the average (range) of all AIN institutions evaluated for accreditation in the last five years. The range of the annual AIN IEQ average is presented to enable you to benchmark your results with other institutions in the network.

Institution IEQ	253.00	AIN 5 Year IEQ Range	278.34 – 283.33
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Insights from the Review

The Engagement Review Team engaged in professional discussions and deliberations about the processes, programs and practices within the institution to arrive at the findings of the team. These findings are organized around themes guided by the evidence, examples of programs and practices and provide direction for the institution’s continuous improvement efforts. The Insights from the Review narrative should provide contextualized information from the team deliberations and provide information about the team’s analysis of the practices, processes, and programs of the institution from the levels of Initiate, Improve, and Impact. The Insights from the Review narrative should provide next steps to guide the improvement journey of the institution in its efforts to improve the quality of educational opportunities for all learners. The findings are aligned to research-based criteria designed to improve student learning and organizational effectiveness. The feedback provided in the Accreditation Engagement Review Report will assist the institution in reflecting on its current improvement efforts and to adapt and adjust their plans to continuously strive for improvement.

The Engagement Review Team identified several themes from the review that will support the continuous improvement process for Heritage Community Charter School. These themes present both strengths and opportunities to guide their further improvement journey.

Heritage Community Charter School, now in its ninth year, provides a dual education focus on the classical Core Knowledge curriculum and character development for grades K-8 and a Spanish dual immersion program for grades K-5. As part of the classical approach, direct instruction is the learning delivery model for lower grade students, while Socratic teaching is then utilized with older students. Although the school had a slight drop in enrollment this past year, they are nearing their capacity of 540 students in grades K-8. The school is poised to expand to high school within the next five years, assuming student projection estimates are correct. Of note, school leadership were able to purchase their facilities in 2018 and are now completing a facilities expansion, projected to be complete by the start of the coming school year. The purchase of the building has enabled the school leadership to redirect a significant amount of funding into program development and instructional materials.

Consistent, sustained leadership and shared decision-making were two key themes expressed by parents, staff and board members during stakeholder interviews. The school uses a Building Leadership Team model to facilitate schoolwide decisions, while grade-level teams and content-specific Professional Learning Communities (PLCs) accomplish daily decisions involving educating and differentiating learning. The focus on shared leadership undergirds the extensive professional development calendar offered annually. Additionally, staff indicated they are taking advantage of the school’s commitment to fund job-embedded professional development by pursuing advanced degrees or expertise. All teachers new to the profession receive three years of mentoring support, while teachers new to this school receive one year of support. Interviews with the school board and school director, as well as the document review, revealed that the school has a track record of fiscal responsibility. This has enabled them to purchase their school facility and to begin campus expansion. A review of board policies, the school charter recertification, the continuous improvement/strategic plan, faculty and PLC meeting agendas and minutes, the professional development calendar and the technology plan, provided further evidence of the organizational structures in place to ensure thoughtful, data-informed decision-making. As the school continues to mature, school leadership might consider instituting formalized walk-through protocols and instructional rounds as a way to ensure the school’s mission and vision are evident in every classroom and are familiar to every staff member. The lower eleot observation rating scores documented by the team indicate a need for a more focused approach

to monitoring the quality and delivery of instruction and to providing opportunities for students to monitor and be accountable for their own progress. Walk-through protocols can provide another data point to be used by staff to determine if the level of rigor and student engagement reflects the Core Knowledge and character development focus of the school. This data can also support professional development decisions. With more funds now available to invest in enhancing instruction, the leadership might consider hiring a part-time instructional coach to work directly with staff in the classrooms and to provide an outside perspective, ensuring all aspects of instruction and programming are closely aligned with the school’s dual philosophy. Lastly, the leadership is encouraged to continue its efforts to enlist innovative ways to attract and retain new staff. The leadership may want to contact the dual immersion director at the Utah State Department of Education to investigate how that state is successfully recruiting native language Spanish-speaking teaching candidates from other countries to fill their statewide dual immersion initiative.

School staff provide a web of supports to ensure each student is successful in this unique school setting. The team was able to observe the daily walk to intervention sessions in reading and mathematics used to differentiate learning for students. The elementary grade classrooms are enhanced with half- and full-time paraprofessional staff. Elementary students receive instruction in both English and Spanish, traveling to adjoining classrooms during the day. Middle school students continue their second language instruction in Spanish as a stand-alone class. New students entering the school are provided additional language tutoring, though the students commented that the difficulty of transitioning new students into Spanish needs to be addressed. A full-time counselor delivers college and career services, four-year plan development, social-emotional curriculum delivery and supports students’ transition to the surrounding high schools. The school is able to offer a variety of electives to middle school students, despite their small size. However, as expressed by students and parents, there is a need to further expand core and elective offerings at the middle school level. This could be addressed through the use of online digital course platforms such as the Idaho Digital Learning Academy or courses offered through local colleges and universities. During PLC meetings, especially at the elementary level, staff utilize data from iStation Indicators of Progress for Reading and i-Ready Math to guide differentiation decisions. Interim state assessments are used at the higher grades to further differentiate instruction in preparation for taking the state assessments. Analysis of student performance data precipitated the recent adoption of Ready Math curriculum for grades K-8 and myPerspectives English language arts curriculum at the middle school level. The school is in the process of adopting an English Language Arts/Spanish Language Arts curriculum for grades K-5. The Mileposts student management system is the repository for each student’s performance and behavior data, education interventions and differentiated supports. The strategic plan specifies the academic goals expected to be reached over the next three years, as well as goals for attendance and the percentage of students taking advanced opportunities in eighth grade. With a new school counselor starting this fall, the school has the opportunity to address a parent stakeholder group issue of better preparing exiting eighth graders for the high school education they will be entering.

The leadership and staff have created an environment that is welcoming to parents and students as evidenced by the analysis of stakeholder surveys and information gleaned during interviews. Parents and students commented that staff and administration are caring, approachable, tireless and committed to the school’s mission and vision. One parent likened the attention and concern provided by the staff to that usually attributed to aunts, uncles and moms. Parents appreciate the varied communication strategies and tools the school and staff utilize to communicate with them. It is not uncommon for them to receive a text or email regularly from their child’s teacher. PowerSchool, Class Dojo, Facebook and school newsletters were noted as useful. There is an active Parent-Teacher-Student Association that also hosts its own Facebook page. Parents shared that the school is active in the community and that the community in turn, collaborates with and supports the school through

organizations such as the Caldwell Library and the YMCA; even the Caldwell mayor provides support. The school continues to maintain a waiting list of prospective students.

There were two areas identified by the team for consideration as next steps for school leadership to address. Safety was found to be both a strength and an area for further action. Student surveys and interviews indicated students feel safe at school, and parents generally concurred. Eleot observations by the team noted that during transitions between and during classes, students were in the hallways, seemingly unsupervised and unaccounted for. Parents voiced concerns about yard security and a gate that is not consistently locked. They also indicated they were unaware of the kind and frequency of safety and emergency drills conducted to ensure staff and students were confident in case of an emergency. The team also noted that specific direction needs to be given to staff on monitoring everyone entering and leaving the unsecured front entrance during the start and end of the school day.

Eleot observations and staff and student interviews supported the need for a further developed technology plan that ensures reliable connectivity and access to printers, as well as professional development and walk-through monitoring that assures the school's one-to-one technology is being used fully and effectively. With the addition of a library space this coming school year, the school has the opportunity to design the space to further enhance students' use of and access to print and digital technology. The leadership acknowledged that without immediate attention, the present bell and intercom technology is actually hindering rather than facilitating the education environment.

Students are clearly provided many positive opportunities to experience and grow in a unique learning environment. The school has just received its five-year recertification from their charter authorizer, the State Charter School Commission, indicating they have met rigorous state criteria and have contracted to continue improvements in the areas of reading and math achievement as specified in their strategic plan. It was apparent from a variety of interviews and survey response analysis provided by the school, that all stakeholder groups support and protect the vision and mission of Heritage Community Charter School and its focus on preparing students for their roles in a democratic society, and as global citizens.

The insights identified by the Engagement Review Team should be considered along with the rest of the findings from the review as part of the school's continuous improvement process. It is the intention of the team that the insights complement the course set by their authorizer, as well as provide guidance as to possible next steps in Heritage Community Charter School's efforts to improve quality instruction and meaningful opportunities for all learners.

Next Steps

Upon receiving the Accreditation Engagement Review Report the institution is encouraged to implement the following steps:

- Review and share the findings with stakeholders.
- Develop plans to address the Priorities for Improvement identified by the Engagement Review Team.
- Use the findings and data from the report to guide and strengthen the institution's continuous improvement efforts.
- Celebrate the successes noted in the report.
- Continue the improvement journey

Team Roster

The Engagement Review Teams are comprised of professionals with varied backgrounds and professional experiences. All Lead Evaluators and Engagement Review Team members complete AdvancED training and elect certification to provide knowledge and understanding of the AdvancED tools and processes. The following professionals served on the Engagement Review Team:

Team Member Name	Brief Biography
<p>Dr. Mary Gervase, Lead Evaluator</p>	<p>Dr. Mary Gervase is presently mentoring and coaching new principals, as part of the Idaho Principal Mentoring Pilot Project sponsored by the Idaho State Department of Education. She also serves as Lead Evaluator for AdvancED School Engagement Reviews in her region in Idaho. Prior, she has worked for the Idaho State Department of Education as a capacity builder for schools and districts in need of improvement. She successfully authored and facilitated the charter application process for the first public school in Idaho founded on Waldorf methodology. She also served as the school’s first director. Previously, she was the director of education for the 2009 Special Olympics World Winter Games hosted by Idaho. She served as the assistant superintendent of the Blaine County School District in Hailey, Idaho. She has been a K-8 elementary teacher, an elementary school guidance counselor, an assistant principal and principal, an adjunct professor at the university level and a State Department of Education supervisor in New Mexico. She has worked in Utah, Idaho, New Mexico, and internationally in Scotland and Germany with the Department of Defense Dependent Schools System (DODDS). She holds a master’s degree in educational psychology and a Ph.D. in educational administration.</p>
<p>DeAnna Heil</p>	<p>DeAnna Heil is a math teacher for grades 6-8, a middle school team leader and the math coordinator for grades K-8 at Heritage Academy Charter School in Jerome, Idaho. Her team leader responsibilities include planning and facilitating middle school team meetings, addressing concerns and acting as communication liaison between administration and middle school staff. Her math coordinator responsibilities include providing staff with professional development and feedback concerning best math instruction practices as well as analyzing student performance data to make instructional and curriculum decisions. Mrs. Heil received her Bachelor of Science degree in elementary education from Idaho State University. She has taught for 18 years and has served on two AdvancED Engagement Reviews.</p>
<p>Kathleen Schatz</p>	<p>Kathleen Schatz has over 15 years of experience in education. She served as a high school counselor for seven years, with an emphasis on career and post-secondary preparedness. She has been a principal at the Nampa Idaho Department of Juvenile Corrections for the past four years.</p>

Team Member Name	Brief Biography
<p>Jeff Simmons</p>	<p>Jeff Simmons is the director of curriculum and instruction for the Idaho Digital Learning Academy (IDLA). In this position, Jeff oversees all course revision and development, serves as the principal for IDLA’s full time teachers, serves as a member of the leadership team, and coordinates with other teams to ensure IDLA continues to fulfill its mission as Idaho’s state virtual school. Mr. Simmons holds a Master of Arts in education leadership from the University of Idaho, and a Bachelor of Arts in social studies and English education from Northwest Nazarene University. Mr. Simmons has worked in public education since 2001. He has also previously served as a team member for AdvancED Engagement Reviews.</p>

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About AdvancED

AdvancED is a non-profit, non-partisan organization serving the largest community of education professionals in the world. Founded on more than 100 years of work in continuous improvement, AdvancED combines the knowledge and expertise of a research institute, the skills of a management consulting firm and the passion of a grassroots movement for educational change to empower Pre-K-12 schools and school systems to ensure that all learners realize their full potential.

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BEFORE THE IDAHO PUBLIC CHARTER SCHOOL COMMISSION
STATE OF IDAHO

In the Matter of the Charter Renewal for:

IDAHO SCIENCE & TECHNOLOGY
CHARTER SCHOOL.

Case No. 22-52505

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

Pursuant to Idaho Code section 33-5209B, the Director of the Idaho Public Charter School Commission ("Commission") recommends that the charter for Idaho Science & Technology Charter School ("ISTCS") be renewed for a five-year term with no conditions.

After its review of the Director's recommendation, if ISTCS agrees to accept the Director's recommendation as presented below, an authorized representative of ISTCS must complete the Consent Agreement, attached to this Notice as Attachment A, and return it to the Director **by no later than December 15, 2022** to the following address:

Jenn Thompson, Director
Idaho Public Charter School Commission
514 W. Jefferson St., Ste. 303
Boise, Idaho 83720
jenn.thompson@osbe.idaho.gov

Dated this 15th day of November, 2022.

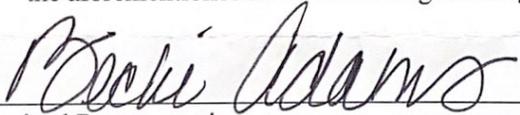
Jenn Thompson Digitally signed by Jenn Thompson
Date: 2022.11.08 12:53:44 -07'00'

Jenn Thompson
Director
Idaho Public Charter School Commission

CONSENT AGREEMENT ACCEPTING DIRECTOR'S RECOMMENDATION FOR RENEWAL OF CHARTER WITHOUT CONDITIONS

This Consent Agreement ("Agreement") is hereby entered into between the Director of the Idaho Public Charter School Commission ("Director") and Idaho Science & Technology Charter School ("ISTCS"). ISTCS understands, acknowledges, and agrees to the following:

1. On behalf of ISTCS, the undersigned authorized representative acknowledges the receipt of the Notice and Acknowledgment of Commission Director's Recommendation for Renewal of Charter, dated November 15, 2022 ("Notice").
2. ISTCS understands and acknowledges the recommendation of the Director, and agrees to accept the recommendation for renewal of its charter with no conditions as proposed in the Notice.
3. ISTCS understands and acknowledges that the Director's recommendation will be presented to the Idaho Public Charter School Commission ("Commission"). ISTCS 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. ISTCS understands and acknowledges that if the Commission approves the renewal of ISTCS's charter, the Commission and ISTCS shall negotiate the terms of and execute a new performance certificate, as defined in Idaho Code section 33-5202A(6). Such performance certificate must be approved by the Commission in an open meeting prior to June 30, 2023.
5. On behalf of ISTCS, the undersigned authorized representative understands and acknowledges that by accepting the Director's recommendation as proposed in the Notice and entering into this Agreement, ISTCS 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.



 Authorized Representative
 Board Chair/President
 Idaho Science & Technology Charter School

11/30/22

 Date



 Jenn Thompson
 Director
 Idaho Public Charter School Commission

11/15/22

 Date

Idaho Science & Technology Charter School 2021-2022 ANNUAL PERFORMANCE REPORT

INTRODUCTION

Each year, Idaho's Public Charter School Commission (IPCSC) 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 IPCSC'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 IPCSC 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 IPCSC office.

PERFORMANCE FRAMEWORK STRUCTURE

The academic section comprises the primary indicators on which most renewal or non-renewal decisions are based. The 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 IPCSC'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 IPCSC may still use this information for purposes of making authorizing decisions.
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 IPCSC 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	The mission of Idaho Science and Technology Charter School (ISTCS) is to engage students in independent learning through authentic, complex, projects in a positive collaborative setting.		
Key Design Elements	<p>The educational program at ISTCS is centered on a project-based learning philosophy aligned with Idaho State Standards. Students learn best when they are personally invested in their own learning. Project-based learning encourages active student engagement as students “learn how to apply knowledge [gained in core ELA and math courses] to the real world, and use it to solve problems, answer complex questions, and create high-quality products.” (Buck Institute for Education, 2015). While projectbased classes may be taught in a variety of subjects, many project-based classes will focus on teaching the application of skills necessary to succeed in science such as problem solving, inquiry, collaboration, constructing and testing a hypothesis, and effectively communicating results.</p> <ul style="list-style-type: none"> •ISTCS will promote a supportive and collaborative school culture. ISTCS will actively encourage collaboration amongst faculty and students. This emphasis will inform school decisions in scheduling, professional development, curriculum, and discipline. ISTCS will maintain a 4-day instructional week; Fridays will be focused teachers’ professional development and collaboration. ISTCS will implement classroom strategies and activities designed to explicitly teach students how to contribute in a collaborative, supportive academic effort. 		
School Location	21 N 550 W. Blackfoot, ID 83221	School Phone	208-785-7827
Surrounding District	Blackfoot School District		
Opening Year	2009		
Current Term	July 1, 2019- June 30,2023		
Grades Served	K-8		
Enrollment (Approved)	460	Enrollment (Actual)	261

SCHOOL LEADERSHIP	
Becki Adams	Board Chair
Kristin Adams	Vice Chair
Casey Polatis	Treasurer
Betty Atwell	Member
Tami Dortch	Executive Director
Devin Larsen	Principal

STUDENT DEMOGRAPHICS			
	School	Surrounding	Neighboring
Non-White	18%	40%	N/A
Limited English Proficiency	11%	25%	N/A
Special Needs	10%	13%	N/A
Free and Reduced Lunch	45%	45%	N/A

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 Alt.	Points Earned Alt.
State Proficiency Comparison	1a	50	32	50	0	50	32		
	1b	50	10	50	0	50	10		
District Proficiency Comparison	2a	50	38	50	0	50	38	50	0
	2b	50	21	50	0	50	21	50	0
Criterion-Referenced Growth	3a	0	NA*			50	0		
	3b	0	NA*			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		200	101	525	0	525	101	300	0
% of Academic Points			51%		0%		19%		0%

*Growth measures will not be rated for FY22 due to a lack of assessment data in FY20.

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	50
	1d	25	25		1d	50	50
Financial Management & Oversight	2a	25	25	Sustainability	2a	50	0
	2b	25	25		2b	50	50
	2c	25	0		2c	50	0
Governance & Reporting	3a	25	25	Total Financial Points	2d	50	0
	3b	25	25				
	3c	25	25				
	3d	25	25				
	3e	25	25				
	3f	25	25				
School Environment	4a	25	25	% of Financial Points			
	4b	25	25				
Additional Obligations	5a	25	25				
Total Operational Points		400	375			400	200
% of Operational Points			94%				50%

ACCOUNTABILITY DESIGNATION	Range (% of Points Possible)	Academic Gen Ed Outcome	Range	Operational Outcome	Range	Financial Outcome
Honor	75% - 100%		90% - 100%		85% - 100%	
Good Standing	55% - 74%	51%	80% - 89%	94%	65% - 84%	50%
Remediation	31% - 54%		61% - 79%		46% - 64%	
Critical	0% - 30%		0% - 60%		0% - 45%	

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			Points Earned
Comparison to State	<p>Exceeds Standard: The school's proficiency rate in math exceeds the state average by 16 percentage points or more.</p> <p>Meets Standard: The school's proficiency rate in math is equal to the state 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 state average.</p> <p>Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the state average.</p>	44	<p>50</p> <p>30 - 45</p> <p>15 - 29</p> <p>0 - 14</p> <hr/> <p>32</p>
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			Points Earned
Comparison to State	<p>Exceeds Standard: The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.</p> <p>Meets Standard: The school's proficiency rate in ELA is equal to the state 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 state average.</p> <p>Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the state average.</p>	35	<p>50</p> <p>30 - 45</p> <p>15 - 29</p> <p>0 - 14</p> <hr/> <p>10</p>
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																				
<p>Measure 2a</p>	<p>Do math (or similar subject area) proficiency rates meet or exceed the district average?</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td>44</td> <td>30 - 45</td> <td>38</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">38</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0	44	30 - 45	38		15 - 29	0		0 - 14	0			38
Result	Points Possible	Points Earned																		
	50	0																		
44	30 - 45	38																		
	15 - 29	0																		
	0 - 14	0																		
		38																		
<p>Math Proficiency Rate Comparison to District</p>	<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%. 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 - 15 percentage points lower than the district average. Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the district average.</p>																			
<p>Notes</p>	<p>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.</p>																			
<p>Measure 2b</p>	<p>Do ELA (or similar subject area) proficiency rates meet or exceed the district average?</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td>35</td> <td>15 - 29</td> <td>21</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">21</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0		30 - 45	0	35	15 - 29	21		0 - 14	0			21
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<p>ELA Proficiency Rate Comparison to District</p>	<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%. 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 - 15 percentage points lower than the district average. Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the district average.</p>																			
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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 charter and 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 charter and performance certificate. A cohesive professional development program is utilized. 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. 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.	No instances of non-compliance documented	25 15 0	25 <hr/> 25
Notes				
Measure 1b Educational Requirements	Is the school complying with applicable 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. 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. 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.	No instances of non-compliance documented	25 15 0	25 <hr/> 25
Notes				

Measure 1c	Is the school protecting the rights of students with disabilities?	Result	Points Possible	Points Earned
<p>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>		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
<p>English Language Learners</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>		No instances of non-compliance documented	25	25
Notes				25

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT		Result	Points Possible	Points Earned
<p>Measure 2a</p> <p>Financial Reporting and Compliance</p> <p>Is the school meeting financial reporting and compliance requirements?</p> <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 IPCSC, 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> <p>Notes</p>	<p>No instances of non-compliance documented</p>	<p>25</p> <p>15</p> <p>0</p> <hr/> <p>25</p>	<p>25</p>	
<p>Measure 2b</p> <p>GAAP</p> <p>Is the school following General Accepted Accounting Principles (GAAP)?</p> <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> <p>Notes</p>	<p>No instances of non-compliance documented</p>	<p>25</p> <p>15</p> <p>0</p> <hr/> <p>25</p>	<p>25</p>	
<p>Measure 2c</p> <p>Enrollment Variance</p> <p>Is the school successfully enrolling the projected number of students?</p> <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> <p>Notes</p>	<p>87.69%</p>	<p>25</p> <p>15</p> <p>0</p> <hr/> <p>0</p>	<p>0</p>	

INDICATOR 3: GOVERNANCE AND REPORTING		Result	Points Possible	Points Earned
<p>Measure 3a Governance Requirements</p> <p>Is the school complying with governance requirements?</p> <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> <p>Notes</p>	<p>No instances of non-compliance documented</p>	<p>25</p> <p>15</p> <p>0</p> <hr/> <p>25</p>	<p>25</p>	
<p>Measure 3b Board Oversight</p> <p>Is the board fulfilling its oversight obligations?</p> <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> <p>Notes</p>	<p>No instances of non-compliance documented</p>	<p>25</p> <p>15</p> <p>0</p> <hr/> <p>25</p>	<p>25</p>	

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 IPCSC, 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 IPCSC, 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 IPCSC, 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
Notes			0	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
Notes			0	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
Notes			0	25

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 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 15 0	25
Notes				
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 15 0	25
Notes				

INDICATOR 5: ADDITIONAL OBLIGATIONS		Result	Points Possible	Points Earned
Measure 5a	Is the school complying with all other obligations?			
Additional Obligations				
<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>		No instances of non-compliance documented	25	25
			15	
			0	
			25	

INDICATOR 1: NEAR-TERM				
Measure 1a Current Ratio	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.	Result 1 0	Points Possible 50 10 0	Points Earned 50 <hr/> 50
Notes				
Measure 1b Cash Ratio	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.	Result 0.55	Points Possible 50 10 0	Points Earned 0 <hr/> 0
Notes				
Measure 1c Unrestricted Days Cash	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.	Result 65	Points Possible 50 10 0	Points Earned 50 <hr/> 50
Notes				
Measure 1d Default	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.	Result None	Points Possible 50 0	Points Earned 50 <hr/> 50
Notes				

INDICATOR 2: SUSTAINABILITY													
Measure 2a Total Margin and Aggregated 3-Year Total Margin	Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues. 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> Does Not Meet: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard". 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.	Result -0.26%	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>50</td> <td></td> </tr> <tr> <td>30</td> <td></td> </tr> <tr> <td>0</td> <td>0</td> </tr> <tr> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Points Possible	Points Earned	50		30		0	0		0
Points Possible	Points Earned												
50													
30													
0	0												
	0												
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 2b Debt to Asset Ratio	Debt to Asset Ratio: Total Liabilities divided by Total Assets Meets Standard: Debt to Asset Ratio is less than 0.9. Does Not Meet: Debt to Asset Ratio is between 0.9. and 1.0 Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0	Result 0.67	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>50</td> </tr> <tr> <td>30</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td></td> <td style="border-top: 1px solid black;">50</td> </tr> </tbody> </table>	Points Possible	Points Earned	50	50	30		0			50
Points Possible	Points Earned												
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	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 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> Does Not Meet: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard" Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative.	Result (\$112,636)	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>50</td> <td></td> </tr> <tr> <td>30</td> <td></td> </tr> <tr> <td>0</td> <td>0</td> </tr> <tr> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Points Possible	Points Earned	50		30		0	0		0
Points Possible	Points Earned												
50													
30													
0	0												
	0												
Measure 2d Debt Service Coverage Ratio	Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments) Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1 Does Not Meet: Debt Service Coverage Ratio is less than 1.1	Result 0.35	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>50</td> <td></td> </tr> <tr> <td>0</td> <td>0</td> </tr> <tr> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Points Possible	Points Earned	50		0	0		0		
Points Possible	Points Earned												
50													
0	0												
	0												
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.												

Idaho Science & Technology Charter School

Year Ended June 30, 2022

Audited Financial Statements



www.qcpas.com

Quest CPAs PLLC

Financial Section

Independent Auditor's Report..... 1

Basic Financial Statements

Government-Wide Financial Statements

Statement of Net Position 5

Statement of Activities 6

Fund Financial Statements

Balance Sheet – Governmental Funds..... 7

Statement of Revenues, Expenditures, and Changes in Fund Balances – Governmental Funds..... 9

Notes to Financial Statements 11

Required Supplementary Information

Budgetary Comparison Schedule – General and Major Special Revenue Funds..... 22

Schedule of Employer’s Share of Net Pension Asset and Liability and Schedule of Employer Contributions 24

Supplementary Information

Combining Balance Sheet – Nonmajor Governmental Funds..... 25

Combining Statement of Revenues, Expenditures, and Changes in Fund Balances – Nonmajor Governmental Funds..... 29

Other Reports

Independent Auditor’s Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of the Financial Statements Performed in Accordance with Government Auditing Standards 33



Independent Auditor's Report

Board of Directors
Idaho Science & Technology Charter School

Report on the Audit of the Financial Statements

Qualified and Unmodified Opinions

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Idaho Science & Technology Charter School (the School) as of and for the year ended June 30, 2022, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

Qualified Opinion on the Governmental Activities

In our opinion, except for the effects of the matter described in the Matter Giving Rise to the Qualified Opinion on the Governmental Activities section of our report, the financial statements referred to above present fairly, in all material respects, the financial position of the governmental activities of the School, as of June 30, 2022, 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 on All Other Opinion Units Described Below

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, 2022, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Qualified and Unmodified Opinions

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. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Matter Giving Rise to the Qualified Opinion on the 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 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.

Responsibilities of Management 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.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditor's Responsibility for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit 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 School's internal control. Accordingly, no such opinion is expressed.

- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the budgetary comparison schedules and schedule of employer's share of net pension asset and liability and schedule of employer contributions listed in the table of contents 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. 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.

Supplementary 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. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The 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 September 23, 2022, 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
September 23, 2022

Renewals No Conditions Page 578
IDAHO SCIENCE & TECHNOLOGY CHARTER SCHOOL

Statement of Net Position
June 30, 2022

	Governmental Activities
Assets	
Current Assets	
Cash	\$464,847
Receivables:	
State Sources	79,991
Federal Sources	300,000
Total Current Assets	844,838
Noncurrent Assets	
Nondepreciable Capital Assets	90,206
Depreciable Net Capital Assets	4,623,925
Net Pension Asset	35,235
Total Noncurrent Assets	4,749,366
Total Assets	5,594,204
 Deferred Outflows of Resources	
Pension Items	691,627
Total Deferred Outflows of Resources	691,627
Total Assets and Deferred Outflows of Resources	\$6,285,831
 Liabilities	
Current Liabilities	
Accounts Payable	\$18,126
Salaries & Benefits Payable	254,010
Unspent Grant Allocation	300,000
Long-Term Liabilities, Current	275,011
Total Current Liabilities	847,147
Noncurrent Liabilities	
Long-Term Liabilities, Noncurrent	2,894,710
Total Noncurrent Liabilities	2,894,710
Total Liabilities	3,741,857
 Deferred Inflows of Resources	
Pension Items	1,127,191
Total Deferred Inflows of Resources	1,127,191
Total Liabilities and Deferred Inflows of Resources	4,869,048
 Net Position	
Net Investment in Capital Assets	1,544,410
Restricted:	
Special Programs	4,378
Capital Projects	12,408
Unrestricted (Deficit)	(144,413)
Total Net Position	1,416,783
Total Liabilities and Deferred Inflows of Resources and Net Position	\$6,285,831

IDAHO SCIENCE & TECHNOLOGY CHARTER SCHOOL

Statement of Activities
Year Ended June 30, 2022

Functions/Programs	Expenses	Program Revenues		Governmental Activities	Net (Expense) Revenue And Changes in Net Position
		Charges For Services	Operating Grants And Contributions		
Governmental Activities					
Instructional Programs					
Elementary School	\$1,056,192		\$658,739		(\$397,453)
Secondary School	492,312		69,635		(422,677)
Special Education	94,175				(94,175)
Support Service Programs					
Attendance - Guidance - Health	0				0
Special Education Support Services	0				0
Instruction Improvement	0				0
Educational Media	0				0
Instruction-Related Technology	0				0
Board of Education	2,383				(2,383)
District Administration	0				0
School Administration	254,493				(254,493)
Business Operation	70,378				(70,378)
Administrative Technology	0				0
Buildings - Care	146,874				(146,874)
Maintenance - Non-Student Occupied	0				0
Maintenance - Student Occupied	48,020				(48,020)
Maintenance - Grounds	5,472				(5,472)
Security	0				0
Pupil-To-School Transportation	215,486				(215,486)
Pupil-Activity Transportation	0				0
Non-Instructional Programs					
Child Nutrition	65,023	\$38,426			(26,597)
Capital Assets - Student Occupied	100,947				(100,947)
Capital Assets - Non-Student Occupied	0				0
Debt Service - Principal	0				0
Debt Service - Interest	177,576				(177,576)
Total	\$2,729,331	\$38,426	\$728,374	\$0	(1,962,531)
General Revenues					
Local Revenue					3,763
State Revenue					2,023,799
Federal Revenue					0
Pension Revenue (Expense)					(69,708)
Total					1,957,854
Change in Net Position					(4,677)
Net Position - Beginning					1,421,460
Net Position - Ending					\$1,416,783

Balance Sheet - Governmental Funds

June 30, 2022

	General Fund	Child Nutrition Fund	Nonmajor Governmental Funds	Total Governmental Funds
Assets				
Cash	\$394,861	\$903	\$69,083	\$464,847
Receivables:				
Local Sources			0	0
State Sources	79,991		0	79,991
Federal Sources			300,000	300,000
Total Assets	\$474,852	\$903	\$369,083	\$844,838
Liabilities				
Accounts Payable	\$17,223	\$903	\$0	\$18,126
Salaries & Benefits Payable	189,305		64,705	254,010
Unspent Grant Allocation			300,000	300,000
Total Liabilities	206,528	903	364,705	572,136
Fund Balances				
Restricted:				
Special Programs			4,378	4,378
Capital Projects	12,408		0	12,408
Unassigned	255,916		0	255,916
Total Fund Balances	268,324	0	4,378	272,702
Total Liabilities and Fund Balances	\$474,852	\$903	\$369,083	\$844,838

Balance Sheet - Governmental Funds

June 30, 2022

**Reconciliation of Total Governmental Fund Balances to Net Position
of Governmental Activities**

Total Governmental Fund Balances	\$272,702
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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.	4,714,131
---	-----------

Long-term liabilities, including accrued interest, are not due and payable in the current period and therefore are not reported in the funds.	(3,169,721)
---	-------------

Net pension asset/liability and related pension deferred outflows and deferred inflows are not due and payable in the current period and therefore are not reported in the funds.	(400,329)
---	-----------

Net Position of Governmental Activities	<u><u>\$1,416,783</u></u>
--	---------------------------

Statement of Revenues, Expenditures, and Changes in
Fund Balances - Governmental Funds
Year Ended June 30, 2022

	General Fund	Child Nutrition Fund	Nonmajor Governmental Funds	Total Governmental Funds
Revenues				
Local Revenue	\$17,778	\$38,426	\$0	\$56,204
State Revenue	2,023,799		57,165	2,080,964
Federal Revenue			657,194	657,194
Total Revenues	<u>2,041,577</u>	<u>38,426</u>	<u>714,359</u>	<u>2,794,362</u>
Expenditures				
Instructional Programs				
Elementary School	571,931		644,724	1,216,655
Secondary School	567,107		0	567,107
Special Education	24,540		69,635	94,175
Support Service Programs				
Attendance - Guidance - Health			0	0
Special Education Support Services			0	0
Instruction Improvement			0	0
Educational Media			0	0
Instruction-Related Technology			0	0
Board of Education	2,383		0	2,383
District Administration			0	0
School Administration	254,493		0	254,493
Business Operation	70,378		0	70,378
Administrative Technology			0	0
Buildings - Care	146,874		0	146,874
Maintenance - Non-Student Occupied			0	0
Maintenance - Student Occupied	48,020		0	48,020
Maintenance - Grounds	5,472		0	5,472
Security			0	0
Pupil-To-School Transportation	215,486		0	215,486
Pupil-Activity Transportation			0	0
Non-Instructional Programs				
Child Nutrition		65,023	0	65,023
Capital Assets - Student Occupied			0	0
Capital Assets - Non-Student Occupied			0	0
Debt Service - Principal	131,642		0	131,642
Debt Service - Interest	177,576		0	177,576
Total Expenditures	<u>2,215,902</u>	<u>65,023</u>	<u>714,359</u>	<u>2,995,284</u>
Excess (Deficiency) of Revenues Over Expenditures	(174,325)	(26,597)	0	(200,922)
Other Financing Sources (Uses)				
Transfers In		26,597	0	26,597
Transfers Out	(26,597)		0	(26,597)
Total Other Financing Sources (Uses)	<u>(26,597)</u>	<u>26,597</u>	<u>0</u>	<u>0</u>
Net Change in Fund Balances	(200,922)	0	0	(200,922)
Fund Balances - Beginning	469,246	0	4,378	473,624
Fund Balances - Ending	<u>\$268,324</u>	<u>\$0</u>	<u>\$4,378</u>	<u>\$272,702</u>

Statement of Revenues, Expenditures, and Changes in
Fund Balances - Governmental Funds
Year Ended June 30, 2022

**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 (\$200,922)

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. (100,947)

Repayment of debt principal is an expenditure in the governmental funds, but the repayment reduces long-term liabilities in the statement of net position. 131,642

Changes in net pension asset/liability and related pension deferred outflows and deferred inflows do not provide or require current financial resources and therefore are not reflected in the funds. 165,550

Change in Net Position of Governmental Activities (\$4,677)

A. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Reporting Entity – Idaho Science & Technology 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.

Special Revenue Funds – Special revenue funds are used to account for the proceeds of specific revenue sources that are legally restricted to expenditures for specified purposes. Major special revenue funds include the child nutrition fund, which serves to account for providing nutritional meals to students.

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 paid to the general fund unless Idaho Code specifies otherwise.

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. Compensated absences will be paid by the fund in which the employee works.

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. Other post-employment benefits will be paid by the fund in which the employee works.

Pensions – For purposes of measuring the net pension asset/liability and pension revenue/expense, information about the fiduciary net position of the Public Employee Retirement System of Idaho Base Plan (the Base Plan) and additions to/deductions from the 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. Pension obligations will be paid by the fund in which the employee works.

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	\$464,847
Total	<u><u>\$464,847</u></u>

Deposits – At year end, the carrying amounts of the School's deposits were \$464,847 and the bank balances were \$466,604. Of the bank balances, \$323,604 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	\$79,991		\$79,991
Total	\$79,991		\$79,991
Federal Sources			
Special Programs		\$300,000	\$300,000
Total		\$300,000	\$300,000

D. CAPITAL ASSETS

A summary of capital assets for the year is as follows:

	Beginning Balance	Increases	Decreases	Ending Balance
Nondepreciable Capital Assets				
Land	\$90,206			\$90,206
Total	90,206	\$0	\$0	90,206
Depreciable Capital Assets				
Buildings	4,961,022			4,961,022
Equipment	17,267			17,267
Subtotal	4,978,289	0	0	4,978,289
Accumulated Depreciation				
Buildings	242,881	99,220		342,101
Equipment	10,536	1,727		12,263
Subtotal	253,417	100,947	0	354,364
Total	4,724,872	(100,947)	0	4,623,925
Net Capital Assets	\$4,815,078	(\$100,947)	\$0	\$4,714,131

Depreciation expense of \$100,947 was charged to the capital assets – student occupied program.

Renewals No Conditions Page 589
IDAHO SCIENCE & TECHNOLOGY CHARTER SCHOOL
 Notes to Financial Statements

E. LONG-TERM LIABILITIES

At year end, the School's notes payable were as follows:

Note payable BOI-5091, due in monthly payments of \$19,232 with interest at 5.383% through 2043/44, secured by real estate, paid through the general fund	\$2,967,662
Note payable BOI-5562, due in monthly payments of \$6,536 (including one final balloon payment for all remaining principal and interest due on March 27, 2022) with interest at 4.50% through 2021/22, secured by real estate, paid through the general fund	<u>202,059</u>
Total	<u><u>\$3,169,721</u></u>

Maturities on the notes are estimated as follows:

<u>Year Ended</u>	<u>Principal</u>	<u>Interest</u>
6/30/23	\$275,011	\$159,391
6/30/24	76,553	154,233
6/30/25	81,201	149,585
6/30/26	85,682	145,104
6/30/27	90,410	140,376
6/30/28-32	531,846	622,086
6/30/33-37	696,217	457,714
6/30/38-42	910,790	243,140
6/30/43-44	422,011	23,566
Total	<u><u>\$3,169,721</u></u>	<u><u>\$2,095,195</u></u>

Changes in long-term liabilities are as follows:

<u>Description</u>	<u>Beginning Balance</u>	<u>Increases</u>	<u>Decreases</u>	<u>Ending Balance</u>	<u>Due Within One Year</u>
Note Payable BOI-5091	\$3,032,188		\$64,526	\$2,967,662	\$72,952
Note Payable BOI-5562	269,175		67,116	202,059	202,059
Total	<u><u>\$3,301,363</u></u>	<u><u>\$0</u></u>	<u><u>\$131,642</u></u>	<u><u>\$3,169,721</u></u>	<u><u>\$275,011</u></u>

Interest and related costs during the year amounted to \$177,576 and were charged to the debt service – interest program.

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 74% for police and firefighters. As of June 30, 2021 it was 7.16% for general employees and 9.13% 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 \$235,258 for the year ended June 30, 2022.

Pension Asset/Liabilities, Pension Revenue (Expense), and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

At June 30, 2022, the School reported an asset for its proportionate share of the net pension asset. The net pension asset was measured as of June 30, 2021, and the total pension asset used to calculate the net pension asset was determined by an actuarial valuation as of that date. The School's proportion of the net pension asset 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, 2021, the School's proportion was 0.04461397 percent.

Renewals No Conditions Page 591
IDAHO SCIENCE & TECHNOLOGY CHARTER SCHOOL
Notes to Financial Statements

For the year ended June 30, 2022, the School recognized pension revenue (expense) of (\$69,708). At June 30, 2022, 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	\$51,914	\$20,481
Changes in assumptions or other inputs	404,455	
Net difference between projected and actual earnings on pension plan investments		1,106,710
Employer contributions subsequent to the measurement date	235,258	
Total	\$691,627	\$1,127,191

\$235,258 reported as deferred outflows of resources related to pensions resulting from School contributions made subsequent to the measurement date will be recognized as an adjustment to the pension expense 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, 2021 the beginning of the measurement period ended June 30, 2020 is 4.7 and 4.6 for the measurement period June 30, 2021.

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		
6/30/23		(\$157,800)
6/30/24		(142,210)
6/30/25		(124,275)
6/30/26		(246,537)
Total		(\$670,822)

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 asset in the June 30, 2021 actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	2.30%
Salary increases	3.05%
Salary inflation	3.05%
Investment rate of return	6.35%, net of investment expenses
Cost-of-living adjustments	1%

Contributing Members, Service Retirement Members, and Beneficiaries

General Employees and All Beneficiaries - Males	Pub-2010 General Tables, increased 11%
General Employees and All Beneficiaries - Females	Pub-2010 General Tables, increased 21%
Teachers - Males	Pub-2010 Teacher Tables, increased 12%
Teachers - Females	Pub-2010 Teacher Tables, increased 21%
Fire & Police - Males	Pub-2010 Safety Tables, increased 21%
Fire & Police - Females	Pub-2010 Safety Tables, increased 26%
Disabled Members - Males	Pub-2010 Disabled Tables, increased 38%
Disabled Members - Females	Pub-2010 Disabled Tables, increased 36%

An experience study was performed for the period July 1, 2015 through June 30, 2020 which reviewed all economic and demographic assumptions other than mortality. The total pension asset as of June 30, 2021 is based on the results of an actuarial valuation date of July 1, 2021.

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 2021.

Capital Market Assumptions from Callan 2021

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%	1.80%	-0.20%
Broad US Equities	55.00%	8.00%	6.00%
Developed Foreign Equities	15.00%	8.25%	6.25%
Assumed Inflation - Mean		2.00%	2.00%
Assumed Inflation - Standard Deviation		1.50%	1.50%
Portfolio Arithmetic Mean Return		6.18%	4.18%
Portfolio Standard Deviation		12.29%	12.29%
Portfolio Long-Term (Geometric) Expected Rate of Return		5.55%	3.46%
Assumed Investment Expenses		0.40%	0.40%
Portfolio Long-Term (Geometric) Expected Rate of Return*		5.15%	3.06%

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 2021

Valuation Assumptions Chosen by PERSI Board	
Long-Term Expected Real Rate of Return*	4.05%
Assumed Inflation	2.30%
Long-Term Expected Geometric Rate of Return*	6.35%

*Net of Investment Expenses

Discount Rate

The discount rate used to measure the total pension asset was 6.35%. 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 asset. 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 asset to changes in the discount rate.

The following presents the School's proportionate share of the net pension asset calculated using the discount rate of 6.35 percent, as well as what the School's proportionate share of the net pension asset would be if it were calculated using a discount rate that is 1-percentage-point lower or 1-percentage-point higher than the current rate:

Renewals No Conditions Page 594
IDAHO SCIENCE & TECHNOLOGY CHARTER SCHOOL
Notes to Financial Statements

	1% Decrease (5.35%)	Current Discount Rate (6.35%)	1% Increase (7.35%)
School's proportionate share of the net pension liability (asset)	\$1,224,850	(\$35,235)	(\$1,068,153)

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 asset or 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 asset or liability which is an estimated asset or 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 asset or 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 when deemed necessary), such deficits are not deemed to be of substantial concern.

G. INTERFUND BALANCES AND TRANSFERS

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.

Fund	Transfer In	Transfer Out	Purpose
General		\$26,597	Support
Child Nutrition	\$26,597		Support
Total	\$26,597	\$26,597	

IDAHO SCIENCE & TECHNOLOGY CHARTER SCHOOL Page 1 of 2
 Budgetary Comparison Schedule - General and Major Special Revenue Funds
 Year Ended June 30, 2022

General Fund	Budgeted Amounts (GAAP Basis)		Actual Amounts	Final Budget Variance Positive (Negative)
	Original	Final		
Revenues				
Local Revenue	\$4,100	\$26,800	\$17,778	(\$9,022)
State Revenue	2,281,944	1,949,864	2,023,799	73,935
Federal Revenue	0	0	0	0
Total Revenues	2,286,044	1,976,664	2,041,577	64,913
Expenditures				
Instructional Programs				
Elementary School	631,259	625,123	571,931	53,192
Secondary School	485,378	561,431	567,107	(5,676)
Special Education	24,540	24,540	24,540	0
Support Service Programs				
Attendance - Guidance - Health	60,542	0	0	0
Special Education Support Services	0	0	0	0
Instruction Improvement	0	0	0	0
Educational Media	0	0	0	0
Instruction-Related Technology	0	0	0	0
Board of Education	6,600	2,383	2,383	0
District Administration	0	0	0	0
School Administration	321,151	297,921	254,493	43,428
Business Operation	73,134	70,490	70,378	112
Administrative Technology	0	0	0	0
Buildings - Care	246,480	179,400	146,874	32,526
Maintenance - Non-Student Occupied	0	0	0	0
Maintenance - Student Occupied	14,000	15,800	48,020	(32,220)
Maintenance - Grounds	5,500	5,700	5,472	228
Security	0	0	0	0
Pupil-To-School Transportation	200,000	215,486	215,486	0
Pupil-Activity Transportation	0	0	0	0
Non-Instructional Programs				
Child Nutrition	0	0	0	0
Capital Assets - Student Occupied	0	0	0	0
Capital Assets - Non-Student Occupied	0	0	0	0
Debt Service - Principal	412,535	134,000	131,642	2,358
Debt Service - Interest	96,690	176,000	177,576	(1,576)
Total Expenditures	2,577,809	2,308,274	2,215,902	92,372 *
Excess (Deficiency) of Revenues Over Expenditures				
	(291,765)	(331,610)	(174,325)	157,285
Other Financing Sources (Uses)				
Transfers In	0	0	0	0
Transfers Out	(7,000)	(7,000)	(26,597)	(19,597) *
Total Other Financing Sources (Uses)	(7,000)	(7,000)	(26,597)	(19,597)
Net Change in Fund Balances	(298,765)	(338,610)	(200,922)	137,688
Fund Balances - Beginning	395,000	395,000	469,246	74,246
Fund Balances - Ending	\$96,235	\$56,390	\$268,324	\$211,934

*Total expenditures (over) under appropriations are: \$72,775

Budgetary Comparison Schedule - General and Major Special Revenue Funds

Year Ended June 30, 2022

Child Nutrition Fund	Budgeted Amounts (GAAP Basis)		Actual Amounts	Final Budget Variance Positive (Negative)
	Original	Final		
Revenues				
Local Revenue	\$40,000	\$40,000	\$38,426	(\$1,574)
Federal Revenue	0	0	0	0
Total Revenues	<u>40,000</u>	<u>40,000</u>	<u>38,426</u>	<u>(1,574)</u>
Expenditures				
Non-Instructional Programs				
Child Nutrition	47,000	49,300	65,023	(15,723)
Total Expenditures	<u>47,000</u>	<u>49,300</u>	<u>65,023</u>	<u>(15,723) *</u>
Excess (Deficiency) of Revenues Over Expenditures	(7,000)	(9,300)	(26,597)	(17,297)
Other Financing Sources (Uses)				
Transfers In	7,000	7,000	26,597	19,597
Transfers Out	0	0	0	0 *
Total Other Financing Sources (Uses)	<u>7,000</u>	<u>7,000</u>	<u>26,597</u>	<u>19,597</u>
Net Change in Fund Balances	0	(2,300)	0	2,300
Fund Balances - Beginning	0	0	0	0
Fund Balances - Ending	<u>\$0</u>	<u>(\$2,300)</u>	<u>\$0</u>	<u>\$2,300</u>
<i>*Total expenditures (over) under appropriations are:</i>				<u><u>(\$15,723)</u></u>

IDAHO SCIENCE & TECHNOLOGY CHARTER SCHOOL
 Schedule of Employer's Share of Net Pension Asset and Liability
 and Schedule of Employer Contributions
 PERSI - Base Plan

Schedule of Employer's Share of Net Pension Asset and Liability*

Fiscal Year Ended June 30	Employer's Portion of the Net Pension (Asset) Liability	Employer's Proportionate Share of the Net Pension (Asset) Liability	Covered Payroll	Employer's Proportional Share of the Net Pension (Asset) Liability as a Percentage of Covered Payroll	Plan Fiduciary Net Position as a Percentage of the Total Pension (Asset) Liability
2015	0.0288385%	\$212,296	\$781,272	27.17%	94.95%
2016	0.0326178%	\$429,523	\$961,886	44.65%	91.38%
2017	0.0353387%	\$716,370	\$1,033,198	69.34%	87.26%
2018	0.0335290%	\$527,018	\$1,041,388	50.61%	90.68%
2019	0.0322100%	\$475,103	\$1,036,312	45.85%	91.69%
2020	0.0359008%	\$409,798	\$1,191,924	34.38%	93.79%
2021	0.0397846%	\$923,851	\$1,438,827	64.21%	88.22%
2022	0.0446140%	(\$35,235)	\$1,628,492	-2.16%	100.36%

*As of the measurement date of the net pension (asset) liability.

Schedule of Employer Contributions

Fiscal Year Ended June 30	Actuarially Determined Contribution	Contributions in Relation to Actuarially Determined Contribution	Contribution Deficiency (Excess)	Covered Payroll	Contributions as a Percentage of Covered Payroll
2015	\$147,471	\$112,196	\$35,275	\$961,886	11.66%
2016	\$116,958	\$116,958	\$0	\$1,033,198	11.32%
2017	\$117,885	\$117,885	\$0	\$1,041,388	11.32%
2018	\$117,311	\$117,311	\$0	\$1,036,312	11.32%
2019	\$134,926	\$134,926	\$0	\$1,191,924	11.32%
2020	\$171,796	\$171,796	\$0	\$1,438,827	11.94%
2021	\$194,442	\$194,442	\$0	\$1,628,492	11.94%
2022	\$235,258	\$235,258	\$0	\$1,970,335	11.94%

Schedules above intended to show information for 10 years. Information for additional years will be presented as it becomes available.

	Special Revenue Funds			Title I-A ESSA IBP
	Technology	Substance Abuse	ESSER III	
Assets				
Cash		\$4,378	\$28,025	\$8,939
Receivables:				
Local Sources				
State Sources				
Federal Sources			300,000	
Total Assets	<u>\$0</u>	<u>\$4,378</u>	<u>\$328,025</u>	<u>\$8,939</u>
Liabilities				
Accounts Payable				
Salaries & Benefits Payable			\$28,025	\$8,939
Unspent Grant Allocation			300,000	
Total Liabilities	<u>\$0</u>	<u>\$0</u>	<u>328,025</u>	<u>8,939</u>
Fund Balances				
Restricted:				
Special Programs		4,378		
Capital Projects				
Unassigned				
Total Fund Balances	<u>0</u>	<u>4,378</u>	<u>0</u>	<u>0</u>
Total Liabilities and Fund Balances	<u>\$0</u>	<u>\$4,378</u>	<u>\$328,025</u>	<u>\$8,939</u>

	Special Revenue Funds			
	ESSER I	ESSER II	IDEA Part B 611 School Age 3-21	IDEA Part B ARPA
Assets				
Cash		\$5,539	\$8,737	
Receivables:				
Local Sources				
State Sources				
Federal Sources				
Total Assets	<u>\$0</u>	<u>\$5,539</u>	<u>\$8,737</u>	<u>\$0</u>
Liabilities				
Accounts Payable				
Salaries & Benefits Payable		\$5,539	\$8,737	
Unspent Grant Allocation				
Total Liabilities	<u>\$0</u>	<u>5,539</u>	<u>8,737</u>	<u>\$0</u>
Fund Balances				
Restricted:				
Special Programs				
Capital Projects				
Unassigned				
Total Fund Balances	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total Liabilities and Fund Balances	<u>\$0</u>	<u>\$5,539</u>	<u>\$8,737</u>	<u>\$0</u>

Combining Balance Sheet - Nonmajor Governmental Funds

June 30, 2022

	Special Revenue Funds			
	Title IV-A	Title V-B	Title II-A	CRF
	ESSA SS & AE	ESSA REI	ESSA SEI	K-4 Learning Loss
Assets				
Cash	\$2,013	\$5,646	\$1,993	
Receivables:				
Local Sources				
State Sources				
Federal Sources				
Total Assets	<u>\$2,013</u>	<u>\$5,646</u>	<u>\$1,993</u>	<u>\$0</u>
Liabilities				
Accounts Payable				
Salaries & Benefits Payable	\$2,013	\$5,646	\$1,993	
Unspent Grant Allocation				
Total Liabilities	<u>2,013</u>	<u>5,646</u>	<u>1,993</u>	<u>\$0</u>
Fund Balances				
Restricted:				
Special Programs				
Capital Projects				
Unassigned				
Total Fund Balances	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total Liabilities and Fund Balances	<u>\$2,013</u>	<u>\$5,646</u>	<u>\$1,993</u>	<u>\$0</u>

Combining Balance Sheet - Nonmajor Governmental Funds

June 30, 2022

	Special Revenue Funds			Total
	CRF	SLFRF	CRF	
	K-12 Learning Loss		Substitute Recruitment	
Assets				
Cash	\$3,813			\$69,083
Receivables:				
Local Sources				0
State Sources				0
Federal Sources				300,000
Total Assets	<u>\$3,813</u>	<u>\$0</u>	<u>\$0</u>	<u>\$369,083</u>
Liabilities				
Accounts Payable				\$0
Salaries & Benefits Payable	\$3,813			64,705
Unspent Grant Allocation				300,000
Total Liabilities	<u>3,813</u>	<u>\$0</u>	<u>\$0</u>	<u>364,705</u>
Fund Balances				
Restricted:				
Special Programs				4,378
Capital Projects				0
Unassigned				0
Total Fund Balances	<u>0</u>	<u>0</u>	<u>0</u>	<u>4,378</u>
Total Liabilities and Fund Balances	<u>\$3,813</u>	<u>\$0</u>	<u>\$0</u>	<u>\$369,083</u>

Combining Statement of Revenues, Expenditures, and Changes in
Fund Balances - Nonmajor Governmental Funds
Year Ended June 30, 2022

	Special Revenue Funds			
	Technology	Substance Abuse	ESSER III	Title I-A ESSA IBP
Revenues				
Local Revenue				
State Revenue	\$51,839	\$5,326		
Federal Revenue			\$251,471	\$74,183
Total Revenues	<u>51,839</u>	<u>5,326</u>	<u>251,471</u>	<u>74,183</u>
Expenditures				
Instructional Programs				
Elementary School	51,839	5,326	251,471	74,183
Secondary School				
Special Education				
Support Service Programs				
Attendance - Guidance - Health				
Special Education Support Services				
Instruction Improvement				
Educational Media				
Instruction-Related Technology				
Board of Education				
District Administration				
School Administration				
Business Operation				
Administrative Technology				
Buildings - Care				
Maintenance - Non-Student Occupied				
Maintenance - Student Occupied				
Maintenance - Grounds				
Security				
Pupil-To-School Transportation				
Pupil-Activity Transportation				
Non-Instructional Programs				
Child Nutrition				
Capital Assets - Student Occupied				
Capital Assets - Non-Student Occupied				
Debt Service - Principal				
Debt Service - Interest				
Total Expenditures	<u>51,839</u>	<u>5,326</u>	<u>251,471</u>	<u>74,183</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	0	0	0	0
Fund Balances - Beginning	0	4,378	0	0
Fund Balances - Ending	<u>\$0</u>	<u>\$4,378</u>	<u>\$0</u>	<u>\$0</u>

Combining Statement of Revenues, Expenditures, and Changes in
Fund Balances - Nonmajor Governmental Funds
Year Ended June 30, 2022

	Special Revenue Funds			
	ESSER I	ESSER II	IDEA Part B 611 School Age 3-21	IDEA Part B ARPA
Revenues				
Local Revenue				
State Revenue				
Federal Revenue	\$330	\$117,654	\$55,568	\$14,067
Total Revenues	<u>330</u>	<u>117,654</u>	<u>55,568</u>	<u>14,067</u>
Expenditures				
Instructional Programs				
Elementary School	330	117,654		
Secondary School				
Special Education			55,568	14,067
Support Service Programs				
Attendance - Guidance - Health				
Special Education Support Services				
Instruction Improvement				
Educational Media				
Instruction-Related Technology				
Board of Education				
District Administration				
School Administration				
Business Operation				
Administrative Technology				
Buildings - Care				
Maintenance - Non-Student Occupied				
Maintenance - Student Occupied				
Maintenance - Grounds				
Security				
Pupil-To-School Transportation				
Pupil-Activity Transportation				
Non-Instructional Programs				
Child Nutrition				
Capital Assets - Student Occupied				
Capital Assets - Non-Student Occupied				
Debt Service - Principal				
Debt Service - Interest				
Total Expenditures	<u>330</u>	<u>117,654</u>	<u>55,568</u>	<u>14,067</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	0	0	0	0
Fund Balances - Beginning	0	0	0	0
Fund Balances - Ending	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

Combining Statement of Revenues, Expenditures, and Changes in
Fund Balances - Nonmajor Governmental Funds
Year Ended June 30, 2022

	Special Revenue Funds			
	Title IV-A ESSA SS & AE	Title V-B ESSA REI	Title II-A ESSA SEI	CRF K-4 Learning Loss
Revenues				
Local Revenue				
State Revenue				
Federal Revenue	\$10,000	\$29,051	\$13,267	\$23,267
Total Revenues	<u>10,000</u>	<u>29,051</u>	<u>13,267</u>	<u>23,267</u>
Expenditures				
Instructional Programs				
Elementary School	10,000	29,051	13,267	23,267
Secondary School				
Special Education				
Support Service Programs				
Attendance - Guidance - Health				
Special Education Support Services				
Instruction Improvement				
Educational Media				
Instruction-Related Technology				
Board of Education				
District Administration				
School Administration				
Business Operation				
Administrative Technology				
Buildings - Care				
Maintenance - Non-Student Occupied				
Maintenance - Student Occupied				
Maintenance - Grounds				
Security				
Pupil-To-School Transportation				
Pupil-Activity Transportation				
Non-Instructional Programs				
Child Nutrition				
Capital Assets - Student Occupied				
Capital Assets - Non-Student Occupied				
Debt Service - Principal				
Debt Service - Interest				
Total Expenditures	<u>10,000</u>	<u>29,051</u>	<u>13,267</u>	<u>23,267</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	0	0	0	0
Fund Balances - Beginning	0	0	0	0
Fund Balances - Ending	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

Combining Statement of Revenues, Expenditures, and Changes in

Fund Balances - Nonmajor Governmental Funds

Year Ended June 30, 2022

	Special Revenue Funds			
	CRF		CRF	
	K-12	SLFRF	Substitute	Total
	Learning Loss		Recruitment	
Revenues				
Local Revenue				\$0
State Revenue				57,165
Federal Revenue	\$18,660	\$38,986	\$10,690	657,194
Total Revenues	<u>18,660</u>	<u>38,986</u>	<u>10,690</u>	<u>714,359</u>
Expenditures				
Instructional Programs				
Elementary School	18,660	38,986	10,690	644,724
Secondary School				0
Special Education				69,635
Support Service Programs				
Attendance - Guidance - Health				0
Special Education Support Services				0
Instruction Improvement				0
Educational Media				0
Instruction-Related Technology				0
Board of Education				0
District Administration				0
School Administration				0
Business Operation				0
Administrative Technology				0
Buildings - Care				0
Maintenance - Non-Student Occupied				0
Maintenance - Student Occupied				0
Maintenance - Grounds				0
Security				0
Pupil-To-School Transportation				0
Pupil-Activity Transportation				0
Non-Instructional Programs				
Child Nutrition				0
Capital Assets - Student Occupied				0
Capital Assets - Non-Student Occupied				0
Debt Service - Principal				0
Debt Service - Interest				0
Total Expenditures	<u>18,660</u>	<u>38,986</u>	<u>10,690</u>	<u>714,359</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>4,378</u>
Fund Balances - Ending	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$4,378</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
Idaho Science & Technology 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 Idaho Science & Technology Charter School (the School), as of and for the year ended June 30, 2022, and the related notes to the financial statements, which collectively comprise the School's basic financial statements, and have issued our report thereon dated September 23, 2022.

Report on 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 or significant deficiencies may exist that have not been identified.

Report on 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
September 23, 2022

CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 14th day of June 2018, by and between the Idaho Public Charter School Commission (the “Authorizer”), and Idaho Science and Technology Charter School, Inc. (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq.*, as amended (the “Charter Schools Law.”)

RECITALS

WHEREAS, on August 21, 2008, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year 2009; and

WHEREAS, the School’s charter was renewed on March 1, 2018, 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, 2018, and shall continue through June 30, 2023, unless earlier terminated as provided herein.

SECTION 2: SCHOOL GOVERNANCE

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

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

SECTION 3: EDUCATIONAL PROGRAM

- A. School Mission.** The mission of the School is as follows: The mission of Idaho Science and Technology Charter School (ISTCS) is to engage students in independent learning through authentic, complex, projects in a positive collaborative setting.
- B. Grades Served.** The School may serve students in grades K-8.
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- The educational program at ISTCS is centered on a project-based learning philosophy aligned with Idaho State Standards. Students learn best when they are personally invested in their own learning. Project-based learning encourages active student engagement as students “learn how to apply knowledge [gained in core ELA and math courses] to the real world, and use it to solve problems, answer complex questions, and create high-quality products.” (Buck Institute for Education, 2015). While project-based classes may be taught in a variety of subjects, many project-based classes will focus on teaching the application of skills necessary to succeed in science such as problem solving, inquiry, collaboration, constructing and testing a hypothesis, and effectively communicating results.
 - ISTCS will promote a supportive and collaborative school culture. ISTCS will actively encourage collaboration amongst faculty and students. This emphasis will inform school decisions in scheduling, professional development, curriculum, and discipline. ISTCS will maintain a 4-day instructional week; Fridays will be focused teachers’ professional development and collaboration. ISTCS will implement classroom strategies and activities designed to explicitly teach students how to contribute in a collaborative, supportive academic effort.
- 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 460 students, with annual per-class and overall enrollment caps as outlined in the approved Charter attached as Appendix C.
- 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.** 21 N 550 W, Blackfoot, ID 83221. The School shall provide reasonable notification to the Authorizer of any change in the location of its facilities.
- E. Attendance Area.** The School's primary attendance area is as follows: Intersection of 450 West and 400 West (McDonaldville Rd) West (No Roads of Population) to Highway 26 and Larsen Road: South on Larsen Rd. to W 350 N; West on W 350 N to Wilson Road; South on Wilson Road to Hahn Road; Southeast (No road or population) to the intersection

at S Riverton Road and Hoskins Loop; East to S 625 West; Southeast (No Road or population) to the intersection at Highway 91 and Shilling; East on Blackfoot River to 150 West; North on 150 West to Cromwell Lane; North (No Road – State Hospital) the intersection of Mitchell Lane and 100 West; North on 100 West to the end of Hansen Lane; North (No Roads or Population) to intersection of 350 North and Rose Road; West on 350 North to Johnson Road; North on Johnson Road to 450 West (Lambert Road); West on 450 West to McDonaldville Road. Addresses on both sides of the streets will be included in the primary attendance area.

- 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 D.
- 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 D.
- 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 D.
- 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, 2018.

Alan Reed

Chairperson, Idaho Public Charter School Commission

Wendy M. Martin

Chairperson, Idaho Science and Technology Charter School

Amendment

WITNESS WHEREOF, the Authorizer and Idaho Science and Technology Charter School, Inc. have executed this amendment to the Performance Certificate, effective 5/14/2021:

- 1) To remove this sentence in the “Middle School (Impact) section of the charter:
“The middle school program is divided into two levels: 6th grade and middle school”

- 2) To remove the following paragraph from the “6th Grade (Impact For Self)”:
“ISTCS’s 6th grade program is considered part of the middle school program. The focus of 6th grade is to empower students to use the skills of observation, inquiry, research, and presentation to make an impact on their world. Students attend multiple classes including core subjects, project- based learning classes, and electives taught by teachers certified in content areas; however, they are assigned a “core rotation” group. These groups of students are assigned all core classes in a block. This configuration allows students to experience a middle-school schedule without the distraction of changing classmates in every class period. The curriculum is differentiated to meet the needs of a variety of learners, and an honors track is available.”

And replace it with:

“The lower middle school program focuses on helping students transition from elementary programs using collaboration and project-based skills as a part of the learning process. Students in lower middle school grades will receive scaffolded support as they learn the skills and core curriculum necessary to effectively participate in authentic projects and field experiences. All students are required to complete content-specific requirements as outlined by Idaho Statute. Students will have the opportunity to take electives. Qualified students may have the opportunity to participate in honors classes”

- 3) To make the following changes to the “Middle School (Impact Outside of Self) section:

Change 7th and 8th grade to upper middle school, add “and field experiences” and remove “project classes, and electives”.

Alan Reed

Alan Reed (May 17, 2021 11:19 MDT)

Chairman, Idaho Public Charter School Commission

Kelly A. Moulton

Kelly A. Moulton (May 17, 2021 11:36 MDT)

Chairman, Idaho Science and Technology Charter School, Inc. Board

ACADEMIC	Measure	Points Possible	Points Earned						
		K-8	K-8	9-12	9-12	K-12	K-12	Alternative	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*	0	NA*	100	NA*
Total Academic Points		400	NA*	525	NA*	400	NA*	300	NA*
% of Academic Points			NA*		NA*		NA*		NA*

*Limited academic data for FY20 is available due to the COVID-19 pandemic.

OPERATIONAL	Measure	Points Possible	Points Earned	FINANCIAL	Measure	Points Possible	Points Earned
Educational Program	1a	25	25	Near-Term	1a	50	NA*
	1b	25	25		1b	50	NA*
	1c	25	25		1c	50	NA*
	1d	25	25		1d	50	NA*
Financial Management & Oversight	2a	25	25	Sustainability	2a	50	NA*
	2b	25	25		2b	50	NA*
	2c	25	25		2c	50	NA*
Governance & Reporting	3a	25	25		2d	50	NA*
	3b	25	25	Total Financial Points		400	NA*
	3c	25	15	% of Financial Points			NA*
	3d	25	15				
	3e	25	25				
	3f	25	25				
	3g	25	25				
School Environment	4a	25	25	The financial measures above are based on industry standards. They are not intended to reflect nuances of the school's financial status. Please see the financial section of this framework for relevant contextual information that may alleviate concern.			
	4b	25	25				
	5a	25	25				
Additional Obligations							
Total Operational Points		400	380				
% of Operational Points			95%				

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

*IPCSC did not assign ratings to academic or financial data for FY21 due to the pandemic.

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 Math Proficiency Rate Comparison to State	Do math proficiency rates meet or exceed the state average?	Result	Points Possible	Points Earned
	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.	28%	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 ELA Proficiency Rate Comparison to State	Do English Language Arts proficiency rates meet or exceed the state average?		Points Possible	Points Earned
	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.	42%	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												
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>	<table border="1"> <tr> <td>School</td> <td>NA</td> <td>NA</td> </tr> <tr> <td>28%</td> <td>NA</td> <td>NA</td> </tr> <tr> <td>District</td> <td>NA</td> <td>NA</td> </tr> <tr> <td>36%</td> <td></td> <td></td> </tr> </table>	School	NA	NA	28%	NA	NA	District	NA	NA	36%			
School	NA	NA													
28%	NA	NA													
District	NA	NA													
36%															
Notes	The district average will be determined using the same grade set as is served by the public charter school. Idaho Falls School District will be used for comparison purposes.														
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>	<table border="1"> <tr> <td>School</td> <td>NA</td> <td>NA</td> </tr> <tr> <td>42%</td> <td>NA</td> <td>NA</td> </tr> <tr> <td>District</td> <td>NA</td> <td>NA</td> </tr> <tr> <td>46%</td> <td></td> <td></td> </tr> </table>	School	NA	NA	42%	NA	NA	District	NA	NA	46%			
School	NA	NA													
42%	NA	NA													
District	NA	NA													
46%															
Notes	The district average will be determined using the same grade set as is served by the public charter school. Idaho Falls School District will be used for comparison purposes.														

INDICATOR 3: CRITERION-REFERENCED STUDENT GROWTH (GRADES K-8)		
<p>Measure 3a</p> <p>Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade?</p> <p>Criterion-Referenced Growth</p> <p>Math</p> <p>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.</p> <p>Notes</p>	<p>Points Possible</p>	<p>Points Earned</p>
	NA	NA
	NA	NA
	NA	NA
<p>Measure 3b</p> <p>Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade?</p> <p>Criterion-Referenced Growth</p> <p>ELA</p> <p>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.</p> <p>Notes</p>	<p>Points Possible</p>	<p>Points Earned</p>
	NA	NA
	NA	NA
	NA	NA

INDICATOR 1: EDUCATIONAL PROGRAM																	
<p>Measure 1a</p>	<p>Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
Result	Points Possible	Points Earned															
No instances of non-compliance documented	25	25															
	15																
	0																
		25															
<p>Implementation of Educational Program</p>																	
<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>																	
<p>Notes</p>																	
<p>Measure 1b</p>	<p>Is the school complying with applicable educational requirements?</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
Result	Points Possible	Points Earned															
No instances of non-compliance documented	25	25															
	15																
	0																
		25															
<p>Educational Requirements</p>																	
<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>																	
<p>Notes</p>																	

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			15	0
				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			15	0
				25

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT			Result	Points Possible	Points Earned
<p>Measure 2a</p> <p>Financial Reporting and Compliance</p> <p>Is the school meeting financial reporting and compliance requirements?</p> <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> <p>Notes</p>			No instances of non-compliance documented	25	25
				15	
				0	
					25
<p>Measure 2b</p> <p>GAAP</p> <p>Is the school following General Accepted Accounting Principles (GAAP)</p> <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> <p>Notes</p>			No instances of non-compliance documented	25	25
				15	
				0	
					25
<p>Measure 2c</p> <p>Enrollment Variance</p> <p>Is the school successfully enrolling the projected number of students?</p> <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> <p>Notes</p>			100.00%	25	25
				15	
				0	
					25
<p>Enrollment variance is calculated by dividing mid-term ADA by the enrollment projection reported to the PCSC at the beginning of the fiscal year.</p>					

INDICATOR 3: GOVERNANCE AND REPORTING															
Measure 3a	Is the school complying with governance requirements?	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td rowspan="3">No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td>15</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td colspan="2"></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25	15		0				25
Result	Points Possible	Points Earned													
No instances of non-compliance documented	25	25													
	15														
	0														
		25													
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>															
Notes															
Measure 3b	Is the board fulfilling its oversight obligations?	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td rowspan="3">No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td>15</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td colspan="2"></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25	15		0				25
Result	Points Possible	Points Earned													
No instances of non-compliance documented	25	25													
	15														
	0														
		25													
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>															
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>	see note	25	15
			0	
Notes	Contracts that support expenditures are not posted on website (I.C. 33-357); IPCSC Annual Report for prior fiscal year not posted prior to January 31 st (I.C. 33-5209C(2)).			
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			

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	
Notes				25

INDICATOR 4: SCHOOL ENVIRONMENT																	
<p>Measure 4a</p> <p>Transportation</p>	<p>Is the school complying with transportation requirements?</p> <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> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
Result	Points Possible	Points Earned															
No instances of non-compliance documented	25	25															
	15																
	0																
		25															
<p>Measure 4b</p> <p>Facilities</p>	<p>Is the school complying with facilities requirements?</p> <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> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
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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?																
Additional Obligations		<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
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	15																
	0																
		25															
<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			Result	Points Possible	Points Earned
Measure 1a Current Ratio	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.	1.18	NA	NA	
Notes					
Measure 1b Cash Ratio	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.	0.94	NA	NA	
Notes					
Measure 1c Unrestricted Days Cash	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.	86	NA	NA	
Notes					
Measure 1d Default	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.	None	NA	NA	
Notes					

INDICATOR 2: SUSTAINABILITY			Result	Points Possible	Points Earned
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.		3.17%		
Total Margin and Aggregated			18.57%		
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
Notes					
Measure 2b	Debt to Asset Ratio: Total Liabilities divided by Total Assets		0.12		
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>			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		Multi - \$491,701		
Cash Flow			Recent One - \$123,717		
			Previous One - \$367,984		
	<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>		See note	NA	NA
Notes					
Measure 2d	Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)		1.17		
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>			NA	NA
Notes					

Idaho Science and Technology Charter 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			100%	NA	NA	
	1b			100%	NA	NA	
District Proficiency Comparison	2a			100%	NA	NA	
	2b			100%	NA	NA	
Criterion-Referenced Growth	3a			69%	NA	NA	
	3b			43%	NA	NA	
Norm-Referenced Growth	4a			Masked	NA	NA	
	4b			Masked	NA	NA	
Post-Secondary Readiness	5a	NA	NA	NA	NA	NA	
% of Possible Academic Points for this School		70%	79%	84%	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%	100%	
Financial Management	2a - 2c	87%	87%	87%	100%	100%	
Governance & Reporting	3a - 3f	100%	100%	100%	100%	93%	
School Environment	4a - 4b	100%	100%	100%	100%	100%	
Additional Obligations	5a	100%	100%	100%	100%	100%	
% of Possible Operational Points for this School		98%	98%	98%	100%	99%	

		Percentage of Points Earned					
FINANCIAL	Measure	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Near-Term	1a - 1d	100%	100%	100%	100%	NA	
Sustainability	2a - 2d	100%	100%	100%	100%	NA	
% of Possible Financial Points for this School		100%	100%	100%	100%	NA	

ACCOUNTABILITY DESIGNATION		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Academic		Honor	Honor	Honor	N/A*	N/A	
Mission Specific		N/A	N/A	N/A	N/A	N/A	
Operational		Honor	Honor	Honor	Honor	Honor	
Financial		Honor	Honor	Honor	Honor	N/A	

*Limited academic data for FY20 is available due to the COVID-19 pandemic

**IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL
2020 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.

<p>Academic</p>	<p>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.</p>
<p>Mission-Specific</p>	<p>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.</p>
<p>Operational</p>	<p>The operational section considers whether schools are operating in compliance with federal and state law, authorizer requirements, and the provisions of their performance certificates.</p>
<p>Financial</p>	<p>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.</p>

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.

<p>Honor</p>	<p>Schools achieving at this level in all sections are guaranteed renewal. Replication and expansion proposals are likely to succeed.</p>
<p>Good Standing</p>	<p>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.</p>
<p>Remediation</p>	<p>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.</p>
<p>Critical</p>	<p>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.</p>

SCHOOL OVERVIEW			
Mission Statement	The mission of Idaho Science and Technology Charter School (ISTCS) is to engage students in independent learning through authentic, complex, projects in a positive collaborative setting.		
Key Design Elements	<ul style="list-style-type: none"> •The educational program at ISTCS is centered on a project-based learning philosophy aligned with Idaho State Standards. Students learn best when they are personally invested in their own learning. Project-based learning encourages active student engagement as students “learn how to apply knowledge [gained in core ELA and math courses] to the real world, and use it to solve problems, answer complex questions, and create high-quality products.” (Buck Institute for Education, 2015). While project-based classes may be taught in a variety of subjects, many project-based classes will focus on teaching the application of skills necessary to succeed in science such as problem solving, inquiry, collaboration, constructing and testing a hypothesis, and effectively communicating results. •ISTCS will promote a supportive and collaborative school culture. ISTCS will actively encourage collaboration amongst faculty and students. This emphasis will inform school decisions in scheduling, professional development, curriculum, and discipline. ISTCS will maintain a 4-day instructional week; Fridays will be focused teachers’ professional development and collaboration. ISTCS will implement classroom strategies and activities designed to explicitly teach students how to contribute in a collaborative, supportive academic effort. 		
School Location	21 N 550 W Blackfoot, ID 83221	School Phone	208-785-7827
Surrounding District	Blackfoot School District		
Opening Year	2009		
Current Term	July 1, 2018 to June 30, 2023		
Grades Served	K-8th		
Enrollment (Approved)	460	Enrollment (Actual)	323

SCHOOL LEADERSHIP	
Kelly Moulton	Chair
Gwen Inskeep	Vice Chair
Jennifer Cameron	Treasurer/Secretary
Kristin Adams	Board Member

STUDENT DEMOGRAPHICS				
	School	State	Surrounding District	Neighboring District
Non-White	17.00%	25.00%	41.00%	N/A
Limited English Proficiency	12.00%	6.00%	11.00%	N/A
Special Needs	12.00%	11.00%	14.00%	N/A
Free and Reduced Lunch	44.00%	45.00%	62.00%	N/A

ACADEMIC	Measure	Points Possible	Points Earned						
		K-8	K-8	9-12	9-12	K-12	K-12	Alternative	Alternative
State Proficiency Comparison	1a	50	NA*	50	0	50	0		
	1b	50	NA*	50	0	50	0		
District Proficiency Comparison	2a	50	NA*	50	0	50	0	50	0
	2b	50	NA*	50	0	50	0	50	0
Criterion-Referenced Growth	3a	100	NA*			50	0		
	3b	100	NA*			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	NA*	525	0	525	0	300	0
% of Academic Points			NA*		0%		0%		0%

* Academic data for FY20 is not available due to the COVID-19 pandemic.

MISSION-SPECIFIC	Measure	Points Possible	Points Earned
	1		
	2		
	3		
	4		
	5		
	6		
Total Mission-Specific Points			
% of Mission-Specific Points			

ISTCS 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	15		2c	50	50
Governance & Reporting	3a	25	25	Total Financial Points	2d	50	0
	3b	25	25		400	350	
	3c	25	25		% of Financial Points	88%	
	3d	25	25				
	3e	25	25				
	3f	25	25				
	3f	25	25				
School Environment	4a	25	25	The financial measures above are based on industry standards. They are not intended to reflect nuances of the school's financial status. Please see the financial section of this framework for relevant contextual information that may alleviate concern.			
	4b	25	25				
Additional Obligations	5a	25	25				
Total Operational Points		400	390				
% of Operational Points			98%				

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%	98%	65% - 84%	88%
Remediation	31% - 54%			31% - 54%		61% - 79%		46% - 64%	
Critical	0% - 30%			0% - 30%		0% - 60%		0% - 45%	

* Academic data for FY20 is not available due to the COVID-19 pandemic.

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

INDICATOR 1: EDUCATIONAL PROGRAM																	
<p>Measure 1a Implementation of Educational Program</p>	<p>Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?</p> <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>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
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	0																
		25															
<p>Notes</p>																	
<p>Measure 1b Educational Requirements</p>	<p>Is the school complying with applicable educational requirements?</p> <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>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
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No instances of non-compliance documented	25	25															
	15																
	0																
		25															
<p>Notes</p>																	

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			15	0
				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			15	0
				25

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? 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. 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. 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.	No instances of non-compliance documented 25 15 0	25 15 0	25 15 0	25 15 0
Notes					25
Measure 2b GAAP	Is the school following General 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 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. 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. 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.	No instances of non-compliance documented 25 15 0	25 15 0	25 15 0	25 15 0
Notes					25
Measure 2c Enrollment Variance	Is the school successfully enrolling the projected number of students? Meets Standard: Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year. Partially Meets Standard: Enrollment variance was between 90 and 95 percent in the most recent fiscal year. Does Not Meet Standard: Enrollment variance was less than 90 percent in the most recent fiscal year.	91.91%	25 15 0	25 15 0	15 15
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?	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td rowspan="3">No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td>15</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td colspan="2"></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25	15		0				25
Result	Points Possible	Points Earned													
No instances of non-compliance documented	25	25													
	15														
	0														
		25													
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>															
Notes															
Measure 3b	Is the board fulfilling its oversight obligations?	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td rowspan="3">No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td>15</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td colspan="2"></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25	15		0				25
Result	Points Possible	Points Earned													
No instances of non-compliance documented	25	25													
	15														
	0														
		25													
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>															
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		Result	Points Possible	Points Earned
Measure 4a Transportation <p>Is the school complying with transportation requirements?</p> <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> <p>Notes</p>	<p>No instances of non-compliance documented</p>	25	25	
			15	
			0	
				25
Measure 4b Facilities <p>Is the school complying with facilities requirements?</p> <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> <p>Notes</p>	<p>No instances of non-compliance documented</p>	25	25	
			15	
			0	
				25

INDICATOR 5: ADDITIONAL OBLIGATIONS				
Measure 5a	Is the school complying with all other obligations?	Result	Points Possible	Points Earned
Additional Obligations	<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>	No instances of non-compliance documented	25	25
			15	
			0	
Notes				25

INDICATOR 1: NEAR-TERM			
<p>Measure 1a</p> <p>Current Ratio</p> <p>Notes</p>	<p>Current Ratio: Current Assets divided by Current Liabilities</p> <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>	<p>Result</p> <p>1.64</p>	<p>Points Possible</p> <p>50</p> <p>10</p> <p>0</p> <hr/> <p>50</p>
<p>Measure 1b</p> <p>Cash Ratio</p> <p>Notes</p>	<p>Current Ratio: Cash divided by Current Liabilities</p> <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>	<p>Result</p> <p>1.35</p>	<p>Points Possible</p> <p>50</p> <p>10</p> <p>0</p> <hr/> <p>50</p>
<p>Measure 1c</p> <p>Unrestricted Days Cash</p> <p>Notes</p>	<p>Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense/365)</p> <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>	<p>Result</p> <p>71</p>	<p>Points Possible</p> <p>50</p> <p>10</p> <p>0</p> <hr/> <p>50</p>
<p>Measure 1d</p> <p>Default</p> <p>Notes</p>	<p>Default</p> <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>	<p>Result</p> <p>No default noted</p>	<p>Points Possible</p> <p>50</p> <p>0</p> <hr/> <p>50</p>

INDICATOR 2: SUSTAINABILITY			
<p>Measure 2a</p> <p>Total Margin and Aggregated</p> <p>3-Year Total Margin</p>	<p>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues.</p> <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> <p>The Aggregated 3-Year Total Margin is positive (19.69%) and the most recent year Total Margin is positive (1.6%). Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.</p>	<p>Result</p> <p>See note</p>	<p>Points Possible</p> <p>50</p> <p>30</p> <p>0</p> <hr/> <p>50</p>
<p>Notes</p>			
<p>Measure 2b</p> <p>Debt to Asset Ratio</p>	<p>Debt to Asset Ratio: Total Liabilities divided by Total Assets</p> <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> <p>Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.</p>	<p>Result</p> <p>0.7</p>	<p>Points Possible</p> <p>50</p> <p>30</p> <p>0</p> <hr/> <p>50</p>
<p>Notes</p>			
<p>Measure 2c</p> <p>Cash Flow</p>	<p>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</p> <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> <p>The Multi-Year Cumulative Cash Flow is positive (\$506,526.00). Cash Flow is positive in the most recent year (\$367,984.00). Cash Flow is positive in the previous year (\$138,542.00).</p>	<p>Result</p> <p>See note</p>	<p>Points Possible</p> <p>50</p> <p>30</p> <p>0</p> <hr/> <p>50</p>
<p>Notes</p>			
<p>Measure 2d</p> <p>Debt Service Coverage Ratio</p>	<p>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</p> <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> <p>Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.</p>	<p>Result</p> <p>0.95</p>	<p>Points Possible</p> <p>50</p> <p>0</p> <hr/> <p>50</p>
<p>Notes</p>			

Renewals No Conditions Page 646

Idaho Science and Technology Charter 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			16%	NA*		
	1b			28%	NA*		
District Proficiency Comparison	2a			32%	NA*		
	2b			50%	NA*		
Criterion-Referenced Growth	3a			18%	NA*		
	3b			30%	NA*		
% of Possible Academic Points for this School		51%	34%	28%	NA*		

		Percentage of Points Earned					
OPERATIONAL	Measure	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Educational Program	1a -1d	N/A	100%	100%	100%		
Financial Management	2a - 2c	N/A	67%	67%	87%		
Governance & Reporting	3a - 3f	N/A	100%	100%	100%		
School Environment	4a - 4b	N/A	100%	100%	100%		
Additional Obligations	5a	N/A	100%	100%	100%		
% of Possible Operational Points for this School		N/A	94%	94%	98%		

		Percentage of Points Earned					
FINANCIAL	Measure	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Near-Term	1a - 1d	N/A	30%	50%	100%		
Sustainability	2a - 2d	N/A	30%	100%	75%		
% of Possible Financial Points for this School		N/A	30%	75%	88%		

ACCOUNTABILITY DESIGNATION		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Academic		Remediation	Remediation	Critical	N/A*		
Mission Specific		N/A	N/A	N/A	N/A		
Operational		N/A*	Honor	Honor	Honor		
Financial		N/A*	Critical	Good Standing	Honor		

*Academic data for FY20 is not available due to the COVID-19 pandemic.

*Operational and Financial data for 2016-17 was reported in a different format.

**IDAHO SCIENCE AND TECHNOLOGY CHARTER 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 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.

<p>Academic</p>	<p>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.</p>
<p>Mission-Specific</p>	<p>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.</p>
<p>Operational</p>	<p>The operational section considers whether schools are operating in compliance with federal and state law, authorizer requirements, and the provisions of their performance certificates.</p>
<p>Financial</p>	<p>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.</p>

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.

<p>Honor</p>	<p>Schools achieving at this level in all sections are guaranteed renewal. Replication and expansion proposals are likely to succeed.</p>
<p>Good Standing</p>	<p>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.</p>
<p>Remediation</p>	<p>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.</p>
<p>Critical</p>	<p>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.</p>

SCHOOL OVERVIEW			
Mission Statement	The mission of Idaho Science and Technology Charter School (ISTCS) is to engage students in independent learning through authentic, complex, projects in a positive collaborative setting.		
Key Design Elements	<ul style="list-style-type: none"> •The educational program at ISTCS is centered on a project-based learning philosophy aligned with Idaho State Standards. Students learn best when they are personally invested in their own learning. Project-based learning encourages active student engagement as students “learn how to apply knowledge [gained in core ELA and math courses] to the real world, and use it to solve problems, answer complex questions, and create high-quality products.” (Buck Institute for Education, 2015). While project-based classes may be taught in a variety of subjects, many project-based classes will focus on teaching the application of skills necessary to succeed in science such as problem solving, inquiry, collaboration, constructing and testing a hypothesis, and effectively communicating results. •ISTCS will promote a supportive and collaborative school culture. ISTCS will actively encourage collaboration amongst faculty and students. This emphasis will inform school decisions in scheduling, professional development, curriculum, and discipline. ISTCS will maintain a 4-day instructional week; Fridays will be focused teachers’ professional development and collaboration. ISTCS will implement classroom strategies and activities designed to explicitly teach students how to contribute in a collaborative, supportive academic effort. 		
School Location	21 N 550 W Blackfoot, ID 83221	School Phone	208-785-7827
Surrounding District	Blackfoot School District		
Opening Year	2009		
Current Term	July 1, 2018 to June 30, 2023		
Grades Served	K-8th		
Enrollment (Approved)	460	Enrollment (Actual)	280

SCHOOL LEADERSHIP	
Kelly Moulton	Chair
Gwen Inskeep	Vice Chair
Jennifer Cameron	Treasurer/Secretary
Chad Mitchell	Board Member

STUDENT DEMOGRAPHICS				
	School	State	Surrounding District	Neighboring District
Non-White	15.00%	24.85%	40.64%	N/A
Limited English Proficiency	2.86%	6.44%	10.91%	N/A
Special Needs	12.14%	10.73%	13.70%	N/A
Free and Reduced Lunch	37.86%	44.74%	62.38%	N/A

ISAT PROFICIENCY RATES	
Percentage of students meeting or exceeding proficiency in Math	24.66%
Percentage of students meeting or exceeding proficiency in English Language Arts	38.81%
Percentage of students meeting or exceeding proficiency in Science	55.00%

GO-ON RATE (Post-secondary enrollment within 12 months of graduation)	N/A
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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	8	50	0	50	0		
	1b	50	14	50	0	50	0		
District Proficiency Comparison	2a	50	16	50	0	50	0	50	0
	2b	50	25	50	0	50	0	50	0
Criterion-Referenced Growth	3a	100	18			50	0		
	3b	100	30			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	111	525	0	525	0	300	0
% of Academic Points			28%		0%		0%		0%

MISSION-SPECIFIC	Measure	Points Possible	Points Earned	
	1			ISTCS has chosen not to include mission-specific measures.
	2			
	3			
	4			
	5			
	6			
Total Mission-Specific Points				
% of Mission-Specific Points				

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	0
	1d	25	25		1d	50	50
Financial Management & Oversight	2a	25	25	Sustainability	2a	50	50
	2b	25	25		2b	50	50
	2c	25	0		2c	50	50
Governance & Reporting	3a	25	25	Total Financial Points	2d	50	50
	3b	25	25				
	3c	25	25				
	3d	25	25				
	3e	25	25				
	3f	25	25				
School Environment	4a	25	25	The financial measures above are based on industry standards. They are not intended to reflect nuances of the school's financial status. Please see the financial section of this framework for relevant contextual information that may alleviate concern.			
Additional Obligations	4b	25	25				
	5a	25	25				
Total Operational Points		400	375			400	300
% of Operational Points			94%				75%

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%	28%	0%	55% - 74%	NA	80% - 89%	94%	65% - 84%	75%
Remediation	31% - 54%			31% - 54%		61% - 79%		46% - 64%	
Critical	0% - 30%			0% - 30%		0% - 60%		0% - 45%	

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

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			Result	Points Possible	Points Earned
Measure 1a	Do math proficiency rates meet or exceed the state average?				
Math Proficiency Rate Comparison to State	<p>Exceeds Standard: The school's proficiency rate in math exceeds the state average by 16 percentage points or more.</p> <p>Meets Standard: The school's proficiency rate in math is equal to the state 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 state average.</p> <p>Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the state average.</p>				
Notes	The state average will be determined using the same grade set as is served by the public charter school.		X	0 - 14	8
					8
Measure 1b	Do English Language Arts proficiency rates meet or exceed the state average?				
ELA Proficiency Rate Comparison to State	<p>Exceeds Standard: The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.</p> <p>Meets Standard: The school's proficiency rate in ELA is equal to the state 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 state average.</p> <p>Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the state average.</p>				
Notes	The state average will be determined using the same grade set as is served by the public charter school.		X	0 - 14	14
					14

INDICATOR 2: DISTRICT PROFICIENCY COMPARISON																				
Measure 2a Math Proficiency Rate Comparison to District	Do math proficiency rates meet or exceed the district average? 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%. 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 - 15 percentage points lower than the district average. Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the district average.	<table border="1"> <thead> <tr> <th></th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td>X</td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>16</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td><u>16</u></td> </tr> </tbody> </table>		Points Possible	Points Earned		50	0	X	30 - 45	0		15 - 29	16		0 - 14	0			<u>16</u>
	Points Possible	Points Earned																		
	50	0																		
X	30 - 45	0																		
	15 - 29	16																		
	0 - 14	0																		
		<u>16</u>																		
Notes	The district average will be determined using the same grade set as is served by the public charter school. Blackfoot School District will be used for comparison purposes.																			
Measure 2b ELA Proficiency Rate Comparison to District	Do ELA proficiency rates meet or exceed the district average? 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%. 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 - 15 percentage points lower than the district average. Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the district average.	<table border="1"> <thead> <tr> <th></th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td>X</td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>25</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td><u>25</u></td> </tr> </tbody> </table>		Points Possible	Points Earned		50	0	X	30 - 45	0		15 - 29	25		0 - 14	0			<u>25</u>
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X	30 - 45	0																		
	15 - 29	25																		
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		<u>25</u>																		
Notes	The district average will be determined using the same grade set as is served by the public charter school. Blackfoot School District will be used for comparison purposes.																			

INDICATOR 3: CRITERION-REFERENCED STUDENT GROWTH (GRADES K-8)																				
Measure 3a Criterion-Referenced Growth Math Notes	Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade? 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.	<table border="1"> <thead> <tr> <th></th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>76-100</td> <td>0</td> </tr> <tr> <td></td> <td>51-75</td> <td>0</td> </tr> <tr> <td></td> <td>26-50</td> <td>0</td> </tr> <tr> <td>36</td> <td>0-25</td> <td>18</td> </tr> <tr> <td></td> <td></td> <td><hr/>18</td> </tr> </tbody> </table>		Points Possible	Points Earned		76-100	0		51-75	0		26-50	0	36	0-25	18			<hr/> 18
	Points Possible	Points Earned																		
	76-100	0																		
	51-75	0																		
	26-50	0																		
36	0-25	18																		
		<hr/> 18																		
Measure 3b Criterion-Referenced Growth ELA Notes	Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade? 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.	<table border="1"> <thead> <tr> <th></th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>76-100</td> <td>0</td> </tr> <tr> <td></td> <td>51-75</td> <td>0</td> </tr> <tr> <td>53</td> <td>26-50</td> <td>30</td> </tr> <tr> <td></td> <td>0-25</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td><hr/>30</td> </tr> </tbody> </table>		Points Possible	Points Earned		76-100	0		51-75	0	53	26-50	30		0-25	0			<hr/> 30
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	51-75	0																		
53	26-50	30																		
	0-25	0																		
		<hr/> 30																		

INDICATOR 1: EDUCATIONAL PROGRAM																	
<p>Measure 1a Implementation of Educational Program</p>	<p>Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?</p> <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>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
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	0																
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<p>Notes</p>																	
<p>Measure 1b Educational Requirements</p>	<p>Is the school complying with applicable educational requirements?</p> <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>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
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<p>Notes</p>																	

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			15	0
				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			15	0
				25

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? 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. 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. 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.		No instances of non-compliance documented 15 0	25 15 0	25 15 0 <hr/> 25
Notes					
Measure 2b GAAP	Is the school following General 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 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. 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. 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.		See note 15 0	25 15 0 <hr/> 25	
Notes	No points are deducted for failure to comply with GASB 75.				
Measure 2c Enrollment Variance	Is the school successfully enrolling the projected number of students? Meets Standard: Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year. Partially Meets Standard: Enrollment variance was between 90 and 95 percent in the most recent fiscal year. Does Not Meet Standard: Enrollment variance was less than 90 percent in the most recent fiscal year.		25 15 85.63%	0 0 0 <hr/> 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.				

INDICATOR 3: GOVERNANCE AND REPORTING																	
<p>Measure 3a Governance Requirements</p>	<p>Is the school complying with governance requirements?</p> <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> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
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	15																
	0																
		25															
<p>Measure 3b Board Oversight</p>	<p>Is the board fulfilling its oversight obligations?</p> <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> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
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No instances of non-compliance documented	25	25															
	15																
	0																
		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>	No instances of non-compliance documented	25	25
Notes			15	0
				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
Notes			15	0
				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
Notes			15	0
				25

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
Notes	<hr/>			
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
Notes	<hr/>			
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
Notes	<hr/>			

INDICATOR 5: ADDITIONAL OBLIGATIONS		Result	Points Possible	Points Earned
Measure 5a	Is the school complying with all other obligations?			
Additional Obligations	<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>	No instances of non-compliance documented	25	25
			15	
			0	
Notes				25

INDICATOR 1: NEAR-TERM			
Measure 1a Current Ratio	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.	Result 1.32	Points Possible 50 10 0 <hr/> 50
Notes			
Measure 1b Cash Ratio	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.	Result 0.86	Points Possible 50 10 0 <hr/> 0
Notes			
Measure 1c Unrestricted Days Cash	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.	Result 10 days	Points Possible 50 10 0 <hr/> 0
Notes			
Measure 1d Default	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.	Result No default noted	Points Possible 50 0 <hr/> 50
Notes			

INDICATOR 2: SUSTAINABILITY			Result	Points Possible	Points Earned
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.				
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
Notes	<p>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.</p>			30	
				0	50
Measure 2b	Debt to Asset Ratio: Total Liabilities divided by Total Assets				
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>		0.66	50	50
Notes	<p>Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.</p>			30	
				0	50
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				
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>		See note	50	50
Notes	<p>The Multi-Year Cumulative Cash Flow is positive at \$135,127. The most recent year Cash Flow is positive. The school expanded to serve additional grades during FY19.</p>			30	
				0	50
Measure 2d	Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)				
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>		11.51	50	50
Notes	<p>Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.</p>			0	
					50

Idaho Science and Technology Charter School Longitudinal Results

ACADEMIC		Measure	Percentage of Points Earned				
			2016-17	2017-18	2018-19	2019-20	2020-21
State Proficiency Comparison	1a				16%		
	1b				28%		
District Proficiency Comparison	2a				32%		
	2b				50%		
Criterion-Referenced Growth	3a				18%		
	3b				30%		

% of Possible Academic Points for this School

51% 34% 28%

OPERATIONAL		Measure	Percentage of Points Earned				
			2016-17	2017-18	2018-19	2019-20	2020-21
Educational Program	1a -1d	N/A	100%	100%			
Financial Management	2a - 2c	N/A	67%	67%			
Governance & Reporting	3a - 3f	N/A	100%	100%			
School Environment	4a - 4b	N/A	100%	100%			
Additional Obligations	5a	N/A	100%	100%			

% of Possible Operational Points for this School

N/A 94% 94%

FINANCIAL		Measure	Percentage of Points Earned				
			2016-17	2017-18	2018-19	2019-20	2020-21
Near-Term	1a - 1d	N/A	30%	50%			
Sustainability	2a - 2d	N/A	30%	100%			

% of Possible Financial Points for this School

N/A 30% 75%

ACCOUNTABILITY DESIGNATION		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Academic		Remediation	Remediation	Critical			
Mission Specific		N/A	N/A	N/A			
Operational		N/A*	Honor	Honor			
Financial		N/A*	Critical	Good Standing			

*Operational and Financial data for 2016-17 was reported in a different format.

IPCSC Lottery Observation Summary

An observation of each school’s lottery process is required by [Section VI of IPCSC policies](#), and will place once each performance certificate term.

Below you will find the summary of the IPCSC lottery observation for your school. The purpose of this observation is to ensure compliance with Idaho’s equitable selection process outlined in [IDAPA 08.02.04.203](#). Please see the IPCSC’s [Equitable Selection and Enrollment Process Guidance](#) document for more information. If you have any questions/comments/concerns regarding the summary below, please feel free to reach out to the IPCSC staff. You may provide a response to this report within two weeks of receipt. Both the report and your response will be included in your school’s renewal portfolio.

Observation Date: March 16th, 2022

Observation Location: via Zoom

Observer: Jared Dawson

School Personnel Present	Office (if applicable)
Devin Larsen	Principal
Tami Dortch	Administrator
Neutral Third-Party Conducting Draw	Title

Observation Category	Status	Date
Enrollment Deadline Notification	No Concern	3.16.2022
Enrollment Form	No Concern	3.16.2022
Lottery Process	No Concern	3.16.2022

Additional Notes (As Applicable) – difficult to hear, nothing out of compliance noticed during observation

Deadline Notification & Enrollment Application | Complete

Equitable Selection Process | Complete

Reminders | *Reminders are provided below for your specific school to support and ensure compliance on future lottery processes. Please ensure these reminders are implemented during your next enrollment season.*

IPCSC Board Meeting Observation Summary

An observation of charter school board meetings is required by [Section VI of IPCSC policies](#), and will take place once each performance certificate term. We recognize that not all aspects of good governance may be addressed in a single meeting and that this observation is only a snapshot.

Below you will find the summary of the IPCSC’s board meeting observation of your school. The purpose of this observation is to ensure compliance with [Idaho’s Open Meeting Law](#) and to help inform annual evaluations regarding the board stewardship measures of the Performance Framework. Please see the IPCSC’s [Performance Framework](#) for details regarding the governance structure and governance oversight measures.

If you have any questions/comments/concerns regarding the summary below, please feel free to reach out to the IPCSC staff. You may provide a response to this report within two weeks of receipt. Both the report and your response will be included in your school’s renewal portfolio.

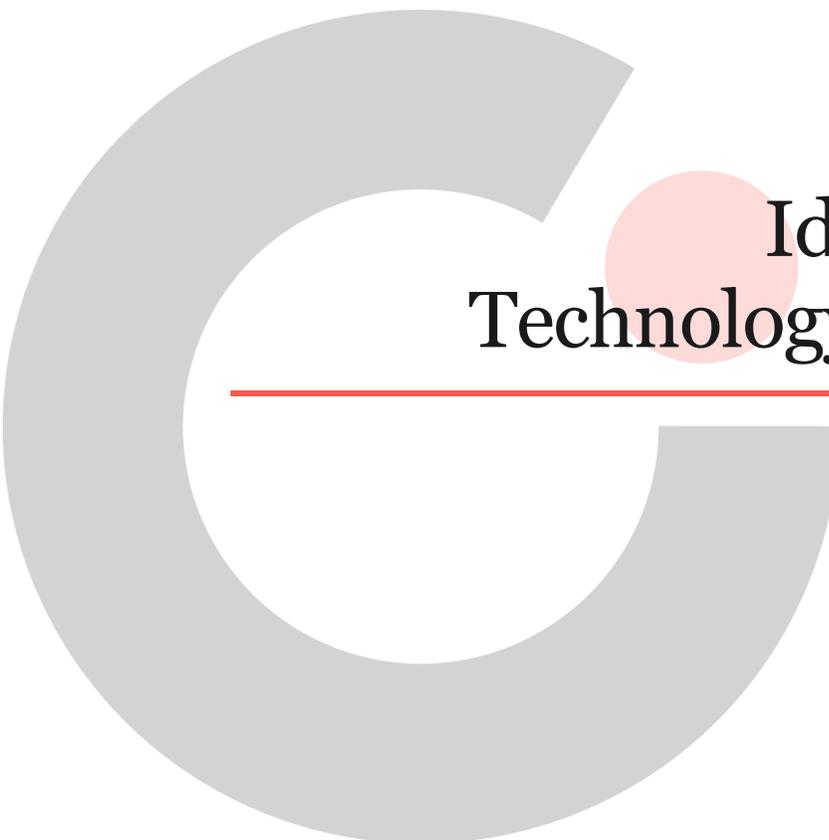
Observation Date: October 19th, 2022

Observer: Jared Dawson

School Board Director’s Name	Office (if applicable)	Present/Remote/Absent
Becki Adams	Chair	Present
Kristin Adams	Vice Chair	Present
Casey Polantis	Secretary	Absent
Betty Atwell	Director	Remote
School Leadership	Title	Present/Remote/Absent
Tami Dortch	Administrator	Present
Devin Larsen	Principal	Present
Celeste Whitney	Board Clerk	Present

Observation Category	Status	Date
Open Meeting Law	No Concern	10.19.22
Public Participation	No Concern	10.19.22
Operational Efficacy	No Concern	10.19.22
Academic Achievement	No Concern	10.19.22
Financial Health	No Concern	10.19.22

Additional Notes (As Applicable)



Idaho Science and Technology Charter School

Blackfoot, Idaho

January 20–22, 2022

School Accreditation Engagement Review

268682

Table of Contents

Cognia Continuous Improvement System 3

 Initiate..... 3

 Improve..... 3

 Impact..... 3

Cognia Performance Accreditation and the Engagement Review 4

Cognia Standards Diagnostic Results 4

 Leadership Capacity Domain 5

 Learning Capacity Domain 6

 Resource Capacity Domain..... 7

Assurances..... 8

Accreditation Status and Index of Education Quality® 8

Insights from the Review 9

Next Steps 12

Team Roster 13

References and Readings..... 14

Cognia Continuous Improvement System

Cognia defines continuous improvement as "an embedded behavior rooted in an institution's culture that constantly focuses on conditions, processes, and practices to improve teaching and learning." The Cognia Continuous Improvement System (CIS) provides a systemic, fully integrated solution to help institutions map out and navigate a successful improvement journey. In the same manner that educators are expected to understand the unique needs of every learner and tailor the education experience to drive student success, every institution must be empowered to map out and embrace their unique improvement journey. Cognia expects institutions to use the results and the analysis of data from various interwoven components for the implementation of improvement actions to drive education quality and improved student outcomes. While each improvement journey is unique, the journey is driven by key actions.

The findings of the Engagement Review Team are organized by the ratings from the Cognia Performance Standards Diagnostic and the Levels of Impact within the i3 Rubric: Initiate, Improve, and Impact.

Initiate

The first phase of the improvement journey is to **Initiate** actions to cause and achieve better results. The elements of the **Initiate** phase are defined within the Levels of Impact of Engagement and Implementation. Engagement is the level of involvement and frequency of stakeholders in the desired practices, processes, or programs within the institution. Implementation is the process of monitoring and adjusting the administrations of the desired practices, processes, or programs for quality and fidelity. Standards identified within Initiate should become the focus of the institution's continuous improvement journey toward the collection, analysis, and use of data to measure the results of engagement and implementation. Enhancing the capacity of the institution in meeting these Standards has the greatest potential impact on improving student performance and organizational effectiveness.

Improve

The second phase of the improvement journey is to gather and evaluate the results of actions to **Improve**. The elements of the **Improve** phase are defined within the Levels of Impact of Results and Sustainability. Results come from the collection, analysis, and use of data and evidence to demonstrate attaining the desired result(s). Sustainability is results achieved consistently to demonstrate growth and improvement over time (a minimum of three years). Standards identified within Improve are those in which the institution is using results to inform their continuous improvement processes and to demonstrate over time the achievement of goals. The institution should continue to analyze and use results to guide improvements in student achievement and organizational effectiveness.

Impact

The third phase of achieving improvement is **Impact**, where desired practices are deeply entrenched. The elements of the **Impact** phase are defined within the Level of Impact of Embeddedness. Embeddedness is the degree to which the desired practices, processes, or programs are deeply ingrained in the culture and operation of the institution. Standards identified within Impact are those in which the institution has demonstrated ongoing growth and improvement over time and has embedded the practices within its culture. Institutions should continue to support and sustain these practices that yield results in improving student achievement and organizational effectiveness.



Cognia Performance Accreditation and the Engagement Review

Accreditation is pivotal in leveraging education quality and continuous improvement. Using a set of rigorous research-based standards, the Cognia Accreditation Process examines the whole institution—the program, the cultural context, and the community of stakeholders—to determine how well the parts work together to meet the needs of learners. Through the accreditation process, highly skilled and trained Engagement Review Teams gather first-hand evidence and information pertinent to evaluating an institution's performance against the research-based Cognia Performance Standards. Review teams use these Standards to assess the quality of learning environments to gain valuable insights and target improvements in teaching and learning. Cognia provides Standards that are tailored for all education providers so that the benefits of accreditation are universal across the education community.

Through a comprehensive review of evidence and information, our experts gain a broad understanding of institution quality. Using the Standards, the review team provides valuable feedback to institutions, which helps to focus and guide each institution's improvement journey. Valuable evidence and information from other stakeholders, including students, also are obtained through interviews, surveys, and additional activities.

Cognia Standards Diagnostic Results

The Cognia Performance Standards Diagnostic is used by the Engagement Review Team to evaluate the institution's effectiveness based on the Cognia Performance Standards. The diagnostic consists of three components built around each of three Domains: **Leadership Capacity**, **Learning Capacity**, and **Resource Capacity**. Results are reported within four ranges identified by color. The results for the three Domains are presented in the tables that follow.

Color	Rating	Description
Red	Insufficient	Identifies areas with insufficient evidence or evidence that indicated little or no activity leading toward improvement
Yellow	Initiating	Represents areas to enhance and extend current improvement efforts
Green	Improving	Pinpoints quality practices that are improving and meet the Standards
Blue	Impacting	Demonstrates noteworthy practices producing clear results that positively impact the institution

Under each Standard statement is a row indicating the scores related to the elements of Cognia's i3 Rubric. The rubric is scored from one (1) to four (4). A score of four on any element indicates high performance, while a score of one or two indicates an element in need of improvement. The following table provides the key to the abbreviations of the elements of the i3 Rubric.

Element	Abbreviation
Engagement	EN
Implementation	IM
Results	RE
Sustainability	SU
Embeddedness	EM



Leadership Capacity Domain

The capacity of leadership to ensure an institution's progress toward its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its purpose and direction, the effectiveness of governance and leadership to enable the institution to realize its stated objectives, the ability to engage and involve stakeholders in meaningful and productive ways, and the capacity to implement strategies that improve learner and educator performance.

Leadership Capacity Standards											Rating
1.1	The institution commits to a purpose statement that defines beliefs about teaching and learning, including the expectations for learners.										Impacting
	EN:	4	IM:	4	RE:	2	SU:	3	EM:	4	
1.2	Stakeholders collectively demonstrate actions to ensure the achievement of the institution's purpose and desired outcomes for learning.										Impacting
	EN:	3	IM:	4	RE:	3	SU:	4	EM:	4	
1.3	The institution engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.										Improving
	EN:	3	IM:	3	RE:	2	SU:	2	EM:	4	
1.4	The governing authority establishes and ensures adherence to policies that are designed to support institutional effectiveness.										Impacting
	EN:	4	IM:	4	RE:	3	SU:	4	EM:	4	
1.5	The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.										Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4	
1.6	Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.										Impacting
	EN:	4	IM:	3	RE:	3	SU:	3	EM:	3	
1.7	Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.										Improving
	EN:	4	IM:	3	RE:	2	SU:	2	EM:	3	
1.8	Leaders engage stakeholders to support the achievement of the institution's purpose and direction.										Impacting
	EN:	4	IM:	4	RE:	3	SU:	3	EM:	4	
1.9	The institution provides experiences that cultivate and improve leadership effectiveness.										Impacting
	EN:	4	IM:	4	RE:	3	SU:	2	EM:	4	
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.										Impacting
	EN:	4	IM:	3	RE:	3	SU:	2	EM:	4	

Learning Capacity Domain

The impact of teaching and learning on student achievement and success is the primary expectation of every institution. An effective learning culture is characterized by positive and productive teacher/learner relationships, high expectations and standards, a challenging and engaging curriculum, quality instruction and comprehensive support that enable all learners to be successful, and assessment practices (formative and summative) that monitor and measure learner progress and achievement. Moreover, a quality institution evaluates the impact of its learning culture, including all programs and support services, and adjusts accordingly.

Learning Capacity Standards											Rating
2.1	Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the institution.										Impacting
	EN:	4	IM:	4	RE:	4	SU:	3	EM:	4	
2.2	The learning culture promotes creativity, innovation, and collaborative problem-solving.										Impacting
	EN:	4	IM:	3	RE:	3	SU:	2	EM:	4	
2.3	The learning culture develops learners' attitudes, beliefs, and skills needed for success.										Impacting
	EN:	4	IM:	3	RE:	3	SU:	3	EM:	3	
2.4	The institution has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences.										Impacting
	EN:	4	IM:	3	RE:	3	SU:	3	EM:	4	
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.										Improving
	EN:	3	IM:	3	RE:	3	SU:	3	EM:	3	
2.6	The institution implements a process to ensure the curriculum is aligned to standards and best practices.										Impacting
	EN:	4	IM:	4	RE:	4	SU:	3	EM:	3	
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the institution's learning expectations.										Improving
	EN:	3	IM:	3	RE:	3	SU:	2	EM:	4	
2.8	The institution provides programs and services for learners' educational futures and career planning.										Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4	
2.9	The institution implements processes to identify and address the specialized needs of learners.										Improving
	EN:	3	IM:	3	RE:	3	SU:	3	EM:	3	
2.10	Learning progress is reliably assessed and consistently and clearly communicated.										Impacting
	EN:	4	IM:	3	RE:	3	SU:	3	EM:	3	

Learning Capacity Standards										Rating
2.11	Educators gather, analyze, and use formative and summative data that lead to the demonstrable improvement of student learning.									Improving
	EN:	4	IM:	3	RE:	3	SU:	2	EM:	
2.12	The institution implements a process to continuously assess its programs and organizational conditions to improve student learning.									Impacting
	EN:	4	IM:	3	RE:	3	SU:	2	EM:	

Resource Capacity Domain

The use and distribution of resources support the stated mission of the institution. Institutions ensure that resources are distributed and utilized equitably, so the needs of all learners are adequately and effectively addressed. The utilization of resources includes support for professional learning for all staff. The institution examines the allocation and use of resources to ensure appropriate levels of funding, sustainability, organizational effectiveness, and increased student learning.

Resource Capacity Standards										Rating
3.1	The institution plans and delivers professional learning to improve the learning environment, learner achievement, and the institution's effectiveness.									Impacting
	EN:	4	IM:	3	RE:	3	SU:	3	EM:	
3.2	The institution's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.									Impacting
	EN:	3	IM:	3	RE:	3	SU:	3	EM:	
3.3	The institution provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.									Improving
	EN:	3	IM:	3	RE:	2	SU:	2	EM:	
3.4	The institution attracts and retains qualified personnel who support the institution's purpose and direction.									Impacting
	EN:	3	IM:	3	RE:	3	SU:	3	EM:	
3.5	The institution integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.									Impacting
	EN:	4	IM:	3	RE:	4	SU:	3	EM:	
3.6	The institution provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the institution.									Impacting
	EN:	4	IM:	4	RE:	3	SU:	2	EM:	
3.7	The institution demonstrates strategic resource management that includes long-range planning and use of resources in support of the institution's purpose and direction.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	

Resource Capacity Standards										Rating
3.8	The institution allocates human, material, and fiscal resources in alignment with the institution's identified needs and priorities to improve student performance and organizational effectiveness.									Impacting
	EN:	4	IM:	4	RE:	3	SU:	3	EM:	

Assurances

Assurances are statements that accredited institutions must confirm they are meeting. The Assurance statements are based on the type of institution, and the responses are confirmed by the Accreditation Engagement Review Team. Institutions are expected to meet all Assurances and are expected to correct any deficiencies in unmet Assurances.

Assurances Met		
YES	NO	If No, List Unmet Assurances by Number Below
X		

Accreditation Status and Index of Education Quality®

Cognia will review the results of the Accreditation Engagement Review to make a final determination concerning accreditation status, including the appropriate next steps for your institution in response to these findings. Cognia provides the Index of Education Quality (IEQ) as a holistic measure of overall performance based on a comprehensive set of standards and review criteria. This formative tool for improvement identifies areas of success and areas in need of focus. The IEQ comprises the Standards Diagnostic ratings from the three Domains: Leadership Capacity, Learning Capacity, and Resource Capacity. The IEQ results are reported on a scale of 100 to 400 and provide information about how the institution is performing compared to expected criteria. Institutions should review the IEQ in relation to the Findings from the review in the areas of Initiate, Improve, and Impact. An IEQ score below 250 indicates that the institution has several areas within the Initiate level and should focus their improvement efforts on those Standards within that level. An IEQ in the range of 225–300 indicates that the institution has several Standards within the Improve level and is using results to inform continuous improvement and demonstrate sustainability. An IEQ of 275 and above indicates the institution is beginning to reach the Impact level and is engaged in practices that are sustained over time and are becoming ingrained in the culture of the institution.

Below is the average (range) of all Cognia Improvement Network (CIN) institutions evaluated for accreditation in the last five years. The range of the annual CIN IEQ average is presented to enable you to benchmark your results with other institutions in the network.

Institution IEQ	350.00	CIN 5 Year IEQ Range	278.34 – 283.33
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Insights from the Review

The Engagement Review Team engaged in professional discussions and deliberations about the processes, programs, and practices within the institution to arrive at the findings of the team. These findings are organized around themes guided by the evidence, with examples of programs and practices, and suggestions for the institution's continuous improvement efforts. The Insights from the Review narrative should provide contextualized information from the team's deliberations and analysis of the practices, processes, and programs of the institution organized by the levels of Initiate, Improve, and Impact. The narrative also provides the next steps to guide the institution's improvement journey in its efforts to improve the quality of educational opportunities for all learners. The findings are aligned to research-based criteria designed to improve student learning and organizational effectiveness. The feedback provided in the Accreditation Engagement Review Report will assist the institution in reflecting on its current improvement efforts and to adapt and adjust their plans to continuously strive for improvement.

The Engagement Review Team (team) identified the following themes as part of Idaho Science and Technology Charter School's (ISTCS) continuous improvement journey. These areas of strength and opportunities for further action offer a guide as the school continues to refine its improvement journey. These themes emerged after team deliberation and analysis of a variety of evidence: the school's standards ratings in leadership, learning, and resource domains; artifacts provided by the school and on their website; and stakeholder interviews.

ISTCS is a mission driven organization, clearly aligning all aspects of the organization's operations with its larger purpose and values. It was apparent from evidence collected that ISTCS systematically educates and involves stakeholders in the periodic review of its purpose and in setting annual goals. All stakeholders have multiple avenues for contributing ideas and reaffirming the institution's purpose through regularly administered surveys, public discussion formats, such as board meetings and committee meetings, as well as through informal solicitation of feedback from the administration, staff, and parent teacher organization. From processes for onboarding new employees and setting leadership team goals to guidelines for the annual director's report and the master schedule, it was apparent the school's charter serves as the organizations "true north" for all documents, strategic plans, professional development, educational programs, and policies and handbooks. In 2018, the organization pivoted, following in-depth student performance data and examination of teacher and parent feedback to restructure the middle-school-level curriculum delivery model to embed project-based learning. In addition, the school shifted from a 4–8 to a K–8 grade level configuration. This is a concrete example of how the organization's mission, coupled with the genuine interest of stakeholders in the continual pursuit of improvement and innovation, has continued to shape the mission and vision of ISTCS. The board, leadership, and staff are encouraged to continue periodically surveying their stakeholders to reaffirm that all aspects of the organization align with and enable the school's core values, mission, and vision to be accomplished.

The leadership infrastructure is multilayered with numerous opportunities for staff, students, and parents to impact decision-making and serve in leadership capacities. Stakeholder involvement is an embedded expectation at ISTCS. Parents and students complete annual formal surveys each spring, providing the basis for assessing progress on the strategic plan. Parents are encouraged to become involved in multiple leadership opportunities, including the parent action committee and as individual classroom volunteers. The position of parent volunteer coordinator has been newly created to support this commitment to stakeholder involvement. Parent involvement is one of the metrics collected by school leadership to determine progress in creating a community-driven

organization. Teachers participate in programmatic reflection activities biannually to ensure teaching and learning are aligned with the strategic plan, moving the needle on student academic success. There are now professional learning community (PLC) group leader positions that broaden staff member leadership opportunities. A staff member is also trained as a nonviolent crisis prevention trainer. The leadership team provides the balcony view of the strategic plan in action, including extensive participation in the accreditation process. The leadership team, made up of the school administration and five teachers, sets goals each year to impact student achievement. The administration sets personal organizational goals as part of their evaluation process. Progress toward those goals is reviewed a minimum of three times per year. The board of directors and administration analyze data to use in strategic planning for the following school year as evidenced by board minutes. Students have structured leadership opportunities, including student council, the Power Hour curriculum, and the individually driven project-based learning activities. In addition, all students set individualized learning goals. Students participate in a community impact group, such as the middle school students' RAKtavists! (Random Acts of Kindness Activists) initiative. There are also opportunities for older students to participate in peer-tutoring and student government. The school is a member of the Idaho School Boards Association (ISBA), and the board regularly participates in trainings and conferences and updates their policies, annually recommitting to their code of ethics. New board members are mentored by the director and veteran board members to ensure a successful transition as board composition changes. The team suggests the board pursue opportunities to enhance its own professional learning through participation in regional conferences, professional exchanges with other likeminded national schools, as well as online and in-person supports, like those offered by Board Source. In addition, as the board fills vacant positions, continue to stay attuned to expanding the diversity of board membership and institutionalizing protocols for ongoing board development and succession planning.

A significant investment is being made to embed professional learning and growth in the school culture. As mentioned above, the school is a member of ISBA and regularly receives training. The integrated professional development plan specifies the detailed collaboration and professional development that occurs every Friday; the four-day school week configuration allows for Fridays to be designated for embedded collaboration, learning, and professional support. This year, action research teams were implemented to increase group efficacy, which is a strong predictor of student achievement. Examples of professional development activities for this school year include designing content-specific project-based learning modules for grades 5–8 and unpacking five power standards per content area. Elementary teachers are developing learning activities based on summative assessments and sharing those activities with their colleagues. Collaboration occurs at all levels, from smaller collaborative groups and grade level teams to schoolwide teacher teams focused on aligning practices between the elementary- and middle-grade staff. This embedded collaboration and strategic professional development ensure aligned, rigorous, and data-informed curriculum and instruction. As ISTCS continues its efforts in this regard, it may want to investigate other trainings on developing collaborative data inquiry teams, such as Harvard University's Data Wise Teams, which would complement the school's PLC structures.

It was evident the school administration and board have provided sustained, strategic resource management and quality staffing and leadership. All students are assigned a Chromebook and have a Clever account that allows them and their parents access to all computer-based curriculum programs. The administration is commended for meticulously tracking the impact of each program purchased during remote and hybrid learning models to determine their effect on student learning. As a result, ISTCS is now utilizing the Read Naturally program as their data indicated that students were more responsive to teacher instruction than computer instruction. All staff utilize digital resources for delivery of instruction. Most staff have digitally self-recorded lessons/classes to

aid learners. The annual budget is formulated based on a variety of stakeholder input as well as student achievement and teacher recommendations. Teacher recruitment and hiring processes are documented. Staff retention is high, reflecting the commitment of the staff to the school community. Deliberate attention to recruitment, onboarding, and employee retention has resulted in a quality workforce that commits to staying with the organization. A new elementary facility is being planned to accommodate student growth and program expansion. ISTCS is encouraged to continue its positive efforts in fiscal oversight and transparency.

ISTCS staff exhibit consistent commitment and aligned actions to meet the specialized social, emotional, developmental, and academic needs of individual students. There is a schoolwide intervention team that ensures all students are challenged and supported within the rigorous ISTCS curriculum. Programs, such as advanced opportunities (high school credit classes), gifted, English language learners, Title I, and special education services are offered to qualifying students based on demonstrated need. All assessment data and inventories are shared with staff to guide individual goal setting and curriculum interventions. Educators are provided professional development and guidance in identifying students who may require scaffolded learning support. Identified low-achieving students are provided additional in-school or after-school remedial classes and, to some degree, individually tailored programs. In addition, the counselor meets with each elementary student individually throughout the year.

Book studies are used as an avenue to engage middle school students in social-emotional learning topics. All middle school students have an opportunity to be mentored by a significant adult through the Power Hour structure. ISTCS has struggled to replace a full-time school counseling position but is working with the local university to provide internships for students completing their school counseling credentials. Some career curricula are delivered in social studies and foreign language classes. Informal assistance is available to support students as they prepare for college entrance applications and exams, and there are some college fair activities. The counseling curriculum and services usually include individual student counseling, class presentations on social-emotional learning and career and college topics, KELSO's choice conflict management program, student book studies, and engagement surveys and perception questionnaires. In addition, ISTCS allows students to experience real world career options through authentic projects, such as the Future City project, greenhouse classes, Passport to the World (geography/English language arts), and Waffles Aren't Just for Breakfast (math/history/business/art/English language arts). The staff has identified the need for additional social-emotional learning supports for students, including career and college counseling, school counselling, and special education/remedial support.

The team agrees with the school's findings that more expertise is needed around social-emotional supports, a K–12 career and college counseling program, and appropriate interventions and staffing for struggling students. The administration is encouraged to consider possible permanent or temporary options in lieu of a full-time counselor, such as online middle school career and college exploration courses offered through credit generating organizations such as the Idaho Digital Learning Academy.

The school has identified the need to continue its intentional and strategic analysis of trend and longitudinal data as it plans for the programs and services needed to support student learning. Part of the journey toward continuous school improvement includes using data strategically to guide and assess decisions about student learning and organizational sustainability. It was apparent through stakeholder interviews and document review, that the school has in place some significant practices for identifying and analyzing longitudinal data points to inform decision-making. A crosswalk of data is collected annually for all students that includes universal testing, progress

monitoring for at-risk students, classroom formative and summative assessments, parental and student survey input, and standardized testing.

ISTCS has tracked school- and state-level survey response data since 2016, indicating they have met their goal of 100% teacher engagement, 80% student engagement, and 50% parent engagement. Between 80–85% of students are actively engaged in learning during administrative walk-throughs, and 65% of parents are involved at ISTCS in at least one way (volunteering, participating in parent-teacher conferences, attending school activities, etc.). ISTCS stakeholders consistently respond to requests for feedback. For example, 50% of parents who attended Family Fun Night in 2021 completed educational program surveys.

The executive director includes an analysis of the previous year's goals when setting annual goals with the school board. Individual student results are clearly communicated to parents through teacher communication and online student database access. The school collects ongoing data through the IXL personalized learning assessments, Read Naturally, and AIMSWEB benchmark tests. Schoolwide assessments are given in math and English language arts to determine students' strengths and weaknesses in the fall, winter, and spring. The school has universal testing for all students. Formal and informal observations conducted biannually by both administrators support educators' professional growth based on student performance. Elementary grading is mastery based and percentages of students who achieve mastery are collected and analyzed. This year, because of COVID related disruptions, the school is providing ongoing progress monitoring and individualized learning goals for all students. The leadership team may be interested in investigating the addition of a nationally normed benchmark assessment system such as Northwest Education Association (NWEA) MAP testing, which offers both formative and summative information in an adaptive testing format and allows comparisons with a national population of similar students.

In summary, Idaho Science and Technology Charter School provides a high-quality, high-expectation, and inclusive learning environment for students. Stakeholders value and support the school's vision and mission and actively participate in numerous venues to strengthen student success. Sustained leadership, both at the school and board levels, has provided consistency, accountability, and a track record of academic and fiscal success. The school's reputation of offering a rigorous education has led to a steady increase in student enrollment. Continued efforts by staff to immerse students in a culture that is inclusive, equitable, collaborative, rigorous, and college preparatory will continue to prepare them for the global world of which they will soon become a part and influence.

Next Steps

Upon receiving the Accreditation Engagement Review Report, the institution is encouraged to implement the following steps:

- Review and share the findings with stakeholders.
- Develop plans to address the areas for improvement identified by the Engagement Review Team.
- Use the findings and data from the report to guide and strengthen the institution's continuous improvement efforts.
- Celebrate the successes noted in the report.
- Continue the improvement journey.



Team Roster

The Engagement Review Teams are comprised of professionals with varied backgrounds and expertise. To provide knowledge and understanding of the Cognia tools and processes, all Lead Evaluators and Engagement Review Team members are required to complete Cognia training. The following professionals served on the Engagement Review Team:

Team Member Name	Brief Biography/Title
Mary Gervase, Lead Evaluator	Dr. Mary Gervase is presently a mentor to new principals, as part of the Idaho Principal Mentoring Program, Idaho State Department of Education. Previously, she successfully authored and facilitated the charter application process enabling Syringa Mountain School to become the first public school in Idaho founded on Waldorf methodology. She also served as the school's first director. She has served as a capacity builder as part of the Idaho State Department of Education System of Support. She was the director of education for the 2009 Special Olympics World Winter Games. She served as the assistant superintendent of the Blaine County School District, in Hailey, Idaho. She has been a K–8 elementary teacher, an elementary school guidance counselor, an assistant principal and principal, an adjunct professor at the university level, and a State Department of Education consultant. She has worked in the United States in Utah, Idaho, New Mexico, and internationally with the Department of Defense Dependent Schools System (DODDS) in both Scotland and Germany. She has also served as the executive director and co-founder of the Sun Valley Spiritual Film Festival. She holds a master's degree in educational psychology, and a Ph.D. in educational administration.
Dale Kleinert	Vice President, Cognia Pacific Region



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BEFORE THE IDAHO PUBLIC CHARTER SCHOOL COMMISSION
STATE OF IDAHO

In the Matter of the Charter Renewal for:

LEGACY CHARTER SCHOOL.

Case No. 22-52508

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

Pursuant to Idaho Code section 33-5209B, the Director of the Idaho Public Charter School Commission ("Commission") recommends that the charter for Legacy Charter School ("Legacy") be renewed for a five-year term with no conditions.

After its review of the Director's recommendation, if Legacy agrees to accept the Director's recommendation as presented below, an authorized representative of Legacy must complete the Consent Agreement, attached to this Notice as Attachment A, and return it to the Director **by no later than December 15, 2022** to the following address:

Jenn Thompson, Director
Idaho Public Charter School Commission
514 W. Jefferson St., Ste. 303
Boise, Idaho 83720
jenn.thompson@osbe.idaho.gov

Dated this 15th day of November, 2022.

Jenn Thompson Digitally signed by Jenn Thompson
Date: 2022.11.08 12:55:52 -07'00'

Jenn Thompson
Director
Idaho Public Charter School Commission

CONSENT AGREEMENT ACCEPTING DIRECTOR’S RECOMMENDATION FOR RENEWAL OF CHARTER WITHOUT CONDITIONS

This Consent Agreement (“Agreement”) is hereby entered into between the Director of the Idaho Public Charter School Commission (“Director”) and Legacy Charter School (“Legacy”). Legacy understands, acknowledges, and agrees to the following:

1. On behalf of Legacy, the undersigned authorized representative acknowledges the receipt of the Notice and Acknowledgment of Commission Director’s Recommendation for Renewal of Charter, dated November 15, 2022 (“Notice”).
2. Legacy understands and acknowledges the recommendation of the Director, and agrees to accept the recommendation for renewal of its charter with no conditions as proposed in the Notice.
3. Legacy understands and acknowledges that the Director’s recommendation will be presented to the Idaho Public Charter School Commission (“Commission”). Legacy 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. Legacy understands and acknowledges that if the Commission approves the renewal of Legacy’s charter, the Commission and Legacy shall negotiate the terms of and execute a new performance certificate, as defined in Idaho Code section 33-5202A(6). Such performance certificate must be approved by the Commission in an open meeting prior to June 30, 2023.
5. On behalf of Legacy, the undersigned authorized representative understands and acknowledges that by accepting the Director’s recommendation as proposed in the Notice and entering into this Agreement, Legacy 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.



 Authorized Representative
 Board Chair/President
 Legacy Charter School

11.17.22

 Date



 Jenn Thompson
 Director
 Idaho Public Charter School Commission

11/15/22

 Date

Application for Charter Renewal

Legacy Public Charter School #478
4015 S. Legacy Way
Nampa, Idaho 83686

Primary Contacts:

Mr. Seth Stallcop, Legacy Charter School Administrator
208-467-0947
admin@legacycharterschool.net

Mr. Bart McKnight, Board Chair, Legacy Charter School
208-989-3296
bmcknight@protonmail.com

Mission Statement:

Legacy Public Charter School's mission is to develop students who are competent, confident, productive and responsible young adults who possess the habits, skills and attitudes to succeed in high school and to be offered the invitation of a post-secondary education, satisfying employment, and life-long opportunities.

Enrollment as of December 6, 2023:

Kindergarten	24
1 st grade	28
2 nd grade	33
3 rd grade	30
4 th grade	33
5 th grade	33
6 th grade	50
7 th grade	46
8 th grade	33

Application submitted to Idaho Public Charter School Commission: Dec. 6, 2023

Narrative

Improvements planned during the school's next certificate term include construction of an overhang with heaters in the parent pick-up and drop-off zone so that students are better protected from the weather elements. Currently, a new security system that provides automatic locking doors and an associated camera system in the event of an emergency are being installed. This past certificate term saw several improvements to the school building and grounds, such as: and additional classroom being constructed for science, a new music classroom that provided greater social distancing and storage, turning the previous music classroom into the computer lab for greater social distancing, and turning the previous computer lab into the STAR-tutoring area. Additionally, an outside walking path on the playground's periphery was completed. Safety and security was enhanced with playground fencing being installed, a new bus drop-off and pick-up area was completed, and a greater number of security cameras have been installed inside and outside the school.

No changes planned to the educational program, however, we continue to look for ways in which to strengthen what is already a strong program so that students continue to excel at the highest levels – helping ensuring that our students, no matter when they come to us, are able to outperform state averages and surrounding school averages in all subject areas tested at the State level. This has included full participation by our teachers in what is now a 12-year professional development plan which has received praise during federal program reviews and accreditation reviews for its relevance to student achievement and teacher improvement, all while remaining fully committed to the school's mission and academic program under the Harbor Method.

Outline of Additional Evidence

None provided

Additional Evidence

None provided. We appreciate the Idaho Public Charter Commission and its staff and the relationship we share in providing Legacy Charter School as an educational choice in Idaho. We believe prior information, such as the school's annual performance reports by the Commission, annual financial audits, outcomes shared on the idahoschools.org website, as well as recent school visits by Commission staff and federal programs and accreditation site visits and team reviews provide a full picture of the Legacy's success this past certificate term and what's to be expected going forward.



Annual Performance Report 2022

Legacy Public Charter School, Incorporated

Mission Statement: To develop students who are competent, confident, productive, and responsible young adults who possess the habits, skills and attitudes to succeed in high school and to be offered the invitation of a post-secondary education, satisfying employment, and life-long opportunities

School Information	Annual Report FY2021-2022	Current: FY 2022-2023
Board Chair/President	Bart McKnight	Bart McKnight
Treasurer	Emily Criddle	Emily Criddle
Secretary	Emily Criddle	Emily Criddle
Executive Director		
Administrator	Seth Stallcop	Seth Stallcop
Business Manager	Niki Crow	Niki Crow
School Location/Phone	4015 S. Legacy Way, Nampa, ID	208-467-0947

Table of Contents

Introduction

School Overview

Annual Snapshot

Academic Outcomes

 Math Proficiency & Math Growth

 ELA Proficiency & ELA Growth

 Literacy Proficiency

 Historical Performance

Operational Outcomes: Board Stewardship.....

 Governance Structure

 Governance Oversight

 Governance Compliance

Operational Outcomes: Management.....

 Student Services

 Data Security and Information Technology

 Facility & Services

 Operational Compliance

 Historical Performance

Financial Outcomes.....

 Near Term Measures

 Sustainability Measures

 Historical Performance

Contact Us.....

Introduction

COMPLIANCE/AUTHORITY:

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, [I.C. §33-5209A](#) and [I.C. §33-5209C](#) require 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 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.

RENEWAL (I.C. §33-5209B)

At the end of each 5-year operating term, each school's performance certificate is considered for renewal. As this school's operating contract expires on June 30th, 2023, this report directly impacts the school's renewal recommendation. The authorizer is required to consider the following when making renewal decisions: all annual performance reports issued during the current performance certificate term, the school's current financial status, and any application materials submitted by the school. Renewal decisions must be made prior to March 15th, 2023. Please see the [Renewal Guidance](#) document for more information on the renewal process.

- **PERFORMANCE REPORT APPLICATION:**
 - Each measure included in the IPCSC's framework has a meets standard benchmark. If this school meets standard on all measures of the framework as reflected in the most recent years Annual Performance Report the school is guaranteed an unconditional renewal. If the school does not meet standard on one or more measures of the school's operating contract, it may be conditionally renewed or non-renewed.

*****Outcomes on this report inform high-stakes decisions, schools are encouraged to use this information to support their strategic planning efforts each year. *****

IPCSC RESOURCES

[IPCSC Performance Framework](#)

[IPCSC Renewal Guidance](#)

[IPCSC Schools](#)

SCHOOL RESOURCES

[Legacy Performance Certificate](#)

[Legacy Annual Report Page](#)

Current Certificate Term: 2018-2023

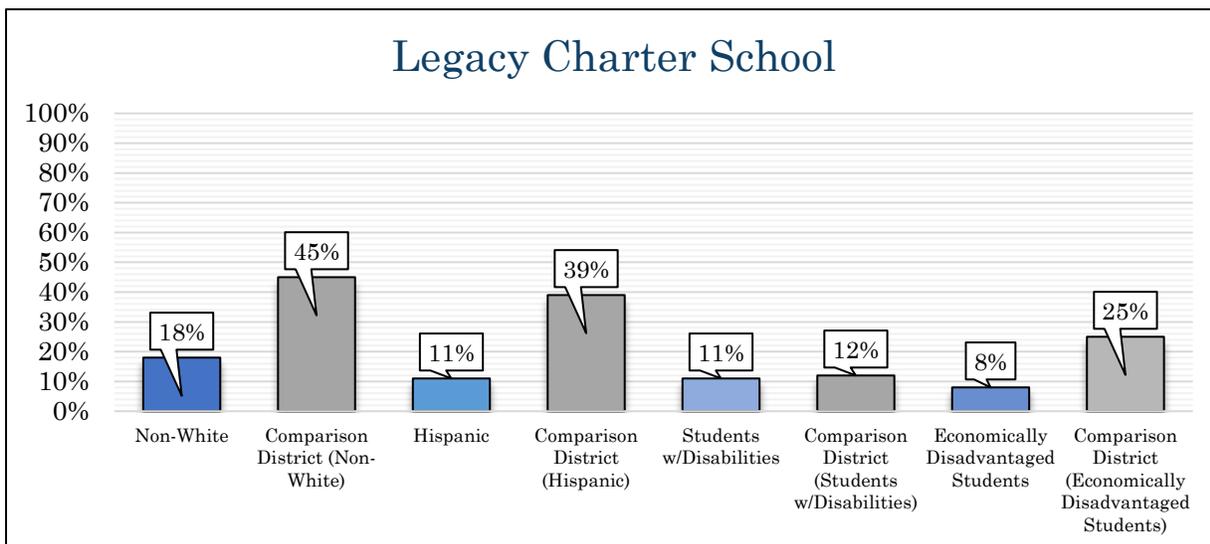
School Overview

Model:	Harbor Method
Enrollment Capacity:	325
Grades Served:	K-8

Key Design Elements:

- Teach to the high, and through strict adherence to the Harbor School Method, use the Method’s educational approach, curricula, and tools to provide multiple opportunities for mastering concepts, and to exceed State benchmarks in required academic testing.
- Ensure instructional fidelity across grade levels with core instructional methodology being consistent among teachers and grades, ensuring that students learn the instructional routines in early grades which accelerates their ability to focus on new information, skill development and thinking skills.
- In addition to emphasizing the traditional core curriculum areas of language arts, math, science, social studies, incorporate the Harbor Method’s educational features of providing self-contained 7th & 8th grade classes, the study of a foreign language beginning in at least the 3rd grade, and participation in music, PE and computer classes.
- Provide a School-to-Work experience that, in addition to the school’s academic program, purposefully trains students to demonstrate “Attitude and Effort,” along with the characteristics of enthusiasm, efficiency and excellence in the work they do.
- Remove fear, threat and intimidation from the learning environment by implementing and carrying out the Harbor Method’s character education program that emphasizes kindness and a zero-tolerance policy for teasing, taunting, bullying, and negative peer pressure. The character education program will also emphasize and require adults in the school to model the expectations and behaviors for character required of students.
- Hold the school’s principal(s) directly accountable for the environment in which teachers teach and students learn.

2022 DEMOGRAPHIC SUMMARY:



2021-2022 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		Choose an item.
Math Growth		Choose an item.
ELA Proficiency		Choose an item.
ELA Growth		Choose an item.
Literacy Proficiency	Fall IRI: 63 Spring IRI: 81	Exceeds Standard

OPERATIONAL OUTCOMES: BOARD STEWARDSHIP	
Governance Structure	Exceeds Standard
Governance Oversight	Exceeds Standard
Governance Compliance	Exceeds Standard

OPERATIONAL OUTCOMES: MANAGEMENT	
Student Services	Exceeds Standard
Data Security/ Transparency	Exceeds Standard
Facility & Services	Exceeds Standard
Operational Compliance	Exceeds Standard

FINANCIAL OUTCOMES: NEAR TERM MEASURES		
Current Ratio	5.15	Exceeds Standard
Unrestricted Days Cash	227	Exceeds Standard
Default	None	Exceeds Standard
Enrollment Variance	104.4%	Meets Standard

FINANCIAL OUTCOMES: SUSTAINABILITY MEASURES		
Total Margin	19.66%	Exceeds Standard
3 Yr. Agg. Margin	12.95%	
Cash Flow	\$53,448	Exceeds Standard
Multi-Year Cash Flow	\$426,757	
Debt Service Coverage Ratio	3.73	Exceeds Standard
Debt Asset Ratio	.52	Exceeds Standard
Financial Compliance	No compliance issues found.	Exceeds Standard

Academic Outcomes

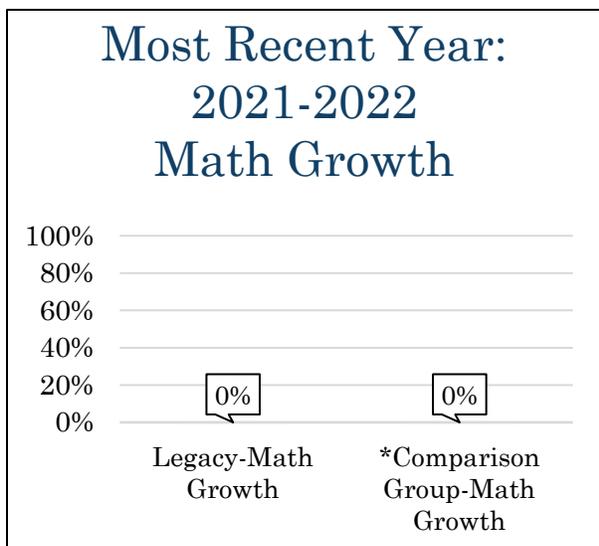
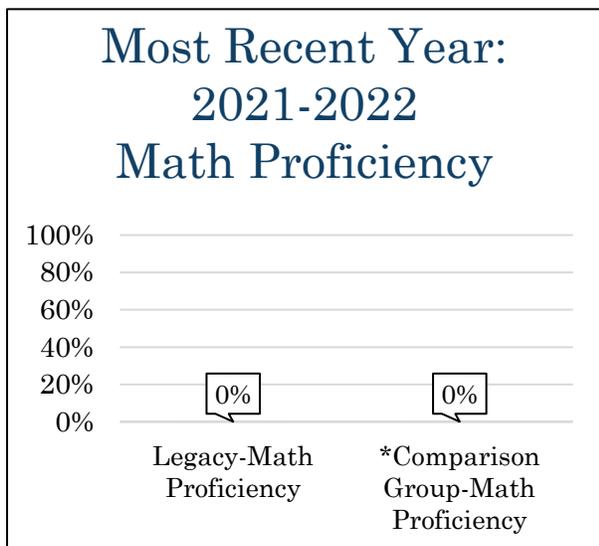
MATH PROFICIENCY & MATH GROWTH

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: Nampa District (131)



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	Choose an item.	Choose an item.

MEASURE	GROWTH RATING	APPLICABLE RUBRIC DESCRIPTION
MATH GROWTH	Choose an item.	Choose an item.

Academic Outcomes

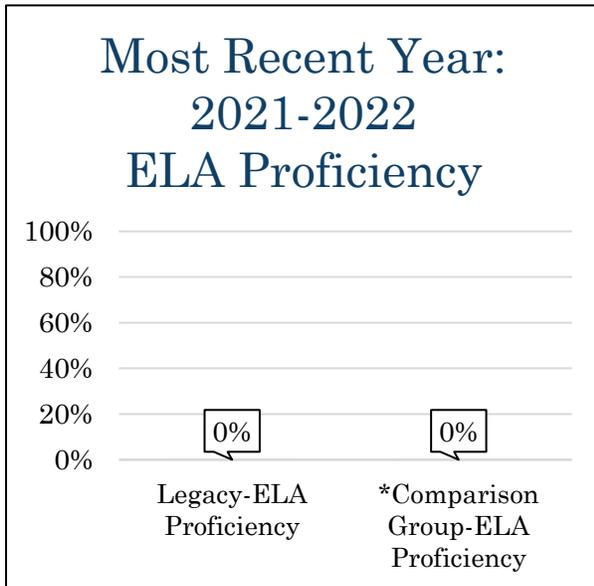
ELA PROFICIENCY & ELA GROWTH

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: Nampa District (131)



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
ELA PROFICIENCY	Choose an item.	Choose an item.

MEASURE	GROWTH RATING	APPLICABLE RUBRIC DESCRIPTION
ELA GROWTH	Choose an item.	Choose an item.

Academic Outcomes

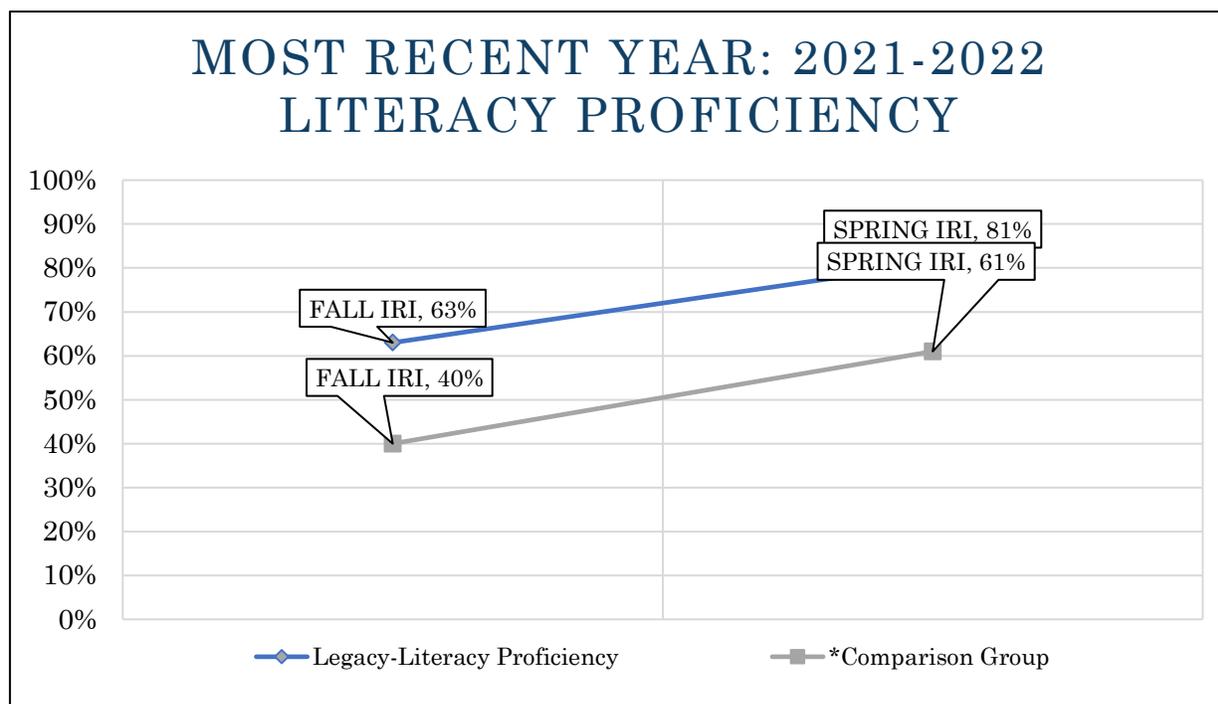
LITERACY PROFICIENCY

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: Nampa District (131)



RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
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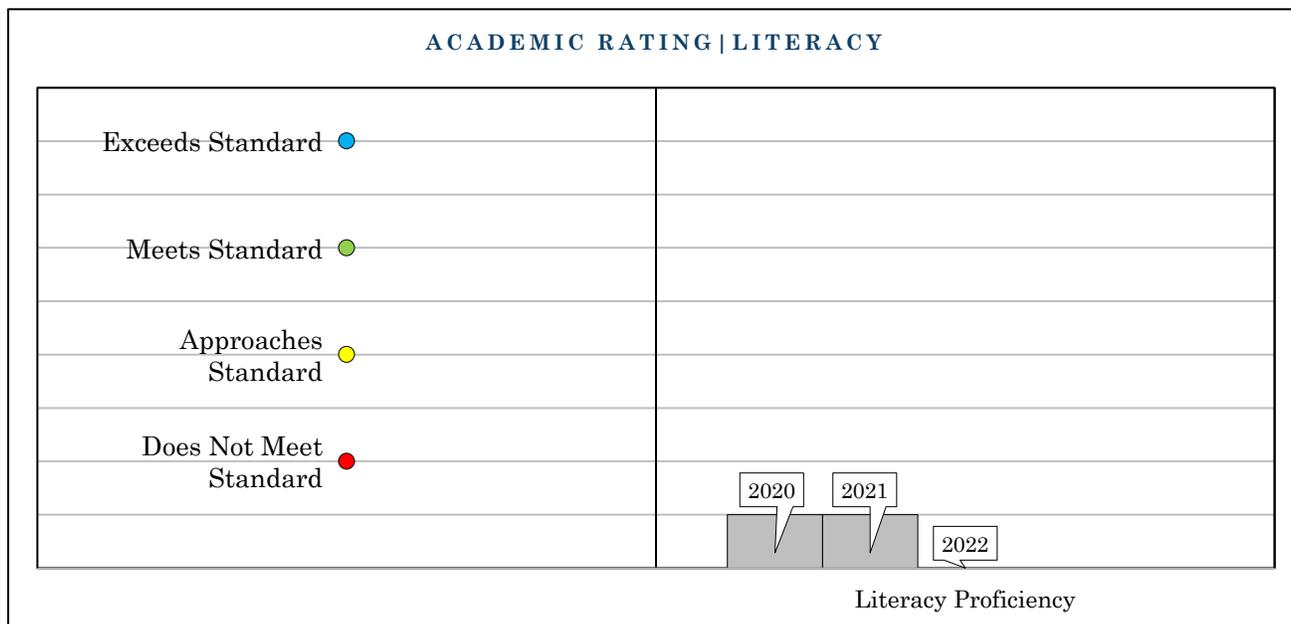
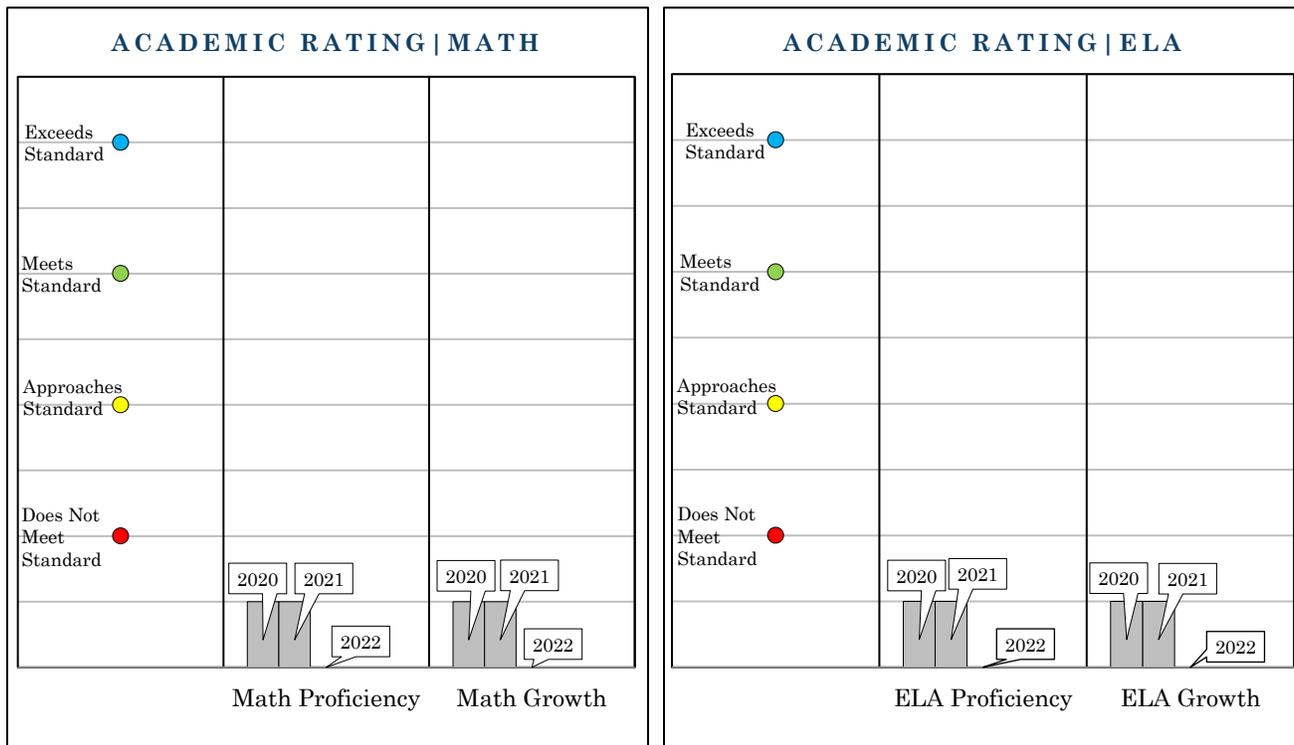
*Please see the [Performance Framework Rubrics](#) for details regarding how each measure is rated.

MEASURE	PROFICIENCY RATING	APPLICABLE RUBRIC DESCRIPTION
LITERACY PROFICIENCY	Exceeds Standard	The school's proficiency rate on the SPRING administration of the statewide literacy assessment is greater than one standard deviation above the mean of the identified comparison group.

Historical Performance: Academics

The charts below provide an overview of a school’s performance throughout their current (5) year certificate term. Schools are encouraged to consider how this data might be used to drive strategic planning as the school approaches its next renewal decision.

**During the 2019-2020 & 2020-2021 school years academic ratings were waived by the IPCSC due to the pandemic’s impact on academic data. In the charts below, you will find these years have a grayed-out rating bar.*



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. *Please see the [Performance Framework Rubrics](#) for details regarding how each measure is rated.

RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
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Standard Rating: Exceeds Standard	
Governance Structure Measure	Data/Evidence Source
The board bylaws are compliant with ID law.	Most recently reviewed Bylaws 7/19/2012. *Please provide an updated to copy to IPCSC staff if any amendments have been made since this review date.
The school's articles of incorporation are current.	Most recently updated on 7/29/2010.
The board does operate in compliance with its bylaws.	*No instances of non-compliance documented
Investigations were not conducted into ethical behavior or conflict of interest regarding any board director this year.	*No instances of non-compliance documented
The board did not experience Open Meeting Law violations that needed to be cured this year.	*No instances of non-compliance documented

Standard Rating: Exceeds Standard	
Governance Oversight Measure	Data/Evidence Source
The board did review academic data in a timely and thorough manner.	*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 maintain compliant policies.	*No instances of non-compliance documented
The board did engage 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

Standard Rating: Exceeds Standard	
Governance Compliance Measure	Data/Evidence Source
The IPCSC did not issue courtesy letters to the school noting compliance concerns this year.	*No instances of non-compliance documented
Another investigative body was not notified of concerns at this school this year.	*No instances of non-compliance documented

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.

RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
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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 2021-2022
The school's Federal Programs is in good standing	*No instances of non-compliance documented

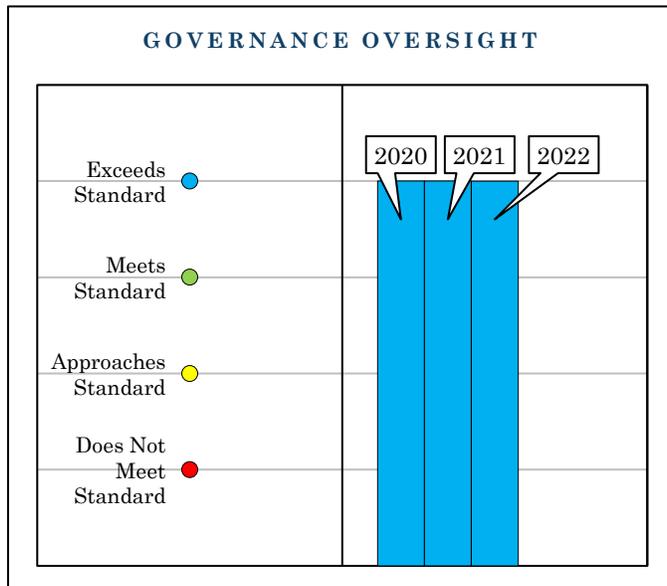
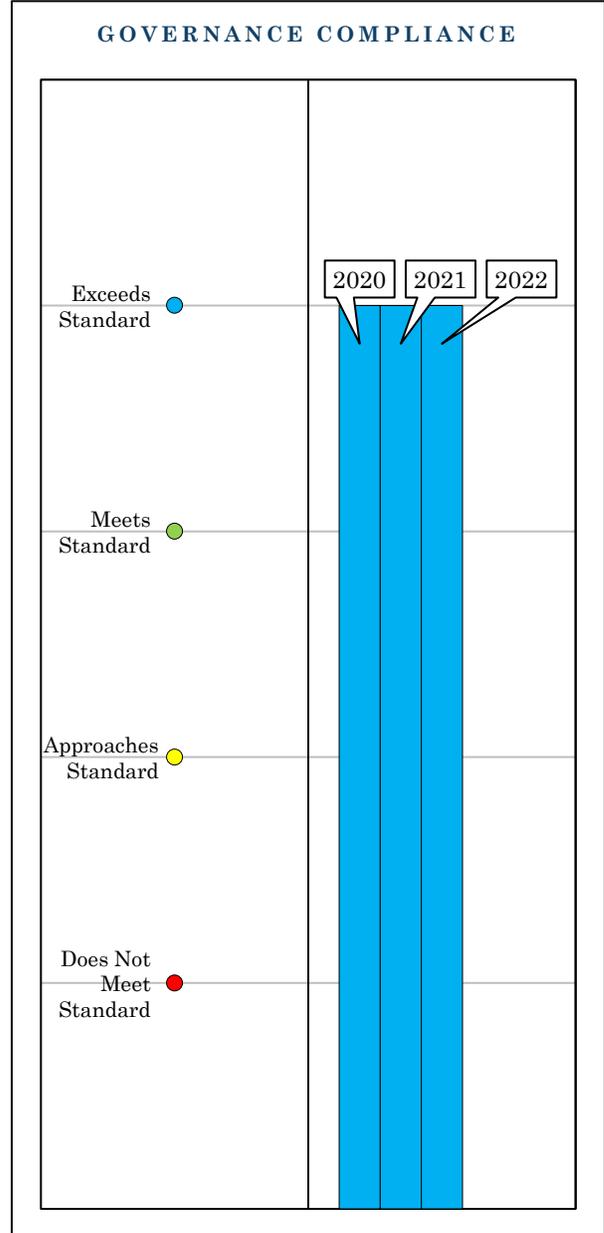
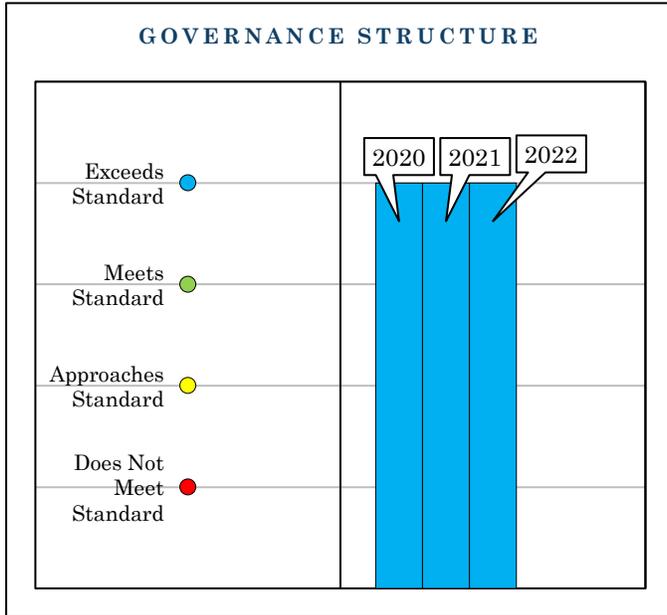
Standard Rating: Exceeds Standard	
Data Security and Information Transparency	Data/Evidence Source
The school's website is compliant and updated appropriately.	*No instances of non-compliance documented
The school did not experience issues involving data security this year.	*No instances of non-compliance documented
The school did not experience compliance issues with public records requests.	*No instances of non-compliance documented

Standard Rating: Exceeds Standard	
Facility and Services	Data/Evidence Source
The school's occupancy certificate is current.	*No instances of non-compliance documented
Safety inspections and evacuation drills are compliant.	Fire Inspection: 7/14/2021 Health Inspection: 4/22/2022 Building Inspection: 12/28/2021
The school does provide daily transportation for students.	*No instances of non-compliance documented
The school does provide a National School Lunch Program.	*No instances of non-compliance documented

Standard Rating: Exceeds 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 properly credentialed.	*No instances of non-compliance documented
Corrective action plans were not issued by the SDE this year.	*No instances of non-compliance documented

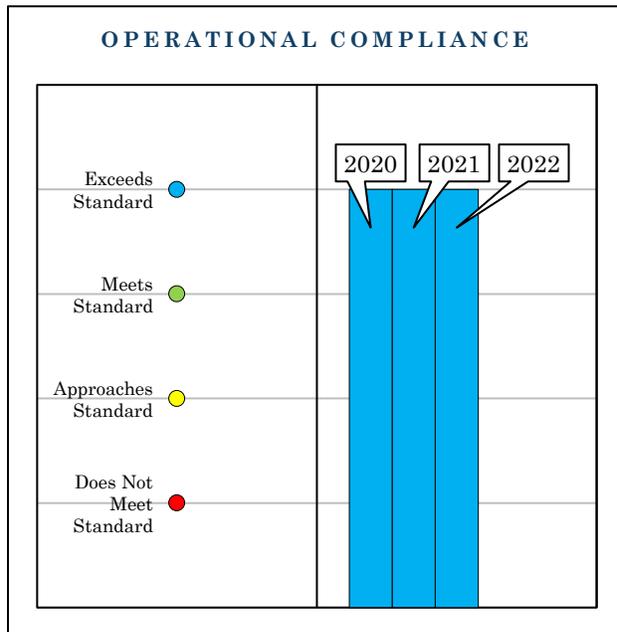
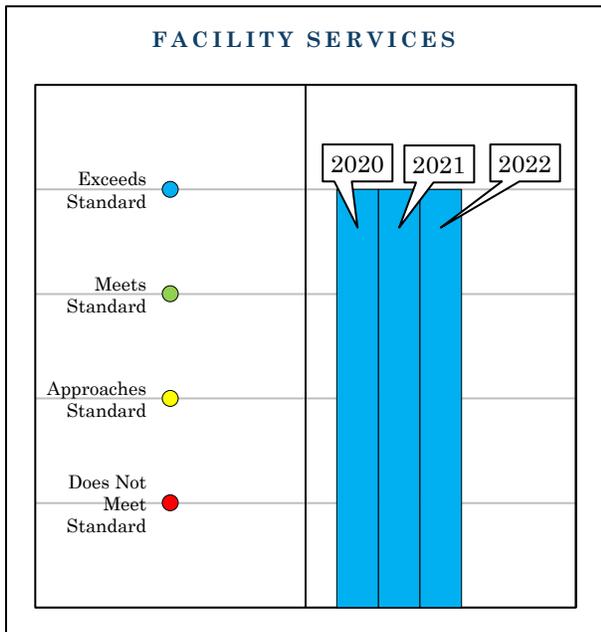
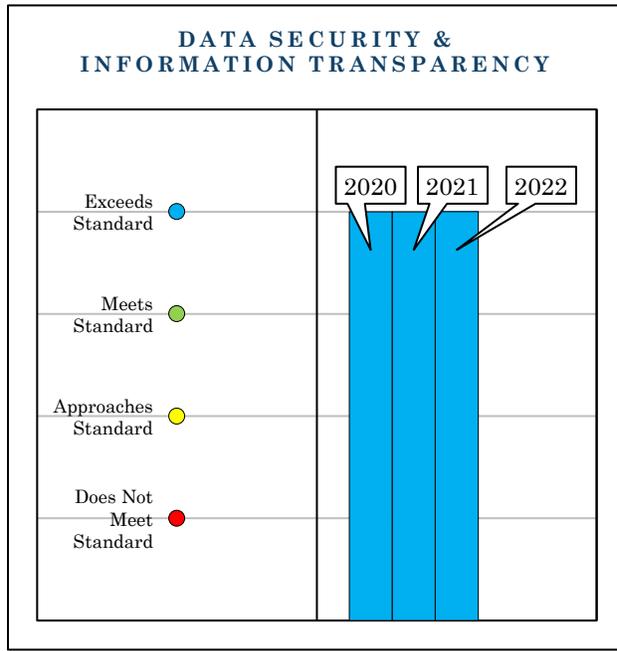
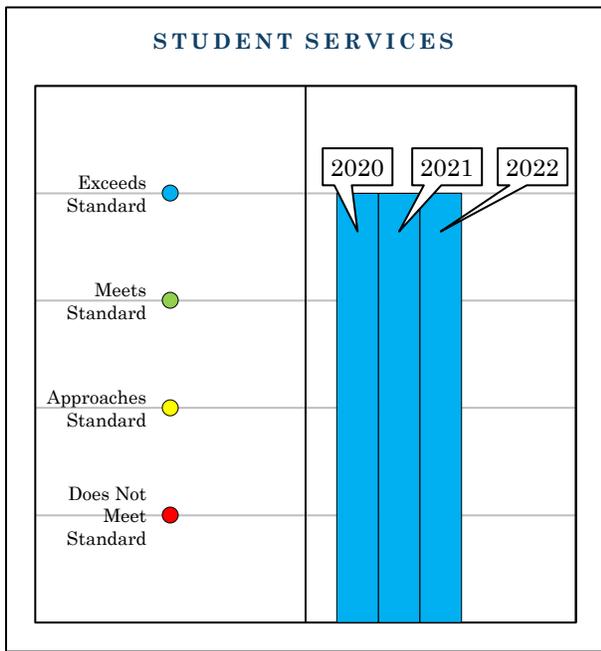
Historical Performance: Board Stewardship Measures

The charts below provide an overview of a school’s performance throughout their current (5) year certificate term. Schools are encouraged to consider how this data might be used to drive strategic planning as the school approaches its next renewal decision.



Historical Performance: Management Measures

The charts below provide an overview of a school’s performance throughout their current (5) year certificate term. Schools are encouraged to consider how this data might be used to drive strategic planning as the school approaches its next renewal decision.



Financial Outcomes

NEAR TERM MEASURES

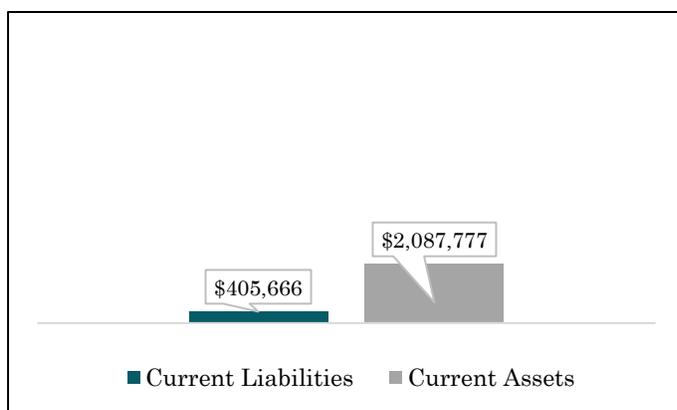
These measures evaluate whether a school is likely to meet its financial obligations in the next year.

*Please see the [Performance Framework Rubrics](#) for details regarding how each measure is rated.

RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
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Current Ratio

The school has a current ratio of more than 1.5.	Current Ratio: 5.15	Exceeds Standard
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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.

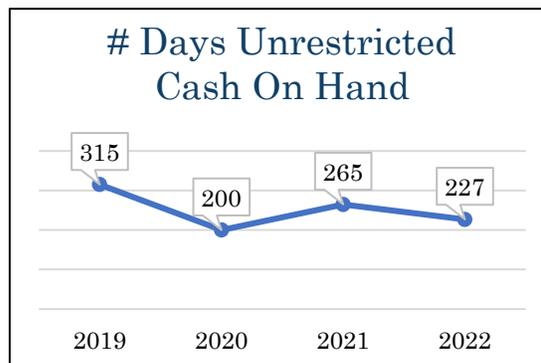
Unrestricted Days Cash

The school has more than 60 days cash on hand.	227 Days	Exceeds Standard
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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 has met all financial obligations for at least 3 consecutive years.	Exceeds Standard
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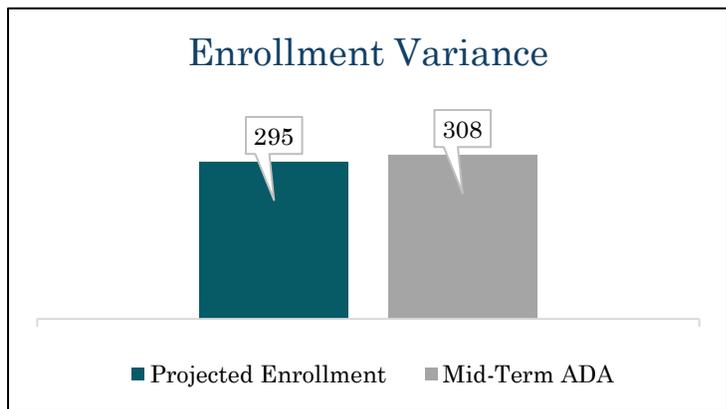
Why this Matters:

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 at least 95% of its projected enrollment during the most recent school year.	Enrollment Variance: 104.4%	Meets Standard
--	--------------------------------	-----------------------



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.

RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
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Total Margin

The school has maintained a positive total margin for at least 3 consecutive years.	CY Total Margin: 19.66%	Exceeds Standard
	3-Year Aggregated: 12.95%	

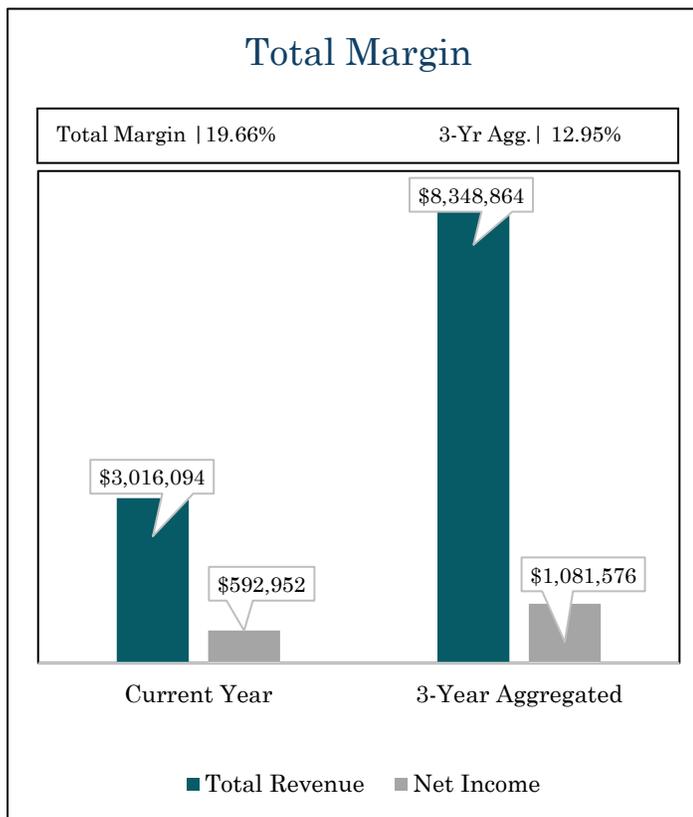
Why this Matters:

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

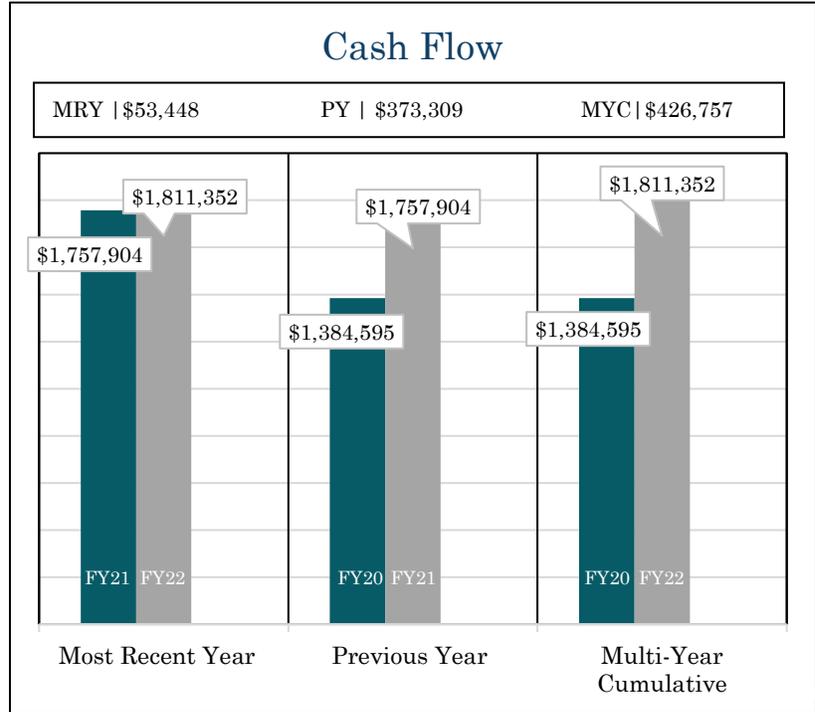
<p>The school's multi-year cumulative cash flow is positive and the most recent year's cash flow is positive. (M)</p>	<p>Most Recent Year \$53,448 Previous Year \$373,309 Multi-Year \$426,757</p>	<p>Meets Standard</p>
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Why this Matters:

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.

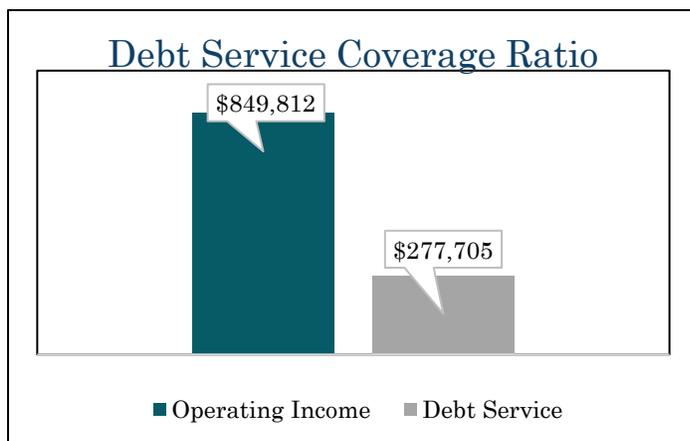
A school with a negative cash flow is using its existing reserves to fund general operations and is not likely to have the financial flexibility to fund future plans.

A multi-year cumulative cash flow helps to identify long-term trends.



Debt Service Coverage Ratio

<p>The school's debt service coverage ratio is 1.5 or greater.</p>	<p>Debt Service Coverage Ratio: 3.73</p>	<p>Exceeds Standard</p>
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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

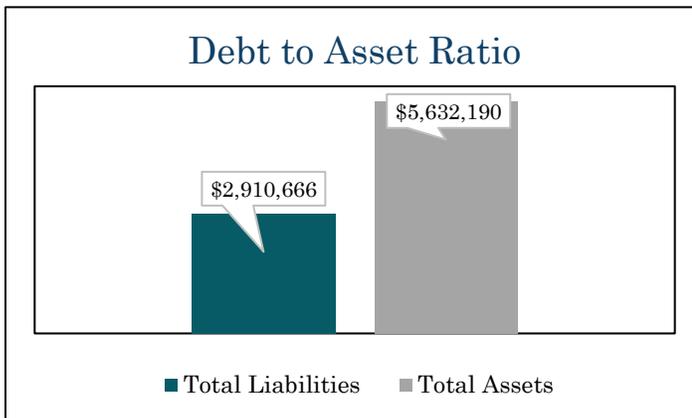
The school has maintained a debt to asset ratio less than .9 for at least 3 consecutive years.	Debt/Asset Ratio: .52	Exceeds Standard
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Why This Matters:

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.



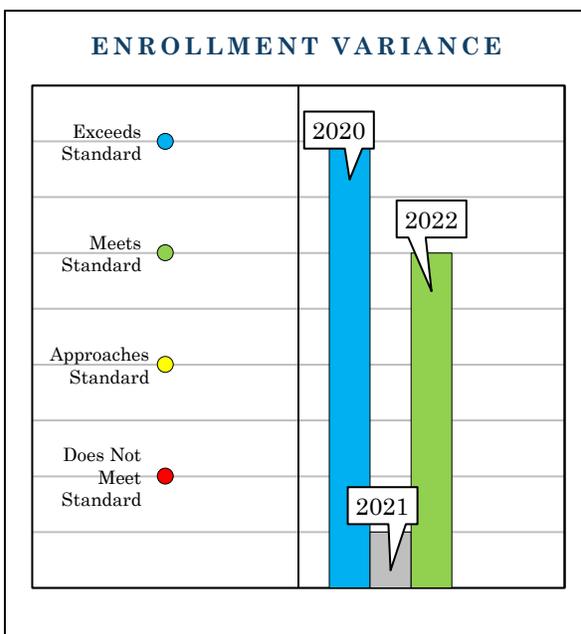
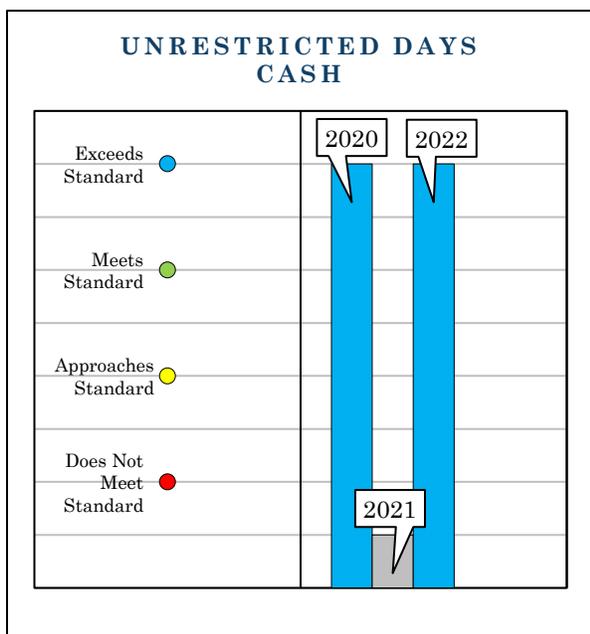
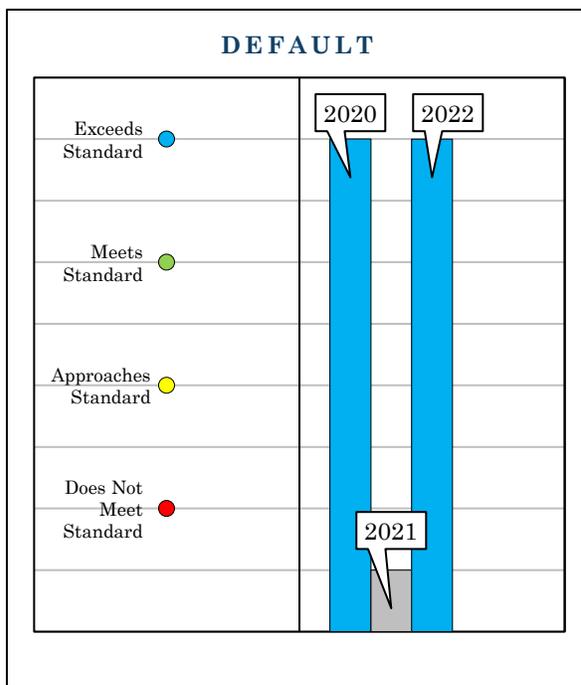
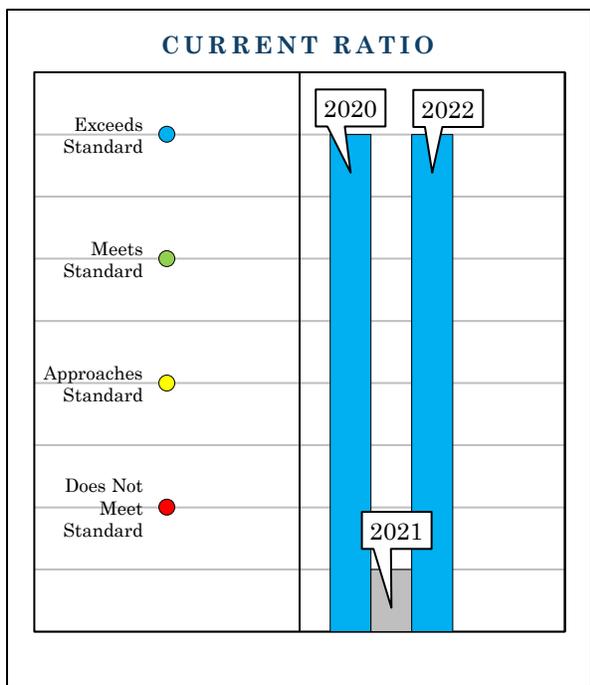
Note: for the purposes of this measure, pension liability is excluded from the school’s total liabilities.

Financial Compliance

Standard Rating: Exceeds Standard	
Financial Operations	Data and/or Evidence Source
The school’s finances are managed in compliance with GAAP.	Financial Audit 9/10/22
Expenditures and contracts are posted online appropriately.	School’s Expenditure Page
The school maintains compliant internal controls.	Financial Audit 9/10/22
The school is not operating under a Notification of Fiscal Concern.	NA
The school is not operating under a Notification of Possible or Imminent Closure.	NA
Comments/Context	

Historical Performance: Near-Term Health Measures

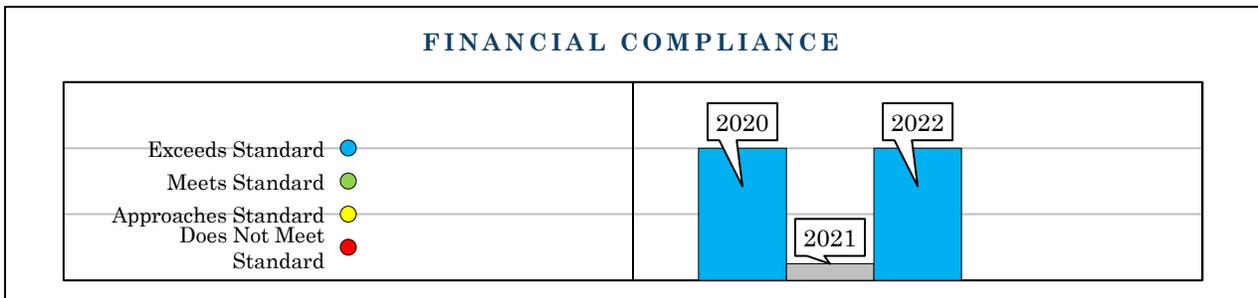
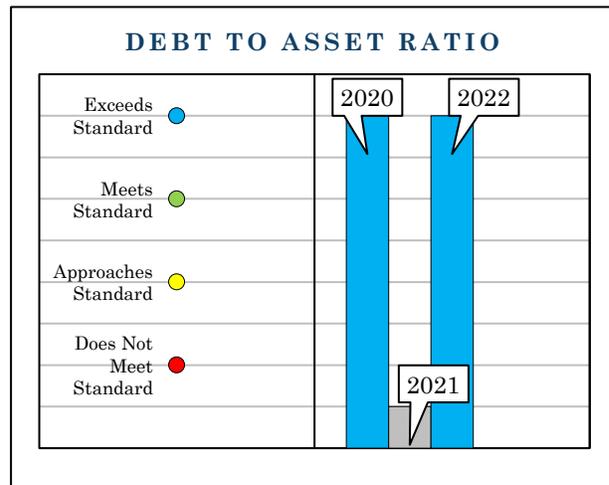
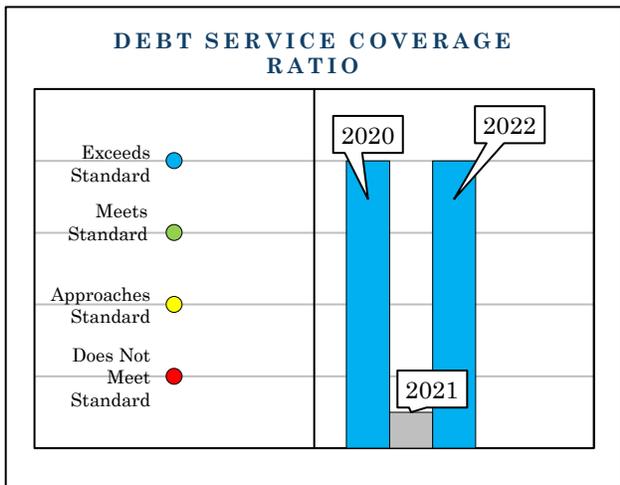
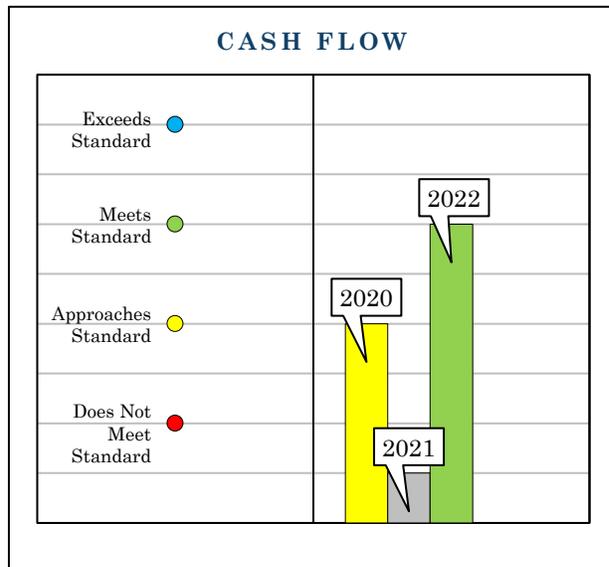
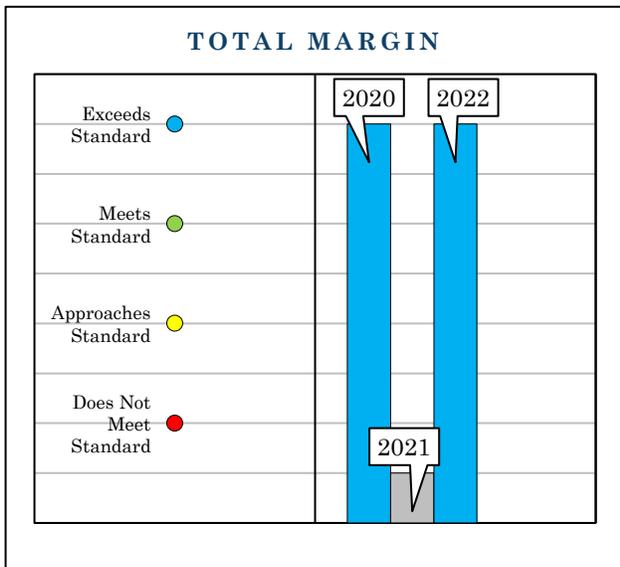
The charts below provide an overview of a school’s performance throughout their current (5) year certificate term. Schools are encouraged to consider how this data might be used to drive strategic planning as the school approaches its next renewal decision.



Historical Performance: Sustainability Measures

The charts below provide an overview of a school’s performance throughout their current (5) year certificate term. Schools are encouraged to consider how this data might be used to drive strategic planning as the school approaches its next renewal decision.

***During the 2020-2021 school year financial ratings were waived by the IPCSC due to the pandemic’s impact on financial data. In the charts below, you will find these years have a grayed-out rating bar.*



The 2021-2022 Annual Report has been finalized by the Idaho Public Charter School Commission staff.

If you have any questions or comments, please contact the IPCSC.



514 W. Jefferson, Suite 303
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208-332-1561

pcsc@osbe.idaho.gov

Legacy Public Charter School

Year Ended June 30, 2022

Audited Financial Statements



www.qcpas.com

Quest CPAs PLLC

Financial Section

Independent Auditor's Report..... 1

Basic Financial Statements

Government-Wide Financial Statements

Statement of Net Position 5

Statement of Activities 6

Fund Financial Statements

Balance Sheet – Governmental Funds..... 7

Statement of Revenues, Expenditures, and Changes in Fund Balances – Governmental Funds..... 10

Notes to Financial Statements 13

Required Supplementary Information

Budgetary Comparison Schedule – General and Major Special Revenue Funds..... 26

Schedule of Employer’s Share of Net Pension Asset and Liability and Schedule of Employer Contributions 28

Supplementary Information

Combining Balance Sheet – Nonmajor Governmental Funds..... 29

Combining Statement of Revenues, Expenditures, and Changes in Fund Balances – Nonmajor Governmental Funds..... 33

Other Reports

Independent Auditor’s Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of the Financial Statements Performed in Accordance with *Government Auditing Standards*..... 37

Independent Auditor's Report

Board of Directors
Legacy Public Charter School

Report on the Audit of the Financial Statements

Qualified and Unmodified Opinions

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Legacy Public Charter School (the School) as of and for the year ended June 30, 2022, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

Qualified Opinion on the Governmental Activities

In our opinion, except for the effects of the matter described in the Matter Giving Rise to the Qualified Opinion on the Governmental Activities section of our report, the financial statements referred to above present fairly, in all material respects, the financial position of the governmental activities of the School, as of June 30, 2022, 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 on All Other Opinion Units Described Below

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, 2022, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Qualified and Unmodified Opinions

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. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Matter Giving Rise to the Qualified Opinion on the 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 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.

Responsibilities of Management 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.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditor's Responsibility for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit 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 School's internal control. Accordingly, no such opinion is expressed.

- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the budgetary comparison schedules and schedule of employer's share of net pension asset and liability and schedule of employer contributions listed in the table of contents 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. 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.

Supplementary 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. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The 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 August 1, 2022, 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
August 1, 2022

Renewals No Conditions Page 712
LEGACY PUBLIC CHARTER SCHOOL
Statement of Net Position
June 30, 2022

	Governmental Activities
Assets	
Current Assets	
Cash & Investments	\$1,811,352
Receivables:	
Local Sources	1,051
State Sources	26,972
Federal Sources	247,602
Prepaid Expenses	800
Total Current Assets	2,087,777
Noncurrent Assets	
Nondepreciable Capital Assets	183,465
Depreciable Net Capital Assets	3,336,498
Net Pension Asset	24,450
Total Noncurrent Assets	3,544,413
Total Assets	5,632,190
 Deferred Outflows of Resources	
Pension Items	459,002
Total Deferred Outflows of Resources	459,002
Total Assets and Deferred Outflows of Resources	\$6,091,192
 Liabilities	
Current Liabilities	
Accounts Payable	\$13,996
Salaries & Benefits Payable	121,024
Unspent Grant Allocation	179,512
Accrued Interest	26,134
Long-Term Liabilities, Current	65,000
Total Current Liabilities	405,666
Noncurrent Liabilities	
Long-Term Liabilities, Noncurrent	2,505,000
Total Noncurrent Liabilities	2,505,000
Total Liabilities	2,910,666
 Deferred Inflows of Resources	
Pension Items	782,156
Total Deferred Inflows of Resources	782,156
Total Liabilities and Deferred Inflows of Resources	3,692,822
 Net Position	
Net Investment in Capital Assets	923,829
Restricted:	
Special Programs	235,432
Debt Service	233,251
Unrestricted	1,005,858
Total Net Position	2,398,370
Total Liabilities and Deferred Inflows of Resources and Net Position	\$6,091,192

See Accompanying Notes

Renewals No Conditions Page 713
LEGACY PUBLIC CHARTER SCHOOL

Statement of Activities
Year Ended June 30, 2022

Functions/Programs	Expenses	Program Revenues		Capital Grants And Contributions	Net (Expense) Revenue And Changes in Net Position
		Charges For Services	Operating Grants And Contributions		Governmental Activities
Governmental Activities					
Instructional Programs					
Elementary School	\$990,432		\$38,807		(\$951,625)
Secondary School	188,682				(188,682)
Special Education	130,984		117,284		(13,700)
Support Service Programs					
Attendance - Guidance - Health	0				0
Special Education Support Services	69,214				(69,214)
Instruction Improvement	172,116		173,839		1,723
Board of Education	9,696				(9,696)
District Administration	121,934				(121,934)
Buildings - Care	75,134				(75,134)
Maintenance - Student Occupied	8,995				(8,995)
Maintenance - Grounds	9,353				(9,353)
Pupil-To-School Transportation	100,841				(100,841)
Non-Instructional Programs					
Child Nutrition	147,157	\$2,347	186,898		42,088
Capital Assets - Student Occupied	89,155				(89,155)
Capital Assets - Non-Student Occupied	0		250,000		250,000
Debt Service - Principal	0				0
Debt Service - Interest	167,120				(167,120)
Total	<u>\$2,280,813</u>	<u>\$2,347</u>	<u>\$766,828</u>	<u>\$0</u>	<u>(1,511,638)</u>
General Revenues					
Local Revenue					14,299
State Revenue					2,232,620
Federal Revenue					0
Pension Revenue (Expense)					30,826
Total					<u>2,277,745</u>
Change in Net Position					
					766,107
Net Position - Beginning					
					1,632,263
Net Position - Ending					
					<u>\$2,398,370</u>

Balance Sheet - Governmental Funds

June 30, 2022

	<u>General Fund</u>	<u>Child Nutrition Fund</u>	<u>Bond R & I Fund</u>
Assets			
Cash & Investments	\$1,409,488	\$97,911	\$233,251
Receivables:			
Local Sources	1,051		
State Sources	26,972		
Federal Sources		29,067	
Prepaid Expenditures			
Due From Other Funds	33,000		
Total Assets	<u>\$1,470,511</u>	<u>\$126,978</u>	<u>\$233,251</u>
Liabilities			
Accounts Payable	\$13,944	\$52	
Due To Other Funds			
Salaries & Benefits Payable	106,476	6,143	
Unspent Grant Allocation		1,582	
Total Liabilities	<u>120,420</u>	<u>7,777</u>	<u>\$0</u>
Fund Balances			
Nonspendable			
Restricted:			
Special Programs	45,529	119,201	
Debt Service			233,251
Unassigned	1,304,562		
Total Fund Balances	<u>1,350,091</u>	<u>119,201</u>	<u>233,251</u>
Total Liabilities and Fund Balances	<u>\$1,470,511</u>	<u>\$126,978</u>	<u>\$233,251</u>

Balance Sheet - Governmental Funds

June 30, 2022

	<u>Capital Construction Fund</u>	<u>Nonmajor Governmental Funds</u>	<u>Total Governmental Funds</u>
Assets			
Cash & Investments		\$70,702	\$1,811,352
Receivables:			
Local Sources		0	1,051
State Sources		0	26,972
Federal Sources		218,535	247,602
Prepaid Expenditures		800	800
Due From Other Funds		0	33,000
Total Assets	<u>\$0</u>	<u>\$290,037</u>	<u>\$2,120,777</u>
Liabilities			
Accounts Payable		\$0	\$13,996
Due To Other Funds		33,000	33,000
Salaries & Benefits Payable		8,405	121,024
Unspent Grant Allocation		177,930	179,512
Total Liabilities	<u>\$0</u>	<u>219,335</u>	<u>347,532</u>
Fund Balances			
Nonspendable		0	0
Restricted:			
Special Programs		70,702	235,432
Debt Service		0	233,251
Unassigned		0	1,304,562
Total Fund Balances	<u>0</u>	<u>70,702</u>	<u>1,773,245</u>
Total Liabilities and Fund Balances	<u>\$0</u>	<u>\$290,037</u>	<u>\$2,120,777</u>

Reconciliation of Total Governmental Fund Balances to Net Position of Governmental Activities

Total Governmental Fund Balances	\$1,773,245
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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.	3,519,963
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Long-term liabilities, including accrued interest, are not due and payable in the current period and therefore are not reported in the funds.	(2,596,134)
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Net pension asset/liability and related pension deferred outflows and deferred inflows are not due and payable in the current period and therefore are not reported in the funds.	(298,704)
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Net Position of Governmental Activities	<u><u>\$2,398,370</u></u>
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LEGACY PUBLIC CHARTER SCHOOL

Statement of Revenues, Expenditures, and Changes in
Fund Balances - Governmental Funds
Year Ended June 30, 2022

	General Fund	Child Nutrition Fund	Bond R & I Fund
Revenues			
Local Revenue	\$14,036	\$2,538	\$72
State Revenue	2,232,620		
Federal Revenue		186,898	
Total Revenues	<u>2,246,656</u>	<u>189,436</u>	<u>72</u>
Expenditures			
Instructional Programs			
Elementary School	1,072,384		
Secondary School	211,457		
Special Education			
Support Service Programs			
Attendance - Guidance - Health			
Special Education Support Services	69,214		
Instruction Improvement	6,352		
Board of Education	9,696		
District Administration	121,934		
Buildings - Care	75,134		
Maintenance - Student Occupied	8,995		
Maintenance - Grounds	9,353		
Pupil-To-School Transportation	100,841		
Non-Instructional Programs			
Child Nutrition	3,234	153,348	
Capital Assets - Student Occupied			
Capital Assets - Non-Student Occupied			
Debt Service - Principal			60,000
Debt Service - Interest			167,705
Total Expenditures	<u>1,688,594</u>	<u>153,348</u>	<u>227,705</u>
Excess (Deficiency) of Revenues Over Expenditures	558,062	36,088	(227,633)
Other Financing Sources (Uses)			
Transfers In			227,446
Transfers Out	(585,160)		
Total Other Financing Sources (Uses)	<u>(585,160)</u>	<u>0</u>	<u>227,446</u>
Net Change in Fund Balances	(27,098)	36,088	(187)
Fund Balances - Beginning	1,377,189	83,113	233,438
Fund Balances - Ending	<u>\$1,350,091</u>	<u>\$119,201</u>	<u>\$233,251</u>

LEGACY PUBLIC CHARTER SCHOOL

Statement of Revenues, Expenditures, and Changes in
Fund Balances - Governmental Funds
Year Ended June 30, 2022

	Capital Construction Fund	Nonmajor Governmental Funds	Total Governmental Funds
Revenues			
Local Revenue		\$0	\$16,646
State Revenue		68,501	2,301,121
Federal Revenue		511,429	698,327
Total Revenues	<u>\$0</u>	<u>579,930</u>	<u>3,016,094</u>
Expenditures			
Instructional Programs			
Elementary School		37,602	1,109,986
Secondary School		0	211,457
Special Education		130,984	130,984
Support Service Programs			
Attendance - Guidance - Health		0	0
Special Education Support Services		0	69,214
Instruction Improvement		165,764	172,116
Board of Education		0	9,696
District Administration		0	121,934
Buildings - Care		0	75,134
Maintenance - Student Occupied		0	8,995
Maintenance - Grounds		0	9,353
Pupil-To-School Transportation		0	100,841
Non-Instructional Programs			
Child Nutrition		0	156,582
Capital Assets - Student Occupied		0	0
Capital Assets - Non-Student Occupied	344,014	250,000	594,014
Debt Service - Principal		0	60,000
Debt Service - Interest		0	167,705
Total Expenditures	<u>344,014</u>	<u>584,350</u>	<u>2,998,011</u>
Excess (Deficiency) of Revenues Over Expenditures	(344,014)	(4,420)	18,083
Other Financing Sources (Uses)			
Transfers In	344,014	13,700	585,160
Transfers Out		0	(585,160)
Total Other Financing Sources (Uses)	<u>344,014</u>	<u>13,700</u>	<u>0</u>
Net Change in Fund Balances	0	9,280	18,083
Fund Balances - Beginning	0	61,422	1,755,162
Fund Balances - Ending	<u>\$0</u>	<u>\$70,702</u>	<u>\$1,773,245</u>

Statement of Revenues, Expenditures, and Changes in
Fund Balances - Governmental Funds
Year Ended June 30, 2022

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 \$18,083

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. 514,284

Repayment of debt principal is an expenditure in the governmental funds, but the repayment reduces long-term debt in the statement of net position. 60,000

In the statement of activities, interest is accrued on long-term debt, but the expenditure is reported when due in the governmental funds. 585

Changes in net pension asset/liability and related pension deferred outflows and deferred inflows do not provide or require current financial resources and therefore are not reflected in the funds. 173,155

Change in Net Position of Governmental Activities \$766,107

A. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Reporting Entity – Legacy Public 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.

Special Revenue Funds – Special revenue funds are used to account for the proceeds of specific revenue sources that are legally restricted to expenditures for specified purposes. Major special revenue funds include the child nutrition fund, which serves to account for providing nutritional meals to students (including subsidized meals).

Debt Service Funds – Debt service funds are used to account for the accumulation of funds for the periodic payment of principal and interest on long term debt. Major debt service funds include the bond redemption and interest fund, which accounts for accumulation of funds for the periodic payment of principal and interest on long term debt.

Capital Projects Funds – Capital projects funds are used to account for the acquisition of capital assets. Major capital project funds include the capital construction fund, used to account for capital projects.

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 and Investments – Nearly all the cash and investment balances of the School's funds are pooled for investment purposes. The individual funds' portions of the pooled cash and investments are reported in each fund as cash and investments. Interest earned on pooled cash and investments is allocated to the various funds based on each fund's respective investment balance. Investments include the local government investment pool, reported and measured at amortized cost following the provisions of GASB 79 which provide for consistent measurement of investment value amongst pool participants. Investments also include U.S. government securities and are stated at fair value using quoted market prices (Level 1).

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. Compensated absences will be paid by the fund in which the employee works.

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. Other post-employment benefits will be paid by the fund in which the employee works.

Pensions – For purposes of measuring the net pension asset/liability and pension revenue/expense, information about the fiduciary net position of the Public Employee Retirement System of Idaho Base Plan (the Base Plan) and additions to/deductions from the 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. Pension obligations will be paid by the fund in which the employee works.

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 AND INVESTMENTS

Cash and investments consist of the following at year end:

Cash - Deposits	\$252,635
Investments - Local Government Investment Pool	1,325,466
Investments - U.S. Government Securities	<u>233,251</u>
Total	<u><u>\$1,811,352</u></u>

Deposits – At year end, the carrying amounts of the School's deposits were \$252,635 and the bank balances were \$266,458. Of the bank balances, \$250,000 was insured, and the remainder was uninsured and uncollateralized.

Considerations for interest rate risk and credit rate risk relating to investments are shown below.

Interest rate risk:

<u>Investment Type</u>	Investment Maturity Schedule (In Years)	
	<u>Less Than 1</u>	<u>Total</u>
Local Gov't Invest Pool	\$1,325,466	\$1,325,466
U.S. Gov't Securities	233,251	233,251
Total	<u><u>\$1,558,717</u></u>	<u><u>\$1,558,717</u></u>

Credit rate risk (Moody's rating scale):

<u>Investment Type</u>	Investment Rating Schedule		
	<u>AAA</u>	<u>Not Rated</u>	<u>Total</u>
Local Gov't Invest Pool		\$1,325,466	\$1,325,466
U.S. Gov't Securities	\$233,251		233,251
Total	<u><u>\$233,251</u></u>	<u><u>\$1,325,466</u></u>	<u><u>\$1,558,717</u></u>

Investments – State statutes authorize government entities to invest in certain bonds, notes, accounts, investment pools, and other obligations of the state, U.S. Treasury, 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.

The local government investment pool is managed by the state treasurer's office and is invested in accordance with state statutes and regulations. The local government investment pool is not registered with the SEC and is a short-term investment pool. The state treasurer's office investment policy for the local government investment pool includes the following three primary objectives in order of priority: safety, liquidity, and yield. Participants have overnight availability to their funds, up to \$10 million. Withdrawals of \$10 million or more require three business days' notification. More information on the local governmental investment pool including regulatory information, ratings, and risk information can be found at www.sto.idaho.gov.

C. RECEIVABLES

Receivables consist of the following at year end:

	<u>General Fund</u>	<u>Special Revenue Funds</u>	<u>Total</u>
Local Sources			
Other Local Sources	\$1,051		\$1,051
Total	<u>\$1,051</u>		<u>\$1,051</u>
State Sources			
Foundation Program	\$26,972		\$26,972
Total	<u>\$26,972</u>		<u>\$26,972</u>
Federal Sources			
Special Programs		\$247,602	\$247,602
Total		<u>\$247,602</u>	<u>\$247,602</u>

D. CAPITAL ASSETS

A summary of capital assets for the year is as follows:

	<u>Beginning Balance</u>	<u>Increases</u>	<u>Decreases</u>	<u>Ending Balance</u>
Nondepreciable Capital Assets				
Land	\$183,465			\$183,465
Total	<u>183,465</u>	<u>\$0</u>	<u>\$0</u>	<u>183,465</u>
Depreciable Capital Assets				
Buildings	3,333,955	594,014		3,927,969
Equipment	96,534	9,425		105,959
Subtotal	<u>3,430,489</u>	<u>603,439</u>	<u>0</u>	<u>4,033,928</u>
Accumulated Depreciation				
Buildings	552,666	78,559		631,225
Equipment	55,609	10,596		66,205
Subtotal	<u>608,275</u>	<u>89,155</u>	<u>0</u>	<u>697,430</u>
Total	<u>2,822,214</u>	<u>514,284</u>	<u>0</u>	<u>3,336,498</u>
Net Capital Assets	<u>\$3,005,679</u>	<u>\$514,284</u>	<u>\$0</u>	<u>\$3,519,963</u>

Depreciation expense of \$89,155 was charged to the capital assets – student occupied program.

E. LONG-TERM LIABILITIES

At year end, the School’s bonded debt was as follows:

	<u>Outstanding</u>
2012A - \$2,845,000 - facilities revenue bonds (tax exempt) for capital improvements due in semiannual installments with interest at 5.85% - 6.25% through 2042/43, secured by real estate, paid through the bond redemption and interest fund	\$2,570,000
Total	<u><u>\$2,570,000</u></u>

Maturities on the bonds, exclusive of annual fees and debt service reserve funding, are estimated as follows:

<u>Year Ended</u>	<u>Principal</u>	<u>Interest</u>
6/30/23	\$65,000	\$156,805
6/30/24	70,000	153,003
6/30/25	75,000	148,908
6/30/26	75,000	144,520
6/30/27	80,000	140,133
6/30/28-32	475,000	624,614
6/30/33-37	645,000	464,229
6/30/38-42	875,000	235,939
6/30/43	210,000	13,116
Total	<u><u>\$2,570,000</u></u>	<u><u>\$2,081,267</u></u>

Changes in long-term liabilities are as follows:

<u>Description</u>	<u>Beginning Balance</u>	<u>Increases</u>	<u>Decreases</u>	<u>Ending Balance</u>	<u>Due Within One Year</u>
2012A F.R. Bonds	\$2,630,000		\$60,000	\$2,570,000	\$65,000
Total	<u><u>\$2,630,000</u></u>	<u><u>\$0</u></u>	<u><u>\$60,000</u></u>	<u><u>\$2,570,000</u></u>	<u><u>\$65,000</u></u>

Interest and related costs during the year amounted to \$167,120 and were charged to the debt service – interest program.

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 74% for police and firefighters. As of June 30, 2021 it was 7.16% for general employees and 9.13% 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 \$142,329 for the year ended June 30, 2022.

Pension Asset/Liabilities, Pension Revenue (Expense), and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

At June 30, 2022, the School reported an asset for its proportionate share of the net pension asset. The net pension asset was measured as of June 30, 2021, and the total pension asset used to calculate the net pension asset was determined by an actuarial valuation as of that date. The School's proportion of the net pension asset 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, 2021, the School's proportion was 0.03095753 percent.

For the year ended June 30, 2022, the School recognized pension revenue (expense) of \$30,826. At June 30, 2022, 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	\$36,023	\$14,212
Changes in assumptions or other inputs	280,650	
Net difference between projected and actual earnings on pension plan investments		767,944
Employer contributions subsequent to the measurement date	142,329	
Total	<u>\$459,002</u>	<u>\$782,156</u>

\$142,329 reported as deferred outflows of resources related to pensions resulting from School contributions made subsequent to the measurement date will be recognized as an adjustment to the pension expense 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, 2021 the beginning of the measurement period ended June 30, 2020 is 4.7 and 4.6 for the measurement period June 30, 2021.

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	
6/30/23	(\$109,497)
6/30/24	(98,679)
6/30/25	(86,234)
6/30/26	(171,072)
Total	<u>(\$465,482)</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 asset in the June 30, 2021 actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	2.30%
Salary increases	3.05%
Salary inflation	3.05%
Investment rate of return	6.35%, net of investment expenses
Cost-of-living adjustments	1%

Contributing Members, Service Retirement Members, and Beneficiaries

General Employees and All Beneficiaries - Males	Pub-2010 General Tables, increased 11%
General Employees and All Beneficiaries - Females	Pub-2010 General Tables, increased 21%
Teachers - Males	Pub-2010 Teacher Tables, increased 12%
Teachers - Females	Pub-2010 Teacher Tables, increased 21%
Fire & Police - Males	Pub-2010 Safety Tables, increased 21%
Fire & Police - Females	Pub-2010 Safety Tables, increased 26%
Disabled Members - Males	Pub-2010 Disabled Tables, increased 38%
Disabled Members - Females	Pub-2010 Disabled Tables, increased 36%

An experience study was performed for the period July 1, 2015 through June 30, 2020 which reviewed all economic and demographic assumptions other than mortality. The total pension asset as of June 30, 2021 is based on the results of an actuarial valuation date of July 1, 2021.

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 2021.

Capital Market Assumptions from Callan 2021

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%	1.80%	-0.20%
Broad US Equities	55.00%	8.00%	6.00%
Developed Foreign Equities	15.00%	8.25%	6.25%
Assumed Inflation - Mean		2.00%	2.00%
Assumed Inflation - Standard Deviation		1.50%	1.50%
Portfolio Arithmetic Mean Return		6.18%	4.18%
Portfolio Standard Deviation		12.29%	12.29%
Portfolio Long-Term (Geometric) Expected Rate of Return		5.55%	3.46%
Assumed Investment Expenses		0.40%	0.40%
Portfolio Long-Term (Geometric) Expected Rate of Return*		5.15%	3.06%

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 2021**Valuation Assumptions Chosen by PERSI Board**

Long-Term Expected Real Rate of Return*	4.05%
Assumed Inflation	2.30%
Long-Term Expected Geometric Rate of Return*	6.35%

*Net of Investment Expenses

Discount Rate

The discount rate used to measure the total pension asset was 6.35%. 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 asset. 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 asset to changes in the discount rate.

The following presents the School's proportionate share of the net pension asset calculated using the discount rate of 6.35 percent, as well as what the School's proportionate share of the net pension asset would be if it were calculated using a discount rate that is 1-percentage-point lower or 1-percentage-point higher than the current rate:

	1% Decrease (5.35%)	Current Discount Rate (6.35%)	1% Increase (7.35%)
School's proportionate share of the net pension liability (asset)	\$849,921	(\$24,450)	(\$741,189)

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 asset or 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 asset or liability which is an estimated asset or 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 asset or 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 when deemed necessary), such deficits are not deemed to be of substantial concern.

G. INTERFUND BALANCES AND TRANSFERS

Interfund balances at year end consist of the following:

Due To Fund	Due From Fund	
	Nonmajor Governmental	Total
General	\$33,000	\$33,000
Total	\$33,000	\$33,000

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.

Interfund transfers during the year consist of the following:

<u>Fund</u>	<u>Transfer In</u>	<u>Transfer Out</u>	<u>Purpose</u>
General		\$585,160	Debt Service, Support, Construction
Bond Redemption & Interest	\$227,446		Debt Service
Capital Construction	344,014		Construction
Nonmajor Governmental	13,700		Support
Total	<u>\$585,160</u>	<u>\$585,160</u>	

LEGACY PUBLIC CHARTER SCHOOL

Budgetary Comparison Schedule -
 General and Major Special Revenue Funds
 Year Ended June 30, 2022

General Fund	Budgeted Amounts (GAAP Basis)		Actual Amounts	Final Budget Variance Positive (Negative)
	Original	Final		
Revenues				
Local Revenue	\$14,000	\$9,600	\$14,036	\$4,436
State Revenue	2,002,701	2,212,593	2,232,620	20,027
Federal Revenue	0	0	0	0
Total Revenues	2,016,701	2,222,193	2,246,656	24,463
Expenditures				
Instructional Programs				
Elementary School	1,177,068	1,110,970	1,072,384	38,586
Secondary School	219,220	223,500	211,457	12,043
Special Education	0	0	0	0
Support Service Programs				
Attendance - Guidance - Health	0	0	0	0
Special Education Support Services	80,182	68,414	69,214	(800)
Instruction Improvement	16,795	17,000	6,352	10,648
Board of Education	11,000	11,000	9,696	1,304
District Administration	125,730	126,670	121,934	4,736
Buildings - Care	81,014	83,081	75,134	7,947
Maintenance - Student Occupied	35,000	35,000	8,995	26,005
Maintenance - Grounds	35,000	35,000	9,353	25,647
Pupil-To-School Transportation	94,500	100,800	100,841	(41)
Non-Instructional Programs				
Child Nutrition	1,691	3,153	3,234	(81)
Capital Assets - Student Occupied	70,000	70,000	0	70,000
Capital Assets - Non-Student Occupied	0	0	0	0
Debt Service - Principal	0	0	0	0
Debt Service - Interest	0	0	0	0
Total Expenditures	1,947,200	1,884,588	1,688,594	195,994 *
Excess (Deficiency) of Revenues Over Expenditures				
	69,501	337,605	558,062	220,457
Other Financing Sources (Uses)				
Transfers In	0	0	0	0
Transfers Out	(653,215)	(585,960)	(585,160)	800 *
Total Other Financing Sources (Uses)	(653,215)	(585,960)	(585,160)	800
Net Change in Fund Balances				
	(583,714)	(248,355)	(27,098)	221,257
Fund Balances - Beginning	1,254,972	1,377,189	1,377,189	0
Fund Balances - Ending	\$671,258	\$1,128,834	\$1,350,091	\$221,257

*Total expenditures (over) under appropriations.

\$196,794

Budgetary Comparison Schedule -
 General and Major Special Revenue Funds
 Year Ended June 30, 2022

Child Nutrition Fund	Budgeted Amounts (GAAP Basis)		Actual Amounts	Final Budget Variance Positive (Negative)
	Original	Final		
Revenues				
Local Revenue	\$10,094	\$3,585	\$2,538	(\$1,047)
Federal Revenue	124,605	200,085	186,898	(13,187)
Total Revenues	<u>134,699</u>	<u>203,670</u>	<u>189,436</u>	<u>(14,234)</u>
Expenditures				
Non-Instructional Programs				
Child Nutrition	135,187	176,604	153,348	23,256
Total Expenditures	<u>135,187</u>	<u>176,604</u>	<u>153,348</u>	<u>23,256</u> *
Excess (Deficiency) of Revenues Over Expenditures	(488)	27,066	36,088	9,022
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	(488)	27,066	36,088	9,022
Fund Balances - Beginning	<u>69,005</u>	<u>83,113</u>	<u>83,113</u>	<u>0</u>
Fund Balances - Ending	<u>\$68,517</u>	<u>\$110,179</u>	<u>\$119,201</u>	<u>\$9,022</u>
				<u>\$23,256</u>

*Total expenditures (over) under appropriations.

LEGACY PUBLIC CHARTER SCHOOL

Schedule of Employer's Share of Net Pension Asset and Liability
and Schedule of Employer Contributions
PERSI - Base Plan

Schedule of Employer's Share of Net Pension Asset and Liability*

Fiscal Year Ended June 30	Employer's Portion of the Net Pension (Asset) Liability	Employer's Proportionate Share of the Net Pension (Asset) Liability	Covered Payroll	Employer's Proportional Share of the Net Pension (Asset) Liability as a Percentage of Covered Payroll	Plan Fiduciary Net Position as a Percentage of the Total Pension (Asset) Liability
2015	0.0231520%	\$170,435	\$627,217	27.17%	94.95%
2016	0.0234323%	\$308,565	\$656,334	47.01%	91.38%
2017	0.0234780%	\$475,935	\$769,452	61.85%	87.26%
2018	0.0247734%	\$389,395	\$769,452	50.61%	90.68%
2019	0.0247845%	\$365,576	\$797,412	45.85%	91.69%
2020	0.0239036%	\$272,853	\$811,864	33.61%	93.79%
2021	0.0319085%	\$740,958	\$1,136,223	65.21%	88.22%
2022	0.0309575%	(\$24,450)	\$1,155,293	-2.12%	100.36%

*As of the measurement date of the net pension (asset) liability.

Schedule of Employer Contributions

Fiscal Year Ended June 30	Actuarially Determined Contribution	Contributions in Relation to Actuarially Determined Contribution	Contribution Deficiency (Excess)	Covered Payroll	Contributions as a Percentage of Covered Payroll
2015	\$74,297	\$74,297	\$0	\$656,334	11.32%
2016	\$77,730	\$77,730	\$0	\$686,661	11.32%
2017	\$87,102	\$87,102	\$0	\$769,452	11.32%
2018	\$90,267	\$90,267	\$0	\$797,412	11.32%
2019	\$91,903	\$91,903	\$0	\$811,864	11.32%
2020	\$135,665	\$135,665	\$0	\$1,136,223	11.94%
2021	\$137,942	\$137,942	\$0	\$1,155,293	11.94%
2022	\$142,329	\$142,329	\$0	\$1,192,035	11.94%

Schedules above intended to show information for 10 years. Information for additional years will be presented as it becomes available.

Combining Balance Sheet - Nonmajor Governmental Funds

June 30, 2022

	Special Revenue Funds			
	Technology	Substance Abuse	ESSER III	Title I-A ESSA IBP
Assets				
Cash & Investments	\$69,497	\$1,205		
Receivables:				
Local Sources				
State Sources				
Federal Sources			\$164,510	\$4,827
Prepaid Expenditures				
Due From Other Funds				
Total Assets	<u>\$69,497</u>	<u>\$1,205</u>	<u>\$164,510</u>	<u>\$4,827</u>
Liabilities				
Accounts Payable				
Due To Other Funds			\$3,711	\$2,502
Salaries & Benefits Payable			1,757	2,325
Unspent Grant Allocation			159,042	
Total Liabilities	<u>\$0</u>	<u>\$0</u>	<u>164,510</u>	<u>4,827</u>
Fund Balances				
Nonspendable				
Restricted:				
Special Programs	69,497	1,205		
Debt Service				
Unassigned				
Total Fund Balances	<u>69,497</u>	<u>1,205</u>	<u>0</u>	<u>0</u>
Total Liabilities and Fund Balances	<u>\$69,497</u>	<u>\$1,205</u>	<u>\$164,510</u>	<u>\$4,827</u>

	Special Revenue Funds			
	ESSER I	ESSER II	IDEA Part B 611 School Age 3-21	IDEA Part B ARPA
Assets				
Cash & Investments				
Receivables:				
Local Sources				
State Sources				
Federal Sources		\$7,715	\$17,853	\$11,023
Prepaid Expenditures				
Due From Other Funds				
Total Assets	<u>\$0</u>	<u>\$7,715</u>	<u>\$17,853</u>	<u>\$11,023</u>
Liabilities				
Accounts Payable				
Due To Other Funds			\$14,344	
Salaries & Benefits Payable			3,359	
Unspent Grant Allocation		\$7,715	150	\$11,023
Total Liabilities	<u>\$0</u>	<u>7,715</u>	<u>17,853</u>	<u>11,023</u>
Fund Balances				
Nonspendable				
Restricted:				
Special Programs				
Debt Service				
Unassigned				
Total Fund Balances	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total Liabilities and Fund Balances	<u>\$0</u>	<u>\$7,715</u>	<u>\$17,853</u>	<u>\$11,023</u>

Combining Balance Sheet - Nonmajor Governmental Funds

June 30, 2022

	Special Revenue Funds			
	School Based Medicaid	Title IV-A ESSA SS & AE	Title II-A ESSA SEI	SLFRF & CRF Sub. Recruitment
Assets				
Cash & Investments				
Receivables:				
Local Sources				
State Sources				
Federal Sources	\$10,493	\$1,334	\$780	
Prepaid Expenditures	800			
Due From Other Funds				
Total Assets	\$11,293	\$1,334	\$780	\$0
Liabilities				
Accounts Payable				
Due To Other Funds	\$11,293	\$745	\$405	
Salaries & Benefits Payable		589	375	
Unspent Grant Allocation				
Total Liabilities	11,293	1,334	780	\$0
Fund Balances				
Nonspendable				
Restricted:				
Special Programs				
Debt Service				
Unassigned				
Total Fund Balances	0	0	0	0
Total Liabilities and Fund Balances	\$11,293	\$1,334	\$780	\$0

Combining Balance Sheet - Nonmajor Governmental Funds

June 30, 2022

	<u>Total</u>
Assets	
Cash & Investments	\$70,702
Receivables:	
Local Sources	0
State Sources	0
Federal Sources	218,535
Prepaid Expenditures	800
Due From Other Funds	0
Total Assets	<u><u>\$290,037</u></u>
Liabilities	
Accounts Payable	\$0
Due To Other Funds	33,000
Salaries & Benefits Payable	8,405
Unspent Grant Allocation	177,930
Total Liabilities	<u><u>219,335</u></u>
Fund Balances	
Nonspendable	0
Restricted:	
Special Programs	70,702
Debt Service	0
Unassigned	0
Total Fund Balances	<u><u>70,702</u></u>
Total Liabilities and Fund Balances	<u><u>\$290,037</u></u>

LEGACY PUBLIC CHARTER SCHOOL

Combining Statement of Revenues, Expenditures, and Changes in
Fund Balances - Nonmajor Governmental Funds
Year Ended June 30, 2022

	Special Revenue Funds			
	Technology	Substance Abuse	ESSER III	Title I-A ESSA IBP
Revenues				
Local Revenue				
State Revenue	\$63,184	\$5,317		
Federal Revenue			\$191,240	\$33,490
Total Revenues	<u>63,184</u>	<u>5,317</u>	<u>191,240</u>	<u>33,490</u>
Expenditures				
Instructional Programs				
Elementary School		4,112		33,490
Secondary School				
Special Education				
Support Service Programs				
Attendance - Guidance - Health				
Special Education Support Services				
Instruction Improvement	55,109		41,240	
Board of Education				
District Administration				
Buildings - Care				
Maintenance - Student Occupied				
Maintenance - Grounds				
Pupil-To-School Transportation				
Non-Instructional Programs				
Child Nutrition				
Capital Assets - Student Occupied				
Capital Assets - Non-Student Occupied			150,000	
Debt Service - Principal				
Debt Service - Interest				
Total Expenditures	<u>55,109</u>	<u>4,112</u>	<u>191,240</u>	<u>33,490</u>
Excess (Deficiency) of Revenues Over Expenditures	8,075	1,205	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	8,075	1,205	0	0
Fund Balances - Beginning	61,422	0	0	0
Fund Balances - Ending	<u><u>\$69,497</u></u>	<u><u>\$1,205</u></u>	<u><u>\$0</u></u>	<u><u>\$0</u></u>

LEGACY PUBLIC CHARTER SCHOOL

Combining Statement of Revenues, Expenditures, and Changes in
Fund Balances - Nonmajor Governmental Funds
Year Ended June 30, 2022

	Special Revenue Funds			
	ESSER I	ESSER II	IDEA Part B 611 School Age 3-21	IDEA Part B ARPA
Revenues				
Local Revenue				
State Revenue				
Federal Revenue	\$5,817	\$111,711	\$49,275	\$187
Total Revenues	<u>5,817</u>	<u>111,711</u>	<u>49,275</u>	<u>187</u>
Expenditures				
Instructional Programs				
Elementary School				
Secondary School				
Special Education			49,275	187
Support Service Programs				
Attendance - Guidance - Health				
Special Education Support Services				
Instruction Improvement	5,817	11,711		
Board of Education				
District Administration				
Buildings - Care				
Maintenance - Student Occupied				
Maintenance - Grounds				
Pupil-To-School Transportation				
Non-Instructional Programs				
Child Nutrition				
Capital Assets - Student Occupied				
Capital Assets - Non-Student Occupied		100,000		
Debt Service - Principal				
Debt Service - Interest				
Total Expenditures	<u>5,817</u>	<u>111,711</u>	<u>49,275</u>	<u>187</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	0	0	0	0
Fund Balances - Beginning	0	0	0	0
Fund Balances - Ending	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

LEGACY PUBLIC CHARTER SCHOOL

Combining Statement of Revenues, Expenditures, and Changes in
Fund Balances - Nonmajor Governmental Funds
Year Ended June 30, 2022

	Special Revenue Funds			
	School Based Medicaid	Title IV-A ESSA SS & AE	Title II-A ESSA SEI	SLFRF & CRF Sub. Recruitment
Revenues				
Local Revenue				
State Revenue				
Federal Revenue	\$67,822	\$10,000	\$5,440	\$36,447
Total Revenues	<u>67,822</u>	<u>10,000</u>	<u>5,440</u>	<u>36,447</u>
Expenditures				
Instructional Programs				
Elementary School				
Secondary School				
Special Education	81,522			
Support Service Programs				
Attendance - Guidance - Health				
Special Education Support Services				
Instruction Improvement		10,000	5,440	36,447
Board of Education				
District Administration				
Buildings - Care				
Maintenance - Student Occupied				
Maintenance - Grounds				
Pupil-To-School Transportation				
Non-Instructional Programs				
Child Nutrition				
Capital Assets - Student Occupied				
Capital Assets - Non-Student Occupied				
Debt Service - Principal				
Debt Service - Interest				
Total Expenditures	<u>81,522</u>	<u>10,000</u>	<u>5,440</u>	<u>36,447</u>
Excess (Deficiency) of Revenues Over Expenditures	(13,700)	0	0	0
Other Financing Sources (Uses)				
Transfers In	13,700			
Transfers Out				
Total Other Financing Sources (Uses)	<u>13,700</u>	<u>0</u>	<u>0</u>	<u>0</u>
Net Change in Fund Balances	0	0	0	0
Fund Balances - Beginning	0	0	0	0
Fund Balances - Ending	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

LEGACY PUBLIC CHARTER SCHOOL

Combining Statement of Revenues, Expenditures, and Changes in
Fund Balances - Nonmajor Governmental Funds
Year Ended June 30, 2022

	<u>Total</u>
Revenues	
Local Revenue	\$0
State Revenue	68,501
Federal Revenue	511,429
Total Revenues	<u>579,930</u>
Expenditures	
Instructional Programs	
Elementary School	37,602
Secondary School	0
Special Education	130,984
Support Service Programs	
Attendance - Guidance - Health	0
Special Education Support Services	0
Instruction Improvement	165,764
Board of Education	0
District Administration	0
Buildings - Care	0
Maintenance - Student Occupied	0
Maintenance - Grounds	0
Pupil-To-School Transportation	0
Non-Instructional Programs	
Child Nutrition	0
Capital Assets - Student Occupied	0
Capital Assets - Non-Student Occupied	250,000
Debt Service - Principal	0
Debt Service - Interest	0
Total Expenditures	<u>584,350</u>
Excess (Deficiency) of Revenues	
Over Expenditures	(4,420)
Other Financing Sources (Uses)	
Transfers In	13,700
Transfers Out	0
Total Other Financing Sources (Uses)	<u>13,700</u>
Net Change in Fund Balances	9,280
Fund Balances - Beginning	<u>61,422</u>
Fund Balances - Ending	<u><u>\$70,702</u></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
Legacy Public 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 Legacy Public Charter School (the School), as of and for the year ended June 30, 2022, and the related notes to the financial statements, which collectively comprise the School's basic financial statements, and have issued our report thereon dated August 1, 2022.

Report on 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 or significant deficiencies may exist that have not been identified.

Report on 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
August 1, 2022

CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 14th day of June 2018, by and between the Idaho Public Charter School Commission (the “Authorizer”), and Legacy Public Charter School, Inc. (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq*, as amended (the “Charter Schools Law.”)

RECITALS

WHEREAS, on March 4, 2010, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year 2011; and

WHEREAS, the School’s charter was renewed on March 1, 2018, 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, 2018, and shall continue through June 30, 2023, unless earlier terminated as provided herein.

SECTION 2: SCHOOL GOVERNANCE

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

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

SECTION 3: EDUCATIONAL PROGRAM

- A. School Mission.** The mission of the School is as follows: To develop students who are competent, confident, productive and responsible young adults who possess the habits, skills and attitudes to succeed in high school and to be offered the invitation of a post-secondary education, satisfying employment, and life-long opportunities.
- B. Grades Served.** The School may serve students in grades K-8.
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- Teach to the high, and through strict adherence to the Harbor School Method, use the Method's educational approach, curricula, and tools to provide multiple opportunities for mastering concepts, and to exceed State benchmarks in required academic testing.
 - Ensure instructional fidelity across grade levels with core instructional methodology being consistent among teachers and grades, ensuring that students learn the instructional routines in early grades which accelerates their ability to focus on new information, skill development and thinking skills.
 - In addition to emphasizing the traditional core curriculum areas of language arts, math, science, social studies, incorporate the Harbor Method's educational features of providing self-contained 7th & 8th grade classes, the study of a foreign language beginning in at least the 3rd grade, and participation in music, PE and computer classes.
 - Provide a School-to-Work experience that, in addition to the school's academic program, purposefully trains students to demonstrate "Attitude and Effort," along with the characteristics of enthusiasm, efficiency and excellence in the work they do.
 - Remove fear, threat and intimidation from the learning environment by implementing and carrying out the Harbor Method's character education program that emphasizes kindness and a zero tolerance policy for teasing, taunting, bullying, and negative peer pressure. The character education program will also emphasize and require adults in the school to model the expectations and behaviors for character required of students.

- Hold the school's principal(s) directly accountable for the environment in which teachers teach and students learn.

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. Identified Comparison Group. For purposes of evaluating the School against the metrics and measures established in the Performance Framework, the School's comparison group shall be identified as described below and shall be established for the length of the Certificate term:

- a. The School's comparison group shall include all schools in the following school district: Nampa School District (131).

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

E. School Performance. The School shall achieve an accountability designation of *Good Standing* or *Honor* on each of the three sections of the Performance Framework. In the event the School is a party to a third party management contract which includes a deficit protection clause, the School shall be exempt from some or all measures within the financial portion of the Performance Framework. In accordance with Charter School Law, the Authorizer shall renew any charter in which the public charter school met all of the terms of its performance certificate at the time of renewal.

- F. Performance Framework As Basis For Renewal of Charter.** The School's performance in relation to the indicators, measures, metrics and targets set forth in the Academic and Mission-Specific, Operational and Financial sections of the Performance Framework shall provide the basis upon which the Authorizer will decide whether to renew the School's Charter at the end of the Certificate term. As part of the Performance Framework, the Authorizer agrees to consider mission-specific, rigorous, valid, and reliable indicators of the School's performance. These negotiated indicators will be included in the Mission-Specific portion of the Academic and Mission Specific section of the Performance Framework.
- G. Authorizer's Right to Review.** The School will be subject to review of its academics, operations and finances by the Authorizer, including related policies, documents and records, when the Authorizer deems such review necessary. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.
- H. Site Visits.** 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.
- I. Required Reports.** The School shall prepare and submit reports regarding its governance, operations, and/or finances according to the established policies of and upon the request of the Authorizer. However, to the extent possible, the Authorizer shall not request reports from the School that are otherwise available through student information systems or other data sources reasonably available to the Authorizer.

SECTION 5: SCHOOL OPERATIONS

- A. In General.** The School and the Charter Board shall operate at all times in accordance with all federal and state laws, local ordinances, regulations and Authorizer policies applicable to charter schools.
- B. Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be 325 students.
- 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.** 4015 S. Legacy Way, Nampa, ID 83686. 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:
North Boundary: The center of East Greenhurst Road to include only property on the south side of the road. **East Boundary:** The center of Happy Valley Drive to include only property on the west side of the road. **South Boundary:** The center of East Lewis Lane to include only property on the north side of the road. **West Boundary:** The center of South Powerline Road to include only property on the east side of the road.
- 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 D.
- 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 D.
- 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 D.
- 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, 2018.

Alan Reed

Chairperson, Idaho Public Charter School Commission

[Handwritten Signature]

Chairperson, Legacy Public Charter School Board

Amendment 1

WITNESS WHEREOF, the Authorizer and Legacy Public Charter School have executed this amendment to the Performance Certificate, effective 12/1/2020:

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

Identified Comparison Group. For purposes of evaluating the School against the metrics and measures established in the Performance Framework, the School's comparison group shall be identified as described below and shall be established for the length of the Certificate term:

- a. The School's comparison group shall include all schools in the following school district: Nampa School District (131).
3. To remove the following language from section 5B of this Performance Certificate:

The maximum number of students who may be enrolled per class/grade level shall be as follows:

Kindergarten 26 students
1st Grade 30 students
2nd-3rd Grade 32 students
4th-5th Grade 35 students
6th-8th Grade 50 students

Alan Reed

Alan Reed (Nov 18, 2020 11:35 MST)

Chairman, Idaho Public Charter School Commission

Bart McKnight

Bart McKnight (Nov 24, 2020 09:09 MST)

Chairman, Legacy Public Charter School Board



Annual Performance Report 2021

Legacy Public Charter School, Incorporated

Mission Statement: To develop students who are competent, confident, productive, and responsible young adults who possess the habits, skills and attitudes to succeed in high school and to be offered the invitation of a post-secondary education, satisfying employment, and life-long opportunities

Chair/President

Bart McKnight

Treasurer/Secretary

Emily Criddle

Administrator

Seth Stallcop

Business Manager

Niki Crow

School Location

4015 S Legacy Way Nampa

School Phone

208-467-0947

Table of Contents

Introduction	3
School Overview.....	4
Annual Snapshot	5
Academic Outcomes	6
Math Proficiency & Math Growth.....	6
ELA Proficiency & ELA Growth.....	7
Literacy Proficiency.....	8
Longitudinal Academic Ratings.....	9
Operational Outcomes: Board Stewardship.....	10
Governance Structure	10
Governance Oversight.....	10
Governance Compliance.....	10
Operational Outcomes: Management.....	11
Student Services	11
Data Security and Information Technology.....	11
Facility & Services.....	11
Operational Compliance.....	11
Longitudinal Operational Ratings.....	12-13
Financial Outcomes.....	14
Near Term Measures.....	14-15
Sustainability Measures	16-18
Longitudinal Financial Ratings.....	19-20
Contact Us.....	21

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.

Legacy Public Charter School, Inc. Performance Certificate: [Legacy Performance Certificate](#)

Performance Framework: [IPCSC Performance Framework](#)

Current Term: 2018-2023

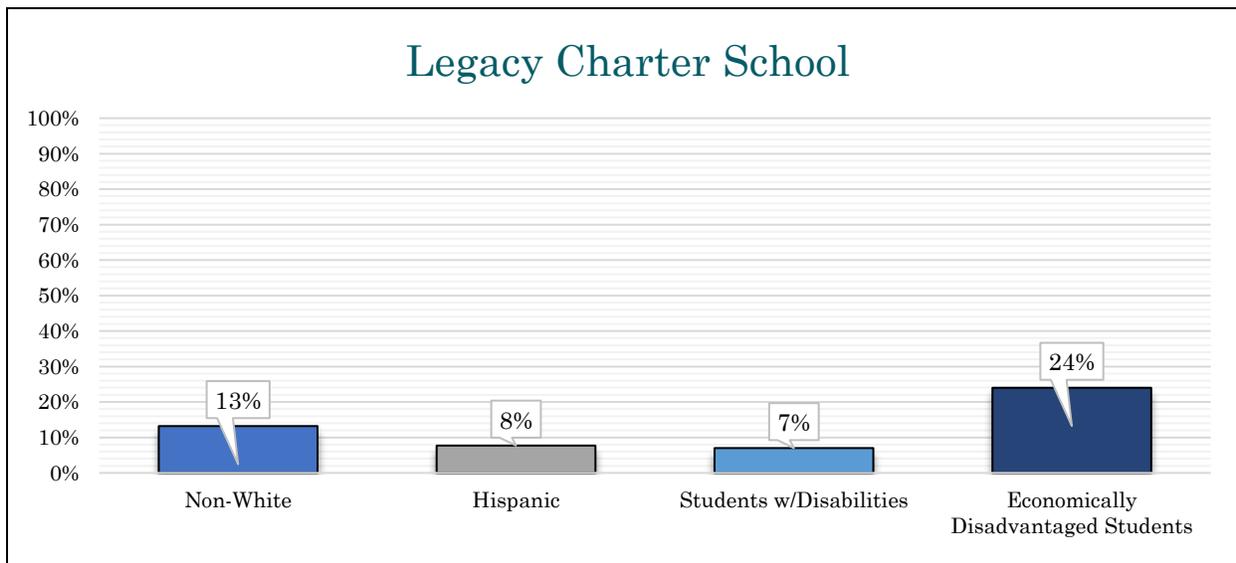
School Overview

Model:	Harbor Method
Enrollment Capacity:	325
Grades Served:	K-8
Enrollment Projected FY22:	295

Key Design Elements:

- Teach to the high, and through strict adherence to the Harbor School Method, use the Method’s educational approach, curricula, and tools to provide multiple opportunities for mastering concepts, and to exceed State benchmarks in required academic testing.
- Ensure instructional fidelity across grade levels with core instructional methodology being consistent among teachers and grades, ensuring that students learn the instructional routines in early grades which accelerates their ability to focus on new information, skill development and thinking skills.
- In addition to emphasizing the traditional core curriculum areas of language arts, math, science, social studies, incorporate the Harbor Method’s educational features of providing self-contained 7th & 8th grade classes, the study of a foreign language beginning in at least the 3rd grade, and participation in music, PE and computer classes.
- Provide a School-to-Work experience that, in addition to the school’s academic program, purposefully trains students to demonstrate “Attitude and Effort,” along with the characteristics of enthusiasm, efficiency and excellence in the work they do.
- Remove fear, threat and intimidation from the learning environment by implementing and carrying out the Harbor Method’s character education program that emphasizes kindness and a zero-tolerance policy for teasing, taunting, bullying, and negative peer pressure. The character education program will also emphasize and require adults in the school to model the expectations and behaviors for character required of students.
- Hold the school’s principal(s) directly accountable for the environment in which teachers teach and students learn.

2021 LEGACY 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	77%
Math Growth	<i>Data Not Available for 2020-2021</i>
ELA Proficiency	76%
ELA Growth	<i>Data Not Available for 2020-2021</i>
Literacy Proficiency	FALL IRI: 54% SPRING IRI: 71%

FINANCIAL OUTCOMES: NEAR TERM MEASURES	
Current Ratio	6.10
Unrestricted Days Cash	265
Default	None
Enrollment Variance	93.90%

OPERATIONAL OUTCOMES: BOARD STEWARDSHIP	
Governance Structure	EXCEEDS STANDARD
Governance Oversight	EXCEEDS STANDARD
Governance Compliance	EXCEEDS STANDARD

FINANCIAL OUTCOMES: SUSTAINABILITY MEASURES	
Total Margin	TM: 12.07%
3 Yr. Aggregate Margin	3YR: 28.64%
Cash Flow	CF: \$373,309
Multi-Year Cash Flow	MY: \$285,223
Debt Service Coverage Ratio	.22
Debt Asset Ratio	.58
Financial Compliance	Not Rated for 2020-2021

OPERATIONAL OUTCOMES: MANAGEMENT	
Student Services	EXCEEDS STANDARD
Data Security/Transparency	EXCEEDS STANDARD
Facility & Services	EXCEEDS STANDARD
Operational Compliance	EXCEEDS 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

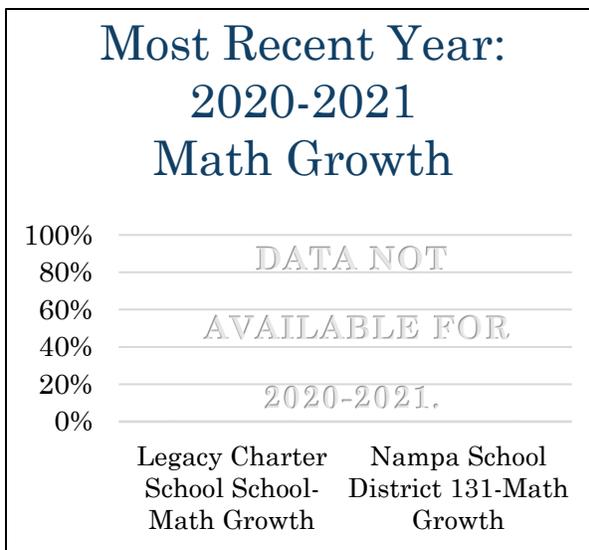
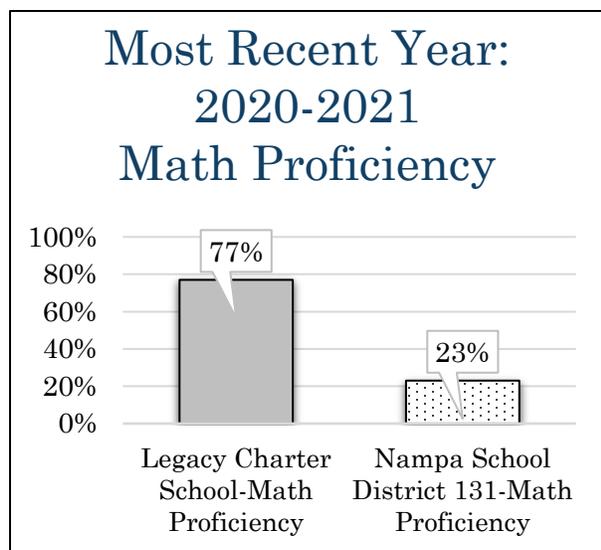
MATH PROFICIENCY & MATH GROWTH

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: Nampa District (131)



RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
----------------------	-------------------------------	----------------------------	-----------------------	-------------------------	----------------------------------

*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

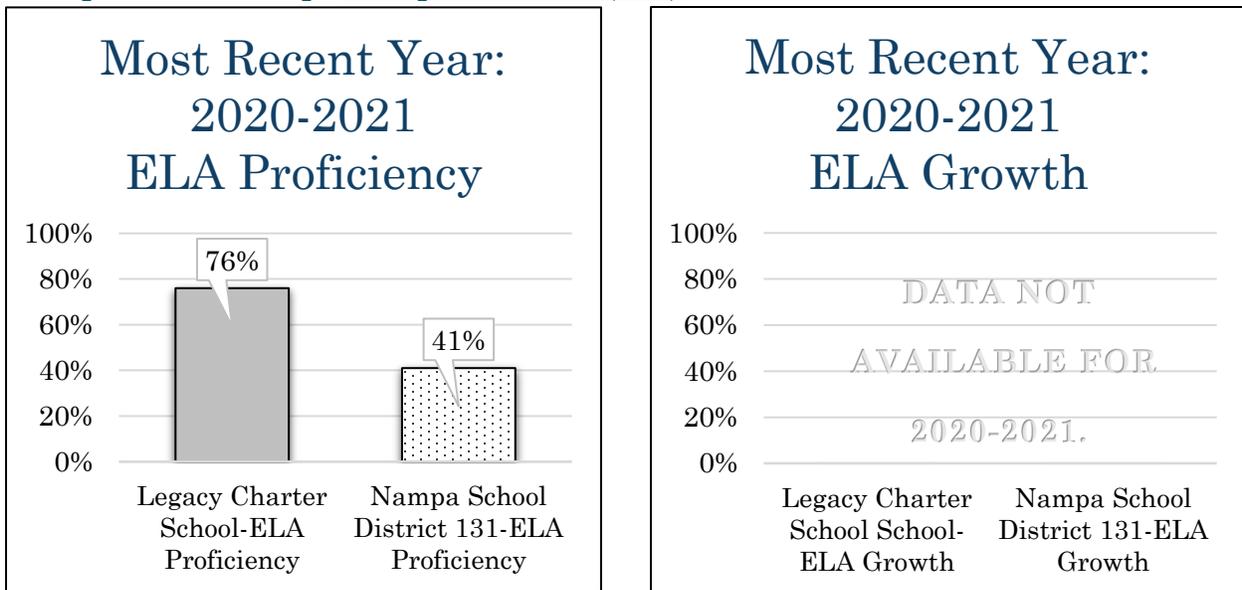
ELA PROFICIENCY & ELA GROWTH

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: Nampa District (131)



RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
---------------	------------------------	---------------------	----------------	------------------	---------------------------

*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

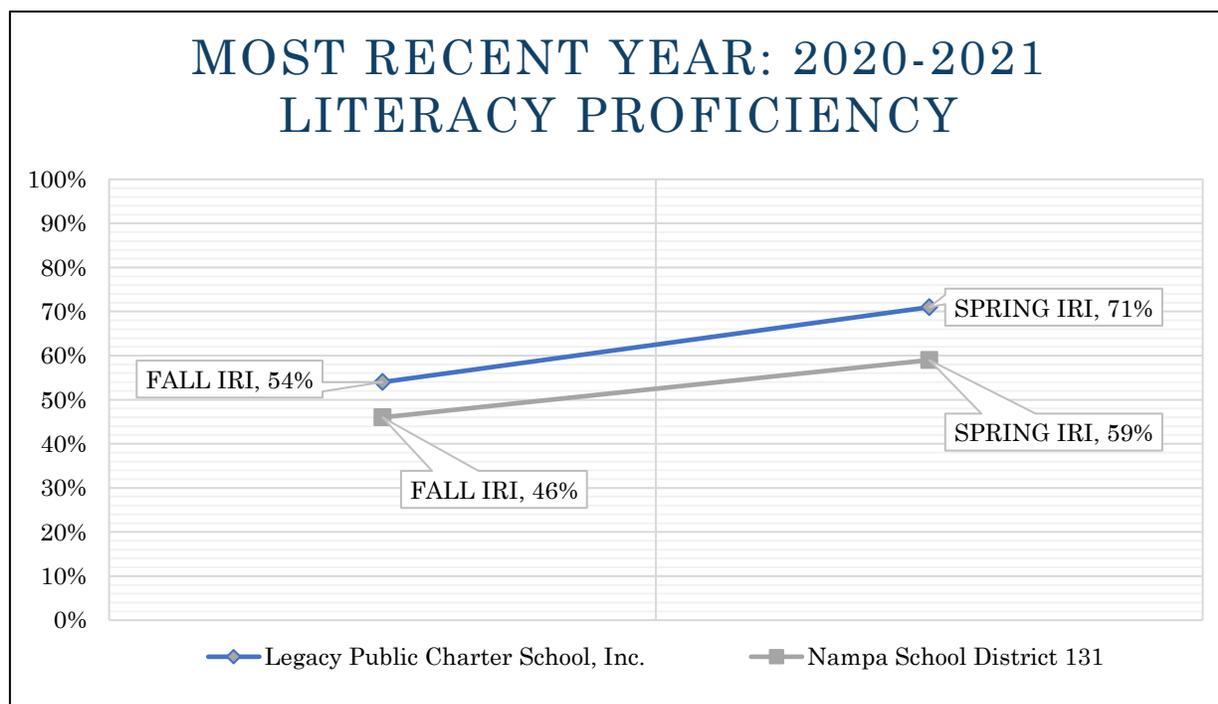
Academic Outcomes
LITERACY PROFICIENCY

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: Nampa District (131)



RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
---------------	------------------------	---------------------	----------------	------------------	---------------------------

*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

Longitudinal Academic Ratings | 2018-2023

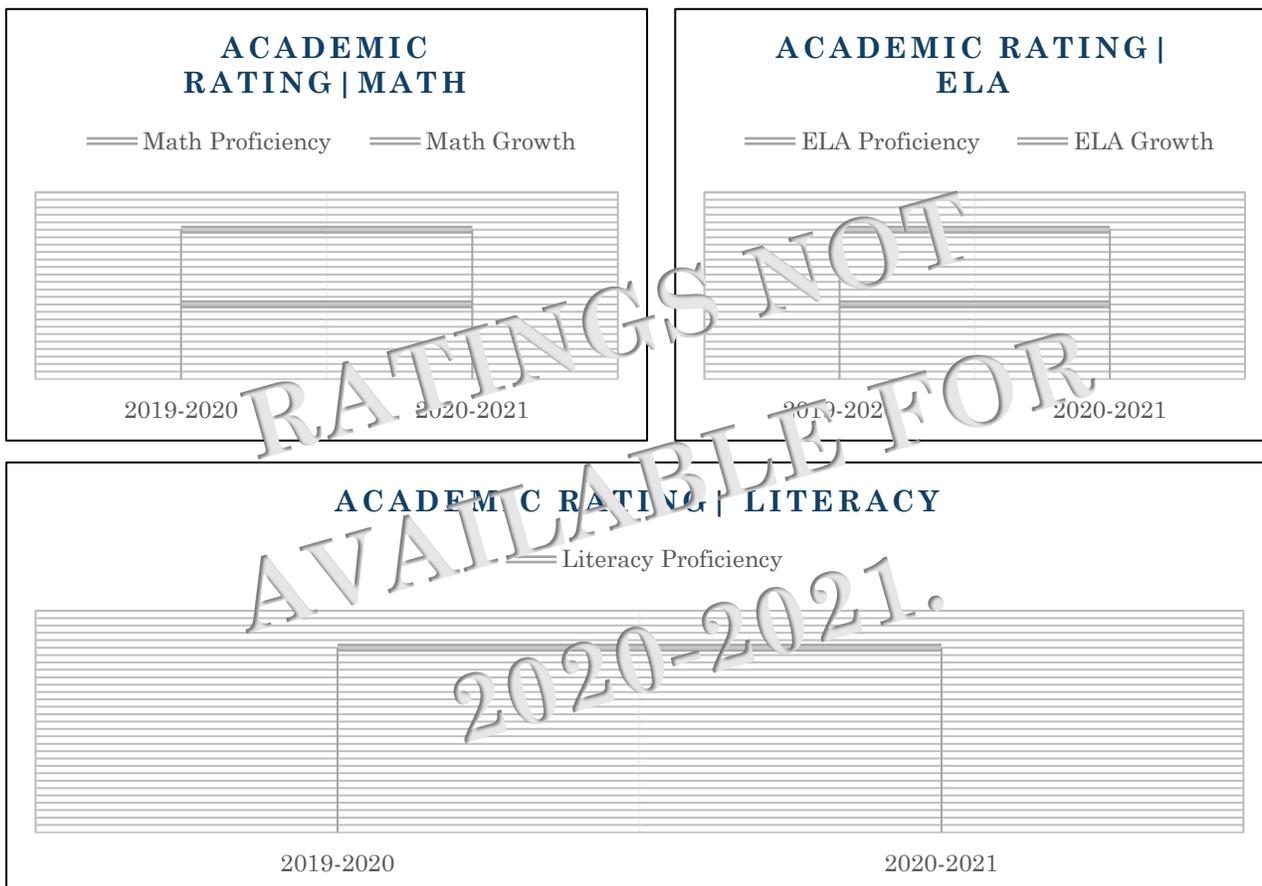
Longitudinal data provides a snapshot of a school’s ratings over the school’s current performance certificate (5 years). This data helps to identify performance trends and changes over time. Schools are encouraged to consider how this data might be used to drive strategic planning as the school approach its next renewal decision.

Academic Ratings | Historical Framework

SCHOOL YEAR	ACADEMIC GEN ED OUTCOME
2018-2019	HONOR

Academic Ratings | Revised Framework

Due to COVID-19 pandemic, no academic data was available for the 2019-2020 school year. Additionally, as ratings are sued 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: EXCEEDS STANDARD	
Governance Structure Measure	Data/Evidence Source
The board bylaws are compliant with ID law.	Bylaws 7/19/12. *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 7/2/09. Most recently updated on 7/29/10.
The board does operate in compliance with its bylaws.	*No instances of non-compliance documented.
Investigations were not conducted into ethical behavior or conflict of interest regarding any board director this year.	*No instances of non-compliance documented.
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: EXCEEDS 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 maintain compliant policies.	*No instances of non-compliance documented.
The board did engage 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:	

STANDARD RATING: EXCEEDS STANDARD	
Governance Compliance Measure	Data/Evidence Source
The IPCSC did not issue courtesy letters to the school noting compliance concerns this year.	*No instances of non-compliance documented.
Another investigative body was not notified of concerns at this school this year.	*No instances of non-compliance documented.
Comments/ Context:	

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:	

STANDARD RATING: EXCEEDS 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 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.
Safety inspections and evacuation drills are compliant.	*Most Recent: 12/30/2020 No instances of non-compliance documented.
<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:	

STANDARD RATING: EXCEEDS 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 properly credentialed.	*No instances of non-compliance documented.
Corrective action plans were not issued by the SDE this year.	*No instances of non-compliance documented.
Comments/ Context:	

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.

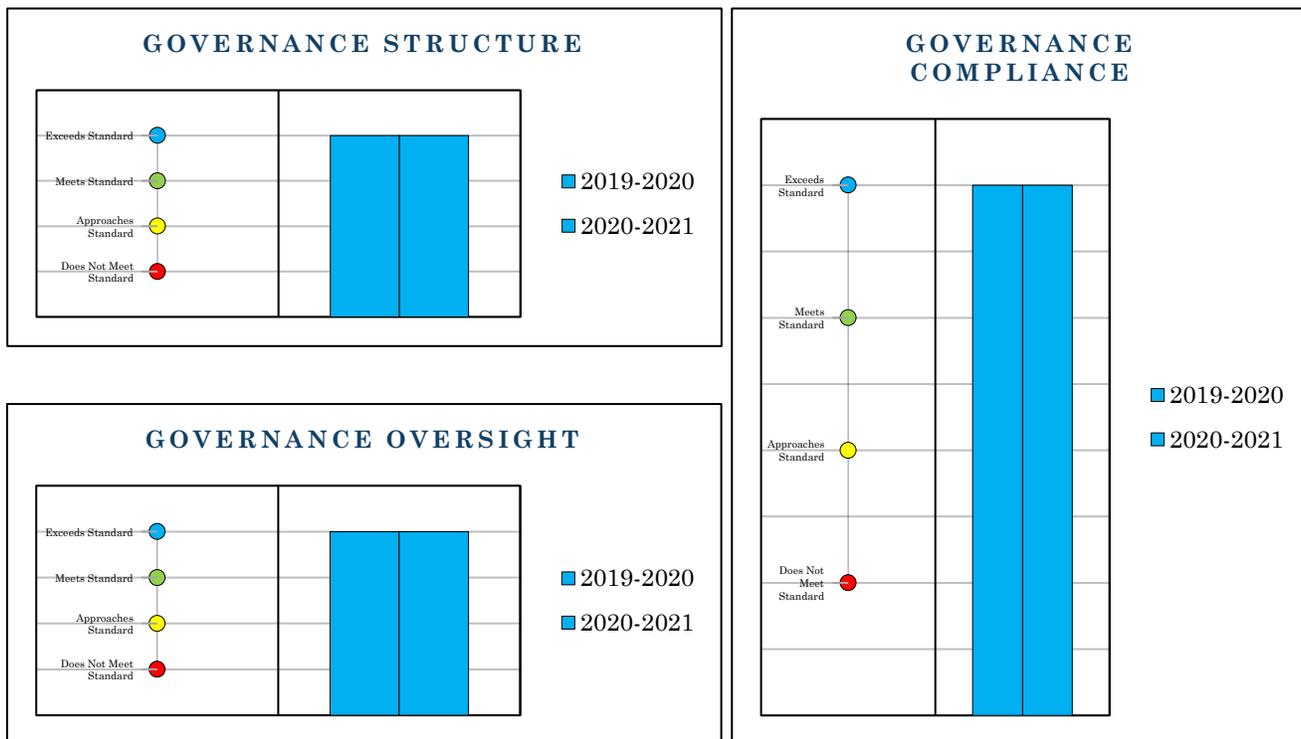
Ratings on the historical and revised framework are not comparable in the operational section. The two sets of data have been included. The school’s operational ratings on the historical framework are provided for reference.

Operational Ratings | Historical Framework

School Year	Rating
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 | 2018-2023

Management

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.

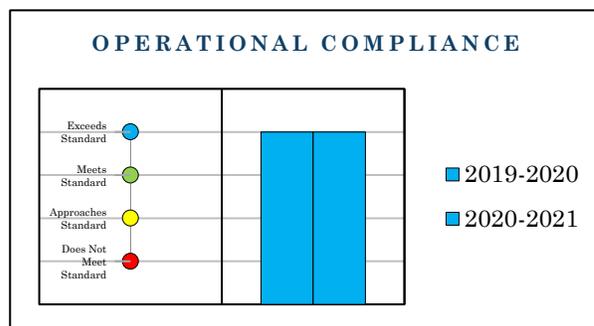
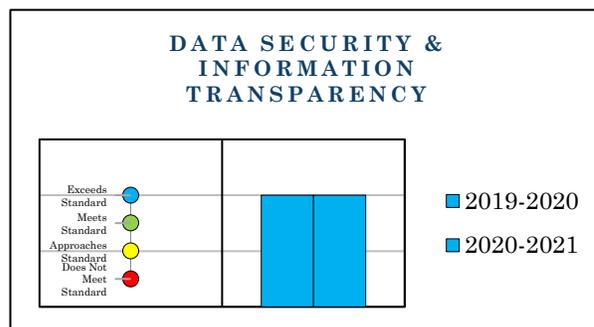
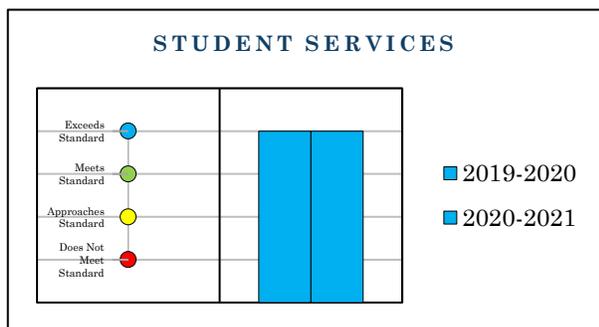
Ratings on the historical and revised framework are not comparable in the operational section. The two sets of data have been included. The school’s operational ratings on the historical framework are provided for reference.

Operational Ratings | Historical Framework

School Year	Rating
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



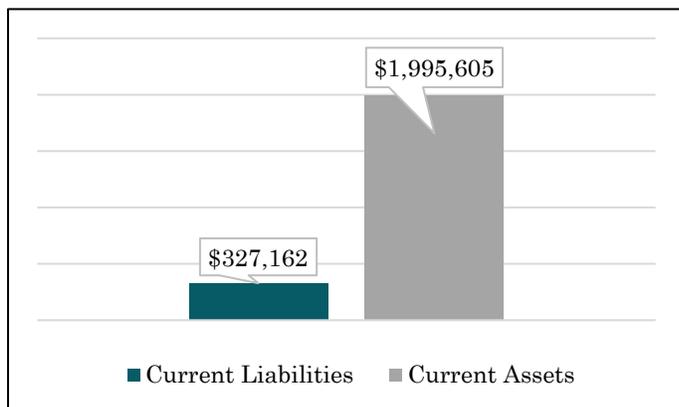
Financial Outcomes

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 6.10	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

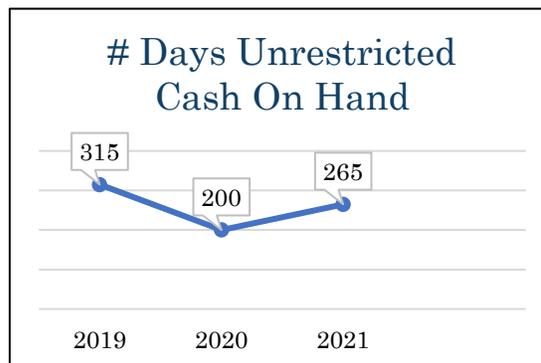
The school has more than 60 days cash on hand	265 Days	Ratings Not Applicable for 2020-2021
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Why this Matters:

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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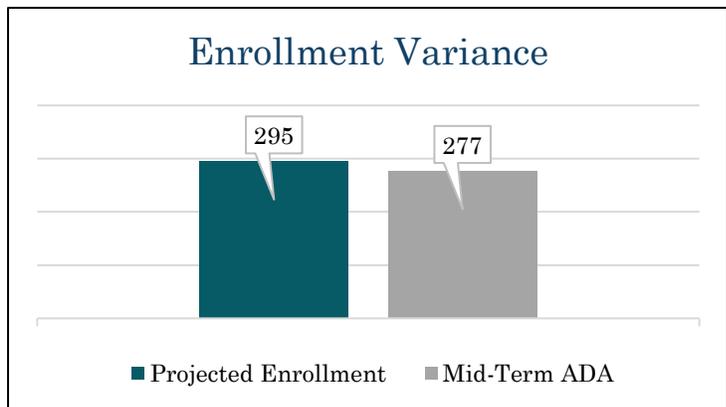
Why this Matters:

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 between 90% and 94.9% of its projected enrollment during the most recently completed school year.	Enrollment Variance 93.90%	Ratings Not Applicable for 2020-2021
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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 positive, and the most recent year's total margin is positive.	CY Total Margin 12.07% 3-Year Aggregated 28.64%	Ratings Not Applicable for 2020-2021
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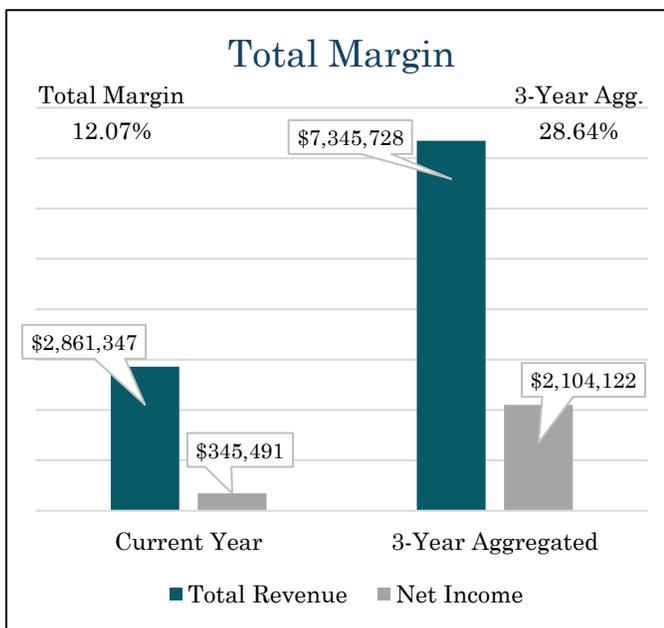
Why this Matters:

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

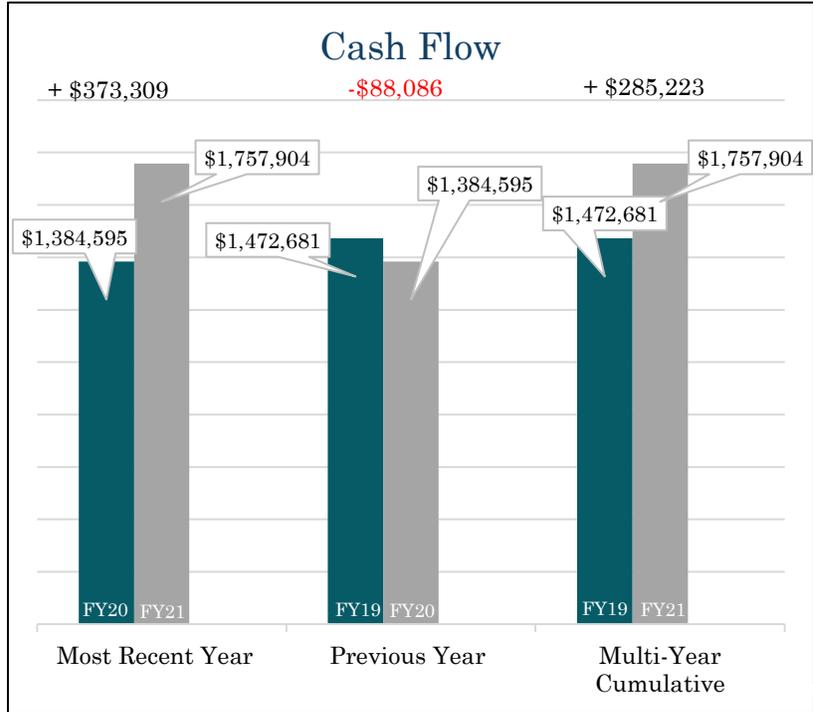
The school's multi-year cumulative cash flow is positive and the most recent year's cash flow is positive.	Most Recent Year \$373,309 Previous Year -\$88,086 Multi-Year \$285,223	Ratings Not Applicable for 2020-2021
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Why this Matters:

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.

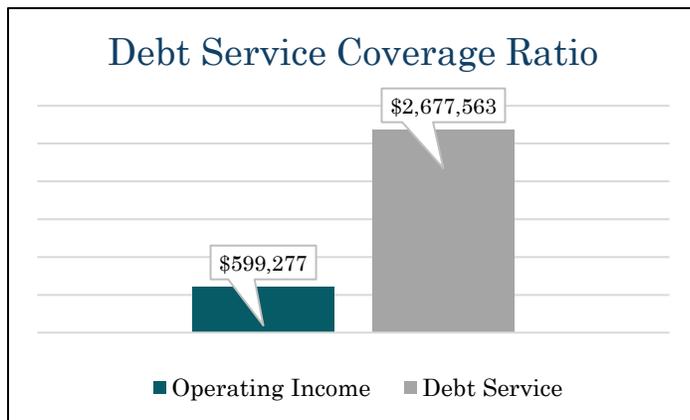
A school with a negative cash flow is using its existing reserves to fund general operations and is not likely to have the financial flexibility to fund future plans.

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. (DNM)	Debt Service Coverage Ratio .22	Ratings Not Applicable for 2020-2021
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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 has maintained a debt to asset ratio less than .9 for at least 3 consecutive years.	Debt/Asset Ratio .58	Ratings Not Applicable for 2020-2021
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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 RATED FOR 2020-2021	
Financial Operations	Data and/or Evidence Source
The school’s finances are managed in compliance with GAAP.	Financial Audit 9/30/2021
Expenditures and contracts are posted online appropriately.	School’s Expenditure Page 7/30/2021
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	

Longitudinal Financial Ratings | 2018-2023

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.

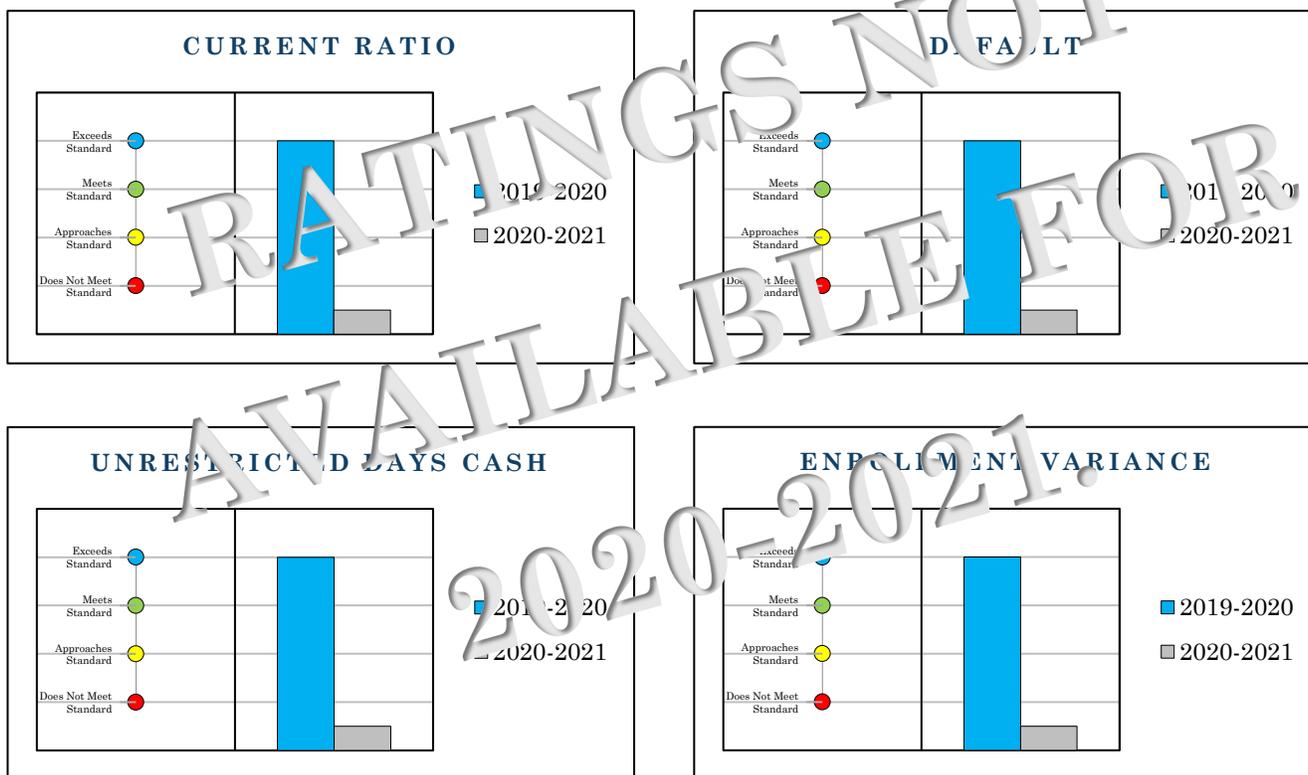
Notes: The 2020 framework revision removed the “cash ratio” measure and moved the existing enrollment variance measure to the financial section.

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
2018-2019	HONOR

Financial Near Term Health Ratings | Revised Framework



Longitudinal Financial Ratings | 2018-2023

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.

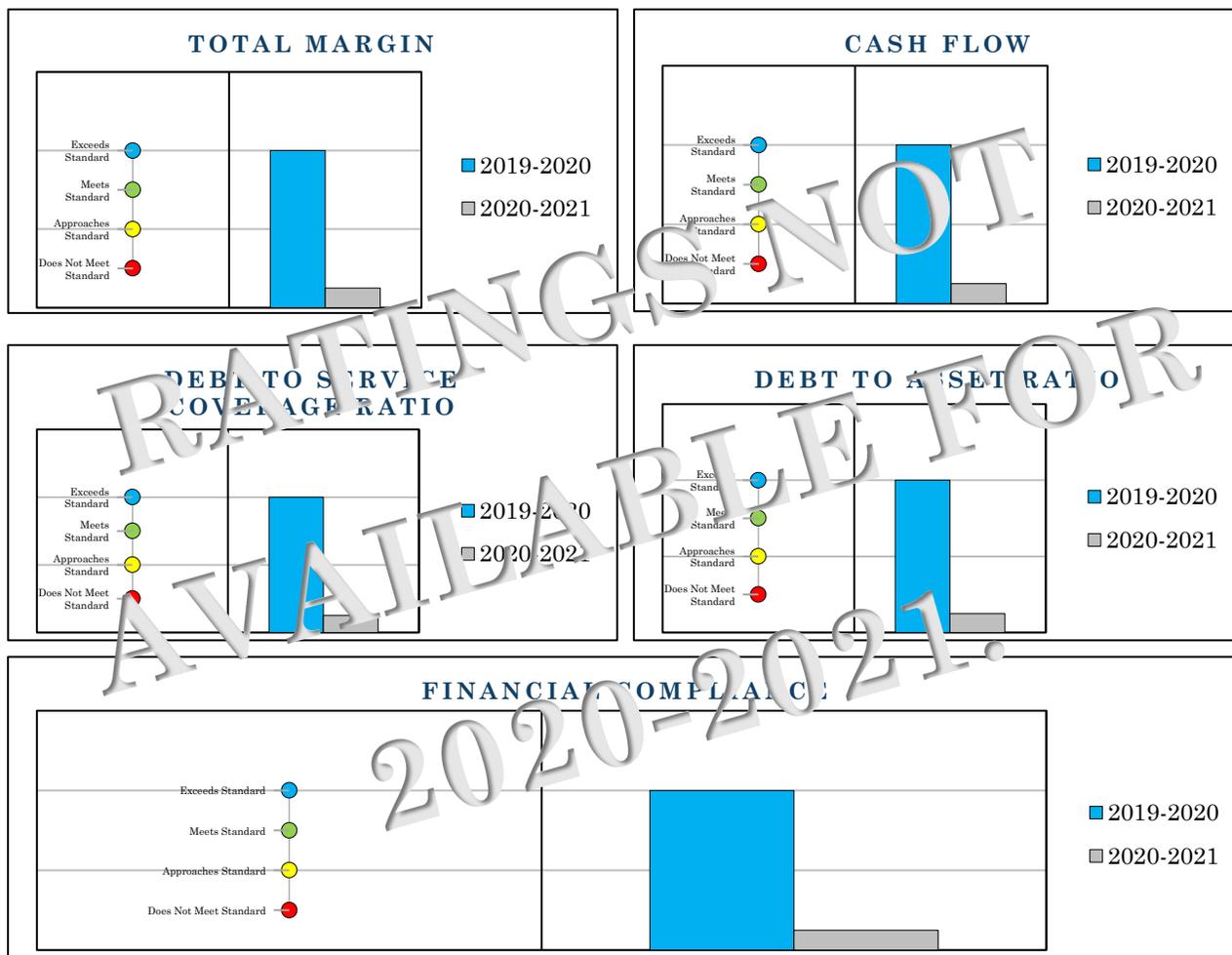
Notes: The 2020 framework revision removed the “cash ratio” measure and moved the existing enrollment variance measure to the financial section.

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 Sustainability Ratings | Historical Framework

School Year	Sustainability Rating
2018-2019	HONOR

Financial Sustainability Ratings | Revised Framework



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

*Idaho Public Charter School Commission***Annual Performance Report 2020****PCSC School: Legacy Public Charter School, Inc.**

Mission Statement: *To develop students who are competent, confident, productive and responsible young adults who possess the habits, skills and attitudes to succeed in high school and to be offered the invitation of a post-secondary education, satisfying employment, and life-long opportunities*

School Location:	4015 S Legacy Way Nampa, ID 83686
School Phone:	208-467-0947
Comparison Group:	<i>Nampa District (131)</i>
Opening Year:	2011
Current Term:	July 1, 2018 – June 30, 2023
Model:	Harbor Method
Grades Served:	K-8
Enrollment Capacity:	325
Enrollment (Projected):	295
Mid Term ADA (Actual):	289
FY20 Full-Term ADA:	285

School Leadership

Chair	Bart McKnight
Vice-Chair	Sheila Bryant
Treasurer/Secretary	Emily Criddle
Board Member	Danny Bower
Board Member	Brianne Gray

Table of Contents

Introduction	4
School Overview.....	5
Key Design Elements	5
Demographic Summary.....	5
Annual Snapshot	6
Annual Snapshot	6
Academic Outcomes (Not Evaluated for 2019-2020)	7
Proficiency.....	7
Growth.....	7
Operational Outcomes (Board Stewardship).....	8
Governance Structure	8
Governance Oversight.....	8
Governance Compliance.....	8
Operational Outcomes (Management).....	9
Student Services	9
Data Security and Information Technology.....	9
Facility & Services.....	9
Operational Compliance.....	9
Financial Outcomes.....	10
Near Term Measures.....	10
Sustainability Measures	10
Financial Operations.....	10
Longitudinal Snapshot	11

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.

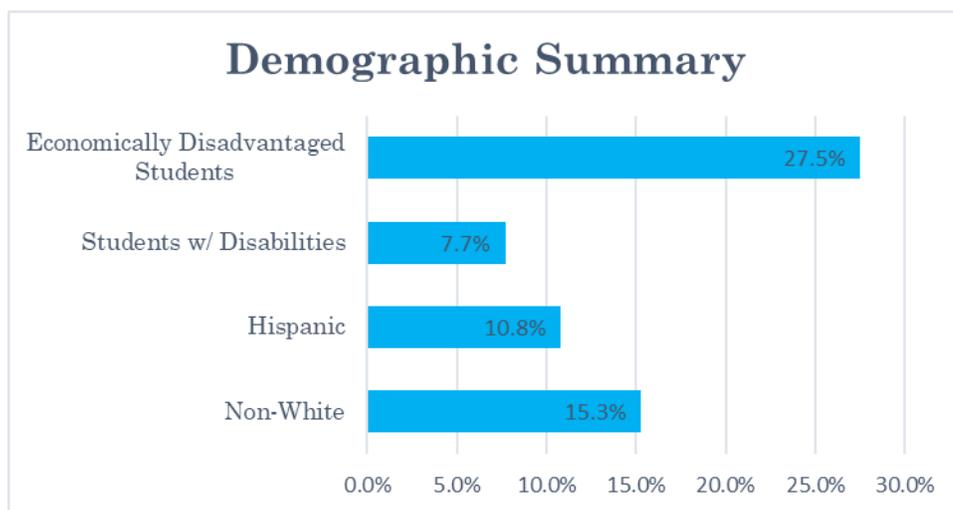
The [performance framework](#) rubrics provide detail on calculations and data sources.

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

- Teach to the high, and through strict adherence to the Harbor School Method, use the Method's educational approach, curricula, and tools to provide multiple opportunities for mastering concepts, and to exceed State benchmarks in required academic testing.
- Ensure instructional fidelity across grade levels with core instructional methodology being consistent among teachers and grades, ensuring that students learn the instructional routines in early grades which accelerates their ability to focus on new information, skill development and thinking skills.
- In addition to emphasizing the traditional core curriculum areas of language arts, math, science, social studies, incorporate the Harbor Method's educational features of providing self-contained 7th & 8th grade classes, the study of a foreign language beginning in at least the 3rd grade, and participation in music, PE and computer classes.
- Provide a School-to-Work experience that, in addition to the school's academic program, purposefully trains students to demonstrate "Attitude and Effort," along with the characteristics of enthusiasm, efficiency and excellence in the work they do.
- Remove fear, threat and intimidation from the learning environment by implementing and carrying out the Harbor Method's character education program that emphasizes kindness and a zero tolerance policy for teasing, taunting, bullying, and negative peer pressure. The character education program will also emphasize and require adults in the school to model the expectations and behaviors for character required of students.
- Hold the school's principal(s) directly accountable for the environment in which teachers teach and students learn.



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>

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>Exceeds Standard</i>

BOARD STEWARDSHIP	
Governance Structure	<i>Exceeds Standard</i>
Governance Oversight	<i>Exceeds Standard</i>
Governance Compliance	<i>Exceeds Standard</i>

FINANCIAL HEALTH (SUSTAINABILITY MEASURES)	
Total Margin	<i>Exceeds Standard</i>
Cash Flow	<i>Approaches Standard</i>
Debt Service Coverage Ratio	<i>Exceeds Standard</i>
Debt to Asset Ratio	<i>Exceeds Standard</i>
Financial Compliance	<i>Exceeds Standard</i>

MANAGEMENT	
Student Services	<i>Exceeds Standard</i>
Data Security/Transparency	<i>Exceeds Standard</i>
Facility & Services	<i>Exceeds Standard</i>
Operational Compliance	<i>Exceeds Standard</i>

Academic Outcomes: 2020

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 not applicable for 2020 outcomes.</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 not applicable for 2020 outcomes.</i>	

Operational Outcomes: Board Stewardship

STANDARD RATING: EXCEEDS STANDARD	
Governance Structure	Data/Evidence Source
The board bylaws are compliant with ID law.	Bylaws 7/2/2009 *Please provide an updated copy if any amendments have been made.
The school's articles of incorporation are current.	Articles of Incorporation initially filed on 7/2/2009.
The board does operate in compliance with its bylaws.	*No instances of non-compliance documented.
Investigations were not conducted into either ethical behavior or conflict of interest regarding any board director this year.	*No instances of non-compliance documented.
The board did not experience Open Meeting Law violations that needed to be cured this year.	*No instances of non-compliance documented.
Comments/ Context: The school has met the standard for at least 3 consecutive years.	

STANDARD RATING: EXCEEDS 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 review financial reports in a timely and thorough manner.	*No instances of non-compliance documented.
The board did maintain compliant policies.	*No instances of non-compliance documented.
The board did engage 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 has met the standard for at least 3 consecutive years.	

STANDARD RATING: EXCEEDS STANDARD	
Governance Compliance	Data/Evidence Source
The PCSC did not issue courtesy letters to the school noting compliance concerns this year.	*No instances of non-compliance documented.
Another investigative body was not notified of concerns at this school this year.	*No instances of non-compliance documented.
Comments/ Context: The school has met the standard for at least 3 consecutive years.	

Operational 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 2019-2020
Comments/ Context: The school has met the standard for at least 3 consecutive years.	

STANDARD RATING: EXCEEDS 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: The school has met the standard for at least 3 consecutive years.	

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 provide daily transportation for students.	*No instances of non-compliance documented.
The school does provide a National School Lunch Program.	*No instances of non-compliance documented.
Comments/ Context: The school has met the standard for at least 3 consecutive years.	

STANDARD RATING: EXCEEDS 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 properly credentialed.	*No instances of non-compliance documented.
Corrective action plans were not issued by the SDE this year.	*No instances of non-compliance documented.
Comments/ Context: The school has met the standard for at least 3 consecutive years.	

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 7.50	Exceeds Standard
The school has more than 60 days cash on hand	200 Days	Exceeds Standard
The school has met standard for at least 3 consecutive years.	No Default	Exceeds Standard
The school has met standard for at least 3 consecutive years.	Enrollment Variance 97.80%	Exceeds Standard

Sustainability Measures		STANDARD RATING
The school has met standard for 3 or more consecutive years.	CY Total Margin 5.79% 3-Year Aggregated 10.18%	Exceeds Standard
Choose an item. See note below.	Most Recent Year -\$88,086.00 Previous Year -\$119,661.00 3-Year -\$207,747.00	Approaches Standard
The school's debt service coverage ratio is 1.5 or greater OR the school operates debt-free	Debt Service Coverage Ratio 1.71	Exceeds Standard
The school has met standard for 3 consecutive years, OR the school operates debt-free	Debt/Asset Ratio 0.62	Exceeds Standard

Comment/Context

For the category of Cash Flow, the rating is currently held at Approaches Standard, as the cash flow is negative. However, the calculation indicates that a facility purchase was most likely made, Please provide documentation, so we may reassess this rating.

STANDARD RATING: EXCEEDS STANDARD

Financial Operations	Data and/or Evidence Source
The school's finances are managed in compliance with GAAP.	Financial Audit submitted on 10/14/2020.
Expenditures and contracts are posted online appropriately.	The school's expenditures webpage was evaluated quarterly. No instances of non-compliance documented. http://legacycharterexpenditures.weebly.com/
The school maintains compliant internal controls.	The school maintains compliant internal controls per the financial audit.
The school is not operating under a Notification of Fiscal Concern.	NA
The school is not operating under a Notification of Possible or Imminent Closure.	NA

Longitudinal Snapshot

Operational Outcomes: Board Stewardship

Governance Structure	EXCEEDS STANDARD	DATA NOT AVAILABLE	DATA NOT AVAILABLE	DATA NOT AVAILABLE
Governance Oversight	EXCEEDS STANDARD	DATA NOT AVAILABLE	DATA NOT AVAILABLE	DATA NOT AVAILABLE
Governance Compliance	EXCEEDS 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

“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	EXCEEDS 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	EXCEEDS STANDARD	DATA NOT AVAILABLE	DATA NOT AVAILABLE	DATA NOT AVAILABLE

**LEGACY CHARTER 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 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 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.

SCHOOL OVERVIEW			
Mission Statement	To develop students who are competent, confident, productive and responsible young adults who possess the habits, skills and attitudes to succeed in high school and to be offered the invitation of a post-secondary education, satisfying employment, and life-long opportunities		
Key Design Elements	<ul style="list-style-type: none"> • Teach to the high, and through strict adherence to the Harbor School Method, use the Method's educational approach, curricula, and tools to provide multiple opportunities for mastering concepts, and to exceed State benchmarks in required academic testing. • Ensure instructional fidelity across grade levels with core instructional methodology being consistent among teachers and grades, ensuring that students learn the instructional routines in early grades which accelerates their ability to focus on new information, skill development and thinking skills. • In addition to emphasizing the traditional core curriculum areas of language arts, math, science, social studies, incorporate the Harbor Method's educational features of providing self-contained 7th & 8th grade classes, the study of a foreign language beginning in at least the 3rd grade, and participation in music, PE and computer classes. • Provide a School-to-Work experience that, in addition to the school's academic program, purposefully trains students to demonstrate "Attitude and Effort," along with the characteristics of enthusiasm, efficiency and excellence in the work they do. • Remove fear, threat and intimidation from the learning environment by implementing and carrying out the Harbor Method's character education program that emphasizes kindness and a zero tolerance policy for teasing, taunting, bullying, and negative peer pressure. The character education program will also emphasize and require adults in the school to model the expectations and behaviors for character required of students. • Hold the school's principal(s) directly accountable for the environment in which teachers teach and students learn. 		
School Location	4015 S Legacy Way Nampa, ID 83686	School Phone	208-467-0947
Surrounding District	Nampa School District		
Opening Year	2011		
Current Term	April 17, 2014 – June 30, 2018		
Grades Served	K-8		
Enrollment (Approved)	325	Enrollment (Actual)	299

SCHOOL LEADERSHIP	
Bart McKnight	Chair
Sheila Bryant	Vice Chair
Emily Criddle	Secretary/Treasurer
Danny Bower	Board Member
Brianne Gray	Board Member
Niki Crow	Clerk of the Board

STUDENT DEMOGRAPHICS				
	School	State	Surrounding District	Neighboring District
Non-White	17.06%	24.85%	43.10%	N/A
Limited English Proficiency	2.68%	6.44%	11.49%	N/A
Special Needs	10.37%	10.73%	11.92%	N/A
Free and Reduced Lunch	38.13%	44.74%	57.44%	N/A

ISAT PROFICIENCY RATES	
Percentage of students meeting or exceeding proficiency in Math	66.17%
Percentage of students meeting or exceeding proficiency in English Language Arts	69.35%
Percentage of students meeting or exceeding proficiency in Science	77.61%

GO-ON RATE (Post-secondary enrollment within 12 months of graduation)	N/A
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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	50	50	0	50	0		
	1b	50	44	50	0	50	0		
District Proficiency Comparison	2a	50	50	50	0	50	0	50	0
	2b	50	50	50	0	50	0	50	0
Criterion-Referenced Growth	3a	100	60			50	0		
	3b	100	65			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	319	525	0	525	0	300	0
% of Academic Points			80%		0%		0%		0%

MISSION-SPECIFIC	Measure	Points Possible	Points Earned	
	1			Legacy has chosen not to include mission-specific measures.
	2			
	3			
	4			
	5			
	6			
Total Mission-Specific Points				
% of Mission-Specific Points				

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	15		2c	50	50
Governance & Reporting	3a	25	25	Total Financial Points	2d	50	50
	3b	25	25				
	3c	25	25				
	3d	25	25				
	3e	25	25				
	3f	25	25				
School Environment	4a	25	25	% of Financial Points		400	400
Additional Obligations	4b	25	25				100%
Total Operational Points	5a	25	25				
% of Operational Points		400	390				
			98%				

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%	80%	0%	55% - 74%	NA	80% - 89%	98%	65% - 84%	100%
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			Result	Points Possible	Points Earned
Measure 1a	Do math proficiency rates meet or exceed the state average?				
Math Proficiency Rate Comparison to State	<p>Exceeds Standard: The school's proficiency rate in math exceeds the state average by 16 percentage points or more.</p> <p>Meets Standard: The school's proficiency rate in math is equal to the state 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 state average.</p> <p>Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the state average.</p>		X	50	50
				30 - 45	0
				15 - 29	0
				0 - 14	0
					50
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?				
ELA Proficiency Rate Comparison to State	<p>Exceeds Standard: The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.</p> <p>Meets Standard: The school's proficiency rate in ELA is equal to the state 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 state average.</p> <p>Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the state average.</p>		X	50	0
				30 - 45	44
				15 - 29	0
				0 - 14	0
					44
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 Math Proficiency Rate Comparison to District	Do math proficiency rates meet or exceed the district average? 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%. 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 - 15 percentage points lower than the district average. Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the district average.	<table border="1"> <thead> <tr> <th></th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>X</td> <td>50</td> <td>50</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">50</td> </tr> </tbody> </table>		Points Possible	Points Earned	X	50	50		30 - 45	0		15 - 29	0		0 - 14	0			50
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X	50	50																		
	30 - 45	0																		
	15 - 29	0																		
	0 - 14	0																		
		50																		
Notes	The district average will be determined using the same grade set as is served by the public charter school. Nampa School District will be used for comparison purposes.																			
Measure 2b ELA Proficiency Rate Comparison to District	Do ELA proficiency rates meet or exceed the district average? 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%. 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 - 15 percentage points lower than the district average. Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the district average.	<table border="1"> <thead> <tr> <th></th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>X</td> <td>50</td> <td>50</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">50</td> </tr> </tbody> </table>		Points Possible	Points Earned	X	50	50		30 - 45	0		15 - 29	0		0 - 14	0			50
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	30 - 45	0																		
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		50																		
Notes	The district average will be determined using the same grade set as is served by the public charter school. Nampa School District will be used for comparison purposes.																			

INDICATOR 3: CRITERION-REFERENCED STUDENT GROWTH (GRADES K-8)																				
Measure 3a Criterion-Referenced Growth Math Notes	Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade? 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.	<table border="1"> <thead> <tr> <th></th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>76-100</td> <td>0</td> </tr> <tr> <td>75</td> <td>51-75</td> <td>60</td> </tr> <tr> <td></td> <td>26-50</td> <td>0</td> </tr> <tr> <td></td> <td>0-25</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">60</td> </tr> </tbody> </table>		Points Possible	Points Earned		76-100	0	75	51-75	60		26-50	0		0-25	0			60
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75	51-75	60																		
	26-50	0																		
	0-25	0																		
		60																		
Measure 3b Criterion-Referenced Growth ELA Notes	Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade? 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.	<table border="1"> <thead> <tr> <th></th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>76-100</td> <td>0</td> </tr> <tr> <td>78</td> <td>51-75</td> <td>65</td> </tr> <tr> <td></td> <td>26-50</td> <td>0</td> </tr> <tr> <td></td> <td>0-25</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">65</td> </tr> </tbody> </table>		Points Possible	Points Earned		76-100	0	78	51-75	65		26-50	0		0-25	0			65
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78	51-75	65																		
	26-50	0																		
	0-25	0																		
		65																		

INDICATOR 1: EDUCATIONAL PROGRAM																	
<p>Measure 1a Implementation of Educational Program</p>	<p>Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?</p> <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>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
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<p>Notes</p>																	
<p>Measure 1b Educational Requirements</p>	<p>Is the school complying with applicable educational requirements?</p> <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>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
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No instances of non-compliance documented	25	25															
	15																
	0																
		25															
<p>Notes</p>																	

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			15	0
				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			15	0
				25

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT			
<p>Measure 2a</p> <p>Financial Reporting and Compliance</p> <p>Is the school meeting financial reporting and compliance requirements?</p> <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> <p>Notes</p>	<p>Result</p> <p>No instances of non-compliance documented</p>	<p>Points Possible</p> <p>25</p> <p>15</p> <p>0</p>	<p>Points Earned</p> <p>25</p> <hr/> <p>25</p>
<p>Measure 2b</p> <p>GAAP</p> <p>Is the school following General Accepted Accounting Principles (GAAP)</p> <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> <p>Notes</p>	<p>Result</p> <p>See note</p>	<p>Points Possible</p> <p>25</p> <p>15</p> <p>0</p>	<p>Points Earned</p> <p>25</p> <hr/> <p>25</p>
<p>Measure 2c</p> <p>Enrollment Variance</p> <p>Is the school successfully enrolling the projected number of students?</p> <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> <p>Notes</p>	<p>Result</p> <p>94.24%</p>	<p>Points Possible</p> <p>25</p> <p>15</p> <p>0</p>	<p>Points Earned</p> <p>15</p> <hr/> <p>15</p>
<p>Enrollment variance is calculated by dividing mid-term ADA by the enrollment projection reported to the PCSC at the beginning of the fiscal year.</p>			

INDICATOR 3: GOVERNANCE AND REPORTING																	
<p>Measure 3a Governance Requirements</p>	<p>Is the school complying with governance requirements?</p> <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>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
Result	Points Possible	Points Earned															
No instances of non-compliance documented	25	25															
	15																
	0																
		25															
<p>Notes</p>																	
<p>Measure 3b Board Oversight</p>	<p>Is the board fulfilling its oversight obligations?</p> <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>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
Result	Points Possible	Points Earned															
No instances of non-compliance documented	25	25															
	15																
	0																
		25															
<p>Notes</p>																	

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				<hr/> 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				<hr/> 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	
Notes				<hr/> 25

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
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
Notes				
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
Notes				

INDICATOR 5: ADDITIONAL OBLIGATIONS		Result	Points Possible	Points Earned
Measure 5a	Is the school complying with all other obligations?			
Additional Obligations	<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>	No instances of non-compliance documented	25	25
Notes			15	
			0	
				25

INDICATOR 1: NEAR-TERM			
<p>Measure 1a</p> <p>Current Ratio</p> <p>Notes</p>	<p>Current Ratio: Current Assets divided by Current Liabilities</p> <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>	<p>Result</p> <p>7.08</p>	<p>Points Possible</p> <p>50</p> <p>10</p> <p>0</p> <hr/> <p>50</p>
<p>Measure 1b</p> <p>Cash Ratio</p> <p>Notes</p>	<p>Current Ratio: Cash divided by Current Liabilities</p> <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>	<p>Result</p> <p>6.3</p>	<p>Points Possible</p> <p>50</p> <p>10</p> <p>0</p> <hr/> <p>50</p>
<p>Measure 1c</p> <p>Unrestricted Days Cash</p> <p>Notes</p>	<p>Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense/365)</p> <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>	<p>Result</p> <p>315 days</p>	<p>Points Possible</p> <p>50</p> <p>10</p> <p>0</p> <hr/> <p>50</p>
<p>Measure 1d</p> <p>Default</p> <p>Notes</p>	<p>Default</p> <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>	<p>Result</p> <p>No default noted</p>	<p>Points Possible</p> <p>50</p> <p>0</p> <hr/> <p>50</p>

INDICATOR 2: SUSTAINABILITY			Result	Points Possible	Points Earned
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.				
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	<p>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.</p>				
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>		0.64	50	50
				30	
				0	
					50
Notes	<p>Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.</p>				
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>		See note	50	50
				30	
				0	
					50
Notes	<p>The Multi-Year Cumulative Cash Flow is positive and the Cash Flow is positive in the most recent year.</p>				
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>		8.18	50	50
				0	
					50
Notes	<p>Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.</p>				

Legacy Charter 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			100%			
	1b			88%			
District Proficiency Comparison	2a			100%			
	2b			100%			
Criterion-Referenced Growth	3a			60%			
	3b			65%			

% of Possible Academic Points for this School

79% 83% 80%

		Percentage of Points Earned					
OPERATIONAL	Measure	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Educational Program	1a -1d	N/A	100%	100%			
Financial Management	2a - 2c	N/A	100%	87%			
Governance & Reporting	3a - 3f	N/A	100%	100%			
School Environment	4a - 4b	N/A	100%	100%			
Additional Obligations	5a	N/A	100%	100%			

% of Possible Operational Points for this School

N/A 100% 98%

		Percentage of Points Earned					
FINANCIAL	Measure	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Near-Term	1a - 1d	N/A	100%	100%			
Sustainability	2a - 2d	N/A	100%	100%			

% of Possible Financial Points for this School

N/A 100% 100%

		Percentage of Points Earned					
ACCOUNTABILITY DESIGNATION		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Academic		Honor	Honor	Honor			
Mission Specific		N/A	N/A	N/A			
Operational		N/A*	Honor	Honor			
Financial		N/A*	Honor	Honor			

*Operational and Financial data for 2016-17 was reported in a different format.

IPCSC Lottery Observation Summary

An observation of each school’s lottery process is required by [Section VI of IPCSC policies](#), and will place once each performance certificate term.

Below you will find the summary of the IPCSC lottery observation for your school. The purpose of this observation is to ensure compliance with Idaho’s equitable selection process outlined in [IDAPA 08.02.04.203](#). Please see the IPCSC’s [Equitable Selection and Enrollment Process Guidance](#) document for more information. If you have any questions/comments/concerns regarding the summary below, please feel free to reach out to the IPCSC staff. You may provide a response to this report within two weeks of receipt. Both the report and your response will be included in your school’s renewal portfolio.

Observation Date: 4.19.2022

Observation Location: Legacy Charter School

Observer: Jared Dawson

School Personnel Present	Office (if applicable)
Niki Crow	Board Clerk
Seth Stallcop	Principal
Gayle O’Donahue	
Neutral Third-Party Conducting Draw	Title

Observation Category	Status	Date
Enrollment Deadline Notification	No Concern	4.19.22
Enrollment Form	No Concern	4.19.22
Lottery Process	No Concern	4.19.22

Additional Notes (As Applicable) Lottery draw conducted professionally and went smoothly, no issues observed

Deadline Notification & Enrollment Application | Complete

Equitable Selection Process | Complete

Reminders | *Reminders are provided below for your specific school to support and ensure compliance on future lottery processes. Please ensure these reminders are implemented during your next enrollment season.*

IPCSC Board Meeting Observation Summary

An observation of charter school board meetings is required by [Section VI of IPCSC policies](#), and will take place once each performance certificate term. We recognize that not all aspects of good governance may be addressed in a single meeting and that this observation is only a snapshot.

Below you will find the summary of the IPCSC’s board meeting observation of your school. The purpose of this observation is to ensure compliance with [Idaho’s Open Meeting Law](#) and to help inform annual evaluations regarding the board stewardship measures of the Performance Framework. Please see the IPCSC’s [Performance Framework](#) for details regarding the governance structure and governance oversight measures.

If you have any questions/comments/concerns regarding the summary below, please feel free to reach out to the IPCSC staff. You may provide a response to this report within two weeks of receipt. Both the report and your response will be included in your school’s renewal portfolio.

Observation Date: 7.21.2022

Observer: Jared Dawson

School Board Director’s Name	Office (if applicable)	Present/Remote/Absent
Bart McKnight	Chair	Present
Sheila Bryant	Vice Chair	Present
Danny Bower	Director	Present
Brianne Gray	Director	Present
School Leadership	Title	Present/Remote/Absent
Seth Stallcop	Administrator	Present
Niki Crow	Board Clerk	Present

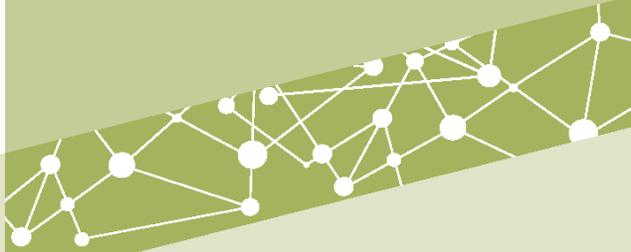
Observation Category	Status	Date
Open Meeting Law	No Concern	7.21.22
Public Participation	No Concern	7.21.22
Operational Efficacy	No Concern	7.21.22
Academic Achievement	No Concern	7.21.22
Financial Health	No Concern	7.21.22

Additional Notes (As Applicable) – Emily Criddle was nominated and selected as a Director, serving as Secretary/Treasurer

March 4-5, 2019



**AdvancED®
Engagement
Review Report**



AdvancED® Performance Accreditation

Legacy Charter School
4015 S. Legacy Way
Nampa, ID 83686

Table of Contents

Introduction	3
AdvancED Performance Accreditation and the Engagement Review	3
AdvancED Standards Diagnostic Results	3
Leadership Capacity Domain	3
Learning Capacity Domain.....	4
Resource Capacity Domain.....	5
Effective Learning Environments Observation Tool® (eleot®) Results.....	6
Assurances	7
AdvancED Continuous Improvement System.....	8
Initiate	8
Improve	8
Impact.....	8
Findings.....	9
Accreditation Status and Index of Education Quality® (IEQ®).....	9
Insights from the Review	10
Next Steps.....	12
Team Roster	13
References and Readings	15

Introduction

AdvancED Performance Accreditation and the Engagement Review

Accreditation is pivotal to leveraging education quality and continuous improvement. Using a set of rigorous research-based standards, the accreditation process examines the whole institution—the program, the cultural context and the community of stakeholders—to determine how well the parts work together to meet the needs of learners. Through the AdvancED Accreditation Process, highly skilled and trained Engagement Review Teams gather first-hand evidence and information pertinent to evaluating an institution’s performance against the research-based AdvancED Performance Standards. Using these Standards, Engagement Review Teams assess the quality of learning environments to gain valuable insights and target improvements in teaching and learning. AdvancED provides Standards that are tailored for all education providers so that the benefits of accreditation are universal across the education community.

Through a comprehensive review of evidence and information, our experts gain a broad understanding of institution quality. Using the Standards, the review team provides valuable feedback to institutions which helps to focus and guide each institution’s improvement journey. Valuable evidence and information from other stakeholders, including students, also are obtained through interviews, surveys, and additional activities.

AdvancED Standards Diagnostic Results

The AdvancED Performance Standards Diagnostic is used by the Engagement Review Team to evaluate the institution’s effectiveness based on AdvancED’s Performance Standards. The diagnostic consists of three components built around each of the three Domains: **Leadership Capacity**, **Learning Capacity** and **Resource Capacity**. Results are reported within four ranges identified by the colors. The results for the three Domains are presented in the tables that follow.

Color	Rating	Description
Red	Needs Improvement	Identifies key areas that need more focused improvement efforts
Yellow	Emerging	Represents areas to enhance and extend current improvement efforts
Green	Meets Expectations	Pinpoints quality practices that meet the Standards
Blue	Exceeds Expectations	Demonstrates noteworthy practices producing clear results that exceed expectations

Leadership Capacity Domain

The capacity of leadership to ensure an institution’s progress toward its stated objectives is an essential element of organizational effectiveness. An institution’s leadership capacity includes the fidelity and commitment to its purpose and direction; the effectiveness of governance and leadership to enable the institution to realize its stated objectives; the ability to engage and involve stakeholders in meaningful and productive ways; and the capacity to implement strategies that improve learner and educator performance.

Leadership Capacity Standards		Rating
1.1	The institution commits to a purpose statement that defines beliefs about teaching and learning including the expectations for learners.	Meets Expectations
1.2	Stakeholders collectively demonstrate actions to ensure the achievement of the institution's purpose and desired outcomes for learning.	Meets Expectations
1.3	The institution engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.	Meets Expectations
1.4	The governing authority establishes and ensures adherence to policies that are designed to support institutional effectiveness.	Meets Expectations
1.5	The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.	Meets Expectations
1.6	Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.	Meets Expectations
1.7	Leaders implement operational process and procedures to ensure organizational effectiveness in support of teaching and learning.	Meets Expectations
1.8	Leaders engage stakeholders to support the achievement of the institution's purpose and direction.	Emerging
1.9	The institution provides experiences that cultivate and improve leadership effectiveness.	Emerging
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.	Needs Improvement

Learning Capacity Domain

The impact of teaching and learning on student achievement and success is the primary expectation of every institution. An effective learning culture is characterized by positive and productive teacher/learner relationships; high expectations and standards; a challenging and engaging curriculum; quality instruction and comprehensive support that enable all learners to be successful; and assessment practices (formative and summative) that monitor and measure learner progress and achievement. Moreover, a quality institution evaluates the impact of its learning culture, including all programs and support services and adjusts accordingly.

Learning Capacity Standards		Rating
2.1	Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the institution.	Meets Expectations
2.2	The learning culture promotes creativity, innovation and collaborative problem-solving.	Needs Improvement
2.3	The learning culture develops learners' attitudes, beliefs and skills needed for success.	Exceeds Expectations
2.4	The institution has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences.	Exceeds Expectations
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.	Meets Expectations
2.6	The institution implements a process to ensure the curriculum is aligned to standards and best practices.	Meets Expectations

Learning Capacity Standards		Rating
2.7	Instruction is monitored and adjusted to meet individual learners’ needs and the institution’s learning expectations.	Meets Expectations
2.8	The institution provides programs and services for learners’ educational futures and career planning.	Meets Expectations
2.9	The institution implements processes to identify and address the specialized needs of learners.	Meets Expectations
2.10	Learning progress is reliably assessed and consistently and clearly communicated.	Meets Expectations
2.11	Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.	Meets Expectations
2.12	The institution implements a process to continuously assess its programs and organizational conditions to improve student learning.	Needs Improvement

Resource Capacity Domain

The use and distribution of resources support the stated mission of the institution. Institutions ensure that resources are distributed and utilized equitably so the needs of all learners are adequately and effectively addressed. The utilization of resources includes support for professional learning for all staff. The institution examines the allocation and use of resources to ensure appropriate levels of funding, sustainability, organizational effectiveness, and increased student learning.

Resource Capacity Standards		Rating
3.1	The institution plans and delivers professional learning to improve the learning environment, learner achievement, and the institution’s effectiveness.	Meets Expectations
3.2	The institution’s professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.	Needs Improvement
3.3	The institution provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.	Meets Expectations
3.4	The institution attracts and retains qualified personnel who support the institution’s purpose and direction	Meets Expectations
3.5	The institution integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.	Needs Improvement
3.6	The institution provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the institution.	Meets Expectations
3.7	The institution demonstrates strategic resource management that includes long-range planning and use of resources in support of the institution’s purpose and direction.	Meets Expectations
3.8	The institution allocates human, material, and fiscal resources in alignment with the institution’s identified needs and priorities to improve student performance and organizational effectiveness.	Emerging

Effective Learning Environments Observation Tool® (eleot®)

Results

The AdvancED eProve™ Effective Learning Environments Observation Tool® (eleot®) is a learner-centric classroom observation tool that comprises 28 items organized in seven environments aligned with the AdvancED Standards. Classroom observations are conducted for a minimum of 20 minutes. Trained and certified observers take into account the level of embeddedness, quality, and complexity of application or implementation; number of students engaged and frequency of application. Results from the eleot are reported on a scale of one to four based on the students' engagement in and reaction to the learning environment. In addition to the results from the review, the AdvancED Improvement Network (AIN) results are reported to benchmark your results against the network averages. The eleot provides useful, relevant, structured, and quantifiable data on the extent to which students are engaged in activities and/or demonstrate knowledge, attitudes, and/or dispositions that are conducive to effective learning.

The insights eleot data provide are an invaluable source of information for continuous improvement planning efforts. Although averages by eleot Learning Environment are helpful to gauge quality at a higher, more impressionistic level, the average rating for each item is more fine-grained, specific and actionable. Institutions should identify the five to seven items with the lowest ratings and examine patterns in those ratings within and across environments to identify areas for improvement. Similarly, identifying the five to seven items with the highest ratings also will assist in identifying strengths within and across eleot Learning Environments. Examining the eleot data in conjunction with other institution data will provide valuable feedback on areas of strength or improvement in institution's learning environments.

eleot® Observations		
Total Number of eleot® Observations from the Engagement Review	16	
Environments	Rating	AIN
Equitable Learning Environment	2.53	2.86
Learners engage in differentiated learning opportunities and/or activities that meet their needs	2.19	1.89
Learners have equal access to classroom discussions, activities, resources, technology, and support	3.19	3.74
Learners are treated in a fair, clear and consistent manner	3.12	3.77
Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions	1.62	2.06
High Expectations Environment	2.54	3.02
Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher	2.62	3.17
Learners engage in activities and learning that are challenging but attainable	3.00	3.14
Learners demonstrate and/or are able to describe high quality work	2.25	2.83
Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)	2.25	3.06
Learners take responsibility for and are self-directed in their learning	2.56	2.89
Supportive Learning Environment	3.02	3.61
Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful	3.31	3.66

eleot® Observations		
Total Number of eleot® Observations from the Engagement Review	16	
Environments	Rating	AIN
Learners take risks in learning (without fear of negative feedback)	2.62	3.49
Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks	2.94	3.66
Learners demonstrate a congenial and supportive relationship with their teacher	3.19	3.66
Active Learning Environment	2.47	3.08
Learners' discussions/dialogues/exchanges with each other and the teacher predominate	2.50	3.34
Learners make connections from content to real-life experiences	2.12	2.80
Learners are actively engaged in the learning activities	3.44	3.43
Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments	1.81	2.74
Progress Monitoring and Feedback Environment	2.16	3.14
Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored	2.12	3.20
Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work	2.25	3.37
Learners demonstrate and/or verbalize understanding of the lesson/content	2.50	3.37
Learners understand and/or are able to explain how their work is assessed	1.75	2.63
Well-Managed Learning Environment	3.33	3.58
Learners speak and interact respectfully with teacher(s) and each other	3.50	3.86
Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others	3.31	3.83
Learners transition smoothly and efficiently from one activity to another	3.19	3.09
Learners use class time purposefully with minimal wasted time or disruptions	3.31	3.54
Digital Learning Environment	1.12	1.50
Learners use digital tools/technology to gather, evaluate, and/or use information for learning	1.31	1.60
Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning	1.0	1.46
Learners use digital tools/technology to communicate and/or work collaboratively for learning	1.06	1.46

Assurances

Assurances are statements accredited institutions must confirm they are meeting. The Assurance statements are based on the type of institution and the responses are confirmed by the Accreditation Engagement Review Team. Institutions are expected to meet all Assurances and are expected to correct any deficiencies in unmet Assurances.

Assurances			
Met	X	Unmet	

AdvancED Continuous Improvement System

AdvancED defines continuous improvement as “an embedded behavior rooted in an institution’s culture that constantly focuses on conditions, processes, and practices to improve teaching and learning.” The AdvancED Continuous Improvement System (CIS) provides a systemic fully integrated solution to help institutions map out and navigate a successful improvement journey. In the same manner that educators are expected to understand the unique needs of every learner and tailor the education experience to drive student success, every institution must be empowered to map out and embrace their unique improvement journey. AdvancED expects institutions to use the results and the analysis of data from various interwoven components for the implementation of improvement actions to drive education quality and improved student outcomes. While each improvement journey is unique, the journey is driven by key actions.

The findings of the Engagement Review Team will be organized by the Levels of Impact within i3: Initiate, Improve and Impact. The organization of the findings is based upon the ratings from the Standards Diagnostic and the i3 Levels of Impact.

Initiate

The first phase of the improvement journey is to **Initiate** actions to cause and achieve better results. The elements of the Initiate phase are defined within the Levels of Impact of Engagement and Implementation. Engagement is the level of involvement and frequency stakeholders are engaged in the desired practices, processes, or programs within the institution. Implementation is the degree to which the desired practices, processes, or programs are monitored and adjusted for quality and fidelity of implementation. Standards identified within Initiate should become the focus of the institution’s continuous improvement journey to move toward the collection, analysis and use of data to measure the results of engagement and implementation. A focus on enhancing the capacity of the institution in meeting the identified Standards has the greatest potential impact on improving student performance and organizational effectiveness.

Improve

The second phase of the improvement journey is to gather and evaluate the results of actions to **Improve**. The elements of the **Improve** phase are defined within the Levels of Impact of Results and Sustainability. Results represents the collection, analysis, and use of data and evidence to demonstrate attaining the desired result(s). Sustainability is results achieved consistently to demonstrate growth and improvement over time (minimum of three years). Standards identified within Improve are those in which the institution is using results to inform their continuous improvement processes and using results over time to demonstrate the achievement of goals. The institution should continue to analyze and use results to guide improvements in student achievement and organizational effectiveness.

Impact

The third phase of achieving improvement is **Impact** where desired practices are deeply entrenched. The elements of the **Impact** phase are defined within the Level of Impact of Embeddedness. Embeddedness is the degree to which the desired practices, processes, or programs are deeply ingrained in the culture and operation of the institution. Standards identified within Impact are those in which the institution has demonstrated ongoing growth and improvement over time and has embedded the practices within the culture of the institution. Institutions should continue to support and sustain these practices that are yielding results in improving student achievement and organizational effectiveness.

Findings

The findings in this report represent the degree to which the Accreditation Standards are effectively implemented in support of the learning environment and the mission of the institution. Standards which are identified in the **Initiate** phase of practice are considered Priorities for Improvement that must be addressed by the institution to retain accreditation. Standards which are identified in the **Improve** phase of practice are considered Opportunities for Improvement that the institution should consider. Standards which are identified in the **Impact** phase of practice are considered Effective Practices within the institution.

13 Rubric Levels	STANDARDS
Initiate Priorities for Improvement	Standard 1.10 Standards 2.2, 2.12 Standards 3.2, 3.5
Improve Opportunities for Improvement	Standards 1.8, 1.9 Standard 3.8
Impact Effective Practices	Standards 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7 Standards 2.1, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11 Standards 3.1, 3.3, 3.4, 3.6, 3.7

Accreditation Status and Index of Education Quality® (IEQ®)

AdvancED will review the results of the Accreditation Engagement Review to make a final determination concerning accreditation status, including the appropriate next steps for your institution in response to these findings. AdvancED provides the Index of Education Quality® (IEQ®) as a holistic measure of overall performance based on a comprehensive set of standards and review criteria. A formative tool for improvement, it identifies areas of success as well as areas in need of focus. The IEQ is comprised of the Standards Diagnostic ratings from the three Domains: 1) Leadership Capacity; 2) Learning Capacity; and 3) Resource Capacity. The IEQ results are reported on a scale of 100 to 400 and provides information about how the institution is performing compared to expected criteria. Institutions should review the IEQ in relation to the Findings from the review in the areas of Initiate, Improve and Impact. An IEQ score below 250 indicates that the institution has several areas within the Initiate level and should focus their improvement efforts on those Standards within the Initiate level. An IEQ in the range of 225-300 indicates that the institution has several Standards within the Improve level and is using results to inform continuous improvement and demonstrate sustainability. An IEQ of 275 and above indicates the institution is beginning to reach the Impact level and is engaged in practices that are sustained over time and are becoming ingrained in the culture of the institution.

Below is the average (range) of all AIN institutions evaluated for accreditation in the last five years. The range of the annual AIN IEQ average is presented to enable you to benchmark your results with other institutions in the network.

Institution IEQ	304.50	AIN 5 Year IEQ Range	278.34 – 283.33
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Insights from the Review

The Engagement Review Team engaged in professional discussions and deliberations about the processes, programs and practices within the institution to arrive at the findings of the team. These findings are organized around themes guided by the evidence, examples of programs and practices and provide direction for the institution’s continuous improvement efforts. The Insights from the Review narrative should provide contextualized information from the team deliberations and provide information about the team’s analysis of the practices, processes, and programs of the institution from the levels of Initiate, Improve, and Impact. The Insights from the Review narrative should provide next steps to guide the improvement journey of the institution in its efforts to improve the quality of educational opportunities for all learners. The findings are aligned to research-based criteria designed to improve student learning and organizational effectiveness. The feedback provided in the Accreditation Engagement Review Report will assist the institution in reflecting on its current improvement efforts and to adapt and adjust their plans to continuously strive for improvement.

The Engagement Review Team identified several themes from the review that will support the continuous improvement process for Legacy Charter School. These themes include both strengths and opportunities to guide the improvement journey.

The school has embedded the core values of their mission into the daily operations of the school. The mission statement of the school is, “Legacy’s mission is to develop students who are competent, confident, productive and responsible young adults who possess the habits, skills and attitudes to succeed in life.” During observations, it was apparent that students are participating in activities that are challenging but also focused on providing them the skills to be successful on required standardized assessments as evidenced by their 2018 recognition as an Elementary and Secondary Education Act Distinguished School and their performance on the state standardized testing system known as the Idaho Standards and Achievement Test (ISAT). Additional evidence was gained from interviews with staff and parents who both mentioned the school mission and how the work that is done each day by teachers and students is directly related to the mission of the school.

The school does not have a formal plan for soliciting stakeholder feedback in the continuous improvement process. When reviewing the evidence provided by the school and listening to stakeholders including administrators, teachers, and parents, the Engagement Review Team found that the school does not have a formal plan in place for soliciting stakeholder feedback on the continuous improvement plan or any formal plan for shared decision making. School leaders shared how they don’t have a Parent Teacher Organization (PTO) because it can result in negative outcomes and be uncomfortable for the teachers involved in the PTO. Teachers also reported during interviews that they rarely provide input regarding the operation of the school. Additionally, they were not sought out for feedback on the continuous improvement plan, mission or vision. Teachers and parents interviewed expressed almost a limited interest in needing to or wanting to be involved in providing feedback to school leaders beyond the required school culture and climate surveys administered annually. Finally, students also expressed a consensus of not having a voice in initiating any changes or adjustments to the school. Students expressed to the Engagement Review Team a desire to have more clubs and activities, for example Robotics or Theatre. They further indicated that they did not know who to talk to or how to request that these be added to the school. Students also mentioned they don’t have a student council or student government. Providing opportunities for stakeholders, including teachers, parents and students, would likely have a positive impact on the school culture and operations of the school.

School climate is supportive of students at Legacy Charter School. In interviews with the Engagement Review Team, students indicated they feel safe, loved, and cared for by their teachers and the principal. Classroom observations demonstrated that the learning environment is supportive of student learning. Additionally, the Engagement Review Team observed well managed classroom environments. The Engagement Review Team noted that students are supported and well cared for with learning being a priority. Parents stated that they feel their children are safe and that the staff truly cares about each of their students. The climate is supported by a caring staff, school leader and supportive school board. One example of how Legacy teachers continually support students is through the Harbor classroom where new students are transitioned into the Harbor instructional method that makes up the academic focus and culture of the school. This transitional time helps students acclimate to the Harbor school model and allows students the opportunity to be part of the classroom via video conferencing but literally in a room next door where the Harbor teacher can ensure that they are acquiring the important learning techniques that make Legacy unique and supports high achievement on state ISAT assessments.

Using technology for learning is an area of growth acknowledged by the school. Engagement Review Team members observed minimal technology use by students and the little that was observed centered on typing practice or doing low level research activities. There was no evidence of student creation of original works using technology and interviews with students indicated minimal technology use other than access to the computer lab for typing practice. With the high test scores and academic achievement already in place at the school, there is prime opportunity for students to use technology in a manner that amplifies their learning by giving students the opportunity to create original works and dive deeper into the content and curriculum by performing research online. Increased student technology use can also amplify student voice by giving students choices in how they demonstrate mastery of the content. Students could create a video, website, blog, or podcast using technology and demonstrate the learning in unique and creative ways far beyond the rote memorization and Shurley sing song activities that were observed during observations and mentioned during stakeholder interviews.

No formal process exist for collaboration amongst vertical and horizontal teams of teachers. Teachers discussed how they meet occasionally to discuss questions about individual students with the teacher in the grade below them but that these meetings are informal, rarely scheduled and sometimes occur while attending a community event. Additionally, the school works closely with the staff of two neighboring charter schools, Victory and Liberty. However, there is no formally developed professional learning community (PLC) between the horizontal grade levels shared by all three schools. Given the close-knit relationship between these three schools, as well as the family like school community at Legacy Charter School, it would be hugely advantageous for the school to pursue the adoption of a formal PLC model that focuses on the four essential questions including, “What do we want students to learn? How will we know if they have learned? What will we do if they don’t learn? What will we do if they already know it?” Adopting a formal PLC model can further solidify the identified best practices happening in the school but also better support students who may not be learning as well as their peers by incorporating a formalized Response to Intervention model that compliments the PLC work.

The insights identified by the Engagement Review Team should be considered along with the rest of the findings from the review as part of the school’s continuous improvement process. It is the intention of the Engagement Review Team that the insights will provide possible next steps to guide the improvement journey of Legacy Charter School in its efforts to improve quality instruction and meaningful opportunities for all learners. The team would also like to commend the school for the mentioned areas of excellence with the hope these areas will continue to be supported.

Next Steps

Upon receiving the Accreditation Engagement Review Report the institution is encouraged to implement the following steps:

- Review and share the findings with stakeholders.
- Develop plans to address the Priorities for Improvement identified by the Engagement Review Team.
- Use the findings and data from the report to guide and strengthen the institution's continuous improvement efforts.
- Celebrate the successes noted in the report
- Continue the improvement journey

Team Roster

The Engagement Review Teams are comprised of professionals with varied backgrounds and professional experiences. All Lead Evaluators and Engagement Review Team members complete AdvancED training and elect certification to provide knowledge and understanding of the AdvancED tools and processes. The following professionals served on the Engagement Review Team:

Team Member Name	Brief Biography
<p>Tim Rigsby, Lead Evaluator</p>	<p>Mr. Tim Rigsby has worked in education since December 2005 and has served as a special education assistant, coach, teacher, athletic director, instructional coach and principal. Currently, he serves as an instructional coach and technology coordinator in the Nampa School District working with middle school students as well as a principal for the Idaho Digital Learning Alliance and a Lead Evaluator for AdvancED. He has an Education Specialist degree in educational leadership, Master of Education degree in educational leadership and Bachelor of Science degree in physical education and community health from the University of Idaho. He holds certificates in health 6/12, physical education PK/12, principal and superintendent.</p>
<p>Megan Gambs</p>	<p>Ms. Megan Gambs received her Bachelor of Science degree in geological sciences from University of California Santa Barbara. Hands-on field experiences, undergraduate research in various lab groups, and mentorship from faculty and graduate students fostered her interest and sense of belonging in the field of science. She went on to the University of Washington, where she developed a lasting commitment to effective science communication and a profound understanding of the power of quality pedagogy. She earned her Master of Science degree in oceanography in 2012. She relocated to the Treasure Valley to pursue a career in public education. She had the privilege to serve as an 8th grade earth science teacher at East Valley Middle School, in Nampa, Idaho. At East Valley, she worked to ensure that all students engaged in authentic science practice. Students cultivated their understanding of the natural world through collection, analysis and visualization of data. Students built a sense of agency and belonging. She joined the Institute for STEM and Diversity Initiatives at Boise State University, in 2018, as the project manager. Ms. Gambs is dedicated to developing and supporting programs and partnerships that cultivate diverse, equitable and inclusive opportunities and positive outcomes for all.</p>
<p>Jolene Montoya</p>	<p>Mrs. Jolene Montoya has worked in education since December 1998 and has served as a business education and AVID teacher, professional-technical coordinator, testing coordinator, federal programs administrator and principal. Currently, she serves as the curriculum manager for Idaho Digital Learning Alliance. She has an Education Specialist degree in educational leadership, Master of Education degree in educational leadership, and Bachelor of Science degree in business and marketing education from the University of Idaho and currently holds endorsements in business technology, marketing, economics, work-based learning coordinator, principal and superintendent. Additionally, she is a certified K-12 course reviewer for Quality Matters.</p>

Team Member Name	Brief Biography
<p>Dr. Penny Tenuto</p>	<p>Dr. Penny Tenuto’s career path began in finance, where she worked as a trustee sales officer for a savings and loan association in Nevada. She later worked as assistant manager of a private trustee firm in California. In 1993, Dr. Tenuto obtained a Career and Technology Education teaching certificate in the areas of accounting and computer business applications. She completed her Doctor of Philosophy degree at University of Idaho with a specialization in educational leadership while serving eight years as an assistant principal at Sandpoint High School. She relocated to Boise in 2010 when she joined the University of Idaho Educational Leadership Program as a full-time faculty. As part of the AdvancED school accreditation process through the Northwest Accreditation Commission, Dr. Tenuto completed Effective Learning Environments Observation Tool certification in 2014 and has participated as a team member at the secondary level.</p>

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About AdvancED

AdvancED is a non-profit, non-partisan organization serving the largest community of education professionals in the world. Founded on more than 100 years of work in continuous improvement, AdvancED combines the knowledge and expertise of a research institute, the skills of a management consulting firm and the passion of a grassroots movement for educational change to empower Pre-K-12 schools and school systems to ensure that all learners realize their full potential.

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

In the Matter of the Charter Renewal for:

Case No. 22-52510

NORTH IDAHO STEM ACADEMY.

**NOTICE AND ACKNOWLEDGMENT OF
COMMISSION DIRECTOR’S
RECOMMENDATION FOR RENEWAL
OF CHARTER**

Pursuant to Idaho Code section 33-5209B, the Director of the Idaho Public Charter School Commission (“Commission”) recommends that the charter for North Idaho STEM Academy (“NISTEM”) be renewed for a five-year term with no conditions.

After its review of the Director’s recommendation, if NISTEM agrees to accept the Director’s recommendation as presented below, an authorized representative of NISTEM must complete the Consent Agreement, attached to this Notice as Attachment A, and return it to the Director **by no later than December 15, 2022** to the following address:

Jenn Thompson, Director
Idaho Public Charter School Commission
514 W. Jefferson St., Ste. 303
Boise, Idaho 83720
jenn.thompson@osbe.idaho.gov

Dated this 15th day of November, 2022.

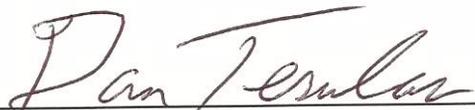
Jenn Thompson Digitally signed by Jenn Thompson
Date: 2022.11.08 12:59:02 -07'00'

Jenn Thompson
Director
Idaho Public Charter School Commission

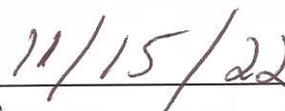
CONSENT AGREEMENT ACCEPTING DIRECTOR'S RECOMMENDATION FOR RENEWAL OF CHARTER WITHOUT CONDITIONS

This Consent Agreement ("Agreement") is hereby entered into between the Director of the Idaho Public Charter School Commission ("Director") and North Idaho STEM Academy ("NISTEM"). NISTEM understands, acknowledges, and agrees to the following:

1. On behalf of NISTEM, the undersigned authorized representative acknowledges the receipt of the Notice and Acknowledgment of Commission Director's Recommendation for Renewal of Charter, dated November 15, 2022 ("Notice").
2. NISTEM understands and acknowledges the recommendation of the Director, and agrees to accept the recommendation for renewal of its charter with no conditions as proposed in the Notice.
3. NISTEM understands and acknowledges that the Director's recommendation will be presented to the Idaho Public Charter School Commission ("Commission"). NISTEM 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. NISTEM understands and acknowledges that if the Commission approves the renewal of NISTEM's charter, the Commission and NISTEM shall negotiate the terms of and execute a new performance certificate, as defined in Idaho Code section 33-5202A(6). Such performance certificate must be approved by the Commission in an open meeting prior to June 30, 2023.
5. On behalf of NISTEM, the undersigned authorized representative understands and acknowledges that by accepting the Director's recommendation as proposed in the Notice and entering into this Agreement, NISTEM 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.



Authorized Representative
Board Chair/President
North Idaho STEM Academy



Date

Jenn Thompson

Digitally signed by Jenn Thompson
Date: 2022.11.08 12:59:28 -07'00'

Jenn Thompson
Director
Idaho Public Charter School Commission

11/15/22

Date



In a Competitive World . . . Give your Child the Edge

NORTH IDAHO STEM CHARTER ACADEMY INC.

15633 N Meyer Rd. Rathdrum, Idaho. 83858

LEA #480 – 1342

Executive Director: Scott Thomson sthomson@northidahostem.org

Board Chairman: Dan Tesulov DanCDAhomes@gmail.com

Mission Statement

The mission of North Idaho STEM Charter Academy is to prepare students, through rigorous and relevant content, to be productive and successful citizens by developing a strong work ethic and the higher-level critical thinking skills needed to solve problems in the real world.

Current Enrollment by Grade Level:

K- 50
1 st - 50
2 nd - 51
3 rd - 56
4 th - 54
5 th - 60
6 th - 60
7 th - 51
8 th -36
9 th - 29
10 th - 26
11 th - 26
12 th - 24

Narrative

What improvements are planned for the school's next performance certificate term?

STEM Charter Academy has been committed to long-term sustained academic, financial, and operational excellence since its conception in 2009 and subsequent opening in 2012. As of this writing, in our 11th year, I can honestly say that we have achieved all three of those goals. Sustaining that level of intensity that saw us through our first decade of existence will be the goal for the next 5 years. The only way to do that is to continue to hire the best people that understand the difference between what we do and the status quo in education. The only way to be able to continue to hire those people is to have the resources available to compete for them through good financial management of our facilities and purchasing practices. We must stay hungry and never allow ourselves to take the easy way out. When you look at all three phases of our operation, you can only conclude that Idaho taxpayers are getting a good return on their investment in STEM Charter Academy.

Academic goals: STEM Charter Academy will continue to perform as a top 5% school as measured through standardized tests, college and career readiness, and having a school culture that allows for this type of academic excellence to take place. Our students will continue to receive STEM Diplomas as a MINIMUM requirement of graduation and over half of our graduates will receive Associate's Degrees from North Idaho College prior to high school graduation and have multiple college offers. Others will receive Career Technical certificates in Welding, Diesel Mechanics, CNC Machining, CompTIA, Networking, SolidWorks, Adobe Illustrator, Photoshop, Certified Nursing Assistant, Entrepreneurship, Communications, and other pathways as they become available. Please see below for objective Academic measures.

Financial Goals: STEM Charter Academy will pay off its facilities within the next 7 years and maintain positive cash flow doing it. We will do this by more than doubling our principal payments until it is paid off.

Operational Goals: STEM Charter Academy will continue to hire the best people and provide the best work environment to its employees. We want to continue to be the place where teachers go to remember why they got into teaching. We have put a solid leadership team in place along with a staff of teachers that appreciate their environment and are very protective of it and their students.

OUTLINE of Additional Evidence

1. Exhibit 1- I-station reading scores vs the state average
2. Exhibit 2- ISAT Scores in ELA & Math vs the state average
3. Exhibit 3- SAT Scores vs the state average

Exhibit 1

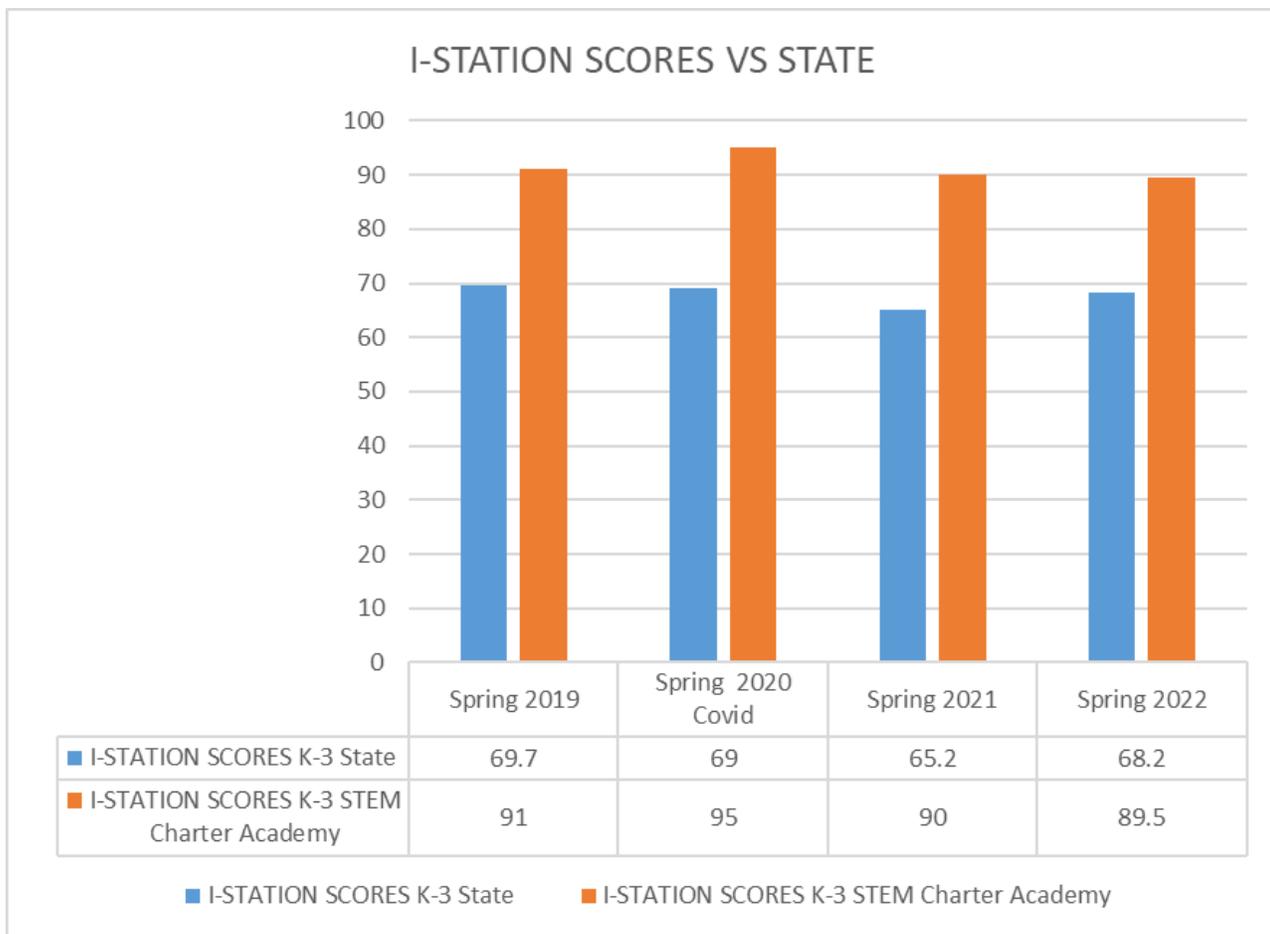
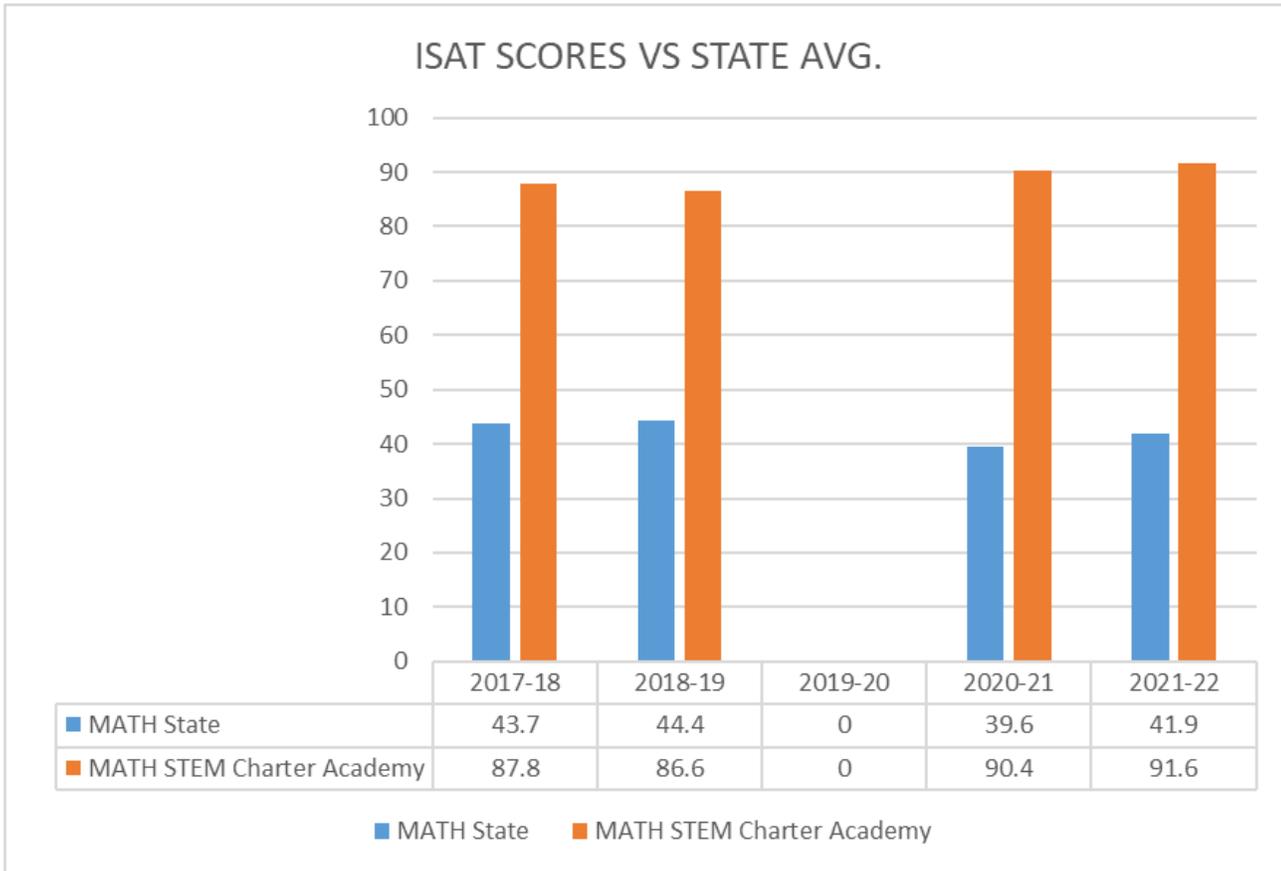
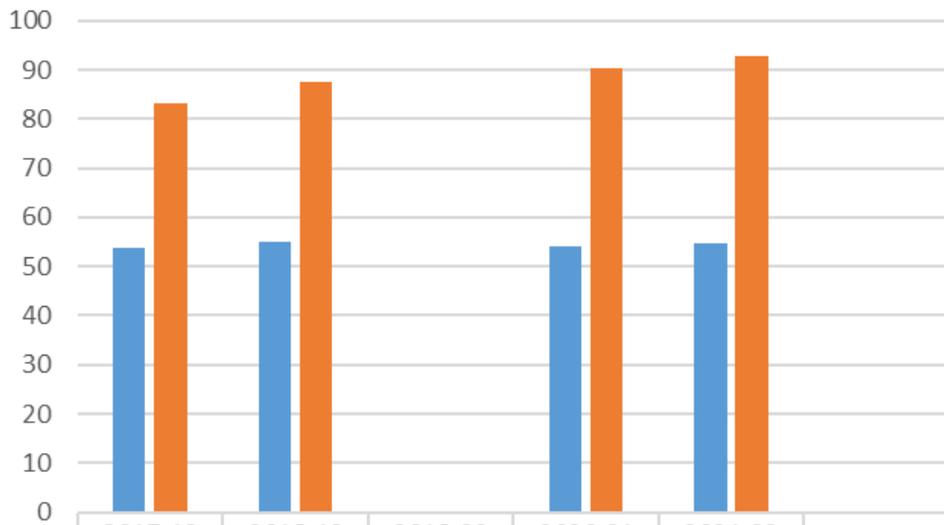


Exhibit 2



ISAT SCORES VS STATE AVG.

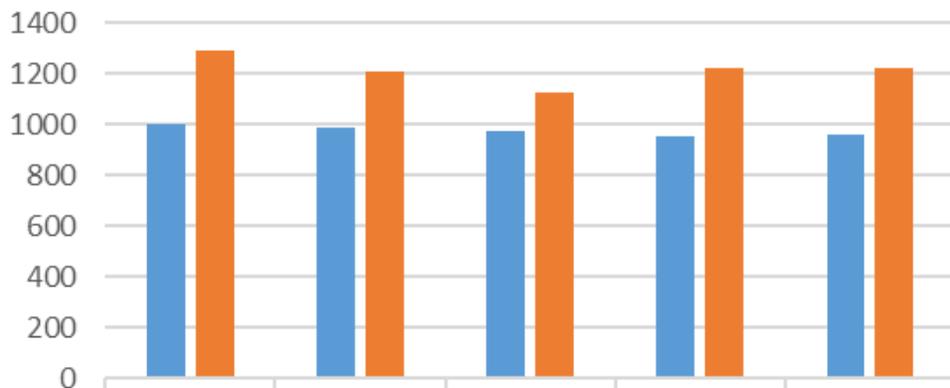


	2017-18	2018-19	2019-20	2020-21	2021-22
■ ELA State	53.7	55	0	54.1	54.8
■ ELA STEM Charter Academy	83.3	87.6	0	90.3	92.9

■ ELA State ■ ELA STEM Charter Academy

Exhibit 3

SAT SCORES VS STATE



	2018 graduates	2019 graduates	2020 graduates	2021 graduates	2022 graduates
■ State	999	989	975	954	963
■ STEM Charter Academy	1290	1206	1128	1225	1224

■ State ■ STEM Charter Academy



Annual Performance Report 2022

North Idaho STEM Charter School, Inc.

Mission Statement: To prepare students, through rigorous and relevant content, to be productive and successful citizens by developing a strong work ethic and the higher-level critical thinking skills needed to solve problems in the real world.

School Information	Annual Report FY2021-2022	Current: FY 2022-2023
Board Chair/President	Dan Tesulov	Dan Tesulov
Treasurer		
Secretary	Patricia Guzan	Patricia Guzman
Executive Director	Scott Thomson	Scott Thomson
Administrator	Scott Thomson	Travis Swick
Business Manager	Cathy Richardson	Cathy Richardson
School Location/Phone	15633 N Meyer Road, Rathdrum, ID	208-687-8002

Table of Contents

Introduction	3
School Overview.....	4
Annual Snapshot	5
Academic Outcomes	6
Math Proficiency & Math Growth.....	6
ELA Proficiency & ELA Growth.....	7
Literacy Proficiency.....	8
College & Career Readiness 4YR ACGR.....	9
Historical Performance	10
Operational Outcomes: Board Stewardship.....	11
Governance Structure	11
Governance Oversight.....	11
Governance Compliance.....	11
Operational Outcomes: Management.....	12
Student Services	12
Data Security and Information Technology.....	12
Facility & Services.....	12
Operational Compliance.....	12
Historical Performance	13-14
Financial Outcomes.....	15
Near Term Measures.....	15-16
Sustainability Measures	17-19
Historical Performance	20-21
Contact Us.....	22

Introduction

COMPLIANCE/AUTHORITY:

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, [I.C. §33-5209A](#) and [I.C. §33-5209C](#) require 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 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.

RENEWAL (I.C. §33-5209B)

At the end of each 5-year operating term, each school's performance certificate is considered for renewal. As this school's operating contract expires on June 30th, 2023, this report directly impacts the school's renewal recommendation. The authorizer is required to consider the following when making renewal decisions: all annual performance reports issued during the current performance certificate term, the school's current financial status, and any application materials submitted by the school. Renewal decisions must be made prior to March 15th, 2023. Please see the [Renewal Guidance](#) document for more information on the renewal process.

- **PERFORMANCE REPORT APPLICATION:**
 - Each measure included in the IPCSC's framework has a meets standard benchmark. If this school meets standard on all measures of the framework as reflected in the most recent years Annual Performance Report the school is guaranteed an unconditional renewal. If the school does not meet standard on one or more measures of the school's operating contract, it may be conditionally renewed or non-renewed.

*****Outcomes on this report inform high-stakes decisions, schools are encouraged to use this information to support their strategic planning efforts each year. *****

IPCSC RESOURCES

[IPCSC Performance Framework](#)

[IPCSC Renewal Guidance](#)

[IPCSC Schools](#)

SCHOOL RESOURCES

[NI STEM Performance Certificate](#)

[NI STEM Annual Report Page](#)

Current Certificate Term: 2018-2023

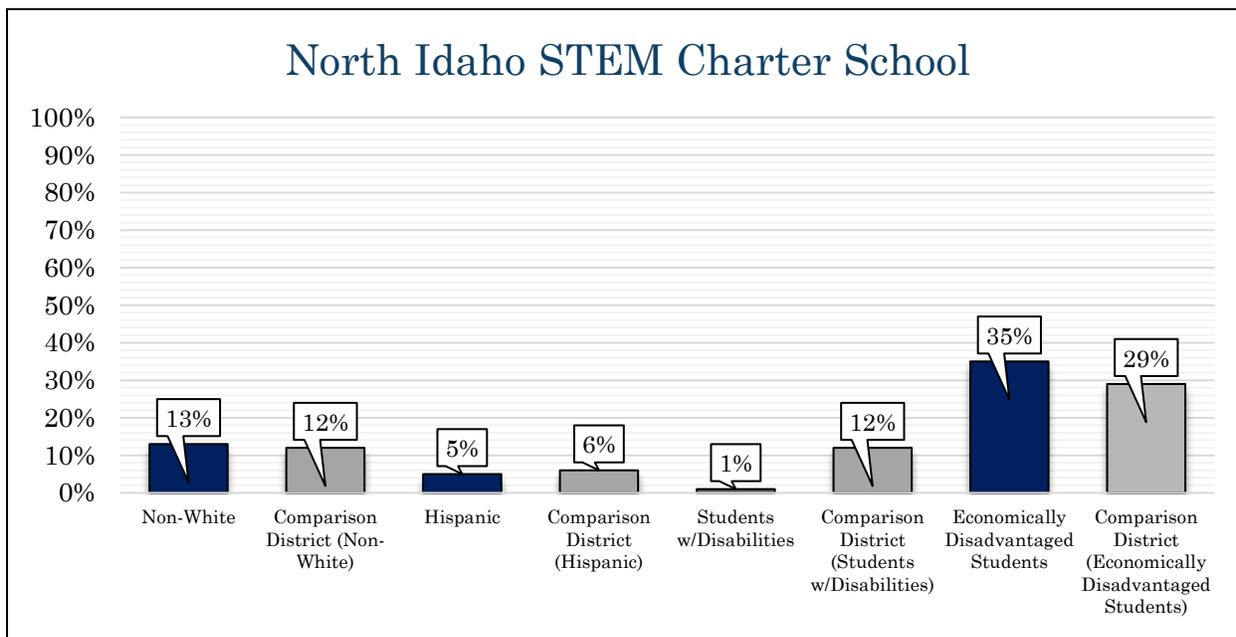
School Overview

Model:	STEM
Enrollment Capacity:	724
Grades Served:	K-12

Key Design Elements:

- Provide an environment where students are engaged in real-world problem solving through a project-based STEM program.
- Provide and encourage innovation and creativity as an educated person in the 21st century.
- Maintain rigor and high expectations to positively impact student success.
- Provide an environment where students use specific 21st century skills including collaboration, time and task management, presentation skills, and the effective use of technology.

2022 DEMOGRAPHIC SUMMARY:



2021-2022 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
----------------------	-------------------------------	----------------------------	-----------------------	-------------------------	----------------------------------

ACADEMIC OUTCOMES:		
Math Proficiency	92%	Exceeds Standard
Math Growth	Data Unavailable for 2021-2022	Not Rated for 2021-2022 school year
ELA Proficiency	92%	Exceeds Standard
ELA Growth	Data Unavailable for 2021-2022	Not Rated for 2021-2022 school year
Literacy Proficiency	Fall IRI: 72% Spring IRI: 90%	Exceeds Standard
College & Career Readiness	RATING PENDING DATA RELEASE	Choose an item.

OPERATIONAL OUTCOMES: BOARD STEWARDSHIP	
Governance Structure	Exceeds Standard
Governance Oversight	Exceeds Standard
Governance Compliance	Exceeds Standard

OPERATIONAL OUTCOMES: MANAGEMENT	
Student Services	Exceeds Standard
Data Security/ Transparency	Exceeds Standard
Facility & Services	Exceeds Standard
Operational Compliance	Approaches Standard

FINANCIAL OUTCOMES: NEAR TERM MEASURES		
Current Ratio	8.79	Exceeds Standard
Unrestricted Days Cash	478	Exceeds Standard
Default	None	Exceeds Standard
Enrollment Variance	103.6%	Exceeds Standard

FINANCIAL OUTCOMES: SUSTAINABILITY MEASURES		
Total Margin	23.08%	Exceeds Standard
3 Yr. Agg. Margin	30.45%	Exceeds Standard
Cash Flow	\$409,481	Exceeds Standard
Multi-Year Cash Flow	\$12,975	Exceeds Standard
Debt Service Coverage Ratio	2.58	Exceeds Standard
Debt Asset Ratio	0.17	Exceeds Standard
Financial Compliance	No compliance issues	Exceeds Standard

Academic Outcomes

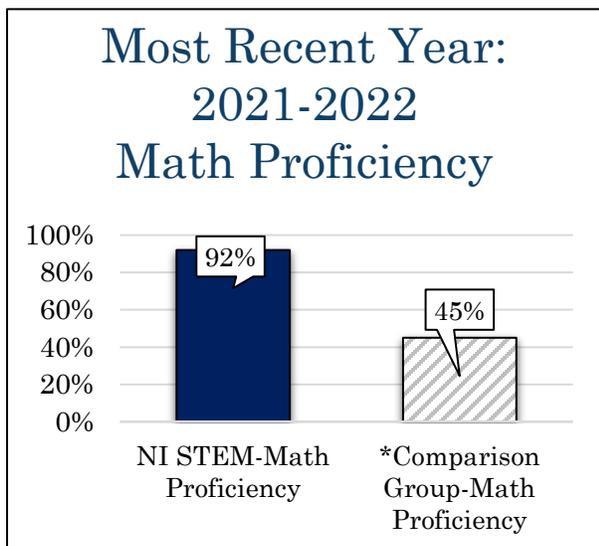
MATH PROFICIENCY & MATH GROWTH

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: Lakeland District (272)



Math Growth Data & Ratings are unavailable for the 2021-2022 School Year.

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	Exceeds Standard	The school's proficiency average is in the 90th percentile of all Idaho schools.

MEASURE	GROWTH RATING	APPLICABLE RUBRIC DESCRIPTION
MATH GROWTH	Not Rated for 2021-2022	Data not available for the 2021-2022 school year.

Academic Outcomes

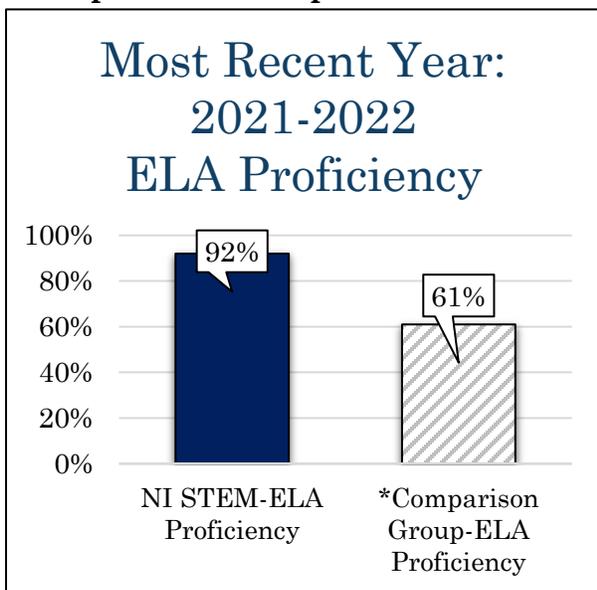
ELA PROFICIENCY & ELA GROWTH

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: Lakeland District (272)



ELA Growth Data & Ratings are unavailable for the 2021-2022 School Year.

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
ELA PROFICIENCY	Exceeds Standard	The school's proficiency average is in the 90th percentile of all Idaho schools.

MEASURE	GROWTH RATING	APPLICABLE RUBRIC DESCRIPTION
ELA GROWTH	Not Rated for 2021-2022	Data not available for the 2021-2022 school year.

Academic Outcomes

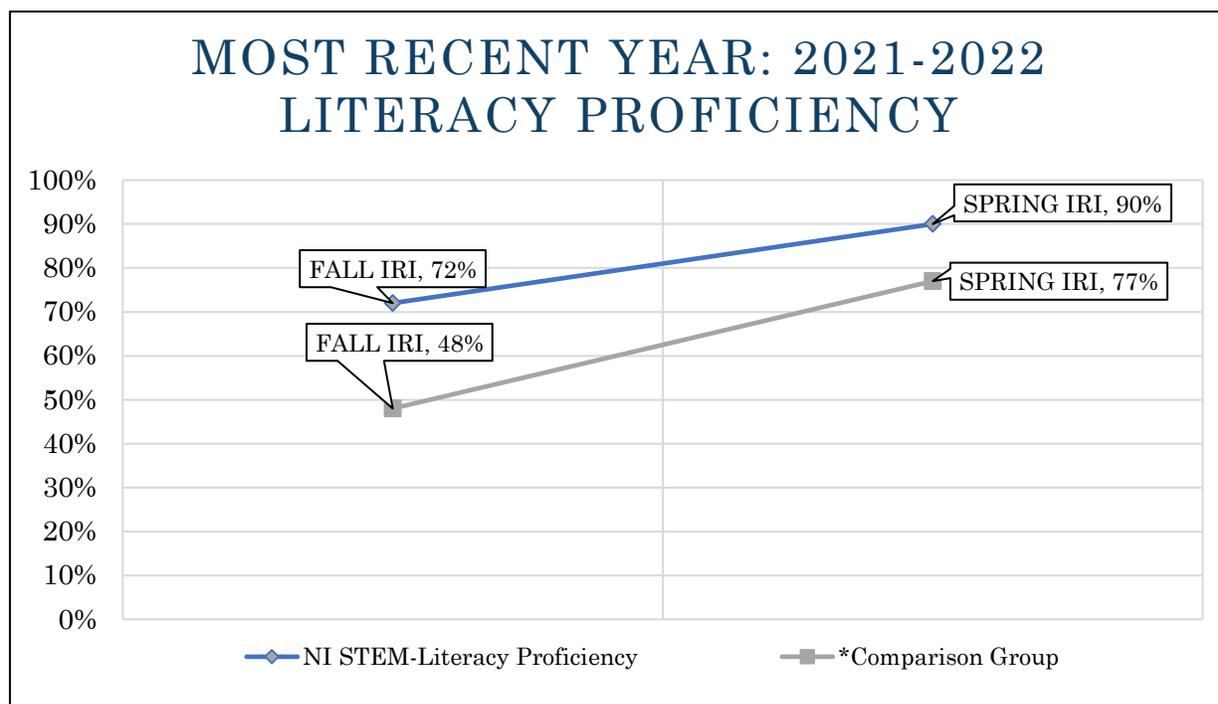
LITERACY PROFICIENCY

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: Lakeland District (272)



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.

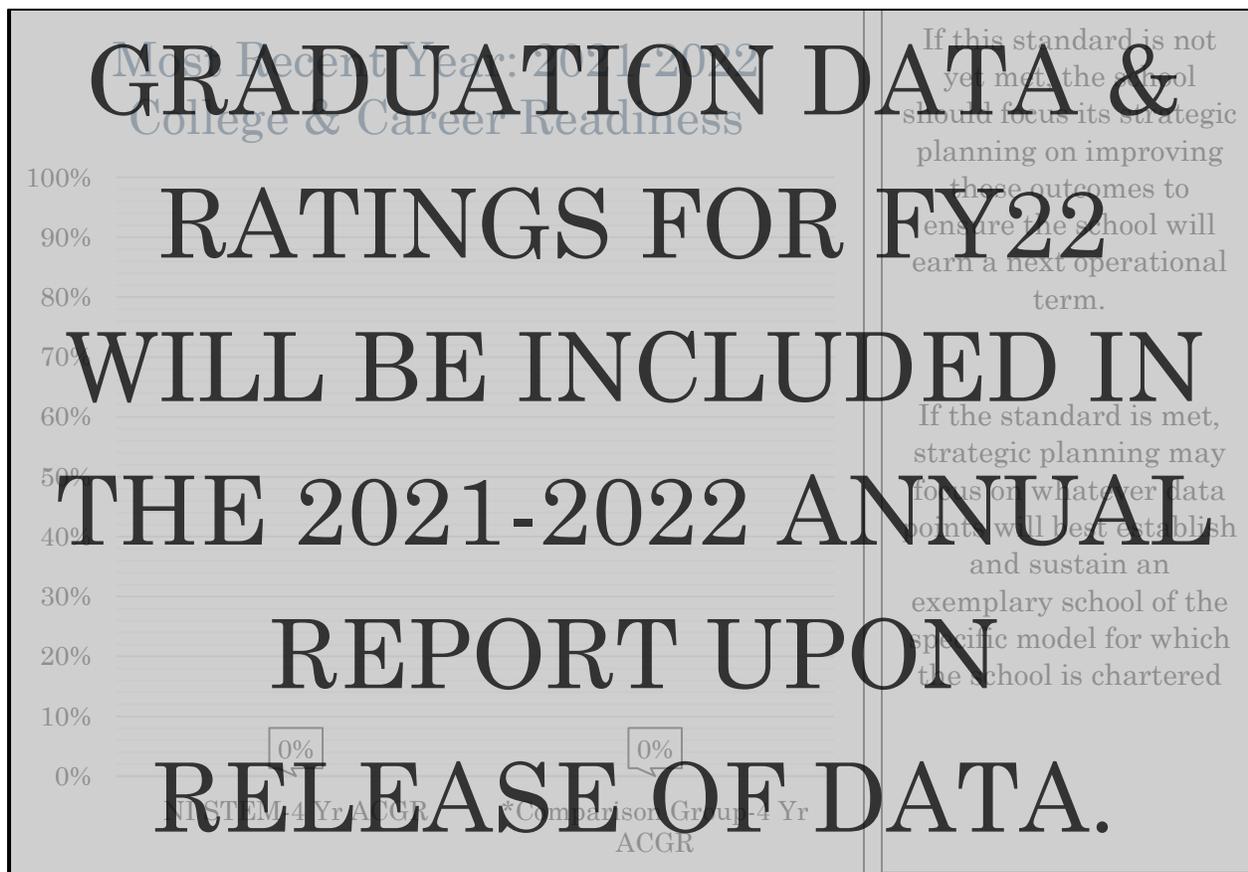
MEASURE	PROFICIENCY RATING	APPLICABLE RUBRIC DESCRIPTION
LITERACY PROFICIENCY	Exceeds Standard	The School's proficiency rate on the spring administration of the statewide literacy assessment is at or above 90%

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: Lakeland District (272)



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.

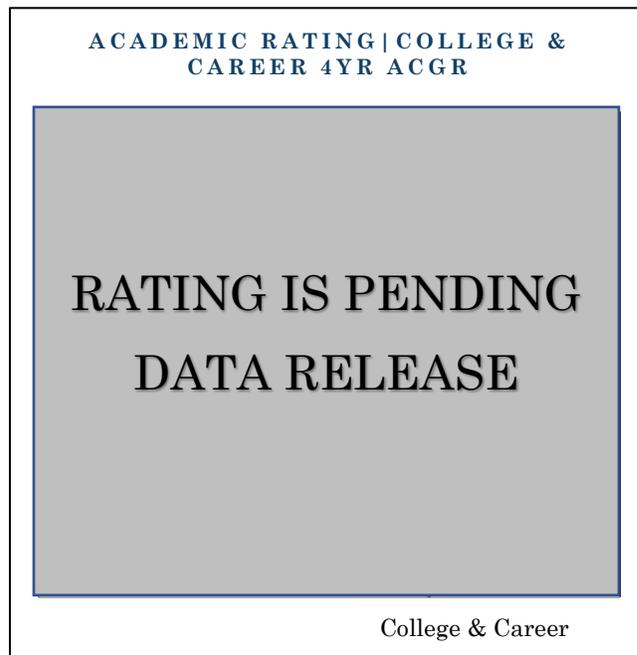
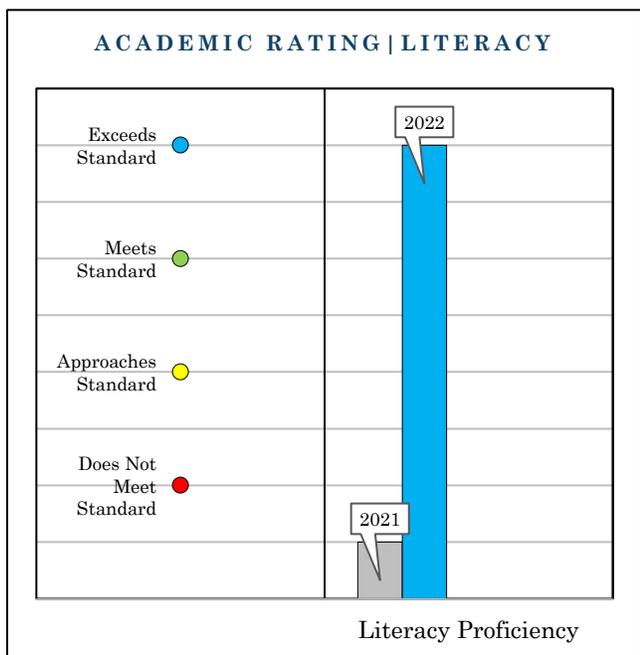
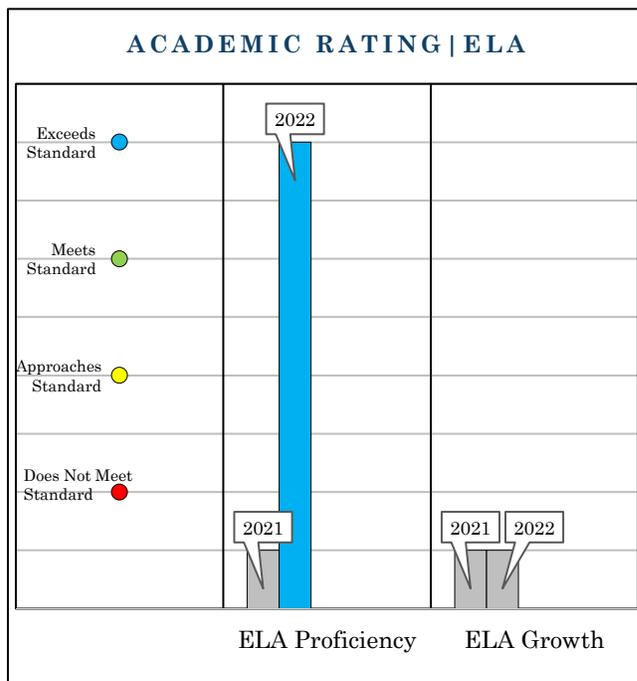
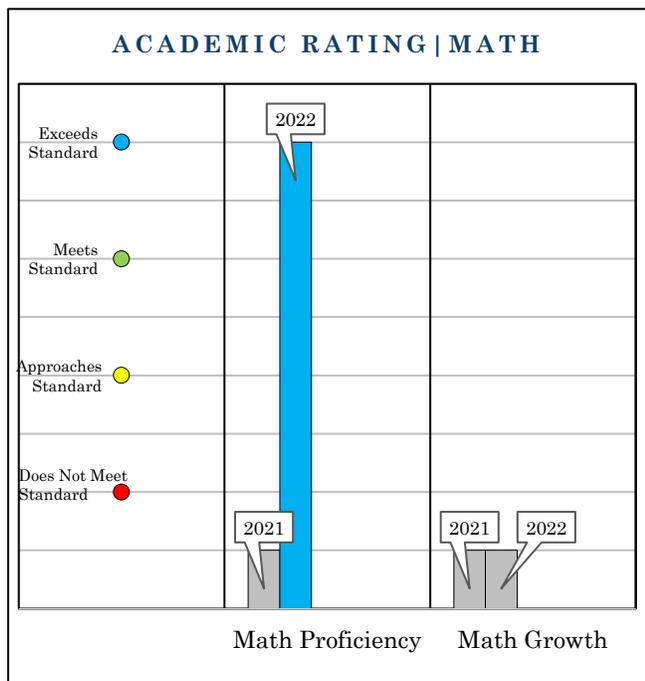
MEASURE	COLLEGE & CAREER RATING	APPLICABLE RUBRIC DESCRIPTION
College & Career Readiness		RATING IS PENDING DATA RELEASE

Historical Performance: Academics

The charts below provide an overview of a school’s performance throughout their current (5) year certificate term. Schools are encouraged to consider how this data might be used to drive strategic planning as the school approaches its next renewal decision.

*During the 2019-2020 & 2020-2021 school years academic ratings were waived by the IPCSC due to the pandemic’s impact on academic data. In the charts below, you will find these years have a grayed-out rating bar.

*Growth data and ratings are unavailable for the 2021-2022 school year and grayed out in the chart below.



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. *Please see the [Performance Framework Rubrics](#) for details regarding how each measure is rated.

RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
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Standard Rating: Exceeds Standard	
Governance Structure Measure	Data/Evidence Source
The board bylaws are compliant with ID law.	Most recently reviewed Bylaws 7/1/2019. *Please provide an updated to copy to IPCSC staff if any amendments have been made since this review date.
The school's articles of incorporation are current.	Most recently updated on 3/23/2011.
The board does operate in compliance with its bylaws.	*No instances of non-compliance documented.
Investigations were not conducted into ethical behavior or conflict of interest regarding any board director this year.	*No instances of non-compliance documented.
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: Exceeds Standard	
Governance Oversight Measure	Data/Evidence Source
The board did review academic data in a timely and thorough manner.	*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 maintain compliant policies.	*No instances of non-compliance documented.
The board did engage 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:	

Standard Rating: Exceeds Standard	
Governance Compliance Measure	Data/Evidence Source
The IPCSC did not issue courtesy letters to the school noting compliance concerns this year.	*No instances of non-compliance documented.
Another investigative body was not notified of concerns at this school this year.	*No instances of non-compliance documented.
Comments/ Context:	

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.

RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
---------------	------------------------	---------------------	----------------	------------------	---------------------------

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 2021-2022
The school's Federal Programs is in good standing	*No instances of non-compliance documented.
Comments/ Context:	

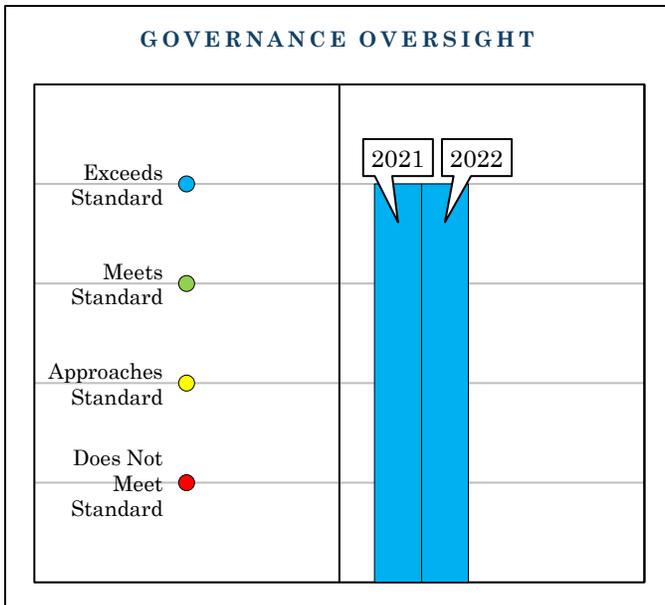
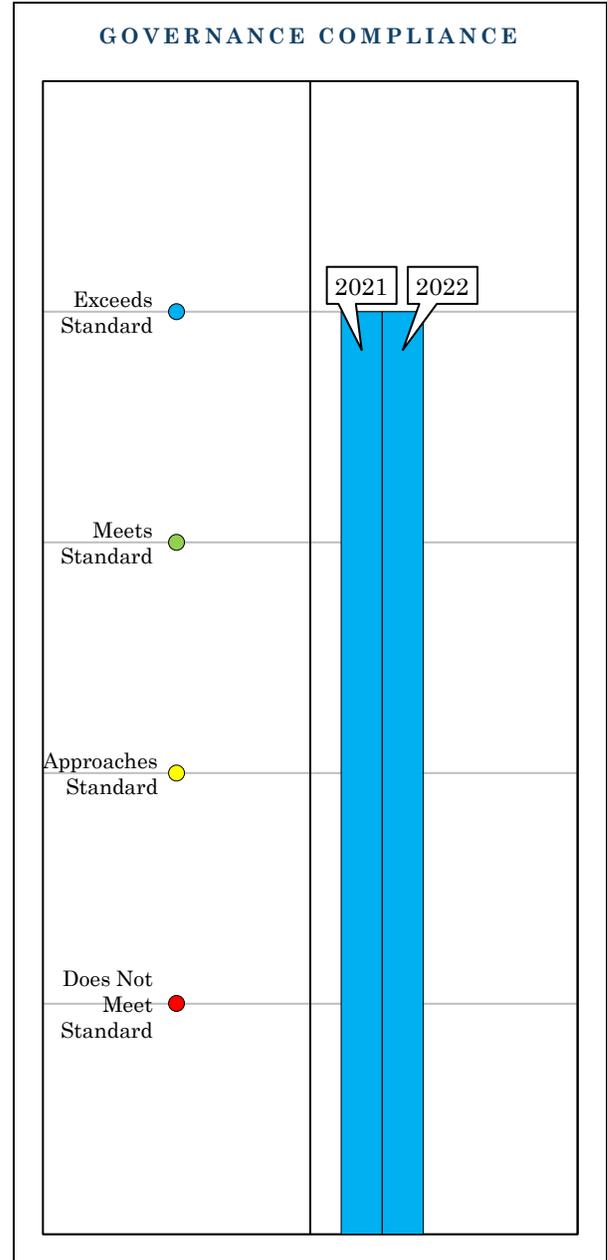
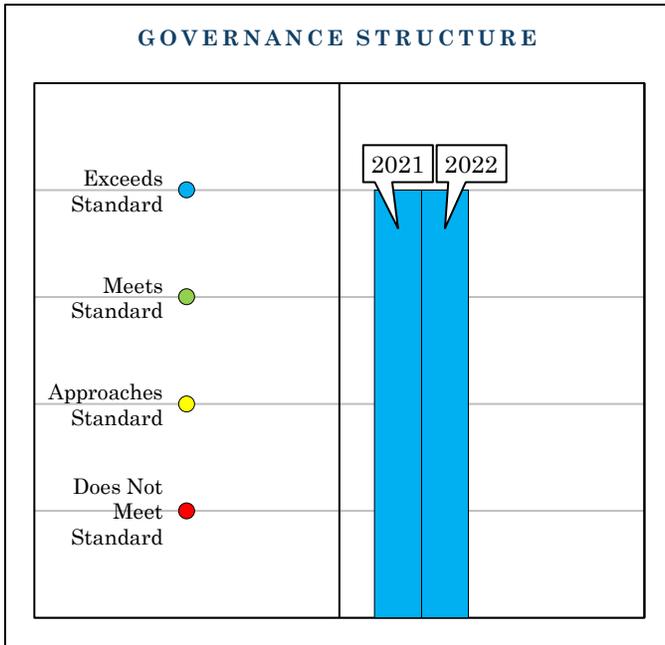
Standard Rating: Exceeds Standard	
Data Security and Information Transparency	Data/Evidence Source
The school's website is compliant and updated appropriately.	*No instances of non-compliance documented.
The school did not experience issues involving data security this year.	*No instances of non-compliance 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.
Safety inspections and evacuation drills are compliant.	Fire Inspection: 4/5/2022 Building Inspection: 1/21/2022
The school does provide daily transportation for students.	*No instances of non-compliance documented.
The school does provide a National School Lunch Program.	*No instances of non-compliance documented.
Comments/ Context:	

Standard Rating: Approaches 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 properly credentialed.	*No instances of non-compliance documented.
Corrective action plans were issued by the SDE this year.	SDE letter issued March 17 th
Comments/ Context: The school was issued a Corrective Action Plan on March 17 th , 2022 by the State Department of Education. The school began taking corrective action to address findings.	

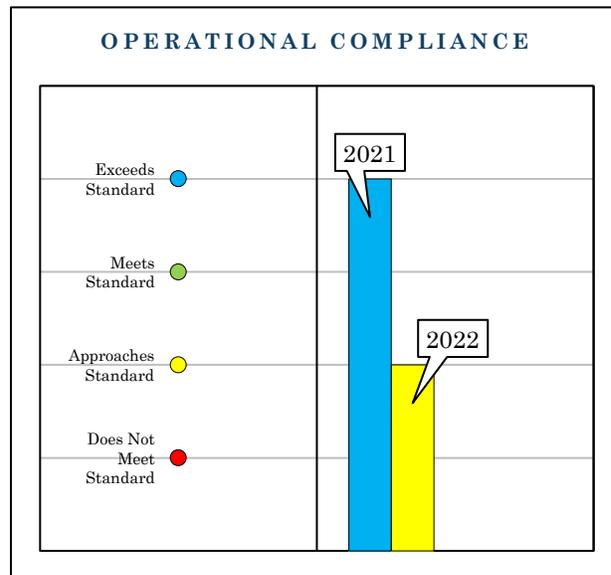
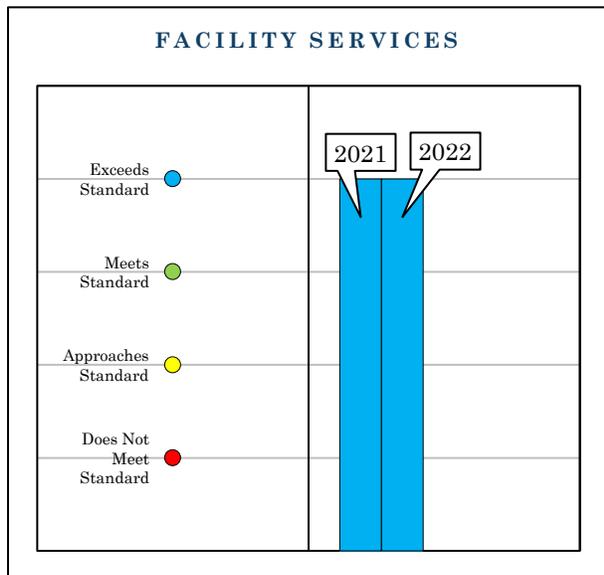
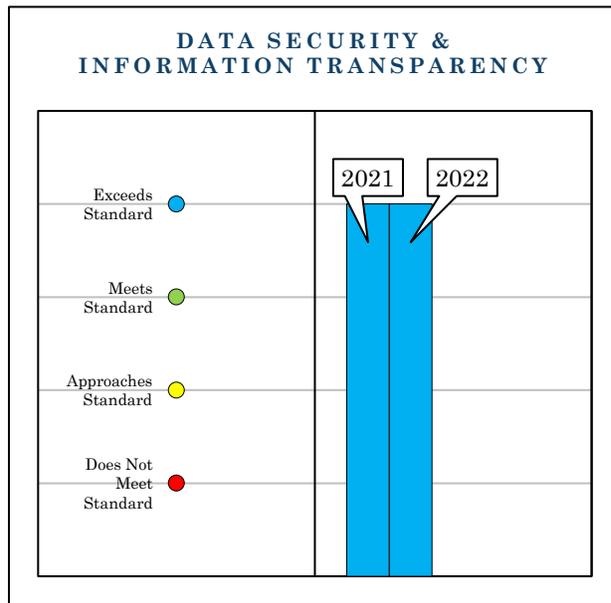
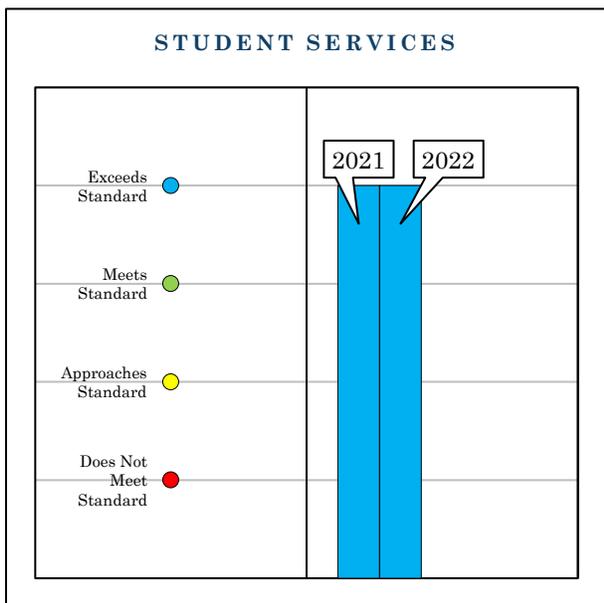
Historical Performance: Board Stewardship Measures

The charts below provide an overview of a school’s performance throughout their current (5) year certificate term. Schools are encouraged to consider how this data might be used to drive strategic planning as the school approaches its next renewal decision.



Historical Performance: Management Measures

The charts below provide an overview of a school’s performance throughout their current (5) year certificate term. Schools are encouraged to consider how this data might be used to drive strategic planning as the school approaches its next renewal decision.



Financial Outcomes

NEAR TERM MEASURES

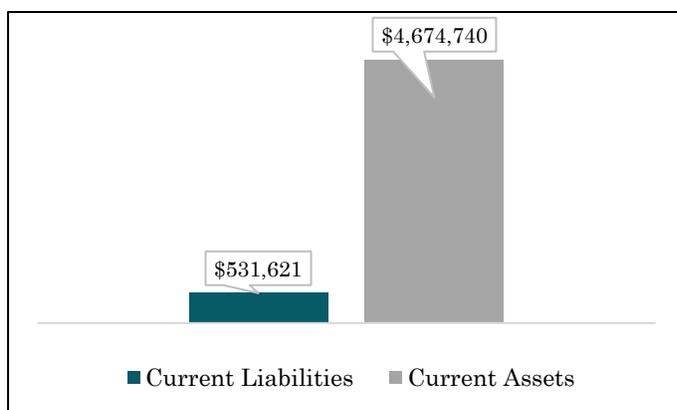
These measures evaluate whether a school is likely to meet its financial obligations in the next year.

*Please see the [Performance Framework Rubrics](#) for details regarding how each measure is rated.

RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
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Current Ratio

The school has a current ratio of more than 1.5.	Current Ratio: 8.79	Exceeds Standard
--	---------------------	-------------------------



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.

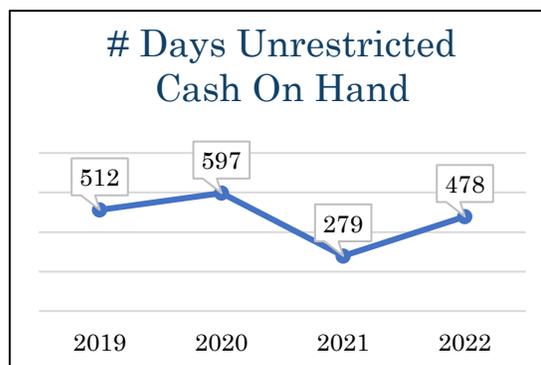
Unrestricted Days Cash

The school has more than 60 days cash on hand.	478 Days	Exceeds Standard
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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 has met all financial obligations for at least 3 consecutive years.	Exceeds Standard
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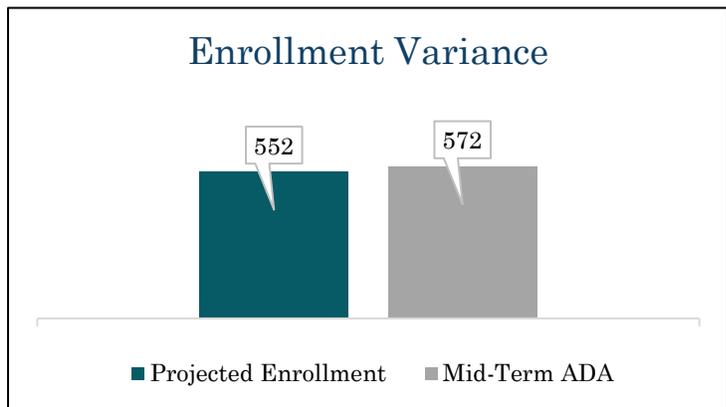
Why this Matters:

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 has maintained at least 95% of its projected enrollment for at least 3 consecutive years.	Enrollment Variance: 103.6%	Exceeds Standard
--	--------------------------------	-------------------------



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.

RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
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Total Margin

The school has maintained a positive total margin for at least 3 consecutive years.	CY Total Margin: 23.08% 3-Year Aggregated: 30.45%	Exceeds Standard
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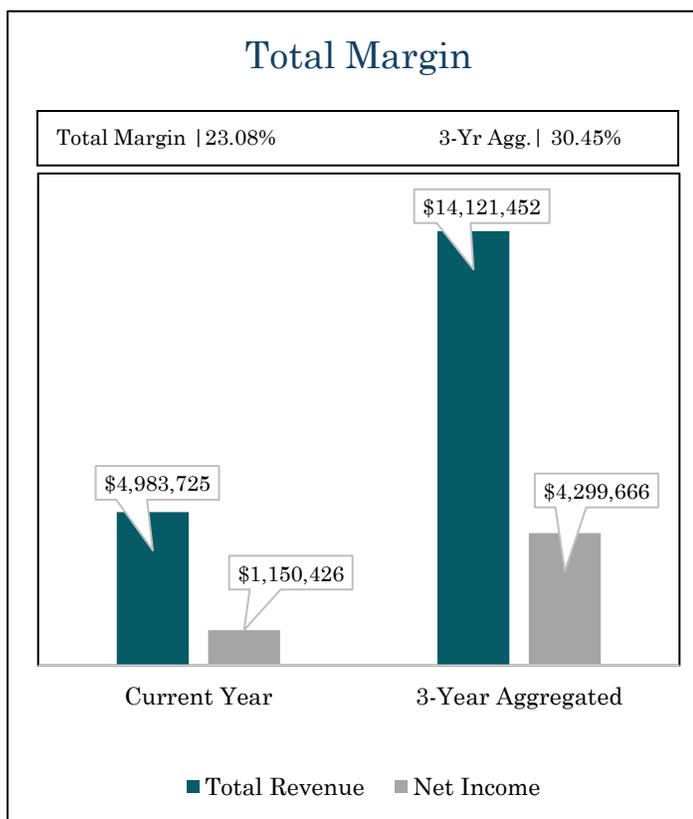
Why this Matters:

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.



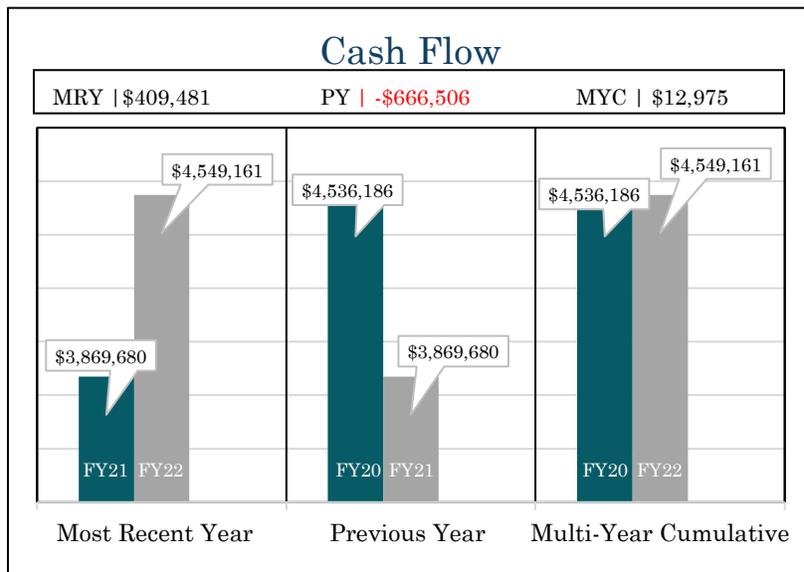
Cash Flow

<p>The school's multi-year cumulative cash flow is positive and the most recent year's cash flow is positive. FY2021 waived from 3-year average per Commission Policy.</p>	<p>Most Recent Year: \$679,481 Previous Year: -\$666,506 Multi-Year: \$12,975</p>	<p>Exceeds Standard</p>
--	--	--------------------------------

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.

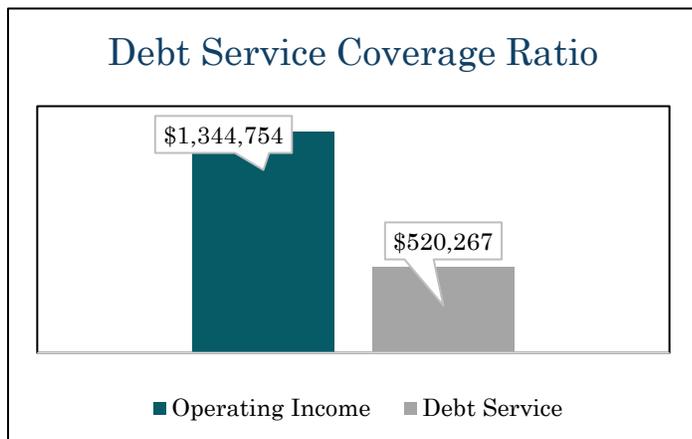
A school with a negative cash flow is using its existing reserves to fund general operations and is not likely to have the financial flexibility to fund future plans.



A multi-year cumulative cash flow helps to identify long-term trends.

Debt Service Coverage Ratio

<p>The school's debt service coverage ratio is 1.5 or greater.</p>	<p>Debt Service Coverage Ratio: 2.58</p>	<p>Exceeds Standard</p>
--	--	--------------------------------



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

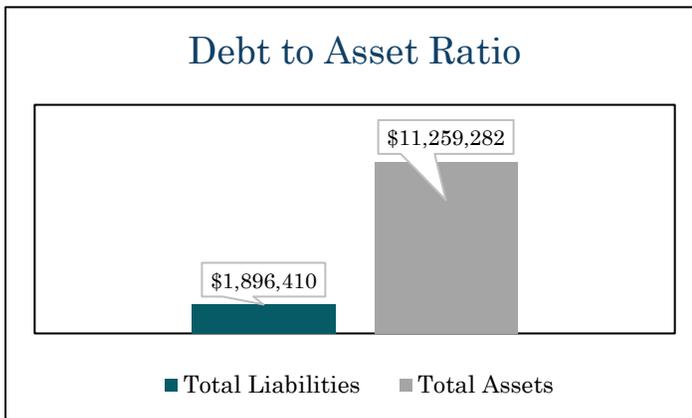
The school has maintained a debt to asset ratio less than .9 for at least 3 consecutive years.	Debt/Asset Ratio: 0.17	Exceeds Standard
--	---------------------------	-------------------------

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.

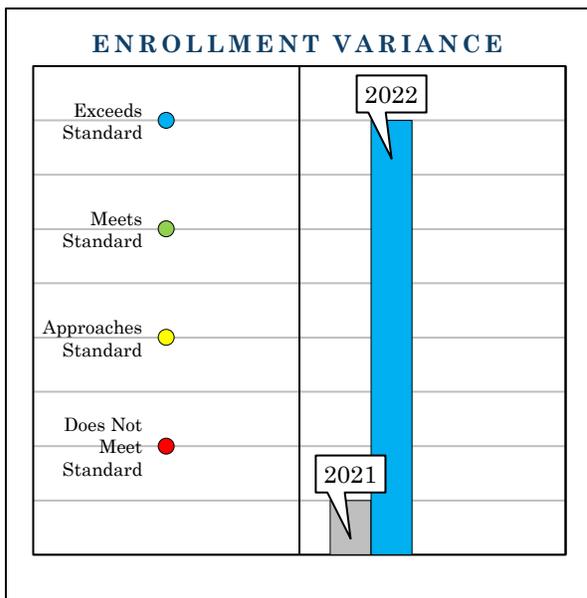
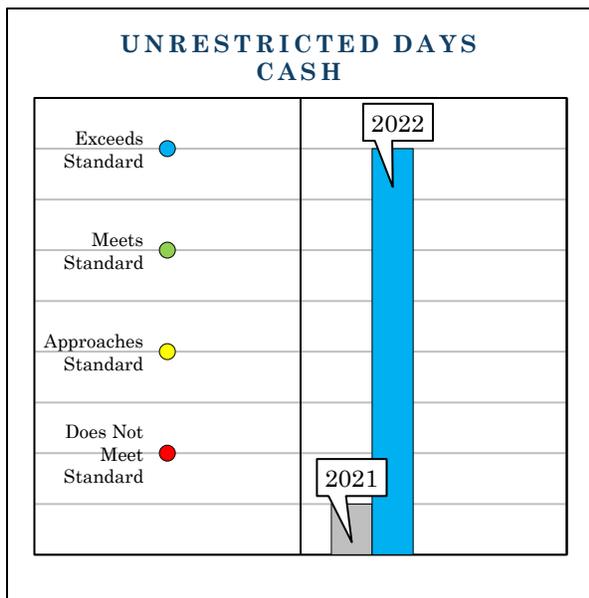
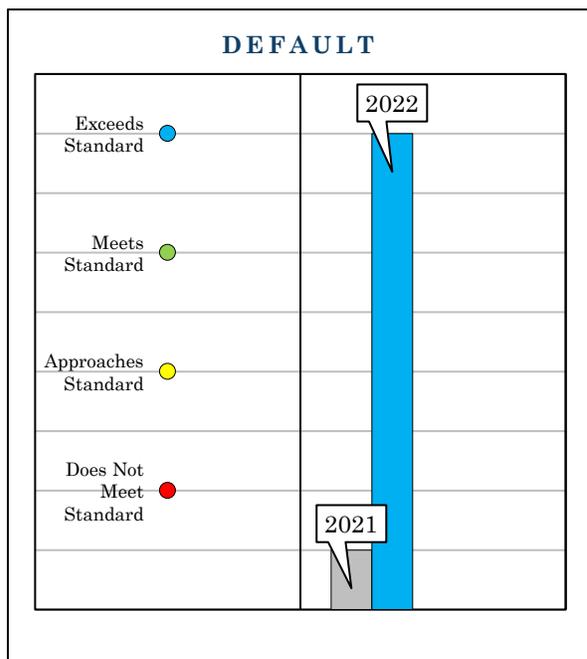
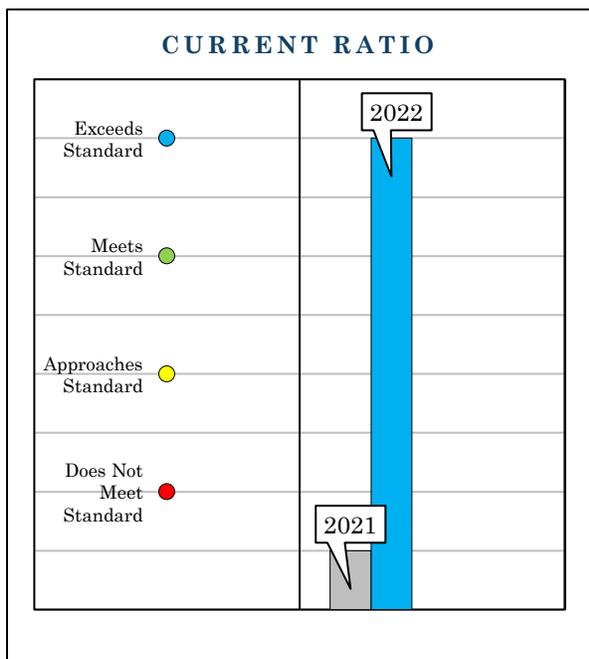
Financial Compliance

Standard Rating: Exceeds Standard	
Financial Operations	Data and/or Evidence Source
The school’s finances are managed in compliance with GAAP.	Financial Audit: 10/12/22
Expenditures and contracts are posted online appropriately.	School’s Expenditure Page
The school maintains compliant internal controls.	Financial Audit: 10/12/22
The school is not operating under a Notification of Fiscal Concern.	NA
The school is not operating under a Notification of Possible or Imminent Closure.	NA
Comments/Context	

Historical Performance: Near-Term Health Measures

The charts below provide an overview of a school’s performance throughout their current (5) year certificate term. Schools are encouraged to consider how this data might be used to drive strategic planning as the school approaches its next renewal decision.

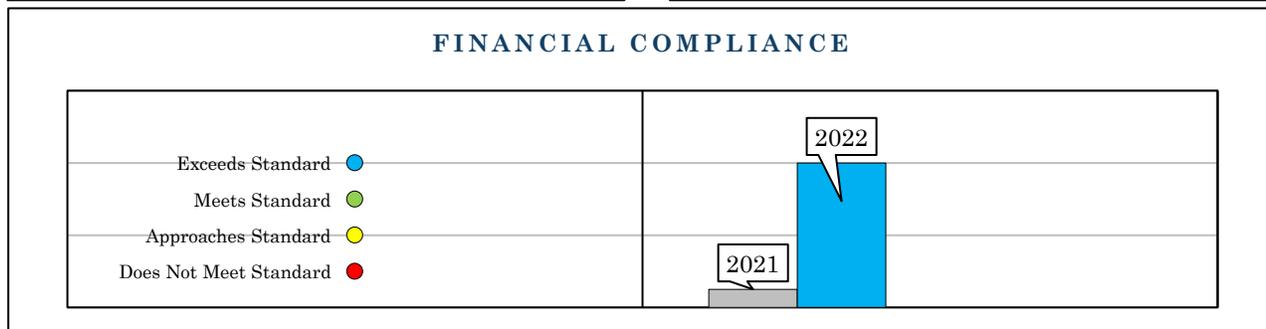
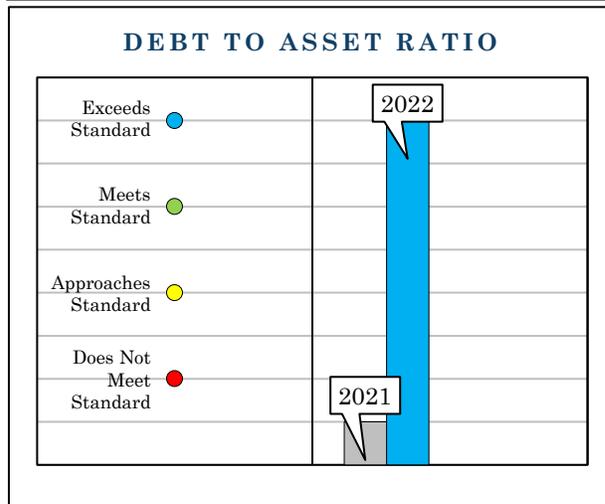
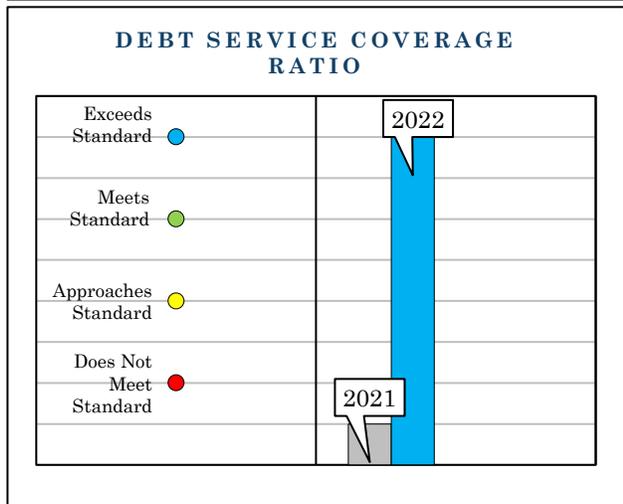
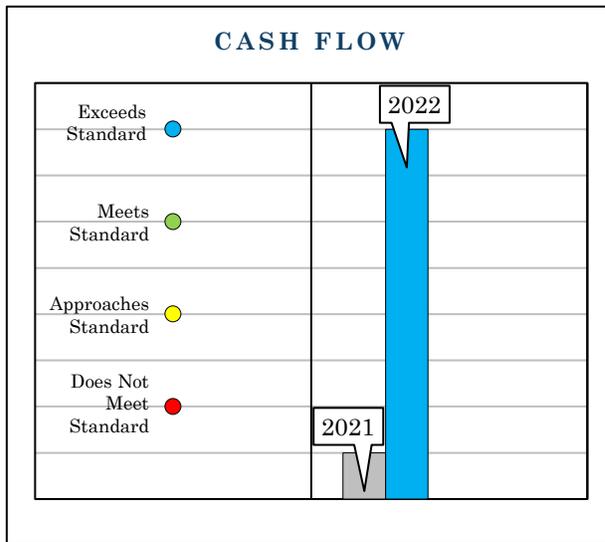
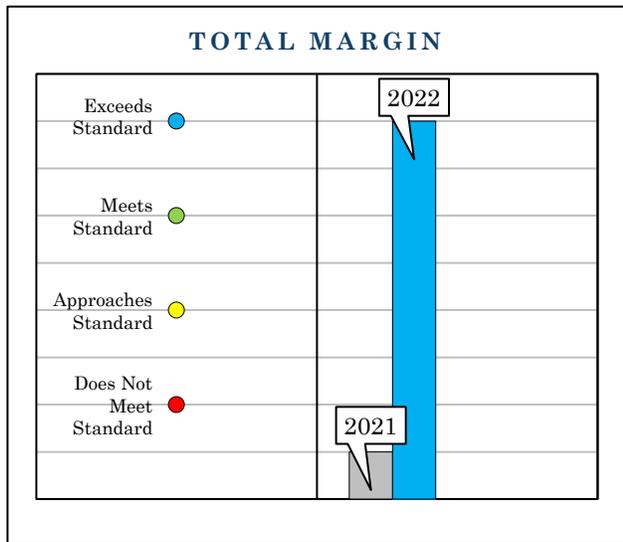
***During the 2020-2021 school year financial ratings were waived by the IPCSC due to the pandemic’s impact on financial data. In the charts below, you will find these years have a grayed-out rating bar.*



Historical Performance: Sustainability Measures

The charts below provide an overview of a school’s performance throughout their current (5) year certificate term. Schools are encouraged to consider how this data might be used to drive strategic planning as the school approaches its next renewal decision.

***During the 2020-2021 school year financial ratings were waived by the IPCSC due to the pandemic’s impact on financial data. In the charts below, you will find these years have a grayed-out rating bar.*



*The 2021-2022 Annual Report has been finalized by the
Idaho Public Charter School Commission staff.*

If you have any questions or comments, please contact
the IPCSC.



514 W. Jefferson, Suite 303
Boise, ID 83720
208-332-1561

pcsc@osbe.idaho.gov

NORTH IDAHO STEM CHARTER ACADEMY, INC.

Rathdrum, Idaho

Audited Financial Statements
For the Years Ended
June 30, 2022 and 2021

NORTH IDAHO STEM CHARTER ACADEMY, INC.
Rathdrum, Idaho

TABLE OF CONTENTS

	<u>PAGE</u>
Independent Auditor’s Report	1-3
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 <i>Government Auditing Standards</i>	4-5
 FINANCIAL STATEMENTS	
Statements of Financial Position	6
Statements of Activities	7-8
Statements of Cash Flows.....	9
Statements of Functional Expense	10-11
Notes to the Financial Statements	12-19
 SUPPLEMENTARY INFORMATION	
Schedule I – Statement of Net Position	20
Schedule II – Statement of Activities	21
Schedule III – Balance Sheet	22
Schedule IV – Reconciliation of Total Governmental Fund Balances to Net Position of Governmental Activities.....	23
Schedule V – Combining Statement of Revenues, Expenditures, and Changes in Fund Balances	24
Schedule VI – Reconciliation of the Statement of Revenues, Expenditures, and Changes in Fund Balances of Governmental Funds to the Statement of Activities	25

	<u>PAGE</u>
GENERAL FUND	
Schedule VII – Statement of Revenues, Expenditures, and Changes in Fund Balance – Budget and Actual	26
Schedule VIII – Statement of Expenditures By Function – Budget and Actual.....	27-29
SPECIAL REVENUE FUNDS	
Schedule IX – Combining Balance Sheet.....	30
Schedule X – Combining Statement of Revenues, Expenditures, and Changes in Fund Balances.....	31
PLANT FACILITY FUND	
Schedule XI – Statement of Revenues, Expenditures, and Changes in Fund Balance – Budget and Actual	32
ALL FUNDS	
Schedule XII – Combining Statement of Revenues, Expenditures, and Changes in Fund Balances	33

INDEPENDENT AUDITOR'S REPORT

To the Board of Directors
North Idaho STEM Charter Academy, Inc.
Rathdrum, ID 83858

Report on the Audit of the Financial Statements

Opinion

We have audited the accompanying financial statements of North Idaho STEM Charter Academy, Inc. (a nonprofit organization), which comprise the statements of financial position as of June 30, 2022 and 2021, and the related statements of activities, cash flows, and functional expenses for the years then ended, and the related notes to the financial statements.

In our opinion, the financial statements present fairly, in all material respects, the financial position of North Idaho STEM Charter Academy, Inc. as of June 30, 2022 and 2021, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

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. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of North Idaho STEM Charter Academy, Inc. and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for 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.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about

North Idaho STEM Charter Academy, Inc.'s ability to continue as a going concern within one year after the date that the financial statements are available to be issued.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit 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 North Idaho STEM Charter Academy, Inc.'s internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about North Idaho STEM Charter Academy, Inc.'s ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. Schedules I through XII have been presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of

management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

Emphasis of Matter related to Supplementary Information

We draw your attention to Note 2 which requires North Idaho STEM Charter Academy, Inc. to submit to the Idaho State Department of Education financial statements in accordance with accounting principles generally accepted in the United States of America for governmental entities. Our opinion is not modified with respect to this matter.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 12, 2022, on our consideration of North Idaho STEM Charter Academy, Inc.'s internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and 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 North Idaho STEM Charter Academy, Inc.'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 North Idaho STEM Charter Academy, Inc.'s internal control over financial reporting and compliance.

Hayden Ross, PLLC

Moscow, Idaho
October 12, 2022

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

To the Board of Directors
North Idaho STEM Charter Academy, Inc.
Rathdrum, ID 83858

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 North Idaho STEM Charter Academy, Inc. (a nonprofit organization), which comprise the statements of financial position as of June 30, 2022 and 2021, and the related statements of activities, cash flows, and functional expenses for the years then ended, and the related notes to the financial statements, and have issued our report thereon dated October 12, 2022.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered North Idaho STEM Charter Academy, Inc.’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 opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of North Idaho STEM Charter Academy, Inc.’s internal control. Accordingly, we do not express an opinion on the effectiveness of North Idaho STEM Charter Academy, Inc.’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 a combination for deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity’s financials 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 was for the limited purpose described in the first paragraph of the section and was not designed to identify all deficiencies in the internal control

that might be material weakness 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 or significant deficiencies may exist that have not been identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether North Idaho STEM Charter Academy, Inc.'s financial statements are free from 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 financial statements. However, providing an opinion on compliance with those provisions was not an objective of your 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 organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the organization's internal control and compliance. Accordingly, the communication is not suitable for any other purpose.

Hayden Ross, PLLC

Moscow, Idaho
October 12, 2022

FINANCIAL STATEMENTS

NORTH IDAHO STEM CHARTER ACADEMY, INC.
Rathdrum, Idaho

STATEMENTS OF FINANCIAL POSITION
June 30, 2022 and 2021

	2022	2021
ASSETS		
Current assets:		
Cash and cash equivalents	655,627	267,891
Investments	3,808,989	3,601,789
State receivable	-	47,446
Federal receivable	83,591	104,017
Employee receivables	6,283	5,193
Prepaid expenses	35,705	33,957
Total current assets	4,590,195	4,060,293
Property and equipment:		
Land	328,864	328,864
Building and land improvements	3,795,428	3,685,831
Fixtures and equipment	239,613	190,721
Construction in process	2,954,947	2,882,437
Less: accumulated depreciation	(932,828)	(807,244)
Net property and equipment	6,386,024	6,280,609
Restricted assets:		
Cash with donor restrictions	84,545	51,925
Total assets	\$ 11,060,764	\$ 10,392,827
LIABILITIES AND NET ASSETS		
Current liabilities:		
Accounts payable	6,297	81,850
Salaries and benefits payable	450,729	374,612
Accrued interest payable	2,362	3,104
Deferred revenue	-	36,331
Current portion of long-term debt	72,233	66,515
Total current liabilities	531,621	562,412
Noncurrent liabilities:		
Other post employment benefit payable	104,918	99,375
Noncurrent portion of long-term debt	1,364,789	1,822,030
Less: unamortized debt issuance costs	(17,356)	(19,872)
Total noncurrent liabilities	1,452,351	1,901,533
Total liabilities	1,983,972	2,463,945
Net assets:		
Without donor restrictions	8,992,247	7,610,464
With donor restrictions	84,545	318,418
Total net assets	9,076,792	7,928,882
Total liabilities and net assets	\$ 11,060,764	\$ 10,392,827

NORTH IDAHO STEM CHARTER ACADEMY, INC.
Rathdrum, Idaho

STATEMENT OF ACTIVITIES
For the Year Ended June 30, 2022

	Without Donor Restrictions	With Donor Restrictions	Total
REVENUE, GRANTS, AND OTHER SUPPORT			
State support	4,176,459	94,706	4,271,165
Federal support	-	446,244	446,244
Interest	7,949	-	7,949
Other local	129,187	129,180	258,367
Total revenue, grants, and other support	<u>4,313,595</u>	<u>670,130</u>	<u>4,983,725</u>
NET ASSETS RELEASED FROM RESTRICTIONS			
Restrictions satisfied by payments	904,003	(904,003)	-
Total net assets released from restrictions	<u>904,003</u>	<u>(904,003)</u>	<u>-</u>
EXPENSE			
Program (instructional)	2,744,572	-	2,744,572
Administrative (support)	885,046	-	885,046
Non-instruction	9,353	-	9,353
Depreciation	125,584	-	125,584
Interest on long-term debt	71,260	-	71,260
Total expense	<u>3,835,815</u>	<u>-</u>	<u>3,835,815</u>
Change in net assets	1,381,783	(233,873)	1,147,910
Net assets - beginning of year	<u>7,610,464</u>	<u>318,418</u>	<u>7,928,882</u>
Net assets - end of year	<u>\$ 8,992,247</u>	<u>\$ 84,545</u>	<u>\$ 9,076,792</u>

NORTH IDAHO STEM CHARTER ACADEMY, INC.
Rathdrum, Idaho

STATEMENT OF ACTIVITIES
For the Year Ended June 30, 2021

	Without Donor Restrictions	With Donor Restrictions	Total
REVENUE, GRANTS, AND OTHER SUPPORT			
State support	4,078,407	85,088	4,163,495
Federal support	-	500,770	500,770
Interest	4,116	-	4,116
Other local	84,858	128,750	213,608
Gain on extinguishment of debt (PPP loan)	387,723	-	387,723
Total revenue, grants, and other support	<u>4,555,104</u>	<u>714,608</u>	<u>5,269,712</u>
NET ASSETS RELEASED FROM RESTRICTIONS			
Restrictions satisfied by payments	<u>523,382</u>	<u>(523,382)</u>	-
Total net assets released from restrictions	<u>523,382</u>	<u>(523,382)</u>	-
EXPENSE			
Program (instructional)	2,070,635	-	2,070,635
Administrative (support)	1,192,940	-	1,192,940
Non-instruction	414	-	414
Depreciation	120,045	-	120,045
Interest on long-term debt	82,324	-	82,324
Total expense	<u>3,466,358</u>	<u>-</u>	<u>3,466,358</u>
Change in net assets	1,612,128	191,226	1,803,354
Net assets - beginning of year	<u>5,998,336</u>	<u>127,192</u>	<u>6,125,528</u>
Net assets - end of year	<u>\$ 7,610,464</u>	<u>\$ 318,418</u>	<u>\$ 7,928,882</u>

NORTH IDAHO STEM CHARTER ACADEMY, INC.
Rathdrum, Idaho

STATEMENTS OF CASH FLOWS
For the Years Ended June 30, 2022 and 2021

	2022	2021
CASH FLOWS FROM OPERATING ACTIVITIES		
Cash received from state support	4,318,611	4,210,522
Cash received from federal support	466,670	432,786
Cash received from interest	7,949	4,116
Other cash received	220,946	192,890
Cash paid for interest	(69,486)	(77,793)
Cash paid to suppliers and employees	(3,634,612)	(3,577,153)
Net cash provided by operating activities	1,310,078	1,185,368
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchase of property and equipment	(230,999)	(1,777,507)
CASH FLOWS FROM FINANCING ACTIVITIES		
Payment on long-term debt	(451,523)	(63,053)
Net change in cash and cash equivalents	627,556	(655,192)
Cash and cash equivalents - beginning of year	3,921,605	4,576,797
Cash and cash equivalents - end of year	\$ 4,549,161	\$ 3,921,605
Reconciliation of change in net assets to net cash provided by operating activities:		
Change in net assets	1,147,910	1,803,354
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation	125,584	120,045
Gain on extinguishment of debt (PPP loan)	-	(387,723)
Accrued interest on PPP loan forgiven	-	2,823
Amortization of unamortized debt issuance costs reported as interest expense	2,516	2,516
(Increase) decrease in current assets:		
State receivable	47,446	47,027
Federal receivable	20,426	(67,984)
Employee receivable	(1,090)	(2,108)
Other receivable	-	179
Prepaid expenses	(1,748)	(1,760)
Increase (decrease) in current liabilities:		
Accounts payable	(75,553)	(354,457)
Salaries and benefits payable	76,117	37,660
Accrued interest	(742)	(808)
Deferred revenue	(36,331)	(18,789)
Other post employment benefit payable	5,543	5,393
Net cash provided by operating activities	\$ 1,310,078	\$ 1,185,368
Cash and cash equivalents reconciliation		
Cash and cash equivalents without donor restrictions	4,464,616	3,869,680
Cash and cash equivalents with donor restrictions	84,545	51,925
	\$ 4,549,161	\$ 3,921,605

NORTH IDAHO STEM CHARTER ACADEMY, INC.
Rathdrum, Idaho

STATEMENT OF FUNCTIONAL EXPENSE
For the Year Ended June 30, 2022

	<u>Program (Instructional)</u>	<u>Administrative (Support)</u>	<u>Non- Instruction</u>	<u>Other</u>	<u>Total</u>
Salaries	2,049,634	342,425	-	-	2,392,059
Benefits	561,725	112,124	-	-	673,849
Purchased services	34,867	306,548	-	-	341,415
Supplies-materials	98,346	123,949	9,353	-	231,648
Interest on long-term debt	-	-	-	71,260	71,260
Depreciation	-	-	-	125,584	125,584
Total expense	<u>\$ 2,744,572</u>	<u>\$ 885,046</u>	<u>\$ 9,353</u>	<u>\$ 196,844</u>	<u>\$ 3,835,815</u>

NORTH IDAHO STEM CHARTER ACADEMY, INC.
Rathdrum, Idaho

STATEMENT OF FUNCTIONAL EXPENSE
For the Year Ended June 30, 2021

	<u>Program (Instructional)</u>	<u>Administrative (Support)</u>	<u>Non- Instruction</u>	<u>Other</u>	<u>Total</u>
Salaries	1,526,441	461,700	-	-	1,988,141
Benefits	447,010	132,395	-	-	579,405
Purchased services	38,818	282,218	-	-	321,036
Supplies-materials	58,366	316,627	414	-	375,407
Interest on long-term debt	-	-	-	82,324	82,324
Depreciation	-	-	-	120,045	120,045
Total expense	<u>\$ 2,070,635</u>	<u>\$ 1,192,940</u>	<u>\$ 414</u>	<u>\$ 202,369</u>	<u>\$ 3,466,358</u>

NORTH IDAHO STEM CHARTER ACADEMY, INC.
Rathdrum, Idaho

NOTES TO THE FINANCIAL STATEMENTS
June 30, 2022 and 2021

NOTE 1 Organization

North Idaho STEM Charter Academy, Inc. (the School) is a non-profit State-funded public school. The school serves Kindergarten through 12th grade. The School was approved in September 2010 by the Idaho Public Charter School Commission. The School offers a rigorous educational curriculum emphasizing Science, Technology, Engineering and Math (STEM) through a project-based delivery model. High behavioral and academic standards are combined with an emphasis on work ethic and real-world applications.

NOTE 2 Summary of Significant Accounting Policies

Basis of Accounting - The School uses the accrual basis of accounting. Revenues are recognized as earned, and expenses are recognized when incurred.

Cash and Cash Equivalents - For purposes of the statement of cash flows, cash equivalents include money market mutual funds, time deposits, certificates of deposit, LGIP, and all highly liquid debt instruments with original maturities of three months or less. The School has no requirement to hold cash in separate accounts. During 2016 management set up a separate bank account to hold funds that will be used to eventually pay for the School's other post employments liability. This balance is not restricted and could be used to satisfy the Schools obligations at any time.

Accounts Receivable - No allowance for uncollectible accounts is calculated by the School since all receivables were deemed to be collectible.

Income Tax Status - 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. The School's Forms 990, *Return of Organization Exempt from Income Tax*, for the years ended 2020, 2021, and 2022 are subject to examination by the IRS, generally for three years after they were filed.

Property and Equipment - The cost of property and equipment is depreciated over the estimated useful lives of the assets. Major expenditures costing at least \$5,000 which substantially increase useful lives are capitalized. Maintenance, repairs, and minor renewals are expensed as incurred. Depreciation is computed on the straight-line method for financial reporting purposes. The useful lives of property and equipment for purposes of computing depreciation are 5 to 7 years for office furniture and equipment and 40 years for buildings. Depreciation expense for the years ended June 30, 2022 and 2021 was \$125,584 and \$120,045.

NOTE 2 Summary of Significant Accounting Policies (Continued)

Debt Issuance Costs - The School capitalizes the cost of loan origination fees which are amortized over the term of the loan. In accordance with ASU 2015-03 the amortization of debt issuance costs is reported as interest expense. Amounts included in interest expense for the years ended June 30, 2022 and 2021 were \$2,516 and \$2,516, respectively.

Net Assets - Net assets are classified based on the existence or absence of donor-imposed restrictions. Accordingly, the net assets of the School and changes therein are classified as follows:

Net Assets without Donor Restrictions – Net assets that are not subject to donor-imposed restrictions and may be expended for any purpose in performing the primary objectives of the School. The School’s board may designate assets without restrictions for specific operational purposes from time to time.

Net Assets with Donor Restrictions – Net assets subject to stipulations imposed by donors and grantor. Some donor restrictions are temporary in nature; those restrictions will be met by actions of the School or by the passage of time. Other donor restrictions are perpetual in nature, whereby the donor has stipulated the funds be maintained in perpetuity.

Revenue Recognition - The School has implemented ASU 2014-09 *Revenue from Contracts with Customers*, and has applied the five-step process to their contract revenue. The School’s primary source of contract revenue is earned through the sale of goods (clothing and yearbooks) and the provision of educational services to students that attend the School but do not live in the State of Idaho. These contracts have been evaluated and the School has concluded that a performance obligation occurs when the goods are ordered or over time as instruction is provided to the student. The transaction price for these services is based on an agreed upon price for clothing and yearbooks determined when the items are ordered or as a monthly fee for each month of enrollment. The School recognizes the revenue for goods sold when they are delivered and at the end of each month that a student is enrolled for out of state tuition. Payment for the goods is due upon delivery. For educational services provided payment is due at the beginning of each month.

Use of Estimates - The process of preparing financial statements in conformity with accounting principles generally accepted in the United States of America requires the use of estimates and assumptions regarding certain types of assets, liabilities, revenues and expenses, and actual results may differ from estimated amounts.

Cost Allocation - The financial statements report certain categories of expenses that are attributable to more than one program or supporting function. The School does not have any indirect expenses that would need to be allocated as of June 30, 2022 and 2021, therefore, there is no cost allocation required.

NOTE 2 Summary of Significant Accounting Policies (Continued)

Reports Required by the State – Idaho Department of Education requires the School to submit financial information in accordance with accounting principles generally accepted in the United States of America for governmental entities. This information is included as supplemental information to the basic financial statements. The General Fund accounts for activities for general operations and the other funds presented are used to account for activities related to restricted funds and grants the School received.

Subsequent Events - Subsequent events have been evaluated through the date of the auditor's report. This is the date the financial statement was available to be issued. The School has concluded that no material subsequent events have occurred.

NOTE 3 Investments

The School has an account with the Local Government Investment Pool sponsored by the Idaho Legislature. The School carries the balance at fair market value, which also represents cost. The investment account is subject to market risk and is uninsured. At June 30, 2022 and 2021, the balance was \$3,808,989 and \$3,601,789, respectively.

NOTE 4 Long-Term Debt

Long-term debt for the School as of June 30, 2022 and 2021 consists of the following:

	<u>2022</u>	<u>2021</u>
Loan payable to Bank of Coeur d' Alene. In June 2020 the Organization received a rate modification reducing the interest for the remaining term of the loan from 4.5% to 4%. Monthly installments at \$10,700 including interest, matures May 15, 2029. Secured by real property.	1,437,022	1,697,851
Loan payable to Bank of Coeur d' Alene, monthly installments at \$1,037, maturing on May 15, 2029. Interest rate is variable, indexed to the Federal Home Loan Bank of Des Moines plus 2.5%, but will not fall below 4%. The final payment will be for principal and all accrued interest not yet paid. Secured by real property. The loan was paid off as of September 9, 2021.	-	190,694
Total Long Term Debt	1,437,022	1,888,545
Less: Current Portion	<u>(72,233)</u>	<u>(66,515)</u>
Net Long term Debt	<u>\$ 1,364,789</u>	<u>\$ 1,822,030</u>

NOTE 4 Long-Term Debt (continued)

Maturities of principal amounts of long-term debt at June 30, 2022 are as follows:

Fiscal Year	
Ended June 30,	
2023	72,233
2024	75,176
2025	78,239
2026	81,426
2027	84,744
Thereafter	<u>1,045,204</u>
Total	<u><u>\$1,437,022</u></u>

NOTE 5 Paycheck Protection Program (PPP) Loan

On April 8, 2020, the School received \$384,900 from the Small Business Administration through the Paycheck Protection Program (PPP) as a result of the CARES Act signed into law on March 27, 2020. The School applied ASC 470, *Debt*, to the loan and has shown the loan amount as a liability as of June 30, 2020. On December 30, 2020, the School received communication from its lender (Bank CDA) that the bank had received funds from the Small Business Administration as payment of the School's PPP loan in full. This was recorded as gain on extinguishment of debt in fiscal year 2021.

NOTE 6 Net Assets Without Donor Restrictions – Board Designated

In 2016 the Board entered into an agreement with the Schools administrator to pay for one year of health coverage for each year of service since 2012 to be payable following the administrators leaving the School. To cover this future expenditure the Board has designated, from net assets without donor restrictions, net assets for the following purposes at June 30, 2022 and 2021 are as follows:

	<u>2022</u>	<u>2021</u>
Board designated to fund other post employment benefit payable	<u>104,918</u>	<u>99,375</u>
Total	<u><u>\$ 104,918</u></u>	<u><u>\$ 99,375</u></u>

NOTE 7 Net Assets With Donor Restrictions

Net assets with donor restrictions are restricted for the following purposes or periods:

	<u>2022</u>	<u>2021</u>
Subject to expenditure for specified purpose:		
School building maintenance	-	72,566
Special revenue funds	<u>84,545</u>	<u>245,852</u>
 Total	 <u>\$ 84,545</u>	 <u>\$ 318,418</u>

NOTE 8 Liquidity and Availability of Resources

The following reflects the School's financial assets as of the statement of financial position date, reduced by amounts not available for general use because of contractual or donor-imposed restrictions within one year of the statement of financial position date.

	<u>2022</u>	<u>2021</u>
Financial assets, at year end		
Cash	740,172	319,816
Investments	3,808,989	3,601,789
State receivables	-	47,446
Federal receivables	83,591	104,017
Employee receivables	<u>6,283</u>	<u>5,193</u>
Total financial assets at year end	4,639,035	4,078,261
Less those unavailable for general expenditures within one year, due to:		
Restricted by donor with time or purpose restrictions	<u>(84,545)</u>	<u>(318,418)</u>
Financial assets available to meet cash needs for general expenditures within one year	<u>\$ 4,554,490</u>	<u>\$ 3,759,843</u>

As part of the School's liquidity management, it has a policy to structure its financial assets to be available as its general expenditures, liabilities, and other obligations come due.

NOTE 9 Major Funding Sources

The School received a majority of its revenue from the Idaho Department of Education.

	<u>2022</u>	<u>% of Total Revenue</u>
Idaho Department of Education	\$4,271,165	85.70%
	<u>2021</u>	<u>% of Total Revenue</u>
Idaho Department of Education	\$4,163,495	79.01%

NOTE 10 Employee's Retirement System

Public Employee Retirement System of Idaho (PERSI), The PERSI Base Plan, a cost sharing multiple-employer public retirement system, was created by the Idaho State Legislature. It is a defined benefit plan requiring that both the member and the employer contribute. The Plan provides benefits based on members' years of service, age, and compensation.

In addition, benefits are provided for disability, death, and survivors of eligible members or beneficiaries. The authority to establish and amend benefit provisions is established in Idaho Code. Designed as a mandatory system for eligible state and school district employees, the legislation provided for other political subdivisions to participate by contractual agreement with PERSI. After 5 years of credited service, members become fully vested in retirement benefits earned to date. Members are eligible for retirement benefits upon attainment of the ages specified for their employment classification. For each month of credited service, the annual service retirement allowance is 2.0% of the average monthly salary for the highest consecutive 42 months.

The actuarially determined contribution requirements of the School and its employees are established and may be amended by the PERSI Board of Trustees. For the year ended June 30, 2022, the required contribution rate as a percentage of covered payroll for members was 7.16%. The employer rate as a percentage of covered payroll was 11.94%. The School's contributions required and paid were \$265,614 and \$229,882 for the years ended June 30, 2022 and 2021, respectively.

PERSI is subject to pronouncement issued by the Governmental Accounting Standards Board (GASB) and was required to implement GASB 67, *Financial Reporting for Pension Plan-an amendment of GASB Statement No. 25*, effective as of June 30, 2014. The statement established standards and specified the required approach for measuring the pension asset of contributing entities for benefits provided through the pension plan (the net pension asset). As of June 30, 2021, the most recent available audited financial statement of PERSI at the time of issuance, the Plan was reported to be 100.36% funded. The School's proportion of the net pension asset 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, 2021 the School's proportion was 0.05058545% and the estimated net pension asset was \$39,951.

NOTE 10 Employee's Retirement System (Continued)

PERSI issues publicly available stand-alone financial reports that include audited financial statements and required supplementary information. These reports may be obtained from PERSI's website www.persi.idaho.gov.

NOTE 11 Other Post-Employment Benefit Plan – Sick Leave Plan

The School contributes to the Sick Leave Insurance Reserve Fund (Sick Leave Plan) which is a cost-sharing multiple-employer defined benefit OPEB plan that covers members receiving retirement benefits that are administered by PERSI 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.

Group retiree health, dental, accident, and life insurance premiums may qualify as a benefit. Retirees who have a sick leave account can use their balance as a credit towards these premiums paid directly to the applicable insurance company.

The contribution rate for employees are set by statute at .065% of covered compensation for state members. Covered school members contribution rates are set by statute based on the number of sick days offered by the employer. The contribution rate of 1.16% for school members with nine or ten sick days, 1.26% for school members with 11-14 sick days. If a school member has more than 14 days of sick leave, then the contribution rate will be set by the PERSI Retirement Board based on current cost and actuarial data and reviewed annually. Beginning January 1, 2020, PERSI approved an 18-month rate holiday. During the rate holiday, all sick leave contribution rates are 0%. The holiday was extended to June 30, 2026, therefore the School's contributions required and paid were \$0 for the years ended June 30, 2022 and 2021.

PERSI is subject to pronouncement issued by the Governmental Accounting Standards Board (GASB) and was required to implement GASB 74, *Financial Reporting for Postemployment Benefit Plans Other Than Pension Plans*, effective as of June 30, 2020. The statement established standards and specified the required approach for measuring the OPEB asset of contributing entities for benefits provided through the OPEB plan (the net OPEB asset). As of June 30, 2021, the most recent available audited financial statement of PERSI at the time of issuance, the Plan was reported to be 152.61% funded. The School's proportion of the net OPEB asset was based on the School's share of contributions in the Base Plan OPEB plan relative to the total contributions of all participating PERSI Base Plan employers. At June 30, 2021, the School's proportion was 0.1091975% and the estimated OPEB sick leave asset was \$158,577.

PERSI issues a publicly available financial report that includes financial statements and the required supplementary information for the Sick Leave Plan. The reports may be obtained from PERSI's website www.persi.idaho.gov.

NOTE 12 Concentration of Credit Risk

North Idaho STEM Charter Academy, Inc. maintains a checking and savings account at a single bank. The Federal Deposit Insurance Corporation (FDIC) insures up to \$250,000 at an institution for fiscal year-end 2022 and 2021. At fiscal year-end 2022 cash exceeds FDIC insurance by \$491,122. At fiscal year-end 2021, cash exceeded FDIC insurance by \$71,841.

SUPPLEMENTARY INFORMATION

NORTH IDAHO STEM CHARTER ACADEMY, INC.
Rathdrum, Idaho

SCHEDULE I - STATEMENT OF NET POSITION
June 30, 2022

ASSETS

Current assets:

Cash and cash equivalents	740,172
Investments	3,808,989
Federal receivable	83,591
Employee receivable	6,283
Prepaid expenses	35,705
Total current assets	<u>4,674,740</u>

Noncurrent assets:

Land	328,864
Building and land improvements	3,795,428
Fixtures and equipment	239,613
Construction in progress	2,954,947
Less: accumulated depreciation	(932,828)
Net OPEB asset - sick leave	158,577
Net pension asset	39,951
Total noncurrent assets	<u>6,584,552</u>

Total assets 11,259,292

DEFERRED OUTFLOWS OF RESOURCES

Net OPEB - sick leave related items	44,758
Pension related items	883,257
Total deferred outflows of resources	<u>928,015</u>

LIABILITIES

Current liabilities:

Accounts payable and other current liabilities	459,388
Current portion of long-term debt	72,233
Total current liabilities	<u>531,621</u>

Noncurrent liabilities:

Other post employment benefit payable	104,918
Noncurrent portion of long-term debt	1,364,789
Total noncurrent liabilities	<u>1,469,707</u>

Total liabilities 2,001,328

DEFERRED INFLOWS OF RESOURCES

Net OPEB - sick leave related items	82,324
Pension related items	1,285,650
Total deferred inflows of resources	<u>1,367,974</u>

NET POSITION

Net investment in capital assets	4,949,002
Restricted	93,935
Unrestricted	<u>3,775,068</u>
Total net position	<u>\$ 8,818,005</u>

Adjustments to conform with GAAP:

Unamortized debt issuance costs	17,356
Pension and OPEB related items:	
Net OPEB asset - sick leave	(158,577)
Deferred outflow of resources	(928,015)
Deferred inflow of resources	1,367,974
Net pension asset	(39,951)
Total adjustments to conform with GAAP	<u>258,787</u>

Net assets - end of year (GAAP) \$ 9,076,792

NORTH IDAHO STEM CHARTER ACADEMY, INC.
Rathdrum, Idaho

SCHEDULE II - STATEMENT OF ACTIVITIES
For the Year Ended June 30, 2022

	Expenses	Program Revenues			Net (Expense) Revenue and Changes in Net Position
		Charges for Services	Operating Grants and Contributions	Capital Grants and Contributions	Governmental Activities
FUNCTIONS/PROGRAMS					
Governmental activities:					
Instruction	2,542,775	-	446,244	-	(2,096,531)
Support Services:					
Pupil support	14,417	-	-	-	(14,417)
Staff support	23,703	-	-	-	(23,703)
School/business administration	550,275	-	-	-	(550,275)
Maintenance/custodial	262,948	-	-	-	(262,948)
Community services	9,353	-	-	-	(9,353)
Debt services	68,744	-	-	-	(68,744)
Depreciation, unallocated	125,584	-	-	-	(125,584)
Total expenses	<u>\$ 3,597,799</u>	<u>\$ -</u>	<u>\$ 446,244</u>	<u>\$ -</u>	<u>(3,151,555)</u>
General revenues					
					4,271,165
Federal and State aid not restricted to specific purposes					258,367
Other					7,949
Interest and investment earnings					<u>7,949</u>
Total general revenues					<u>4,537,481</u>
Change in net position					1,385,926
Net position - beginning					<u>7,432,079</u>
Net position - ending					<u>\$ 8,818,005</u>

NORTH IDAHO STEM CHARTER ACADEMY, INC.
Rathdrum, Idaho

SCHEDULE III - BALANCE SHEET
June 30, 2022

	<u>General</u>	<u>Special Revenue</u>	<u>Plant Facility</u>	<u>Totals</u>
ASSETS AND DEFERRED OUTFLOWS OF RESOURCES				
Assets:				
Cash and cash equivalents	655,627	84,545	-	740,172
Investment	3,808,989	-	-	3,808,989
Federal receivable	-	83,591	-	83,591
Other receivables	6,283	-	-	6,283
Prepaid expenses	26,315	-	9,390	35,705
Due from other funds	82,856	-	2,362	85,218
Total assets	<u>4,580,070</u>	<u>168,136</u>	<u>11,752</u>	<u>4,759,958</u>
Deferred outflows of resources	-	-	-	-
Total assets and deferred outflows of resources	<u>\$ 4,580,070</u>	<u>\$ 168,136</u>	<u>\$ 11,752</u>	<u>\$ 4,759,958</u>
LIABILITIES, DEFERRED INFLOWS OF RESOURCES AND FUND BALANCE				
Liabilities:				
Accounts payable	5,562	735	-	6,297
Accrued payroll and benefits	450,729	-	-	450,729
Accrued interest payable	-	-	2,362	2,362
Due to other funds	2,362	82,856	-	85,218
Total liabilities	<u>458,653</u>	<u>83,591</u>	<u>2,362</u>	<u>544,606</u>
Deferred inflows of resources:	-	-	-	-
Fund balance:				
Nonspendable	26,315	-	9,390	35,705
Restricted	-	84,545	-	84,545
Assigned	104,918	-	-	104,918
Unassigned	3,990,184	-	-	3,990,184
Total fund balance	<u>4,121,417</u>	<u>84,545</u>	<u>9,390</u>	<u>4,215,352</u>
Total liabilities, deferred inflows of resources and fund balance	<u>\$ 4,580,070</u>	<u>\$ 168,136</u>	<u>\$ 11,752</u>	<u>\$ 4,759,958</u>

NORTH IDAHO STEM CHARTER ACADEMY, INC.
Rathdrum, Idaho

**SCHEDULE IV - RECONCILIATION OF TOTAL GOVERNMENTAL FUND BALANCES
TO NET POSITION OF GOVERNMENTAL ACTIVITIES
June 30, 2022**

Total Fund Balances - Governmental Funds	4,215,352
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 as assets in governmental funds:	
Cost of capital assets	7,318,852
Accumulated depreciation	(932,828)
Certain pension related items are recorded as a deferred outflow or inflow of resources and recognized in future periods for governmental activities:	
Deferred outflow of resources	883,257
Deferred inflow of resources	(1,285,650)
Certain OPEB sick leave related items are recorded as a deferred outflow or inflow of resources and recognized in future periods for governmental activities:	
Deferred outflow of resources	44,758
Deferred inflow of resources	(82,324)
Total Net OPEB asset for PERSI sick leave is a long-term asset and is not available to pay current year expenditures, therefore is not reported as an asset in governmental funds.	158,577
Total Net pension asset for PERSI is a long-term asset and is not available to pay current year expenditures, therefore is not reported as an asset in governmental funds.	39,951
Long-term liabilities are not due and payable in the current period and therefore are not reported as liabilities in the funds. Long-term liabilities at year-end consist of the following:	
Loan payable	(1,437,022)
Other post employment benefit payable	(104,918)
Total Net Position - Governmental Activities	\$ 8,818,005

NORTH IDAHO STEM CHARTER ACADEMY, INC.
Rathdrum, Idaho

SCHEDULE V - COMBINING STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES
For the Year Ended June 30, 2022

	<u>General Fund</u>	<u>Special Revenue Funds</u>	<u>Plant Facility</u>	<u>Total</u>
REVENUES				
Local	266,316	-	-	266,316
State	4,176,459	94,706	-	4,271,165
Federal	-	446,244	-	446,244
Total revenues	<u>4,442,775</u>	<u>540,950</u>	<u>-</u>	<u>4,983,725</u>
EXPENDITURES				
Instruction	2,545,370	215,125	-	2,760,495
Support	728,864	194,225	-	923,089
Non-instruction	9,353	-	-	9,353
Capital asset program	-	98,980	72,510	171,490
Debt service	-	-	520,267	520,267
Total expenditures	<u>3,283,587</u>	<u>508,330</u>	<u>592,777</u>	<u>4,384,694</u>
Excess (deficiency) of revenues over (under) expenditures	1,159,188	32,620	(592,777)	599,031
Other financing sources (uses)				
Transfers in (out)	<u>(592,777)</u>	<u>-</u>	<u>592,777</u>	<u>-</u>
Net change in fund balance	566,411	32,620	-	599,031
Fund balance - beginning of year	<u>3,555,006</u>	<u>51,925</u>	<u>9,390</u>	<u>3,616,321</u>
Fund balance - end of year	<u>\$ 4,121,417</u>	<u>\$ 84,545</u>	<u>\$ 9,390</u>	<u>\$ 4,215,352</u>

NORTH IDAHO STEM CHARTER ACADEMY, INC.
Rathdrum, Idaho

**SCHEDULE VI - RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN
FUND BALANCES OF GOVERNMENTAL FUNDS TO THE STATEMENT OF ACTIVITIES
For the Year Ended June 30, 2022**

Net change in fund balances - total governmental funds		599,031
Amounts reported for governmental activities in the statement of activities are different because:		
Capital outlays to purchase or build capital assets are reported in governmental funds as expenditures. However, for governmental activities those costs are capitalized and allocated over their estimated useful lives as annual depreciation expense in the statement of activities:		
Capital outlays	230,999	
Depreciation expense	<u>(125,584)</u>	105,415
Net pension liability adjustments:		
Fiscal year 2021 employer PERSI contributions recognized as pension expense in the current year.	(229,882)	
Fiscal year 2022 employer PERSI contributions deferred to subsequent year	265,614	
Pension related amortization revenue (expense)	<u>190,248</u>	225,980
Net OPEB asset - sick leave adjustment:		
OPEB related amortization revenue (expense)		9,520
Repayments of the principal of long-term debt is an expenditure in the governmental funds, but the repayment reduces long-term debt in the statement of net position:		
Notes payable principal payments		451,523
In the statement of activities, expense due to the increase in the other post employment benefits occurred, however, the expense is not recorded in the governmental funds		
		<u>(5,543)</u>
Net change in net position - governmental activities		<u><u>\$ 1,385,926</u></u>

NORTH IDAHO STEM CHARTER ACADEMY, INC.
Rathdrum, Idaho

GENERAL FUND
SCHEDULE VII - STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE - BUDGET AND ACTUAL
For the Year Ended June 30, 2022

	<u>Actual</u>	<u>Budget</u>	<u>Variance Favorable (Unfavorable)</u>
REVENUES			
Local:			
Earnings on investments	7,949	-	7,949
Student revenues	35,893	-	35,893
Contributions/Donations	125,546	-	125,546
Other	96,928	-	96,928
Total local	<u>266,316</u>	<u>-</u>	<u>266,316</u>
State:			
Base support program	3,334,364	3,309,657	24,707
Benefit apportionment	430,640	411,000	19,640
Lottery	38,306	-	38,306
Other state support	373,149	-	373,149
Total state	<u>4,176,459</u>	<u>3,720,657</u>	<u>455,802</u>
Total revenues	<u>4,442,775</u>	<u>3,720,657</u>	<u>722,118</u>
EXPENDITURES			
Instruction:			
Salaries	1,903,076	1,875,618	(27,458)
Benefits	530,859	531,907	1,048
Purchased services	22,299	42,500	20,201
Supplies-materials	83,837	38,000	(45,837)
Capital objects	5,299	-	(5,299)
Total instruction	<u>2,545,370</u>	<u>2,488,025</u>	<u>(57,345)</u>
Support:			
Salaries	315,513	187,692	(127,821)
Benefits	101,954	280,467	178,513
Purchased services	223,423	237,000	13,577
Supplies-materials	77,357	86,000	8,643
Capital objects	10,617	10,000	(617)
Total support	<u>728,864</u>	<u>801,159</u>	<u>72,295</u>
Non-instruction:			
Supplies-materials	9,353	-	(9,353)
Contingency budget	<u>-</u>	<u>50,000</u>	<u>50,000</u>
Total expenditures	<u>3,283,587</u>	<u>3,339,184</u>	<u>55,597</u>
Excess (deficit) of revenues over (under) expenditures	<u>1,159,188</u>	<u>381,473</u>	<u>777,715</u>
Other financing sources (uses)			
Transfer in	4,503	-	4,503
Transfer out	(597,280)	(190,000)	(407,280)
Total other financing sources (uses)	<u>(592,777)</u>	<u>(190,000)</u>	<u>(402,777)</u>
Net change in fund balance	566,411	<u>\$ 191,473</u>	<u>\$ 374,938</u>
Fund balance - beginning of year	<u>3,555,006</u>		
Fund balance - end of year	<u>\$ 4,121,417</u>		

NORTH IDAHO STEM CHARTER ACADEMY, INC.

Rathdrum, Idaho

GENERAL FUND
SCHEDULE VIII - STATEMENT OF EXPENDITURES BY FUNCTION - BUDGET AND ACTUAL
For the Year Ended June 30, 2022

	<u>Actual</u>	<u>Budget</u>	Variance Favorable (Unfavorable)
INSTRUCTION			
Elementary school:			
Salaries	1,024,572	929,864	(94,708)
Benefits	290,642	267,293	(23,349)
Purchased services	3,795	6,500	2,705
Supplies-materials	8,499	8,000	(499)
Total elementary school	<u>1,327,508</u>	<u>1,211,657</u>	<u>(115,851)</u>
Secondary school:			
Salaries	707,119	764,074	56,955
Benefits	193,462	211,782	18,320
Purchased services	12,928	26,000	13,072
Supplies-materials	48,440	20,000	(28,440)
Total secondary school	<u>961,949</u>	<u>1,021,856</u>	<u>59,907</u>
Special education:			
Salaries	10,781	52,530	41,749
Benefits	3,495	16,032	12,537
Total special education	<u>14,276</u>	<u>68,562</u>	<u>54,286</u>
Interscholastic:			
Purchased services	1,495	9,000	7,505
Supplies-materials	12,438	6,000	(6,438)
Total interscholastic	<u>13,933</u>	<u>15,000</u>	<u>1,067</u>
School activity:			
Salaries	160,604	129,150	(31,454)
Benefits	43,260	36,800	(6,460)
Purchased services	4,081	1,000	(3,081)
Supplies-materials	14,460	4,000	(10,460)
Capital objects	5,299	-	(5,299)
Total school activity	<u>227,704</u>	<u>170,950</u>	<u>(56,754)</u>
TOTAL INSTRUCTION			
Salaries	1,903,076	1,875,618	(27,458)
Benefits	530,859	531,907	1,048
Purchased services	22,299	42,500	20,201
Supplies-materials	83,837	38,000	(45,837)
Capital objects	5,299	-	(5,299)
Total instruction	<u>\$ 2,545,370</u>	<u>\$ 2,488,025</u>	<u>\$ (57,345)</u>

NORTH IDAHO STEM CHARTER ACADEMY, INC.
Rathdrum, Idaho

GENERAL FUND
SCHEDULE VIII - STATEMENT OF EXPENDITURES BY FUNCTION - BUDGET AND ACTUAL
(CONTINUED)
For the Year Ended June 30, 2022

	<u>Actual</u>	<u>Budget</u>	<u>Variance Favorable (Unfavorable)</u>
SUPPORT			
Special education support services:			
Benefits	-	11,000	11,000
Instructional improvement:			
Purchased services	8,893	5,000	(3,893)
Supplies-materials	-	1,000	1,000
Total instructional improvement	<u>8,893</u>	<u>6,000</u>	<u>(2,893)</u>
School administration:			
Salaries	216,828	93,000	(123,828)
Benefits	65,221	236,834	171,613
Purchased services	41,995	51,500	9,505
Supplies-materials	7,422	7,000	(422)
Total school administration	<u>331,466</u>	<u>388,334</u>	<u>56,868</u>
Administrative technology service:			
Salaries	71,351	70,200	(1,151)
Benefits	24,443	22,291	(2,152)
Purchased services	16,019	40,000	23,981
Supplies-materials	3,171	55,000	51,829
Total administrative technology service	<u>114,984</u>	<u>187,491</u>	<u>72,507</u>
Buildings - care (custodial):			
Purchased services	107,189	112,500	5,311
Supplies-materials	45,603	8,000	(37,603)
Total buildings - care (custodial)	<u>152,792</u>	<u>120,500</u>	<u>(32,292)</u>

NORTH IDAHO STEM CHARTER ACADEMY, INC.

Rathdrum, Idaho

GENERAL FUND

SCHEDULE VIII - STATEMENT OF EXPENDITURES BY FUNCTION - BUDGET AND ACTUAL (CONTINUED)

For the Year Ended June 30, 2022

	<u>Actual</u>	<u>Budget</u>	<u>Variance Favorable (Unfavorable)</u>
SUPPORT (CONTINUED)			
Maintenance - student-occupied buildings:			
Salaries	27,334	24,492	(2,842)
Benefits	12,290	10,342	(1,948)
Purchased services	12,912	5,000	(7,912)
Supplies-materials	19,730	10,000	(9,730)
Capital objects	5,066	10,000	4,934
Total maintenance - student-occupied buildings	<u>77,332</u>	<u>59,834</u>	<u>(17,498)</u>
Maintenance - grounds:			
Purchased services	26,695	16,000	(10,695)
Supplies-materials	292	2,000	1,708
Capital objects	5,551	-	(5,551)
Total maintenance - grounds	<u>32,538</u>	<u>18,000</u>	<u>(14,538)</u>
Security:			
Purchased services	9,720	7,000	(2,720)
Supplies-materials	1,139	3,000	1,861
Total security	<u>10,859</u>	<u>10,000</u>	<u>(859)</u>
TOTAL SUPPORT			
Salaries	315,513	187,692	(127,821)
Benefits	101,954	280,467	178,513
Purchased services	223,423	237,000	13,577
Supplies-materials	77,357	86,000	8,643
Capital objects	10,617	10,000	(617)
Total support	<u>\$ 728,864</u>	<u>\$ 801,159</u>	<u>\$ 72,295</u>
NON-INSTRUCTION			
Community services:			
Supplies-materials	9,353	-	(9,353)
Total non-instruction	<u>\$ 9,353</u>	<u>\$ -</u>	<u>\$ (9,353)</u>

NORTH IDAHO STEM CHARTER ACADEMY, INC.
Rathdrum, Idaho

SPECIAL REVENUE FUNDS
SCHEDULE IX - COMBINING BALANCE SHEET
June 30, 2022

	Technology State	Substance Abuse	ESSE I (CARES) Coronavirus Aid, Relief and Economic Security Act	ESSE II (CRRSA) Coronavirus Response and Relief Supplemental Appropriations Act	IDEA Part B (611 School Age 3-21)	IDEA Part B (ARPA) American Rescue Plan Act	Title V-B, ESSA - Rural Education Initiative	Title II-A, ESEA - Supporting Effective Instruction	Idaho Rebounds - CVR	Total
ASSETS AND DEFERRED OUTFLOWS OF RESOURCES										
Assets:										
Cash and cash equivalents	84,545	-	-	-	-	-	-	-	-	84,545
Federal receivable	-	-	-	-	41,861	6,787	34,943	-	-	83,591
Total assets	<u>84,545</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>41,861</u>	<u>6,787</u>	<u>34,943</u>	<u>-</u>	<u>-</u>	<u>168,136</u>
Deferred outflows of resources	-	-	-	-	-	-	-	-	-	-
TOTAL ASSETS AND DEFERRED OUTFLOWS OF RESOURCES	<u>\$ 84,545</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 41,861</u>	<u>\$ 6,787</u>	<u>\$ 34,943</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 168,136</u>
LIABILITIES, DEFERRED INFLOWS OF RESOURCES AND FUND BALANCE										
Liabilities:										
Accounts payable and other current liabilities	-	-	-	-	-	735	-	-	-	735
Due to other funds	-	-	-	-	41,861	6,052	34,943	-	-	82,856
Total liabilities	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>41,861</u>	<u>6,787</u>	<u>34,943</u>	<u>-</u>	<u>-</u>	<u>83,591</u>
Deferred inflows of resources	-	-	-	-	-	-	-	-	-	-
Fund balance:										
Restricted	<u>84,545</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>84,545</u>
TOTAL LIABILITIES, DEFERRED INFLOWS OF RESOURCES AND FUND BALANCE	<u>\$ 84,545</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 41,861</u>	<u>\$ 6,787</u>	<u>\$ 34,943</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 168,136</u>

NORTH IDAHO STEM CHARTER ACADEMY, INC.
Rathdrum, Idaho

SPECIAL REVENUE FUNDS
SCHEDULE X - COMBINING STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES
For the Year Ended June 30, 2022

	Technology State	Substance Abuse	ESSER I (CARES) Coronavirus Aid, Relief and Economic Security Act	ESSER II (CRRSA) Coronavirus Response and Relief Supplemental Appropriations Act	IDEA Part B (611 School Age 3-21)	IDEA Part B (ARPA) American Rescue Plan Act	Title V-B, ESSA - Rural Education Initiative	Title II-A, ESEA - Supporting Effective Instruction	Idaho Rebounds - CVR	Total
REVENUES										
State:										
Other state support	86,093	8,613	-	-	-	-	-	-	-	94,706
Federal:										
Restricted	-	-	399	204,586	71,675	6,787	53,877	14,433	94,487	446,244
Total revenues	86,093	8,613	399	204,586	71,675	6,787	53,877	14,433	94,487	540,950
EXPENDITURES										
Instruction:										
Salaries	-	6,177	-	-	47,823	3,024	22,944	12,006	54,584	146,558
Benefits	-	1,211	-	-	12,246	-	4,495	2,427	10,487	30,866
Purchased services	-	-	-	-	-	-	7,426	-	5,142	12,568
Supplies-materials	-	-	-	6,163	952	-	7,394	-	-	14,509
Capital objects	-	-	-	-	-	-	10,624	-	-	10,624
Total instruction	-	7,388	-	6,163	61,021	3,024	52,883	14,433	70,213	215,125
Support:										
Salaries	6,272	-	-	-	-	-	994	-	19,646	26,912
Benefits	1,228	-	-	-	-	-	-	-	3,399	4,627
Purchased services	38,815	-	399	33,427	8,520	735	-	-	1,229	83,125
Supplies-materials	7,158	1,225	-	33,047	2,134	3,028	-	-	-	46,592
Capital objects	-	-	-	32,969	-	-	-	-	-	32,969
Total support	53,473	1,225	399	99,443	10,654	3,763	994	-	24,274	194,225
Capital asset program:										
Capital objects	-	-	-	98,980	-	-	-	-	-	98,980
Total expenditures	53,473	8,613	399	204,586	71,675	6,787	53,877	14,433	94,487	508,330
Net change in fund balance	32,620	-	-	-	-	-	-	-	-	32,620
Fund balance - beginning of year	51,925	-	-	-	-	-	-	-	-	51,925
Fund balance - end of year	\$ 84,545	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 84,545

NORTH IDAHO STEM CHARTER ACADEMY, INC.

Rathdrum, Idaho

PLANT FACILITY FUND
SCHEDULE XI - STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE -
BUDGET AND ACTUAL
For the Year Ended June 30, 2022

	<u>Actual</u>	<u>Budget</u>	<u>Variance Favorable (Unfavorable)</u>
REVENUES	-	-	-
EXPENDITURES			
Capital asset program:			
Capital objects	72,510	50,000	(22,510)
Debt service:			
Debt service principal	451,523	50,000	(401,523)
Debt service interest	68,744	90,000	21,256
Total debt service	520,267	140,000	(380,267)
Total expenditures	592,777	190,000	(402,777)
Excess (deficiency) of revenues over(under) expenditures	(592,777)	(190,000)	402,777
Other financing sources (uses)			
Transfer in	592,777	190,000	402,777
Net change in fund balance	-	\$ -	\$ -
Fund balance - beginning of year	9,390		
Fund balance - end of year	\$ 9,390		

NORTH IDAHO STEM CHARTER ACADEMY, INC.
Rathdrum, Idaho

ALL FUNDS
SCHEDULE XII - COMBINING STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES
For the Year Ended June 30, 2022

	General Fund	Technology State	Substance Abuse	ESSER I (CARES) Coronavirus Aid, Relief and Economic Security Act	ESSER II (CRRSA) Coronavirus Response and Relief Supplemental Appropriations Act	IDEA Part B (611 School Age 3-21)	Title V-B, ESSA - Rural Education Initiative	Title II-A, ESEA - Supporting Effective Instruction	Idaho Rebounds - CVR	Plant Facility	Total
REVENUES											
Local:											
Local support	266,316	-	-	-	-	-	-	-	-	-	266,316
State:											
Other state support	4,176,459	86,093	8,613	-	-	-	-	-	-	-	4,271,165
Federal:											
Restricted	-	-	-	399	204,586	71,675	53,877	14,433	94,487	-	446,244
Total revenues	4,442,775	86,093	8,613	399	204,586	71,675	53,877	14,433	94,487	-	4,983,725
EXPENDITURES											
Instruction:											
Salaries	1,903,076	-	6,177	-	-	47,823	22,944	12,006	54,584	-	2,049,634
Benefits	530,859	-	1,211	-	-	12,246	4,495	2,427	10,487	-	561,725
Purchased services	22,299	-	-	-	-	-	7,426	-	5,142	-	34,867
Supplies-materials	83,837	-	-	-	6,163	952	7,394	-	-	-	98,346
Capital objects	5,299	-	-	-	-	-	10,624	-	-	-	15,923
Total instruction	2,545,370	-	7,388	-	6,163	61,021	52,883	14,433	70,213	-	2,760,495
Support:											
Salaries	315,513	6,272	-	-	-	-	994	-	19,646	-	342,425
Benefits	101,954	1,228	-	-	-	-	-	-	3,399	-	106,581
Purchased services	223,423	38,815	-	399	33,427	8,520	-	-	1,229	-	306,548
Supplies-materials	77,357	7,158	1,225	-	33,047	2,134	-	-	-	-	123,949
Capital objects	10,617	-	-	-	32,969	-	-	-	-	-	43,586
Total support	728,864	53,473	1,225	399	99,443	10,654	994	-	24,274	-	923,089
Non-instruction:											
Supplies-materials	9,353	-	-	-	-	-	-	-	-	-	9,353
Capital asset program:											
Capital objects	-	-	-	-	98,980	-	-	-	-	72,510	171,490
Other services:											
Debt service principal	-	-	-	-	-	-	-	-	-	451,523	451,523
Debt service interest	-	-	-	-	-	-	-	-	-	68,744	68,744
Total other services	-	-	-	-	-	-	-	-	-	520,267	520,267
Total expenditures	3,283,587	53,473	8,613	399	204,586	71,675	53,877	14,433	94,487	592,777	4,384,694
Excess (deficit) of revenues over (under) expenditures	1,159,188	32,620	-	-	-	-	-	-	-	(592,777)	599,031
Other financing sources (uses)											
Transfer in	4,503	-	-	-	-	-	-	-	-	592,777	597,280
Transfer out	(597,280)	-	-	-	-	-	-	-	-	-	(597,280)
Total other financing sources	(592,777)	-	-	-	-	-	-	-	-	592,777	-
Net change in fund balance	566,411	32,620	-	-	-	-	-	-	-	-	599,031
Fund balance - beginning of year	3,555,006	51,925	-	-	-	-	-	-	-	9,390	3,616,321
Fund balance - end of year	\$ 4,121,417	\$ 84,545	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 9,390	\$ 4,215,352

CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 14th day of June 2018, by and between the Idaho Public Charter School Commission (the “Authorizer”), and North Idaho STEM Charter Academy Inc. (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq.*, as amended (the “Charter Schools Law.”)

RECITALS

WHEREAS, on September 24, 2010, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year 2012; and

WHEREAS, the School’s charter was renewed on March 1, 2018, 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, 2018, and shall continue through June 30, 2023, unless earlier terminated as provided herein.

SECTION 2: SCHOOL GOVERNANCE

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

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

SECTION 3: EDUCATIONAL PROGRAM

- A. School Mission.** The mission of the School is as follows: To prepare students, through rigorous and relevant content, to be productive and successful citizens by developing a strong work ethic and the higher-level critical thinking skills needed to solve problems in the real world..
- B. Grades Served.** The School may serve students in grades K-12.
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- Provide an environment where students are engaged in real-world problem solving through a project-based STEM program.
 - Provide and encourage innovation and creativity as an educated person in the 21st century.
 - Maintain rigor and high expectations to positively impact student success.
 - Provide an environment where students use specific 21st century skills including collaboration, time and task management, presentation skills, and the effective use of technology.
- 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. Identified Comparison Group.** For purposes of evaluating the School against the metrics and measures established in the Performance Framework, the School’s comparison group shall be identified as described below and shall be established for the length of the Certificate term. The School’s comparison group shall include all schools in the following school districts: Coeur d’Alene School District (271), Lakeland School District (272), and Post Falls School District (273).
- D. Authorizer to Monitor School Performance.** The Authorizer shall monitor and report on the School’s progress in relation to the indicators, measures, metrics and targets set out in the Performance Framework. The School shall be subject to a formal review of its academic, mission-specific, operational, and financial performance at least annually.
- E. School Performance.** The School shall achieve an accountability designation of *Good Standing* or *Honor* on each of the three sections of the Performance Framework. In the event the School is a party to a third party management contract which includes a deficit protection clause, the School shall be exempt from some or all measures within the financial portion of the Performance Framework. In accordance with Charter School Law, the Authorizer shall renew any charter in which the public charter school met all of the terms of its performance certificate at the time of renewal.
- F. Performance Framework As Basis For Renewal of Charter.** The School’s performance in relation to the indicators, measures, metrics and targets set forth in the Academic and Mission-Specific, Operational and Financial sections of the Performance Framework shall provide the basis upon which the Authorizer will decide whether to renew the School’s Charter at the end of the Certificate term. As part of the Performance Framework, the Authorizer agrees to consider mission-specific, rigorous, valid, and reliable indicators of the School’s performance. These negotiated indicators will be included in the Mission-Specific portion of the Academic and Mission Specific section of the Performance Framework.
- G. Authorizer’s Right to Review.** The School will be subject to review of its academics, operations and finances by the Authorizer, including related policies, documents and records, when the Authorizer deems such review necessary. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.

- H. Site Visits.** 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.
- I. Required Reports.** The School shall prepare and submit reports regarding its governance, operations, and/or finances according to the established policies of and upon the request of the Authorizer. However, to the extent possible, the Authorizer shall not request reports from the School that are otherwise available through student information systems or other data sources reasonably available to the Authorizer.

SECTION 5: SCHOOL OPERATIONS

- A. In General.** The School and the Charter Board shall operate at all times in accordance with all federal and state laws, local ordinances, regulations and Authorizer policies applicable to charter schools.
- B. Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be 724 students. Grade-level enrollment caps shall be as follows:
- 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.** 15633 N. Meyer Road, Rathdrum, ID 83858. 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: Starting from Highway 53 and N. Latah St.; southeast to the intersection of Boekel Rd. and Highway 41; east to N. Meyer Rd.; north on N. Meyer Rd. to Diagonal Rd. West to Highway 41 and Diagonal Rd; southwest on Highway 41/53 to N. Latah St.
- 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 D.
- 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 D.
- C. Revocation.** The School's Charter may be revoked by the Authorizer if the School has

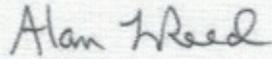
failed to meet any of the specific, written renewal conditions attached, if applicable, as Appendix A for necessary improvements established pursuant to Idaho Code § 33-5209B(1) by the dates specified. Revocation may not occur until the public charter school has been afforded a public hearing, unless 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 D.

- 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.

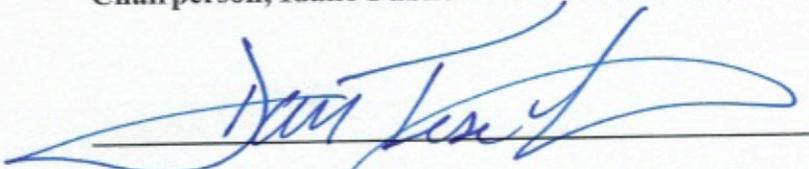
SECTION 8: MISCELLANEOUS

- 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, 2018.



Chairperson, Idaho Public Charter School Commission



Chairperson, North Idaho STEM Charter Academy Board

Amendment

WITNESS WHEREOF, the Authorizer and North Idaho STEM Charter Academy, Inc. have executed this amendment to the Performance Certificate, effective 4/8/2021:

1. To incorporate the PCSC Performance Framework (revised on 10/8/20) as Appendix B of this Performance Certificate.
2. To remove the following language from Section 5B of this Performance Certificate:
 - K – 22 per class (2 sections)
 - 1st – 22 per class
 - 2nd – 24 per class
 - 3rd – 26 per class
 - 4th – 28 per class
 - 5th -12th – 30 per class

The rate of expansion shall be as described in the approved charter, as amended, which is incorporated into this certificate as Appendix C.

4. To remove the following language from Section 5E:

“Starting from the Southwest Corner of Interstate 95 and Lancaster Road; West along Lancaster Road including all parcels touching Lancaster road to highway 41; North along highway 41 including all parcels touching Highway 41 to Scarcello road; East along Scarcello Road including all parcels touching Scarcello Road to Ramsey Road; South along Ramsey Road including all parcels touching Ramsey Road to Chilco Road; East along Chilco Road including all parcels touching Chilco Road to Interstate 95; South along Interstate 95 including all parcels touching Interstate 95 to Lancaster Road.”

5. To replace the language in Section 5E with the following:

Starting from Highway 53 and N Latah St; Southeast to the intersection of Boekel RD and Highway 41; East to N Meyer Rd; North on N Meyer Road to Diagonal RD. West to Highway 41 and Diagonal Rd; Southwest on Highway 41/53 to N Latah St.

Alan Reed

Alan Reed (Apr 29, 2021 17:41 MDT)

Chairman, Idaho Public Charter School Commission

Alan Reed
Alan Reed (Apr 26, 2021 10:40 PDT)

Chairman, North Idaho STEM Charter Academy, Inc. Board



Annual Performance Report 2021

North Idaho STEM Charter School, Inc.

Mission Statement: To prepare students, through rigorous and relevant content, to be productive and successful citizens by developing a strong work ethic and the higher-level critical thinking skills needed to solve problems in the real world.

Chair/President

Dan Tesulov

Secretary

Patricia Guzman

Administrator

Scott Thomson

Business Manager

Cathy Richardson

School Location

15633 N Meyer Road Rathdrum

School Phone

208-687-8002

Table of Contents

Introduction	3
School Overview	4
Annual Snapshot	5
Academic Outcomes	6
Math Proficiency & Math Growth	6
ELA Proficiency & ELA Growth	7
Literacy Proficiency	8
College & Career Readiness.....	9
Longitudinal Academic Ratings.....	10
Operational Outcomes: Board Stewardship	11
Governance Structure	11
Governance Oversight	11
Governance Compliance.....	11
Operational Outcomes: Management	12
Student Services	12
Data Security and Information Technology.....	12
Facility & Services.....	12
Operational Compliance.....	12
Longitudinal Operational Ratings.....	13-14
Financial Outcomes	15
Near Term Measures.....	15-16
Sustainability Measures	17-19
Longitudinal Financial Ratings.....	20-21
Contact Us	21

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.

North Idaho STEM Charter Academy, Inc. Performance Certificate: [NI STEM Performance Certificate](#)

Performance Framework: [IPCSC Performance Framework](#)

Current Term: 2018-2023

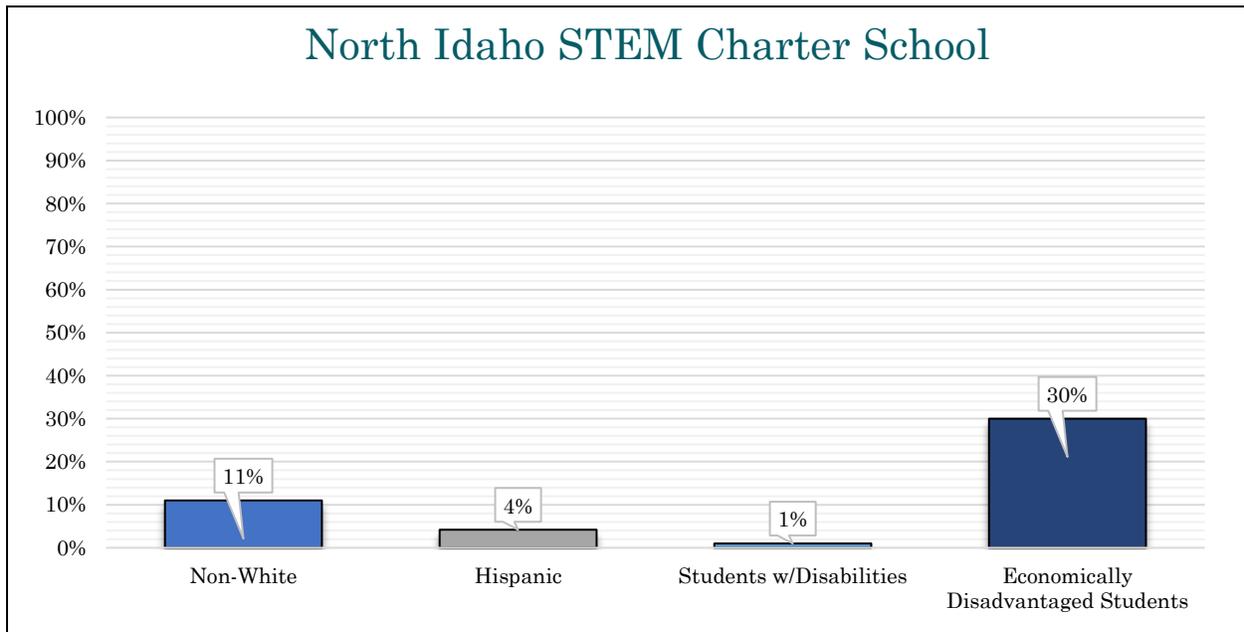
School Overview

Model:	STEM
Enrollment Capacity:	724
Grades Served:	K-12
Enrollment Projected FY22:	552

Key Design Elements:

- Provide an environment where students are engaged in real-world problem solving through a project-based STEM program.
- Provide and encourage innovation and creativity as an educated person in the 21st century.
- Maintain rigor and high expectations to positively impact student success.
- Provide an environment where students use specific 21st century skills including collaboration, time and task management, presentation skills, and the effective use of technology.

2021 NORTH IDAHO STEM 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	90%
Math Growth	<i>Data Not Available for 2020-2021</i>
ELA Proficiency	90%
ELA Growth	<i>Data Not Available for 2020-2021</i>
Literacy Proficiency	FALL IRI: 75% SPRING IRI: 90%
College & Career Readiness	

FINANCIAL OUTCOMES: NEAR TERM MEASURES	
Current Ratio	7.21
Unrestricted Days Cash	279
Default	None
Enrollment Variance	98.46%

OPERATIONAL OUTCOMES: BOARD STEWARDSHIP	
Governance Structure	EXCEEDS STANDARD
Governance Oversight	EXCEEDS STANDARD
Governance Compliance	EXCEEDS STANDARD

FINANCIAL OUTCOMES: SUSTAINABILITY MEASURES	
Total Margin	TM: 36.53%
3 Yr. Aggregate Margin	3YR: 60.32%
Cash Flow	CF: -\$666,506
Multi-Year Cash Flow	MY: \$601,253
Debt Service Coverage Ratio	13.59
Debt Asset Ratio	.24
Financial Compliance	Not Rated for 2020-2021

OPERATIONAL OUTCOMES: MANAGEMENT	
Student Services	EXCEEDS STANDARD
Data Security/Transparency	EXCEEDS STANDARD
Facility & Services	EXCEEDS STANDARD
Operational Compliance	EXCEEDS 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

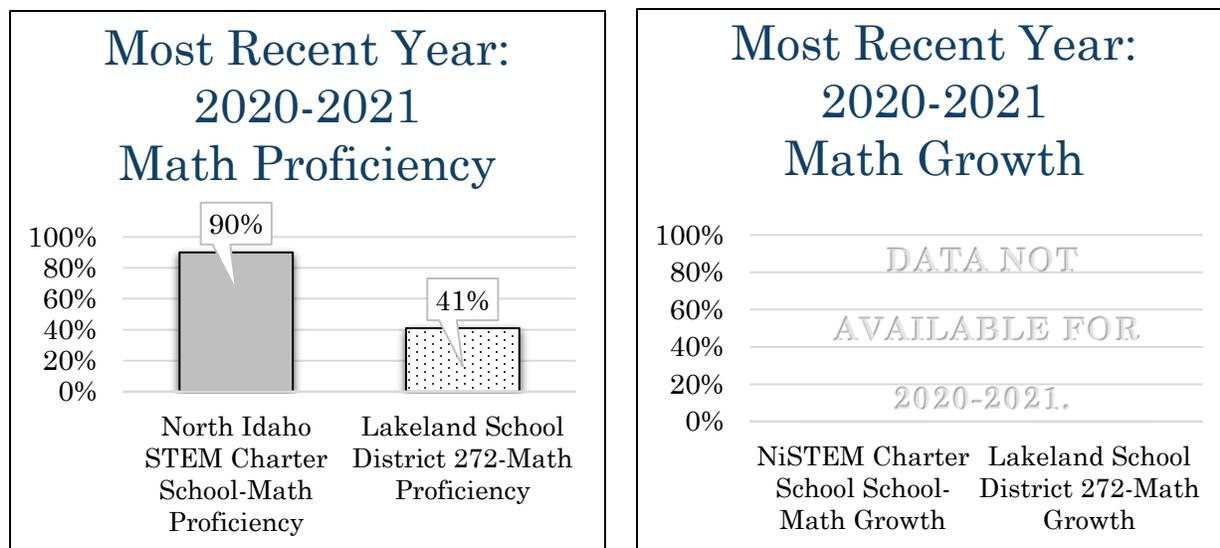
MATH PROFICIENCY & MATH GROWTH

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: Lakeland District (272)



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

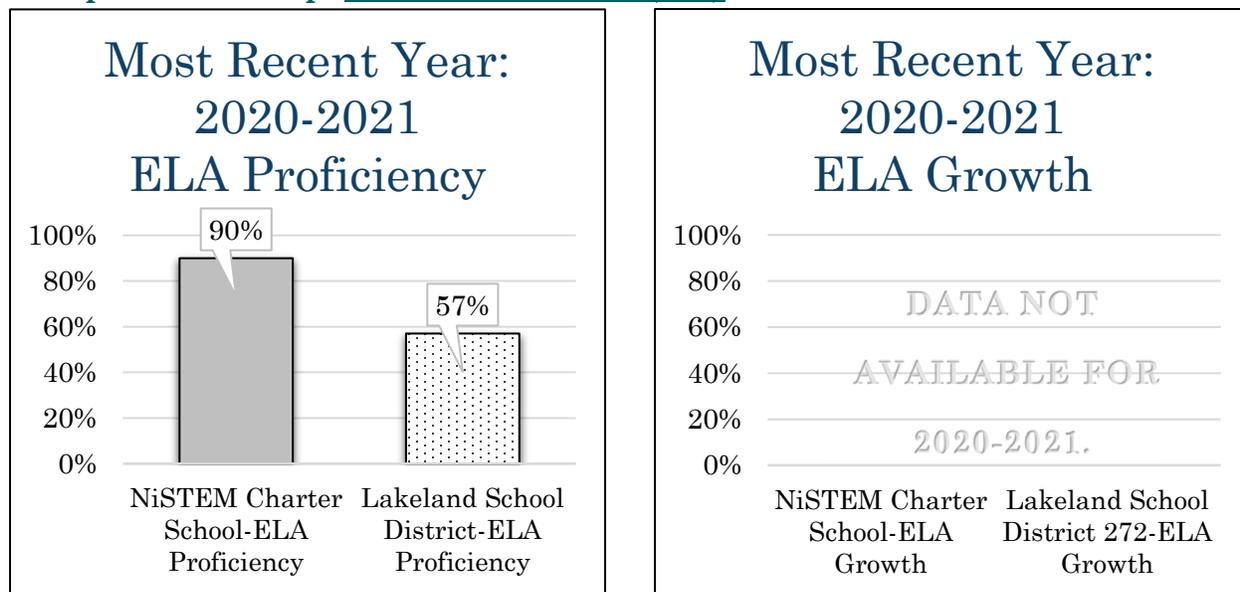
ELA PROFICIENCY & ELA GROWTH

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: Lakeland District (272)



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
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

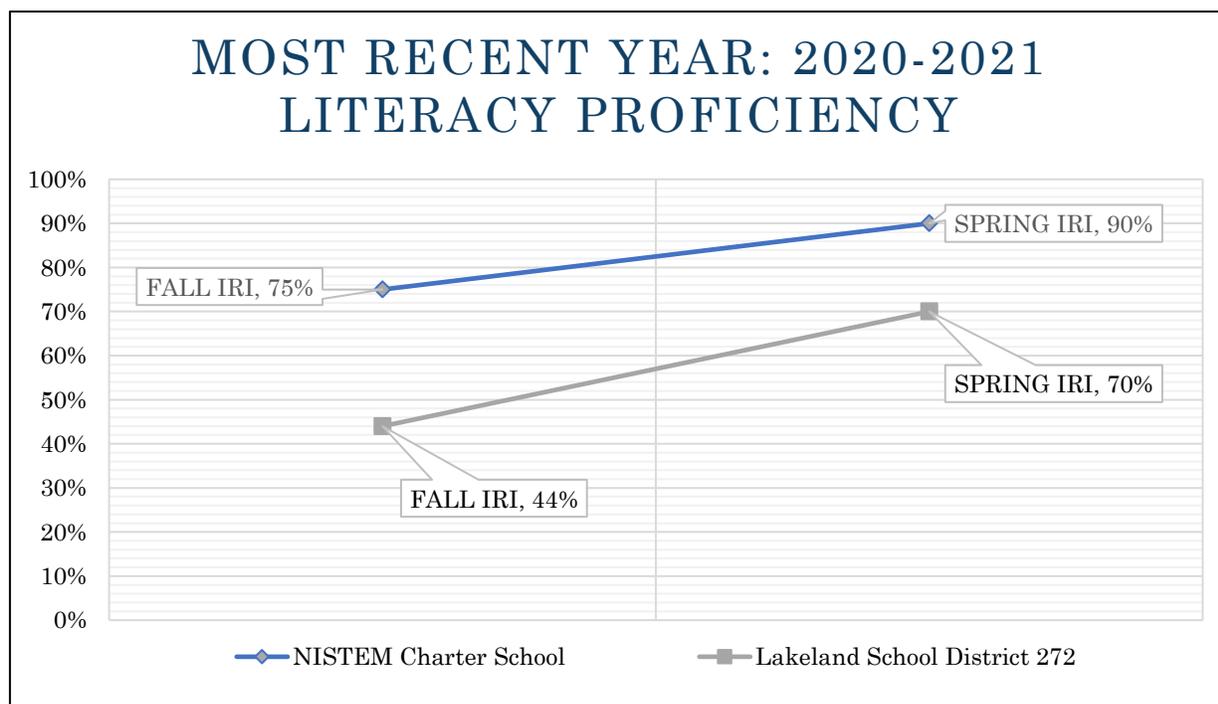
LITERACY PROFICIENCY

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: Lakeland District (272)



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.

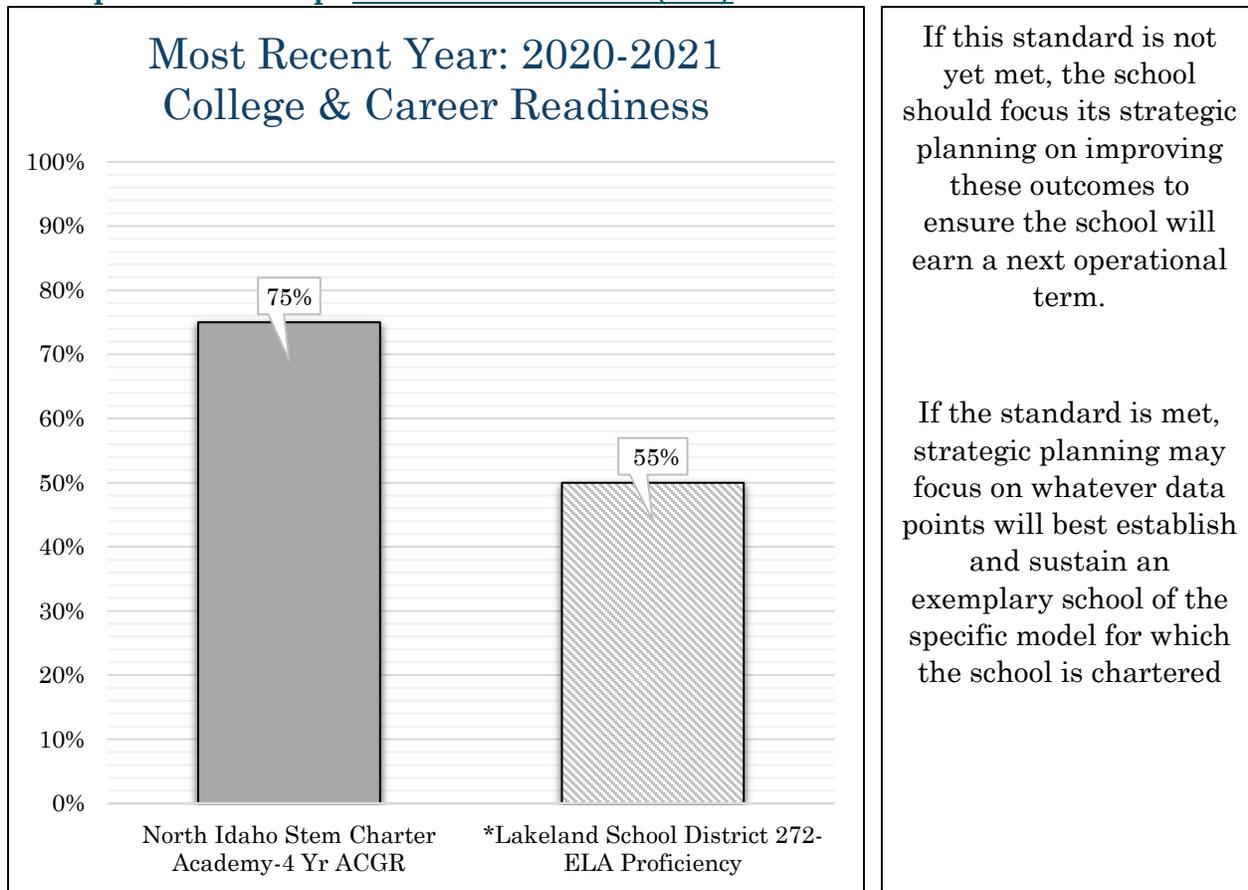
MEASURE	PROFICIENCY RATING	APPLICABLE RUBRIC DESCRIPTION
LITERACY PROFICIENCY	Rating Not Applicable for 2020-2021	Not Applicable for 2020-2021 School Year

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: Lakeland District (272)



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 | 2018-2023

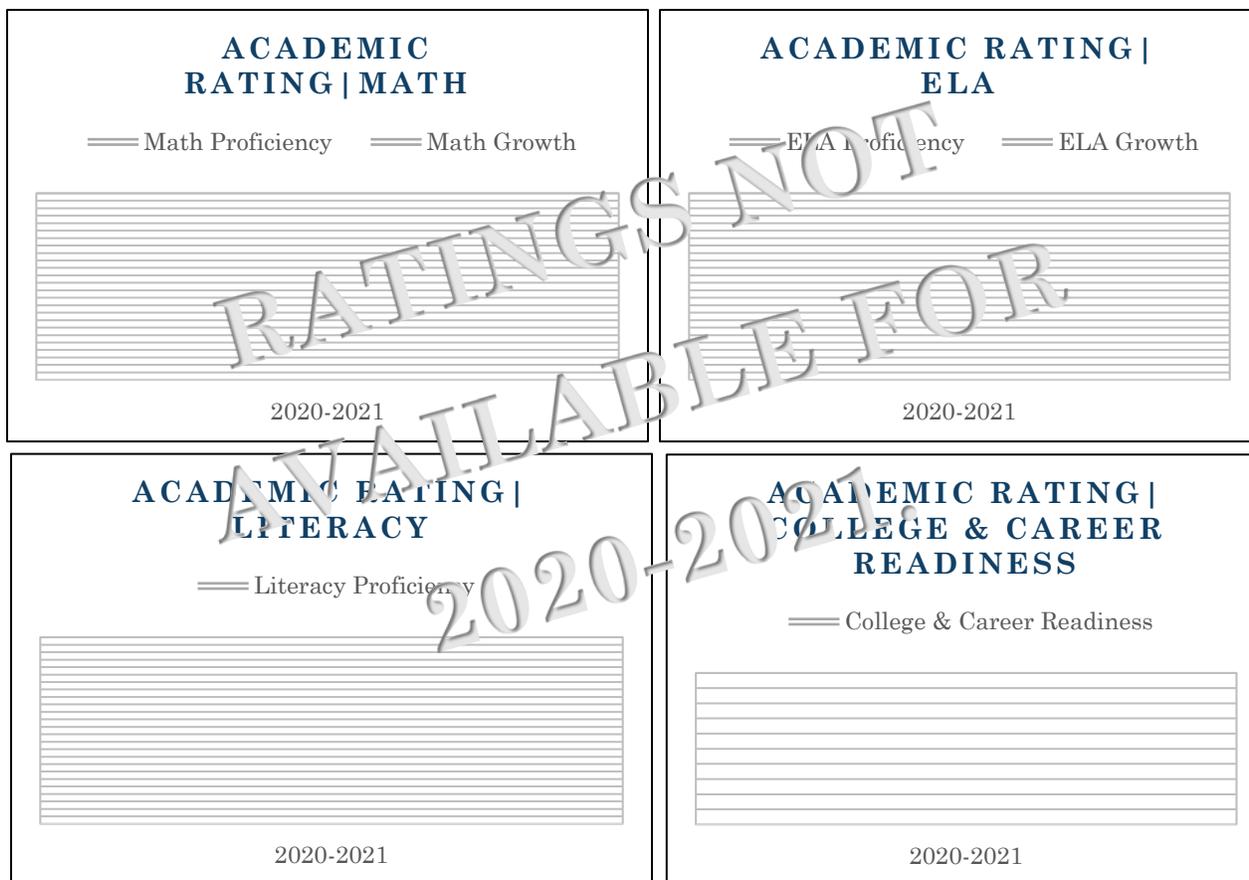
Longitudinal data provides a snapshot of a school’s ratings over the school’s current performance certificate (5 years). This data helps to identify performance trends and changes over time. Schools are encouraged to consider how this data might be used to drive strategic planning as the school approach its next renewal decision.

Academic Ratings | Historical Framework

SCHOOL YEAR	ACADEMIC GEN ED OUTCOME
2018-2019	HONOR
2019-2020	NOT RATED DUE TO PANDEMIC

Academic Ratings | Revised Framework

Due to COVID-19 pandemic, no academic data was available for the 2019-2020 school year. Additionally, as ratings are sued 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: EXCEEDS STANDARD	
Governance Structure Measure	Data/Evidence Source
The board bylaws are compliant with ID law.	Bylaws 7/1/19. *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 10/1/2009. Most recently updated on 3/23/2011.
The board does operate in compliance with its bylaws.	*No instances of non-compliance documented.
Investigations were not conducted into ethical behavior or conflict of interest regarding any board director this year.	*No instances of non-compliance documented.
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: EXCEEDS 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 maintain compliant policies.	*No instances of non-compliance documented.
The board did engage 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:	

STANDARD RATING: EXCEEDS STANDARD	
Governance Compliance Measure	Data/Evidence Source
The IPCSC did not issue courtesy letters to the school noting compliance concerns this year.	*No instances of non-compliance documented.
Another investigative body was not notified of concerns at this school this year.	*No instances of non-compliance documented.
Comments/ Context:	

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:	

STANDARD RATING: EXCEEDS 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: Finding location of agendas on website is not necessarily intuitive, although they are posted within timeframes.	

STANDARD RATING: EXCEEDS STANDARD	
Facility and Services	Data/Evidence Source
The school's occupancy certificate is current.	*No instances of non-compliance documented.
Safety inspections and evacuation drills are compliant.	*Most Recent: 2/4/2021 No instances of non-compliance documented.
<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:	

STANDARD RATING: EXCEEDS 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 properly credentialed.	*No instances of non-compliance documented.
Corrective action plans were not issued by the SDE this year.	*No instances of non-compliance documented.
Comments/ Context:	

Longitudinal Operational Ratings | 2018-2023

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.

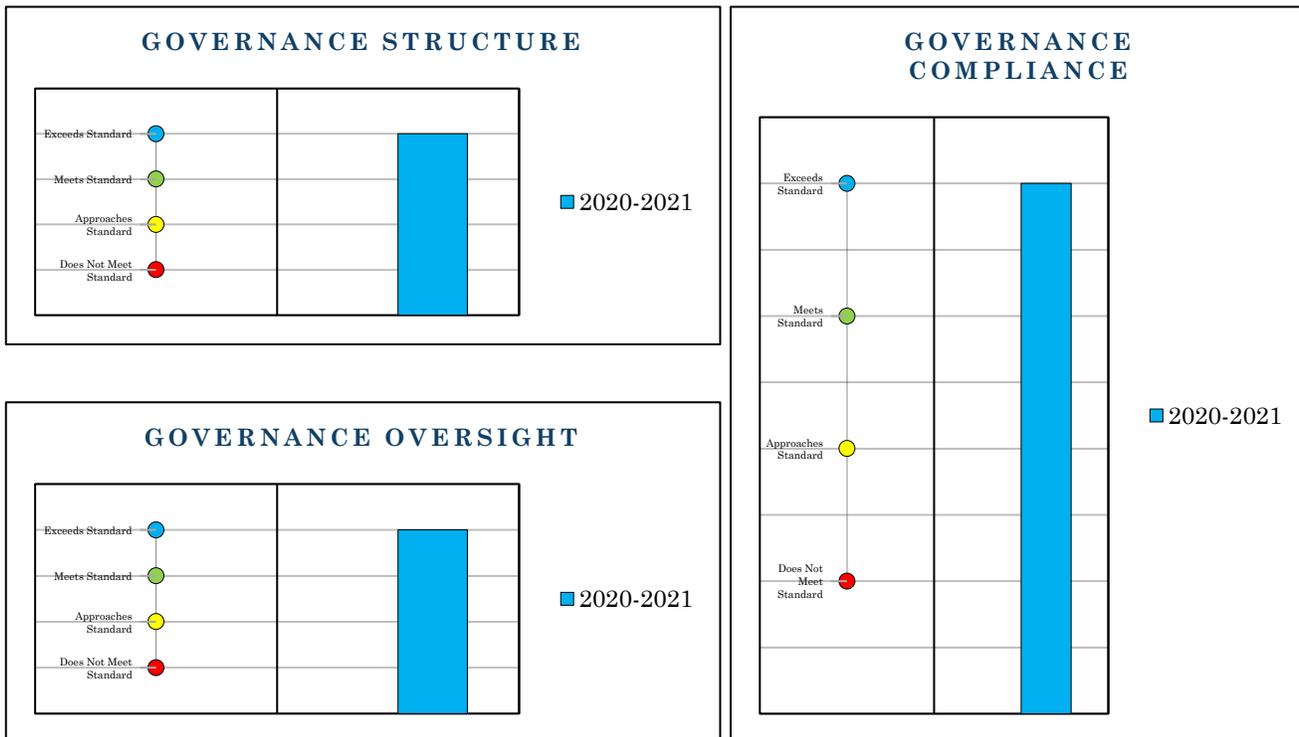
Ratings on the historical and revised framework are not comparable in the operational section. The two sets of data have been included. The school’s operational ratings on the historical framework are provided for reference.

Operational Ratings | Historical Framework

School Year	Rating
2018-2019	HONOR
2019-2020	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 | 2018-2023

Management

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.

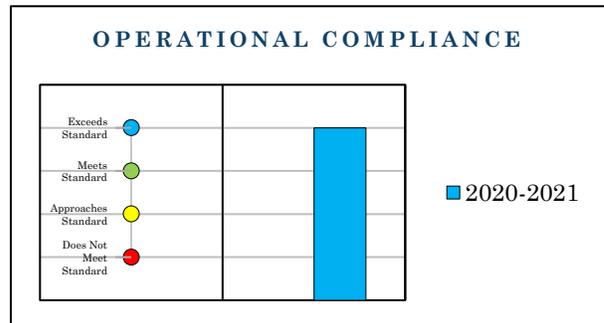
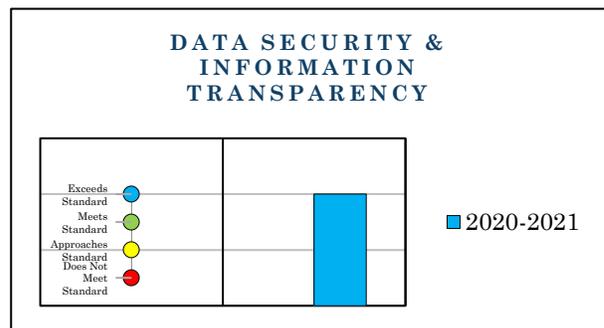
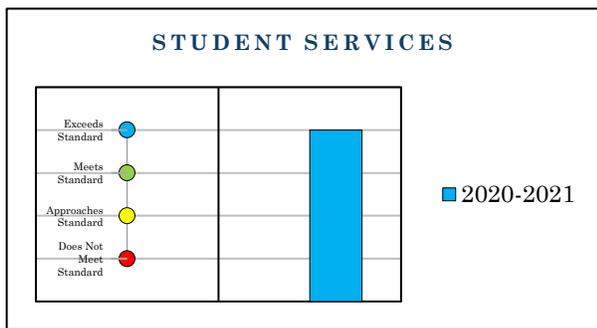
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Operational Ratings | Historical Framework

School Year	Rating
2018-2019	HONOR
2019-2020	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



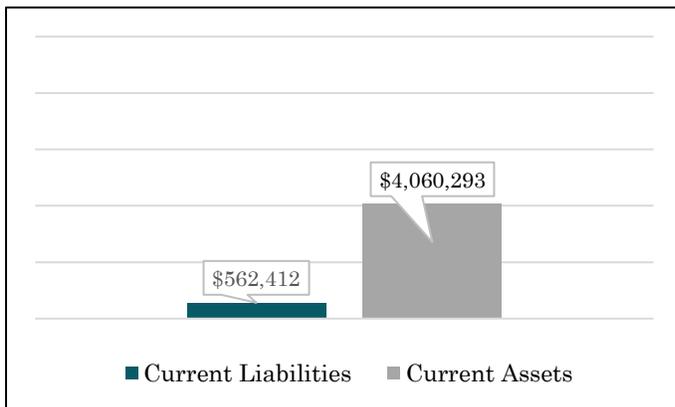
Financial Outcomes

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 7.22	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.

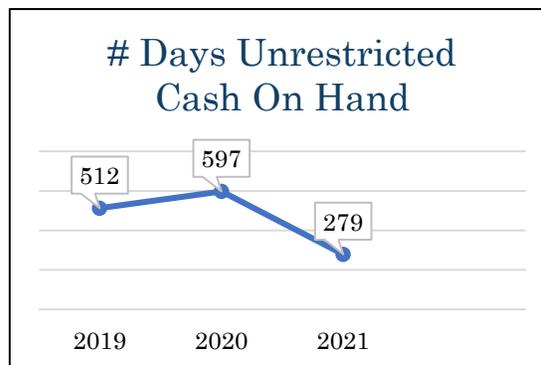
Unrestricted Days Cash

The school has more than 60 days cash on hand	279 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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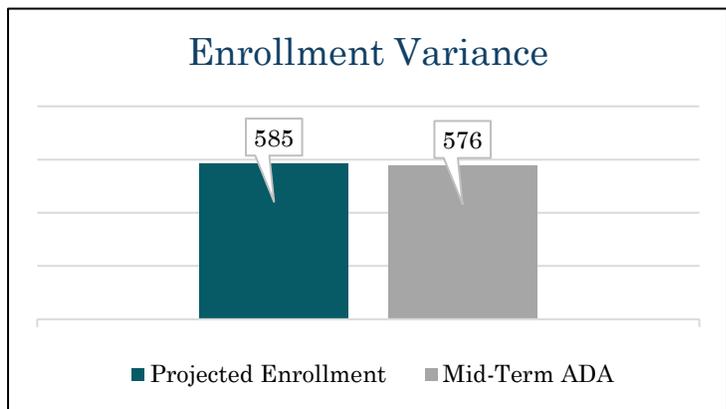
Why this Matters:

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 has maintained at least 95% of its projected enrollment for at least 3 consecutive years.	Enrollment Variance 98.46%	Ratings Not Applicable for 2020-2021
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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 has maintained a positive total margin for at least 3 consecutive years.	CY Total Margin 36.53% 3-Year Aggregated 60.32%	Ratings Not Applicable for 2020-2021
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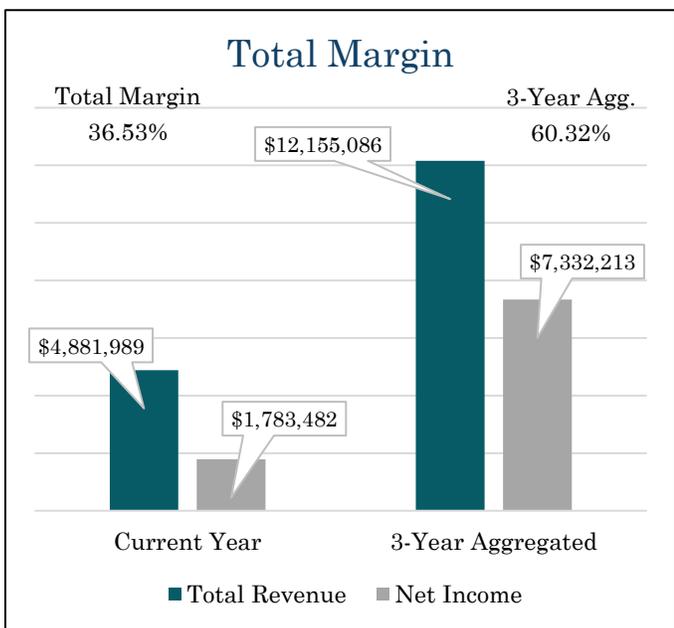
Why this Matters:

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

<p>The school's multi-year cumulative cash flow is positive, but the most recent year's cash flow is negative.</p>	<p>Most Recent Year -\$666,506 Previous Year \$1,267,759 Multi-Year \$601,253</p>	<p>Ratings Not Applicable for 2020-2021</p>
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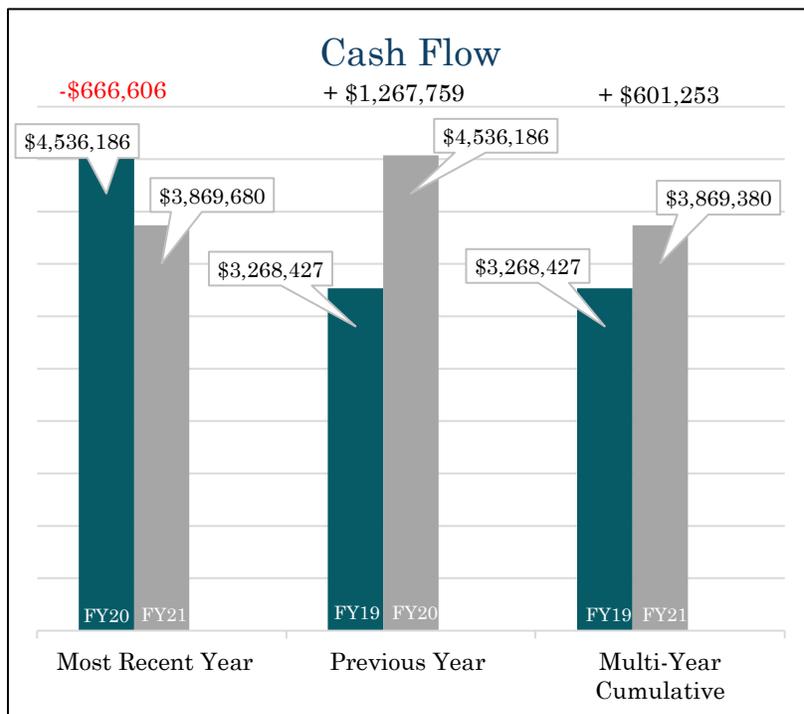
The negative most recent one-year cash flow is not concerning, due to a documented, planned cash purchase of a facility. Additionally, this school continues to exhibit strong financial practices, a trend visible through several previous years. As a result, this is evaluated to meet the established standard'.

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.

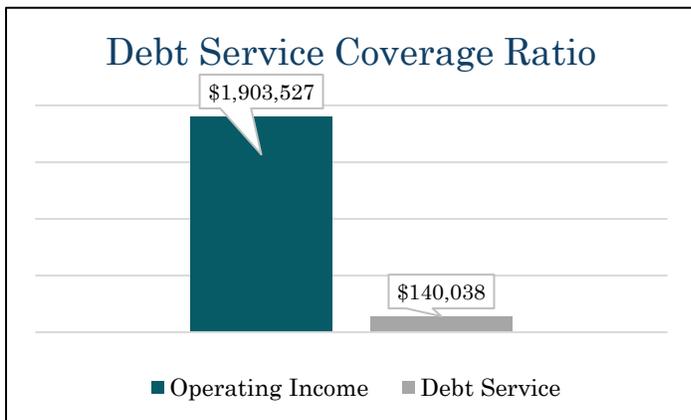
A school with a negative cash flow is using its existing reserves to fund general operations and is not likely to have the financial flexibility to fund future plans.

A multi-year cumulative cash flow helps to identify long-term trends.



Debt Service Coverage Ratio

<p>The school's debt service coverage ratio is 1.5 or greater.</p>	<p>Debt Service Coverage Ratio 13.59</p>	<p>Ratings Not Applicable for 2020-2021</p>
--	--	---



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 has maintained a debt to asset ratio less than .9 for at least 3 consecutive years.	Debt/Asset Ratio .24	Ratings Not Applicable for 2020-2021
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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 RATED FOR 2020-2021	
Financial Operations	Data and/or Evidence Source
The school’s finances are managed in compliance with GAAP.	Financial Audit 10/22/2021
Expenditures and contracts are posted online appropriately.	School’s Expenditure Page 7/30/2021

Renewals No Conditions Page 917

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	

Longitudinal Financial Ratings | 2018-2023

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.

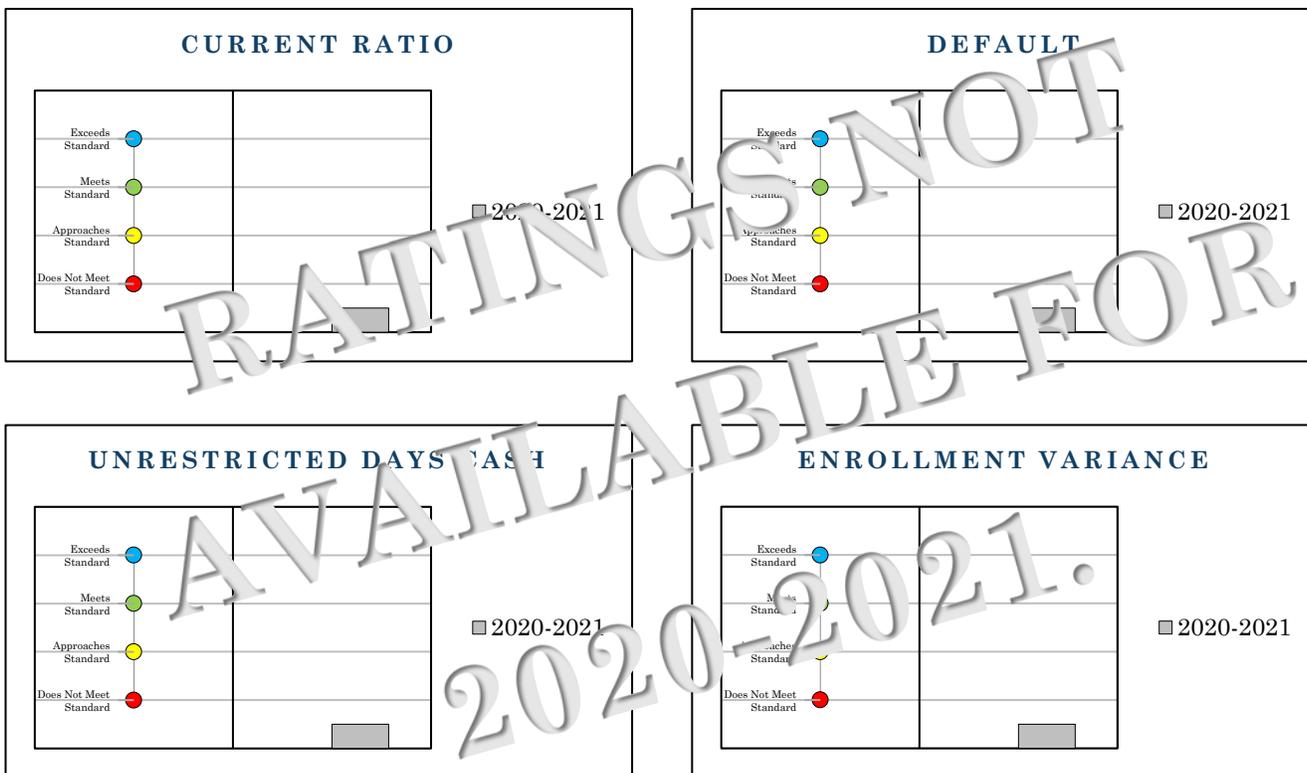
Notes: The 2020 framework revision removed the “cash ratio” measure and moved the existing enrollment variance measure to the financial section.

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
2018-2019	HONOR
2019-2020	HONOR

Financial Near Term Health Ratings | Revised Framework



Longitudinal Financial Ratings | 2018-2023

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.

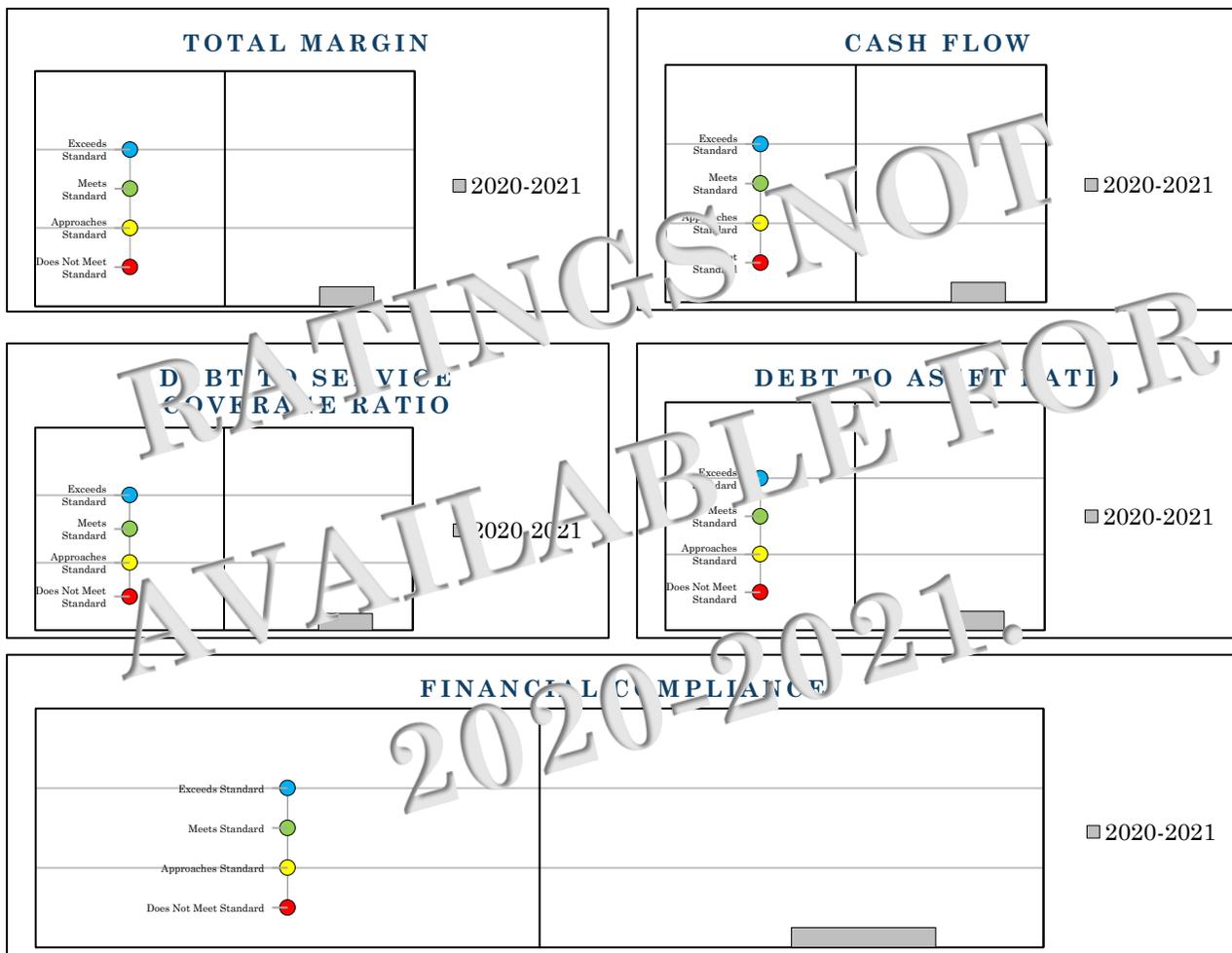
Notes: The 2020 framework revision removed the “cash ratio” measure and moved the existing enrollment variance measure to the financial section.

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 Sustainability Ratings | Historical Framework

School Year	Sustainability Rating
2018-2019	HONOR
2019-2020	HONOR

Financial Sustainability Ratings | Revised Framework



*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.



304 N. 8th St. Ste.242

Boise, ID 83720

208-332-1561

pcsc@osbe.idaho.gov

**NORTH IDAHO STEM CHARTER ACADEMY
2020 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.

<p>Academic</p>	<p>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.</p>
<p>Mission-Specific</p>	<p>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.</p>
<p>Operational</p>	<p>The operational section considers whether schools are operating in compliance with federal and state law, authorizer requirements, and the provisions of their performance certificates.</p>
<p>Financial</p>	<p>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.</p>

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.

<p>Honor</p>	<p>Schools achieving at this level in all sections are guaranteed renewal. Replication and expansion proposals are likely to succeed.</p>
<p>Good Standing</p>	<p>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.</p>
<p>Remediation</p>	<p>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.</p>
<p>Critical</p>	<p>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.</p>

SCHOOL OVERVIEW			
Mission Statement	To prepare students, through rigorous and relevant content, to be productive and successful citizens by developing a strong work ethic and the higher-level critical thinking skills needed to solve problems in the real world.		
Key Design Elements	<ul style="list-style-type: none"> ● Provide an environment where students are engaged in real-world problem solving through a project-based STEM program. ● Provide and encourage innovation and creativity as an educated person in the 21st century. ● Maintain rigor and high expectations to positively impact student success. ● Provide an environment where students use specific 21st century skills including collaboration, time and task management, presentation skills, and the effective use of technology. 		
School Location	15633 N Meyer Road Rathdrum, ID 83858	School Phone	208-687-8002
Surrounding District	Lakeland School District		
Opening Year	2012		
Current Term	July 1, 2018 – June 30, 2023		
Grades Served	K-12		
Enrollment (Approved)	724	Enrollment (Actual)	550

SCHOOL LEADERSHIP	
Dan Tesulov	Chairman
Lorna Finman	Board Member
Patricia Guzman	Secretary
Scott Thomson	Executive Director, Principal
Travis Swick	Vice Principal
Cathy Richardson	Business Manager

STUDENT DEMOGRAPHICS				
	School	State	Surrounding District	Neighboring District
Non-White	9.50%	25.00%	10.50%	N/A
Limited English Proficiency	Masked	7.00%	<1%	N/A
Special Needs	<2%	11.00%	11.00%	N/A
Free and Reduced Lunch	31.00%	44.00%	35.00%	N/A

ACADEMIC	Measure	Points Possible	Points Earned						
		K-8	K-8	9-12	9-12	K-12	K-12	Alternative	Alternative
State Proficiency Comparison	1a	50	0	50	NA*	50	0		
	1b	50	0	50	NA*	50	0		
District Proficiency Comparison	2a	50	0	50	NA*	50	0	50	0
	2b	50	0	50	NA*	50	0	50	0
Criterion-Referenced Growth	3a	100	0			50	0		
	3b	100	0			50	0		
Norm-Referenced Growth	4a			100	NA*	50	0	50	0
	4b			100	NA*	50	0	50	0
Post-Secondary Readiness	5a			125	NA*	125	0	100	0
Total Academic Points		400	0	525	NA*	525	0	300	0
% of Academic Points			0%		NA*		0%		0%

*Academic data for FY20 is not available due to the COVID-19 pandemic.

MISSION-SPECIFIC	Measure	Points Possible	Points Earned
	1		
	2		
	3		
	4		
	5		
	6		
Total Mission-Specific Points			
% of Mission-Specific Points			

AIA 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		2d	50	50
	3b	25	25	Total Financial Points		400	400
	3c	25	25	% of Financial Points			100%
	3d	25	25				
	3e	25	25				
	3f	25	25				
School Environment	4a	25	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					
4c	25	25					
Additional Obligations	5a	25	25				
Total Operational Points		400	375				
% of Operational Points			94%				

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%	94%	65% - 84%	100%
Remediation	31% - 54%			31% - 54%		61% - 79%		46% - 64%	
Critical	0% - 30%			0% - 30%		0% - 60%		0% - 45%	

*Academic data for FY20 is not available due to the COVID-19 pandemic.

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

INDICATOR 5: COLLEGE & CAREER READINESS (GRADES 9-12)														
Measure 5a	Are students graduating from high school on time?													
Four-Year Adjusted Cohort Graduation Rate	Exceeds Standard: The school's four-year ACGR was at least 90%. Meets Standard: The school either: a) had a four-year ACGR of 80% - 89% OR b) had a four-year ACGR of at least 66% AND met its progress goal. Does Not Meet Standard: The school met its progress goal but had a four-year ACGR below 66%. Falls Far Below Standard: The school did not meet its progress goal and had a four-year ACGR below 66%.	100%												
		<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>125</td> <td>0</td> </tr> <tr> <td>100</td> <td>0</td> </tr> <tr> <td>75</td> <td>0</td> </tr> <tr> <td>0-65</td> <td>0</td> </tr> <tr> <td></td> <td>NA</td> </tr> </tbody> </table>	Points Possible	Points Earned	125	0	100	0	75	0	0-65	0		NA
	Points Possible	Points Earned												
	125	0												
	100	0												
75	0													
0-65	0													
	NA													
Notes	The school's 4-Year ACGR was 100%. As graduation rate is the only academic data available for FY20, this section has not been scored.													

INDICATOR 1: EDUCATIONAL PROGRAM																	
<p>Measure 1a Implementation of Educational Program</p>	<p>Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?</p> <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>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
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No instances of non-compliance documented	25	25															
	15																
	0																
		25															
<p>Notes</p>																	
<p>Measure 1b Educational Requirements</p>	<p>Is the school complying with applicable educational requirements?</p> <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>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
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No instances of non-compliance documented	25	25															
	15																
	0																
		25															
<p>Notes</p>																	

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			15	0
				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			15	0
				25

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT			Result	Points Possible	Points Earned
<p>Measure 2a</p> <p>Financial Reporting and Compliance</p> <p>Is the school meeting financial reporting and compliance requirements?</p> <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> <p>Notes</p>			No instances of non-compliance documented	25	25
				15	
				0	
					25
<p>Measure 2b</p> <p>GAAP</p> <p>Is the school following General Accepted Accounting Principles (GAAP)</p> <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> <p>Notes</p>			See note	25	25
				15	
				0	
					25
<p>Measure 2c</p> <p>Enrollment Variance</p> <p>Is the school successfully enrolling the projected number of students?</p> <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> <p>Notes</p>			96.72%	25	25
				15	
				0	
					25
<p>Enrollment variance is calculated by dividing mid-term ADA by the enrollment projection reported to the PCSC at the beginning of the fiscal year.</p>					

INDICATOR 3: GOVERNANCE AND REPORTING																	
Measure 3a	Is the school complying with governance requirements?	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
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No instances of non-compliance documented	25	25															
	15																
	0																
		25															
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>																	
Notes																	
Measure 3b	Is the board fulfilling its oversight obligations?	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
Result	Points Possible	Points Earned															
No instances of non-compliance documented	25	25															
	15																
	0																
		25															
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>																	
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			Result	Points Possible	Points Earned
Measure 4a	Is the school complying with transportation requirements?				
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		
			See note	0	0
Notes	The school does not offer student transportation. Historically, this decision has been left to schools' discretion; however, Idaho statute requires that public schools provide student transportation where practicable.				
Measure 4b	Is the school complying with facilities requirements?				
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		
Notes					25

INDICATOR 5: ADDITIONAL OBLIGATIONS				
Measure 5a	Is the school complying with all other obligations?	Result	Points Possible	Points Earned
Additional Obligations	<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>	No instances of non-compliance documented	25	25
			15	
			0	
				25
Notes				

INDICATOR 1: NEAR-TERM													
Measure 1a Current Ratio	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.	Result 4.41	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>50</td> </tr> <tr> <td>10</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td></td> <td style="border-top: 1px solid black;">50</td> </tr> </tbody> </table>	Points Possible	Points Earned	50	50	10		0			50
Points Possible	Points Earned												
50	50												
10													
0													
	50												
Notes													
Measure 1b Cash Ratio	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.	Result 4.26	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>50</td> </tr> <tr> <td>10</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td></td> <td style="border-top: 1px solid black;">50</td> </tr> </tbody> </table>	Points Possible	Points Earned	50	50	10		0			50
Points Possible	Points Earned												
50	50												
10													
0													
	50												
Notes													
Measure 1c Unrestricted Days Cash	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.	Result 597 days	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>50</td> </tr> <tr> <td>10</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td></td> <td style="border-top: 1px solid black;">50</td> </tr> </tbody> </table>	Points Possible	Points Earned	50	50	10		0			50
Points Possible	Points Earned												
50	50												
10													
0													
	50												
Notes													
Measure 1d Default	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.	Result No default noted	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>50</td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td></td> <td style="border-top: 1px solid black;">50</td> </tr> </tbody> </table>	Points Possible	Points Earned	50	50	0			50		
Points Possible	Points Earned												
50	50												
0													
	50												
Notes													

INDICATOR 2: SUSTAINABILITY			
<p>Measure 2a</p> <p>Total Margin and Aggregated</p> <p>3-Year Total Margin</p> <p>Notes</p>	<p>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues.</p> <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> <p>Aggregated 3-Year Total Margin is positive (29.3%). The most recent Total Margin is positive (32.09%). Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.</p>	<p>Result</p> <p>See Note</p>	<p>Points Possible</p> <p>50</p> <p>30</p> <p>0</p> <hr/> <p>50</p>
<p>Measure 2b</p> <p>Debt to Asset Ratio</p> <p>Notes</p>	<p>Debt to Asset Ratio: Total Liabilities divided by Total Assets</p> <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> <p>Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.</p>	<p>Result</p> <p>0.35</p>	<p>Points Possible</p> <p>50</p> <p>30</p> <p>0</p> <hr/> <p>50</p>
<p>Measure 2c</p> <p>Cash Flow</p> <p>Notes</p>	<p>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</p> <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> <p>Multi-Year Cumulative Cash Flow is positive (\$2,237,227.00). The most recent year Cash Flow is positive (\$1,267,759.00). The previous year Cash Flow is positive (\$969,468.00).</p>	<p>Result</p> <p>See note</p>	<p>Points Possible</p> <p>50</p> <p>30</p> <p>0</p> <hr/> <p>50</p>
<p>Measure 2d</p> <p>Debt Service Coverage Ratio</p> <p>Notes</p>	<p>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</p> <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> <p>Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.</p>	<p>Result</p> <p>11.66</p>	<p>Points Possible</p> <p>50</p> <p>0</p> <hr/> <p>50</p>

North Idaho STEM Longitudinal Results

		Percentage of Points Earned					
ACADEMIC	Measure	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
State Proficiency Comparison	1a			100%	NA*		
	1b			100%	NA*		
District Proficiency Comparison	2a			100%	NA*		
	2b			100%	NA*		
Criterion-Referenced Growth	3a			87%	NA*		
	3b			83%	NA*		
Norm-Referenced Growth	4a			Masked	NA*		
	4b			Masked	NA*		
Post-Secondary Readiness	5a	NA	N/A	N/A	NA*		
% of Possible Academic Points for this School		88%	91%	88%	NA*		

		Percentage of Points Earned					
OPERATIONAL	Measure	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Educational Program	1a -1d	N/A	100%	100%	100%		
Financial Management	2a - 2c	N/A	100%	100%	100%		
Governance & Reporting	3a - 3f	N/A	100%	100%	100%		
School Environment	4a - 4b	N/A	50%	50%	50%		
Additional Obligations	5a	N/A	100%	100%	100%		
% of Possible Operational Points for this School		N/A	94%	94%	94%		

		Percentage of Points Earned					
FINANCIAL	Measure	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Near-Term	1a - 1d	N/A	100%	100%	100%		
Sustainability	2a - 2d	N/A	100%	100%	100%		
% of Possible Financial Points for this School		N/A	100%	100%	100%		

		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACCOUNTABILITY DESIGNATION							
Academic		Honor	Honor	Honor	N/A		
Mission Specific		N/A	N/A	N/A	N/A		
Operational		N/A*	Honor	Honor	Honor		
Financial		N/A*	Honor	Honor	Honor		

*Academic data for FY20 is not available due to the COVID-19 pandemic.

*Operational and Financial data for 2016-17 was reported in a different format.

**NORTH IDAHO STEM CHARTER ACADEMY
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 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.

<p>Academic</p>	<p>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.</p>
<p>Mission-Specific</p>	<p>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.</p>
<p>Operational</p>	<p>The operational section considers whether schools are operating in compliance with federal and state law, authorizer requirements, and the provisions of their performance certificates.</p>
<p>Financial</p>	<p>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.</p>

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.

<p>Honor</p>	<p>Schools achieving at this level in all sections are guaranteed renewal. Replication and expansion proposals are likely to succeed.</p>
<p>Good Standing</p>	<p>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.</p>
<p>Remediation</p>	<p>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.</p>
<p>Critical</p>	<p>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.</p>

SCHOOL OVERVIEW			
Mission Statement	To prepare students, through rigorous and relevant content, to be productive and successful citizens by developing a strong work ethic and the higher-level critical thinking skills needed to solve problems in the real world.		
Key Design Elements	<ul style="list-style-type: none"> • Provide an environment where students are engaged in real-world problem solving through a project-based STEM program. • Provide and encourage innovation and creativity as an educated person in the 21st century. • Maintain rigor and high expectations to positively impact student success. • Provide an environment where students use specific 21st century skills including collaboration, time and task management, presentation skills, and the effective use of technology. 		
School Location	15633 N Meyer Road Rathdrum, ID 83858	School Phone	208-687-8002
Surrounding District	Lakeland School District		
Opening Year	2012		
Current Term	June 17, 2014 – June 30, 2018		
Grades Served	K-12		
Enrollment (Approved)	724	Enrollment (Actual)	528

SCHOOL LEADERSHIP	
Dan Tesulov	Chair
Lorna Finman	Director
Patricia Guzman	Secretary

STUDENT DEMOGRAPHICS				
	School	State	Surrounding District	Neighboring District
Non-White	11.17%	24.85%	10.24%	N/A
Limited English Proficiency	Masked	6.44%	0.29%	N/A
Special Needs	1.14%	10.73%	11.69%	N/A
Free and Reduced Lunch	Masked	44.74%	38.09%	N/A

ISAT PROFICIENCY RATES	
Percentage of students meeting or exceeding proficiency in Math	87.62%
Percentage of students meeting or exceeding proficiency in English Language Arts	84.83%
Percentage of students meeting or exceeding proficiency in Science	92.38%

GO-ON RATE (Post-secondary enrollment within 12 months of graduation)	85.71%
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ACADEMIC	Measure	Points Possible	Points Earned						
		K-8	K-8	9-12	9-12	K-12	K-12	Alternative	Alternative
State Proficiency Comparison	1a	50	0	50	0	50	50		
	1b	50	0	50	0	50	50		
District Proficiency Comparison	2a	50	0	50	0	50	50	50	0
	2b	50	0	50	0	50	50	50	0
Criterion-Referenced Growth	3a	100	0			50	43		
	3b	100	0			50	41		
Norm-Referenced Growth	4a			100	0	50	Masked	50	0
	4b			100	0	50	Masked	50	0
Post-Secondary Readiness	5a			125	0	125	100	100	0
Total Academic Points		400	0	525	0	525	464	300	0
% of Academic Points			0%		0%		88%		0%

MISSION-SPECIFIC	Measure	Points Possible	Points Earned
	1		
	2		
	3		
	4		
	5		
	6		
Total Mission-Specific Points			
% of Mission-Specific Points			

NI STEM has chosen not to include mission-specific measures.

OPERATIONAL	Measure	Points Possible	Points Earned	FINANCIAL	Measure	Points Possible	Points Earned
	1b	25	25	1b	50	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	25				
	3c	25	25				
	3d	25	25				
	3e	25	25				
	3f	25	25				
School Environment	4a	25	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.			
Additional Obligations	4b	25	25				
Total Operational Points	5a	25	25				
% of Operational Points		400	375			400	100%

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%	88%	0%	55% - 74%	NA	80% - 89%	94%	65% - 84%	100%
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			Result	Points Possible	Points Earned
Measure 1a	Do math proficiency rates meet or exceed the state average?				
Math Proficiency Rate Comparison to State	<p>Exceeds Standard: The school's proficiency rate in math exceeds the state average by 16 percentage points or more.</p> <p>Meets Standard: The school's proficiency rate in math is equal to the state 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 state average.</p> <p>Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the state average.</p>		X	50 30 - 45 15 - 29 0 - 14	50 0 0 0
Notes	The state average will be determined using the same grade set as is served by the public charter school.				50
Measure 1b	Do English Language Arts proficiency rates meet or exceed the state average?				
ELA Proficiency Rate Comparison to State	<p>Exceeds Standard: The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.</p> <p>Meets Standard: The school's proficiency rate in ELA is equal to the state 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 state average.</p> <p>Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the state average.</p>		X	50 30 - 45 15 - 29 0 - 14	50 0 0 0
Notes	The state average will be determined using the same grade set as is served by the public charter school.				50

INDICATOR 2: DISTRICT PROFICIENCY COMPARISON																				
Measure 2a Math Proficiency Rate Comparison to District	Do math (or similar subject area) proficiency rates meet or exceed the district average? 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%. 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 - 15 percentage points lower than the district average. Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the district average.	<table border="1"> <thead> <tr> <th></th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>X</td> <td>50</td> <td>50</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">50</td> </tr> </tbody> </table>		Points Possible	Points Earned	X	50	50		30 - 45	0		15 - 29	0		0 - 14	0			50
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X	50	50																		
	30 - 45	0																		
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		50																		
Notes	The district average will be determined using the same grade set as is served by the public charter school. Lakeland School District will be used for comparison purposes.																			
Measure 2b ELA Proficiency Rate Comparison to District	Do ELA (or similar subject area) proficiency rates meet or exceed the district average? 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%. 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 - 15 percentage points lower than the district average. Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the district average.	<table border="1"> <thead> <tr> <th></th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>X</td> <td>50</td> <td>50</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">50</td> </tr> </tbody> </table>		Points Possible	Points Earned	X	50	50		30 - 45	0		15 - 29	0		0 - 14	0			50
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		50																		
Notes	The district average will be determined using the same grade set as is served by the public charter school. Lakeland School District will be used for comparison purposes.																			

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 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. Notes	<table border="1"> <thead> <tr> <th></th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>91</td> <td>39-50</td> <td>43</td> </tr> <tr> <td></td> <td>26-38</td> <td>0</td> </tr> <tr> <td></td> <td>13-25</td> <td>0</td> </tr> <tr> <td></td> <td>0-12</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">43</td> </tr> </tbody> </table>		Points Possible	Points Earned	91	39-50	43		26-38	0		13-25	0		0-12	0			43
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91	39-50	43																	
	26-38	0																	
	13-25	0																	
	0-12	0																	
		43																	
Measure 3b Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade? 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. Notes	<table border="1"> <thead> <tr> <th></th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>88</td> <td>39-50</td> <td>41</td> </tr> <tr> <td></td> <td>26-38</td> <td>0</td> </tr> <tr> <td></td> <td>13-25</td> <td>0</td> </tr> <tr> <td></td> <td>0-12</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">41</td> </tr> </tbody> </table>		Points Possible	Points Earned	88	39-50	41		26-38	0		13-25	0		0-12	0			41
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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 border="1"> <thead> <tr> <th></th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>Masked</td> <td>39-50</td> <td>Masked</td> </tr> <tr> <td></td> <td>26-38</td> <td>0</td> </tr> <tr> <td></td> <td>13-25</td> <td>0</td> </tr> <tr> <td></td> <td>0-12</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td>Masked</td> </tr> </tbody> </table>		Points Possible	Points Earned	Masked	39-50	Masked		26-38	0		13-25	0		0-12	0			Masked
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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 border="1"> <thead> <tr> <th></th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>Masked</td> <td>39-50</td> <td>0</td> </tr> <tr> <td></td> <td>26-38</td> <td>Masked</td> </tr> <tr> <td></td> <td>13-25</td> <td>0</td> </tr> <tr> <td></td> <td>0-12</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td>Masked</td> </tr> </tbody> </table>		Points Possible	Points Earned	Masked	39-50	0		26-38	Masked		13-25	0		0-12	0			Masked
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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	Exceeds Standard: The school's four-year ACGR was at least 90%.	100	100
	Meets Standard: The school either: a) had a four-year ACGR of 80% - 89% OR b) had a four-year ACGR of at least 66% AND met its progress goal.		0
	Does Not Meet Standard: The school met its progress goal but had a four-year ACGR below 66%.		0
	Falls Far Below Standard: The school did not meet its progress goal and had a four-year ACGR below 66%.		0
			100
	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.		
Notes	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.) 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.		

INDICATOR 1: EDUCATIONAL PROGRAM																	
<p>Measure 1a Implementation of Educational Program</p>	<p>Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?</p> <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>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
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<p>Notes</p>																	
<p>Measure 1b Educational Requirements</p>	<p>Is the school complying with applicable educational requirements?</p> <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>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
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<p>Notes</p>																	

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			15	0
				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			15	0
				25

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? 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. 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. 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.		No instances of non-compliance documented 15 0	25 15 0	25 15 0 <hr/> 25
Notes					
Measure 2b GAAP	Is the school following General 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 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. 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. 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.		See note 15 0	25 15 0	25 15 0 <hr/> 25
Notes	No points are deducted for failure to comply with GASB 75.				
Measure 2c Enrollment Variance	Is the school successfully enrolling the projected number of students? Meets Standard: Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year. Partially Meets Standard: Enrollment variance was between 90 and 95 percent in the most recent fiscal year. Does Not Meet Standard: Enrollment variance was less than 90 percent in the most recent fiscal year.		97.67% 0	25 15 0	25 15 0 <hr/> 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																	
<p>Measure 3a Governance Requirements</p>	<p>Is the school complying with governance requirements?</p> <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>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
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<p>Notes</p>																	
<p>Measure 3b Board Oversight</p>	<p>Is the board fulfilling its oversight obligations?</p> <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>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
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		25															
<p>Notes</p>																	

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				<hr/> 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				<hr/> 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	
Notes				<hr/> 25

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
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	0
Notes	The school does not offer student transportation. Historically, this decision has been left to schools' discretion; however, Idaho statute requires that public schools provide student transportation where practicable.			
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
Notes	25			

INDICATOR 5: ADDITIONAL OBLIGATIONS		Result	Points Possible	Points Earned
Measure 5a	Is the school complying with all other obligations?			
Additional Obligations	<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>	No instances of non-compliance documented	25	25
Notes			15	
			0	
				25

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.	Result 7.92	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>50</td> </tr> <tr> <td>10</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td colspan="2"><hr/></td> </tr> <tr> <td></td> <td>50</td> </tr> </tbody> </table>	Points Possible	Points Earned	50	50	10		0		<hr/>			50
Points Possible	Points Earned														
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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.	Result 7.54	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>50</td> </tr> <tr> <td>10</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td colspan="2"><hr/></td> </tr> <tr> <td></td> <td>50</td> </tr> </tbody> </table>	Points Possible	Points Earned	50	50	10		0		<hr/>			50
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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.	Result 513 days	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>50</td> </tr> <tr> <td>10</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td colspan="2"><hr/></td> </tr> <tr> <td></td> <td>50</td> </tr> </tbody> </table>	Points Possible	Points Earned	50	50	10		0		<hr/>			50
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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.	Result No default noted	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>50</td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td colspan="2"><hr/></td> </tr> <tr> <td></td> <td>50</td> </tr> </tbody> </table>	Points Possible	Points Earned	50	50	0		<hr/>			50		
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INDICATOR 2: SUSTAINABILITY													
<p>Measure 2a</p> <p>Total Margin and Aggregated</p> <p>3-Year Total Margin</p>	<p>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues.</p> <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>	<p>Result</p> <p>See note</p>	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>50</td> </tr> <tr> <td>30</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td></td> <td style="border-top: 1px solid black;">50</td> </tr> </tbody> </table>	Points Possible	Points Earned	50	50	30		0			50
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<p>Notes</p>	<p>Aggregated 3-Year Total Margin is positive and the most recent 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.</p>												
<p>Measure 2b</p> <p>Debt to Asset Ratio</p>	<p>Debt to Asset Ratio: Total Liabilities divided by Total Assets</p> <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>	<p>Result</p> <p>0.32</p>	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>50</td> </tr> <tr> <td>30</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td></td> <td style="border-top: 1px solid black;">50</td> </tr> </tbody> </table>	Points Possible	Points Earned	50	50	30		0			50
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<p>Measure 2c</p> <p>Cash Flow</p>	<p>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</p> <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>	<p>Result</p> <p>See note</p>	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>50</td> </tr> <tr> <td>30</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td></td> <td style="border-top: 1px solid black;">50</td> </tr> </tbody> </table>	Points Possible	Points Earned	50	50	30		0			50
Points Possible	Points Earned												
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<p>Notes</p>	<p>Multi-Year Cumulative Cash Flow is positive. Cash Flow is positive each year.</p>												
<p>Measure 2d</p> <p>Debt Service Coverage Ratio</p>	<p>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</p> <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>	<p>Result</p> <p>32.28</p>	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>50</td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td></td> <td style="border-top: 1px solid black;">50</td> </tr> </tbody> </table>	Points Possible	Points Earned	50	50	0			50		
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North Idaho STEM Longitudinal Results

		Percentage of Points Earned					
ACADEMIC	Measure	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
State Proficiency Comparison	1a			100%			
	1b			100%			
District Proficiency Comparison	2a			100%			
	2b			100%			
Criterion-Referenced Growth	3a			87%			
	3b			83%			
Norm-Referenced Growth	4a			Masked			
	4b			Masked			
Post-Secondary Readiness	5a	NA	N/A	N/A			
% of Possible Academic Points for this School		88%	91%	88%			

		Percentage of Points Earned					
OPERATIONAL	Measure	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Educational Program	1a -1d	N/A	100%	100%			
Financial Management	2a - 2c	N/A	100%	100%			
Governance & Reporting	3a - 3f	N/A	100%	100%			
School Environment	4a - 4b	N/A	50%	50%			
Additional Obligations	5a	N/A	100%	100%			
% of Possible Operational Points for this School		N/A	94%	94%			

		Percentage of Points Earned					
FINANCIAL	Measure	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Near-Term	1a - 1d	N/A	100%	100%			
Sustainability	2a - 2d	N/A	100%	100%			
% of Possible Financial Points for this School		N/A	100%	100%			

ACCOUNTABILITY DESIGNATION	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Academic	Honor	Honor	Honor			
Mission Specific	N/A	N/A	N/A			
Operational	N/A*	Honor	Honor			
Financial	N/A*	Honor	Honor			

*Operational and Financial data for 2016-17 was reported in a different format.

IPCSC Lottery Observation Summary

An observation of each school’s lottery process is required by [Section VI of PCSC policies](#), and will place once each performance certificate term.

Below you will find the summary of the IPCSC lottery observation for your school. The purpose of this observation is to ensure compliance with Idaho’s equitable selection process outlined in [IDAPA 08.02.04.203](#). Please see the IPCSC’s [Equitable Selection and Enrollment Process Guidance](#) document for more information. If you have any questions/comments/concerns regarding the summary below, please feel free to reach out to the IPCSC staff. You may provide a response to this report within two weeks of receipt. Both the report and your response will be included in your school’s renewal portfolio.

Observation Date: 3.9.2022

Location: Remote

Observer: Jared Dawson

School Personnel Present	Office (if applicable)
Scott Thomson	Administrator
Alison Bishop	Registrar
Travis Swick	Principal
Cathy Richardson	IT Director
Neutral Third-Party Conducting Draw	Title

Observation Category	Status	Date
Enrollment Deadline Notification	No Concern	3/9/22
Enrollment Form	No Concern	3/9/22
Lottery Process	No Concern	3/9/22

Additional Notes (As Applicable)

Reminders | *Reminders are provided below for your specific school to support and ensure compliance on future lottery processes. Please ensure these reminders are implemented during your next enrollment season.*

Please ensure that all grades are selected in a randomized order, and not K-12.

IPCSC Board Meeting Observation Summary

An observation of charter school board meetings is required by [Section VI of IPCSC policies](#), and will take place once each performance certificate term. We recognize that not all aspects of good governance may be addressed in a single meeting and that this observation is only a snapshot.

Below you will find the summary of the IPCSC’s board meeting observation of your school. The purpose of this observation is to ensure compliance with [Idaho’s Open Meeting Law](#) and to help inform annual evaluations regarding the board stewardship measures of the Performance Framework. Please see the IPCSC’s [Performance Framework](#) for details regarding the governance structure and governance oversight measures.

If you have any questions/comments/concerns regarding the summary below, please feel free to reach out to the IPCSC staff. You may provide a response to this report within two weeks of receipt. Both the report and your response will be included in your school’s renewal portfolio.

Observation Date: 3/9/2022

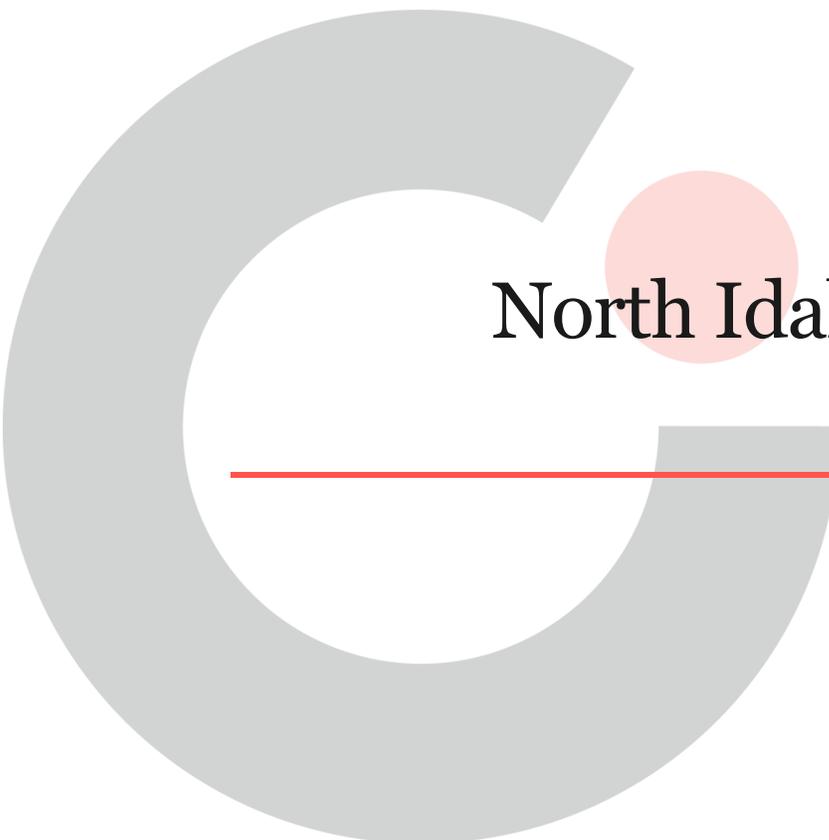
Observer: Jared Dawson

School Board Director’s Name	Office (if applicable)	Present/Remote/Absent
Dan Tesulov	Chair	Present
Patricia Guzman	Secretary	Present
Lorna Finman	Director	Remote
School Leadership	Title	Present/Remote/Absent
Scott Thomson	Administrator	Present
Travis Swick	Principal	Present
Cynthia Cook	Vice Principal	Present
Cathy Richardson	IT Director	Present

Observation Category	Status	Date
Open Meeting Law	No Concern	3/9/2022
Public Participation	No Concern	3/9/2022
Operational Efficacy	No Concern	3/9/2022
Academic Achievement	No Concern	3/9/2022
Financial Health	No Concern	3/9/2022

Additional Notes (As Applicable) –

Time and location of board meetings are posted on the Board Meeting FAQs page on the website. While this satisfies requirements, best practice for transparency might be to include that information on the agenda as well, as well as including a statement that indicates to go to the calendar to access meetings remotely.



North Idaho Stem Charter Academy

Rathdrum, Idaho

March 10 – 12, 2020

School Accreditation Engagement Review

260107

cognia™

Table of Contents

Cognia Continuous Improvement System	2
Initiate	2
Improve.....	2
Impact	2
Cognia Performance Accreditation and the Engagement Review.....	2
Cognia Standards Diagnostic Results.....	3
Leadership Capacity Domain	3
Learning Capacity Domain	4
Resource Capacity Domain	6
Effective Learning Environments Observation Tool® Results	7
Assurances	7
Accreditation Status and Index of Education Quality®.....	9
Insights from the Review.....	10
Next Steps	11
Team Roster	12
References and Readings	13

Cognia Continuous Improvement System

Cognia defines continuous improvement as “an embedded behavior rooted in an institution’s culture that constantly focuses on conditions, processes, and practices to improve teaching and learning.” The Cognia Continuous Improvement System (CIS) provides a systemic fully integrated solution to help institutions map out and navigate a successful improvement journey. In the same manner that educators are expected to understand the unique needs of every learner and tailor the education experience to drive student success, every institution must be empowered to map out and embrace their unique improvement journey. Cognia expects institutions to use the results and the analysis of data from various interwoven components for the implementation of improvement actions to drive education quality and improved student outcomes. While each improvement journey is unique, the journey is driven by key actions.

The findings of the Engagement Review Team will be organized by the Levels of Impact within i3: Initiate, Improve, and Impact. The organization of the findings is based upon the ratings from the Standards Diagnostic and the i3 Levels of Impact.

Initiate

The first phase of the improvement journey is to **Initiate** actions to cause and achieve better results. The elements of the Initiate phase are defined within the Levels of Impact of Engagement and Implementation. Engagement is the level of involvement and frequency stakeholders are engaged in the desired practices, processes, or programs within the institution. Implementation is the degree to which the desired practices, processes, or programs are monitored and adjusted for quality and fidelity of implementation. Standards identified within Initiate should become the focus of the institution’s continuous improvement journey to move toward the collection, analysis and use of data to measure the results of engagement and implementation. A focus on enhancing the capacity of the institution in meeting the identified Standards has the greatest potential impact on improving student performance and organizational effectiveness.

Improve

The second phase of the improvement journey is to gather and evaluate the results of actions to **Improve**. The elements of the **Improve** phase are defined within the Levels of Impact of Results and Sustainability. Results represent the collection, analysis, and use of data and evidence to demonstrate attaining the desired result(s). Sustainability is results achieved consistently to demonstrate growth and improvement over time (minimum of three years). Standards identified within Improve are those in which the institution is using results to inform their continuous improvement processes and using results over time to demonstrate the achievement of goals. The institution should continue to analyze and use results to guide improvements in student achievement and organizational effectiveness.

Impact

The third phase of achieving improvement is **Impact** where desired practices are deeply entrenched. The elements of the **Impact** phase are defined within the Level of Impact of Embeddedness. Embeddedness is the degree to which the desired practices, processes, or programs are deeply ingrained in the culture and operation of the institution. Standards identified within Impact are those in which the institution has demonstrated ongoing growth and improvement over time and has embedded the practices within the culture of the institution. Institutions should continue to support and sustain these practices that are yielding results in improving student achievement and organizational effectiveness.

Cognia Performance Accreditation and the Engagement Review

Accreditation is pivotal to leveraging education quality and continuous improvement. Using a set of rigorous research-based standards, the accreditation process examines the whole institution—the program, the cultural context and the community of stakeholders—to determine how well the parts work together to meet the needs of learners. Through the Cognia Accreditation Process, highly skilled and



trained Engagement Review Teams gather first-hand evidence and information pertinent to evaluating an institution's performance against the research-based Cognia Performance Standards. Using these Standards, Engagement Review Teams assess the quality of learning environments to gain valuable insights and target improvements in teaching and learning. Cognia provides Standards that are tailored for all education providers so that the benefits of accreditation are universal across the education community.

Through a comprehensive review of evidence and information, our experts gain a broad understanding of institution quality. Using the Standards, the review team provides valuable feedback to institutions which helps to focus and guide each institution's improvement journey. Valuable evidence and information from other stakeholders, including students, also are obtained through interviews, surveys, and additional activities.

Cognia Standards Diagnostic Results

The Cognia Performance Standards Diagnostic is used by the Engagement Review Team to evaluate the institution's effectiveness based on Cognia's Performance Standards. The diagnostic consists of three components built around each of the three Domains: **Leadership Capacity**, **Learning Capacity** and **Resource Capacity**. Results are reported within four ranges identified by the colors. The results for the three Domains are presented in the tables that follow.

Color	Rating	Description
Red	Insufficient	Identifies areas with insufficient evidence or evidence that indicated little or no activity leading toward improvement
Yellow	Initiating	Represents areas to enhance and extend current improvement efforts
Green	Improving	Pinpoints quality practices that are improving and meet the Standards
Blue	Impacting	Demonstrates noteworthy practices producing clear results that positively impact the institution

Under Each Standard statement is a row indicating the scores related to the elements of Cognia's i3 Rubric. The rubric is scored from one (1) to four (4). A score of four on any element indicates high performance, while a score of one or two indicates an element in need of improvement. The following table provides the key to the abbreviations of the elements of the i3 Rubric.

Element	Abbreviation
Engagement	EN
Implementation	IM
Results	RE
Sustainability	SU
Embeddedness	EM

Leadership Capacity Domain

The capacity of leadership to ensure an institution's progress toward its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its purpose and direction; the effectiveness of governance and leadership to enable the institution to realize its stated objectives; the ability to engage and involve stakeholders in meaningful and productive ways; and the capacity to implement strategies that improve learner and educator performance.



Leadership Capacity Standards										Rating
1.1	The institution commits to a purpose statement that defines beliefs about teaching and learning including the expectations for learners.									Impacting
	EN:	4	IM:	3	RE:	3	SU:	4	EM:	
1.2	Stakeholders collectively demonstrate actions to ensure the achievement of the institution's purpose and desired outcomes for learning.									Impacting
	EN:	4	IM:	3	RE:	3	SU:	4	EM:	
1.3	The institution engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.									Improving
	EN:	4	IM:	2	RE:	3	SU:	3	EM:	
1.4	The governing authority establishes and ensures adherence to policies that are designed to support institutional effectiveness.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	
1.5	The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	
1.6	Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.									Impacting
	EN:	4	IM:	4	RE:	3	SU:	3	EM:	
1.7	Leaders implement operational process and procedures to ensure organizational effectiveness in support of teaching and learning.									Impacting
	EN:	4	IM:	3	RE:	3	SU:	3	EM:	
1.8	Leaders engage stakeholders to support the achievement of the institution's purpose and direction.									Impacting
	EN:	4	IM:	3	RE:	4	SU:	4	EM:	
1.9	The institution provides experiences that cultivate and improve leadership effectiveness.									Impacting
	EN:	4	IM:	4	RE:	3	SU:	3	EM:	
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.									Impacting
	EN:	4	IM:	4	RE:	3	SU:	3	EM:	

Learning Capacity Domain

The impact of teaching and learning on student achievement and success is the primary expectation of every institution. An effective learning culture is characterized by positive and productive teacher/learner relationships; high expectations and standards; a challenging and engaging curriculum; quality instruction and comprehensive support that enable all learners to be successful; and assessment practices (formative and summative) that monitor and measure learner progress and achievement. Moreover, a



quality institution evaluates the impact of its learning culture, including all programs and support services and adjusts accordingly.

Learning Capacity Standards										Rating
2.1	Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the institution.									Impacting
	EN:	4	IM:	4	RE:	3	SU:	3	EM:	
2.2	The learning culture promotes creativity, innovation and collaborative problem-solving.									Impacting
	EN:	4	IM:	4	RE:	3	SU:	3	EM:	
2.3	The learning culture develops learners' attitudes, beliefs and skills needed for success.									Impacting
	EN:	4	IM:	4	RE:	3	SU:	3	EM:	
2.4	The institution has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences.									Improving
	EN:	4	IM:	2	RE:	3	SU:	3	EM:	
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.									Impacting
	EN:	4	IM:	3	RE:	4	SU:	4	EM:	
2.6	The institution implements a process to ensure the curriculum is aligned to standards and best practices.									Impacting
	EN:	4	IM:	3	RE:	3	SU:	3	EM:	
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the institution's learning expectations.									Improving
	EN:	3	IM:	3	RE:	3	SU:	3	EM:	
2.8	The institution provides programs and services for learners' educational futures and career planning.									Improving
	EN:	3	IM:	3	RE:	2	SU:	3	EM:	
2.9	The institution implements processes to identify and address the specialized needs of learners.									Improving
	EN:	3	IM:	2	RE:	2	SU:	2	EM:	
2.10	Learning progress is reliably assessed and consistently and clearly communicated.									Impacting
	EN:	4	IM:	4	RE:	3	SU:	3	EM:	
2.11	Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.									Improving
	EN:	4	IM:	3	RE:	2	SU:	3	EM:	

Learning Capacity Standards										Rating
2.12	The institution implements a process to continuously assess its programs and organizational conditions to improve student learning.									Improving
	EN:	2	IM:	2	RE:	3	SU:	3	EM:	

Resource Capacity Domain

The use and distribution of resources support the stated mission of the institution. Institutions ensure that resources are distributed and utilized equitably so the needs of all learners are adequately and effectively addressed. The utilization of resources includes support for professional learning for all staff. The institution examines the allocation and use of resources to ensure appropriate levels of funding, sustainability, organizational effectiveness, and increased student learning.

Resource Capacity Standards										Rating
3.1	The institution plans and delivers professional learning to improve the learning environment, learner achievement, and the institution's effectiveness.									Impacting
	EN:	3	IM:	3	RE:	3	SU:	3	EM:	
3.2	The institution's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.									Improving
	EN:	3	IM:	3	RE:	3	SU:	3	EM:	
3.3	The institution provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.									Impacting
	EN:	4	IM:	3	RE:	3	SU:	3	EM:	
3.4	The institution attracts and retains qualified personnel who support the institution's purpose and direction.									Impacting
	EN:	3	IM:	3	RE:	4	SU:	3	EM:	
3.5	The institution integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.									Improving
	EN:	3	IM:	1	RE:	4	SU:	4	EM:	
3.6	The institution provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the institution.									Improving
	EN:	2	IM:	4	RE:	3	SU:	3	EM:	
3.7	The institution demonstrates strategic resource management that includes long-range planning and use of resources in support of the institution's purpose and direction.									Impacting
	EN:	3	IM:	3	RE:	3	SU:	3	EM:	

Resource Capacity Standards										Rating
3.8	The institution allocates human, material, and fiscal resources in alignment with the institution's identified needs and priorities to improve student performance and organizational effectiveness.									Impacting
	EN:	3	IM:	4	RE:	3	SU:	3	EM:	

Effective Learning Environments Observation Tool® Results

The Cognia eProve™ Effective Learning Environments Observation Tool (eleot) is a learner-centric classroom observation tool that comprises 28 items organized in seven environments aligned with the Cognia Standards. Classroom observations are conducted for a minimum of 20 minutes. Trained and certified observers take into account the level of embeddedness, quality, and complexity of application or implementation; number of students engaged and frequency of application. Results from the eleot are reported on a scale of one to four based on the students' engagement in and reaction to the learning environment. In addition to the results from the review, the average results from all reviews for the previous year are reported to benchmark your results against. The eleot provides useful, relevant, structured, and quantifiable data on the extent to which students are engaged in activities and/or demonstrate knowledge, attitudes, and/or dispositions that are conducive to effective learning.

The insights eleot data provide an invaluable source of information for continuous improvement planning efforts. Although averages by eleot Learning Environment are helpful to gauge quality at a higher, more impressionistic level, the average rating for each item is more fine-grained, specific and actionable. Institutions should identify the five to seven items with the lowest ratings and examine patterns in those ratings within and across environments to identify areas for improvement. Similarly, identifying the five to seven items with the highest ratings also will assist in identifying strengths within and across eleot Learning Environments. Examining the eleot data in conjunction with other institution data will provide valuable feedback on areas of strength or improvement in institution's learning environments.

eleot® Observations		
Total Number of eleot Observations:		15
Environments	Rating	2018-19 Averages
Equitable Learning Environment	2.90	2.82
Learners engage in differentiated learning opportunities and/or activities that meet their needs	2.73	2.34
Learners have equal access to classroom discussions, activities, resources, technology, and support	3.27	3.30
Learners are treated in a fair, clear and consistent manner	3.20	3.45
Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions	2.40	2.18
High Expectations Environment	3.11	2.71
Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher	3.13	2.74

eleot® Observations		
Total Number of eleot Observations:	15	
Environments	Rating	2018-19 Averages
Learners engage in activities and learning that are challenging but attainable	3.13	2.95
Learners demonstrate and/or are able to describe high quality work	3.07	2.43
Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)	3.07	2.67
Learners take responsibility for and are self-directed in their learning	3.13	2.78
Supportive Learning Environment	3.33	3.15
Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful	3.33	3.07
Learners take risks in learning (without fear of negative feedback)	3.27	2.97
Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks	3.40	3.24
Learners demonstrate a congenial and supportive relationship with their teacher	3.33	3.34
Active Learning Environment	3.15	2.71
Learners' discussions/dialogues/exchanges with each other and the teacher predominate	3.27	2.77
Learners make connections from content to real-life experiences	2.67	2.41
Learners are actively engaged in the learning activities	3.40	3.12
Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments	3.27	2.45
Progress Monitoring and Feedback Environment	3.10	2.63
Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored	2.93	2.43
Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work	3.33	2.93
Learners demonstrate and/or verbalize understanding of the lesson/content	3.27	2.90
Learners understand and/or are able to explain how their work is assessed	2.87	2.25
Well-Managed Learning Environment	3.37	3.20
Learners speak and interact respectfully with teacher(s) and each other	3.60	3.42
Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others	3.53	3.35
Learners transition smoothly and efficiently from one activity to another	3.13	2.89
Learners use class time purposefully with minimal wasted time or disruptions	3.20	3.15
Digital Learning Environment	2.42	1.79

eleot® Observations		
Total Number of eleot Observations:		15
Environments	Rating	2018-19 Averages
Learners use digital tools/technology to gather, evaluate, and/or use information for learning	2.53	1.97
Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning	2.40	1.79
Learners use digital tools/technology to communicate and/or work collaboratively for learning	2.33	1.61

Assurances

Assurances are statements accredited institutions must confirm they are meeting. The Assurance statements are based on the type of institution and the responses are confirmed by the Accreditation Engagement Review Team. Institutions are expected to meet all Assurances and are expected to correct any deficiencies in unmet Assurances.

Assurances Met		
YES	NO	If No, List Unmet Assurances By Number Below
X		

Accreditation Status and Index of Education Quality®

Cognia will review the results of the Accreditation Engagement Review to make a final determination concerning accreditation status, including the appropriate next steps for your institution in response to these findings. Cognia provides the Index of Education Quality (IEQ) as a holistic measure of overall performance based on a comprehensive set of standards and review criteria. A formative tool for improvement, it identifies areas of success as well as areas in need of focus. The IEQ is comprised of the Standards Diagnostic ratings from the three Domains: 1) Leadership Capacity; 2) Learning Capacity; and 3) Resource Capacity. The IEQ results are reported on a scale of 100 to 400 and provides information about how the institution is performing compared to expected criteria. Institutions should review the IEQ in relation to the Findings from the review in the areas of Initiate, Improve and Impact. An IEQ score below 250 indicates that the institution has several areas within the Initiate level and should focus their improvement efforts on those Standards within the Initiate level. An IEQ in the range of 225-300 indicates that the institution has several Standards within the Improve level and is using results to inform continuous improvement and demonstrate sustainability. An IEQ of 275 and above indicates the institution is beginning to reach the Impact level and is engaged in practices that are sustained over time and are becoming ingrained in the culture of the institution.

Below is the average (range) of all AIN institutions evaluated for accreditation in the last five years. The range of the annual AIN IEQ average is presented to enable you to benchmark your results with other institutions in the network.

Institution IEQ	349.00	AIN 5 Year IEQ Range	278.34 – 283.33
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Insights from the Review

The Engagement Review Team engaged in professional discussions and deliberations about the processes, programs and practices within the institution to arrive at the findings of the team. These findings are organized around themes guided by the evidence, examples of programs and practices and provide direction for the institution's continuous improvement efforts. The Insights from the Review narrative should provide contextualized information from the team deliberations and provide information about the team's analysis of the practices, processes, and programs of the institution from the levels of Initiate, Improve, and Impact. The Insights from the Review narrative should provide next steps to guide the improvement journey of the institution in its efforts to improve the quality of educational opportunities for all learners. The findings are aligned to research-based criteria designed to improve student learning and organizational effectiveness. The feedback provided in the Accreditation Engagement Review Report will assist the institution in reflecting on its current improvement efforts and to adapt and adjust their plans to continuously strive for improvement.

The Engagement Review Team identified several themes from the review that support the continuous improvement process for North Idaho Stem Charter Academy. These themes present strengths and opportunities to guide the improvement journey.

North Idaho Stem Charter Academy has a very high level of student engagement and ownership in learning. The curriculum is designed to promote critical thinking skills and problem solving by engaging project-based learning. Teachers teach above standards and then move deeply into the standards as the class demonstrates competency. A quote that was used by a stakeholder is "Schools have a duty to empower their teachers because it is through teachers that children are empowered." Students are involved in many projects and hands-on activities. They compete in many academic project-based competitions. They even partnered with NASA to build a satellite and had it launched last year in New Zealand. This is evidenced by eleot observations, interviews, artifacts and surveys.

There is a high level of support from internal and external stakeholders for the school and programs. All stakeholders seem to have a strong sense of understanding in the purpose of the school. To develop strong work ethic and real-world problem solving through rigorous project-based education is supported by all. Teachers invite guest speakers into the classroom to give real life ties to the curriculum. An example of this is students and staff working with two scientists, Burt Rutan and Dr. Forrest Bird (one of the engineers in the Voyager project for NASA), on the cube satellite project. There is a high level of participation from parents, community members, governing body and internal stakeholders in the school. This is evidenced by interviews with stakeholders, survey information, artifacts and observations.

There seems to be a need for a formalized counseling program. Interviews with parents indicated the need for social emotional counseling for some students. They stressed the rigor of the curriculum was one of the reasons for this. The school is small enough that all teachers know all students, but maybe not to the depth of a student identifying one caring adult as someone they could talk to about anything. Another program that might help is small advisory groups with a caring adult as the leader/mentor who stays with the same group of students throughout their school years. This was evidenced by interviews, observations and surveys.

The school is encouraged to integrate more stakeholders, internal and external, into the developing, monitoring, adjusting and publicizing of the continuous improvement plan.

Interviews with internal and external stakeholders indicated a very low understanding of the

continuous improvement plan. Forming a committee to help develop, monitor and adjust the CIP would be helpful to all involved. An important step not to be forgotten is publicizing the plan. This could be done in numerous ways such as the website, Tyler SIS, newspapers, board meetings, etc. The school has great assessment scores at all levels, and showing how these scores correlate with the CIP would also publicize the success of the school. Other areas of evidence are artifacts, informal observations and interviews.

Sustained leadership by the board and administration indicate a strong commitment to the purpose statement of North Idaho Stem Charter Academy. The school board and administration are constantly updating and adjusting policies and procedures to align with the Idaho School Boards Association adopted policies. The board and administration attend offsite trainings and conferences sponsored by the ISBA. Stakeholder interviews corroborated that board leadership is effective, responsible and accountable to the community and all stakeholders. Procedures articulate the agreed-upon standards for learning and safety and ensure the accountability of all relevant stakeholders. Policies are the guiding principles used to set direction for the organization. They describe the what and why of the mission/purpose statement. Procedures are the step-by-step descriptions of the tasks required to carry out the policies. Policies and procedures interact together as the cohesive basis for efficient and effective school operations. The board and school administration work closely together to ensure that student learning is at the foremost front of day to day operations.

The Engagement Review Team hopes that the insights that have been identified will provide guidance for the next steps on the improvement journey of the school. North Idaho Stem Charter Academy is encouraged to continue efforts to enhance quality instruction and provide meaningful opportunities for all learners. The team would also like to commend the school for the mentioned areas of excellence with the hope these areas will continue to be supported.

Next Steps

Upon receiving the Accreditation Engagement Review Report the institution is encouraged to implement the following steps:

- Review and share the findings with stakeholders.
- Develop plans to address the Priorities for Improvement identified by the Engagement Review Team.
- Use the findings and data from the report to guide and strengthen the institution's continuous improvement efforts.
- Celebrate the successes noted in the report.
- Continue the improvement journey.



Team Roster

The Engagement Review Teams are comprised of professionals with varied backgrounds and professional experiences. All Lead Evaluators and Engagement Review Team members complete Cognia training and elect certification to provide knowledge and understanding of the Cognia tools and processes. The following professionals served on the Engagement Review Team:

Team Member Name	Brief Biography
Jerry Nelsen, Lead Evaluator	Jerry Nelsen is a retired secondary school administrator with 34 years in the educational field. He received his master's degree in education administration from the University of Idaho. Mr. Nelsen has experience as a teacher, vice principal, activities director, principal, interim superintendent, and school trustee. He has served on numerous engagement reviews. For the last 9 years, he has served as Lead Evaluator in Region/ II of Idaho state.
Mary Jensen	Mary Jensen has been in the administrative role at Forrest M. Bird Charter School since 2013, and she has been an educator for the past 21 years. Before administration, she was an English teacher in various schools in Montana and Idaho.
Trent Derrick	Mr. Derrick is the principal at Lakeland High School in Rathdrum, Idaho. He has served in this position since 2016. Prior to being the principal, he was the athletic director for six years and was a classroom teacher for 16 years prior to serving as an athletic director. He earned his master's degree in educational leadership from Gonzaga University and his undergraduate degree in secondary education/natural sciences from LCSC.
Brad Patzer	Brad Patzer has taught at every level, from pre-k through college level professional development. Brad has 20 years' experience in brick and mortar schools, and 18 years' experience in online education. Brad holds advanced degrees from Boise State University and the University of Idaho (Educational Specialist degree) and is a 2004 Idaho recipient of the Milken National Educator Award. Brad has served on Idaho's Professional Standards Commission, as a board member for the Northwest Professional Educators Association and on the Superintendent's Educational Task Force. Brad currently serves as the district services manager and as a regional coordinator for Idaho Digital Learning, Idaho's state online supplemental program.
Katharine Frank	Katharine Frank is currently an assistant principal at Post Falls High School in Post Falls, ID. She taught math for 10 years at both Post Falls Middle School and Post Falls High School, before becoming assistant principal in 2018. She holds a B.S. in secondary education with a major in math education and a minor in journalism education. She also holds a M.S. in educational leadership, both from the University of Idaho.

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BEFORE THE IDAHO PUBLIC CHARTER SCHOOL COMMISSION
STATE OF IDAHO

In the Matter of the Charter Renewal for:

NORTH STAR CHARTER SCHOOL.

Case No. 22-52511

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

Pursuant to Idaho Code section 33-5209B, the Director of the Idaho Public Charter School Commission ("Commission") recommends that the charter for North Star Charter School ("NSCS") be renewed for a five-year term with no conditions.

After its review of the Director's recommendation, if NSCS agrees to accept the Director's recommendation as presented below, an authorized representative of NSCS must complete the Consent Agreement, attached to this Notice as Attachment A, and return it to the Director **by no later than December 15, 2022** to the following address:

Jenn Thompson, Director
Idaho Public Charter School Commission
514 W. Jefferson St., Ste. 303
Boise, Idaho 83720
jenn.thompson@osbe.idaho.gov

Dated this 15th day of November, 2022.

Jenn Thompson Digitally signed by Jenn Thompson
Date: 2022.11.08 13:01:08 -07'00'

Jenn Thompson
Director
Idaho Public Charter School Commission

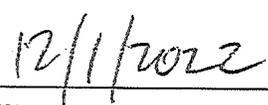
CONSENT AGREEMENT ACCEPTING DIRECTOR’S RECOMMENDATION FOR RENEWAL OF CHARTER WITHOUT CONDITIONS

This Consent Agreement (“Agreement”) is hereby entered into between the Director of the Idaho Public Charter School Commission (“Director”) and North Star Charter School (“NSCS”). NSCS understands, acknowledges, and agrees to the following:

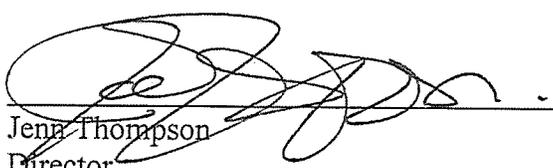
1. On behalf of NSCS, the undersigned authorized representative acknowledges the receipt of the Notice and Acknowledgment of Commission Director’s Recommendation for Renewal of Charter, dated November 15, 2022 (“Notice”).
2. NSCS understands and acknowledges the recommendation of the Director, and agrees to accept the recommendation for renewal of its charter with no conditions as proposed in the Notice.
3. NSCS understands and acknowledges that the Director’s recommendation will be presented to the Idaho Public Charter School Commission (“Commission”). NSCS 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. NSCS understands and acknowledges that if the Commission approves the renewal of NSCS’s charter, the Commission and NSCS shall negotiate the terms of and execute a new performance certificate, as defined in Idaho Code section 33-5202A(6). Such performance certificate must be approved by the Commission in an open meeting prior to June 30, 2023.
5. On behalf of NSCS, the undersigned authorized representative understands and acknowledges that by accepting the Director’s recommendation as proposed in the Notice and entering into this Agreement, NSCS 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.



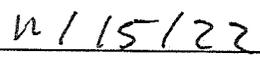
 Authorized Representative
 Board Chair/President
 North Star Charter School



 Date



 Jenn Thompson
 Director
 Idaho Public Charter School Commission



 Date

IB World School – International School of Business & Economics

North Star Charter School
839 N. Linder Road, Eagle, Idaho 83616

Head of Schools:

Andy Horning

208-939-9600

ahorning@northstartcharter.org

Mission Statement:

NSCS provides students a world-class education characterized by a safe, supportive and structured learning climate that encourages high academic achievement, intellectual confidence, leadership and virtuous citizenship. The school's charter articulates the vision of its founders to think critically and to become virtuous citizen leaders in our local and world community.

Enrollment

Kindergarten-84 students

1st: 84 students

2nd: 84 students

3rd: 84 students

4th: 84 students

5th: 84 students

6th: 96 students

7th: 95 students

8th: 96 students

9th: 51 students

10th: 50 students

11th: 38 students

12th: 31 students

IB World School – International School of Business & Economics

Narrative: What improvements are planned for the school’s next performance certificate term?

North Star Charter School wants to thank the State Charter Commission for providing an opportunity to respond to the areas identified in the 21-22 annual snapshot where the school either approached or did not meet the standard.

Concerning the total margin and cash flow, North Star has placed an emphasis on ensuring that the financial position of the school does not result in a negative change in fund balance for the 22-23 fiscal year. The school and its new administration, including a new head of school and new business manager, are evaluating all of the expenses the school incurs to ensure that they are both necessary and cost effective. The school anticipates that this review will lead to operational changes that will have a positive impact on the financial position of the organization. The changes include evaluation of current contracted services, utilization and maximization of federal ARPA funding and applying for e-rate funding, as well as taking advantage of efficiencies that can be gained through purchasing from available state contracts.

In addition to placing an emphasis on improving the annual financial position of the school, North Star is also evaluating options to improve its debt to asset position as well. The school is currently evaluating options so as to ensure that it is paying on, and thus reducing, the overall debt load of the school. While the school is evaluating potential options the school is also identifying future revenue streams which could be used to ensure the school is paying on each of its outstanding bond issues and impact of shifting these funds on the general operating budget of the school. These conversations are anticipated to continue throughout the 22-23 fiscal year as the school and the board evaluate the best steps for its students and staff moving forward.

Again, we would like to thank the Charter Commission for their continued service to North Star and its students and we welcome any further questions or discussion you would like to have concerning the information conveyed in this document.

Respectfully submitted

North Star Charter School



Annual Performance Report 2022

North Star Charter School

Mission Statement: North Star Charter School provides students a world-class education characterized by a safe, supportive and structured learning climate that encourages high academic achievement, intellectual confidence, leadership and virtuous citizenship.

School Information	Annual Report FY2021-2022	Current: FY 2022-2023
Board Chair/President	Jenna Balch	Jenna Balch
Treasurer	Dave Dumas	Dave Dumas
Secretary		
Executive Director		Andy Horning
Administrator	Melissa Anderson	Will Bogdanoff/Shay Davis
Business Manager	Eric Dickelman	Jonathan Gillen
School Location/Phone	839 N Linder Rd., Eagle, ID	208-939-9600

Table of Contents

Introduction	3
School Overview	4
Annual Snapshot	5
Academic Outcomes	6
Math Proficiency & Math Growth	6
ELA Proficiency & ELA Growth	7
Literacy Proficiency	8
College & Career Readiness.....	9
Longitudinal Academic Ratings.....	10
Operational Outcomes: Board Stewardship	11
Governance Structure	11
Governance Oversight	11
Governance Compliance.....	11
Operational Outcomes: Management	12
Student Services	12
Data Security and Information Technology.....	12
Facility & Services.....	12
Operational Compliance.....	12
Longitudinal Operational Ratings.....	13-14
Financial Outcomes	15
Near Term Measures.....	15-16
Sustainability Measures	17-19
Longitudinal Financial Ratings.....	20-21
Contact Us	22

Introduction

COMPLIANCE/AUTHORITY:

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, [I.C. §33-5209A](#) and [I.C. §33-5209C](#) require 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 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.

RENEWAL (I.C. §33-5209B)

At the end of each 5-year operating term, each school's performance certificate is considered for renewal. As this school's current operating contract expires on June 30th, 2023, this report directly impacts the school's renewal recommendation. The authorizer is required to consider the following when making renewal decisions: all annual performance reports issued during the current performance certificate term, the school's current financial status, and any application materials submitted by the school. Renewal decisions must be made prior to March 15th, 2023. Please see the [Renewal Guidance](#) document for more information on the renewal process.

- **PERFORMANCE REPORT APPLICATION:**

- Each measure included in the IPCSC's framework has a meets standard benchmark. If this school meets standard on all measures of the framework as reflected in the most recent years Annual Performance Report the school is guaranteed an unconditional renewal. If the school does not meet standard on one or more measures of the school's operating contract, it may be conditionally renewed or non-renewed.

*****Outcomes on this report inform high-stakes decisions, schools are encouraged to use this information to support their strategic planning efforts each year. *****

IPCSC RESOURCES

[IPCSC Performance Framework](#)

[IPCSC Renewal Guidance](#)

[IPCSC Schools](#)

SCHOOL RESOURCES

[NSCS Performance Certificate](#)

[NSCS Annual Report Page](#)

Current Certificate Term: 2018-2023

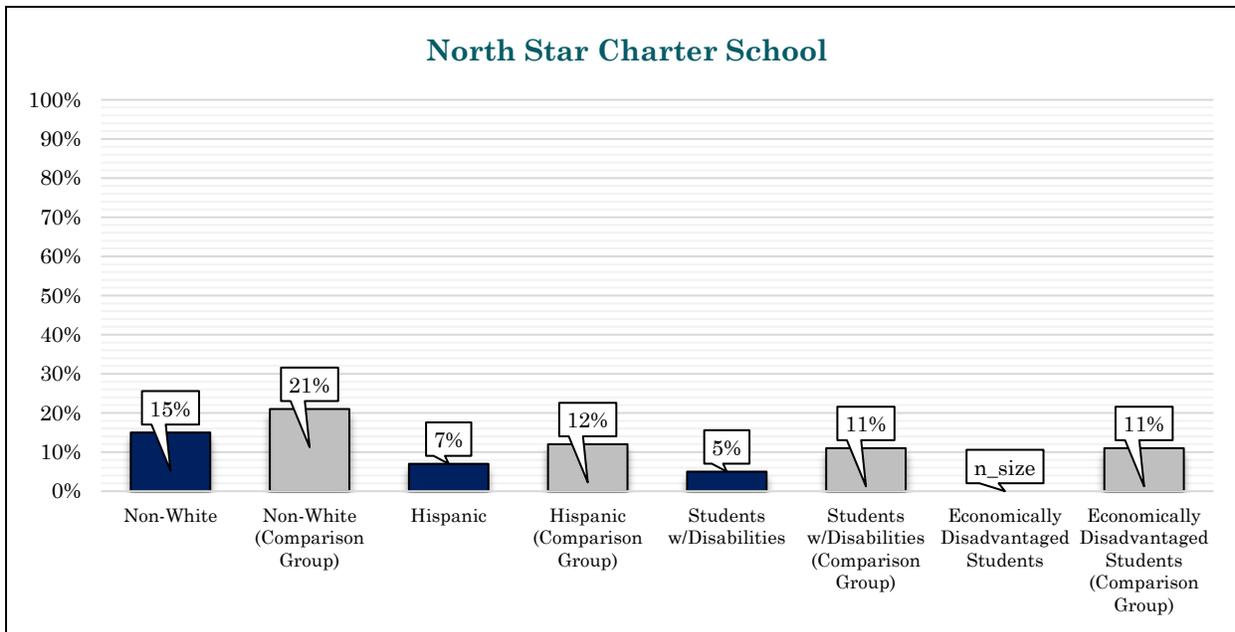
School Overview

Model:	International Baccalaureate
Enrollment Capacity:	1020
Grades Served:	K-12

Key Design Elements:

- The School will provide each student a rigorous world-class educational program, encouraging academic achievement, intellectual confidence and virtuous leadership.
- Through the Character Leadership Program, the School will strive to remove fear, threat and intimidation from the classroom, creating the environment in which learning can best take place.
- A Business/Economics emphasis will be woven throughout the curriculum to teach the influences of business and economic decisions in our lives, communities and world.
- The School will implement the International Baccalaureate (IB) Diploma Program for grades 11-12, providing students with a curriculum that is intellectually challenging and utilizes rigorous assessments to prepare students for the demands of college and employment.
- In addition to core subject matter, the School will emphasize the Arts, exposing students to music and art and providing additional opportunities for increased language development, visual learning, inventiveness, and cultural awareness.

2022 NORTH STAR CHARTER SCHOOL DEMOGRAPHIC SUMMARY:



2021-2022 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	72%	Meets Standard
Math Growth	Data Unavailable for 2021-2022	Not Rated for 2021-2022 school year
ELA Proficiency	80%	Meets Standard
ELA Growth	Data Unavailable for 2021-2022	Not Rated for 2021-2022 school year
Literacy Proficiency	Fall IRI: 76% Spring IRI: 85%	Meets Standard
College & Career Readiness	RATING PENDING DATA RELEASE	Choose an item.

OPERATIONAL OUTCOMES: BOARD STEWARDSHIP	
Governance Structure	Exceeds Standard
Governance Oversight	Exceeds Standard
Governance Compliance	Exceeds Standard

OPERATIONAL OUTCOMES: MANAGEMENT	
Student Services	Exceeds Standard
Data Security/ Transparency	Exceeds Standard
Facility & Services	Exceeds Standard
Operational Compliance	Exceeds Standard

FINANCIAL OUTCOMES: NEAR TERM MEASURES		
Current Ratio	2.31	Exceeds Standard
Unrestricted Days Cash	76	Exceeds Standard
Default	None	Exceeds Standard
Enrollment Variance	100.5%	Exceeds Standard

FINANCIAL OUTCOMES: SUSTAINABILITY MEASURES		
Total Margin	-4.75%	Approaches Standard
3 Yr. Agg. Margin	2.21%	Approaches Standard
Cash Flow	-\$70,563	Approaches Standard
Multi-Year Cash Flow	\$39,627	Approaches Standard
Debt Service Coverage Ratio	0.53	Does Not Meet Standard
Debt Asset Ratio	1.04	Does Not Meet Standard
Financial Compliance	No compliance issues	Exceeds Standard

Academic Outcomes

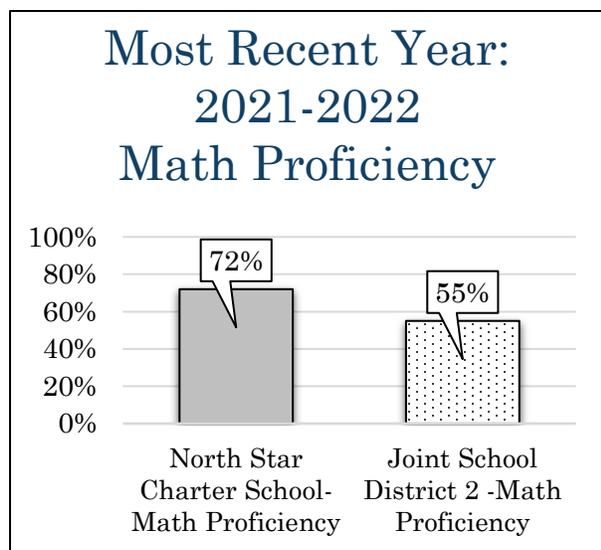
MATH PROFICIENCY & MATH GROWTH

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: Joint School District No. 2 (002)



Math Growth Data & Ratings are unavailable for the 2021-2022 School Year.

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	Meets Standard	The school's proficiency rate falls between the mean and one standard deviation above the mean of the identified comparison group.

MEASURE	GROWTH RATING	APPLICABLE RUBRIC DESCRIPTION
MATH GROWTH	Not Rated for 2021-2022	Data not available for the 2021-2022 school year.

Academic Outcomes

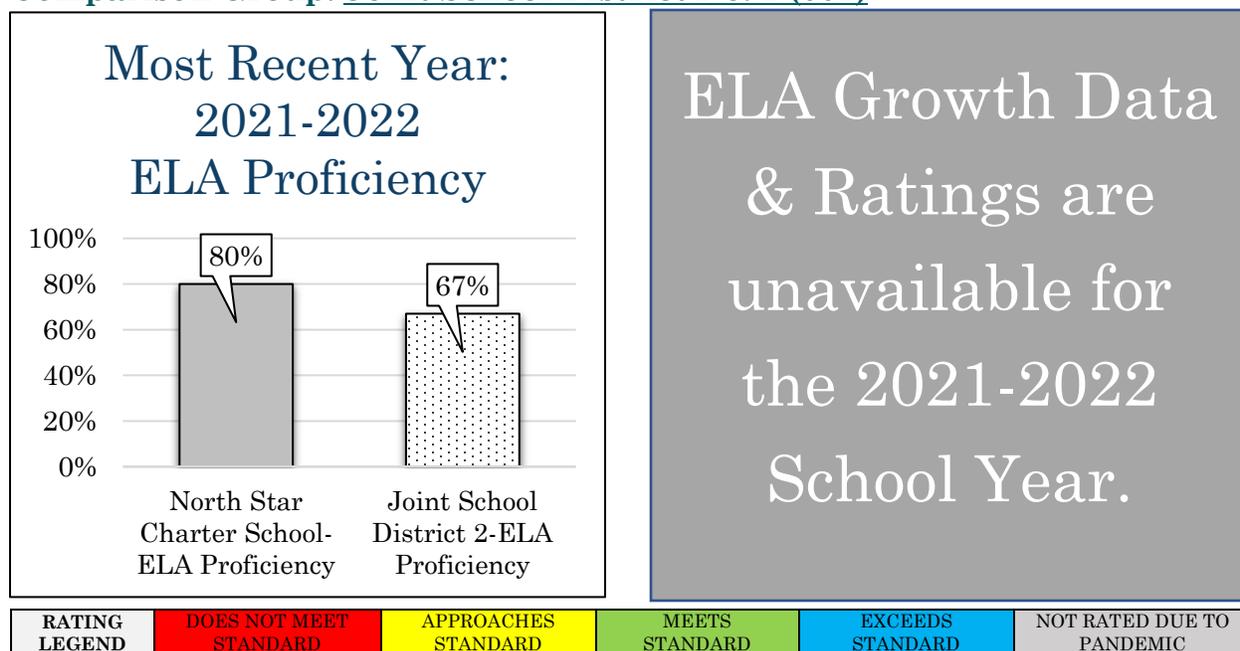
ELA PROFICIENCY & ELA GROWTH

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: Joint School District No. 2 (002)



*Please see the [Performance Framework Rubrics](#) for details regarding how each measure is rated.

MEASURE	PROFICIENCY RATING	APPLICABLE RUBRIC DESCRIPTION
ELA PROFICIENCY	MEETS STANDARD	The school's proficiency rate is equal to the mean or falls between the mean and one standard deviation above the mean of the identified comparison group.
MEASURE	GROWTH RATING	APPLICABLE RUBRIC DESCRIPTION
ELA GROWTH	Not Rated for 2021-2022	Data not available for the 2021-2022 school year.

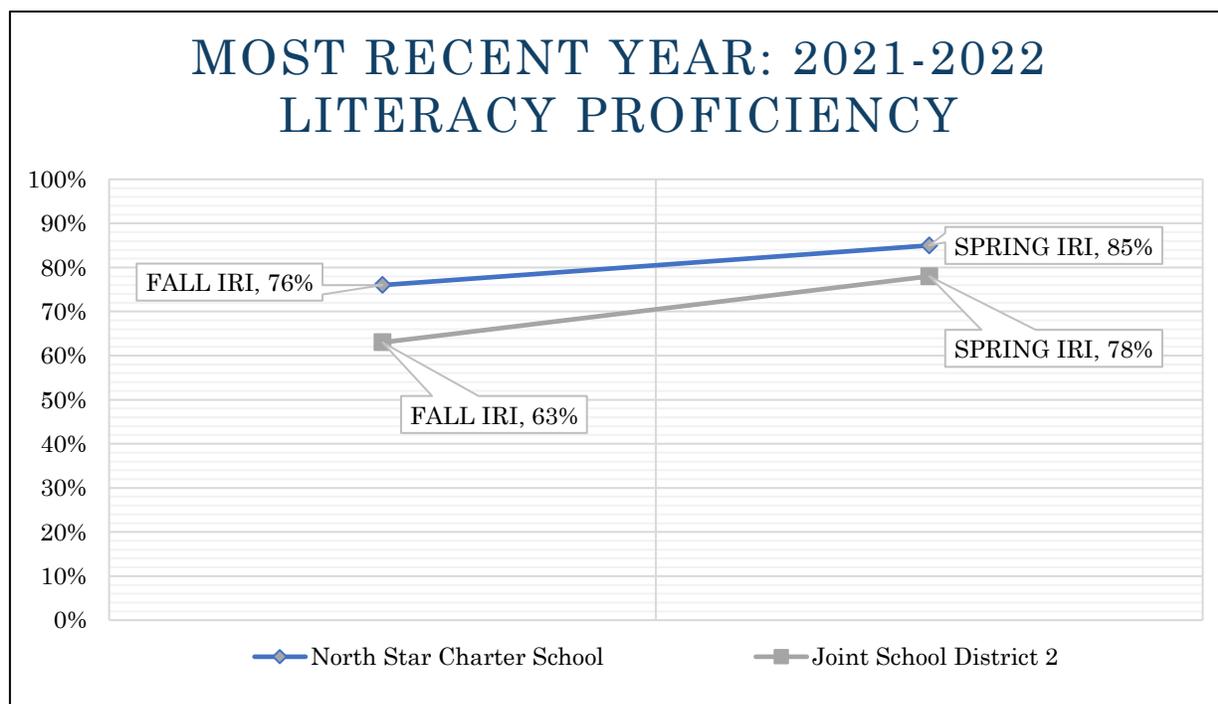
Academic Outcomes
LITERACY PROFICIENCY

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: Joint School District No. 2 (002)



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	MEETS STANDARD	The school's proficiency on the SPRING administration of the statewide literacy assessment is equal to the mean or within one standard deviation above the mean of the identified comparison group.

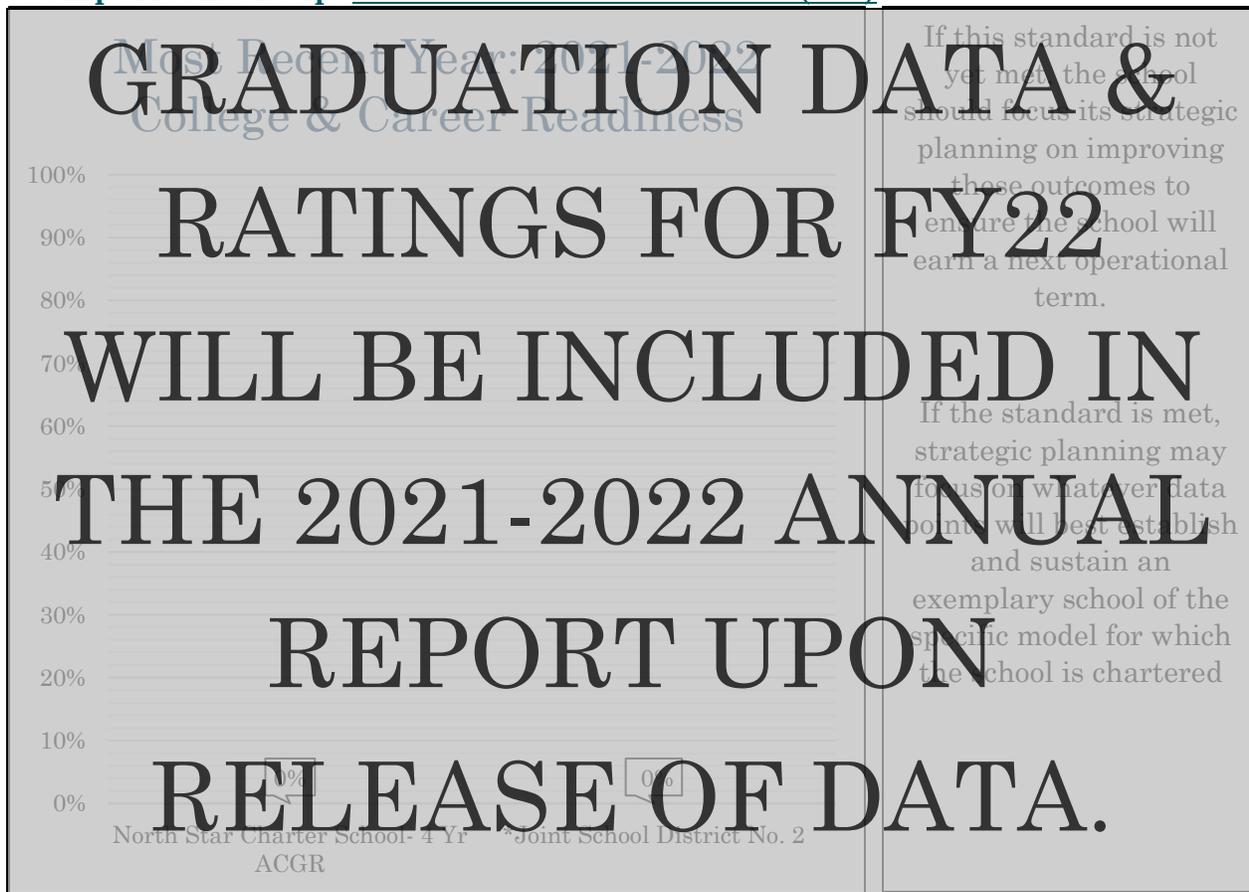
Academic Outcomes

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: Joint School District No. 2 (002)



RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
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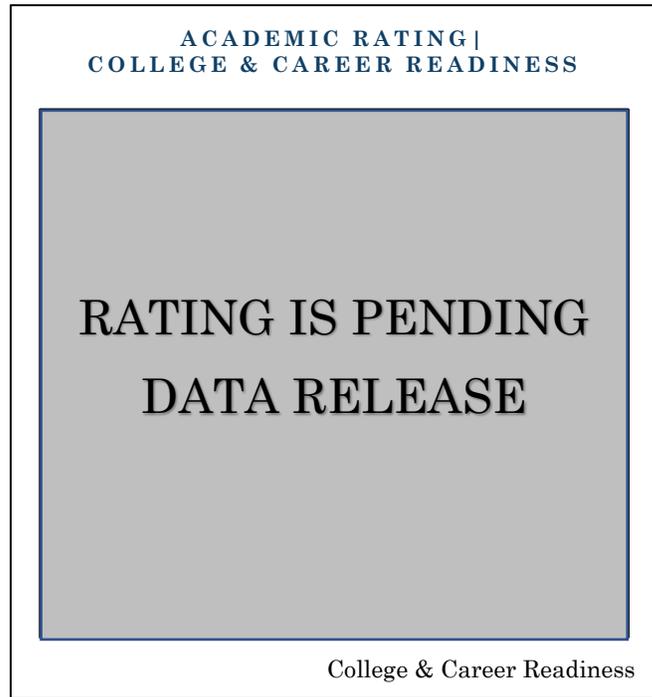
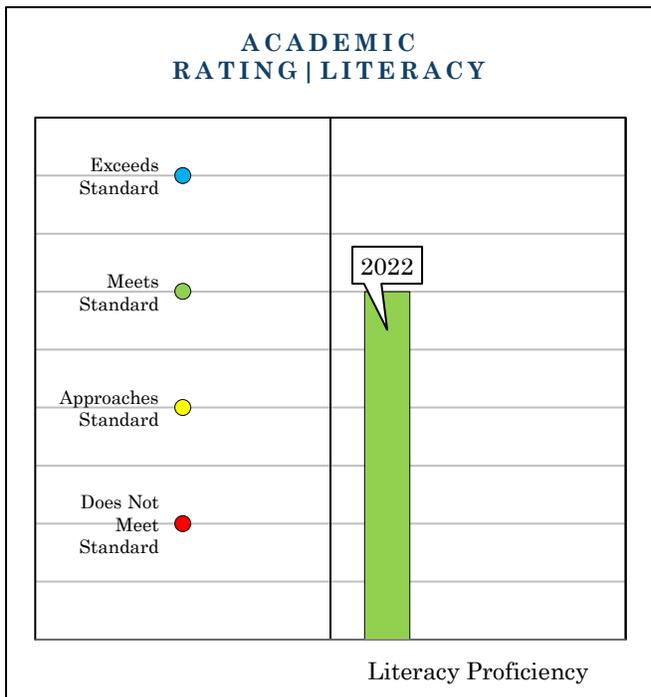
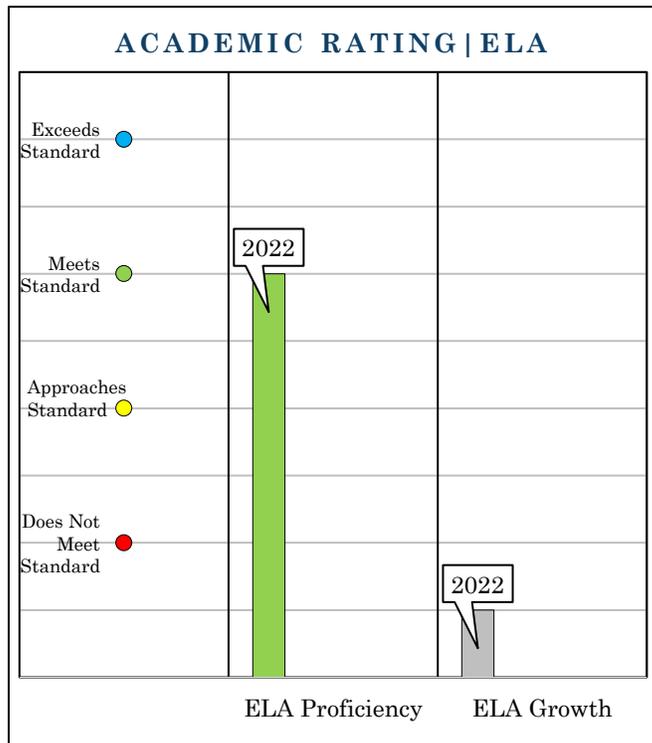
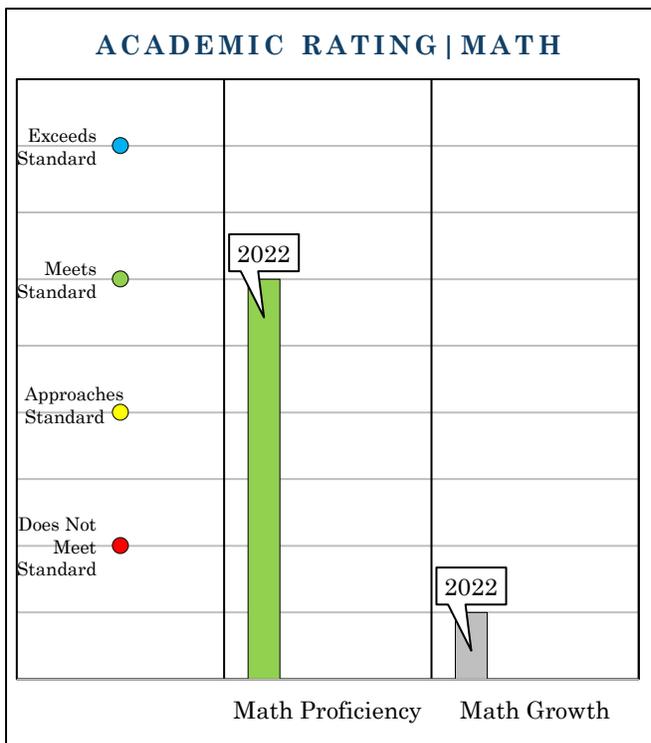
*Please see the [Performance Framework Rubrics](#) for details regarding how each measure is rated.

MEASURE	COLLEGE & CAREER RATING	APPLICABLE RUBRIC DESCRIPTION
College & Career Readiness	RATING IS PENDING DATA RELEASE	

Historical Performance: Academic

The charts below provide an overview of a school’s performance throughout their current (5) year certificate term. Schools are encouraged to consider how this data might be used to drive strategic planning as the school approaches its next renewal decision.

*Growth data and ratings are unavailable for the 2021-2022 school year and grayed out in the chart below.



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: Exceeds Standard	
Governance Structure Measure	Data/Evidence Source
The board bylaws are compliant with ID law.	Most recently reviewed Bylaws 4/19 *Please provide an updated to copy to IPCSC staff if any amendments have been made since this review date.
The school's articles of incorporation are current.	Most recently updated on 5/14/2002
The board does operate in compliance with its bylaws.	*No instances of non-compliance documented.
Investigations were not conducted into ethical behavior or conflict of interest regarding any board director this year.	*No instances of non-compliance documented.
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: Exceeds Standard	
Governance Oversight Measure	Data/Evidence Source
The board did review academic data in a timely and thorough manner.	*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 maintain compliant policies.	*No instances of non-compliance documented.
The board did engage 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:	

Standard Rating: Exceeds Standard	
Governance Compliance Measure	Data/Evidence Source
The IPCSC did not issue courtesy letters to the school noting compliance concerns this year.	*No instances of non-compliance documented.
Another investigative body was not notified of concerns at this school this year.	*No instances of non-compliance documented.
Comments/ Context:	

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 2021-2022
The school's Federal Programs is in good standing	*No instances of non-compliance documented.
Comments/ Context:	

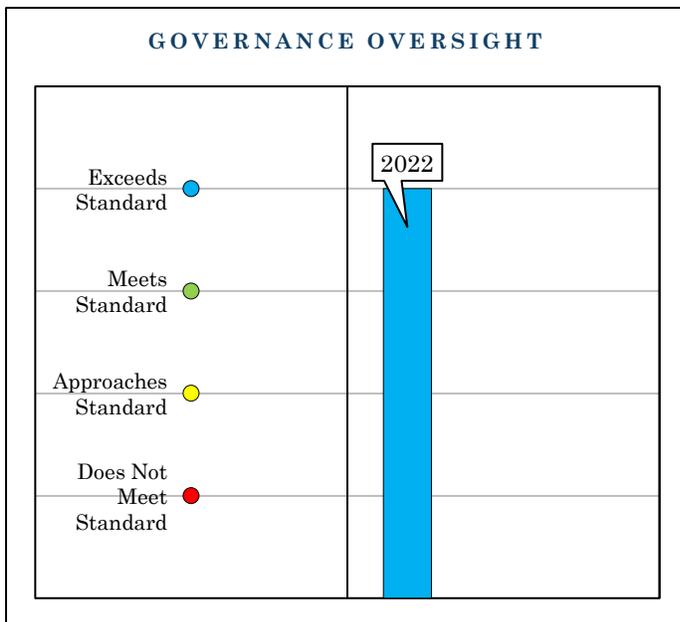
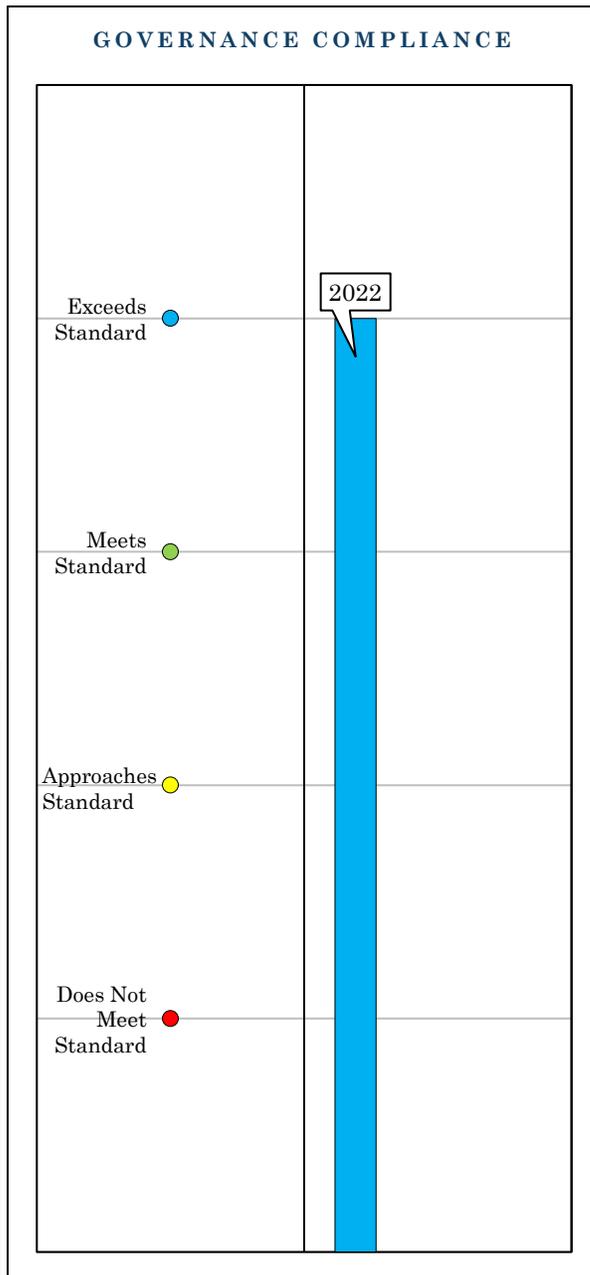
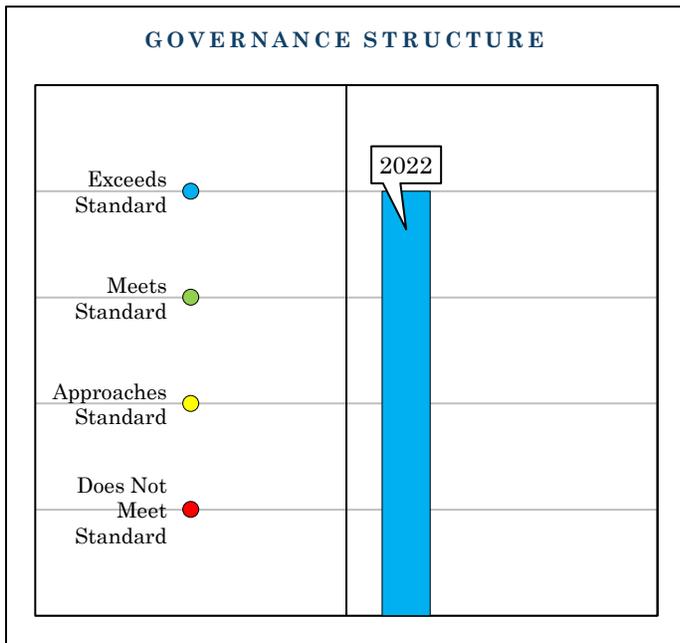
Standard Rating: Exceeds Standard	
Data Security and Information Transparency	Data/Evidence Source
The school's website is compliant and updated appropriately.	*No instances of non-compliance documented.
The school did not experience issues involving data security this year.	*No instances of non-compliance 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.
Safety inspections and evacuation drills are compliant.	Please provide copies of your most recent: Fire Inspection Health Inspection Building Inspection
The school does provide daily transportation for students.	*No instances of non-compliance documented.
The school does provide a National School Lunch Program.	*No instances of non-compliance documented.
Comments/ Context:	

Standard Rating: Exceeds 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 properly credentialed.	*No instances of non-compliance documented.
Corrective action plans were not issued by the SDE this year.	*No instances of non-compliance documented.
Comments/ Context:	

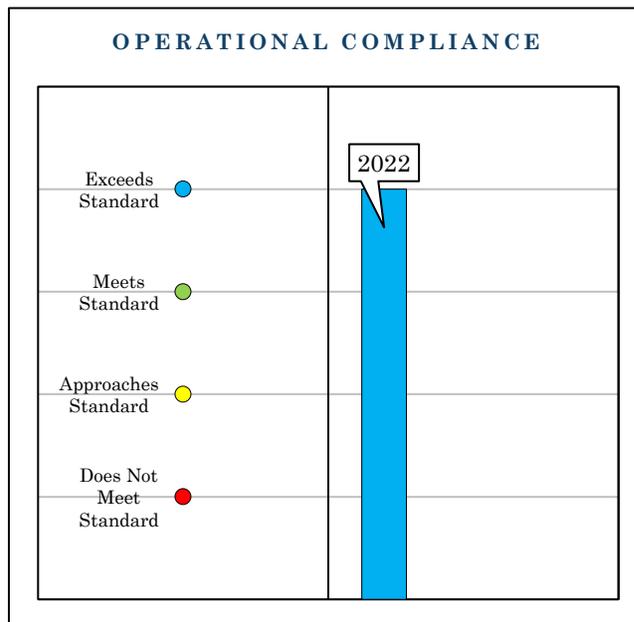
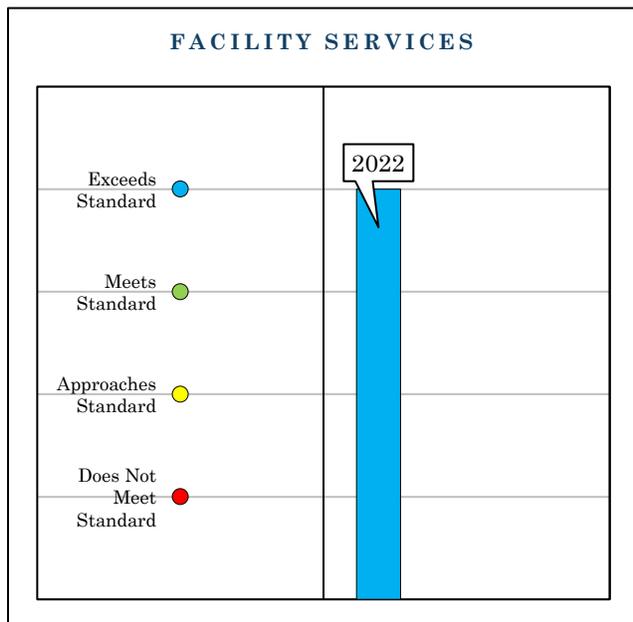
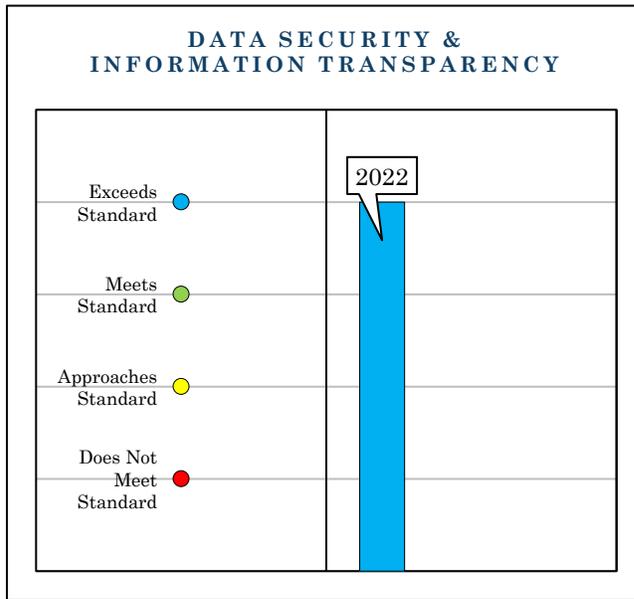
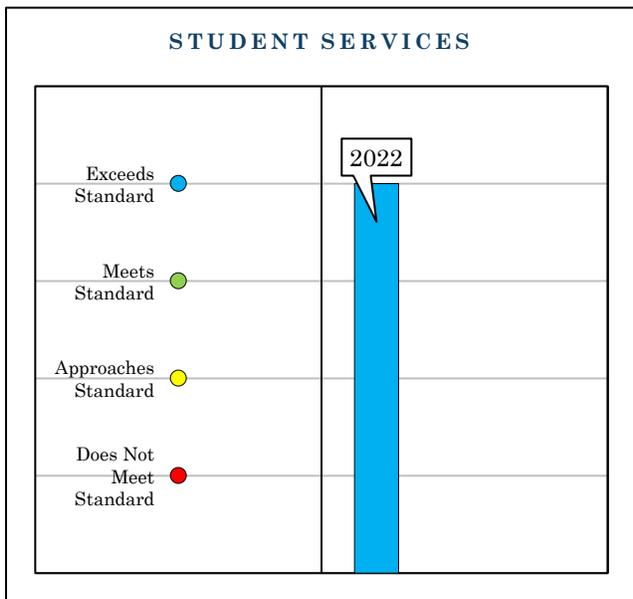
Historical Performance: Board Stewardship Measures

The charts below provide an overview of a school’s performance throughout their current (5) year certificate term. Schools are encouraged to consider how this data might be used to drive strategic planning as the school approaches its next renewal decision.



Historical Performance: Board Stewardship Measures

The charts below provide an overview of a school’s performance throughout their current (5) year certificate term. Schools are encouraged to consider how this data might be used to drive strategic planning as the school approaches its next renewal decision.



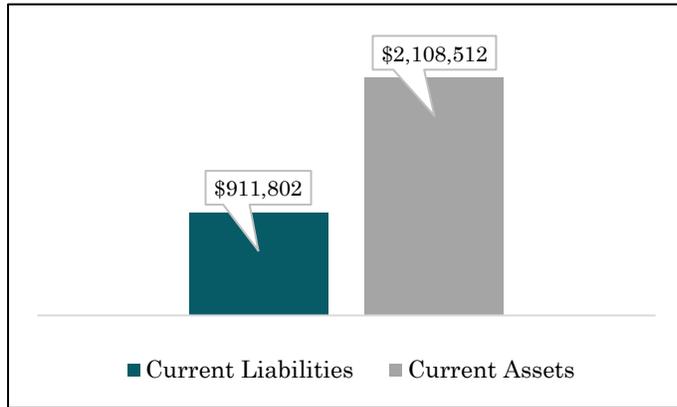
Financial Outcomes

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: 2.31	Exceeds Standard
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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.

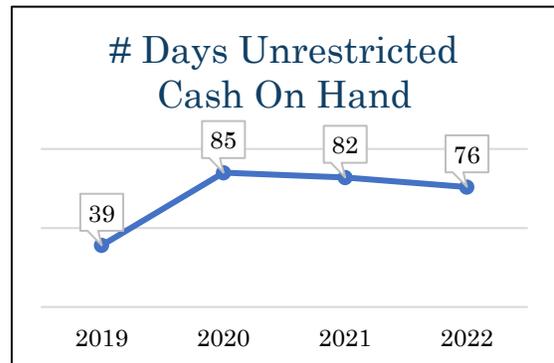
Unrestricted Days Cash

The school has more than 60 days cash on hand.	76 Days	Exceeds Standard
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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.	Exceeds Standard
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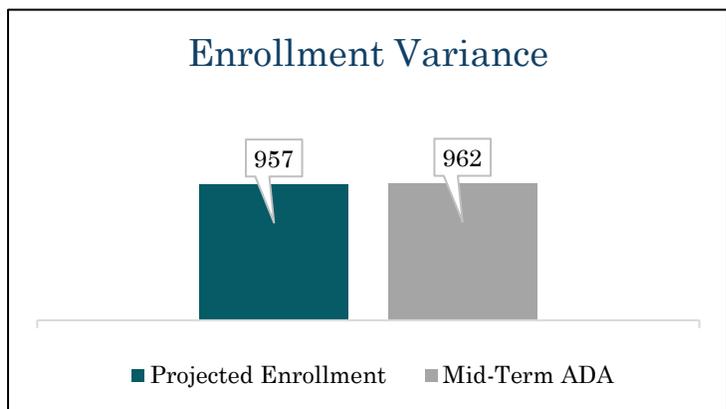
Why this Matters:

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 has maintained at least 95% of its projected enrollment for at least 3 consecutive years.	Enrollment Variance: 100.5%	Exceeds Standard
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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.

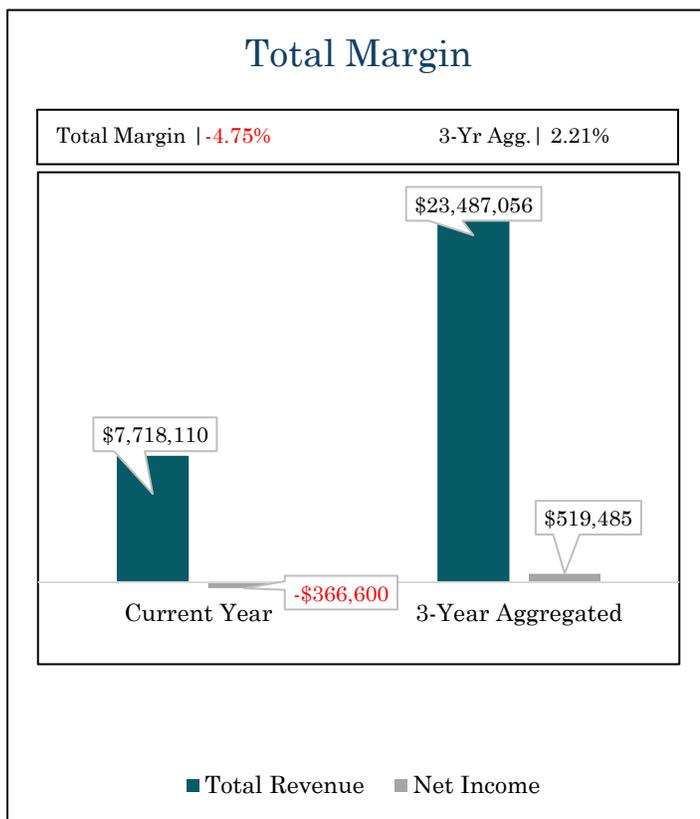
Total Margin

The school's aggregated 3-year total margin is greater than -1.5%, but the most recent year total margin is negative.	CY Total Margin: -4.75% 3-Year Aggregated: 2.21%	Approaches Standard
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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

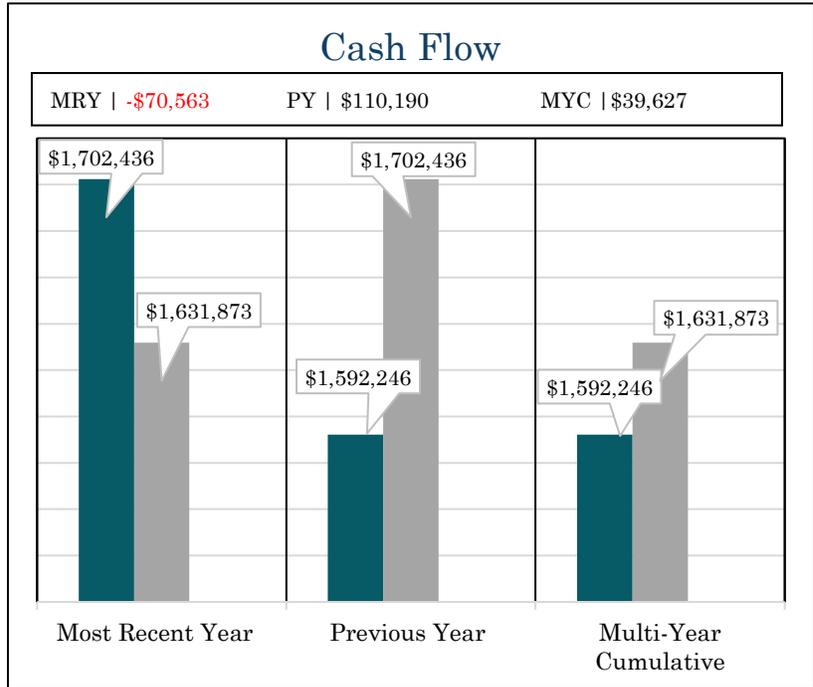
<p>The school's multi-year cumulative cash flow is positive, but the most recent year's cash flow is negative.</p>	<p>Most Recent Year: -\$70,563 Previous Year: \$110,190 Multi-Year: \$39,627</p>	<p>Approaches Standard</p>
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Why this Matters:

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.

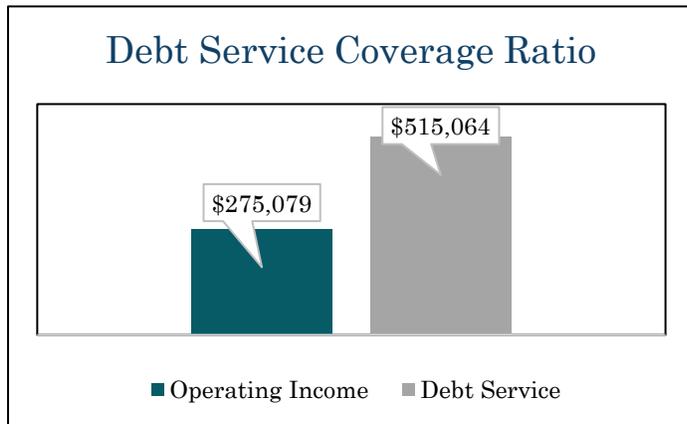
A school with a negative cash flow is using its existing reserves to fund general operations and is not likely to have the financial flexibility to fund future plans.

A multi-year cumulative cash flow helps to identify long-term trends.



Debt Service Coverage Ratio

<p>The school's debt service coverage ratio is less than .9.</p>	<p>Debt Service Coverage Ratio: 0.53</p>	<p>Does Not Meet Standard</p>
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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 greater than 1.0.	Debt/Asset Ratio: 1.04	Does Not Meet Standard
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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.

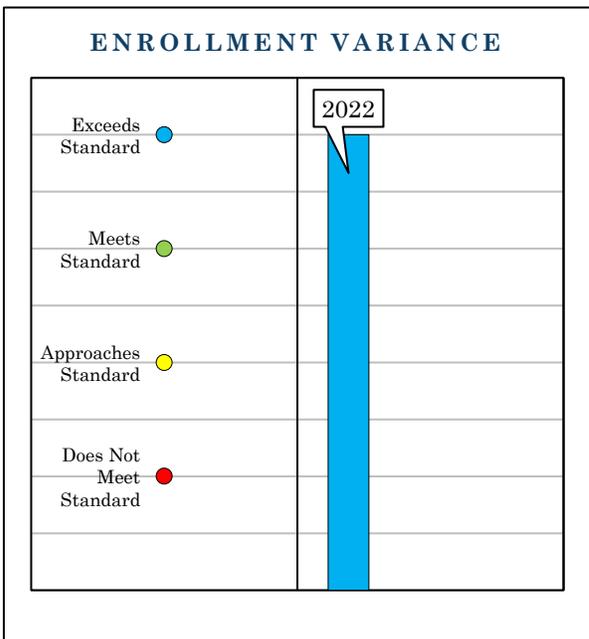
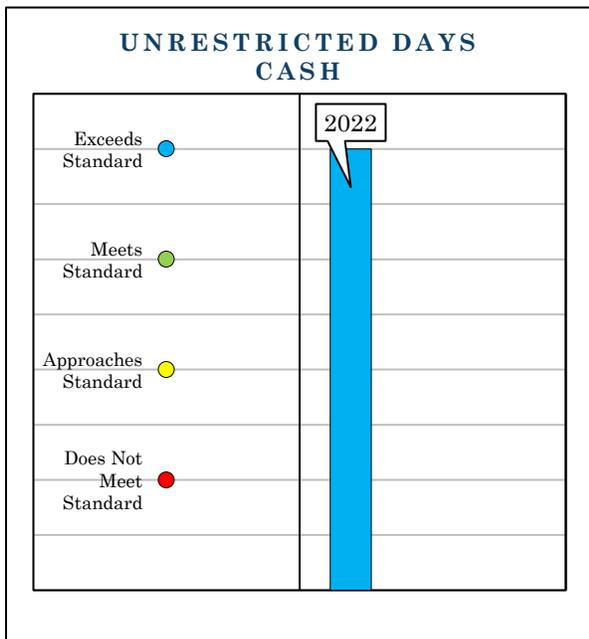
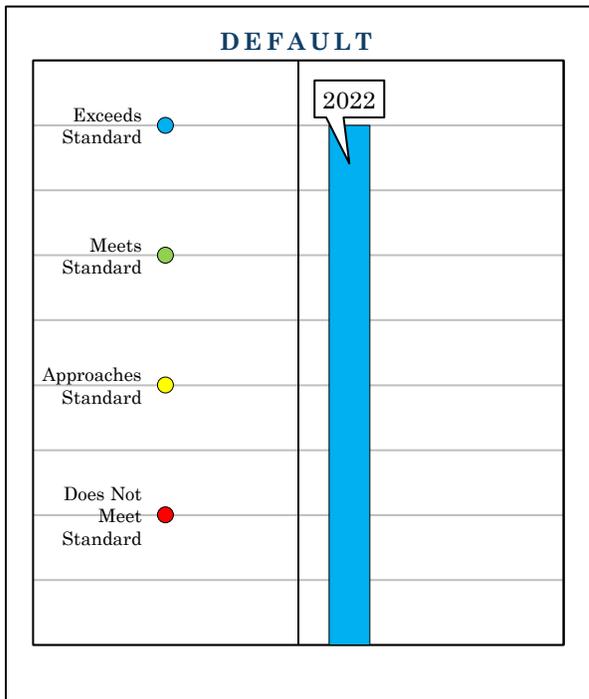
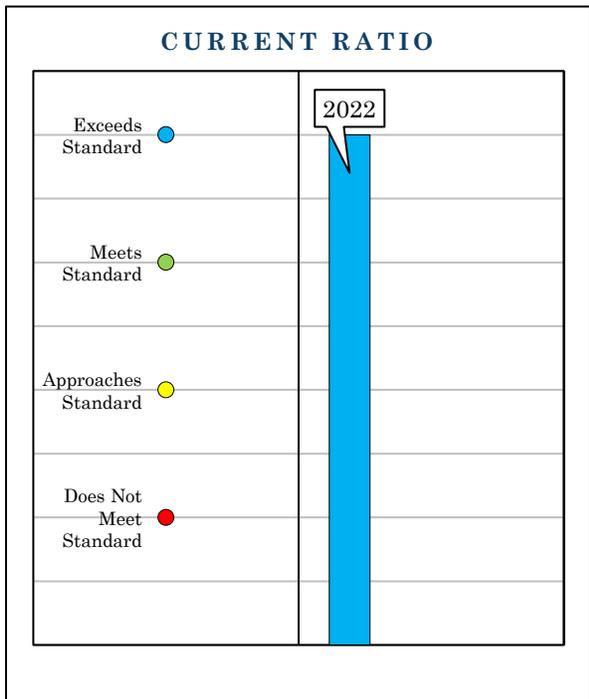


Financial Compliance

Standard Rating: Exceeds Standard	
Financial Operations	Data and/or Evidence Source
The school's finances are managed in compliance with GAAP.	Financial Audit: 10/25/22
Expenditures and contracts are posted online appropriately.	School's Expenditure Page
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	

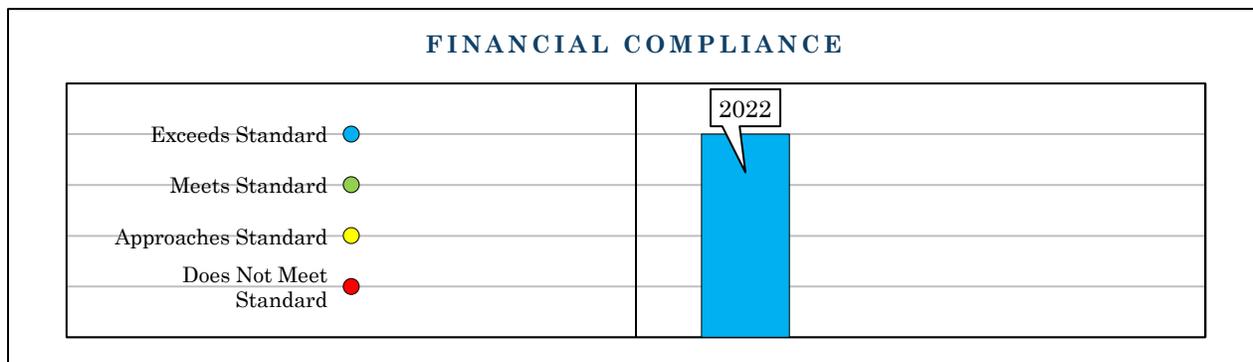
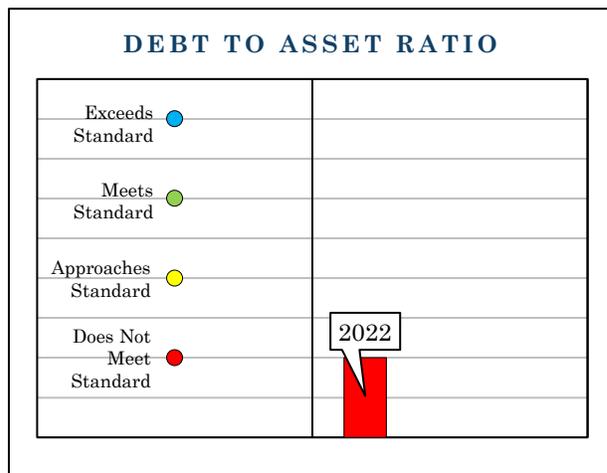
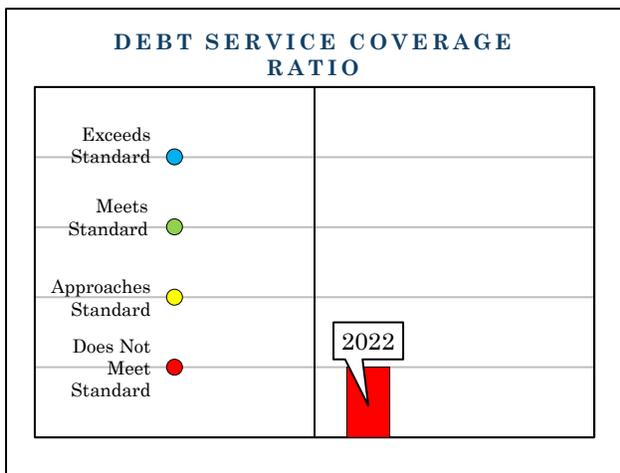
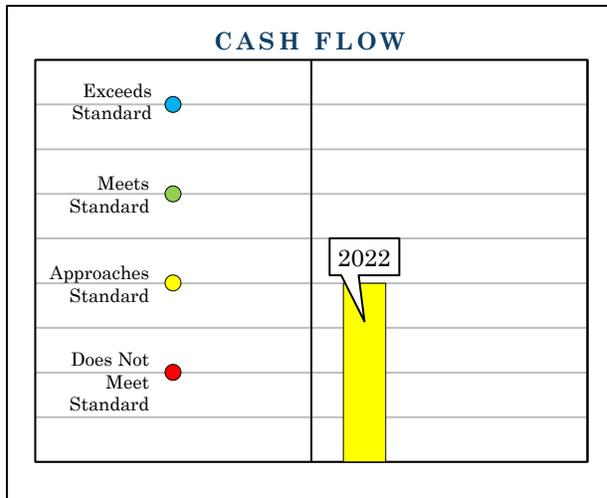
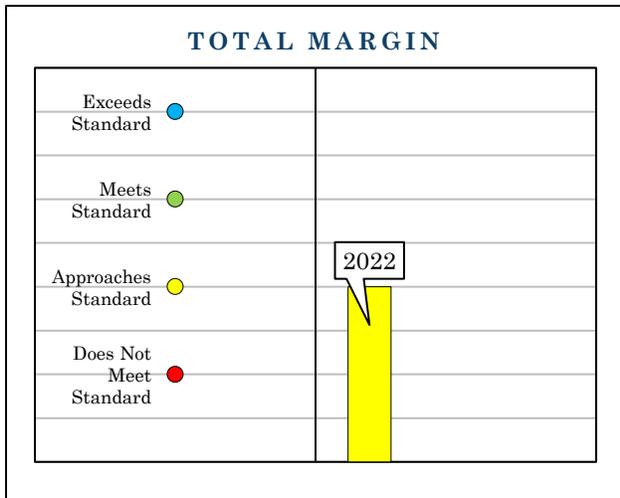
Historical Performance: Near-Term Health Measurements

The charts below provide an overview of a school’s performance throughout their current (5) year certificate term. Schools are encouraged to consider how this data might be used to drive strategic planning as the school approaches its next renewal decision



Historical Performance: Sustainability Measures

The charts below provide an overview of a school's performance throughout their current (5) year certificate term. Schools are encouraged to consider how this data might be used to drive strategic planning as the school approaches its next renewal decision.



*The 2021-2022 Annual Report has been finalized by the
Idaho Public Charter School Commission staff.*

If you have any questions or comments, please contact
the IPCSC.



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Boise, ID 83720
208-332-1561

pcsc@osbe.idaho.gov

North Star Charter School

Year Ended June 30, 2022

Audited Financial Statements



www.qcpas.com

Quest CPAs PLLC

Financial Section

Independent Auditor's Report..... 1

Basic Financial Statements

Government-Wide Financial Statements

Statement of Net Position 5

Statement of Activities 6

Fund Financial Statements

Balance Sheet – Governmental Funds..... 7

Statement of Revenues, Expenditures, and Changes in Fund Balances – Governmental Funds..... 10

Notes to Financial Statements 13

Required Supplementary Information

Budgetary Comparison Schedule – General and Major Special Revenue Funds..... 26

Schedule of Employer’s Share of Net Pension Asset and Liability and Schedule of Employer Contributions 28

Supplementary Information

Combining Balance Sheet – Nonmajor Governmental Funds..... 29

Combining Statement of Revenues, Expenditures, and Changes in Fund Balances – Nonmajor Governmental Funds..... 32

Other Reports

Independent Auditor’s Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of the Financial Statements Performed in Accordance with Government Auditing Standards 35

Independent Auditor's Report

Board of Directors
North Star Charter School

Report on the Audit of the Financial Statements

Qualified and Unmodified Opinions

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of North Star Charter School (the School) as of and for the year ended June 30, 2022, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

Qualified Opinion on the Governmental Activities

In our opinion, except for the effects of the matter described in the Matter Giving Rise to the Qualified Opinion on the Governmental Activities section of our report, the financial statements referred to above present fairly, in all material respects, the financial position of the governmental activities of the School, as of June 30, 2022, 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 on All Other Opinion Units Described Below

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, 2022, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Qualified and Unmodified Opinions

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. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Matter Giving Rise to the Qualified Opinion on the 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 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.

Responsibilities of Management 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.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditor's Responsibility for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit 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 School's internal control. Accordingly, no such opinion is expressed.

- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the budgetary comparison schedules and schedule of employer's share of net pension asset and liability and schedule of employer contributions listed in the table of contents 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. 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.

Supplementary 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. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The 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 3, 2022, 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 3, 2022

Renewals No Conditions Page 1005
NORTH STAR CHARTER SCHOOL

Statement of Net Position

June 30, 2022

	Governmental Activities
Assets	
Current Assets	
Cash & Investments	\$1,631,873
Receivables:	
State Sources	149,984
Federal Sources	302,803
Prepaid Expenses	23,852
Total Current Assets	2,108,512
Noncurrent Assets	
Nondepreciable Capital Assets	1,364,271
Depreciable Net Capital Assets	5,346,085
Net Pension Asset	82,843
Total Noncurrent Assets	6,793,199
Total Assets	8,901,711
 Deferred Outflows of Resources	
Pension Items	1,570,990
Total Deferred Outflows of Resources	1,570,990
Total Assets and Deferred Outflows of Resources	\$10,472,701
 Liabilities	
Current Liabilities	
Accounts Payable	\$89,658
Salaries & Benefits Payable	321,111
Unspent Grant Allocation	229,264
Accrued Interest, Current	201,769
Long-Term Liabilities, Current	70,000
Total Current Liabilities	911,802
Noncurrent Liabilities	
Long-Term Liabilities, Noncurrent	11,718,156
Accrued Interest, Noncurrent	2,830,372
Total Noncurrent Liabilities	14,548,528
Total Liabilities	15,460,330
 Deferred Inflows of Resources	
Pension Items	2,650,200
Total Deferred Inflows of Resources	2,650,200
Total Liabilities and Deferred Inflows of Resources	18,110,530
 Net Position	
Net Investment in Capital Assets	(8,109,941)
Restricted:	
Special Programs	242,622
Debt Service	317,807
Capital Projects	182,661
Unrestricted (Deficit)	(270,978)
Total Net Position	(7,637,829)
Total Liabilities and Deferred Inflows of Resources and Net Position	\$10,472,701

See Accompanying Notes

Renewals No Conditions Page 1006
NORTH STAR CHARTER SCHOOL

Statement of Activities
Year Ended June 30, 2022

Functions/Programs	Expenses	Program Revenues		Net (Expense) Revenue And Changes in Net Position
		Charges For Services	Operating Grants And Contributions	
				Governmental Activities
Governmental Activities				
Instructional Programs				
Elementary School	\$1,963,197		\$178,642	(\$1,784,555)
Secondary School	2,119,248		122,287	(1,996,961)
Special Education	396,948		128,565	(268,383)
Gifted & Talented	0			0
School Activity	95,160	\$41,266		(53,894)
Support Service Programs				
Attendance - Guidance - Health	0			0
Special Education Support Services	84,640			(84,640)
Instruction Improvement	0			0
Educational Media	295			(295)
Instruction-Related Technology	133,488		104,525	(28,963)
Board of Education	44,174			(44,174)
District Administration	1,299,810		13,517	(1,286,293)
Buildings - Care	340,167			(340,167)
Maintenance - Student Occupied	0			0
Maintenance - Grounds	13,985			(13,985)
Pupil-To-School Transportation	456,134			(456,134)
Non-Instructional Programs				
Student Activity	0			0
Capital Assets - Student Occupied	196,615			(196,615)
Capital Assets - Non-Student Occupied	0			0
Debt Service - Principal	0			0
Debt Service - Interest	853,734			(853,734)
Total	\$7,997,595	\$41,266	\$547,536	(\$7,408,793)
General Revenues				
				284,636
Local Revenue				6,844,672
State Revenue				0
Federal Revenue				46,628
Pension Revenue (Expense)				<u>7,175,936</u>
Total				
Change in Net Position				
				(232,857)
Net Position - Beginning				
				<u>(7,404,972)</u>
Net Position - Ending				
				<u>(\$7,637,829)</u>

Renewals No Conditions Page 1007
NORTH STAR CHARTER SCHOOL
 Balance Sheet - Governmental Funds
 June 30, 2022

	General Fund	Technology Fund	Bond R & I Fund	Capital Construction Fund
Assets				
Cash & Investments	\$887,619	\$190,990	\$317,807	\$182,661
Receivables:				
State Sources	149,984			
Federal Sources				
Prepaid Expenditures	23,852			
Due From Other Funds	80,534			
Total Assets	\$1,141,989	\$190,990	\$317,807	\$182,661
Liabilities				
Accounts Payable	\$88,494			
Due To Other Funds				
Salaries & Benefits Payable	321,111			
Unspent Grant Allocation	6,995			
Total Liabilities	416,600	\$0	\$0	\$0
Fund Balances				
Nonspendable	23,852			
Restricted:				
Special Programs		190,990		
Debt Service			317,807	
Capital Projects				182,661
Assigned - Development Fund	110,999			
Unassigned	590,538			
Total Fund Balances	725,389	190,990	317,807	182,661
Total Liabilities and Fund Balances	\$1,141,989	\$190,990	\$317,807	\$182,661

Renewals No Conditions Page 1008
NORTH STAR CHARTER SCHOOL
 Balance Sheet - Governmental Funds
 June 30, 2022

	Nonmajor Governmental Funds	Total Governmental Funds
Assets		
Cash & Investments	\$52,796	\$1,631,873
Receivables:		
State Sources	0	149,984
Federal Sources	302,803	302,803
Prepaid Expenditures	0	23,852
Due From Other Funds	0	80,534
Total Assets	\$355,599	\$2,189,046
Liabilities		
Accounts Payable	\$1,164	\$89,658
Due To Other Funds	80,534	80,534
Salaries & Benefits Payable	0	321,111
Unspent Grant Allocation	222,269	229,264
Total Liabilities	303,967	720,567
Fund Balances		
Nonspendable	0	23,852
Restricted:		
Special Programs	51,632	242,622
Debt Service		317,807
Capital Projects	0	182,661
Assigned - Development Fund	0	110,999
Unassigned	0	590,538
Total Fund Balances	51,632	1,468,479
Total Liabilities and Fund Balances	\$355,599	\$2,189,046

**Reconciliation of Total Governmental Fund Balances to Net Position
of Governmental Activities**

Total Governmental Fund Balances \$1,468,479

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. 6,710,356

Long-term liabilities, including accrued interest, are not due and payable in the current period and therefore are not reported in the funds. (14,820,297)

Net pension asset/liability and related pension deferred outflows and deferred inflows are not due and payable in the current period and therefore are not reported in the funds. (996,367)

Net Position of Governmental Activities (\$7,637,829)

Statement of Revenues, Expenditures, and Changes in
Fund Balances - Governmental Funds
Year Ended June 30, 2022

	General Fund	Technology Fund	Bond R & I Fund	Capital Construction Fund
Revenues				
Local Revenue	\$217,646		\$64	\$62,150
State Revenue	6,844,672	\$104,525		
Federal Revenue	93,894			
Total Revenues	<u>7,156,212</u>	<u>104,525</u>	<u>64</u>	<u>62,150</u>
Expenditures				
Instructional Programs				
Elementary School	2,119,572			13,561
Secondary School	2,264,478			
Special Education	268,383			
Gifted & Talented				
School Activity				
Support Service Programs				
Attendance - Guidance - Health				
Special Education Support Services	84,640			
Instruction Improvement				
Educational Media	295			
Instruction-Related Technology		133,488		
Board of Education	44,174			
District Administration	1,296,531			
Buildings - Care	340,167			
Maintenance - Student Occupied				
Maintenance - Grounds	13,985			
Pupil-To-School Transportation	456,134			
Non-Instructional Programs				
Student Activity				
Capital Assets - Student Occupied				
Capital Assets - Non-Student Occupied	18,305			
Debt Service - Principal			70,000	
Debt Service - Interest			445,064	
Total Expenditures	<u>6,906,664</u>	<u>133,488</u>	<u>515,064</u>	<u>13,561</u>
Excess (Deficiency) of Revenues Over Expenditures	249,548	(28,963)	(515,000)	48,589
Other Financing Sources (Uses)				
Transfers In			490,941	
Transfers Out	(515,222)			
Total Other Financing Sources (Uses)	<u>(515,222)</u>	<u>0</u>	<u>490,941</u>	<u>0</u>
Net Change in Fund Balances	(265,674)	(28,963)	(24,059)	48,589
Fund Balances - Beginning	991,063	219,953	341,866	134,072
Fund Balances - Ending	<u>\$725,389</u>	<u>\$190,990</u>	<u>\$317,807</u>	<u>\$182,661</u>

NORTH STAR CHARTER SCHOOL

Statement of Revenues, Expenditures, and Changes in
Fund Balances - Governmental Funds
Year Ended June 30, 2022

	Nonmajor Governmental Funds	Total Governmental Funds
Revenues		
Local Revenue	\$108,193	\$388,053
State Revenue	13,517	6,962,714
Federal Revenue	273,449	367,343
Total Revenues	<u>395,159</u>	<u>7,718,110</u>
Expenditures		
Instructional Programs		
Elementary School	69,544	2,202,677
Secondary School	113,287	2,377,765
Special Education	128,565	396,948
Gifted & Talented	0	0
School Activity	95,160	95,160
Support Service Programs		
Attendance - Guidance - Health	0	0
Special Education Support Services	0	84,640
Instruction Improvement	0	0
Educational Media	0	295
Instruction-Related Technology	0	133,488
Board of Education	0	44,174
District Administration	3,279	1,299,810
Buildings - Care	0	340,167
Maintenance - Student Occupied	0	0
Maintenance - Grounds	0	13,985
Pupil-To-School Transportation	0	456,134
Non-Instructional Programs		
Student Activity	0	0
Capital Assets - Student Occupied	0	0
Capital Assets - Non-Student Occupied	0	18,305
Debt Service - Principal	0	70,000
Debt Service - Interest	0	445,064
Total Expenditures	<u>409,835</u>	<u>7,978,612</u>
Excess (Deficiency) of Revenues Over Expenditures	(14,676)	(260,502)
Other Financing Sources (Uses)		
Transfers In	24,281	515,222
Transfers Out	0	(515,222)
Total Other Financing Sources (Uses)	<u>24,281</u>	<u>0</u>
Net Change in Fund Balances	9,605	(260,502)
Fund Balances - Beginning	42,027	1,728,981
Fund Balances - Ending	<u>\$51,632</u>	<u>\$1,468,479</u>

Statement of Revenues, Expenditures, and Changes in
Fund Balances - Governmental Funds
Year Ended June 30, 2022

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 (\$260,502)

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. (178,310)

Repayment of debt principal is an expenditure in the governmental funds, but the repayment reduces long-term liabilities in the statement of net position. 70,000

In the statement of activities, interest is accrued on long-term debt, but the expenditure is reported when due in the governmental funds. (408,670)

Changes in net pension asset/liability and related pension deferred outflows and deferred inflows do not provide or require current financial resources and therefore are not reflected in the funds. 544,625

Change in Net Position of Governmental Activities (\$232,857)

A. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Reporting Entity – North Star 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.

Special Revenue Funds – Special revenue funds are used to account for the proceeds of specific revenue sources that are legally restricted to expenditures for specified purposes. Major special revenue funds include the technology fund, which serves to account for providing revenues and expenditures relating to technology needs.

Debt Service Funds – Debt service funds are used to account for the accumulation of funds for the periodic payment of principal and interest on long term debt. Major debt service funds include the bond redemption and interest fund, which accounts for accumulation of funds for the periodic payment of principal and interest on long term debt.

Capital Projects Funds – Capital projects funds are used to account for the acquisition of capital assets. Major capital project funds include the capital construction fund, used to account for facility needs and supplies.

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 and Investments – Nearly all the cash and investment balances of the School's funds are pooled for investment purposes. The individual funds' portions of the pooled cash and investments are reported in each fund as cash and investments. Interest earned on pooled cash and investments is allocated to the various funds based on each fund's respective investment balance. Investments include U.S. government securities and are stated at fair value using quoted market prices (Level 1).

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. Compensated absences will be paid by the fund in which the employee works.

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. Other post-employment benefits will be paid by the fund in which the employee works.

Pensions – For purposes of measuring the net pension asset/liability and pension revenue/expense, information about the fiduciary net position of the Public Employee Retirement System of Idaho Base Plan (the Base Plan) and additions to/deductions from the 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. Pension obligations will be paid by the fund in which the employee works.

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 AND INVESTMENTS

Cash and investments consist of the following at year end:

Cash - Deposits	\$1,314,066
Investments - U.S. Government Securities	<u>317,807</u>
Total	<u><u>\$1,631,873</u></u>

Deposits – At year end, the carrying amounts of the School's deposits were \$1,314,066 and the bank balances were \$1,392,449. Of the bank balances, \$250,000 was insured and the remainder was uninsured and uncollateralized.

Considerations for interest rate risk and credit rate risk relating to investments are shown below.

Interest rate risk:

<u>Investment Type</u>	Investment Maturity Schedule (In Years)	
	<u>Less Than 1</u>	<u>Total</u>
U.S. Gov't Securities	<u>\$317,807</u>	<u>\$317,807</u>
Total	<u><u>\$317,807</u></u>	<u><u>\$317,807</u></u>

Credit rate risk (Moody's rating scale):

<u>Investment Type</u>	Investment Rating Schedule	
	<u>AAA</u>	<u>Total</u>
U.S. Gov't Securities	<u>\$317,807</u>	<u>\$317,807</u>
Total	<u><u>\$317,807</u></u>	<u><u>\$317,807</u></u>

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	\$149,984		\$149,984
Total	<u>\$149,984</u>		<u>\$149,984</u>
Federal Sources			
Special Programs		\$302,803	\$302,803
Total		<u>\$302,803</u>	<u>\$302,803</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	\$1,162,200			\$1,162,200
Construction in Progress	202,071			202,071
Total	<u>1,364,271</u>	<u>\$0</u>	<u>\$0</u>	<u>1,364,271</u>
Depreciable Capital Assets				
Buildings	7,821,436	18,305		7,839,741
Equipment	872,163			872,163
Subtotal	<u>8,693,599</u>	<u>18,305</u>	<u>0</u>	<u>8,711,904</u>
Accumulated Depreciation				
Buildings	2,467,042	156,795		2,623,837
Equipment	702,162	39,820		741,982
Subtotal	<u>3,169,204</u>	<u>196,615</u>	<u>0</u>	<u>3,365,819</u>
Total	<u>5,524,395</u>	<u>(178,310)</u>	<u>0</u>	<u>5,346,085</u>
Net Capital Assets	<u>\$6,888,666</u>	<u>(\$178,310)</u>	<u>\$0</u>	<u>\$6,710,356</u>

Depreciation expense of \$196,615 was charged to the capital assets – student occupied program.

E. LONG-TERM LIABILITIES

At year end, the School's bonded debt was as follows:

	<u>Outstanding</u>
2014A - \$6,000,000 - facilities revenue refunding bonds (tax exempt) due in semiannual installments with interest at 6.75% through 2048/49, secured by real estate, paid through the bond redemption & interest fund	\$5,885,000
2014B - \$5,798,156 - facilities revenue refunding capital appreciation subordinate bonds (tax exempt), all principal and accrued interest (at 5.00%) is due in 2049/50*, secured by real estate	5,798,156
2014C - \$345,000 - facilities revenue refunding bonds (taxable) due in semiannual installments with interest at 6.00% through 2024/25, secured by real estate, paid through the bond redemption & interest fund	<u>105,000</u>
Total	<u><u>\$11,788,156</u></u>

*The 2014B facilities revenue refunding capital appreciation subordinate bonds require no principal or interest payments until maturity in 2049/50. As a result, these bonds should not have a cash flow impact until maturity.

Maturities on the bonds (cash basis) are estimated as follows:

<u>Year Ended</u>	<u>Principal</u>	<u>Interest</u>
6/30/23	\$70,000	\$401,325
6/30/24	75,000	396,713
6/30/25	80,000	391,725
6/30/26	85,000	386,269
6/30/27	95,000	380,194
6/30/28-32	665,000	1,780,819
6/30/33-37	945,000	1,509,469
6/30/38-42	1,315,000	1,131,469
6/30/43-47	1,825,000	605,644
6/30/48-50	<u>6,633,156</u>	<u>27,051,688</u>
Total	<u><u>\$11,788,156</u></u>	<u><u>\$34,035,313</u></u>

Accrued interest, interest paid, and interest expense for the year were as follows:

	<u>Accrued Interest</u>		<u>Interest Paid</u>	<u>Interest Expense</u>
	<u>Beginning Balance</u>	<u>Ending Balance</u>		
Current - Series A&C Bonds	\$203,981	\$201,769	\$445,064	\$442,852
Noncurrent - Series B Bonds	2,419,490	2,830,372	0	410,882
Total	<u><u>\$2,623,471</u></u>	<u><u>\$3,032,141</u></u>	<u><u>\$445,064</u></u>	<u><u>\$853,734</u></u>

Changes in long-term liabilities are as follows:

<u>Description</u>	<u>Beginning Balance</u>	<u>Increases</u>	<u>Decreases</u>	<u>Ending Balance</u>	<u>Due Within One Year</u>
2014A F.R.R. Bonds	\$5,915,000		\$30,000	\$5,885,000	\$30,000
2014B F.R.R. Bonds	5,798,156			5,798,156	0
2014C F.R.R. Bonds	145,000		40,000	105,000	40,000
Total	<u>\$11,858,156</u>	<u>\$0</u>	<u>\$70,000</u>	<u>\$11,788,156</u>	<u>\$70,000</u>

Interest and related costs during the year amounted to \$853,734 and were charged to the debt service – interest program in the statement of activities.

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 74% for police and firefighters. As of June 30, 2021 it was 7.16% for general employees and 9.13% 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 \$497,997 for the year ended June 30, 2022.

Pension Asset/Liabilities, Pension Revenue (Expense), and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

At June 30, 2022, the School reported an asset for its proportionate share of the net pension asset. The net pension asset was measured as of June 30, 2021, and the total pension asset used to calculate the net pension asset was determined by an actuarial valuation as of that date. The School's proportion of the net pension asset 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, 2021, the School's proportion was 0.10489432 percent.

For the year ended June 30, 2022, the School recognized pension revenue (expense) of \$46,628. At June 30, 2022, 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	\$122,058	\$48,154
Changes in assumptions or other inputs	950,935	
Net difference between projected and actual earnings on pension plan investments		2,602,046
Employer contributions subsequent to the measurement date	497,997	
Total	<u>\$1,570,990</u>	<u>\$2,650,200</u>

\$497,997 reported as deferred outflows of resources related to pensions resulting from School contributions made subsequent to the measurement date will be recognized as an adjustment to the pension expense 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, 2021 the beginning of the measurement period ended June 30, 2020 is 4.7 and 4.6 for the measurement period June 30, 2021.

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	
6/30/23	(\$371,012)
6/30/24	(334,358)
6/30/25	(292,190)
6/30/26	(579,647)
Total	<u><u>(\$1,577,207)</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 asset in the June 30, 2021 actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	2.30%
Salary increases	3.05%
Salary inflation	3.05%
Investment rate of return	6.35%, net of investment expenses
Cost-of-living adjustments	1%

Contributing Members, Service Retirement Members, and Beneficiaries

General Employees and All Beneficiaries - Males	Pub-2010 General Tables, increased 11%
General Employees and All Beneficiaries - Females	Pub-2010 General Tables, increased 21%
Teachers - Males	Pub-2010 Teacher Tables, increased 12%
Teachers - Females	Pub-2010 Teacher Tables, increased 21%
Fire & Police - Males	Pub-2010 Safety Tables, increased 21%
Fire & Police - Females	Pub-2010 Safety Tables, increased 26%
Disabled Members - Males	Pub-2010 Disabled Tables, increased 38%
Disabled Members - Females	Pub-2010 Disabled Tables, increased 36%

An experience study was performed for the period July 1, 2015 through June 30, 2020 which reviewed all economic and demographic assumptions other than mortality. The total pension asset as of June 30, 2021 is based on the results of an actuarial valuation date of July 1, 2021.

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 2021.

Capital Market Assumptions from Callan 2021

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%	1.80%	-0.20%
Broad US Equities	55.00%	8.00%	6.00%
Developed Foreign Equities	15.00%	8.25%	6.25%
Assumed Inflation - Mean		2.00%	2.00%
Assumed Inflation - Standard Deviation		1.50%	1.50%
Portfolio Arithmetic Mean Return		6.18%	4.18%
Portfolio Standard Deviation		12.29%	12.29%
Portfolio Long-Term (Geometric) Expected Rate of Return		5.55%	3.46%
Assumed Investment Expenses		0.40%	0.40%
Portfolio Long-Term (Geometric) Expected Rate of Return*		5.15%	3.06%

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 2021

Valuation Assumptions Chosen by PERSI Board	
Long-Term Expected Real Rate of Return*	4.05%
Assumed Inflation	2.30%
Long-Term Expected Geometric Rate of Return*	6.35%
*Net of Investment Expenses	

Discount Rate

The discount rate used to measure the total pension asset was 6.35%. 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 asset. 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 asset to changes in the discount rate.

The following presents the School's proportionate share of the net pension asset calculated using the discount rate of 6.35 percent, as well as what the School's proportionate share of the net pension asset would be if it were calculated using a discount rate that is 1-percentage-point lower or 1-percentage-point higher than the current rate:

	1% Decrease	Current	1% Increase
	(5.35%)	Discount Rate	(7.35%)
	<u> </u>	<u> </u>	<u> </u>
School's proportionate share of the net pension liability (asset)	\$2,879,812	(\$82,843)	(\$2,511,391)
	<u> </u>	<u> </u>	<u> </u>

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 asset or 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 asset or liability which is an estimated asset or 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 asset or 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 when deemed necessary), such deficits are not deemed to be of substantial concern.

G. INTERFUND BALANCES AND TRANSFERS

Interfund balances at year end consist of the following:

<u>Due To Fund</u>	<u>Due From Fund</u>	
	<u>Nonmajor Governmental</u>	<u>Total</u>
General	\$80,534	\$80,534
Total	<u>\$80,534</u>	<u>\$80,534</u>

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.

Interfund transfers during the year consist of the following:

<u>Fund</u>	<u>Transfer In</u>	<u>Transfer Out</u>	<u>Purpose</u>
General		\$515,222	Debt Service, Support
Bond Redemption & Interest	\$490,941		Debt Service
Nonmajor Governmental	24,281		Support
Total	<u>\$515,222</u>	<u>\$515,222</u>	

Budgetary Comparison Schedule - General and Major Special Revenue Funds
Year Ended June 30, 2022

General Fund	Budgeted Amounts (GAAP Basis)		Actual Amounts	Final Budget Variance Positive (Negative)
	Original	Final		
Revenues				
Local Revenue	\$268,850	\$268,850	\$217,646	(\$51,204)
State Revenue	6,684,362	6,684,362	6,844,672	160,310
Federal Revenue	126,420	126,420	93,894	(32,526)
Total Revenues	<u>7,079,632</u>	<u>7,079,632</u>	<u>7,156,212</u>	<u>76,580</u>
Expenditures				
Instructional Programs				
Elementary School	2,057,657	2,057,657	2,119,572	(61,915)
Secondary School	2,151,627	2,151,627	2,264,478	(112,851)
Special Education	488,430	488,430	268,383	220,047
Gifted & Talented	0	0		
School Activity	0	0	0	0
Support Service Programs			0	0
Attendance - Guidance - Health	0	0	0	0
Special Education Support Services	0	0	84,640	(84,640)
Instruction Improvement	1,500	1,500	0	1,500
Educational Media	2,750	2,750	295	2,455
Instruction-Related Technology	0	0	0	0
Board of Education	36,238	36,238	44,174	(7,936)
District Administration	1,005,058	1,005,058	1,296,531	(291,473)
Buildings - Care	321,434	321,434	340,167	(18,733)
Maintenance - Student Occupied	6,000	6,000	0	6,000
Maintenance - Grounds	0	0	13,985	(13,985)
Pupil-To-School Transportation	433,400	433,400	456,134	(22,734)
Non-Instructional Programs				
Student Activity	0	0	0	0
Capital Assets - Student Occupied	16,500	16,500	0	16,500
Capital Assets - Non-Student Occupied	0	0	18,305	(18,305)
Debt Service - Principal	0	0	0	0
Debt Service - Interest	0	0	0	0
Total Expenditures	<u>6,520,594</u>	<u>6,520,594</u>	<u>6,906,664</u>	<u>(386,070) *</u>
Excess (Deficiency) of Revenues Over Expenditures	559,038	559,038	249,548	(309,490)
Other Financing Sources (Uses)				
Transfers In	0	0	0	0
Transfers Out	(494,947)	(494,947)	(515,222)	(20,275) *
Total Other Financing Sources (Uses)	<u>(494,947)</u>	<u>(494,947)</u>	<u>(515,222)</u>	<u>(20,275)</u>
Net Change in Fund Balances	64,091	64,091	(265,674)	(329,765)
Fund Balances - Beginning	0	0	991,063	991,063
Fund Balances - Ending	<u>\$64,091</u>	<u>\$64,091</u>	<u>\$725,389</u>	<u>\$661,298</u>

*Total expenditures (over) under appropriations are: (\$406,345)

Budgetary Comparison Schedule - General and Major Special Revenue Funds
Year Ended June 30, 2022

Technology Fund	Budgeted Amounts (GAAP Basis)		Actual Amounts	Final Budget Variance Positive (Negative)
	Original	Final		
Revenues				
Local Revenue	\$0	\$0	\$0	\$0
State Revenue	95,495	95,495	104,525	9,030
Federal Revenue	0	0	0	0
Total Revenues	<u>95,495</u>	<u>95,495</u>	<u>104,525</u>	<u>9,030</u>
Expenditures				
Instructional Programs				
Elementary School	0	0	0	0
Secondary School	0	0	0	0
Special Education	0	0	0	0
Gifted & Talented				
School Activity	0	0	0	0
Support Service Programs	0	0	0	0
Attendance - Guidance - Health	0	0	0	0
Special Education Support Services	0	0	0	0
Instruction Improvement	0	0	0	0
Educational Media	0	0	0	0
Instruction-Related Technology	95,494	95,494	133,488	(37,994)
Board of Education	0	0	0	0
District Administration	0	0	0	0
Buildings - Care	0	0	0	0
Maintenance - Student Occupied	0	0	0	0
Maintenance - Grounds	0	0	0	0
Pupil-To-School Transportation	0	0	0	0
Non-Instructional Programs				
Student Activity	0	0	0	0
Capital Assets - Student Occupied	0	0	0	0
Capital Assets - Non-Student Occupied	0	0	0	0
Debt Service - Principal	0	0	0	0
Debt Service - Interest	0	0	0	0
Total Expenditures	<u>95,494</u>	<u>95,494</u>	<u>133,488</u>	<u>(37,994) *</u>
Excess (Deficiency) of Revenues Over Expenditures	1	1	(28,963)	(28,964)
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	1	1	(28,963)	(28,964)
Fund Balances - Beginning	0	0	219,953	219,953
Fund Balances - Ending	<u>\$1</u>	<u>\$1</u>	<u>\$190,990</u>	<u>\$190,989</u>

*Total expenditures (over) under appropriations are: (\$37,994)

NORTH STAR CHARTER SCHOOL

Schedule of Employer's Share of Net Pension Asset and Liability
and Schedule of Employer Contributions
PERSI - Base Plan

Schedule of Employer's Share of Net Pension Asset and Liability*

Fiscal Year Ended June 30	Employer's Portion of the Net Pension (Asset) Liability	Employer's Proportionate Share of the Net Pension (Asset) Liability	Covered Payroll	Employer's Proportional Share of the Net Pension (Asset) Liability as a Percentage of Covered Payroll	Plan Fiduciary Net Position as a Percentage of the Total Pension (Asset) Liability
2015	0.0893739%	\$657,932	\$2,683,710	24.52%	94.95%
2016	0.0958135%	\$1,261,708	\$2,936,983	42.96%	91.38%
2017	0.1002813%	\$2,032,856	\$3,245,923	62.63%	87.26%
2018	0.1045074%	\$1,642,677	\$3,284,685	50.01%	90.68%
2019	0.1020925%	\$1,505,882	\$3,416,304	44.08%	91.69%
2020	0.1005859%	\$1,148,160	\$3,416,304	33.61%	93.79%
2021	0.1051059%	\$2,440,698	\$3,920,653	62.25%	88.22%
2022	0.1048943%	(\$82,843)	\$3,916,910	-2.12%	100.36%

*As of the measurement date of the net pension (asset) liability.

Schedule of Employer Contributions

Fiscal Year Ended June 30	Actuarially Determined Contribution	Contributions in Relation to Actuarially Determined Contribution	Contribution Deficiency (Excess)	Covered Payroll	Contributions as a Percentage of Covered Payroll
2015	\$303,796	\$303,796	\$0	\$2,683,710	11.32%
2016	\$332,467	\$332,467	\$0	\$2,936,983	11.32%
2017	\$367,439	\$367,439	\$0	\$3,245,923	11.32%
2018	\$371,826	\$371,826	\$0	\$3,284,685	11.32%
2019	\$386,725	\$386,725	\$0	\$3,416,304	11.32%
2020	\$468,126	\$468,126	\$0	\$3,920,653	11.94%
2021	\$467,697	\$467,697	\$0	\$3,916,910	11.94%
2022	\$497,997	\$497,997	\$0	\$4,170,829	11.94%

Schedules above intended to show information for 10 years. Information for additional years will be presented as it becomes available.

Combining Balance Sheet - Nonmajor Governmental Funds

June 30, 2022

	Special Revenue Funds			
	Athletics	Student Activity	Substance Abuse	ESSER III
Assets				
Cash & Investments	\$1,164	\$17,265	\$34,367	
Receivables:				
State Sources				
Federal Sources				\$284,793
Prepaid Expenditures				
Due From Other Funds				
Total Assets	<u>\$1,164</u>	<u>\$17,265</u>	<u>\$34,367</u>	<u>\$284,793</u>
Liabilities				
Accounts Payable	\$1,164			
Due To Other Funds				\$80,534
Salaries & Benefits Payable				
Unspent Grant Allocation				204,259
Total Liabilities	<u>1,164</u>	<u>\$0</u>	<u>\$0</u>	<u>284,793</u>
Fund Balances				
Nonspendable				
Restricted:				
Special Programs		17,265	34,367	
Debt Service				
Capital Projects				
Assigned - Development Fund				
Unassigned				
Total Fund Balances	<u>0</u>	<u>17,265</u>	<u>34,367</u>	<u>0</u>
Total Liabilities and Fund Balances	<u>\$1,164</u>	<u>\$17,265</u>	<u>\$34,367</u>	<u>\$284,793</u>

	Special Revenue Funds			
	ESSER I	IDEA Part B 611 School Age 3-21	IDEA Part B 619 Pre-School Age 3-5	Title II-A ESSA SEI
Assets				
Cash & Investments				
Receivables:				
State Sources				
Federal Sources	\$709		\$3,912	\$13,389
Prepaid Expenditures				
Due From Other Funds				
Total Assets	<u>\$709</u>	<u>\$0</u>	<u>\$3,912</u>	<u>\$13,389</u>
Liabilities				
Accounts Payable				
Due To Other Funds				
Salaries & Benefits Payable				
Unspent Grant Allocation	\$709		\$3,912	\$13,389
Total Liabilities	<u>709</u>	<u>\$0</u>	<u>3,912</u>	<u>13,389</u>
Fund Balances				
Nonspendable				
Restricted:				
Special Programs				
Debt Service				
Capital Projects				
Assigned - Development Fund				
Unassigned				
Total Fund Balances	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total Liabilities and Fund Balances	<u>\$709</u>	<u>\$0</u>	<u>\$3,912</u>	<u>\$13,389</u>

	<u>Total</u>
Assets	
Cash & Investments	\$52,796
Receivables:	
State Sources	0
Federal Sources	302,803
Prepaid Expenditures	0
Due From Other Funds	0
Total Assets	<u>\$355,599</u>
Liabilities	
Accounts Payable	\$1,164
Due To Other Funds	80,534
Salaries & Benefits Payable	0
Unspent Grant Allocation	222,269
Total Liabilities	<u>303,967</u>
Fund Balances	
Nonspendable	0
Restricted:	
Special Programs	51,632
Debt Service	0
Capital Projects	0
Assigned - Development Fund	0
Unassigned	0
Total Fund Balances	<u>51,632</u>
Total Liabilities and Fund Balances	<u>\$355,599</u>

Combining Statement of Revenues, Expenditures, and Changes in
Fund Balances - Nonmajor Governmental Funds
Year Ended June 30, 2022

	<u>Special Revenue Funds</u>			
	<u>Athletics</u>	<u>Student Activity</u>	<u>Substance Abuse</u>	<u>ESSER III</u>
Revenues				
Local Revenue	\$67,762	\$40,431		
State Revenue			\$13,517	
Federal Revenue				\$144,884
Total Revenues	<u>67,762</u>	<u>40,431</u>	<u>13,517</u>	<u>144,884</u>
Expenditures				
Instructional Programs				
Elementary School				69,544
Secondary School	37,947			75,340
Special Education				
Gifted & Talented				
School Activity	54,096	41,064		
Support Service Programs				
Attendance - Guidance - Health				
Special Education Support Services				
Instruction Improvement				
Educational Media				
Instruction-Related Technology				
Board of Education				
District Administration			3,279	
Buildings - Care				
Maintenance - Student Occupied				
Maintenance - Grounds				
Pupil-To-School Transportation				
Non-Instructional Programs				
Student Activity				
Capital Assets - Student Occupied				
Capital Assets - Non-Student Occupied				
Debt Service - Principal				
Debt Service - Interest				
Total Expenditures	<u>92,043</u>	<u>41,064</u>	<u>3,279</u>	<u>144,884</u>
Excess (Deficiency) of Revenues Over Expenditures	(24,281)	(633)	10,238	0
Other Financing Sources (Uses)				
Transfers In	24,281			
Transfers Out				
Total Other Financing Sources (Uses)	<u>24,281</u>	<u>0</u>	<u>0</u>	<u>0</u>
Net Change in Fund Balances	0	(633)	10,238	0
Fund Balances - Beginning	0	17,898	24,129	0
Fund Balances - Ending	<u>\$0</u>	<u>\$17,265</u>	<u>\$34,367</u>	<u>\$0</u>

NORTH STAR CHARTER SCHOOL

Combining Statement of Revenues, Expenditures, and Changes in
Fund Balances - Nonmajor Governmental Funds
Year Ended June 30, 2022

	Special Revenue Funds			
	ESSER I	IDEA Part B 611 School Age 3-21	IDEA Part B 619 Pre-School Age 3-5	Title II-A ESSA SEI
Revenues				
Local Revenue				
State Revenue				
Federal Revenue		\$127,779	\$786	
Total Revenues	\$0	127,779	786	\$0
Expenditures				
Instructional Programs				
Elementary School				
Secondary School				
Special Education Gifted & Talented		127,779	786	
School Activity				
Support Service Programs				
Attendance - Guidance - Health				
Special Education Support Services				
Instruction Improvement				
Educational Media				
Instruction-Related Technology				
Board of Education				
District Administration				
Buildings - Care				
Maintenance - Student Occupied				
Maintenance - Grounds				
Pupil-To-School Transportation				
Non-Instructional Programs				
Student Activity				
Capital Assets - Student Occupied				
Capital Assets - Non-Student Occupied				
Debt Service - Principal				
Debt Service - Interest				
Total Expenditures	0	127,779	786	0
Excess (Deficiency) of Revenues Over Expenditures	0	0	0	0
Other Financing Sources (Uses)				
Transfers In				
Transfers Out				
Total Other Financing Sources (Uses)	0	0	0	0
Net Change in Fund Balances	0	0	0	0
Fund Balances - Beginning	0	0	0	0
Fund Balances - Ending	\$0	\$0	\$0	\$0

NORTH STAR CHARTER SCHOOL

Combining Statement of Revenues, Expenditures, and Changes in
Fund Balances - Nonmajor Governmental Funds
Year Ended June 30, 2022

	<u>Total</u>
Revenues	
Local Revenue	\$108,193
State Revenue	13,517
Federal Revenue	273,449
Total Revenues	<u>395,159</u>
Expenditures	
Instructional Programs	
Elementary School	69,544
Secondary School	113,287
Special Education	128,565
Gifted & Talented	0
School Activity	95,160
Support Service Programs	
Attendance - Guidance - Health	0
Special Education Support Services	0
Instruction Improvement	0
Educational Media	0
Instruction-Related Technology	0
Board of Education	0
District Administration	3,279
Buildings - Care	0
Maintenance - Student Occupied	0
Maintenance - Grounds	0
Pupil-To-School Transportation	0
Non-Instructional Programs	
Student Activity	0
Capital Assets - Student Occupied	0
Capital Assets - Non-Student Occupied	0
Debt Service - Principal	0
Debt Service - Interest	0
Total Expenditures	<u>409,835</u>
Excess (Deficiency) of Revenues Over Expenditures	(14,676)
Other Financing Sources (Uses)	
Transfers In	24,281
Transfers Out	0
Total Other Financing Sources (Uses)	<u>24,281</u>
Net Change in Fund Balances	9,605
Fund Balances - Beginning	<u>42,027</u>
Fund Balances - Ending	<u><u>\$51,632</u></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
North Star 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 North Star Charter School (the School), as of and for the year ended June 30, 2022, 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 3, 2022.

Report on 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 or significant deficiencies may exist that have not been identified.

Report on 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 3, 2022

CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 14th day of June 2018, by and between the Idaho Public Charter School Commission (the “Authorizer”), and North Star Charter School, Inc. (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq*, as amended (the “Charter Schools Law.”)

RECITALS

WHEREAS, on April 22, 2002, Joint School District No. 2 approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year 2003; and

WHEREAS, the Charter Schools Law was amended effective as of July 1, 2013 to require all public charter schools approved prior to July 1, 2013 to execute performance certificates with their authorizers no later than July 1, 2014;

WHEREAS, on October 9, 2014, the Authorizer, Joint School District No. 2, and the School agreed to a transfer of the School’s performance certificate and charter to the Authorizer;

WHEREAS, the School’s charter was renewed on March 1, 2018, 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, 2018, and shall continue through June 30, 2023, unless earlier terminated as provided herein.

SECTION 2: SCHOOL GOVERNANCE

- A. **Governing Board.** The School shall be governed by a board (the “Charter Board”) in a manner that is consistent with the terms of this Certificate so long as such provisions are in accordance with state, federal, and local law. The Charter Board shall have final

authority and responsibility for the academic, financial, and organizational performance of the School. The Charter Board shall also have authority for and be responsible for policy and operational decisions of the School, although nothing herein shall prevent the Charter Board from delegating decision-making authority for policy and operational decisions to officers, employees and agents of the School, as well as third party management providers.

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

SECTION 3: EDUCATIONAL PROGRAM

- A. School Mission.** The mission of the School is as follows: North Star Charter School provides students a world-class education characterized by a safe, supportive and structured learning climate that encourages high academic achievement, intellectual confidence, leadership and virtuous citizenship.
- B. Grades Served.** The School may serve students in K-12.
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- The School will provide each student a rigorous world-class educational program, encouraging collaborative learning, academic achievement, intellectual confidence and virtuous leadership.
 - Through the Character Leadership Program, the School will strive to remove fear, threat and intimidation from the classroom, creating the environment in which learning can best take place.
 - The School will advocate for all students' social, emotional, and physical well-being.
 - A Business/Economics emphasis will be woven throughout the curriculum to teach the influences of business and economic decisions in our lives, communities and world.
 - The School will implement the International Baccalaureate (IB) Diploma Program for grades 11-12, providing students with a curriculum that is intellectually

challenging and utilizes rigorous assessments to prepare students for the demands of college and employment.

- In addition to core subject matter, the school will support the development of the whole child by providing opportunities in music, art, inventiveness, and cultural awareness.

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 1020 students. Annually, no less than thirty (30) days prior to NSCS's lottery application deadline, the Board of Directors will establish, at its regularly scheduled meeting, by motion and vote, an 'Annual Enrollment Capacity' as follows: Based on recommendations from the Administration, the Board will establish: (1) an annual school wide enrollment capacity not to exceed 1032 students; and (2) an annual enrollment capacity for each grade. Each year, The Administration will: (1) post the Annual Enrollment Capacity information on the NSCS web site within five (5) days of the Board

vote; and (2) conduct the lottery and enrollment process in compliance with the limits established in the Board's Annual Enrollment Capacity motion and vote.

- 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.** 839 N Linder Road, Eagle, Idaho, 83616. 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: East of Can-Ada Rd, South of Beacon Light to include Lanktree Gulch to High Country to Deep Canyon, West of Highway 55 to Eagle Rd, North of Cherry Lane.
- 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 D.
- 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 D.
- 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 D.
- 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

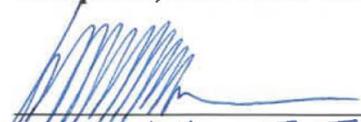
- A. No Employee or Agency Relationship.** None of the provisions of this Certificate will be construed to create a relationship of agency, representation, joint venture, ownership, or employment between the Authorizer and the School.

- 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, 2018.

Alan Reed

Chairperson, Idaho Public Charter School Commission



William J. Russek
Chairperson, North Star Charter School Board

Amendment

WITNESS WHEREOF, the Authorizer and North Star Charter School, Inc. have executed this amendment to the Performance Certificate, effective 12/16/2021:

1. To remove the following language from both Section 5E of this Performance Certificate and Tab 2 of the school's charter petition narrative incorporated into this certificate as Appendix C:

within the boundaries for the Joint School District No 2, north of Ustick Road with eastern, western and northern boundaries as shown on map in Appendix J.

2. To add the following language to both Section 5E of this Performance Certificate and Tab 2 of the school's charter petition narrative incorporated into this certificate as Appendix C:

East of Can-Ada Rd., South of Beacon Light to include Lanktree Gulch to High Country to Deep Canyon, West of Highway 55 to Eagle Rd., North of Cherry Lane.


J.E.

Jan 6, 2022

Alan L Reed
Alan L Reed (Jan 6, 2022 11:32 MST)

Jan 6, 2022

Chairman, Idaho Public Charter School Commission

Jenna B. Fitch
Jenna B. Fitch (Jan 6, 2022 11:14 MST)

Jan 6, 2022

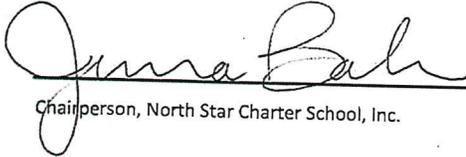
Chairperson, North Star Charter School, Inc.

Amendment

WITNESS WHEREOF, the Authorizer and North Star Charter School, Inc., have executed this amendment to the Performance Certificate, effective 5/10/2021, to include language in the charter narrative related to the addition of a Head of Schools position, including job responsibilities and details.



Chairman, Idaho Public Charter School Commission



Chairperson, North Star Charter School, Inc.

ACADEMIC	Measure	Points Possible	Points Earned						
		K-8	K-8	9-12	9-12	K-12	K-12	Alternative	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*	0	NA*	100	NA*
Total Academic Points		400	NA*	525	NA*	400	NA*	300	NA*
% of Academic Points			NA*		NA*		NA*		NA*

*Limited academic data for FY20 is available due to the COVID-19 pandemic.

OPERATIONAL	Measure	Points Possible	Points Earned	FINANCIAL	Measure	Points Possible	Points Earned
Educational Program	1a	25	25	Near-Term	1a	50	NA*
	1b	25	25		1b	50	NA*
	1c	25	25		1c	50	NA*
	1d	25	25		1d	50	NA*
Financial Management & Oversight	2a	25	25	Sustainability	2a	50	NA*
	2b	25	25		2b	50	NA*
	2c	25	25		2c	50	NA*
Governance & Reporting	3a	25	25		2d	50	NA*
	3b	25	25	Total Financial Points		400	NA*
	3c	25	25	% of Financial Points			NA*
	3d	25	25				
	3e	25	25				
	3f	25	25				
	3g	25	25				
School Environment	4a	25	25				
	4b	25	25				
Additional Obligations	5a	25	25				
Total Operational Points		400	400				
% of Operational Points			100%				

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	Range	Operational Outcome	Range	Financial Outcome
Honor	75% - 100%			75% - 100%	90% - 100%		85% - 100%	
Good Standing	55% - 74%	NA	NA	55% - 74%	80% - 89%	100%	65% - 84%	NA
Remediation	31% - 54%			31% - 54%	61% - 79%		46% - 64%	
Critical	0% - 30%			0% - 30%	0% - 60%		0% - 45%	

*IPCSC did not assign ratings to academic or financial data for FY21 due to the pandemic.

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.	69%	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.	78%	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												
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>	<table border="1"> <tr> <td>School</td> <td>NA</td> <td>NA</td> </tr> <tr> <td>69%</td> <td>NA</td> <td>NA</td> </tr> <tr> <td>District</td> <td>NA</td> <td>NA</td> </tr> <tr> <td>54%</td> <td></td> <td></td> </tr> </table>	School	NA	NA	69%	NA	NA	District	NA	NA	54%			
School	NA	NA													
69%	NA	NA													
District	NA	NA													
54%															
Notes	The district average will be determined using the same grade set as is served by the public charter school. Idaho Falls School District will be used for comparison purposes.														
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>	<table border="1"> <tr> <td>School</td> <td>NA</td> <td>NA</td> </tr> <tr> <td>78%</td> <td>NA</td> <td>NA</td> </tr> <tr> <td>District</td> <td>NA</td> <td>NA</td> </tr> <tr> <td>68%</td> <td></td> <td></td> </tr> </table>	School	NA	NA	78%	NA	NA	District	NA	NA	68%			
School	NA	NA													
78%	NA	NA													
District	NA	NA													
68%															
Notes	The district average will be determined using the same grade set as is served by the public charter school. Idaho Falls School District will be used for comparison purposes.														

INDICATOR 3: CRITERION-REFERENCED STUDENT GROWTH (GRADES K-8)		
<p>Measure 3a Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade?</p> <p>Criterion-Referenced Growth</p> <p>Math</p> <p>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.</p> <p>Notes</p>	<p>Points Possible</p>	<p>Points Earned</p>
	NA	NA
	NA	NA
	NA	NA
<p>Measure 3b Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade?</p> <p>Criterion-Referenced Growth</p> <p>ELA</p> <p>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.</p> <p>Notes</p>	<p>Points Possible</p>	<p>Points Earned</p>
	NA	NA
	NA	NA
	NA	NA

INDICATOR 4: NORM-REFERENCED STUDENT GROWTH (GRADES 9-12)										
<p>Measure 4a</p> <p>Norm-Referenced Growth</p> <p>Math</p> <p>Notes</p>	<p>Are students making expected academic growth in math compared to their academic peers?</p> <p>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.</p> <p>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.</p>	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>NA</td> <td>NA</td> </tr> <tr> <td>NA</td> <td>NA</td> </tr> <tr> <td>NA</td> <td>NA</td> </tr> </tbody> </table>	Points Possible	Points Earned	NA	NA	NA	NA	NA	NA
Points Possible	Points Earned									
NA	NA									
NA	NA									
NA	NA									
<p>Measure 4b</p> <p>Norm-Referenced Growth</p> <p>ELA</p> <p>Notes</p>	<p>Are students making expected academic growth in English Language Arts compared to their academic peers?</p> <p>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.</p> <p>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.</p>	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>NA</td> <td>NA</td> </tr> <tr> <td>NA</td> <td>NA</td> </tr> <tr> <td>NA</td> <td>NA</td> </tr> </tbody> </table>	Points Possible	Points Earned	NA	NA	NA	NA	NA	NA
Points Possible	Points Earned									
NA	NA									
NA	NA									
NA	NA									

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	Exceeds Standard: The school's four-year ACGR was at least 90%.	NA	NA
	Meets Standard: The school either: a) had a four-year ACGR of 80% - 89% OR b) had a four-year ACGR of at least 66% AND met its progress goal.	NA	NA
	Does Not Meet Standard: The school met its progress goal but had a four-year ACGR below 66%. Falls Far Below Standard: The school did not meet its progress goal and had a four-year ACGR below 66%.	NA	NA
	<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>		
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																	
<p>Measure 1a</p>	<p>Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
Result	Points Possible	Points Earned															
No instances of non-compliance documented	25	25															
	15																
	0																
		25															
<p>Implementation of Educational Program</p>																	
<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>																	
<p>Notes</p>																	
<p>Measure 1b</p>	<p>Is the school complying with applicable educational requirements?</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
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	15																
	0																
		25															
<p>Educational Requirements</p>																	
<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>																	
<p>Notes</p>																	

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			15	0
				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			15	0
				25

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT			
<p>Measure 2a Financial Reporting and Compliance</p>	<p>Is the school meeting financial reporting and compliance requirements?</p>	<p>Result</p>	<p>Points Possible Points Earned</p>
<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>		<p>No instances of non-compliance documented</p>	<p>25</p> <p>25</p> <p>15</p> <p>0</p> <hr/> <p>25</p>
<p>Notes</p>			
<p>Measure 2b GAAP</p>	<p>Is the school following General Accepted Accounting Principles (GAAP)</p>	<p>Result</p>	<p>Points Possible Points Earned</p>
<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>		<p>No instances of non-compliance documented</p>	<p>25</p> <p>25</p> <p>15</p> <p>0</p> <hr/> <p>25</p>
<p>Notes</p>			
<p>Measure 2c Enrollment Variance</p>	<p>Is the school successfully enrolling the projected number of students?</p>	<p>Result</p>	<p>Points Possible Points Earned</p>
<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>		<p>97.00%</p>	<p>25</p> <p>15</p> <p>0</p> <hr/> <p>25</p>
<p>Notes</p>			
<p>Enrollment variance is calculated by dividing mid-term ADA by the enrollment projection reported to the PCSC at the beginning of the fiscal year.</p>			

INDICATOR 3: GOVERNANCE AND REPORTING																	
Measure 3a	Is the school complying with governance requirements?	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
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No instances of non-compliance documented	25	25															
	15																
	0																
		25															
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>																	
Notes																	
Measure 3b	Is the board fulfilling its oversight obligations?	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
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	15																
	0																
		25															
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>																	
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	
				25
Notes				
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	
				25
Notes				
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	
Notes				25

INDICATOR 4: SCHOOL ENVIRONMENT																	
<p>Measure 4a</p> <p>Transportation</p>	<p>Is the school complying with transportation requirements?</p> <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> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
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	0																
		25															
<p>Measure 4b</p> <p>Facilities</p>	<p>Is the school complying with facilities requirements?</p> <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> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
Result	Points Possible	Points Earned															
No instances of non-compliance documented	25	25															
	15																
	0																
		25															

INDICATOR 5: ADDITIONAL OBLIGATIONS		Result	Points Possible	Points Earned
Measure 5a	Is the school complying with all other obligations?			
Additional Obligations	<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>	No instances of non-compliance documented	25	25
			15	
			0	
				25
Notes				

INDICATOR 1: NEAR-TERM		Result	Points Possible	Points Earned
Measure 1a Current Ratio	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.		NA	NA
Notes			NA	NA
Measure 1b Cash Ratio	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.		NA	NA
Notes			NA	NA
Measure 1c Unrestricted Days Cash	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.		NA	NA
Notes			NA	NA
Measure 1d Default	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.		NA	NA
Notes			NA	NA

INDICATOR 2: SUSTAINABILITY			Result	Points Possible	Points Earned
Measure 2a Total Margin and Aggregated 3-Year Total Margin	Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues. 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> Does Not Meet: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard". 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.			NA	NA
Notes				NA	NA
Measure 2b Debt to Asset Ratio	Debt to Asset Ratio: Total Liabilities divided by Total Assets Meets Standard: Debt to Asset Ratio is less than 0.9. Does Not Meet: Debt to Asset Ratio is between 0.9 and 1.0 Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0			NA	NA
Notes				NA	NA
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 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> Does Not Meet: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard" Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative.		See note	NA	NA
Notes				NA	NA
Measure 2d Debt Service Coverage Ratio	Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments) Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1 Does Not Meet: Debt Service Coverage Ratio is less than 1.1			NA	NA
Notes				NA	NA

North Star Charter 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			100%	NA	NA	
	1b			100%	NA	NA	
District Proficiency Comparison	2a			100%	NA	NA	
	2b			100%	NA	NA	
Criterion-Referenced Growth	3a			69%	NA	NA	
	3b			43%	NA	NA	
Norm-Referenced Growth	4a			Masked	NA	NA	
	4b			Masked	NA	NA	
Post-Secondary Readiness	5a	NA	NA	NA	NA	NA	
% of Possible Academic Points for this School		70%	79%	84%	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%	100%	
Financial Management	2a - 2c	87%	87%	87%	100%	100%	
Governance & Reporting	3a - 3f	100%	100%	100%	100%	100%	
School Environment	4a - 4b	100%	100%	100%	100%	100%	
Additional Obligations	5a	100%	100%	100%	100%	100%	
% of Possible Operational Points for this School		98%	98%	98%	100%	100%	

		Percentage of Points Earned					
FINANCIAL	Measure	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Near-Term	1a - 1d	100%	100%	100%	100%	NA	
Sustainability	2a - 2d	100%	100%	100%	100%	NA	
% of Possible Financial Points for this School		100%	100%	100%	100%	NA	

ACCOUNTABILITY DESIGNATION		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Academic		Honor	Honor	Honor	N/A*	N/A	
Mission Specific		N/A	N/A	N/A	N/A	N/A	
Operational		Honor	Honor	Honor	Honor	Honor	
Financial		Honor	Honor	Honor	Honor	N/A	

*Limited academic data for FY20 is available due to the COVID-19 pandemic

**NORTH STAR CHARTER SCHOOL
2020 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 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.

SCHOOL OVERVIEW

Mission Statement	North Star Charter School provides students a world-class education characterized by a safe, supportive and structured learning climate that encourages high academic achievement, intellectual confidence, leadership and virtuous citizenship.		
Key Design Elements	<ul style="list-style-type: none"> • The School will provide each student a rigorous world-class educational program, encouraging academic achievement, intellectual confidence and virtuous leadership. • Through the Character Leadership Program, the School will strive to remove fear, threat and intimidation from the classroom, creating the environment in which learning can best take place. • A Business/Economics emphasis will be woven throughout the curriculum to teach the influences of business and economic decisions in our lives, communities and world. • The School will implement the International Baccalaureate (IB) Diploma Program for grades 11-12, providing students with a curriculum that is intellectually challenging and utilizes rigorous assessments to prepare students for the demands of college and employment. • In addition to core subject matter, the School will emphasize the Arts, exposing students to music and art and providing additional opportunities for increased language development, visual learning, inventiveness, and cultural awareness. 		
School Location	839 N Linder Rd Eagle, Idaho, 83616	School Phone	208-939-9600
Surrounding District	Meridian School District		
Opening Year	2003		
Current Term	July 1, 2018 to June 30, 2023		
Grades Served	K-12		
Enrollment (Approved)	1020	Enrollment (Actual)	958

SCHOOL LEADERSHIP

Jenna Balch	Madam Chair
Blythe Forman	Vice Chair
Marcus Young	Member
Paul Broadbent	Treasurer
Dave Dumas	Secretary
Keli Elledge	Member
Jake Silver	Member
Eric Dickelman	Business Manager
Shay Davis	Elementary Principal
Melissa Anderson	Secondary Principal

STUDENT DEMOGRAPHICS

	School	State	Surrounding	Neighboring
Non-White	14.20%	25.00%	19.90%	N/A
Limited English Proficiency	7.30%	7.00%	5.00%	N/A
Special Needs	5.60%	11.00%	10.00%	N/A
Free and Reduced Lunch	Masked	44.00%	24.00%	N/A

MISSION-SPECIFIC	Measure	Points Possible	Points Earned
	1		
	2		
	3		
	4		
	5		
	6		
Total Mission-Specific Points			
% of Mission-Specific Points			

NCS 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	30
	2c	25	25		2c	50	50
Governance & Reporting	3a	25	25	Total Financial Points	2d	50	50
	3b	25	25		400	380	
	3c	25	25		% of Financial Points		95%
	3d	25	25				
	3e	25	25				
	3f	25	25				
School Environment	4a	25	25	The financial measures above are based on industry standards. They are not intended to reflect nuances of the school's financial status. Please see the financial section of this framework for relevant contextual information that may alleviate concern.			
	4b	25	25				
Additional Obligations	5a	25	25				
Total Operational Points		400	400				
% of Operational Points			100%				

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%	NA*	0%	75% - 100%	NA	90% - 100%	100%	85% - 100%	95%
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%	

*Limited academic data for FY20 is available due to the COVID-19 pandemic.

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

INDICATOR 5: COLLEGE & CAREER READINESS (GRADES 9-12)		Points Possible	Points Earned
Measure 5a	Are students graduating from high school on time?		
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> <ul style="list-style-type: none"> a) had a four-year ACGR of 80% - 89% OR b) had a four-year ACGR of at least 66% AND met its progress goal. <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>	87.50%	NA
Notes	As graduation rate is the only academic data available for FY20, this section has not been scored.		

INDICATOR 1: EDUCATIONAL PROGRAM																	
<p>Measure 1a Implementation of Educational Program</p>	<p>Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?</p> <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>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
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		25															
<p>Notes</p>																	
<p>Measure 1b Educational Requirements</p>	<p>Is the school complying with applicable educational requirements?</p> <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>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
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<p>Notes</p>																	

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
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																	
<p>Measure 2a Financial Reporting and Compliance</p>	<p>Is the school meeting financial reporting and compliance requirements?</p> <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>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
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	15																
	0																
		25															
<p>Measure 2b GAAP</p>	<p>Is the school following General Accepted Accounting Principles (GAAP)</p> <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>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
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	15																
	0																
		25															
<p>Measure 2c Enrollment Variance</p>	<p>Is the school successfully enrolling the projected number of students?</p> <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>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>100.03%</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	100.03%	25	25		15			0				25
Result	Points Possible	Points Earned															
100.03%	25	25															
	15																
	0																
		25															
<p>Notes</p>	<p>Enrollment variance is calculated by dividing mid-term ADA by the enrollment projection reported to the PCSC at the beginning of the fiscal year.</p>																

INDICATOR 3: GOVERNANCE AND REPORTING															
Measure 3a	Is the school complying with governance requirements?	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td rowspan="3">No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td>15</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td colspan="2"></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25	15		0				25
Result	Points Possible	Points Earned													
No instances of non-compliance documented	25	25													
	15														
	0														
		25													
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>															
Notes															
Measure 3b	Is the board fulfilling its oversight obligations?	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td rowspan="3">No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td>15</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td colspan="2"></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25	15		0				25
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No instances of non-compliance documented	25	25													
	15														
	0														
		25													
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>															
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		Result	Points Possible	Points Earned
Measure 4a Transportation <p>Is the school complying with transportation requirements?</p> <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> <p>Notes</p>	<p>No instances of non-compliance documented</p>	<p>25</p> <p>15</p> <p>0</p> <hr/> <p>25</p>	<p>25</p>	<p>25</p>
Measure 4b Facilities <p>Is the school complying with facilities requirements?</p> <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> <p>Notes</p>	<p>No instances of non-compliance documented</p>	<p>25</p> <p>15</p> <p>0</p> <hr/> <p>25</p>	<p>25</p>	<p>25</p>

INDICATOR 5: ADDITIONAL OBLIGATIONS		
Measure 5a	Is the school complying with all other obligations?	
Additional Obligations		Result Points Possible Points Earned
	<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>	<p>No instances of non-compliance documented</p> <p>25</p> <p>15</p> <p>0</p> <hr/> <p>25</p>
Notes		

INDICATOR 1: NEAR-TERM			
Measure 1a Current Ratio	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). Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1. 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.	Result 2.82	Points Possible 50 10 0 <hr/> 50
Notes			
Measure 1b Cash Ratio	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.	Result 2.43	Points Possible 50 10 0 <hr/> 50
Notes	The score on this measure accounts for restricted cash.		
Measure 1c Unrestricted Days Cash	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. Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash. 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.	Result 85 days	Points Possible 50 10 0 <hr/> 50
Notes			
Measure 1d Default	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.	Result No default noted	Points Possible 50 0 <hr/> 50
Notes			

INDICATOR 2: SUSTAINABILITY				
Measure 2a Total Margin and Aggregated 3-Year Total Margin	Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues. Meets Standard: Aggregated 3-Year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive. Does Not Meet: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard". 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. The Aggregated 3-Year Total Margin is positive (2.88%). The most recent year Total Margin is positive (10.78%). 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.	Result See note 0	Points Possible 50 30 0	Points Earned 50 50
Notes	The Aggregated 3-Year Total Margin is positive (2.88%). The most recent year Total Margin is positive (10.78%). 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	Debt to Asset Ratio: Total Liabilities divided by Total Assets Meets Standard: Debt to Asset Ratio is less than 0.9. Does Not Meet: Debt to Asset Ratio is between 0.9. and 1.0 Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0 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.	Result 0.94	Points Possible 50 30 0	Points Earned 30
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	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 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 fist or second year of operation must have positive cash flow. Does Not Meet: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard" Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative. The Multi-Year Cumulative Cash Flow is positive (\$1,136,456.00). The most recent year Cash Flow is also positive (\$925,770.00). The previous year Cash Flow is positive (\$210,686.00).	Result See note	Points Possible 50 30 0	Points Earned 50 50
Notes	The Multi-Year Cumulative Cash Flow is positive (\$1,136,456.00). The most recent year Cash Flow is also positive (\$925,770.00). The previous year Cash Flow is positive (\$210,686.00).			
Measure 2d Debt Service Coverage Ratio	Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments) Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1 Does Not Meet: Debt Service Coverage Ratio is less than 1.1 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.	Result 3.07	Points Possible 50 0	Points Earned 50 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.			

North Star Charter 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			100%	NA		
	1b			100%	NA		
District Proficiency Comparison	2a			100%	NA		
	2b			66%	NA		
Criterion-Referenced Growth	3a			70%	NA		
	3b			66%	NA		
Norm-Referenced Growth	4a			Masked	NA		
	4b			Masked	NA		
Post-Secondary Readiness	5a	100%	100%	100%	NA		
% of Possible Academic Points for this School		91%	91%	89%	NA		

		Percentage of Points Earned					
OPERATIONAL	Measure	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Educational Program	1a -1d	N/A	100%	100%	100%		
Financial Management	2a - 2c	N/A	100%	100%	100%		
Governance & Reporting	3a - 3f	N/A	100%	100%	100%		
School Environment	4a - 4b	N/A	100%	100%	100%		
Additional Obligations	5a	N/A	100%	100%	100%		
% of Possible Operational Points for this School		N/A	100%	100%	100%		

		Percentage of Points Earned					
FINANCIAL	Measure	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Near-Term	1a - 1d	N/A	100%	80%	100%		
Sustainability	2a - 2d	N/A	75%	100%	90%		
% of Possible Financial Points for this School		N/A	88%	90%	95%		

ACCOUNTABILITY DESIGNATION	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Academic	Honor	Honor	Honor	N/A*		
Mission Specific	N/A	N/A	N/A	N/A		
Operational	N/A*	Honor	Honor	Honor		
Financial	N/A*	Honor	Honor	Honor		

* Limited academic data for FY20 is available due to the COVID-19 pandemic.

*Operational and Financial data for 2016-17 was reported in a different format.

NORTH STAR CHARTER 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 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 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.

SCHOOL OVERVIEW			
Mission Statement	North Star Charter School provides students a world-class education characterized by a safe, supportive and structured learning climate that encourages high academic achievement, intellectual confidence, leadership and virtuous citizenship.		
Key Design Elements	<ul style="list-style-type: none"> • The School will provide each student a rigorous world-class educational program, encouraging academic achievement, intellectual confidence and virtuous leadership. • Through the Character Leadership Program, the School will strive to remove fear, threat and intimidation from the classroom, creating the environment in which learning can best take place. • A Business/Economics emphasis will be woven throughout the curriculum to teach the influences of business and economic decisions in our lives, communities and world. • The School will implement the International Baccalaureate (IB) Diploma Program for grades 11-12, providing students with a curriculum that is intellectually challenging and utilizes rigorous assessments to prepare students for the demands of college and employment. • In addition to core subject matter, the School will emphasize the Arts, exposing students to music and art and providing additional opportunities for increased language development, visual learning, inventiveness, and cultural awareness. 		
School Location	839 N Linder Rd Eagle, Idaho, 83616	School Phone	208-939-9600
Surrounding District	Meridian School District		
Opening Year	2003		
Current Term	July 1, 2018 to June 30, 2023		
Grades Served	K-12		
Enrollment (Approved)	1020	Enrollment (Actual)	975

STUDENT DEMOGRAPHICS				
	School	State	Surrounding	Neighboring
Non-White	13.23%	24.85%	19.56%	N/A
Limited English Proficiency	0.72%	6.44%	4.20%	N/A
Special Needs	5.85%	10.73%	10.24%	N/A
Free and Reduced Lunch	Masked	44.74%	23.68%	N/A

ISAT PROFICIENCY RATES	
Percentage of students meeting or exceeding proficiency in Math	76.71%
Percentage of students meeting or exceeding proficiency in English Language Arts	71.88%
Percentage of students meeting or exceeding proficiency in Science	75.38%

GO-ON RATE (Post-secondary enrollment within 12 months of graduation)	77.78%
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ACADEMIC	Measure	Points Possible	Points Earned						
		K-8	K-8	9-12	9-12	K-12	K-12	Alternative	Alternative
State Proficiency Comparison	1a	50	0	50	0	50	50		
	1b	50	0	50	0	50	50		
District Proficiency Comparison	2a	50	0	50	0	50	50	50	0
	2b	50	0	50	0	50	33	50	0
Criterion-Referenced Growth	3a	100	0			50	35		
	3b	100	0			50	33		
Norm-Referenced Growth	4a			100	0	50	Masked	50	0
	4b			100	0	50	Masked	50	0
Post-Secondary Readiness	5a			125	0	125	125	100	0
Total Academic Points		400	0	525	0	525	466	300	0
% of Academic Points			0%		0%		89%		0%

MISSION-SPECIFIC	Measure	Points Possible	Points Earned
	1		
	2		
	3		
	4		
	5		
	6		
Total Mission-Specific Points			
% of Mission-Specific Points			

NCS 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	10
	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	25				
	3c	25	25				
	3d	25	25				
	3e	25	25				
	3f	25	25				
School Environment	4a	25	25	% of Financial Points		400	360
Additional Obligations	4b	25	25				90%
	5a	25	25				
Total Operational Points		400	400				
% of Operational Points			100%				

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%	89%	0%	55% - 74%	NA	80% - 89%	100%	65% - 84%	90%
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	<p>Exceeds Standard: The school's proficiency rate in math exceeds the state average by 16 percentage points or more.</p> <p>Meets Standard: The school's proficiency rate in math is equal to the state 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 state average.</p> <p>Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the state average.</p>	X	50
			30 - 45
			15 - 29
			0 - 14
			50
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	<p>Exceeds Standard: The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.</p> <p>Meets Standard: The school's proficiency rate in ELA is equal to the state 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 state average.</p> <p>Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the state average.</p>	X	50
			30 - 45
			15 - 29
			0 - 14
			50
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?	<table border="1"> <thead> <tr> <th></th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>X</td> <td>50</td> <td>50</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">50</td> </tr> </tbody> </table>		Points Possible	Points Earned	X	50	50		30 - 45	0		15 - 29	0		0 - 14	0			50
	Points Possible	Points Earned																		
X	50	50																		
	30 - 45	0																		
	15 - 29	0																		
	0 - 14	0																		
		50																		
Math Proficiency Rate	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%.																			
Comparison to District	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 - 15 percentage points lower than the district average.																			
	Falls Far Below Standard: The school's proficiency rate in math is 16 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. West Ada School District will be used for comparison purposes.																			
Measure 2b	Do ELA (or similar subject area) proficiency rates meet or exceed the district average?	<table border="1"> <thead> <tr> <th></th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td>X</td> <td>30 - 45</td> <td>33</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">33</td> </tr> </tbody> </table>		Points Possible	Points Earned		50	0	X	30 - 45	33		15 - 29	0		0 - 14	0			33
	Points Possible	Points Earned																		
	50	0																		
X	30 - 45	33																		
	15 - 29	0																		
	0 - 14	0																		
		33																		
ELA Proficiency Rate	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%.																			
Comparison to District	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 - 15 percentage points lower than the district average.																			
	Falls Far Below Standard: The school's proficiency rate in ELA is 16 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. West Ada School District will be used for comparison purposes.																			

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																				
Math	<p>Exceeds Standard: At least 85% of students are making adequate academic growth in math.</p> <p>Meets Standard: Between 70% and 84% of students are making adequate academic growth in math.</p> <p>Does Not Meet Standard: Between 50% and 69% of students are making adequate academic growth in math.</p> <p>Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth in math.</p>	<table border="1"> <thead> <tr> <th></th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>39-50</td> <td>0</td> </tr> <tr> <td>81</td> <td>26-38</td> <td>35</td> </tr> <tr> <td></td> <td>13-25</td> <td>0</td> </tr> <tr> <td></td> <td>0-12</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">35</td> </tr> </tbody> </table>		Points Possible	Points Earned		39-50	0	81	26-38	35		13-25	0		0-12	0			35
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81	26-38	35																		
	13-25	0																		
	0-12	0																		
		35																		
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																				
ELA	<p>Exceeds Standard: At least 85% of students are making adequate academic growth in ELA.</p> <p>Meets Standard: Between 70% and 84% of students are making adequate academic growth in ELA.</p> <p>Does Not Meet Standard: Between 50% and 69% of students are making adequate academic growth in ELA.</p> <p>Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth in ELA.</p>	<table border="1"> <thead> <tr> <th></th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>39-50</td> <td>0</td> </tr> <tr> <td>78</td> <td>26-38</td> <td>33</td> </tr> <tr> <td></td> <td>13-25</td> <td>0</td> </tr> <tr> <td></td> <td>0-12</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">33</td> </tr> </tbody> </table>		Points Possible	Points Earned		39-50	0	78	26-38	33		13-25	0		0-12	0			33
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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?																			
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 border="1"> <thead> <tr> <th></th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>Masked</td> <td>39-50</td> <td>Masked</td> </tr> <tr> <td></td> <td>26-38</td> <td>0</td> </tr> <tr> <td></td> <td>13-25</td> <td>0</td> </tr> <tr> <td></td> <td>0-12</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">Masked</td> </tr> </tbody> </table>		Points Possible	Points Earned	Masked	39-50	Masked		26-38	0		13-25	0		0-12	0			Masked
	Points Possible	Points Earned																		
Masked	39-50	Masked																		
	26-38	0																		
	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.																			
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 border="1"> <thead> <tr> <th></th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>Masked</td> <td>39-50</td> <td>Masked</td> </tr> <tr> <td></td> <td>26-38</td> <td>0</td> </tr> <tr> <td></td> <td>13-25</td> <td>0</td> </tr> <tr> <td></td> <td>0-12</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">Masked</td> </tr> </tbody> </table>		Points Possible	Points Earned	Masked	39-50	Masked		26-38	0		13-25	0		0-12	0			Masked
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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	Exceeds Standard: The school's four-year ACGR was at least 90%.	95	125
	Meets Standard: The school either: a) had a four-year ACGR of 80% - 89% OR b) had a four-year ACGR of at least 66% AND met its progress goal.		100
	Does Not Meet Standard: The school met its progress goal but had a four-year ACGR below 66%.		75
	Falls Far Below Standard: The school did not meet its progress goal and had a four-year ACGR below 66%.		0-65
			125
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.</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																	
<p>Measure 1a Implementation of Educational Program</p>	<p>Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?</p> <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>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
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	0																
		25															
<p>Notes</p>																	
<p>Measure 1b Educational Requirements</p>	<p>Is the school complying with applicable educational requirements?</p> <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>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
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<p>Notes</p>																	

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			15	0
				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			15	0
				25

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? 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. 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. 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.	No instances of non-compliance documented 15 0	25 15 0	25 25 0 <hr/> 25
Notes				
Measure 2b GAAP	Is the school following General 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 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. 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. 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.	See note 15 0	25 15 0	25 25 0 <hr/> 25
Notes	No points are deducted for failure to comply with GASB 75.			
Measure 2c Enrollment Variance	Is the school successfully enrolling the projected number of students? Meets Standard: Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year. Partially Meets Standard: Enrollment variance was between 90 and 95 percent in the most recent fiscal year. Does Not Meet Standard: Enrollment variance was less than 90 percent in the most recent fiscal year.	98.92% 15 0	25 15 0	25 25 0 <hr/> 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																	
<p>Measure 3a Governance Requirements</p>	<p>Is the school complying with governance requirements?</p> <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> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
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<p>Measure 3b Board Oversight</p>	<p>Is the board fulfilling its oversight obligations?</p> <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> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
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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	
Notes				25

Measure 3f	Is the school handling information appropriately?	Result	Points Possible	Points Earned
<p>Information Handling</p> <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>		<p>No instances of non-compliance documented</p>	<p>25</p> <p>15</p> <p>0</p>	<p>25</p> <hr/> <p>25</p>
INDICATOR 4: SCHOOL ENVIRONMENT				
Measure 4a	Is the school complying with transportation requirements?	Result	Points Possible	Points Earned
<p>Transportation</p> <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>		<p>No instances of non-compliance documented</p>	<p>25</p> <p>15</p> <p>0</p>	<p>25</p> <hr/> <p>25</p>
INDICATOR 4: SCHOOL ENVIRONMENT				
Measure 4b	Is the school complying with facilities requirements?	Result	Points Possible	Points Earned
<p>Facilities</p> <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>		<p>No instances of non-compliance documented</p>	<p>25</p> <p>15</p> <p>0</p>	<p>25</p> <hr/> <p>25</p>

INDICATOR 5: ADDITIONAL OBLIGATIONS		Result	Points Possible	Points Earned
Measure 5a	Is the school complying with all other obligations?			
Additional Obligations	<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>	No instances of non-compliance documented	25	25
Notes			15	
			0	
				25

INDICATOR 1: NEAR-TERM				
Measure 1a Current Ratio	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). Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1. 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.	Result 1.43 10 0	Points Possible 50 10 0	Points Earned 50 10 50
Notes				
Measure 1b Cash Ratio	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.	Result 0.94 0	Points Possible 50 10 0	Points Earned 10 10
Notes	The score on this measure accounts for restricted cash.			
Measure 1c Unrestricted Days Cash	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. Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash. 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.	Result 37 days 10 0	Points Possible 50 10 0	Points Earned 50 10 50
Notes				
Measure 1d Default	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.	Result No default noted 0	Points Possible 50 0	Points Earned 50 50
Notes				

INDICATOR 2: SUSTAINABILITY			Result	Points Possible	Points Earned
Measure 2a Total Margin and Aggregated 3-Year Total Margin	Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues. Meets Standard: Aggregated 3-Year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive. Does Not Meet: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard". 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.	See note 30 0	50 30 0	50 30 0	50 30 0
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	Debt to Asset Ratio: Total Liabilities divided by Total Assets Meets Standard: Debt to Asset Ratio is less than 0.9. Does Not Meet: Debt to Asset Ratio is between 0.9 and 1.0 Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0	0.89 30 0	50 30 0	50 30 0	50 30 0
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	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 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. Does Not Meet: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard" Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative.	See note 30 0	50 30 0	50 30 0	50 30 0
Notes	The Multi-Year Cumulative Cash Flow is positive. The most recent year Cash Flow is also positive.				
Measure 2d Debt Service Coverage Ratio	Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments) Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1 Does Not Meet: Debt Service Coverage Ratio is less than 1.1	4.28 0	50 0	50 0	50 0
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.				

North Star Charter 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			100%			
	1b			100%			
District Proficiency Comparison	2a			100%			
	2b			66%			
Criterion-Referenced Growth	3a			70%			
	3b			66%			
Norm-Referenced Growth	4a			Masked			
	4b			Masked			
Post-Secondary Readiness	5a	100%	100%	100%			
% of Possible Academic Points for this School		91%	91%	89%			

		Percentage of Points Earned					
OPERATIONAL	Measure	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Educational Program	1a -1d	N/A	100%	100%			
Financial Management	2a - 2c	N/A	100%	100%			
Governance & Reporting	3a - 3f	N/A	100%	100%			
School Environment	4a - 4b	N/A	100%	100%			
Additional Obligations	5a	N/A	100%	100%			
% of Possible Operational Points for this School		N/A	100%	100%			

		Percentage of Points Earned					
FINANCIAL	Measure	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Near-Term	1a - 1d	N/A	100%	80%			
Sustainability	2a - 2d	N/A	75%	100%			
% of Possible Financial Points for this School		N/A	88%	90%			

ACCOUNTABILITY DESIGNATION	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Academic	Honor	Honor	Honor			
Mission Specific	N/A	N/A	N/A			
Operational	N/A*	Honor	Honor			
Financial	N/A*	Honor	Honor			

*Operational and Financial data for 2016-17 was reported in a different format.

IPCSC Lottery Observation Summary

An observation of each school’s lottery process is required by [Section VI of PCSC policies](#), and will place once each performance certificate term.

Below you will find the summary of the IPCSC lottery observation for your school. The purpose of this observation is to ensure compliance with Idaho’s equitable selection process outlined in [IDAPA 08.02.04.203](#). Please see the IPCSC’s [Equitable Selection and Enrollment Process Guidance](#) document for more information. If you have any questions/comments/concerns regarding the summary below, please feel free to reach out to the IPCSC staff. You may provide a response to this report within two weeks of receipt. Both the report and your response will be included in your school’s renewal portfolio.

Observation Date: 3.15.2022

Observation Location: Zoom

Observer: Jared Dawson

School Personnel Present	Office (if applicable)
Joanna O’Donnell	Human Resources/Communications
Jenifer Gibron	
Ruth Ann Fahl	
Neutral Third-Party Conducting Draw	Title
Did not understand name	

Observation Category	Status	Date
Enrollment Deadline Notification	No Concern	3/15/2022
Enrollment Form	No Concern	3/15/2022
Lottery Process	No Concern	3/15/2022

Additional Notes (As Applicable)

Deadline Notification & Enrollment Application |

Equitable Selection Process |

Reminders | *Reminders are provided below for your specific school to support and ensure compliance on future lottery processes. Please ensure these reminders are implemented during your next enrollment season.*

IPCSC Board Meeting Observation Summary

An observation of charter school board meetings is required by [Section VI of IPCSC policies](#), and will take place once each performance certificate term. We recognize that not all aspects of good governance may be addressed in a single meeting and that this observation is only a snapshot.

Below you will find the summary of the IPCSC’s board meeting observation of your school. The purpose of this observation is to ensure compliance with [Idaho’s Open Meeting Law](#) and to help inform annual evaluations regarding the board stewardship measures of the Performance Framework. Please see the IPCSC’s [Performance Framework](#) for details regarding the governance structure and governance oversight measures.

If you have any questions/comments/concerns regarding the summary below, please feel free to reach out to the IPCSC staff. You may provide a response to this report within two weeks of receipt. Both the report and your response will be included in your school’s renewal portfolio.

Observation Date: 5.19.2022

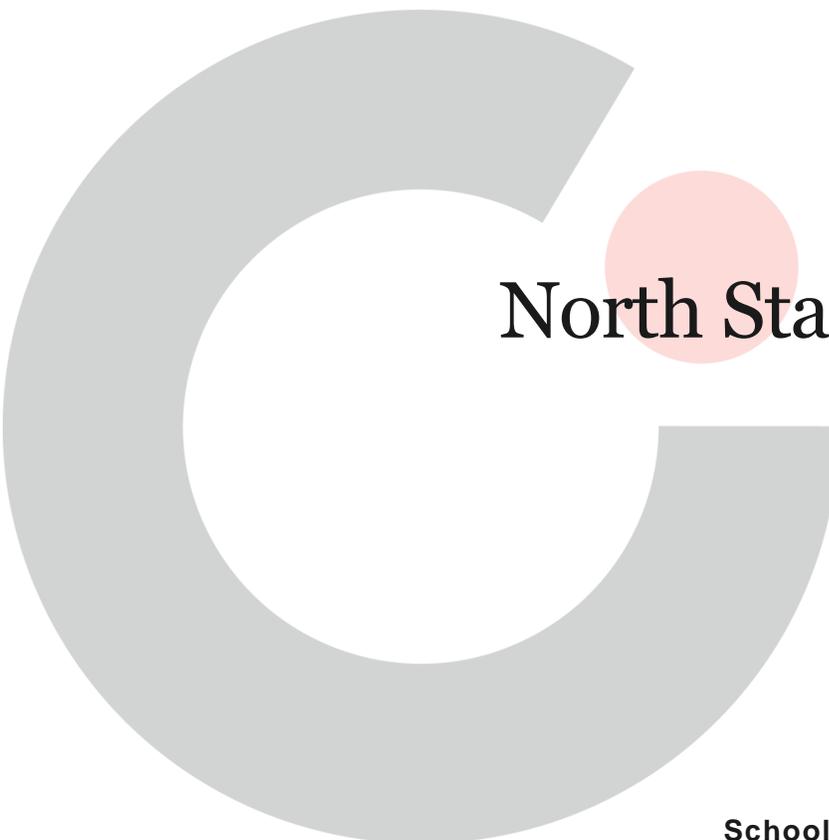
Observer: Jared Dawson

School Board Director’s Name	Office (if applicable)	Present/Remote/Absent
Jenna Balch	Chair	Present
Cherish Anderson		Present
Marcus Young		Present
Keli Elledge		Remote
Blythe Forman		Present
Dave Dumas	Secretary	Present
Paul Broadbent	Treasurer	Present
School Leadership	Title	Present/Remote/Absent
Eric Dickelman	Business Manager	Present
Shay Davis	Elementary Principal	Present
Will Bogdanoff	Middle School Vice Principal	Present
Laiena Leatherman	Elementary Vice Principal	Present
Joanna O’Donnell	Human Resources	Present

Observation Category	Status	Date
Open Meeting Law	No Concern	5.19.2022
Public Participation	No Concern	5.19.2022
Operational Efficacy	No Concern	5.19.2022
Academic Achievement	No Concern	5.19.2022
Financial Health	No Concern	5.19.2022

Additional Comments:

Meeting was professional and well-conducted. Several interesting and complex issues were discussed, no open meeting law violations observed. Professional and straightforward, well-run meeting.



North Star Charter School

Eagle, Idaho

November 13-14, 2019

School Accreditation Engagement Review

230494

Table of Contents

Cognia Continuous Improvement System	2
Initiate	2
Improve.....	2
Impact	2
Cognia Performance Accreditation and the Engagement Review.....	2
Cognia Standards Diagnostic Results.....	3
Leadership Capacity Domain	3
Learning Capacity Domain	4
Resource Capacity Domain	6
Effective Learning Environments Observation Tool® Results	7
Assurances	7
Accreditation Status and Index of Education Quality®	9
Insights from the Review.....	10
Next Steps	13
Team Roster	14
References and Readings	16

Cognia Continuous Improvement System

Cognia defines continuous improvement as “an embedded behavior rooted in an institution’s culture that constantly focuses on conditions, processes, and practices to improve teaching and learning.” The Cognia Continuous Improvement System (CIS) provides a systemic fully integrated solution to help institutions map out and navigate a successful improvement journey. In the same manner that educators are expected to understand the unique needs of every learner and tailor the education experience to drive student success, every institution must be empowered to map out and embrace their unique improvement journey. Cognia expects institutions to use the results and the analysis of data from various interwoven components for the implementation of improvement actions to drive education quality and improved student outcomes. While each improvement journey is unique, the journey is driven by key actions.

The findings of the Engagement Review Team will be organized by the Levels of Impact within i3: Initiate, Improve, and Impact. The organization of the findings is based upon the ratings from the Standards Diagnostic and the i3 Levels of Impact.

Initiate

The first phase of the improvement journey is to **Initiate** actions to cause and achieve better results. The elements of the Initiate phase are defined within the Levels of Impact of Engagement and Implementation. Engagement is the level of involvement and frequency stakeholders are engaged in the desired practices, processes, or programs within the institution. Implementation is the degree to which the desired practices, processes, or programs are monitored and adjusted for quality and fidelity of implementation. Standards identified within Initiate should become the focus of the institution’s continuous improvement journey to move toward the collection, analysis and use of data to measure the results of engagement and implementation. A focus on enhancing the capacity of the institution in meeting the identified Standards has the greatest potential impact on improving student performance and organizational effectiveness.

Improve

The second phase of the improvement journey is to gather and evaluate the results of actions to **Improve**. The elements of the **Improve** phase are defined within the Levels of Impact of Results and Sustainability. Results represent the collection, analysis, and use of data and evidence to demonstrate attaining the desired result(s). Sustainability is results achieved consistently to demonstrate growth and improvement over time (minimum of three years). Standards identified within Improve are those in which the institution is using results to inform their continuous improvement processes and using results over time to demonstrate the achievement of goals. The institution should continue to analyze and use results to guide improvements in student achievement and organizational effectiveness.

Impact

The third phase of achieving improvement is **Impact** where desired practices are deeply entrenched. The elements of the **Impact** phase are defined within the Level of Impact of Embeddedness. Embeddedness is the degree to which the desired practices, processes, or programs are deeply ingrained in the culture and operation of the institution. Standards identified within Impact are those in which the institution has demonstrated ongoing growth and improvement over time and has embedded the practices within the culture of the institution. Institutions should continue to support and sustain these practices that are yielding results in improving student achievement and organizational effectiveness.

Cognia Performance Accreditation and the Engagement Review

Accreditation is pivotal to leveraging education quality and continuous improvement. Using a set of rigorous research-based standards, the accreditation process examines the whole institution—the program, the cultural context and the community of stakeholders—to determine how well the parts work together to meet the needs of learners. Through the Cognia Accreditation Process, highly skilled and



trained Engagement Review Teams gather first-hand evidence and information pertinent to evaluating an institution's performance against the research-based Cognia Performance Standards. Using these Standards, Engagement Review Teams assess the quality of learning environments to gain valuable insights and target improvements in teaching and learning. Cognia provides Standards that are tailored for all education providers so that the benefits of accreditation are universal across the education community.

Through a comprehensive review of evidence and information, our experts gain a broad understanding of institution quality. Using the Standards, the review team provides valuable feedback to institutions which helps to focus and guide each institution's improvement journey. Valuable evidence and information from other stakeholders, including students, also are obtained through interviews, surveys, and additional activities.

Cognia Standards Diagnostic Results

The Cognia Performance Standards Diagnostic is used by the Engagement Review Team to evaluate the institution's effectiveness based on Cognia's Performance Standards. The diagnostic consists of three components built around each of the three Domains: **Leadership Capacity**, **Learning Capacity** and **Resource Capacity**. Results are reported within four ranges identified by the colors. The results for the three Domains are presented in the tables that follow.

Color	Rating	Description
Red	Insufficient	Identifies areas with insufficient evidence or evidence that indicated little or no activity leading toward improvement
Yellow	Initiating	Represents areas to enhance and extend current improvement efforts
Green	Improving	Pinpoints quality practices that are improving and meet the Standards
Blue	Impacting	Demonstrates noteworthy practices producing clear results that positively impact the institution

Under Each Standard statement is a row indicating the scores related to the elements of Cognia's i3 Rubric. The rubric is scored from one (1) to four (4). A score of four on any element indicates high performance, while a score of one or two indicates an element in need of improvement. The following table provides the key to the abbreviations of the elements of the i3 Rubric.

Element	Abbreviation
Engagement	EN
Implementation	IM
Results	RE
Sustainability	SU
Embeddedness	EM

Leadership Capacity Domain

The capacity of leadership to ensure an institution's progress toward its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its purpose and direction; the effectiveness of governance and leadership to enable the institution to realize its stated objectives; the ability to engage and involve stakeholders in meaningful and productive ways; and the capacity to implement strategies that improve learner and educator performance.



Leadership Capacity Standards										Rating
1.1	The institution commits to a purpose statement that defines beliefs about teaching and learning including the expectations for learners.									Improving
	EN:	3	IM:	4	RE:	3	SU:	2	EM:	
1.2	Stakeholders collectively demonstrate actions to ensure the achievement of the institution's purpose and desired outcomes for learning.									Improving
	EN:	3	IM:	2	RE:	3	SU:	2	EM:	
1.3	The institution engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.									Initiating
	EN:	1	IM:	2	RE:	3	SU:	2	EM:	
1.4	The governing authority establishes and ensures adherence to policies that are designed to support institutional effectiveness.									Impacting
	EN:	3	IM:	4	RE:	3	SU:	4	EM:	
1.5	The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.									Initiating
	EN:	4	IM:	2	RE:	2	SU:	1	EM:	
1.6	Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.									Impacting
	EN:	4	IM:	3	RE:	4	SU:	3	EM:	
1.7	Leaders implement operational process and procedures to ensure organizational effectiveness in support of teaching and learning.									Improving
	EN:	4	IM:	2	RE:	2	SU:	1	EM:	
1.8	Leaders engage stakeholders to support the achievement of the institution's purpose and direction.									Improving
	EN:	3	IM:	3	RE:	2	SU:	2	EM:	
1.9	The institution provides experiences that cultivate and improve leadership effectiveness.									Improving
	EN:	4	IM:	3	RE:	1	SU:	1	EM:	
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.									Impacting
	EN:	4	IM:	3	RE:	3	SU:	2	EM:	

Learning Capacity Domain

The impact of teaching and learning on student achievement and success is the primary expectation of every institution. An effective learning culture is characterized by positive and productive teacher/learner relationships; high expectations and standards; a challenging and engaging curriculum; quality instruction and comprehensive support that enable all learners to be successful; and assessment practices (formative and summative) that monitor and measure learner progress and achievement. Moreover, a



quality institution evaluates the impact of its learning culture, including all programs and support services and adjusts accordingly.

Learning Capacity Standards										Rating
2.1	Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the institution.									Improving
	EN:	2	IM:	3	RE:	2	SU:	2	EM:	
2.2	The learning culture promotes creativity, innovation and collaborative problem-solving.									Initiating
	EN:	2	IM:	2	RE:	2	SU:	2	EM:	
2.3	The learning culture develops learners' attitudes, beliefs and skills needed for success.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	3	EM:	
2.4	The institution has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences.									Impacting
	EN:	4	IM:	3	RE:	3	SU:	3	EM:	
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.									Impacting
	EN:	4	IM:	3	RE:	3	SU:	2	EM:	
2.6	The institution implements a process to ensure the curriculum is aligned to standards and best practices.									Improving
	EN:	4	IM:	3	RE:	2	SU:	2	EM:	
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the institution's learning expectations.									Improving
	EN:	3	IM:	2	RE:	3	SU:	2	EM:	
2.8	The institution provides programs and services for learners' educational futures and career planning.									Initiating
	EN:	2	IM:	2	RE:	2	SU:	2	EM:	
2.9	The institution implements processes to identify and address the specialized needs of learners.									Impacting
	EN:	4	IM:	3	RE:	4	SU:	4	EM:	
2.10	Learning progress is reliably assessed and consistently and clearly communicated.									Improving
	EN:	4	IM:	2	RE:	3	SU:	2	EM:	
2.11	Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.									Improving
	EN:	3	IM:	3	RE:	3	SU:	2	EM:	

Learning Capacity Standards										Rating
2.12	The institution implements a process to continuously assess its programs and organizational conditions to improve student learning.									Improving
	EN:	2	IM:	3	RE:	2	SU:	2	EM:	

Resource Capacity Domain

The use and distribution of resources support the stated mission of the institution. Institutions ensure that resources are distributed and utilized equitably so the needs of all learners are adequately and effectively addressed. The utilization of resources includes support for professional learning for all staff. The institution examines the allocation and use of resources to ensure appropriate levels of funding, sustainability, organizational effectiveness, and increased student learning.

Resource Capacity Standards										Rating
3.1	The institution plans and delivers professional learning to improve the learning environment, learner achievement, and the institution's effectiveness.									Impacting
	EN:	4	IM:	4	RE:	3	SU:	3	EM:	
3.2	The institution's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.									Improving
	EN:	4	IM:	3	RE:	3	SU:	2	EM:	
3.3	The institution provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	2	EM:	
3.4	The institution attracts and retains qualified personnel who support the institution's purpose and direction.									Improving
	EN:	4	IM:	4	RE:	1	SU:	2	EM:	
3.5	The institution integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.									Insufficient
	EN:	1	IM:	1	RE:	1	SU:	1	EM:	
3.6	The institution provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the institution.									Improving
	EN:	4	IM:	3	RE:	2	SU:	2	EM:	
3.7	The institution demonstrates strategic resource management that includes long-range planning and use of resources in support of the institution's purpose and direction.									Initiating
	EN:	2	IM:	1	RE:	1	SU:	2	EM:	

Resource Capacity Standards										Rating
3.8	The institution allocates human, material, and fiscal resources in alignment with the institution's identified needs and priorities to improve student performance and organizational effectiveness.									Improving
	EN:	4	IM:	3	RE:	1	SU:	2	EM:	

Effective Learning Environments Observation Tool® Results

The Cognia eProve™ Effective Learning Environments Observation Tool (eleot) is a learner-centric classroom observation tool that comprises 28 items organized in seven environments aligned with the Cognia Standards. Classroom observations are conducted for a minimum of 20 minutes. Trained and certified observers take into account the level of embeddedness, quality, and complexity of application or implementation; number of students engaged and frequency of application. Results from the eleot are reported on a scale of one to four based on the students' engagement in and reaction to the learning environment. In addition to the results from the review, the average results from all reviews for the previous year are reported to benchmark your results against. The eleot provides useful, relevant, structured, and quantifiable data on the extent to which students are engaged in activities and/or demonstrate knowledge, attitudes, and/or dispositions that are conducive to effective learning.

The insights eleot data provide an invaluable source of information for continuous improvement planning efforts. Although averages by eleot Learning Environment are helpful to gauge quality at a higher, more impressionistic level, the average rating for each item is more fine-grained, specific and actionable. Institutions should identify the five to seven items with the lowest ratings and examine patterns in those ratings within and across environments to identify areas for improvement. Similarly, identifying the five to seven items with the highest ratings also will assist in identifying strengths within and across eleot Learning Environments. Examining the eleot data in conjunction with other institution data will provide valuable feedback on areas of strength or improvement in institution's learning environments.

eleot® Observations		
Total Number of eleot Observations:		20
Environments	Rating	2018-19 Averages
Equitable Learning Environment	2.61	2.82
Learners engage in differentiated learning opportunities and/or activities that meet their needs	2.25	2.34
Learners have equal access to classroom discussions, activities, resources, technology, and support	3.20	3.30
Learners are treated in a fair, clear and consistent manner	3.10	3.45
Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions	1.90	2.18
High Expectations Environment	2.65	2.71
Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher	2.60	2.74

eleot® Observations		
Total Number of eleot Observations:	20	
Environments	Rating	2018-19 Averages
Learners engage in activities and learning that are challenging but attainable	2.90	2.95
Learners demonstrate and/or are able to describe high quality work	2.35	2.43
Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)	2.70	2.67
Learners take responsibility for and are self-directed in their learning	2.70	2.78
Supportive Learning Environment	3.29	3.15
Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful	3.10	3.07
Learners take risks in learning (without fear of negative feedback)	3.10	2.97
Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks	3.35	3.24
Learners demonstrate a congenial and supportive relationship with their teacher	3.60	3.34
Active Learning Environment	2.79	2.71
Learners' discussions/dialogues/exchanges with each other and the teacher predominate	3.05	2.77
Learners make connections from content to real-life experiences	2.35	2.41
Learners are actively engaged in the learning activities	3.15	3.12
Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments	2.60	2.45
Progress Monitoring and Feedback Environment	2.50	2.63
Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored	2.15	2.43
Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work	2.95	2.93
Learners demonstrate and/or verbalize understanding of the lesson/content	2.75	2.90
Learners understand and/or are able to explain how their work is assessed	2.15	2.25
Well-Managed Learning Environment	3.44	3.20
Learners speak and interact respectfully with teacher(s) and each other	3.60	3.42
Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others	3.65	3.35
Learners transition smoothly and efficiently from one activity to another	3.25	2.89
Learners use class time purposefully with minimal wasted time or disruptions	3.25	3.15
Digital Learning Environment	1.52	1.79

eleot® Observations		
Total Number of eleot Observations:		20
Environments	Rating	2018-19 Averages
Learners use digital tools/technology to gather, evaluate, and/or use information for learning	1.55	1.97
Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning	1.55	1.79
Learners use digital tools/technology to communicate and/or work collaboratively for learning	1.45	1.61

Assurances

Assurances are statements accredited institutions must confirm they are meeting. The Assurance statements are based on the type of institution and the responses are confirmed by the Accreditation Engagement Review Team. Institutions are expected to meet all Assurances and are expected to correct any deficiencies in unmet Assurances.

Assurances Met		
YES	NO	If No, List Unmet Assurances By Number Below
X		

Accreditation Status and Index of Education Quality®

Cognia will review the results of the Accreditation Engagement Review to make a final determination concerning accreditation status, including the appropriate next steps for your institution in response to these findings. Cognia provides the Index of Education Quality (IEQ) as a holistic measure of overall performance based on a comprehensive set of standards and review criteria. A formative tool for improvement, it identifies areas of success as well as areas in need of focus. The IEQ is comprised of the Standards Diagnostic ratings from the three Domains: 1) Leadership Capacity; 2) Learning Capacity; and 3) Resource Capacity. The IEQ results are reported on a scale of 100 to 400 and provides information about how the institution is performing compared to expected criteria. Institutions should review the IEQ in relation to the Findings from the review in the areas of Initiate, Improve and Impact. An IEQ score below 250 indicates that the institution has several areas within the Initiate level and should focus their improvement efforts on those Standards within the Initiate level. An IEQ in the range of 225-300 indicates that the institution has several Standards within the Improve level and is using results to inform continuous improvement and demonstrate sustainability. An IEQ of 275 and above indicates the institution is beginning to reach the Impact level and is engaged in practices that are sustained over time and are becoming ingrained in the culture of the institution.

Below is the average (range) of all AIN institutions evaluated for accreditation in the last five years. The range of the annual AIN IEQ average is presented to enable you to benchmark your results with other institutions in the network.

Institution IEQ	304.50	AIN 5 Year IEQ Range	278.34 – 283.33
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Insights from the Review

The Engagement Review Team engaged in professional discussions and deliberations about the processes, programs and practices within the institution to arrive at the findings of the team. These findings are organized around themes guided by the evidence, examples of programs and practices and provide direction for the institution's continuous improvement efforts. The Insights from the Review narrative should provide contextualized information from the team deliberations and provide information about the team's analysis of the practices, processes, and programs of the institution from the levels of Initiate, Improve, and Impact. The Insights from the Review narrative should provide next steps to guide the improvement journey of the institution in its efforts to improve the quality of educational opportunities for all learners. The findings are aligned to research-based criteria designed to improve student learning and organizational effectiveness. The feedback provided in the Accreditation Engagement Review Report will assist the institution in reflecting on its current improvement efforts and to adapt and adjust their plans to continuously strive for improvement.

The Engagement Review Team identified four themes that represent the strengths and opportunities to guide North Star Charter School to grow in their continuous improvement journey.

The North Star Charter School has committed funding and professional development to enhance technology use, with mixed results in the classroom. In 2015, the school's fund-raising campaign raised over \$75,000 to purchase technology for classroom use. In 2019-20, the campaign's focus is supplying additional funding teacher by teacher for support of new technology and training. Based on observations, teacher interviews, and student interviews, most uses of technology are replacements for traditional strategies such as reading books, typing reports, or doing worksheets. In our observations and interviews with stakeholders, the use of technology in the elementary, middle and high schools is used primarily as a tool to complete, record, or archive work. Few teachers or students were able to give examples in which technology is used in research, creating, and/or innovation to enhance the learning experience. The leadership indicated planning and opportunities to train staff in the effective use of technology is being implemented in light of the financial commitment. This training is described by teachers as a focus on the engagement activities in the classroom. Based on teacher feedback and eleot classroom observations, more training on student use of technology is needed. The interviews with staff showed the team that there is digital learning expertise in the building. Given focused training, observation, and feedback, this area can be made more effective in the engagement area of learning.

North Star Charter School has ample sources of data available to be used; however, the use of data to drive the continuum of improvement process needs to be improved. The curriculum in the elementary is being revised, re-aligned, and newly implemented in the areas of English language and math. Elementary teachers talk about gathering data for progress monitoring in reading with the Istation e-learning program and with state tests. Middle school teachers use Idaho Standards Achievement Test (ISAT) and, for math, Khan Academy data to identify low performers. High school teachers have access to the Preliminary Scholastic Aptitude Test (PSAT), Scholastic Aptitude Test (SAT) and ISAT data to identify students' progress relative to performance. The secondary curriculum is driven by the International Baccalaureate® (IB) program either directly or indirectly. That is, all subjects in the secondary offerings support the rigor expectations of the IB coursework. Additionally, the high school teachers can use feedback from the IB test to identify student needs and indirectly, curriculum alignment and implementation. In staff interviews, teachers at each level indicate there was use of these data sources in making decisions for individual students, student groups, and curriculum implementation. The team's review of documents and interviews concluded that there are no consistent or specific pieces of data that all would agree is a focal point for their grade levels. At

the elementary and secondary levels, each group could identify staff members whose role was to gather data and develop a report to the group. These individuals were considered the experts on how the data should be viewed and used. Ownership for effective use of the data was strong in our elementary teacher discussion but less emphasis is given at the secondary level (i.e., middle and high school). The elementary teachers have one hour a week and an additional three hours a month of planning time to analyze data for effective use. The secondary teachers have an hour a month to look at data. Some members of the staff indicated they have been to a recent professional learning community (PLC) training. This PLC training should enhance the use of data by enabling administrators and stakeholders to identify specific and measurable goals, and by providing time for school teams to process the data. Effective schools find that the collection of lots of data does not validate the school's effectiveness, but effective focus on specific data based upon identified needs will increase the school's effectiveness. All stakeholders will need training on the analysis and use of data. The training should address what data is important, what results look like, and what best practices are needed to attain better results. They will also need more allocated time for PLCs, especially more than the secondary teachers are getting now. These provisions of training and time will be needed to improve North Charter's ability to grow.

North Star Charter has a staff culture in which relationships and high expectations are the norm. However, specific feedback with respect to technology, student engagement, and high levels of thinking continues to be a challenge. This is reflected in the Engagement Review Team's classroom observations as well as interviews of teachers, students, and parents. Teachers and leaders describe, with passion, the importance of a "family" culture. The school's culture is one that requires teachers to know their students, have a strong work ethic, be person and student growth minded, and to work well with colleagues. Students talk about their teachers working under the umbrella of caring, having a great work ethic, expecting positive student traits, and holding students accountable. Parents appreciate the teachers' knowledge and the compassion they show their students. Observations indicated that classrooms are well managed with positive interactions going on inside the learning environment. Teachers pointed to experiences at the school when another teacher provided them with help in timely fashion. They also indicated there were times when they felt they were on their own to make it work, based upon the sense of "can't let the other teacher down." Teachers indicated that formal and informal classroom observations are good for annual evaluations, but day-to-day feedback is generally not provided. In interviews, the leaders described a variety of strategies and characteristics they look for in classroom observations, and how they use different feedback tools. The teachers expressed there was inconsistency with classroom feedback. The school hires veteran teachers who are well qualified in their subject area and dedicated to the profession. The school has the belief that these teachers will survive, mature and do what is expected in this environment without consistent classroom feedback. However, the teachers talked about the expectations beyond their innate teaching skills, such as the amount of time that is required to be at the school in preparation, the teaching in a rigorous curriculum (pre- IB and IB at secondary level) without a mirror teacher, and generally keeping up with the culture of their colleagues. They indicated that was unknown when getting the job in the first place. It is suggested that staff receive frequent guidance, so they will not struggle with the weight of collegial expectations. Classroom observations can be used to support instruction without being used for evaluation. This is an important distinction that should help instruction specifically. There are several tools available for classroom observations. For example, Cognia uses a tool called eleot, which was described earlier in this report. Whatever quality tool is selected, it should be used consistently for each observation. The instrument should describe growth and focused outcomes so the school can know, prove, and train for a better classroom experience aligned with the goals of the institution.

North Star Charter has a culture of high expectations that should drive student learning. The school is chartered to be an IB school. The focus of the curriculum and expectations for each student are high. Students and parents indicated an acute awareness of these expectations as they completed a lottery application for this school. Students talked about the culture shifting from a growth model in elementary school to a high expectation model through the secondary years. The parents talk about the transition to secondary as one that morphs to outcome-driven expectations with less student choice. In elementary, students are concerned about their own individual growth. But in middle school and high school there is a competitive change with a sense of how they are doing relative to their peers, curriculum and an increase of competitiveness in their IB program. Students and parents described that switch at the secondary level as sudden and they indicated they were caught off guard with this quick change in expectations. They say the school challenges students to participate in outside activities. The curriculum drives the school offerings away from a student choice model in which individual interests are addressed, to an environment that is mono-purposed with a strong sense of compliance. Students indicated there is a sense of “doing as you are told.” Students and parents describe many activities being evaluated on the quantity of work without a sense of importance given to the quality of work. Teachers indicated that homework is generally graded at a level focusing on the amount accomplished while the quizzes, projects and tests are looked at for quality. The issues brought forth by students included meeting their needs with academic choice, reaching high expectations, and often feeling isolated. Students explained that the latter is because the school’s small cohorts of students are difficult to work in when troubling social situations arise. Those are just a few needs. When the school addresses the need to increase retention, there will be a need for greater capacity for the school facility as a whole. Classroom observations and interactions with students gave the team a snapshot of a learning environment that did not often demonstrate differentiated instruction. Activities tended to be less open-ended and the students would often get to the end of an exercise as quickly as possible without exploration or taking risks. This observation was the same as the perception students and parents had regarding in-class work and out-of-class projects. The school’s measure of success is primarily associated with high expectation culture; however, this also may be one of the reasons some students and parents are getting discouraged. The leadership has indicated that student retention is a concern. With retention issues and growth, the school should consider giving more student choice options. That should result in positive buy-in by stakeholders and help with the retention rate. The school should explore ways to balance an environment in which students can deal effectively with high expectations, but still feel engaged in the learning.

Cognia expects institutions to be aware of all accreditation Standards and requirements, to celebrate their work meeting Standards that are rated as “impacting,” and to address Standards that are rated at the Initiating or Insufficient level. The duty of the Engagement Review Team is to evaluate every Cognia Performance Standard. Many of the Standards are interdependent and have been identified in themes earlier in this narrative. There are some individual Standards that did not align with one of the themes above. To provide the best possible feedback for your institution, issues related to those Standards are addressed below.

The team found minimal evidence related to the functioning of the school’s board. Additional documentation related to the following would be beneficial: defined roles and responsibilities, longitudinal data related to adherence to those roles and responsibilities, and a code of ethics. There was evidence that training has been offered and some completed by the in-house attorney.

The high school, through its IB program, provides programs and services for learners’ educational futures and career planning. However, there should be additional age-appropriate focus on

educational futures and career planning at the middle school.

While the team saw evidence of the previous year's strategic planning, there was no evidence of currently updated longitudinal monitoring of the plan. This is particularly important, given the school's potential growth once the student attrition problem is addressed. More evidence of the process of planning would also be beneficial.

In summary, the team identified strengths and opportunities for improvement at North Star Charter School. The school is encouraged to use the analysis provided in this report to help with its continuous improvement journey.

Next Steps

Upon receiving the Accreditation Engagement Review Report the institution is encouraged to implement the following steps:

- Review and share the findings with stakeholders.
- Develop plans to address the Priorities for Improvement identified by the Engagement Review Team.
- Use the findings and data from the report to guide and strengthen the institution's continuous improvement efforts.
- Celebrate the successes noted in the report
- Continue the improvement journey



Team Roster

The Engagement Review Teams are comprised of professionals with varied backgrounds and professional experiences. All Lead Evaluators and Engagement Review Team members complete Cognia training and elect certification to provide knowledge and understanding of the Cognia tools and processes. The following professionals served on the Engagement Review Team:

Team Member Name	Brief Biography
<p>Richard Webb, Lead Evaluator</p>	<p>Richard Webb recently retired as principal of a 10-12 high school in Boise, Idaho. Rich has a B.S. degree in math; secondary education from Boise State and a M.Ed. in educational leadership from the University of Idaho. Rich's 34-year career in education included eight years as a secondary math teacher, 10 years as a high school assistant principal, 8½ years as a grades 7-9 junior high principal and 7½ years as principal of a grades 10-12 high school. Rich has served on several Cognia reviews in Idaho, as well as systems reviews in South Carolina and Wyoming.</p>
<p>Heather McKenna</p>	<p>Heather McKenna is the Principal for Gem Prep Online Charter School which is part of the network of Gem Innovation Schools in the state of Idaho. Heather holds a bachelor's degree in elementary education and a master's in leadership. She has over 22 years' experience in education. In her position, she provides administrative support to ten teachers and approximately 400 students currently in grade K-12. Before joining the Gem Innovation team, she worked as assistant principal at Falcon Ridge Charter School.</p>
<p>Micah Doramus</p>	<p>Micah Doramus has a B.A. in secondary history education and a M.A. in educational leadership from Northwest Nazarene University. Mr. Doramus has over 17 years of experience working in public education. Mr. Doramus has been a high school history and English teacher as well as serving in K-12 administration for over a decade. He is a former president and a board member of the Idaho Middle Level Association and worked with that organization to increase developmental awareness and effectiveness of instruction and learning for students' ages 11-15 years. Mr. Doramus contributes a strong educational technology integration and systems operation management background in his role as the founding Head of School for Forge International School, a public charter school.</p>

Team Member Name	Brief Biography
Christy Anderson	Christy Anderson is the Regional Analyst for Cognia. Christy supports over 15 western states. In her position, she provides administrative support to a diverse group of over 500 external and internal clients. Christy organizes and implements all Cognia projects within the MSOffice Suite, Drop Box, Concur, ADP, eProve, ASSIST and Salesforce, and uses the Google Suite of tools to manage report submissions and documentation in the Operations Offices. She helps coordinate logistics for workshops and conferences in the Region. She facilitates all State Accreditation Council meetings and has experience serving on digital and school Engagement Review Teams. Christy holds a bachelor's degree in business management and human resources.
Stephen R. Joyner	Stephen R. Joyner is the principal for Black Canyon High School, Ola Elementary, and Sweet Montour Elementary. He has 28 years of experience in public education. Stephen earned his Bachelor of Science in education from the University of Alabama. He taught in the state of Alabama for over 10 years before moving to Idaho. He earned a Master of Education in educational leadership from the University of Idaho and has worked as an administrator since moving to Idaho.

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BEFORE THE IDAHO PUBLIC CHARTER SCHOOL COMMISSION
STATE OF IDAHO

In the Matter of the Charter Renewal for:
NORTH VALLEY ACADEMY.

Case No. 22-52512

NOTICE AND ACKNOWLEDGMENT OF
COMMISSION DIRECTOR'S
RECOMMENDATION FOR RENEWAL
OF CHARTER

Pursuant to Idaho Code section 33-5209B, the Director of the Idaho Public Charter School Commission ("Commission") recommends that the charter for North Valley Academy ("NVA") be renewed for a five-year term with no conditions.

After its review of the Director's recommendation, if NVA agrees to accept the Director's recommendation as presented below, an authorized representative of NVA must complete the Consent Agreement, attached to this Notice as Attachment A, and return it to the Director **by no later than December 15, 2022** to the following address:

Jenn Thompson, Director
Idaho Public Charter School Commission
514 W. Jefferson St., Ste. 303
Boise, Idaho 83720
jenn.thompson@osbe.idaho.gov

Dated this 15th day of November, 2022.

Jenn Thompson Digitally signed by Jenn Thompson
Date: 2022.11.08 13:03:05 -07'00'

Jenn Thompson
Director
Idaho Public Charter School Commission

CONSENT AGREEMENT ACCEPTING DIRECTOR’S RECOMMENDATION FOR RENEWAL OF CHARTER WITHOUT CONDITIONS

This Consent Agreement (“Agreement”) is hereby entered into between the Director of the Idaho Public Charter School Commission (“Director”) and North Valley Academy (“NVA”). NVA understands, acknowledges, and agrees to the following:

1. On behalf of NVA, the undersigned authorized representative acknowledges the receipt of the Notice and Acknowledgment of Commission Director’s Recommendation for Renewal of Charter, dated November 15, 2022 (“Notice”).
2. NVA understands and acknowledges the recommendation of the Director, and agrees to accept the recommendation for renewal of its charter with no conditions as proposed in the Notice.
3. NVA understands and acknowledges that the Director’s recommendation will be presented to the Idaho Public Charter School Commission (“Commission”). NVA 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. NVA understands and acknowledges that if the Commission approves the renewal of NVA’s charter, the Commission and NVA shall negotiate the terms of and execute a new performance certificate, as defined in Idaho Code section 33-5202A(6). Such performance certificate must be approved by the Commission in an open meeting prior to June 30, 2023.
5. On behalf of NVA, the undersigned authorized representative understands and acknowledges that by accepting the Director’s recommendation as proposed in the Notice and entering into this Agreement, NVA 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.

Mary Belle Anderson
 Authorized Representative
 Board Chair/President
 North Valley Academy

November 15, 2022
 Date

Jenn Thompson Digitally signed by Jenn Thompson
 Date: 2022.11.08 13:03:30 -07'00'

 Jenn Thompson
 Director
 Idaho Public Charter School Commission

11/15/22

 Date

North Valley Academy, Inc.
2021-2022 ANNUAL PERFORMANCE REPORT

INTRODUCTION

Each year, Idaho's Public Charter School Commission (IPCSC) 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 IPCSC'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 IPCSC 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 IPCSC office.

PERFORMANCE FRAMEWORK STRUCTURE

The academic section comprises the primary indicators on which most renewal or non-renewal decisions are based. The 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 IPCSC'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 IPCSC may still use this information for purposes of making authorizing decisions.
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 IPCSC 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	At North Valley Academy, our mission is to create patriotic and educated leaders. We believe in James Madison's statement that, "The advancement and diffusion of knowledge is the only guardian of true liberty."		
Key Design Elements	<p>Focus on patriotic American values:</p> <ul style="list-style-type: none"> <input type="checkbox"/> through daily teaching of the American Heritage Curriculum; <input type="checkbox"/> fostering a service centered and civic-minded culture; <input type="checkbox"/> emphasizing American exceptionalism as founded upon our Constitution and Bill of Rights; and <input type="checkbox"/> helping students to understand how to access the American Dream by requiring age appropriate money management, entrepreneurship, and free market capitalism education. <p>Build a culture of respect:</p> <ul style="list-style-type: none"> <input type="checkbox"/> by providing a controlled disciplinary environment; <input type="checkbox"/> requiring students and staff to adhere to a dress code; <input type="checkbox"/> exhibiting and expecting exemplary behavior from students and staff; and <input type="checkbox"/> implementing the character education program in the American Heritage Curriculum. <p>Provide a rigorous academic education:</p> <ul style="list-style-type: none"> <input type="checkbox"/> by requiring the Core Knowledge Curriculum K-8; and <input type="checkbox"/> requiring that graduation with honors from NVA will require coursework in history, social studies and economics above and beyond the state's graduation requirements. <p>Support teacher growth and excellence</p>		
School Location	906 Main St., Gooding, ID 83330	School Phone	208-934-4567
Surrounding District	Gooding School District		
Opening Year	2008		
Current Term	July 1,2018-June 30,2023		
Grades Served	K-12		
Enrollment (Approved)	442	Enrollment (Actual)	214

SCHOOL LEADERSHIP	
Marybelle Anderson	Board Chair
Debby Infanger	Director
Liz Covey	Treasurer
Sherry Funkhouser	Vice Chair
Jeff Klamm	Principal

STUDENT DEMOGRAPHICS			
	School	Surrounding	Neighboring
Non-White	33%	40%	N/A
Limited English Proficiency	25%	37%	N/A
Special Needs	11%	13%	N/A
Free and Reduced Lunch	58%	28%	N/A

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 Alt.	Points Earned Alt.
State Proficiency Comparison	1a	50	0	50	0	50	27		
	1b	50	0	50	0	50	25		
District Proficiency Comparison	2a	50	0	50	0	50	29	50	0
	2b	50	0	50	0	50	26	50	0
Criterion-Referenced Growth	3a	100	0			NA	NA*		
	3b	100	0			NA	NA*		
Norm-Referenced Growth	4a			100	0	NA	NA*	50	0
	4b			100	0	NA	NA*	50	0
Post-Secondary Readiness	5a			125	0	0**	0	100	0
Total Academic Points		400	0	525	0	200	107	300	0
% of Academic Points			0%		0%		54%		0%

*Growth measures will not be rated for FY22 due to a lack of assessment data in FY20.

**FY22 graduation data will be added in when the data set is published.

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
	2d	25	25		2d	50	50
Governance & Reporting	3a	25	25	Total Financial Points			400
	3b	25	25				400
	3c	25	25				100%
	3d	25	25				
	3e	25	15				
	3f	25	25				
School Environment	4a	25	0				
	4b	25	25				
Additional Obligations	5a	25	25				
Total Operational Points	400		365				
% of Operational Points			91%				

ACCOUNTABILITY DESIGNATION	Range (% of Points Possible)	Academic Gen Ed Outcome	Range	Operational Outcome	Range	Financial Outcome
Honor	75% - 100%		90% - 100%		85% - 100%	
Good Standing	55% - 74%	54%	80% - 89%	91%	65% - 84%	100%
Remediation	31% - 54%		61% - 79%		46% - 64%	
Critical	0% - 30%		0% - 60%		0% - 45%	

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 Math Proficiency Rate Comparison to State	Do math proficiency rates meet or exceed the state average? 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.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td>39</td> <td>15 - 29</td> <td>27</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">27</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0		30 - 45	0	39	15 - 29	27		0 - 14	0			27
Result	Points Possible	Points Earned																		
	50	0																		
	30 - 45	0																		
39	15 - 29	27																		
	0 - 14	0																		
		27																		
Notes	The state average will be determined using the same grade set as is served by the public charter school.																			
Measure 1b ELA Proficiency Rate Comparison to State	Do English Language Arts proficiency rates meet or exceed the state average? 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.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td>50</td> <td>15 - 29</td> <td>25</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0		30 - 45	0	50	15 - 29	25		0 - 14	0			25
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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															
<p>Measure 2a Math Proficiency Rate Comparison to District</p>	<p>Do math (or similar subject area) proficiency rates meet or exceed the district average?</p> <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%. 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 - 15 percentage points lower than the district average. Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the district average.</p> <p>The district average will be determined using the same grade set as is served by the public charter school. 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.</p>	<p>Result</p> <p>39</p>	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>0</td> </tr> <tr> <td>30 - 45</td> <td>0</td> </tr> <tr> <td>15 - 29</td> <td>29</td> </tr> <tr> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td style="border-top: 1px solid black;">29</td> </tr> </tbody> </table>	Points Possible	Points Earned	50	0	30 - 45	0	15 - 29	29	0 - 14	0		29
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<p>Notes</p>															
<p>Measure 2b ELA Proficiency Rate Comparison to District</p>	<p>Do ELA (or similar subject area) proficiency rates meet or exceed the district average?</p> <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%. 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 - 15 percentage points lower than the district average. Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the district average.</p> <p>The district average will be determined using the same grade set as is served by the public charter school. 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.</p>	<p>Result</p> <p>50</p>	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>0</td> </tr> <tr> <td>30 - 45</td> <td>0</td> </tr> <tr> <td>15 - 29</td> <td>26</td> </tr> <tr> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td style="border-top: 1px solid black;">26</td> </tr> </tbody> </table>	Points Possible	Points Earned	50	0	30 - 45	0	15 - 29	26	0 - 14	0		26
Points Possible	Points Earned														
50	0														
30 - 45	0														
15 - 29	26														
0 - 14	0														
	26														
<p>Notes</p>															

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	Exceeds Standard: The school's four-year ACGR was at least 90%.		125	
	Meets Standard: The school either: a) had a four-year ACGR of 80% - 89% OR b) had a four-year ACGR of at least 66% AND met its progress goal.		100	
	Does Not Meet Standard: The school met its progress goal but had a four-year ACGR below 66%.		75	
	Falls Far Below Standard: The school did not meet its progress goal and had a four-year ACGR below 66%.		0-65	0
				0
	<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>			
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	<p>Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
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	15																
	0																
		25															
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>																
Notes																	
Measure 1b	<p>Is the school complying with applicable educational requirements?</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
Result	Points Possible	Points Earned															
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	0																
		25															
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>																
Notes																	

Measure 1c	Is the school protecting the rights of students with disabilities?	Result	Points Possible	Points Earned
<p>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>		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
<p>English Language Learners</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>		No instances of non-compliance documented	25	25
Notes				25

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? 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 IPCSC, 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. 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. 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.		No instances of non-compliance documented	25	25
Notes					25
Measure 2b GAAP	Is the school following General 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 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. 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. 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.		No instances of non-compliance documented	25	25
Notes					25
Measure 2c Enrollment Variance	Is the school successfully enrolling the projected number of students? Meets Standard: Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year. Partially Meets Standard: Enrollment variance was between 90 and 95 percent in the most recent fiscal year. Does Not Meet Standard: Enrollment variance was less than 90 percent in the most recent fiscal year.		107%	25	25
Notes					25
Enrollment variance is calculated by dividing actual mid-term enrollment by the enrollment projection in the school's board-approved budget, as submitted to the SDE at the beginning of the fiscal year.					

INDICATOR 3: GOVERNANCE AND REPORTING		Result	Points Possible	Points Earned
<p>Measure 3a Governance Requirements</p> <p>Is the school complying with governance requirements?</p> <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> <p>Notes</p>	<p>No instances of non-compliance documented</p>	<p>25</p> <p>15</p> <p>0</p> <hr/> <p>25</p>	<p>25</p>	
<p>Measure 3b Board Oversight</p> <p>Is the board fulfilling its oversight obligations?</p> <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> <p>Notes</p>	<p>No instances of non-compliance documented</p>	<p>25</p> <p>15</p> <p>0</p> <hr/> <p>25</p>	<p>25</p>	

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 IPCSC, 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 IPCSC, 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 IPCSC, 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	
				<hr/> 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	
				<hr/> 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>		25	
		See note	15	15
			0	
				<hr/> 15

Notes

The school had two teachers without proper credentials for FY22 according to a report provided by the Idaho State Department of Education.

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
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
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>	No instances of non-compliance documented	25	25

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.

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 the school facilities and grounds; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. The school facility may be in need of modification or repair required by DBS.

0

25

Notes

INDICATOR 5: ADDITIONAL OBLIGATIONS		Result	Points Possible	Points Earned
Measure 5a	Is the school complying with all other obligations?			
<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>		<p>No instances of non-compliance documented</p>	25	25
Notes			15	
			0	
				25

INDICATOR 1: NEAR-TERM				
Measure 1a Current Ratio	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.	Result 3	Points Possible 50	Points Earned 50
Notes				50
Measure 1b Cash Ratio	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.	Result 2.01	Points Possible 50	Points Earned 50
Notes				50
Measure 1c Unrestricted Days Cash	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.	Result 131	Points Possible 50	Points Earned 50
Notes				50
Measure 1d Default	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.	Result NA	Points Possible 50	Points Earned 50
Notes				50

INDICATOR 2: SUSTAINABILITY				
Measure 2a Total Margin and Aggregated 3-Year Total Margin	Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues. 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> Does Not Meet: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard". 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.	Result 7.39%	Points Possible 50 30 0	Points Earned 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 2b Debt to Asset Ratio	Debt to Asset Ratio: Total Liabilities divided by Total Assets Meets Standard: Debt to Asset Ratio is less than 0.9. Does Not Meet: Debt to Asset Ratio is between 0.9. and 1.0 Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0	Result 0.19	Points Possible 50 30 0	Points Earned 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	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 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> Does Not Meet: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard" Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative.	Result 36,921	Points Possible 50 30 0	Points Earned 50
Measure 2d Debt Service Coverage Ratio	Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments) Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1 Does Not Meet: Debt Service Coverage Ratio is less than 1.1	Result 7.14	Points Possible 50 0	Points Earned 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.			

North Valley Academy Charter School

Year Ended June 30, 2022

Audited Financial Statements



www.qcpas.com

Quest CPAs PLLC

Financial Section

Independent Auditor's Report..... 1

Basic Financial Statements

Government-Wide Financial Statements

Statement of Net Position 5

Statement of Activities 6

Fund Financial Statements

Balance Sheet – Governmental Funds..... 7

Statement of Revenues, Expenditures, and Changes in Fund Balances – Governmental Funds..... 10

Notes to Financial Statements 13

Required Supplementary Information

Budgetary Comparison Schedule – General and Major Special Revenue Funds..... 24

Schedule of Employer’s Share of Net Pension Asset and Liability and Schedule of Employer Contributions 26

Supplementary Information

Combining Balance Sheet – Nonmajor Governmental Funds..... 27

Combining Statement of Revenues, Expenditures, and Changes in Fund Balances – Nonmajor Governmental Funds..... 32

Other Reports

Independent Auditor’s Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of the Financial Statements Performed in Accordance with *Government Auditing Standards*..... 37



Independent Auditor's Report

Board of Directors
North Valley Academy Charter School

Report on the Audit of the Financial Statements

Qualified and Unmodified Opinions

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of North Valley Academy Charter School (the School) as of and for the year ended June 30, 2022, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

Qualified Opinion on the Governmental Activities

In our opinion, except for the effects of the matter described in the Matter Giving Rise to the Qualified Opinion on the Governmental Activities section of our report, the financial statements referred to above present fairly, in all material respects, the financial position of the governmental activities of the School, as of June 30, 2022, 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 on All Other Opinion Units Described Below

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, 2022, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Qualified and Unmodified Opinions

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. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Matter Giving Rise to the Qualified Opinion on the 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 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.

Responsibilities of Management 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.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditor's Responsibility for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit 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 School's internal control. Accordingly, no such opinion is expressed.

- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the budgetary comparison schedules and schedule of employer's share of net pension asset and liability and schedule of employer contributions listed in the table of contents 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. 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.

Supplementary 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. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The 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 August 3, 2022, 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
August 3, 2022

Renewals No Conditions Page 1146
NORTH VALLEY ACADEMY CHARTER SCHOOL

Statement of Net Position

June 30, 2022

	Governmental Activities
Assets	
Current Assets	
Cash	\$792,462
Receivables:	
State Sources	84,891
Federal Sources	302,634
Prepaid Expenses	1,772
Total Current Assets	1,181,759
Noncurrent Assets	
Nondepreciable Capital Assets	171,922
Depreciable Net Capital Assets	692,131
Net Pension Asset	21,204
Total Noncurrent Assets	885,257
Total Assets	2,067,016
 Deferred Outflows of Resources	
Pension Items	407,422
Total Deferred Outflows of Resources	407,422
Total Assets and Deferred Outflows of Resources	\$2,474,438
 Liabilities	
Current Liabilities	
Accounts Payable	\$6,006
Salaries & Benefits Payable	181,001
Unspent Grant Allocation	207,566
Total Current Liabilities	394,573
Total Liabilities	394,573
 Deferred Inflows of Resources	
Pension Items	678,334
Total Deferred Inflows of Resources	678,334
Total Liabilities and Deferred Inflows of Resources	1,072,907
 Net Position	
Net Investment in Capital Assets	864,053
Restricted:	
Special Programs	61,870
Unrestricted	475,608
Total Net Position	1,401,531
Total Liabilities and Deferred Inflows of Resources and Net Position	\$2,474,438

See Accompanying Notes

Renewals No Conditions Page 1147
NORTH VALLEY ACADEMY CHARTER SCHOOL

Statement of Activities
Year Ended June 30, 2022

Functions/Programs	Expenses	Program Revenues			Net (Expense)
		Charges For	Operating	Grants And	Revenue And
		Services	Grants And	Contributions	Changes in
			Contributions	Contributions	Net Position
					Governmental
					Activities
Governmental Activities					
Instructional Programs					
Elementary School	\$536,394		\$88,509		(\$447,885)
Secondary School	445,176		68,714		(376,462)
Vocational-Technical	0				0
Special Education	82,328		26,773		(55,555)
Gifted & Talented	0				0
Interscholastic	0				0
School Activity	0				0
Summer School	0				0
Support Service Programs					
Attendance - Guidance - Health	16,651		570		(16,081)
Special Education Support Services	36,370		9,400		(26,970)
Instruction Improvement	65,248		33,003		(32,245)
Educational Media	0		0		0
Instruction-Related Technology	43,679		34,971		(8,708)
Board of Education	35,219				(35,219)
District Administration	15,400				(15,400)
School Administration	188,447		72,915		(115,532)
Business Operation	90,827				(90,827)
Administrative Technology	46,425		13,756		(32,669)
Buildings - Care	99,932				(99,932)
Maintenance - Non-Student Occupied	0				0
Maintenance - Student Occupied	116,133				(116,133)
Maintenance - Grounds	10,339				(10,339)
Security	8,064		3,782		(4,282)
Pupil-To-School Transportation	197,659		213,253		15,594
Pupil-Activity Transportation	4,793				(4,793)
General Transportation	0				0
Non-Instructional Programs					
Child Nutrition	159,078	\$3,122	140,713		(15,243)
Student Activity	7,279	9,341			2,062
Capital Assets - Student Occupied	15,929				(15,929)
Capital Assets - Non-Student Occupied	0				0
Debt Service - Principal	0				0
Debt Service - Interest	183				(183)
Total	<u>\$2,221,553</u>	<u>\$12,463</u>	<u>\$706,359</u>	<u>\$0</u>	<u>(1,502,731)</u>
General Revenues					
Local Revenue					3,434
State Revenue					1,783,049
Federal Revenue					0
Pension Revenue (Expense)					52,575
Total					<u>1,839,058</u>
Change in Net Position					
					336,327
Net Position - Beginning					
					1,065,204
Net Position - Ending					
					<u>\$1,401,531</u>

Balance Sheet - Governmental Funds

June 30, 2022

	<u>General Fund</u>	<u>Child Nutrition Fund</u>	<u>Nonmajor Governmental Funds</u>
Assets			
Cash	\$720,491	\$27,746	\$44,225
Receivables:			
State Sources	84,891		0
Federal Sources			302,634
Prepaid Expenditures			1,772
Due From Other Funds	93,923		0
Total Assets	<u>\$899,305</u>	<u>\$27,746</u>	<u>\$348,631</u>
Liabilities			
Accounts Payable	\$2,973	\$333	\$2,700
Due To Other Funds			93,923
Salaries & Benefits Payable	171,016	7,068	2,917
Unspent Grant Allocation			207,566
Total Liabilities	<u>173,989</u>	<u>7,401</u>	<u>307,106</u>
Fund Balances			
Restricted:			
Special Programs		20,345	41,525
Unassigned	725,316		0
Total Fund Balances	<u>725,316</u>	<u>20,345</u>	<u>41,525</u>
Total Liabilities and Fund Balances	<u>\$899,305</u>	<u>\$27,746</u>	<u>\$348,631</u>

Renewals No Conditions Page 1149
NORTH VALLEY ACADEMY CHARTER SCHOOL
 Balance Sheet - Governmental Funds
 June 30, 2022

	Total Governmental Funds
Assets	
Cash	\$792,462
Receivables:	
State Sources	84,891
Federal Sources	302,634
Prepaid Expenditures	1,772
Due From Other Funds	93,923
Total Assets	\$1,275,682
 Liabilities	
Accounts Payable	\$6,006
Due To Other Funds	93,923
Salaries & Benefits Payable	181,001
Unspent Grant Allocation	207,566
Total Liabilities	488,496
 Fund Balances	
Restricted:	
Special Programs	61,870
Unassigned	725,316
Total Fund Balances	787,186
Total Liabilities and Fund Balances	\$1,275,682

Balance Sheet - Governmental Funds

June 30, 2022

Reconciliation of Total Governmental Fund Balances to Net Position of Governmental Activities

Total Governmental Fund Balances	\$787,186
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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.	864,053
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Net pension asset/liability and related pension deferred outflows and deferred inflows are not due and payable in the current period and therefore are not reported in the funds.	(249,708)
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Net Position of Governmental Activities	<u><u>\$1,401,531</u></u>
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Statement of Revenues, Expenditures, and Changes in Fund Balances -
Governmental Funds
Year Ended June 30, 2022

	General Fund	Child Nutrition Fund	Nonmajor Governmental Funds
Revenues			
Local Revenue	\$5,556	\$3,122	\$9,341
State Revenue	1,783,049		52,781
Federal Revenue		139,529	511,927
Total Revenues	<u>1,788,605</u>	<u>142,651</u>	<u>574,049</u>
Expenditures			
Instructional Programs			
Elementary School	521,507		87,448
Secondary School	437,745		67,653
Vocational-Technical			0
Special Education	55,555		26,773
Gifted & Talented			0
Interscholastic			0
School Activity			0
Summer School			0
Support Service Programs			
Attendance - Guidance - Health	12,742		3,909
Special Education Support Services	5,769		30,601
Instruction Improvement	32,245		33,003
Educational Media			0
Instruction-Related Technology	8,708		34,971
Board of Education	35,219		0
District Administration	15,400		0
School Administration	115,532		72,915
Business Operation	90,827		0
Administrative Technology	850		45,575
Buildings - Care	99,932		0
Maintenance - Non-Student Occupied	5,520		0
Maintenance - Student Occupied	116,133		0
Maintenance - Grounds	10,339		0
Security	4,282		3,782
Pupil-To-School Transportation	146,699		213,253
Pupil-Activity Transportation	4,793		0
General Transportation			0
Non-Instructional Programs			
Child Nutrition	3,296	154,598	1,184
Student Activity			7,279
Capital Assets - Student Occupied			0
Capital Assets - Non-Student Occupied			0
Debt Service - Principal	23,224		0
Debt Service - Interest	183		0
Total Expenditures	<u>1,746,500</u>	<u>154,598</u>	<u>628,346</u>
Excess (Deficiency) of Revenues Over Expenditures	42,105	(11,947)	(54,297)
Other Financing Sources (Uses)			
Transfers In			21,201
Transfers Out	(21,201)		0
Total Other Financing Sources (Uses)	<u>(21,201)</u>	<u>0</u>	<u>21,201</u>
Net Change in Fund Balances	20,904	(11,947)	(33,096)
Fund Balances - Beginning	704,412	32,292	74,621
Fund Balances - Ending	<u>\$725,316</u>	<u>\$20,345</u>	<u>\$41,525</u>

Statement of Revenues, Expenditures, and Changes in Fund Balances -
Governmental Funds
Year Ended June 30, 2022

	Total Governmental Funds
	<u> </u>
Revenues	
Local Revenue	\$18,019
State Revenue	1,835,830
Federal Revenue	651,456
Total Revenues	<u>2,505,305</u>
Expenditures	
Instructional Programs	
Elementary School	608,955
Secondary School	505,398
Vocational-Technical	0
Special Education	82,328
Gifted & Talented	0
Interscholastic	0
School Activity	0
Summer School	0
Support Service Programs	
Attendance - Guidance - Health	16,651
Special Education Support Services	36,370
Instruction Improvement	65,248
Educational Media	0
Instruction-Related Technology	43,679
Board of Education	35,219
District Administration	15,400
School Administration	188,447
Business Operation	90,827
Administrative Technology	46,425
Buildings - Care	99,932
Maintenance - Non-Student Occupied	5,520
Maintenance - Student Occupied	116,133
Maintenance - Grounds	10,339
Security	8,064
Pupil-To-School Transportation	359,952
Pupil-Activity Transportation	4,793
General Transportation	0
Non-Instructional Programs	
Child Nutrition	159,078
Student Activity	7,279
Capital Assets - Student Occupied	0
Capital Assets - Non-Student Occupied	0
Debt Service - Principal	23,224
Debt Service - Interest	183
Total Expenditures	<u>2,529,444</u>
Excess (Deficiency) of Revenues Over Expenditures	(24,139)
Other Financing Sources (Uses)	
Transfers In	21,201
Transfers Out	(21,201)
Total Other Financing Sources (Uses)	<u>0</u>
Net Change in Fund Balances	(24,139)
Fund Balances - Beginning	<u>811,325</u>
Fund Balances - Ending	<u><u>\$787,186</u></u>

Statement of Revenues, Expenditures, and Changes in Fund Balances -
 Governmental Funds
 Year Ended June 30, 2022

**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 (\$24,139)

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. 151,884

Repayment of debt principal is an expenditure in the governmental funds,
 but the repayment reduces long-term debt in the statement of net position. 23,224

Changes in net pension asset/liability and related pension deferred
 outflows and deferred inflows do not provide or require current financial
 resources and therefore are not reflected in the funds. 185,358

Change in Net Position of Governmental Activities \$336,327

A. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Reporting Entity – North Valley Academy 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.

Special Revenue Funds – Special revenue funds are used to account for the proceeds of specific revenue sources that are legally restricted to expenditures for specified purposes. Major special revenue funds include the child nutrition fund, which serves to account for providing nutritional meals to students (including subsidized meals).

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 paid to the general fund unless Idaho Code specifies otherwise.

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. Compensated absences will be paid by the fund in which the employee works.

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. Other post-employment benefits will be paid by the fund in which the employee works.

Pensions – For purposes of measuring the net pension asset/liability and pension revenue/expense, information about the fiduciary net position of the Public Employee Retirement System of Idaho Base Plan (the Base Plan) and additions to/deductions from the 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. Pension obligations will be paid by the fund in which the employee works.

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.

Concentrations of 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 concentrations of 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.

Nonmonetary Transactions – Items received via food commodities programs are recognized at their stated fair market value.

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	\$792,462
Total	\$792,462

Deposits – At year end, the carrying amounts of the School's deposits were \$792,462 and the bank balances were \$838,814. Of the bank balances, \$816,463 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	\$84,891		\$84,891
Total	\$84,891		\$84,891
Federal Sources			
Special Programs		\$302,634	\$302,634
Total		\$302,634	\$302,634

D. CAPITAL ASSETS

A summary of capital assets for the year is as follows:

	Beginning Balance	Increases	Decreases	Ending Balance
Nondepreciable Capital Assets				
Land	\$171,922			\$171,922
Total	171,922	\$0	\$0	171,922
Depreciable Capital Assets				
Buildings	669,589	5,520		675,109
Equipment	29,777	162,293		192,070
Subtotal	699,366	167,813	0	867,179
Accumulated Depreciation				
Buildings	143,950	13,502		157,452
Equipment	15,169	2,427		17,596
Subtotal	159,119	15,929	0	175,048
Total	540,247	151,884	0	692,131
Net Capital Assets	\$712,169	\$151,884	\$0	\$864,053

Depreciation expense of \$15,929 was charged to the capital assets – student occupied program.

E. LONG-TERM LIABILITIES

Changes in long-term liabilities are as follows:

<u>Description</u>	<u>Beginning Balance</u>	<u>Increases</u>	<u>Decreases</u>	<u>Ending Balance</u>	<u>Due Within One Year</u>
Note Payable	\$23,224		\$23,224	\$0	\$0
Total	<u>\$23,224</u>	<u>\$0</u>	<u>\$23,224</u>	<u>\$0</u>	<u>\$0</u>

Interest and related costs during the year amounted to \$183 and were charged to the debt service – interest program.

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 74% for police and firefighters. As of June 30, 2021 it was 7.16% for general employees and 9.13% 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 \$132,783 for the year ended June 30, 2022.

Pension Asset/Liabilities, Pension Revenue (Expense), and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

At June 30, 2022, the School reported an asset for its proportionate share of the net pension asset. The net pension asset was measured as of June 30, 2021, and the total pension asset used to calculate the net pension asset was determined by an actuarial valuation as of that date. The School's proportion of the net pension asset 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, 2021, the School's proportion was 0.02684832 percent.

For the year ended June 30, 2022, the School recognized pension revenue (expense) of \$52,575. At June 30, 2022, 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	\$31,242	\$12,325
Changes in assumptions or other inputs	243,397	
Net difference between projected and actual earnings on pension plan investments		666,009
Employer contributions subsequent to the measurement date	132,783	
Total	\$407,422	\$678,334

\$132,783 reported as deferred outflows of resources related to pensions resulting from School contributions made subsequent to the measurement date will be recognized as an adjustment to the pension expense 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, 2021 the beginning of the measurement period ended June 30, 2020 is 4.7 and 4.6 for the measurement period June 30, 2021.

Renewals No Conditions Page 1161
NORTH VALLEY ACADEMY CHARTER SCHOOL
Notes to Financial Statements

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	
6/30/23	(\$94,963)
6/30/24	(85,581)
6/30/25	(74,788)
6/30/26	(148,364)
Total	<u><u>(\$403,696)</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 asset in the June 30, 2021 actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	2.30%
Salary increases	3.05%
Salary inflation	3.05%
Investment rate of return	6.35%, net of investment expenses
Cost-of-living adjustments	1%

Contributing Members, Service Retirement Members, and Beneficiaries

General Employees and All Beneficiaries - Males	Pub-2010 General Tables, increased 11%
General Employees and All Beneficiaries - Females	Pub-2010 General Tables, increased 21%
Teachers - Males	Pub-2010 Teacher Tables, increased 12%
Teachers - Females	Pub-2010 Teacher Tables, increased 21%
Fire & Police - Males	Pub-2010 Safety Tables, increased 21%
Fire & Police - Females	Pub-2010 Safety Tables, increased 26%
Disabled Members - Males	Pub-2010 Disabled Tables, increased 38%
Disabled Members - Females	Pub-2010 Disabled Tables, increased 36%

An experience study was performed for the period July 1, 2015 through June 30, 2020 which reviewed all economic and demographic assumptions other than mortality. The total pension asset as of June 30, 2021 is based on the results of an actuarial valuation date of July 1, 2021.

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 2021.

Capital Market Assumptions from Callan 2021

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%	1.80%	-0.20%
Broad US Equities	55.00%	8.00%	6.00%
Developed Foreign Equities	15.00%	8.25%	6.25%
Assumed Inflation - Mean		2.00%	2.00%
Assumed Inflation - Standard Deviation		1.50%	1.50%
Portfolio Arithmetic Mean Return		6.18%	4.18%
Portfolio Standard Deviation		12.29%	12.29%
Portfolio Long-Term (Geometric) Expected Rate of Return		5.55%	3.46%
Assumed Investment Expenses		0.40%	0.40%
Portfolio Long-Term (Geometric) Expected Rate of Return*		5.15%	3.06%

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 2021

Valuation Assumptions Chosen by PERSI Board	
Long-Term Expected Real Rate of Return*	4.05%
Assumed Inflation	2.30%
Long-Term Expected Geometric Rate of Return*	6.35%
*Net of Investment Expenses	

Discount Rate

The discount rate used to measure the total pension asset was 6.35%. 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 asset. 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 asset to changes in the discount rate.

The following presents the School's proportionate share of the net pension asset calculated using the discount rate of 6.35 percent, as well as what the School's proportionate share of the net pension asset would be if it were calculated using a discount rate that is 1-percentage-point lower or 1-percentage-point higher than the current rate:

	1% Decrease (5.35%)	Current Discount Rate (6.35%)	1% Increase (7.35%)
School's proportionate share of the net pension liability (asset)	\$737,105	(\$21,204)	(\$642,805)

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 asset or 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 asset or liability which is an estimated asset or 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 asset or 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 when 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	
Due To Fund	Nonmajor Governmental	Total
General	\$93,923	\$93,923
Total	\$93,923	\$93,923

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.

Interfund transfers during the year consist of the following:

Fund	Transfer In	Transfer Out	Purpose
General		\$21,201	Support
Nonmajor Governmental	\$21,201		Support
Total	\$21,201	\$21,201	

Budgetary Comparison Schedule -
General and Major Special Revenue Funds
Year Ended June 30, 2022

General Fund	Budgeted Amounts (GAAP Basis)		Actual Amounts	Final Budget Variance
	Original	Final		Positive (Negative)
Revenues				
Local Revenue	\$3,000	\$2,813	\$5,556	\$2,743
State Revenue	1,801,028	1,615,993	1,783,049	167,056
Federal Revenue	0	30,800	0	(30,800)
Total Revenues	1,804,028	1,649,606	1,788,605	138,999
Expenditures				
Instructional Programs				
Elementary School	582,357	541,707	521,507	20,200
Secondary School	419,778	443,119	437,745	5,374
Vocational-Technical	0	0	0	0
Special Education	61,535	62,063	55,555	6,508
Gifted & Talented	0	0	0	0
Interscholastic	0	0	0	0
School Activity	0	0	0	0
Summer School	0	0	0	0
Support Service Programs				
Attendance - Guidance - Health	8,892	22,380	12,742	9,638
Special Education Support Services	19,000	12,500	5,769	6,731
Instruction Improvement	9,100	32,335	32,245	90
Educational Media	0	0	0	0
Instruction-Related Technology	18,200	17,700	8,708	8,992
Board of Education	37,200	36,972	35,219	1,753
District Administration	15,459	15,399	15,400	(1)
School Administration	134,228	127,008	115,532	11,476
Business Operation	66,055	92,462	90,827	1,635
Administrative Technology	1,350	850	850	0
Buildings - Care	97,090	101,240	99,932	1,308
Maintenance - Non-Student Occupied	8,240	0	5,520	(5,520)
Maintenance - Student Occupied	31,920	139,285	116,133	23,152
Maintenance - Grounds	2,000	11,100	10,339	761
Security	2,000	5,300	4,282	1,018
Pupil-To-School Transportation	151,700	157,150	146,699	10,451
Pupil-Activity Transportation	0	0	4,793	(4,793)
General Transportation	0	0	0	0
Non-Instructional Programs				
Child Nutrition	3,060	3,325	3,296	29
Student Activity	0	0	0	0
Capital Assets - Student Occupied	104,000	20,000	0	20,000
Capital Assets - Non-Student Occupied	7,000	0	0	0
Debt Service - Principal	0	21,705	23,224	(1,519)
Debt Service - Interest	0	1,702	183	1,519
Total Expenditures	1,780,164	1,865,302	1,746,500	118,802 *
Excess (Deficiency) of Revenues Over Expenditures				
	23,864	(215,696)	42,105	257,801
Other Financing Sources (Uses)				
Transfers In	0	0	0	0
Transfers Out	0	0	(21,201)	(21,201) *
Total Other Financing Sources (Uses)	0	0	(21,201)	(21,201)
Net Change in Fund Balances	23,864	(215,696)	20,904	236,600
Fund Balances - Beginning	387,373	684,412	704,412	20,000
Fund Balances - Ending	\$411,237	\$468,716	\$725,316	\$256,600

*Total expenditures (over) under appropriations are:

\$97,601

Budgetary Comparison Schedule -
General and Major Special Revenue Funds
Year Ended June 30, 2022

	Budgeted Amounts (GAAP Basis)		Actual Amounts	Final Budget Variance
	Original	Final		Positive (Negative)
Child Nutrition Fund				
Revenues				
Local Revenue	\$1,300	\$33,800	\$3,122	(\$30,678)
Federal Revenue	96,000	90,000	139,529	49,529
Total Revenues	<u>97,300</u>	<u>123,800</u>	<u>142,651</u>	<u>18,851</u>
Expenditures				
Non-Instructional Programs				
Child Nutrition	124,802	155,492	154,598	894
Total Expenditures	<u>124,802</u>	<u>155,492</u>	<u>154,598</u>	<u>894 *</u>
Excess (Deficiency) of Revenues Over Expenditures	(27,502)	(31,692)	(11,947)	19,745
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	(27,502)	(31,692)	(11,947)	19,745
Fund Balances - Beginning	30,000	32,292	32,292	0
Fund Balances - Ending	<u>\$2,498</u>	<u>\$600</u>	<u>\$20,345</u>	<u>\$19,745</u>
				<u>\$894</u>
				<u>*Total expenditures (over) under appropriations are:</u>

NORTH VALLEY ACADEMY CHARTER SCHOOL

Schedule of Employer's Share of Net Pension Asset and Liability
and Schedule of Employer Contributions
PERSI - Base Plan

Schedule of Employer's Share of Net Pension Asset and Liability*

Fiscal Year Ended June 30	Employer's Portion of the Net Pension (Asset) Liability	Employer's Proportionate Share of the Net Pension (Asset) Liability	Covered Payroll	Employer's Proportional Share of the Net Pension (Asset) Liability as a Percentage of Covered Payroll	Plan Fiduciary Net Position as a Percentage of the Total Pension (Asset) Liability
2015	0.0340711%	\$250,817	\$923,030	27.17%	94.95%
2016	0.0321900%	\$423,890	\$898,428	47.18%	91.38%
2017	0.0313656%	\$635,829	\$927,633	68.54%	87.26%
2018	0.0285766%	\$449,175	\$933,083	48.14%	90.68%
2019	0.0281816%	\$415,684	\$967,553	42.96%	91.69%
2020	0.0293460%	\$334,976	\$996,299	33.62%	93.79%
2021	0.0288937%	\$670,950	\$1,028,869	65.21%	88.22%
2022	0.0268483%	(\$21,204)	\$980,896	-2.16%	100.36%

*As of the measurement date of the net pension (asset) liability.

Schedule of Employer Contributions

Fiscal Year Ended June 30	Actuarially Determined Contribution	Contributions in Relation to Actuarially Determined Contribution	Contribution Deficiency (Excess)	Covered Payroll	Contributions as a Percentage of Covered Payroll
2015	\$101,702	\$101,702	\$0	\$898,428	11.32%
2016	\$105,008	\$105,008	\$0	\$927,633	11.32%
2017	\$105,625	\$105,625	\$0	\$933,083	11.32%
2018	\$109,527	\$109,527	\$0	\$967,553	11.32%
2019	\$112,781	\$112,781	\$0	\$996,299	11.32%
2020	\$122,847	\$122,847	\$0	\$1,028,869	11.94%
2021	\$117,119	\$117,119	\$0	\$980,896	11.94%
2022	\$132,783	\$132,783	\$0	\$1,112,085	11.94%

Schedules above intended to show information for 10 years. Information for additional years will be presented as it becomes available.

	Special Revenue Funds			
	Student Activity	School Building Maintenance	Technology	Substance Abuse
Assets				
Cash	\$22,346	\$991	\$17,716	\$3,172
Receivables:				
State Sources				
Federal Sources				
Prepaid Expenditures				
Due From Other Funds				
Total Assets	<u>\$22,346</u>	<u>\$991</u>	<u>\$17,716</u>	<u>\$3,172</u>
Liabilities				
Accounts Payable			\$2,700	
Due To Other Funds				
Salaries & Benefits Payable				
Unspent Grant Allocation				
Total Liabilities	<u>\$0</u>	<u>\$0</u>	<u>2,700</u>	<u>\$0</u>
Fund Balances				
Restricted:				
Special Programs	22,346	991	15,016	3,172
Unassigned				
Total Fund Balances	<u>22,346</u>	<u>991</u>	<u>15,016</u>	<u>3,172</u>
Total Liabilities and Fund Balances	<u>\$22,346</u>	<u>\$991</u>	<u>\$17,716</u>	<u>\$3,172</u>

	Special Revenue Funds			
	Title I-A			
	ESSER III	ESSA IBP	ESSER I	ESSER II
Assets				
Cash				
Receivables:				
State Sources				
Federal Sources	\$194,581	\$8,790	\$1,499	\$59,517
Prepaid Expenditures				
Due From Other Funds				
Total Assets	<u>\$194,581</u>	<u>\$8,790</u>	<u>\$1,499</u>	<u>\$59,517</u>
Liabilities				
Accounts Payable				
Due To Other Funds	\$52,069	\$5,467	\$1,499	\$10,884
Salaries & Benefits Payable		274		2,643
Unspent Grant Allocation	142,512	3,049		45,990
Total Liabilities	<u>194,581</u>	<u>8,790</u>	<u>1,499</u>	<u>59,517</u>
Fund Balances				
Restricted:				
Special Programs				
Unassigned				
Total Fund Balances	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total Liabilities and Fund Balances	<u>\$194,581</u>	<u>\$8,790</u>	<u>\$1,499</u>	<u>\$59,517</u>

	Special Revenue Funds			
	IDEA Part B 611 School Age 3-21	IDEA Part B ARPA	School-Based Medicaid	Title IV-A ESSA SS&AE
Assets				
Cash				
Receivables:				
State Sources				
Federal Sources	\$14,690	\$10,826		\$4,204
Prepaid Expenditures			\$1,772	
Due From Other Funds				
Total Assets	<u>\$14,690</u>	<u>\$10,826</u>	<u>\$1,772</u>	<u>\$4,204</u>
Liabilities				
Accounts Payable				
Due To Other Funds	\$3,969	\$6,470	\$1,772	\$3,266
Salaries & Benefits Payable				
Unspent Grant Allocation	10,721	4,356		938
Total Liabilities	<u>14,690</u>	<u>10,826</u>	<u>1,772</u>	<u>4,204</u>
Fund Balances				
Restricted:				
Special Programs				
Unassigned				
Total Fund Balances	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total Liabilities and Fund Balances	<u>\$14,690</u>	<u>\$10,826</u>	<u>\$1,772</u>	<u>\$4,204</u>

	Special Revenue Funds			
	Title V-B ESSA REI	Title II-A ESSA SEI	CRF K4 / K12 Learning Loss	CRF Substitute Recruitment
Assets				
Cash				
Receivables:				
State Sources				
Federal Sources		\$8,527		
Prepaid Expenditures				
Due From Other Funds				
Total Assets	<u>\$0</u>	<u>\$8,527</u>	<u>\$0</u>	<u>\$0</u>
Liabilities				
Accounts Payable				
Due To Other Funds		\$8,527		
Salaries & Benefits Payable				
Unspent Grant Allocation				
Total Liabilities	<u>\$0</u>	<u>8,527</u>	<u>\$0</u>	<u>\$0</u>
Fund Balances				
Restricted:				
Special Programs				
Unassigned				
Total Fund Balances	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total Liabilities and Fund Balances	<u>\$0</u>	<u>\$8,527</u>	<u>\$0</u>	<u>\$0</u>

	<u>Special Revenue</u>	
	<u>SLFRF</u>	<u>Total</u>
Assets		
Cash		\$44,225
Receivables:		
State Sources		0
Federal Sources		302,634
Prepaid Expenditures		1,772
Due From Other Funds		0
Total Assets	<u>\$0</u>	<u>\$348,631</u>
Liabilities		
Accounts Payable		\$2,700
Due To Other Funds		93,923
Salaries & Benefits Payable		2,917
Unspent Grant Allocation		207,566
Total Liabilities	<u>\$0</u>	<u>307,106</u>
Fund Balances		
Restricted:		
Special Programs		41,525
Unassigned		0
Total Fund Balances	<u>0</u>	<u>41,525</u>
Total Liabilities and Fund Balances	<u>\$0</u>	<u>\$348,631</u>

Combining Statement of Revenues, Expenditures, and Changes in
Fund Balances - Nonmajor Governmental Funds
Year Ended June 30, 2022

	Special Revenue Funds			
	Student Activity	School Building Maintenance	Technology	Substance Abuse
Revenues				
Local Revenue	\$9,341			
State Revenue			\$48,429	\$4,352
Federal Revenue				
Total Revenues	<u>9,341</u>	<u>\$0</u>	<u>48,429</u>	<u>4,352</u>
Expenditures				
Instructional Programs				
Elementary School				
Secondary School				
Vocational-Technical				
Special Education				
Gifted & Talented				
Interscholastic				
School Activity				
Summer School				
Support Service Programs				
Attendance - Guidance - Health				3,909
Special Education Support Services				
Instruction Improvement				
Educational Media				
Instruction-Related Technology			34,673	
Board of Education				
District Administration				
School Administration				
Business Operation				
Administrative Technology			45,575	
Buildings - Care				
Maintenance - Non-Student Occupied				
Maintenance - Student Occupied				
Maintenance - Grounds				
Security				3,782
Pupil-To-School Transportation				
Pupil-Activity Transportation				
General Transportation				
Non-Instructional Programs				
Child Nutrition				
Student Activity	7,279			
Capital Assets - Student Occupied				
Capital Assets - Non-Student Occupied				
Debt Service - Principal				
Debt Service - Interest				
Total Expenditures	<u>7,279</u>	<u>0</u>	<u>80,248</u>	<u>7,691</u>
Excess (Deficiency) of Revenues Over Expenditures	2,062	0	(31,819)	(3,339)
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	2,062	0	(31,819)	(3,339)
Fund Balances - Beginning	<u>20,284</u>	<u>991</u>	<u>46,835</u>	<u>6,511</u>
Fund Balances - Ending	<u><u>\$22,346</u></u>	<u><u>\$991</u></u>	<u><u>\$15,016</u></u>	<u><u>\$3,172</u></u>

Combining Statement of Revenues, Expenditures, and Changes in
Fund Balances - Nonmajor Governmental Funds
Year Ended June 30, 2022

	Special Revenue Funds			
	Title I-A			
	ESSER III	ESSA IBP	ESSER I	ESSER II
Revenues				
Local Revenue				
State Revenue				
Federal Revenue	\$212,069	\$44,648	\$298	\$111,824
Total Revenues	<u>212,069</u>	<u>44,648</u>	<u>298</u>	<u>111,824</u>
Expenditures				
Instructional Programs				
Elementary School		31,441		14,698
Secondary School		13,207		24,211
Vocational-Technical				
Special Education				
Gifted & Talented				
Interscholastic				
School Activity				
Summer School				
Support Service Programs				
Attendance - Guidance - Health				
Special Education Support Services				
Instruction Improvement				
Educational Media				
Instruction-Related Technology			298	
Board of Education				
District Administration				
School Administration				72,915
Business Operation				
Administrative Technology				
Buildings - Care				
Maintenance - Non-Student Occupied				
Maintenance - Student Occupied				
Maintenance - Grounds				
Security				
Pupil-To-School Transportation	212,069			
Pupil-Activity Transportation				
General Transportation				
Non-Instructional Programs				
Child Nutrition				
Student Activity				
Capital Assets - Student Occupied				
Capital Assets - Non-Student Occupied				
Debt Service - Principal				
Debt Service - Interest				
Total Expenditures	<u>212,069</u>	<u>44,648</u>	<u>298</u>	<u>111,824</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>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Fund Balances - Ending	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

NORTH VALLEY ACADEMY CHARTER SCHOOL

Combining Statement of Revenues, Expenditures, and Changes in
Fund Balances - Nonmajor Governmental Funds
Year Ended June 30, 2022

	Special Revenue Funds			
	IDEA Part B	IDEA Part B	School-Based	Title IV-A
	611 School Age 3-21	ARPA	Medicaid	ESSA SS&AE
Revenues				
Local Revenue				
State Revenue				
Federal Revenue	\$24,625	\$6,470	\$5,078	\$18,763
Total Revenues	<u>24,625</u>	<u>6,470</u>	<u>5,078</u>	<u>18,763</u>
Expenditures				
Instructional Programs				
Elementary School				
Secondary School				18,763
Vocational-Technical				
Special Education	20,303	6,470		
Gifted & Talented				
Interscholastic				
School Activity				
Summer School				
Support Service Programs				
Attendance - Guidance - Health				
Special Education Support Services	4,322		26,279	
Instruction Improvement				
Educational Media				
Instruction-Related Technology				
Board of Education				
District Administration				
School Administration				
Business Operation				
Administrative Technology				
Buildings - Care				
Maintenance - Non-Student Occupied				
Maintenance - Student Occupied				
Maintenance - Grounds				
Security				
Pupil-To-School Transportation				
Pupil-Activity Transportation				
General Transportation				
Non-Instructional Programs				
Child Nutrition				
Student Activity				
Capital Assets - Student Occupied				
Capital Assets - Non-Student Occupied				
Debt Service - Principal				
Debt Service - Interest				
Total Expenditures	<u>24,625</u>	<u>6,470</u>	<u>26,279</u>	<u>18,763</u>
Excess (Deficiency) of Revenues Over Expenditures	0	0	(21,201)	0
Other Financing Sources (Uses)				
Transfers In			21,201	
Transfers Out				
Total Other Financing Sources (Uses)	<u>0</u>	<u>0</u>	<u>21,201</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>0</u>
Fund Balances - Ending	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

Combining Statement of Revenues, Expenditures, and Changes in
Fund Balances - Nonmajor Governmental Funds
Year Ended June 30, 2022

	Special Revenue Funds			
	Title V-B	Title II-A	CRF	CRF
	ESSA REI	ESSA SEI	K4 / K12 Learning Loss	Substitute Recruitment
Revenues				
Local Revenue				
State Revenue				
Federal Revenue	\$20,712	\$16,440	\$16,163	\$7,618
Total Revenues	<u>20,712</u>	<u>16,440</u>	<u>16,163</u>	<u>7,618</u>
Expenditures				
Instructional Programs				
Elementary School	20,712		6,625	5,684
Secondary School			9,538	1,934
Vocational-Technical				
Special Education				
Gifted & Talented				
Interscholastic				
School Activity				
Summer School				
Support Service Programs				
Attendance - Guidance - Health				
Special Education Support Services				
Instruction Improvement		16,440		
Educational Media				
Instruction-Related Technology				
Board of Education				
District Administration				
School Administration				
Business Operation				
Administrative Technology				
Buildings - Care				
Maintenance - Non-Student Occupied				
Maintenance - Student Occupied				
Maintenance - Grounds				
Security				
Pupil-To-School Transportation				
Pupil-Activity Transportation				
General Transportation				
Non-Instructional Programs				
Child Nutrition				
Student Activity				
Capital Assets - Student Occupied				
Capital Assets - Non-Student Occupied				
Debt Service - Principal				
Debt Service - Interest				
Total Expenditures	<u>20,712</u>	<u>16,440</u>	<u>16,163</u>	<u>7,618</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>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Fund Balances - Ending	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

Combining Statement of Revenues, Expenditures, and Changes in
Fund Balances - Nonmajor Governmental Funds
Year Ended June 30, 2022

	<u>Special Revenue</u>	
	<u>SLFRF</u>	<u>Total</u>
Revenues		
Local Revenue		\$9,341
State Revenue		52,781
Federal Revenue	\$27,219	511,927
Total Revenues	<u>27,219</u>	<u>574,049</u>
Expenditures		
Instructional Programs		
Elementary School	8,288	87,448
Secondary School		67,653
Vocational-Technical		0
Special Education		26,773
Gifted & Talented		0
Interscholastic		0
School Activity		0
Summer School		0
Support Service Programs		
Attendance - Guidance - Health		3,909
Special Education Support Services		30,601
Instruction Improvement	16,563	33,003
Educational Media		0
Instruction-Related Technology		34,971
Board of Education		0
District Administration		0
School Administration		72,915
Business Operation		0
Administrative Technology		45,575
Buildings - Care		0
Maintenance - Non-Student Occupied		0
Maintenance - Student Occupied		0
Maintenance - Grounds		0
Security		3,782
Pupil-To-School Transportation	1,184	213,253
Pupil-Activity Transportation		0
General Transportation		0
Non-Instructional Programs		
Child Nutrition	1,184	1,184
Student Activity		7,279
Capital Assets - Student Occupied		0
Capital Assets - Non-Student Occupied		0
Debt Service - Principal		0
Debt Service - Interest		0
Total Expenditures	<u>27,219</u>	<u>628,346</u>
Excess (Deficiency) of Revenues		
Over Expenditures	0	(54,297)
Other Financing Sources (Uses)		
Transfers In		21,201
Transfers Out		0
Total Other Financing Sources (Uses)	<u>0</u>	<u>21,201</u>
Net Change in Fund Balances	<u>0</u>	<u>(33,096)</u>
Fund Balances - Beginning	<u>0</u>	<u>74,621</u>
Fund Balances - Ending	<u>\$0</u>	<u>\$41,525</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
North Valley Academy 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 North Valley Academy Charter School (the School), as of and for the year ended June 30, 2022, and the related notes to the financial statements, which collectively comprise the School's basic financial statements, and have issued our report thereon dated August 3, 2022.

Report on 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 or significant deficiencies may exist that have not been identified.

Report on 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
August 3, 2022

CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 14th day of June 2018, by and between the Idaho Public Charter School Commission (the “Authorizer”), and North Valley Academy, Inc. (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq.*, as amended (the “Charter Schools Law.”)

RECITALS

WHEREAS, on December 20, 2007, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year 2008; and

WHEREAS, the School’s charter was renewed on March 1, 2018, 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, 2018, and shall continue through June 30, 2023, unless earlier terminated as provided herein.

SECTION 2: SCHOOL GOVERNANCE

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

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

SECTION 3: EDUCATIONAL PROGRAM

A. School Mission. The mission of the School is as follows: At North Valley Academy, our mission is to create patriotic and educated leaders. We believe in James Madison’s statement that, “The advancement and diffusion of knowledge is the only guardian of true liberty.”

B. Grades Served. The School may serve students in K-12.

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

Focus on patriotic American values:

- through daily teaching of the American Heritage Curriculum;
- fostering a service centered and civic-minded culture;
- emphasizing American exceptionalism as founded upon our Constitution and Bill of Rights; and
- helping students to understand how to access the American Dream by requiring age appropriate money management, entrepreneurship, and free market capitalism education.

Build a culture of respect:

- by providing a controlled disciplinary environment;
- requiring students and staff to adhere to a dress code;
- exhibiting and expecting exemplary behavior from students and staff; and
- implementing the character education program in the American Heritage Curriculum.

Provide a rigorous academic education:

- by requiring the Core Knowledge Curriculum K-8; and
- requiring that graduation with honors from NVA will require coursework in history, social studies and economics above and beyond the state’s graduation requirements.

Support teacher growth and excellence

- 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 364 face-to-face students and 78 blended program students, for a total of 442 students. The maximum number of students who may be enrolled per class/grade level shall be as follows:

	K	1	2	3	4	5	6	7	8	9	140	11	12	Total
Face to Face	24	24	26	26	28	28	28	30	30	30	30	30	30	364
Blended	6	6	6	6	6	6	6	6	6	6	6	6	6	78
Totals	30	30	32	32	34	34	34	36	36	36	36	36	36	442

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.** 906 Main Street, Gooding, ID 83330. 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: Gooding School District.
- 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 D.

- 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 D.
- 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 D.
- 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, 2018.

Alan Reed

Chairperson, Idaho Public Charter School Commission

MaryBelle Anderson

Chairperson, North Valley Academy Board

ACADEMIC	Measure	Points Possible	Points Earned						
		K-8	K-8	9-12	9-12	K-12	K-12	Alternative	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*	0	NA*	100	NA*
Total Academic Points		400	NA*	525	NA*	400	NA*	300	NA*
% of Academic Points			NA*		NA*		NA*		NA*

*Limited academic data for FY20 is available due to the COVID-19 pandemic.

OPERATIONAL	Measure	Points Possible	Points Earned	FINANCIAL	Measure	Points Possible	Points Earned
Educational Program	1a	25	25	Near-Term	1a	50	NA*
	1b	25	25		1b	50	NA*
	1c	25	25		1c	50	NA*
	1d	25	25		1d	50	NA*
Financial Management & Oversight	2a	25	25	Sustainability	2a	50	NA*
	2b	25	25		2b	50	NA*
	2c	25	0		2c	50	NA*
Governance & Reporting	3a	25	25		2d	50	NA*
	3b	25	25	Total Financial Points		400	NA*
	3c	25	25	% of Financial Points			NA*
	3d	25	25				
	3e	25	25				
	3f	25	25				
	3g	25	25				
School Environment	4a	25	25	The financial measures above are based on industry standards. They are not intended to reflect nuances of the school's financial status. Please see the financial section of this framework for relevant contextual information that may alleviate concern.			
	4b	25	25				
	5a	25	25				
Additional Obligations							
Total Operational Points		400	375				
% of Operational Points			94%				

ACCOUNTABILITY DESIGNATION	Range (% of Points Possible)	Academic Gen Ed Outcome	Academic Alt Outcome	Range	Range	Operational Outcome	Range	Financial Outcome
Honor	75% - 100%			75% - 100%	90% - 100%		85% - 100%	
Good Standing	55% - 74%	NA	NA	55% - 74%	80% - 89%	94%	65% - 84%	NA
Remediation	31% - 54%			31% - 54%	61% - 79%		46% - 64%	
Critical	0% - 30%			0% - 30%	0% - 60%		0% - 45%	

*IPCSC did not assign ratings to academic or financial data for FY21 due to the pandemic.

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.	36%	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.	50%	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	<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>	<table border="1"> <tr> <td>School</td> <td>NA</td> <td>NA</td> </tr> <tr> <td>36%</td> <td>NA</td> <td>NA</td> </tr> <tr> <td>District</td> <td>NA</td> <td>NA</td> </tr> <tr> <td>32%</td> <td></td> <td></td> </tr> </table>	School	NA	NA	36%	NA	NA	District	NA	NA	32%		
School	NA	NA												
36%	NA	NA												
District	NA	NA												
32%														
Notes	The district average will be determined using the same grade set as is served by the public charter school. Idaho Falls School District will be used for comparison purposes.													
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	<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>	<table border="1"> <tr> <td>School</td> <td>NA</td> <td>NA</td> </tr> <tr> <td>50%</td> <td>NA</td> <td>NA</td> </tr> <tr> <td>District</td> <td>NA</td> <td>NA</td> </tr> <tr> <td>45%</td> <td></td> <td></td> </tr> </table>	School	NA	NA	50%	NA	NA	District	NA	NA	45%		
School	NA	NA												
50%	NA	NA												
District	NA	NA												
45%														
Notes	The district average will be determined using the same grade set as is served by the public charter school. Idaho Falls School District will be used for comparison purposes.													

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 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. Notes	<p style="text-align: center;">Points Possible</p>	<p style="text-align: center;">Points Earned</p>
	NA	NA
	NA	NA
	NA	NA
Measure 3b Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade? 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. Notes	<p style="text-align: center;">Points Possible</p>	<p style="text-align: center;">Points Earned</p>
	NA	NA
	NA	NA
	NA	NA

INDICATOR 4: NORM-REFERENCED STUDENT GROWTH (GRADES 9-12)			Points Possible	Points Earned
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>		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?			
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)		Points Possible	Points Earned
Measure 5a	Are students graduating from high school on time?		
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> <ul style="list-style-type: none"> a) had a four-year ACGR of 80% - 89% OR b) had a four-year ACGR of at least 66% AND met its progress goal. <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>	NA	NA
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																	
<p>Measure 1a Implementation of Educational Program</p>	<p>Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?</p> <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>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
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	15																
	0																
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<p>Notes</p>																	
<p>Measure 1b Educational Requirements</p>	<p>Is the school complying with applicable educational requirements?</p> <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>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
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	0																
		25															
<p>Notes</p>																	

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			15	0
				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			15	0
				25

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT																	
<p>Measure 2a Financial Reporting and Compliance</p>	<p>Is the school meeting financial reporting and compliance requirements?</p> <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>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
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	15																
	0																
		25															
<p>Notes</p>																	
<p>Measure 2b GAAP</p>	<p>Is the school following General Accepted Accounting Principles (GAAP)</p> <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>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
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	15																
	0																
		25															
<p>Notes</p>	<p>No points are deducted for failure to comply with GASB 75.</p>																
<p>Measure 2c Enrollment Variance</p>	<p>Is the school successfully enrolling the projected number of students?</p> <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>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td>85.59%</td> <td>0</td> <td style="border-top: 1px solid black;">0</td> </tr> <tr> <td></td> <td></td> <td>0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15		85.59%	0	0			0
Result	Points Possible	Points Earned															
	25																
	15																
85.59%	0	0															
		0															
<p>Notes</p>	<p>Enrollment variance is calculated by dividing mid-term ADA by the enrollment projection reported to the PCSC at the beginning of the fiscal year.</p>																

INDICATOR 3: GOVERNANCE AND REPORTING															
Measure 3a	Is the school complying with governance requirements?	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td rowspan="3">No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td>15</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td colspan="2"></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25	15		0				25
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No instances of non-compliance documented	25	25													
	15														
	0														
		25													
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>															
Notes															
Measure 3b	Is the board fulfilling its oversight obligations?	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td rowspan="3">No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td>15</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td colspan="2"></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25	15		0				25
Result	Points Possible	Points Earned													
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	15														
	0														
		25													
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>															
Notes															

<p>Measure 3c Reporting Requirements</p>	<p>Is the school complying with reporting requirements?</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
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<p>Notes</p>																	
<p>Measure 3d Public Transparency</p>	<p>Is the school complying with public transparency requirements?</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
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<p>Notes</p>																	
<p>Measure 3e Credentialing & Background Checks</p>	<p>Is the school meeting employee credentialing and background check requirements?</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
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No instances of non-compliance documented	25	25															
	15																
	0																
		25															
<p>Notes</p>																	

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	
Notes				25

INDICATOR 4: SCHOOL ENVIRONMENT																	
<p>Measure 4a</p> <p>Transportation</p>	<p>Is the school complying with transportation requirements?</p> <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> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
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	15																
	0																
		25															
<p>Measure 4b</p> <p>Facilities</p>	<p>Is the school complying with facilities requirements?</p> <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> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
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	15																
	0																
		25															

INDICATOR 5: ADDITIONAL OBLIGATIONS		Result	Points Possible	Points Earned
Measure 5a	Is the school complying with all other obligations?			
Additional Obligations	<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>	No instances of non-compliance documented	25	25
			15	
			0	
Notes				25

INDICATOR 1: NEAR-TERM			Result	Points Possible	Points Earned
Measure 1a Current Ratio	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.		2.24	NA	NA
Notes					
Measure 1b Cash Ratio	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.		1.48	NA	NA
Notes					
Measure 1c Unrestricted Days Cash	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.		162	NA	NA
Notes					
Measure 1d Default	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.		None	NA	NA
Notes					

INDICATOR 2: SUSTAINABILITY			Result	Points Possible	Points Earned
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.		7.75%		
Total Margin and Aggregated			7.38%		
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
Notes					
Measure 2b	Debt to Asset Ratio: Total Liabilities divided by Total Assets		0.3		
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>			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		Multi - \$205,663		
Cash Flow			Recent One - \$186,963		
			Previous One - 18,700		
	<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
Notes					
Measure 2d	Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)		2.14		
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>			NA	NA
Notes					

North Valley Academy Longitudinal Results

ACADEMIC	Measure	Percentage of Points Earned					
		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
State Proficiency Comparison	1a			100%	NA	NA	
	1b			100%	NA	NA	
District Proficiency Comparison	2a			100%	NA	NA	
	2b			100%	NA	NA	
Criterion-Referenced Growth	3a			69%	NA	NA	
	3b			43%	NA	NA	
Norm-Referenced Growth	4a			Masked	NA	NA	
	4b			Masked	NA	NA	
Post-Secondary Readiness	5a	NA	NA	NA	NA	NA	
% of Possible Academic Points for this School		70%	79%	84%	NA	NA	

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%	100%	100%	
Financial Management	2a - 2c	87%	87%	87%	100%	67%	
Governance & Reporting	3a - 3f	100%	100%	100%	100%	100%	
School Environment	4a - 4b	100%	100%	100%	100%	100%	
Additional Obligations	5a	100%	100%	100%	100%	100%	
% of Possible Operational Points for this School		98%	98%	98%	100%	93%	

FINANCIAL	Measure	Percentage of Points Earned					
		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Near-Term	1a - 1d	100%	100%	100%	100%	NA	
Sustainability	2a - 2d	100%	100%	100%	100%	NA	
% of Possible Financial Points for this School		100%	100%	100%	100%	NA	

ACCOUNTABILITY DESIGNATION	Percentage of Points Earned						
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	
Academic	Honor	Honor	Honor	N/A*	N/A		
Mission Specific	N/A	N/A	N/A	N/A	N/A		
Operational	Honor	Honor	Honor	Honor	Honor		
Financial	Honor	Honor	Honor	Honor	N/A		

*Limited academic data for FY20 is available due to the COVID-19 pandemic

**NORTH VALLEY ACADEMY
2020 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 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.

SCHOOL OVERVIEW			
Mission Statement	At North Valley Academy, our mission is to create patriotic and educated leaders. We believe in James Madison's statement that, "The advancement and diffusion of knowledge is the only guardian of true liberty."		
Key Design Elements	<p>Focus on patriotic American values:</p> <ul style="list-style-type: none"> through daily teaching of the American Heritage Curriculum; fostering a service centered and civic-minded culture; emphasizing American exceptionalism as founded upon our Constitution and Bill of Rights; <p>and</p> <ul style="list-style-type: none"> helping students to understand how to access the American Dream by requiring age appropriate money management, entrepreneurship, and free market capitalism education. <p>Build a culture of respect:</p> <ul style="list-style-type: none"> by providing a controlled disciplinary environment; requiring students and staff to adhere to a dress code; exhibiting and expecting exemplary behavior from students and staff; and implementing the character education program in the American Heritage Curriculum. <p>Provide a rigorous academic education:</p> <ul style="list-style-type: none"> by requiring the Core Knowledge Curriculum K-8; and requiring that graduation with honors from NVA will require coursework in history, social studies and economics above and beyond the state's graduation requirements. <p>Support teacher growth and excellence</p>		
School Location	906 Main Street Gooding, ID 83330	School Phone	208-934-4567
Surrounding District	Gooding School District		
Opening Year	2008		
Current Term	July 1, 2018 to June 30, 2023		
Grades Served	K-12		
Enrollment (Approved)	442	Enrollment (Actual)	219

SCHOOL LEADERSHIP	
Marybelle Anderson	Chair
Debbie Infanger	Director
Liz Covey	Treasurer
Sherry Funkhouser	Vice Chair

STUDENT DEMOGRAPHICS				
	School	State	Surrounding District	Neighboring District
Non-White	29.80%	25.00%	39.20%	N/A
Limited English Proficiency	23.90%	7.00%	16.00%	N/A
Special Needs	11.70%	11.00%	12.00%	N/A
Free and Reduced Lunch	59.50%	44.00%	74.00%	N/A

ACADEMIC	Measure	Points Possible	Points Earned						
		K-8	K-8	9-12	9-12	K-12	K-12	Alternative	Alternative
State Proficiency Comparison	1a	50	0	50	0	50	NA*		
	1b	50	0	50	0	50	NA*		
District Proficiency Comparison	2a	50	0	50	0	50	NA*	50	0
	2b	50	0	50	0	50	NA*	50	0
Criterion-Referenced Growth	3a	100	0			50	NA*		
	3b	100	0			50	NA*		
Norm-Referenced Growth	4a			100	0	50	NA*	50	0
	4b			100	0	50	NA*	50	0
Post-Secondary Readiness	5a			125	0	125	NA*	100	0
Total Academic Points		400	0	525	0	525	NA*	300	0
% of Academic Points			0%		0%		NA*		0%

*Academic data for FY20 is not available due to the COVID-19 pandemic.

MISSION-SPECIFIC	Measure	Points Possible	Points Earned
	1		
	2		
	3		
	4		
	5		
	6		
Total Mission-Specific Points			
% of Mission-Specific Points			

NVA 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	25		400	400	
	3c	25	25		% of Financial Points	100%	
	3d	25	25				
	3e	25	25				
	3f	25	25				
	3f	25	25				
School Environment	4a	25	25	The financial measures above are based on industry standards. They are not intended to reflect nuances of the school's financial status. Please see the financial section of this framework for relevant contextual information that may alleviate concern.			
	4b	25	25				
Additional Obligations	5a	25	25				
Total Operational Points		400	400				
% of Operational Points			100%				

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%	100%	65% - 84%	100%
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.

INDICATOR 5: COLLEGE & CAREER READINESS (GRADES 9-12)			Points Possible	Points Earned
Measure 5a	Are students graduating from high school on time?			
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>	100%	125	0
			100	0
			75	0
			0-65	0
				0
Notes	As graduation rate is the only academic data available for FY20, this section has not been scored.			

INDICATOR 1: EDUCATIONAL PROGRAM																	
<p>Measure 1a Implementation of Educational Program</p>	<p>Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?</p> <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>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
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<p>Notes</p>																	
<p>Measure 1b Educational Requirements</p>	<p>Is the school complying with applicable educational requirements?</p> <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>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
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No instances of non-compliance documented	25	25															
	15																
	0																
		25															
<p>Notes</p>																	

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				25

INDICATOR 3: GOVERNANCE AND REPORTING		Result	Points Possible	Points Earned
<p>Measure 3a Is the school complying with governance requirements?</p> <p>Governance Requirements</p> <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> <p>Notes</p>	<p>No instances of non-compliance documented</p>	<p>25</p> <p>15</p> <p>0</p> <hr/> <p>25</p>	<p>25</p>	<p>25</p>
<p>Measure 3b Is the board fulfilling its oversight obligations?</p> <p>Board Oversight</p> <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> <p>Notes</p>	<p>No instances of non-compliance documented</p>	<p>25</p> <p>15</p> <p>0</p> <hr/> <p>25</p>	<p>25</p>	<p>25</p>

<p>Measure 3c</p>	<p>Is the school complying with reporting requirements?</p>	<p>Result</p>	<p>Points Possible</p>	<p>Points Earned</p>
<p>Reporting Requirements</p>		<p>No instances of non-compliance documented</p>	<p>25</p>	<p>25</p>
<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>15</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>0</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>				
<p>Notes</p>				<p>25</p>
<p>Measure 3d</p>	<p>Is the school complying with public transparency requirements?</p>	<p>Result</p>	<p>Points Possible</p>	<p>Points Earned</p>
<p>Public Transparency</p>		<p>No instances of non-compliance documented</p>	<p>25</p>	<p>25</p>
<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>15</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>0</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>				
<p>Notes</p>				<p>25</p>
<p>Measure 3e</p>	<p>Is the school meeting employee credentialing and background check requirements?</p>	<p>Result</p>	<p>Points Possible</p>	<p>Points Earned</p>
<p>Credentialing & Background Checks</p>		<p>No instances of non-compliance documented</p>	<p>25</p>	<p>25</p>
<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>15</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>0</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>				
<p>Notes</p>				<p>25</p>

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
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
Notes				
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
Notes				

INDICATOR 5: ADDITIONAL OBLIGATIONS				
Measure 5a	Is the school complying with all other obligations?	Result	Points Possible	Points Earned
Additional Obligations	<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>	No instances of non-compliance documented	25	25
			15	
			0	
Notes				25

INDICATOR 1: NEAR-TERM			Result	Points Possible	Points Earned
Measure 1a Current Ratio	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.		3.4	50	50
Notes				10	
				0	50
Measure 1b Cash Ratio	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.		2.9	50	50
Notes				10	
				0	50
Measure 1c Unrestricted Days Cash	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.		129 days	50	50
Notes				10	
				0	50
Measure 1d Default	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.		No default noted	50	50
Notes				0	50

INDICATOR 2: SUSTAINABILITY			Result	Points Possible	Points Earned
Measure 2a Total Margin and Aggregated 3-Year Total Margin	Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues. 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> Does Not Meet: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard". 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.	See note 0	50 30 0	50 50 50	
Notes	The Aggregated 3-Year Total Margin is positive (8.09%). The Total Margin is positive (8.61%).				
Measure 2b Debt to Asset Ratio	Debt to Asset Ratio: Total Liabilities divided by Total Assets Meets Standard: Debt to Asset Ratio is less than 0.9. Does Not Meet: Debt to Asset Ratio is between 0.9 and 1.0 Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0	0.19	50 30 0	50 50 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	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 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> Does Not Meet: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard" Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative.	See note	50 30 0	50 50 50	
Notes	The Multi-Year Cumulative Cash Flow is positive (\$93,594.00). The most recent year Cash Flow is positive (\$18,700). The previous year Cash Flow is positive (\$74,894.00).				
Measure 2d Debt Service Coverage Ratio	Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments) Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1 Does Not Meet: Debt Service Coverage Ratio is less than 1.1	1.85	50 0	50 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.				

Renewals No Conditions Page 1219

North Valley Academy Longitudinal Results

ACADEMIC	Measure	Percentage of Points Earned					
		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
State Proficiency Comparison	1a			56%	NA*		
	1b			58%	NA*		
District Proficiency Comparison	2a			74%	NA*		
	2b			78%	NA*		
Criterion-Referenced Growth	3a			25%	NA*		
	3b			50%	NA*		
Norm-Referenced Growth	4a			Masked	NA*		
	4b			Masked	NA*		
Post-Secondary Readiness	5a			52%	NA*		
% of Possible Academic Points for this School		43%	61%	61%	NA*		

OPERATIONAL	Measure	Percentage of Points Earned					
		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Educational Program	1a -1d	N/A	90%	100%	100%		
Financial Management	2a - 2c	N/A	67%	100%	100%		
Governance & Reporting	3a - 3f	N/A	83%	100%	100%		
School Environment	4a - 4b	N/A	100%	100%	100%		
Additional Obligations	5a	N/A	100%	100%	100%		
% of Possible Operational Points for this School		N/A	85%	100%	100%		

FINANCIAL	Measure	Percentage of Points Earned					
		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Near-Term	1a - 1d	N/A	100%	100%	100%		
Sustainability	2a - 2d	N/A	100%	100%	100%		
% of Possible Financial Points for this School		N/A	100%	100%	100%		

ACCOUNTABILITY DESIGNATION	Percentage of Points Earned					
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Academic	Remediation	Good Standing	Good Standing	N/A		
Mission Specific	N/A	N/A	N/A	N/A		
Operational	N/A*	Good Standing	Good Standing	Honor		
Financial	N/A*	Honor	Honor	Honor		

*Operational and Financial data for 2016-17 was reported in a different format.

**NORTH VALLEY ACADEMY
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 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 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.

SCHOOL OVERVIEW			
Mission Statement	At North Valley Academy, our mission is to create patriotic and educated leaders. We believe in James Madison's statement that, "The advancement and diffusion of knowledge is the only guardian of true liberty."		
Key Design Elements	<p>Focus on patriotic American values:</p> <ul style="list-style-type: none"> • through daily teaching of the American Heritage Curriculum; • fostering a service centered and civic-minded culture; • emphasizing American exceptionalism as founded upon our Constitution and Bill of Rights; <p>and</p> <ul style="list-style-type: none"> • helping students to understand how to access the American Dream by requiring age appropriate money management, entrepreneurship, and free market capitalism education. <p>Build a culture of respect:</p> <ul style="list-style-type: none"> • by providing a controlled disciplinary environment; • requiring students and staff to adhere to a dress code; • exhibiting and expecting exemplary behavior from students and staff; and • implementing the character education program in the American Heritage Curriculum. <p>Provide a rigorous academic education:</p> <ul style="list-style-type: none"> • by requiring the Core Knowledge Curriculum K-8; and • requiring that graduation with honors from NVA will require coursework in history, social studies and economics above and beyond the state's graduation requirements. <p>Support teacher growth and excellence</p>		
School Location	906 Main Street Gooding, ID 83330	School Phone	208-934-4567
Surrounding District	Gooding School District		
Opening Year	2008		
Current Term	July 1, 2018 to June 30, 2023		
Grades Served	K-12		
Enrollment (Approved)	442	Enrollment (Actual)	216

SCHOOL LEADERSHIP	
Marybelle Anderson	Chair
Debbie Infanger	Director
Liz Covey	Treasurer
Sherry Funkhouser	Vice Chair

STUDENT DEMOGRAPHICS				
	School	State	Surrounding District	Neighboring District
Non-White	24.54%	24.85%	39.40%	N/A
Limited English Proficiency	3.70%	6.44%	13.06%	N/A
Special Needs	12.04%	10.73%	10.93%	N/A
Free and Reduced Lunch	59.72%	44.74%	71.53%	N/A

ISAT PROFICIENCY RATES	
Percentage of students meeting or exceeding proficiency in Math	38.02%
Percentage of students meeting or exceeding proficiency in English Language Arts	52.89%
Percentage of students meeting or exceeding proficiency in Science	47.22%

GO-ON RATE (Post-secondary enrollment within 12 months of graduation)	54.55%
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ACADEMIC	Measure	Points Possible	Points Earned						
		K-8	K-8	9-12	9-12	K-12	K-12	Alternative	Alternative
State Proficiency Comparison	1a	50	0	50	0	50	28		
	1b	50	0	50	0	50	29		
District Proficiency Comparison	2a	50	0	50	0	50	37	50	0
	2b	50	0	50	0	50	39	50	0
Criterion-Referenced Growth	3a	100	0			50	13		
	3b	100	0			50	25		
Norm-Referenced Growth	4a			100	0	50	Masked	50	0
	4b			100	0	50	Masked	50	0
Post-Secondary Readiness	5a			125	0	125	65	100	0
Total Academic Points		400	0	525	0	525	319	300	0
% of Academic Points			0%		0%		61%		0%

MISSION-SPECIFIC	Measure	Points Possible	Points Earned	
	1			NVA has chosen not to include mission-specific measures.
	2			
	3			
	4			
	5			
	6			
Total Mission-Specific Points				
% of Mission-Specific Points				

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	
	2d	25	25		2d	50	50	
Governance & Reporting	3a	25	25	Total Financial Points			400	
	3b	25	25		% of Financial Points			100%
	3c	25	25					
	3d	25	25					
	3e	25	25					
	3f	25	25					
School Environment	4a	25	25	The financial measures above are based on industry standards. They are not intended to reflect nuances of the school's financial status. Please see the financial section of this framework for relevant contextual information that may alleviate concern.				
Additional Obligations	4b	25	25					
Total Operational Points	5a	400	400					
% of Operational Points			100%					

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%	61%	0%	55% - 74%	NA	80% - 89%	100%	65% - 84%	100%
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			Result	Points Possible	Points Earned
Measure 1a	Do math proficiency rates meet or exceed the state average?				
Math Proficiency Rate Comparison to State	<p>Exceeds Standard: The school's proficiency rate in math exceeds the state average by 16 percentage points or more.</p> <p>Meets Standard: The school's proficiency rate in math is equal to the state 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 state average.</p> <p>Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the state average.</p>		X	50 30 - 45 15 - 29 0 - 14	0 0 28 0
Notes	The state average will be determined using the same grade set as is served by the public charter school.				28
Measure 1b	Do English Language Arts proficiency rates meet or exceed the state average?				
ELA Proficiency Rate Comparison to State	<p>Exceeds Standard: The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.</p> <p>Meets Standard: The school's proficiency rate in ELA is equal to the state 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 state average.</p> <p>Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the state average.</p>		X	50 30 - 45 15 - 29 0 - 14	0 0 29 0
Notes	The state average will be determined using the same grade set as is served by the public charter school.				29

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	<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 0</p> <p>X 30 - 45 37</p> <p>15 - 29 0</p> <p>0 - 14 0</p> <hr/> <p>37</p>
Notes	The district average will be determined using the same grade set as is served by the public charter school. Gooding School District will be used for comparison purposes.	
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	<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 0</p> <p>X 30 - 45 39</p> <p>15 - 29 0</p> <p>0 - 14 0</p> <hr/> <p>39</p>
Notes	The district average will be determined using the same grade set as is served by the public charter school. Gooding School District will be used for comparison purposes.	

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																				
Math	<p>Exceeds Standard: At least 85% of students are making adequate academic growth in math.</p> <p>Meets Standard: Between 70% and 84% of students are making adequate academic growth in math.</p> <p>Does Not Meet Standard: Between 50% and 69% of students are making adequate academic growth in math.</p> <p>Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth in math.</p>	<table border="1"> <thead> <tr> <th></th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>39-50</td> <td>0</td> </tr> <tr> <td></td> <td>26-38</td> <td>0</td> </tr> <tr> <td>50</td> <td>13-25</td> <td>13</td> </tr> <tr> <td></td> <td>0-12</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td><u>13</u></td> </tr> </tbody> </table>		Points Possible	Points Earned		39-50	0		26-38	0	50	13-25	13		0-12	0			<u>13</u>
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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																				
ELA	<p>Exceeds Standard: At least 85% of students are making adequate academic growth in ELA.</p> <p>Meets Standard: Between 70% and 84% of students are making adequate academic growth in ELA.</p> <p>Does Not Meet Standard: Between 50% and 69% of students are making adequate academic growth in ELA.</p> <p>Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth in ELA.</p>	<table border="1"> <thead> <tr> <th></th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>39-50</td> <td>0</td> </tr> <tr> <td></td> <td>26-38</td> <td>0</td> </tr> <tr> <td>69</td> <td>13-25</td> <td>25</td> </tr> <tr> <td></td> <td>0-12</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td><u>25</u></td> </tr> </tbody> </table>		Points Possible	Points Earned		39-50	0		26-38	0	69	13-25	25		0-12	0			<u>25</u>
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Notes																				

INDICATOR 4: NORM-REFERENCED STUDENT GROWTH (GRADES 9-12)																			
<p>Measure 4a</p> <p>Are students making expected academic growth in math compared to their academic peers?</p> <p>Norm-Referenced Growth</p> <p>Math</p> <p>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.</p> <p>Notes</p> <p>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.</p>	<table border="1"> <thead> <tr> <th></th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>Masked</td> <td>39-50</td> <td>Masked</td> </tr> <tr> <td></td> <td>26-38</td> <td>0</td> </tr> <tr> <td></td> <td>13-25</td> <td>0</td> </tr> <tr> <td></td> <td>0-12</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">Masked</td> </tr> </tbody> </table>		Points Possible	Points Earned	Masked	39-50	Masked		26-38	0		13-25	0		0-12	0			Masked
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<p>Measure 4b</p> <p>Are students making expected academic growth in English Language Arts compared to their academic peers?</p> <p>Norm-Referenced Growth</p> <p>ELA</p> <p>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.</p> <p>Notes</p> <p>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.</p>	<table border="1"> <thead> <tr> <th></th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>Masked</td> <td>39-50</td> <td>Masked</td> </tr> <tr> <td></td> <td>26-38</td> <td>0</td> </tr> <tr> <td></td> <td>13-25</td> <td>0</td> </tr> <tr> <td></td> <td>0-12</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">Masked</td> </tr> </tbody> </table>		Points Possible	Points Earned	Masked	39-50	Masked		26-38	0		13-25	0		0-12	0			Masked
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		Masked																	

INDICATOR 5: COLLEGE & CAREER READINESS (GRADES 9-12)		Points Possible	Points Earned
Measure 5a	Are students graduating from high school on time?		
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>	125	0
		100	0
		75	0
		65	0-65
			65
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																	
<p>Measure 1a Implementation of Educational Program</p>	<p>Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?</p> <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>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
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<p>Notes</p>																	
<p>Measure 1b Educational Requirements</p>	<p>Is the school complying with applicable educational requirements?</p> <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>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
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<p>Notes</p>																	

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				25

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? 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. 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. 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.			No instances of non-compliance documented	25	25
Notes					25
Measure 2b GAAP Is the school following General 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 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. 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. 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.			See note	25	25
Notes	No points are deducted for failure to comply with GASB 75.				25
Measure 2c Enrollment Variance Is the school successfully enrolling the projected number of students? Meets Standard: Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year. Partially Meets Standard: Enrollment variance was between 90 and 95 percent in the most recent fiscal year. Does Not Meet Standard: Enrollment variance was less than 90 percent in the most recent fiscal year.			99.40%	25	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.				25

INDICATOR 3: GOVERNANCE AND REPORTING		Result	Points Possible	Points Earned
<p>Measure 3a Is the school complying with governance requirements?</p> <p>Governance Requirements</p> <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> <p>Notes</p>	<p>No instances of non-compliance documented</p>	<p>25</p> <p>15</p> <p>0</p> <hr/> <p>25</p>	<p>25</p>	
<p>Measure 3b Is the board fulfilling its oversight obligations?</p> <p>Board Oversight</p> <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> <p>Notes</p>	<p>No instances of non-compliance documented</p>	<p>25</p> <p>15</p> <p>0</p> <hr/> <p>25</p>	<p>25</p>	

<p>Measure 3c Reporting Requirements</p>	<p>Is the school complying with reporting requirements?</p> <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>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
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<p>Notes</p>																	
<p>Measure 3d Public Transparency</p>	<p>Is the school complying with public transparency requirements?</p> <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>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
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<p>Measure 3e Credentialing & Background Checks</p>	<p>Is the school meeting employee credentialing and background check requirements?</p> <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>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
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	15																
	0																
		25															
<p>Notes</p>																	

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
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
Notes				
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
Notes				

INDICATOR 5: ADDITIONAL OBLIGATIONS				
Measure 5a	Is the school complying with all other obligations?	Result	Points Possible	Points Earned
Additional Obligations	<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>	No instances of non-compliance documented	25	25
Notes			15	
			0	
				25

INDICATOR 1: NEAR-TERM													
Measure 1a Current Ratio	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.	Result 3.26	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>50</td> </tr> <tr> <td>10</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td></td> <td style="border-top: 1px solid black;">50</td> </tr> </tbody> </table>	Points Possible	Points Earned	50	50	10		0			50
Points Possible	Points Earned												
50	50												
10													
0													
	50												
Notes													
Measure 1b Cash Ratio	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.	Result 2.7	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>50</td> </tr> <tr> <td>10</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td></td> <td style="border-top: 1px solid black;">50</td> </tr> </tbody> </table>	Points Possible	Points Earned	50	50	10		0			50
Points Possible	Points Earned												
50	50												
10													
0													
	50												
Notes													
Measure 1c Unrestricted Days Cash	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.	Result 123 days	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>50</td> </tr> <tr> <td>10</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td></td> <td style="border-top: 1px solid black;">50</td> </tr> </tbody> </table>	Points Possible	Points Earned	50	50	10		0			50
Points Possible	Points Earned												
50	50												
10													
0													
	50												
Notes													
Measure 1d Default	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.	Result No default noted	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>50</td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td></td> <td style="border-top: 1px solid black;">50</td> </tr> </tbody> </table>	Points Possible	Points Earned	50	50	0			50		
Points Possible	Points Earned												
50	50												
0													
	50												
Notes													

INDICATOR 2: SUSTAINABILITY			Result	Points Possible	Points Earned
Measure 2a Total Margin and Aggregated 3-Year Total Margin	Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues. 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> Does Not Meet: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard". 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.	See note	50 30 0	50 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	Debt to Asset Ratio: Total Liabilities divided by Total Assets Meets Standard: Debt to Asset Ratio is less than 0.9. Does Not Meet: Debt to Asset Ratio is between 0.9. and 1.0 Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0	0.28	50 30 0	50 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	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 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> Does Not Meet: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard" Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative.	See note	50 30 0	50 50	
Notes	The Multi-Year Cumulative Cash Flow is positive. The most recent year Cash Flow is positive.				
Measure 2d Debt Service Coverage Ratio	Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments) Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1 Does Not Meet: Debt Service Coverage Ratio is less than 1.1	2.04	50 0	50 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.				

North Valley Academy Longitudinal Results

ACADEMIC		Percentage of Points Earned					
Measure	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	
State Proficiency Comparison	1a			56%			
	1b			58%			
District Proficiency Comparison	2a			74%			
	2b			78%			
Criterion-Referenced Growth	3a			25%			
	3b			50%			
Norm-Referenced Growth	4a			Masked			
	4b			Masked			
Post-Secondary Readiness	5a			52%			

% of Possible Academic Points for this School

43% 61% 61%

OPERATIONAL		Percentage of Points Earned					
Measure	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	
Educational Program	1a -1d	N/A	90%	100%			
Financial Management	2a - 2c	N/A	67%	100%			
Governance & Reporting	3a - 3f	N/A	83%	100%			
School Environment	4a - 4b	N/A	100%	100%			
Additional Obligations	5a	N/A	100%	100%			

% of Possible Operational Points for this School

N/A 85% 100%

FINANCIAL		Percentage of Points Earned					
Measure	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	
Near-Term	1a - 1d	N/A	100%	100%			
Sustainability	2a - 2d	N/A	100%	100%			

% of Possible Financial Points for this School

N/A 100% 100%

ACCOUNTABILITY DESIGNATION		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Academic		Remediation	Good Standing	Good Standing			
Mission Specific		N/A	N/A	N/A			
Operational		N/A*	Good Standing	Good Standing			
Financial		N/A*	Honor	Honor			

*Operational and Financial data for 2016-17 was reported in a different format.

IPCSC Lottery Observation Summary

An observation of each school’s lottery process is required by [Section VI of IPCSC policies](#), and will place once each performance certificate term.

Below you will find the summary of the IPCSC lottery observation for your school. The purpose of this observation is to ensure compliance with Idaho’s equitable selection process outlined in [IDAPA 08.02.04.203](#). Please see the IPCSC’s [Equitable Selection and Enrollment Process Guidance](#) document for more information. If you have any questions/comments/concerns regarding the summary below, please feel free to reach out to the IPCSC staff. You may provide a response to this report within two weeks of receipt. Both the report and your response will be included in your school’s renewal portfolio.

Observation Date: 4.2.2022

Observation Location: via Zoom

Observer: Jared Dawson

School Personnel Present	Office (if applicable)
Jeff Klamm	Principal
Adriana Cervantes	Office Clerk
Gayle DeSmet	Superintendent
Neutral Third-Party Conducting Draw	Title

Observation Category	Status	Date
Enrollment Deadline Notification	No Concern	4.2.22
Enrollment Form	No Concern	4.2.22
Lottery Process	No Concern	4.2.22

Additional Notes (As Applicable) while connection was difficult to hear at times, lottery conducted appropriately and professionally, no compliance issues observed.

Deadline Notification & Enrollment Application | Complete

Equitable Selection Process | Complete

Reminders | *Reminders are provided below for your specific school to support and ensure compliance on future lottery processes. Please ensure these reminders are implemented during your next enrollment season.*

IPCSC Board Meeting Observation Summary

An observation of charter school board meetings is required by [Section VI of IPCSC policies](#), and will take place once each performance certificate term. We recognize that not all aspects of good governance may be addressed in a single meeting and that this observation is only a snapshot.

Below you will find the summary of the IPCSC’s board meeting observation of your school. The purpose of this observation is to ensure compliance with [Idaho’s Open Meeting Law](#) and to help inform annual evaluations regarding the board stewardship measures of the Performance Framework. Please see the IPCSC’s [Performance Framework](#) for details regarding the governance structure and governance oversight measures.

If you have any questions/comments/concerns regarding the summary below, please feel free to reach out to the IPCSC staff. You may provide a response to this report within two weeks of receipt. Both the report and your response will be included in your school’s renewal portfolio.

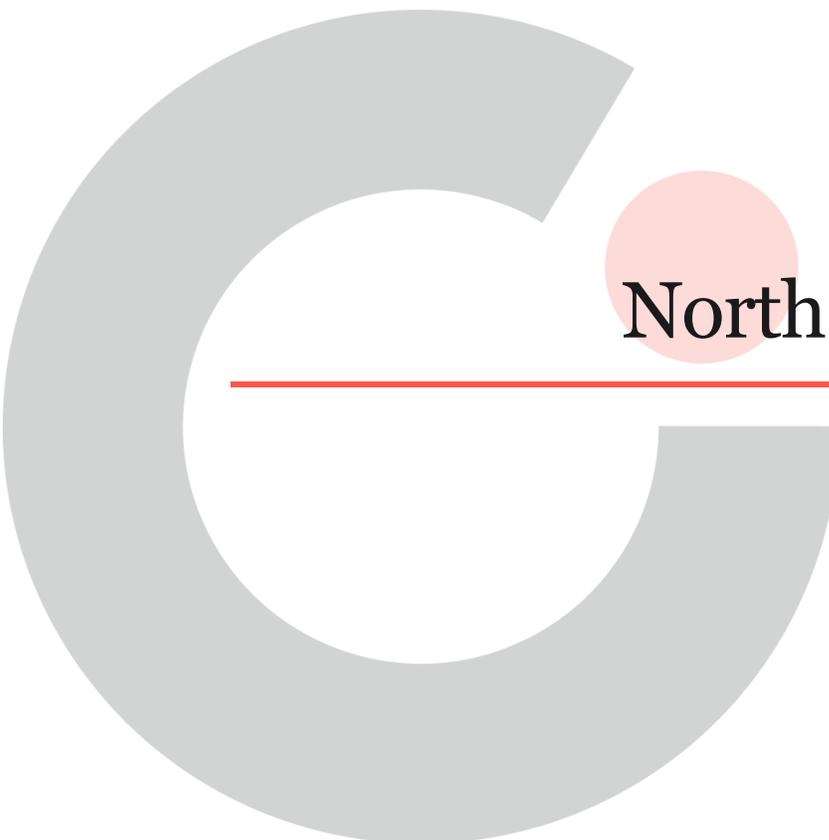
Observation Date: 8.9.2022

Observer: Jared Dawson

School Board Director’s Name	Office (if applicable)	Present/Remote/Absent
MaryBelle Anderson	Chair	Present
Sherry Funkhouser	Director	Present
Elizabeth Covey	Director	Present
Deby Infanger	Director	Absent
School Leadership	Title	Present/Remote/Absent
Jeff Klamm	Principal	Present
Adriana Cervantes	Clerk	Present

Observation Category	Status	Date
Open Meeting Law	No Concern	8.9.22
Public Participation	No Concern	8.9.22
Operational Efficacy	No Concern	8.9.22
Academic Achievement	No Concern	8.9.22
Financial Health	No Concern	8.9.22

Additional Notes (As Applicable) – discussed bus routes and strategies, reviewed health and safety plan, discussed potential building projects. Meeting was run smoothly and professionally, no concerns observed.



North Valley Academy

Gooding, Idaho

October 18-20, 2021

School Accreditation Engagement Review

227830

Table of Contents

Cognia Continuous Improvement System	3
Initiate	3
Improve	3
Impact.....	3
Cognia Performance Accreditation and the Engagement Review	4
Cognia Standards Diagnostic Results	4
Leadership Capacity Domain	5
Learning Capacity Domain.....	6
Resource Capacity Domain	7
Assurances	8
Accreditation Status and Index of Education Quality®	8
Insights from the Review	9
Next Steps	12
Team Roster	13
References and Readings.....	14

Cognia Continuous Improvement System

Cognia defines continuous improvement as "an embedded behavior rooted in an institution's culture that constantly focuses on conditions, processes, and practices to improve teaching and learning." The Cognia Continuous Improvement System (CIS) provides a systemic, fully integrated solution to help institutions map out and navigate a successful improvement journey. In the same manner that educators are expected to understand the unique needs of every learner and tailor the education experience to drive student success, every institution must be empowered to map out and embrace their unique improvement journey. Cognia expects institutions to use the results and the analysis of data from various interwoven components for the implementation of improvement actions to drive education quality and improved student outcomes. While each improvement journey is unique, the journey is driven by key actions.

The findings of the Engagement Review Team are organized by the ratings from the Cognia Performance Standards Diagnostic and the Levels of Impact within the i3 Rubric: Initiate, Improve, and Impact.

Initiate

The first phase of the improvement journey is to **Initiate** actions to cause and achieve better results. The elements of the Initiate phase are defined within the Levels of Impact of Engagement and Implementation. Engagement is the level of involvement and frequency of stakeholders in the desired practices, processes, or programs within the institution. Implementation is the process of monitoring and adjusting the administrations of the desired practices, processes, or programs for quality and fidelity. Standards identified within Initiate should become the focus of the institution's continuous improvement journey toward the collection, analysis, and use of data to measure the results of engagement and implementation. Enhancing the capacity of the institution in meeting these Standards has the greatest potential impact on improving student performance and organizational effectiveness.

Improve

The second phase of the improvement journey is to gather and evaluate the results of actions to **Improve**. The elements of the **Improve** phase are defined within the Levels of Impact of Results and Sustainability. Results come from the collection, analysis, and use of data and evidence to demonstrate attaining the desired result(s). Sustainability is results achieved consistently to demonstrate growth and improvement over time (a minimum of three years). Standards identified within Improve are those in which the institution is using results to inform their continuous improvement processes and to demonstrate over time the achievement of goals. The institution should continue to analyze and use results to guide improvements in student achievement and organizational effectiveness.

Impact

The third phase of achieving improvement is **Impact**, where desired practices are deeply entrenched. The elements of the **Impact** phase are defined within the Level of Impact of Embeddedness. Embeddedness is the degree to which the desired practices, processes, or programs are deeply ingrained in the culture and operation of the institution. Standards identified within Impact are those in which the institution has demonstrated ongoing growth and improvement over time and has embedded the practices within its culture. Institutions should continue to support and sustain these practices that yield results in improving student achievement and organizational effectiveness.



Cognia Performance Accreditation and the Engagement Review

Accreditation is pivotal in leveraging education quality and continuous improvement. Using a set of rigorous research-based standards, the Cognia Accreditation Process examines the whole institution—the program, the cultural context, and the community of stakeholders—to determine how well the parts work together to meet the needs of learners. Through the accreditation process, highly skilled and trained Engagement Review Teams gather first-hand evidence and information pertinent to evaluating an institution's performance against the research-based Cognia Performance Standards. Review teams use these Standards to assess the quality of learning environments to gain valuable insights and target improvements in teaching and learning. Cognia provides Standards that are tailored for all education providers so that the benefits of accreditation are universal across the education community.

Through a comprehensive review of evidence and information, our experts gain a broad understanding of institution quality. Using the Standards, the review team provides valuable feedback to institutions, which helps to focus and guide each institution's improvement journey. Valuable evidence and information from other stakeholders, including students, also are obtained through interviews, surveys, and additional activities.

Cognia Standards Diagnostic Results

The Cognia Performance Standards Diagnostic is used by the Engagement Review Team to evaluate the institution's effectiveness based on the Cognia Performance Standards. The diagnostic consists of three components built around each of three Domains: **Leadership Capacity**, **Learning Capacity**, and **Resource Capacity**. Results are reported within four ranges identified by color. The results for the three Domains are presented in the tables that follow.

Color	Rating	Description
Red	Insufficient	Identifies areas with insufficient evidence or evidence that indicated little or no activity leading toward improvement
Yellow	Initiating	Represents areas to enhance and extend current improvement efforts
Green	Improving	Pinpoints quality practices that are improving and meet the Standards
Blue	Impacting	Demonstrates noteworthy practices producing clear results that positively impact the institution

Under each Standard statement is a row indicating the scores related to the elements of Cognia's i3 Rubric. The rubric is scored from one (1) to four (4). A score of four on any element indicates high performance, while a score of one or two indicates an element in need of improvement. The following table provides the key to the abbreviations of the elements of the i3 Rubric.

Element	Abbreviation
Engagement	EN
Implementation	IM
Results	RE
Sustainability	SU
Embeddedness	EM

Leadership Capacity Domain

The capacity of leadership to ensure an institution's progress toward its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its purpose and direction, the effectiveness of governance and leadership to enable the institution to realize its stated objectives, the ability to engage and involve stakeholders in meaningful and productive ways, and the capacity to implement strategies that improve learner and educator performance.

Leadership Capacity Standards											Rating
1.1	The institution commits to a purpose statement that defines beliefs about teaching and learning, including the expectations for learners.										Impacting
	EN:	4	IM:	3	RE:	2	SU:	3	EM:	4	
1.2	Stakeholders collectively demonstrate actions to ensure the achievement of the institution's purpose and desired outcomes for learning.										Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4	
1.3	The institution engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.										Improving
	EN:	4	IM:	3	RE:	3	SU:	2	EM:	3	
1.4	The governing authority establishes and ensures adherence to policies that are designed to support institutional effectiveness.										Impacting
	EN:	4	IM:	4	RE:	3	SU:	4	EM:	4	
1.5	The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.										Improving
	EN:	4	IM:	2	RE:	2	SU:	3	EM:	4	
1.6	Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.										Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4	
1.7	Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.										Improving
	EN:	4	IM:	3	RE:	2	SU:	2	EM:	3	
1.8	Leaders engage stakeholders to support the achievement of the institution's purpose and direction.										Improving
	EN:	4	IM:	3	RE:	1	SU:	1	EM:	2	
1.9	The institution provides experiences that cultivate and improve leadership effectiveness.										Improving
	EN:	3	IM:	3	RE:	1	SU:	1	EM:	3	
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.										Improving
	EN:	4	IM:	2	RE:	1	SU:	1	EM:	3	

Learning Capacity Domain

The impact of teaching and learning on student achievement and success is the primary expectation of every institution. An effective learning culture is characterized by positive and productive teacher/learner relationships, high expectations and standards, a challenging and engaging curriculum, quality instruction and comprehensive support that enable all learners to be successful, and assessment practices (formative and summative) that monitor and measure learner progress and achievement. Moreover, a quality institution evaluates the impact of its learning culture, including all programs and support services, and adjusts accordingly.

Learning Capacity Standards											Rating
2.1	Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the institution.										Initiating
	EN:	2	IM:	2	RE:	1	SU:	1	EM:	1	
2.2	The learning culture promotes creativity, innovation, and collaborative problem-solving.										Initiating
	EN:	2	IM:	1	RE:	1	SU:	1	EM:	2	
2.3	The learning culture develops learners' attitudes, beliefs, and skills needed for success.										Initiating
	EN:	2	IM:	2	RE:	1	SU:	1	EM:	3	
2.4	The institution has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences.										Improving
	EN:	3	IM:	3	RE:	1	SU:	4	EM:	3	
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.										Improving
	EN:	4	IM:	3	RE:	2	SU:	2	EM:	3	
2.6	The institution implements a process to ensure the curriculum is aligned to standards and best practices.										Improving
	EN:	3	IM:	3	RE:	2	SU:	2	EM:	2	
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the institution's learning expectations.										Initiating
	EN:	2	IM:	2	RE:	2	SU:	2	EM:	2	
2.8	The institution provides programs and services for learners' educational futures and career planning.										Improving
	EN:	2	IM:	3	RE:	2	SU:	2	EM:	2	
2.9	The institution implements processes to identify and address the specialized needs of learners.										Improving
	EN:	3	IM:	4	RE:	3	SU:	2	EM:	3	
2.10	Learning progress is reliably assessed and consistently and clearly communicated.										Improving
	EN:	2	IM:	3	RE:	3	SU:	3	EM:	4	

Learning Capacity Standards											Rating
2.11	Educators gather, analyze, and use formative and summative data that lead to the demonstrable improvement of student learning.										Improving
	EN:	3	IM:	2	RE:	2	SU:	2	EM:	3	
2.12	The institution implements a process to continuously assess its programs and organizational conditions to improve student learning.										Improving
	EN:	1	IM:	3	RE:	3	SU:	3	EM:	3	

Resource Capacity Domain

The use and distribution of resources support the stated mission of the institution. Institutions ensure that resources are distributed and utilized equitably, so the needs of all learners are adequately and effectively addressed. The utilization of resources includes support for professional learning for all staff. The institution examines the allocation and use of resources to ensure appropriate levels of funding, sustainability, organizational effectiveness, and increased student learning.

Resource Capacity Standards											Rating
3.1	The institution plans and delivers professional learning to improve the learning environment, learner achievement, and the institution's effectiveness.										Impacting
	EN:	4	IM:	4	RE:	3	SU:	3	EM:	4	
3.2	The institution's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.										Impacting
	EN:	4	IM:	3	RE:	3	SU:	3	EM:	3	
3.3	The institution provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.										Initiating
	EN:	3	IM:	2	RE:	1	SU:	1	EM:	2	
3.4	The institution attracts and retains qualified personnel who support the institution's purpose and direction.										Improving
	EN:	4	IM:	4	RE:	1	SU:	1	EM:	4	
3.5	The institution integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.										Impacting
	EN:	4	IM:	3	RE:	4	SU:	4	EM:	4	
3.6	The institution provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the institution.										Improving
	EN:	4	IM:	3	RE:	1	SU:	1	EM:	3	
3.7	The institution demonstrates strategic resource management that includes long-range planning and use of resources in support of the institution's purpose and direction.										Impacting
	EN:	3	IM:	3	RE:	3	SU:	3	EM:	4	



Resource Capacity Standards										Rating
3.8	The institution allocates human, material, and fiscal resources in alignment with the institution's identified needs and priorities to improve student performance and organizational effectiveness.									Improving
	EN:	4	IM:	4	RE:	1	SU:	1	EM:	

Assurances

Assurances are statements that accredited institutions must confirm they are meeting. The Assurance statements are based on the type of institution, and the responses are confirmed by the Accreditation Engagement Review Team. Institutions are expected to meet all Assurances and are expected to correct any deficiencies in unmet Assurances.

Assurances Met		
YES	NO	If No, List Unmet Assurances by Number Below
X		

Accreditation Status and Index of Education Quality®

Cognia will review the results of the Accreditation Engagement Review to make a final determination concerning accreditation status, including the appropriate next steps for your institution in response to these findings. Cognia provides the Index of Education Quality (IEQ) as a holistic measure of overall performance based on a comprehensive set of standards and review criteria. This formative tool for improvement identifies areas of success and areas in need of focus. The IEQ comprises the Standards Diagnostic ratings from the three Domains: Leadership Capacity, Learning Capacity, and Resource Capacity. The IEQ results are reported on a scale of 100 to 400 and provide information about how the institution is performing compared to expected criteria. Institutions should review the IEQ in relation to the Findings from the review in the areas of Initiate, Improve, and Impact. An IEQ score below 250 indicates that the institution has several areas within the Initiate level and should focus their improvement efforts on those Standards within that level. An IEQ in the range of 225–300 indicates that the institution has several Standards within the Improve level and is using results to inform continuous improvement and demonstrate sustainability. An IEQ of 275 and above indicates the institution is beginning to reach the Impact level and is engaged in practices that are sustained over time and are becoming ingrained in the culture of the institution.

Below is the average (range) of all Cognia Improvement Network (CIN) institutions evaluated for accreditation in the last five years. The range of the annual CIN IEQ average is presented to enable you to benchmark your results with other institutions in the network.

Institution IEQ	304.50	CIN 5 Year IEQ Range	278.34 – 283.33
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Insights from the Review

The Engagement Review Team engaged in professional discussions and deliberations about the processes, programs, and practices within the institution to arrive at the findings of the team. These findings are organized around themes guided by the evidence, with examples of programs and practices, and suggestions for the institution's continuous improvement efforts. The Insights from the Review narrative should provide contextualized information from the team's deliberations and analysis of the practices, processes, and programs of the institution organized by the levels of Initiate, Improve, and Impact. The narrative also provides the next steps to guide the institution's improvement journey in its efforts to improve the quality of educational opportunities for all learners. The findings are aligned to research-based criteria designed to improve student learning and organizational effectiveness. The feedback provided in the Accreditation Engagement Review Report will assist the institution in reflecting on its current improvement efforts and to adapt and adjust their plans to continuously strive for improvement.

The Engagement Review Team identified six themes to provide a perspective regarding where the school stands in its improvement journey and how it may move forward to serve the future needs of North Valley Academy stakeholders. These themes were developed through stakeholder interviews, analysis of artifacts shared by the school, and observations.

The school has a deeply ingrained culture of learning based on shared beliefs of patriotism and high expectations. "The Patriot Way" is alive at North Valley Academy (NVA). Through multiple interviews with teachers, parents, leadership, and students, the team inferred that a consistent message about commitment to the school's vision to create patriotic and educated leaders was deeply ingrained in the school culture. The charter-developed mission statement has not changed since its 2008 inception. One school board member stated, "We hold feet to the fire and keep to the charter." The board members' role is that of "oversight," yet they are frequently on campus to assist if needed. Communication between the board and the principal is very good. Monthly board meetings are open to the public, where policies and expenditures are reviewed. Board minutes are posted on the school's website. The daily class routine involves the Pledge of Allegiance, the National Anthem, and stating the school creed, "...a leader today and tomorrow." Each class also develops its own class creed. "Above and Beyond" assemblies recognize two students of the month in grades 7-12. "Patriots of the Week" are distinguished by elementary faculty. Patriot Dollars are presented to students when they display positive behavioral interventions and supports (PBIS) character traits: respectful, honest, and kind. Students can shop at the school store with their dollars. The dress code of red, white, and blue indicates loyalty. The "Stand and Deliver" process is expected in class. Students stand up to address the teacher, then respond to a question or add to a class discussion. Disciplinary issues have declined on campus as character education is stressed through Cowboy Ethics and Great Expectations curriculum programs. To ensure students understand that school buses are extensions of the school, Bus Patriots could be another identification to improve student behavior on buses.

The school provides communication with internal and external stakeholders but lacks consistent student progress reporting. Various routines to keep parents informed include the following: ClassDojo, Faculty Parent Association (FPA) meetings, emails, PowerSchool, teacher newsletters, and Buzz, the school's learning management program. The school reported that progress reports are sent home every two weeks in grades 7-12; however, parents reported that they received them inconsistently. Addressing this process would increase communication and accountability. As parent-teacher conferences are held in October and early spring, the team recommends the school develop practices to encourage ownership of learning, leadership, and communication (e.g., student-

led conferences). The team found limited parent and student surveys. As NVA is a small school where some families live eighty miles away, yearly surveys to acquire feedback from stakeholders would be helpful in the development of the school improvement plan, which takes place in February.

NVA provides professional development opportunities and training to staff to meet learners' diverse needs. The professional development program is in a developmental stage. NVA is an American Heritage Charter School and a Great Expectations School; all faculty have attended training for both curricula. Faculty recently attended a Staff Development for Educators (SDE) Conference in Las Vegas about differentiated instruction; however, the team found no evidence of additional training on differentiation for special needs students. The school has provided training for Cowboy Ethics, Core Knowledge, and PBIS with teacher-led follow-up sessions. Mastery learning has been introduced, and faculty stated that they give students more chances to master learning concepts. NVA would benefit from addressing common assessment and standards-based assessment in the faculty handbook and its practice among the faculty. This would require collaboration and professional development. The school consults with School Bell Quality Assurances and Carnegie for professional development opportunities. New programs have been introduced this year: Reflex Math and Reading Eggs to meet the diverse learning levels of students. The school visited an Idaho Falls sister American Heritage Charter School for professional development conversations and lesson modeling. Another stop was to the city's museum and zoo in order to foster curriculum connections. The academic coach models teaching strategies and researches additional possibilities to support learners' diverse needs, half of which need speech therapy. One English as a second language (ESL) teacher writes Individualized Education Programs (IEPs), 504s, and facilitates meetings to review accommodations with faculty and parents. The student body includes a student with a wheelchair, a student with Down Syndrome, five students receiving occupational/physical therapy, students with hearing impairments, and students with emotional disturbances. The team encourages the school to focus on instructional strategies for special needs students. Teachers are formally evaluated twice a year following the Charlotte Danielson Framework for Teaching model. A conference with the principal follows the class observation, and an annual goal-setting plan for improvement is created for each individual teacher. This plan will often include a provision for professional development for a particular instructional strategy. The principal conducts walkthroughs frequently, and the academic coach may also help coach or model strategies as a teacher strives to meet his/her improvement goals.

The school provides a formal structure that allows learners to develop positive relationships with adults who support their future success. The elementary grades have one teacher per grade level, and class sizes are small. Each secondary student is assigned a teacher mentor. During the period after lunch, students meet with a mentor to review Buzz and PowerSchool data about student achievement. The mentor also meets with a student's morning advisor to share information about student concerns. The advisory period counts as one credit on a student's transcript. A counselor comes to the school once a week to address student concerns; however, the academic coach is the one who provides guidance about post-secondary options. This patriotic school has adopted curricula based on high expectations that support the mission and align with Idaho State Standards, Common Core, and the Next Generation Science Standards. Written evidence described the school's rigor as "the bedrock of its teacher-created curriculum." Beginning in grade 4, students have the opportunity to add orchestra "strings" to their schedule. The school has an excellent reputation for developing musicians. Staff meets weekly in team meetings to review student achievement data and discuss curriculum connections. NVA is a targeted Assist Title I School, so faculty closely examine math and reading results to target learning strategies. AIMS benchmarking for reading progress is determined by faculty during weekly meetings. The Idaho Digital Learning Alliance (IDLA) digital course offerings are available, as is summer school for any student needing to make up credits. The school holds PBIS meetings once a month as a method of monitoring student behavior. The SWIFT system maintains

this data for review. Students' interview results characterize them as compliant and committed. One student mentioned, "All our choices have consequences." The team found that the character education lessons are taken seriously. Several students suggested additional courses to better prepare for their future workforce: "Shop, ag class, woodshop, and small engines" were mentioned for their "respectful and polite school." Once a month on Friday, life skills are scheduled for students. Examples mentioned were Dutch oven cooking, sewing, and Western swing dance. Students would prefer to attend life skills more than once a month. The mission statement, "Students have the opportunity to become an informed and involved citizenry," supports this life skills development. Collaboration and communication with peers are important building blocks for this goal. The team saw no evidence of project-based learning. The team recommends that NVA increase inquiry, creativity, and collaboration to enhance student engagement. The addition of project-based learning into course curricula would also address rigor and student leadership.

The school collects, reviews, and analyzes data evidence regularly to improve student learning and inform decision-making. NVA uses the Idaho Standards Achievement Test (ISAT), Istation, AIMS, PBIS, Buzz, Reading Eggs, and Reflex Math regularly to collect learning data for weekly faculty review. Teachers stated that "data dives" are a consistent focus of team meetings and the January professional learning day. The ISAT is administered once a year to assess math, English language arts/literacy, and science. School Bell Quality Assurance and the principal collaborate once a month. School Bell reviews the data and identifies a short cycle of assessment, spiraling of curriculum, and essential standards, and it also unpacks standards. This information is shared in faculty meetings and is used to develop the school improvement plan. Parents, students, and faculty can view the Buzz learning management system to examine student assignments and grades. The team noted that the school lacks a common grading practice and recommends the school explore that option. Although NVA reported a number of data dives, the school would benefit from a formalized process to collect and examine data to identify trends over time. The team also recommends the school assess the newly adopted digital programs as to their effectiveness for student learning and engagement.

The institution's leadership creates capacity in students, parents, and faculty, which cultivates positive relationships among stakeholders; however, the school lacks stakeholder input in developing school improvement goals. Parents reported that the principal "is great, and he listens to us." The principal himself said, "I want to be transparent." Trust appears to be strong among the school community. Thus, more involvement in school improvement would be timely. Parent leadership from the Faculty Parent Association (FPA) is improving. Parents are now taking the lead in organizing events such as the chili cook-off and carnival. Faculty had previously been in charge of such activities. Teacher leaders are mentors for others; however, training for those mentors would help to ensure the role of the mentor is clear. Student recognition regularly takes place; however, without student council or class representation, student voice was not evident to the team. Activities such as the upcoming school play, *Our Town*, eSports, orchestra, and a new bowling league foster student leadership. The team suggests that this patriotic school may wish to establish a program such as a Reserve Officers' Training Corps (ROTC) program to further build student leadership. The team found no evidence that parents or teachers knew about, or were involved in, the development of the school improvement plan. Currently, only the principal, head administrator, business manager, and financial consultant compose the strategic plan. As written stakeholder feedback data is scarce, the team recommends a strategic planning session including students, parents, and board representatives be held to identify school improvement goals.

The Engagement Review Team thanks North Valley Academy for its genuine engagement in the continuous improvement process and hopes the stakeholders use the insights from this review as they move forward in their continuous improvement journey.

Next Steps

Upon receiving the Accreditation Engagement Review Report, the institution is encouraged to implement the following steps:

- Review and share the findings with stakeholders.
- Develop plans to address the areas for improvement identified by the Engagement Review Team.
- Use the findings and data from the report to guide and strengthen the institution's continuous improvement efforts.
- Celebrate the successes noted in the report.
- Continue the improvement journey.



Team Roster

The Engagement Review Teams are comprised of professionals with varied backgrounds and expertise. To provide knowledge and understanding of the Cognia tools and processes, all Lead Evaluators and Engagement Review Team members are required to complete Cognia training. The following professionals served on the Engagement Review Team:

Team Member Name	Brief Biography (Lead Evaluator Only)
Stacie Rissmann-Joyce, Lead Evaluator	An educational leader, Dr. Stacie Rissmann-Joyce has been a teacher, university supervisor of student teachers, assistant principal, middle and high school principal, director of curriculum, head of school, university professor, and school board consultant. She has worked in the United States in Utah, Iowa, California, Minnesota, and Wisconsin and in the countries of Greece, Bangladesh, Spain, Switzerland, Thailand, Czech Republic, and Egypt. Dr. Rissmann-Joyce holds a Ph.D. from the University of Minnesota in educational administration with a focus on law, curriculum and instruction, and industrial relations. She has been a member of several international school accreditation teams in the United States and Egypt, Jordan, Qatar, Kuwait, Lebanon, Sudan, and Saudi Arabia. She has published in several educational journals.
Chuck Day, Associate Lead Evaluator	

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BEFORE THE IDAHO PUBLIC CHARTER SCHOOL COMMISSION
STATE OF IDAHO

In the Matter of the Charter Renewal for:

PALOUSE PRAIRIE CHARTER SCHOOL.

Case No. 22-52513

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

Pursuant to Idaho Code section 33-5209B, the Director of the Idaho Public Charter School Commission ("Commission") recommends that the charter for Palouse Prairie Charter School ("PPCS") be renewed for a five-year term with no conditions.

After its review of the Director's recommendation, if PPCS agrees to accept the Director's recommendation as presented below, an authorized representative of PPCS must complete the Consent Agreement, attached to this Notice as Attachment A, and return it to the Director **by no later than December 15, 2022** to the following address:

Jenn Thompson, Director
Idaho Public Charter School Commission
514 W. Jefferson St., Ste. 303
Boise, Idaho 83720
jenn.thompson@osbe.idaho.gov

Dated this 15th day of November, 2022.

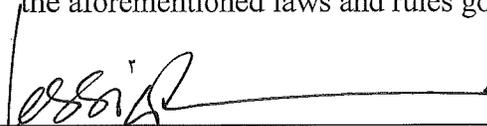
Jenn Thompson Digitally signed by Jenn Thompson
Date: 2022.11.08 13:05:04 -07'00'

Jenn Thompson
Director
Idaho Public Charter School Commission

**CONSENT AGREEMENT ACCEPTING DIRECTOR'S RECOMMENDATION
FOR RENEWAL OF CHARTER WITHOUT CONDITIONS**

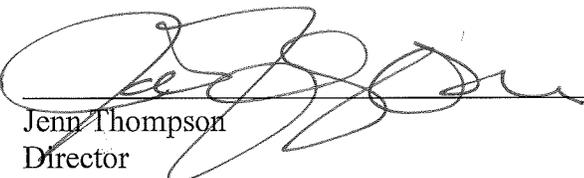
This Consent Agreement ("Agreement") is hereby entered into between the Director of the Idaho Public Charter School Commission ("Director") and Palouse Prairie Charter School ("PPCS"). PPCS understands, acknowledges, and agrees to the following:

1. On behalf of PPCS, the undersigned authorized representative acknowledges the receipt of the Notice and Acknowledgment of Commission Director's Recommendation for Renewal of Charter, dated November 15, 2022 ("Notice").
2. PPCS understands and acknowledges the recommendation of the Director, and agrees to accept the recommendation for renewal of its charter with no conditions as proposed in the Notice.
3. PPCS understands and acknowledges that the Director's recommendation will be presented to the Idaho Public Charter School Commission ("Commission"). PPCS 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. PPCS understands and acknowledges that if the Commission approves the renewal of PPCS's charter, the Commission and PPCS shall negotiate the terms of and execute a new performance certificate, as defined in Idaho Code section 33-5202A(6). Such performance certificate must be approved by the Commission in an open meeting prior to June 30, 2023.
5. On behalf of PPCS, the undersigned authorized representative understands and acknowledges that by accepting the Director's recommendation as proposed in the Notice and entering into this Agreement, PPCS 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.



Authorized Representative
Board Chair/President
Palouse Prairie Charter School

11/20/2022
Date



Jenn Thompson
Director
Idaho Public Charter School Commission

11/15/22
Date



Dear Jenn Thompson Director of Idaho Public Charter School Commission

Thank you for taking the time to review our charter school renewal application for Palouse Prairie Charter School. We were thrilled to hear your recommendation of a 5 year renewal without conditions. Please see below for some of our current and planned improvements to our school.

Palouse Prairie Charter school has been in operation since 2009. As we have grown and become financially stable, we were able to build a new school building. In 2020, we moved into the new building that houses classrooms for one class for Kindergarten through eighth grade students, office space, and a multipurpose room with a rock climbing wall. The new building is part of a phased construction plan.

During the 2022-2023 school year we are installing our playground improvements with basketball hoops, a ball wall, slides, and monkey bars. The construction started in November and is scheduled to be completed by the spring. In addition, we are expanding our Multi-Purpose room to include more gym space, additional office and storage space. Construction start date is proposed for summer of 2023. Palouse Prairie Charter School also has a landscape committee that is working to improve our curb appeal as you drive up to the school. The landscape committee, along with students from the school research native plants to the palouse and plant the plants on our campus.

In addition to facilities improvements, we have also added instructional support to improve instruction and social emotional learning for our students. We have included in our five-year plan the financial ability to sustain our four days a week mental health counselor, two days a week music teacher, and five days a week instructional coach. The 2022-2023 school year will be the first year we will have this staff for the entire school year and our five-year plan and budget includes sustaining these positions.

Thank you for your recommendation and taking the time to read more about our current and future improvements at Palouse Prairie Charter School.

Sincerely,

Sara Beggs PhD
Executive Director
Palouse Prairie Charter School

Palouse Prairie Charter School 2021-2022 ANNUAL PERFORMANCE REPORT

INTRODUCTION

Each year, Idaho's Public Charter School Commission (IPCSC) 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 IPCSC'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 IPCSC 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 IPCSC office.

PERFORMANCE FRAMEWORK STRUCTURE

The academic section comprises the primary indicators on which most renewal or non-renewal decisions are based. The 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 IPCSC'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 IPCSC may still use this information for purposes of making authorizing decisions.
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 IPCSC 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	The mission of Palouse Prairie Charter School is to engage the children and the community of the Palouse in a rigorous and collaborative education of the highest standards by fostering a spirit of inquiry, a persistence towards excellence, a responsibility for learning, and an ethic of service.		
Key Design Elements	<p>The design principles of Expeditionary Learning are the best short statement of our philosophy of education. They focus our attention on what is important and give us something to go back to when we need guidance.</p> <p><input type="checkbox"/> Primacy of Self-Discovery - Learning happens best with emotion, challenge and the requisite support. People discover their abilities, values, passions, and responsibilities in situations that offer adventure and the unexpected. In Expeditionary Learning schools, students undertake tasks that require perseverance, fitness, craftsmanship, imagination, self-discipline, and significant achievement. A teacher's primary task is to help students overcome their fears and discover they can do more than they think they can.</p> <p><input type="checkbox"/> The Having of Wonderful Ideas - Teaching in Expeditionary Learning schools fosters curiosity about the world by creating learning situations that provide something important to think about, time to experiment, and time to make sense of what is observed.</p> <p><input type="checkbox"/> The Responsibility for Learning - Learning is both a personal process of discovery and a social activity.</p> <p><input type="checkbox"/> Service and Compassion - We are crew, not passengers. Students and teachers are strengthened by acts of consequential service to others, and one of an Expeditionary Learning school's primary functions is to prepare students with the attitudes and skills to learn from and be of service.</p>		
School Location	406 Powers Ave, Moscow, ID 83843	School Phone	208-882-3684
Surrounding District	Moscow School District		
Opening Year	2009		
Current Term	July 1,2018-June 30,2023		
Grades Served	K-8		
Enrollment (Approved)	216	Enrollment (Actual)	192

SCHOOL LEADERSHIP	
Jessica Bearman	Board Chair
Jeff Lonneker	Treasurer
Laura Heinse	Secretary/Clerk
Sara Beggs	Executive Director

STUDENT DEMOGRAPHICS			
	School	Surrounding	Neighboring
Non-White	14%	16%	N/A
Limited English Proficiency	4%	6%	N/A
Special Needs	13%	12%	N/A
Free and Reduced Lunch	10%	24%	N/A

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 Alt.	Points Earned Alt.
State Proficiency Comparison	1a	50	50	50	0	50	50		
	1b	50	50	50	0	50	50		
District Proficiency Comparison	2a	50	40	50	0	50	40	50	0
	2b	50	45	50	0	50	45	50	0
Criterion-Referenced Growth	3a	0	NA*			50			
	3b	0	NA*			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		200	185	525	0	525		300	0
% of Academic Points			93%		0%				0%

*Growth measures will not be rated for FY22 due to a lack of assessment data in FY20.

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	
	2d	25	25		2d	50	50	
Governance & Reporting	3a	25	25	Total Financial Points		400	400	
	3b	25	25		% of Financial Points			100%
	3c	25	25					
	3d	25	25					
	3e	25	25					
	3f	25	25					
School Environment	4a	25	25					
	4b	25	25					
Additional Obligations	5a	25	25					
Total Operational Points		400	400					
% of Operational Points			100%					

ACCOUNTABILITY DESIGNATION	Range (% of Points Possible)	Academic Gen Ed Outcome	Range	Operational Outcome	Range	Financial Outcome
Honor	75% - 100%		90% - 100%		85% - 100%	
Good Standing	55% - 74%	93%	80% - 89%	100%	65% - 84%	100%
Remediation	31% - 54%		61% - 79%		46% - 64%	
Critical	0% - 30%		0% - 60%		0% - 45%	

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			Points Earned
Comparison to State	<p>Exceeds Standard: The school's proficiency rate in math exceeds the state average by 16 percentage points or more.</p> <p>Meets Standard: The school's proficiency rate in math is equal to the state 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 state average.</p> <p>Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the state average.</p>	62	50
			30 - 45
			15 - 29
			0 - 14
			50
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			Points Earned
Comparison to State	<p>Exceeds Standard: The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.</p> <p>Meets Standard: The school's proficiency rate in ELA is equal to the state 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 state average.</p> <p>Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the state average.</p>	71	50
			30 - 45
			15 - 29
			0 - 14
			50
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															
<p>Measure 2a</p> <p>Math Proficiency Rate</p> <p>Comparison to District</p>	<p>Do math (or similar subject area) proficiency rates meet or exceed the district average?</p> <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%. 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 - 15 percentage points lower than the district average. Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the district average.</p> <p>The district average will be determined using the same grade set as is served by the public charter school. 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.</p>	<p>Result</p> <p>62</p>	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>0</td> </tr> <tr> <td>30 - 45</td> <td>40</td> </tr> <tr> <td>15 - 29</td> <td>0</td> </tr> <tr> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td style="border-top: 1px solid black;">40</td> </tr> </tbody> </table>	Points Possible	Points Earned	50	0	30 - 45	40	15 - 29	0	0 - 14	0		40
Points Possible	Points Earned														
50	0														
30 - 45	40														
15 - 29	0														
0 - 14	0														
	40														
<p>Notes</p>															
<p>Measure 2b</p> <p>ELA Proficiency Rate</p> <p>Comparison to District</p>	<p>Do ELA (or similar subject area) proficiency rates meet or exceed the district average?</p> <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%. 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 - 15 percentage points lower than the district average. Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the district average.</p> <p>The district average will be determined using the same grade set as is served by the public charter school. 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.</p>	<p>Result</p> <p>71</p>	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>0</td> </tr> <tr> <td>30 - 45</td> <td>45</td> </tr> <tr> <td>15 - 29</td> <td>0</td> </tr> <tr> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td style="border-top: 1px solid black;">45</td> </tr> </tbody> </table>	Points Possible	Points Earned	50	0	30 - 45	45	15 - 29	0	0 - 14	0		45
Points Possible	Points Earned														
50	0														
30 - 45	45														
15 - 29	0														
0 - 14	0														
	45														
<p>Notes</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 charter and 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 charter and performance certificate. A cohesive professional development program is utilized. 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. 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.	No instances of non-compliance documented	25 15 0	25 <hr/> 25
Notes				
Measure 1b Educational Requirements	Is the school complying with applicable 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. 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. 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.	No instances of non-compliance documented	25 15 0	25 <hr/> 25
Notes				

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>		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	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>		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		Result	Points Possible	Points Earned
<p>Measure 2a</p> <p>Financial Reporting and Compliance</p> <p>Is the school meeting financial reporting and compliance requirements?</p> <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 IPCSC, 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> <p>Notes</p>	<p>No instances of non-compliance documented</p>	<p>25</p> <p>15</p> <p>0</p> <hr/> <p>25</p>		
<p>Measure 2b</p> <p>GAAP</p> <p>Is the school following General Accepted Accounting Principles (GAAP)?</p> <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> <p>Notes</p>	<p>No instances of non-compliance documented</p>	<p>25</p> <p>15</p> <p>0</p> <hr/> <p>25</p>		
<p>Measure 2c</p> <p>Enrollment Variance</p> <p>Is the school successfully enrolling the projected number of students?</p> <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> <p>Notes</p> <p>Enrollment variance is calculated by dividing actual mid-term enrollment by the enrollment projection in the school's board-approved budget, as submitted to the SDE at the beginning of the fiscal year.</p>	<p>95.92%</p>	<p>25</p> <p>15</p> <p>0</p> <hr/> <p>25</p>		

INDICATOR 3: GOVERNANCE AND REPORTING		Result	Points Possible	Points Earned
<p>Measure 3a Governance Requirements</p> <p>Is the school complying with governance requirements?</p> <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> <p>Notes</p>	<p>No instances of non-compliance documented</p>	<p>25</p> <p>15</p> <p>0</p> <hr/> <p>25</p>	<p>25</p>	
<p>Measure 3b Board Oversight</p> <p>Is the board fulfilling its oversight obligations?</p> <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> <p>Notes</p>	<p>No instances of non-compliance documented</p>	<p>25</p> <p>15</p> <p>0</p> <hr/> <p>25</p>	<p>25</p>	

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 IPCSC, 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 IPCSC, 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 IPCSC, 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
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
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
Notes				25

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
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
Notes				
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
Notes				

INDICATOR 5: ADDITIONAL OBLIGATIONS		Result	Points Possible	Points Earned
Measure 5a	Is the school complying with all other obligations?			
<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>		No instances of non-compliance documented	25	25
			15	
			0	
				25
Notes				

INDICATOR 1: NEAR-TERM			Result	Points Possible	Points Earned
Measure 1a Current Ratio	<p>Current Ratio: Current Assets divided by Current Liabilities</p> <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>		1.96	50	50
				10	
				0	
					50
Measure 1b Cash Ratio	<p>Current Ratio: Cash divided by Current Liabilities</p> <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>		1.6	50	50
				10	
				0	
					50
Measure 1c Unrestricted Days Cash	<p>Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense/365)</p> <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>		98	50	50
				10	
				0	
					50
Measure 1d	<p>Default</p> <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>		x	50	50
				0	
					50

INDICATOR 2: SUSTAINABILITY				
Measure 2a Total Margin and Aggregated 3-Year Total Margin	Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues. 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> Does Not Meet: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard". 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.	Result 5.38%	Points Possible 50 30 0	Points Earned 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 2b Debt to Asset Ratio	Debt to Asset Ratio: Total Liabilities divided by Total Assets Meets Standard: Debt to Asset Ratio is less than 0.9. Does Not Meet: Debt to Asset Ratio is between 0.9 and 1.0 Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0	Result 0.65	Points Possible 50 30 0	Points Earned 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	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 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> Does Not Meet: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard" Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative.	Result \$6,320	Points Possible 50 30 0	Points Earned 50
Measure 2d Debt Service Coverage Ratio	Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments) Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1 Does Not Meet: Debt Service Coverage Ratio is less than 1.1	Result 1.66	Points Possible 50 0	Points Earned 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.			

PALOUSE PRAIRIE EDUCATIONAL ORGANIZATION, INC.

Moscow, Idaho

Audited Financial Statement
For the Years Ended
June 30, 2022 and 2021

PALOUSE PRAIRIE EDUCATIONAL ORGANIZATION, INC.
Moscow, Idaho

TABLE OF CONTENTS

	<u>PAGE</u>
Independent Auditor’s Report	1-3
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 <i>Government Auditing Standards</i>	4-5
 FINANCIAL STATEMENTS	
Statements of Financial Position	6
Statements of Activities	7-8
Statements of Cash Flows.....	9
Statements of Functional Expense	10-11
Notes to the Financial Statements	12-18
 SUPPLEMENTARY INFORMATION	
Schedule I – Statement of Net Position	19
Schedule II – Statement of Activities	20
Schedule III – Balance Sheet	21
Schedule IV – Reconciliation of Total Governmental Fund Balances to Net Position of Governmental Activities.....	22
Schedule V – Combining Statement of Revenues, Expenditures, and Changes in Fund Balances.....	23
Schedule VI – Reconciliation of the Statement of Revenues, Expenditures, and Changes in Fund Balances of Governmental Funds to the Statement of Activities	24

GENERAL FUND

Schedule VII – Statement of Revenues, Expenditures and Changes in Fund Balance – Budget and Actual..... 25

Schedule VIII – Schedule of Expenditures By Function – Budget and Actual..... 26-27

ALL SPECIAL REVENUE FUNDS

Schedule IX – Combining Balance Sheet – Special Revenue Funds..... 28

Schedule X – Combining Statement of Revenues, Expenditures and Changes in Fund Balances – Special Revenue Funds..... 29

Child Nutrition Fund

Schedule XI – Statement of Revenues, Expenditures and Changes in Fund Balance 30

ESSER III (ARPA) American Rescue Plan Act Fund

Schedule XII – Statement of Revenues, Expenditures and Changes in Fund Balance – Budget and Actual..... 31

Title I-A, ESSA – Improving Basic Programs Fund

Schedule XIII – Statement of Revenues, Expenditures and Changes in Fund Balance– Budget and Actual..... 32

ESSER I (CARES) Coronavirus Aid, Relief and Economic Security Act Fund

Schedule XIV – Statement of Revenues, Expenditures and Changes in Fund Balance– Budget and Actual..... 33

ESSER II (CRRSA) Coronavirus Response And Relief Supplemental Appropriations Act Fund

Schedule XV – Statement of Revenues, Expenditures and Changes in Fund Balance – Budget and Actual 34

IDEA Part B (611 School Age 3-21) Fund

Schedule XVI – Statement of Revenues, Expenditures and Changes in Fund Balance– Budget and Actual..... 35

IDEA Part B (ARPA) American Rescue Plan Act Fund

Schedule XVII – Statement of Revenues, Expenditures
and Changes in Fund Balance – Budget and Actual..... 36

School-Based Medicaid Fund

Schedule XVIII – Statement of Revenues, Expenditures
and Changes in Fund Balance – Budget and Actual..... 37

Title IV-A, ESSA – Student Support and Academic Enrichment Fund

Schedule XIX – Statement of Revenues, Expenditures
and Changes in Fund Balance – Budget and Actual..... 38

Title V-B, ESSA – Rural Education Initiative Fund

Schedule XX – Statement of Revenues, Expenditures
and Changes in Fund Balance – Budget and Actual..... 39

Title II-A, ESEA – Supporting Effective Instruction Fund

Schedule XXI – Statement of Revenues, Expenditures
and Changes in Fund Balance – Budget and Actual..... 40

COVID Relief Fund

Schedule XXII – Statement of Revenues, Expenditures
and Changes in Fund Balance – Budget and Actual..... 41

Plant Facility Fund

Schedule XXIII – Statement of Revenues, Expenditures
and Changes in Fund Balance – Budget and Actual..... 42



INDEPENDENT AUDITOR'S REPORT

To the Board of Directors
Palouse Prairie Educational Organization, Inc.
Moscow, Idaho 83843

Report on the Audit of the Financial Statements

Opinion

We have audited the accompanying financial statements of Palouse Prairie Educational Organization, Inc. (a nonprofit organization), which comprise the statements of financial position as of June 30, 2022 and 2021, and the related statements of activities, cash flows, and functional expenses for the years then ended, and the related notes to the financial statements.

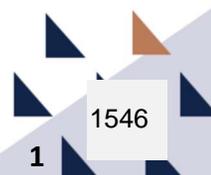
In our opinion, the financial statements present fairly, in all material respects, the financial position of Palouse Prairie Educational Organization, Inc. as of June 30, 2022 and 2021, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

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. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of Palouse Prairie Educational Organization, Inc. and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for 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.



In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about Palouse Prairie Educational Organization, Inc.'s ability to continue as a going concern within one year after the date that the financial statements are available to be issued.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit 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 Palouse Prairie Educational Organization, Inc.'s internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about Palouse Prairie Educational Organization, Inc.'s ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. Schedules I through XXIII have been presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

Emphasis of Matter related to Supplementary Information

We draw your attention to Note 2 which requires Palouse Prairie Educational Organization, Inc. to submit to the Idaho State Department of Education financial statements in accordance with accounting principles generally accepted in the United States of America for governmental entities. Our opinion is not modified with respect to this matter.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated September 26, 2022, on our consideration of Palouse Prairie Educational Organization, Inc.'s internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and 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 Palouse Prairie Educational Organization, Inc.'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 Palouse Prairie Educational Organization, Inc.'s internal control over financial reporting and compliance.

Hayden Ross, PLLC

Moscow, Idaho
September 26, 2022



**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**

To the Board of Directors
Palouse Prairie Educational Organization, Inc.
Moscow, Idaho 83843

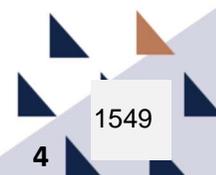
We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Palouse Prairie Educational Organization, Inc. (a nonprofit organization), which comprise the statement of financial position as of June 30, 2022 and 2021, and the related statements of activities, cash flows, and functional expenses for the years then ended, and the related notes to the financial statements, and have issued our report thereon dated September 26, 2022.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Palouse Prairie Educational Organization, Inc.'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 opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Palouse Prairie Educational Organization, Inc.'s internal control. Accordingly, we do not express an opinion on the effectiveness of Palouse Prairie Educational Organization, Inc.'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 a combination for deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financials 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 was for the limited purpose described in the first paragraph of the section and was not designed to identify all deficiencies in the internal control that might



be material weakness 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 or significant deficiencies may exist that have not been identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether Palouse Prairie Educational Organization, Inc.'s financial statements are free from 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 financial statements. However, providing an opinion on compliance with those provisions was not an objective of your 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 organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the organization's internal control and compliance. Accordingly, the communication is not suitable for any other purpose.

Hayden Ross, PLLC

Moscow, Idaho
September 26, 2022

FINANCIAL STATEMENTS

PALOUSE PRAIRIE EDUCATIONAL ORGANIZATION, INC.

Moscow, Idaho

STATEMENTS OF FINANCIAL POSITION

June 30, 2022 and 2021

	<u>2022</u>	<u>2021</u>
ASSETS		
Current assets:		
Cash	57,062	9,991
Investments	347,560	386,707
State support receivable	22,617	20,366
Federal support receivable	51,956	12,139
Other receivables	2,483	323
Supplies on hand	72	72
Prepaid expenses	21,349	28,328
Total current assets	<u>503,099</u>	<u>457,926</u>
Property and equipment:		
Land	472,870	472,870
Construction in progress	121,179	114,449
Buildings and improvements	2,681,578	2,652,493
Furniture and equipment	36,569	36,569
Less: accumulated depreciation	(236,111)	(156,324)
Net property and equipment	<u>3,076,085</u>	<u>3,120,057</u>
Restricted assets:		
Cash with donor restrictions	<u>31,469</u>	<u>23,716</u>
Total assets	<u>\$ 3,610,653</u>	<u>\$ 3,601,699</u>
LIABILITIES AND NET ASSETS		
Current liabilities:		
Accounts payable	4,889	8,342
Accrued interest payable	7,304	7,533
Salaries and benefits payable	184,618	159,810
Current portion of long-term debt	75,922	73,093
Total current liabilities	<u>272,733</u>	<u>248,778</u>
Noncurrent liabilities:		
Noncurrent portion of long-term debt	<u>2,152,955</u>	<u>2,228,872</u>
Total liabilities	<u>2,425,688</u>	<u>2,477,650</u>
Net assets:		
Without donor restrictions	1,153,496	1,100,333
With donor restrictions	31,469	23,716
Total net assets	<u>1,184,965</u>	<u>1,124,049</u>
Total liabilities and net assets	<u>\$ 3,610,653</u>	<u>\$ 3,601,699</u>

The accompanying notes are an integral part of these financial statements.

PALOUSE PRAIRIE EDUCATIONAL ORGANIZATION, INC.

Moscow, Idaho

STATEMENT OF ACTIVITIES
For the Year Ended June 30, 2022

	Without Donor Restrictions	With Donor Restrictions	Total
REVENUE, GRANTS, AND OTHER SUPPORT			
Contributions	16,816	20,712	37,528
State support	1,458,876	-	1,458,876
Federal support	-	321,095	321,095
Interest	893	6	899
Other local support	44,939	7,651	52,590
Total revenue, grants, and other support	<u>1,521,524</u>	<u>349,464</u>	<u>1,870,988</u>
NET ASSETS RELEASED FROM RESTRICTIONS			
Restrictions satisfied by payments	341,711	(341,711)	-
Total net assets released from restrictions	<u>341,711</u>	<u>(341,711)</u>	<u>-</u>
EXPENSE			
Program (instructional)	1,208,332	-	1,208,332
Administrative (support)	422,172	-	422,172
Non-instructional	9,634	-	9,634
Depreciation	79,790	-	79,790
Debt-service interest	90,144	-	90,144
Total expense	<u>1,810,072</u>	<u>-</u>	<u>1,810,072</u>
Change in net assets	53,163	7,753	60,916
Net assets - beginning of year	<u>1,100,333</u>	<u>23,716</u>	<u>1,124,049</u>
Net assets - end of year	<u>\$ 1,153,496</u>	<u>\$ 31,469</u>	<u>\$ 1,184,965</u>

PALOUSE PRAIRIE EDUCATIONAL ORGANIZATION, INC.

Moscow, Idaho

STATEMENT OF ACTIVITIES
For the Year Ended June 30, 2021

	Without Donor Restrictions	With Donor Restrictions	Total
REVENUE, GRANTS, AND OTHER SUPPORT			
Contributions	10,521	46,789	57,310
State support	1,341,368	-	1,341,368
Federal support	-	285,264	285,264
Interest	2,052	2	2,054
Other local support	39,827	2,353	42,180
Total revenue, grants, and other support	<u>1,393,768</u>	<u>334,408</u>	<u>1,728,176</u>
NET ASSETS RELEASED FROM RESTRICTIONS			
Restrictions satisfied by payments	325,142	(325,142)	-
Total net assets released from restrictions	<u>325,142</u>	<u>(325,142)</u>	<u>-</u>
EXPENSE			
Program (instructional)	1,088,696	-	1,088,696
Administrative (support)	378,981	-	378,981
Non-instruction	15,753	-	15,753
Depreciation	78,830	-	78,830
Debt-service interest	92,875	-	92,875
Total expense	<u>1,655,135</u>	<u>-</u>	<u>1,655,135</u>
Change in net assets	63,775	9,266	73,041
Net assets - beginning of year	<u>1,036,558</u>	<u>14,450</u>	<u>1,051,008</u>
Net assets - end of year	<u>\$ 1,100,333</u>	<u>\$ 23,716</u>	<u>\$ 1,124,049</u>

PALOUSE PRAIRIE EDUCATIONAL ORGANIZATION, INC.
Moscow, Idaho

STATEMENTS OF CASH FLOWS
For the Years Ended June 30, 2022 and 2021

	2022	2021
CASH FLOWS FROM OPERATING ACTIVITIES		
Cash received from contributors	37,528	57,310
Cash received from state support	1,456,625	1,360,779
Cash received from federal support	281,278	284,103
Cash received from interest	899	2,054
Other cash received	50,430	42,473
Cash paid to suppliers and employees	(1,612,033)	(1,500,338)
Net cash provided by operating activities	214,727	246,381
CASH FLOWS FROM INVESTING ACTIVITIES		
Cash paid for property and equipment	(35,818)	(104,805)
Net cash used in investing activities	(35,818)	(104,805)
CASH FLOWS FROM FINANCING ACTIVITIES		
Cash paid on long-term debt	(73,088)	(70,367)
Cash paid for interest on long-term debt	(90,144)	(92,875)
Net cash used in financing activities	(163,232)	(163,242)
Net increase (decrease) in cash and cash equivalents	15,677	(21,666)
Cash and cash equivalents - beginning of year	420,414	442,080
Cash and cash equivalents - end of year	\$ 436,091	\$ 420,414
Reconciliation of Change in Net Assets to Net Cash Provided by Operating Activities:		
Change in net assets	60,916	73,041
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation	79,790	78,830
Cash paid for interest on long-term debt	90,144	92,875
(Increase) decrease in operating assets		
State support receivable	(2,251)	19,411
Federal support receivable	(39,817)	(1,161)
Other receivables	(2,160)	293
Supplies on hand	-	7
Prepaid expenses	6,979	(20,306)
Increase (decrease) in operating liabilities		
Accounts payable	(3,453)	201
Salaries and benefits payable	24,808	3,410
Accrued interest payable	(229)	(220)
Net cash provided by operating activities	\$ 214,727	\$ 246,381
Cash and cash equivalents reconciliation		
Cash and cash equivalents without donor restrictions	404,622	396,698
Cash and cash equivalents with donor restrictions	31,469	23,716
	\$ 436,091	\$ 420,414

PALOUSE PRAIRIE EDUCATIONAL ORGANIZATION, INC.
Moscow, Idaho

STATEMENT OF FUNCTIONAL EXPENSE
For the Year Ended June 30, 2022

	<u>Program (Instructional)</u>	<u>Administrative (Support)</u>	<u>Other</u>	<u>Total</u>
Salaries	763,704	214,672	5,281	983,657
Benefits	243,325	56,353	781	300,459
Purchased services	144,435	139,659	628	284,722
Supplies-materials	56,868	11,488	2,944	71,300
Debt service interest	-	-	90,144	90,144
Depreciation	-	-	79,790	79,790
	<hr/>	<hr/>	<hr/>	<hr/>
Total expense	<u>\$ 1,208,332</u>	<u>\$ 422,172</u>	<u>\$ 179,568</u>	<u>\$ 1,810,072</u>

PALOUSE PRAIRIE EDUCATIONAL ORGANIZATION, INC.

Moscow, Idaho

STATEMENT OF FUNCTIONAL EXPENSE

For the Year Ended June 30, 2021

	<u>Program (Instructional)</u>	<u>Administrative (Support)</u>	<u>Other</u>	<u>Total</u>
Salaries	690,244	195,132	3,778	889,154
Benefits	228,694	56,322	698	285,714
Purchased services	100,224	104,283	626	205,133
Supplies-materials	69,534	23,244	10,651	103,429
Debt service interest	-	-	92,875	92,875
Depreciation	-	-	78,830	78,830
	<hr/>	<hr/>	<hr/>	<hr/>
Total expense	<u>\$ 1,088,696</u>	<u>\$ 378,981</u>	<u>\$ 187,458</u>	<u>\$ 1,655,135</u>

PALOUSE PRAIRIE EDUCATIONAL ORGANIZATION, INC.Moscow, Idaho

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2022 and 2021

NOTE 1 Organization

The Palouse Prairie Educational Organization, Inc. (the School) is a nonprofit and nonsectarian public educational organization dedicated to the cultivation of student knowledge, skills, awareness and understanding necessary for success in the 21st century. Our vision is to develop students who can acquire, analyze, apply information, think creatively, and solve problems. In accordance with our mission, the key goal of the educational program at the School is to academically challenge each child commensurate with his or her abilities and to prepare each child for success in today's and tomorrow's world. The charter serves elementary school aged children (K-8th) in the Latah County area. The School was approved in 2008 by the Idaho Charter School Commission. The School is a center for Expeditionary Learning (EL): Expeditionary Learning is a comprehensive school reform and school development model for elementary, middle, and high schools.

NOTE 2 Summary of Significant Accounting Policies

Basis of Accounting - The School uses the accrual basis of accounting. Revenue are recognized as earned and expenses are recognized when incurred.

Cash - For purposes of the statement of cash flows, cash equivalents include Local Government Investment Pool, money market mutual funds, time deposits, certificates of deposit, and all highly liquid debt instruments with original maturities of three months or less. The School has no requirement to hold cash in separate accounts.

Accounts Receivable - No allowance for uncollectible accounts was calculated by the School, all receivables were deemed to be collectible.

Income Tax Status - 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. The School's Forms 990, *Return of Organization Exempt from Income Tax*, for the years ending 2020, 2021, and 2022 are subject to examination by the IRS, generally for three years after the returns are filed.

Property and Equipment - The cost of property and equipment is depreciated over the estimated useful lives of the assets. Major expenses costing at least \$5,000 which substantially increase useful lives are capitalized. Interest on borrowings for construction are capitalized. Maintenance, repairs, and minor renewals are expensed as incurred. Depreciation is computed on the straight-line method for financial reporting purposes. The useful lives of property and equipment for purposes of computing depreciation are 5 to 7 years for office furniture and equipment and 39 years for buildings.

NOTE 2 Summary of Significant Accounting Policies (Continued)

Depreciation expense for the years ending June 30, 2022 and 2021 was \$79,790 and \$78,830 respectively.

Inventory - The School does not follow the practice of capitalizing expendable supplies at year-end in the General Fund. All supplies are recorded as expenses in the period in which they were purchased.

Net Assets - Net assets are classified based on the existence or absence of donor-imposed restrictions. Accordingly, the net assets of the Organization and changes therein are classified as follows:

Net Assets without Donor Restrictions – Net assets that are not subject to donor-imposed restrictions and may be expended for any purpose in performing the primary objectives of the School. The School’s board may designate assets without restrictions for specific operational purposes from time to time.

Net Assets with Donor Restrictions – Net assets subject to stipulations imposed by donors, and grantor. Some donor restrictions are temporary in nature and those restrictions will be met by actions of the Non-Profit Organization or by the passage of time. Other donor restrictions are perpetual in nature, whereby the donor has stipulated the funds be maintained in perpetuity.

Use of Estimates - The process of preparing financial statements in conformity with generally accepted accounting principles requires the use of estimates and assumptions regarding certain types of assets, liabilities, revenues and expenses, and actual results may differ from estimated amounts.

Cost Allocation - The financial statements report certain categories of expenses that are attributable to more than one program or supporting function. The Organization does not have any indirect expenses that would need to be allocated as of June 30, 2022 and 2021, therefore, there is no cost allocation required.

Reports Required by the State - Idaho Department of Education requires the School to submit financial information in accordance with accounting principles generally accepted in the United States of America for governmental entities. This information is included as supplemental information to the basic financial statements. The General Fund accounts for activities for general operations and the other funds presented are used to account for activities related to restricted funds and grants the School received.

NOTE 2 Summary of Significant Accounting Policies (Continued)

Subsequent Events - Subsequent events have been evaluated through the date of the auditor's report. This is the date the financial statements were available to be issued. The School has determined that no material subsequent events have occurred.

Revenue Recognition - The School has implemented *ASU 2014-09 Revenue from Contracts with Customers*, and has applied the five-step process to their contract revenue. The School's primary source of contract revenue is earned through the provision of "before school care." Under this program the School provides staff to supervise children who are dropped off at the School prior to the start of class. These contracts have been evaluated and the School has concluded that a performance obligation occurs over time as supervision is provided to the student. The transaction price for these services is based on an agreed upon monthly fee for each month of the student attends the before school care program. The School recognizes the revenue at the end of each month that the student is enrolled. Payment for the services provided is due at the beginning of each month.

NOTE 3 Investments

The School has an account with the Local Government Investment Pool sponsored by the Idaho Legislature. The School carries the balance at fair market value, which also represents cost. The investment account is subject to market risk and is uninsured. At June 30, 2022 and 2021, the balance was \$347,560 and \$386,707, respectively.

NOTE 4 Major Funding Source

The School received a majority of its revenue from the Idaho Department of Education.

	<u>2022</u>	<u>% of Total Revenue</u>
Idaho Department of Education	\$1,458,876	77.97%
	<u>2021</u>	<u>% of Total Revenue</u>
Idaho Department of Education	1,341,368	77.62%

NOTE 5 Net Assets With Donor Restrictions

Net assets with donor restrictions are restricted for the following purposes or periods:

	<u>2022</u>	<u>2021</u>
Subject to expenditure for specified purpose:		
Restricted for student-occupied building maintenance	23,431	15,283
Teacher appreciation	2,105	2,350
Student expeditions	4,250	4,250
Special revenue funds	1,683	1,833
Total	<u>\$ 31,469</u>	<u>\$ 23,716</u>

NOTE 6 Liquidity and Availability of Resources

The following reflects the School's financial assets as of the statement of financial position date, reduced by amounts not available for general use because of contractual or donor-imposed restrictions within one year of the statement of financial position date.

	<u>2022</u>	<u>2021</u>
Financial assets available, at year end:		
Cash and cash equivalents	88,531	33,707
Receivables	77,056	32,828
Investments	<u>347,560</u>	<u>386,707</u>
Total financial assets available, at year end	513,147	453,242
Less those unavailable for general expenses within one year, due to:		
Contractual or donor-imposed restrictions:		
Restricted by donor with time or purpose restrictions	<u>(31,469)</u>	<u>(23,716)</u>
Financial assets available to meet cash needs for general expenses within one year	<u>\$ 481,678</u>	<u>\$ 429,526</u>

As part of the School's liquidity management, it has a policy to structure its financial assets to be available as its general expenses, liabilities, and other obligations come due.

NOTE 7 Long-Term Debt

Long-term debt for the School as of June 30, 2022 and consists of the following:

	<u>2022</u>	<u>2021</u>
Loan payable to P1FCU. The original terms provided for monthly installments of \$15,187 with interest at a fixed rate of 6.125%. Matures February 1, 2030. Effective May 22, 2020 the terms of the loan were changed to provide for monthly installments of \$12,328 with interest at a fixed rate of 4.00% for 5 years. Beginning June 1, 2025 the interest rate will reset to a rate based on the FHLB advance rate on that date plus a margin of 3.00%. Upon the maturity date a balloon payment for the remaining balance must be paid. The loan is secured by real property.	2,198,777	2,257,478
Loan payable to a private party, monthly installments of \$1,294 with interest at a fixed rate of 3.0%. Matures June 10, 2024. The note is unsecured.	<u>30,100</u>	<u>44,487</u>
Total Long Term Debt	2,228,877	2,301,965
Less Current Portion	<u>(75,922)</u>	<u>(73,093)</u>
Net Long-term Debt	<u>\$ 2,152,955</u>	<u>\$ 2,228,872</u>

Maturities of principal amounts of long-term debt at June 30, 2022 are as follows:

Fiscal Year	
<u>Ended June 30,</u>	
2023	75,922
2024	78,863
2025	66,178
2026	68,874
2027	71,680
Thereafter	<u>1,867,360</u>
Total	<u>\$ 2,228,877</u>

NOTE 8 Employee's Retirement System

Public Employee Retirement System of Idaho (PERSI), The PERSI Base Plan, a cost sharing multiple-employer public retirement system, was created by the Idaho State Legislature. It is a defined benefit plan requiring that both the member and the employer contribute. The Plan provides benefits based on members' years of service, age, and compensation. In addition, benefits are provided for disability, death, and survivors of eligible members or beneficiaries. The authority to establish and amend benefit provisions is established in Idaho Code. Designed as a mandatory system for eligible state and school district employees, the legislation provided for other political subdivisions to participate by contractual agreement with PERSI. After 5 years of credited service, members become fully vested in retirement benefits earned to date. Members are eligible for retirement benefits upon attainment of the ages specified for their employment classification. For each month of credited service, the annual service retirement allowance is 2.0% of the average monthly salary for the highest consecutive 42 months.

The actuarially determined contribution requirements of the School and its employees are established and may be amended by the PERSI Board of Trustees. For the year ended June 30, 2022, the required contribution rate as a percentage of covered payroll for members was 7.16%. The employer rate as a percentage of covered payroll was 11.94%. The School's contributions required and paid were \$111,328 and \$105,197 for the years ended June 30, 2022 and 2021, respectively.

PERSI is subject to pronouncement issued by the Governmental Accounting Standards Board (GASB) and was required to implement GASB 67, *Financial Reporting for Pension Plan-an amendment of GASB Statement No. 25*, effective as of June 30, 2014. The statement established standards and specified the required approach for measuring the pension asset of contributing entities for benefits provided through the pension plan (the net pension asset). As of June 30, 2021, the most recent available audited financial statement of PERSI at the time of issuance, the Plan was reported to be 100.36% funded. The School's proportion of the net pension asset 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, 2021 the School's proportion was 0.02350777% and the estimated net pension asset was \$18,566.

PERSI issues publicly available stand-alone financial reports that include audited financial statements and required supplementary information. These reports may be obtained from PERSI's website www.persi.idaho.gov.

NOTE 9 Other Post-Employment Benefit Plan – Sick Leave Plan

The School contributes to the Sick Leave Insurance Reserve Fund (Sick Leave Plan) which is a cost-sharing multiple-employer defined benefit OPEB plan that covers members receiving retirement benefits that are administered by PERSI 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.

NOTE 9 Other Post-Employment Benefit Plan – Sick Leave Plan (continued)

Group retiree health, dental, accident, and life insurance premiums may qualify as a benefit. Retirees who have a sick leave account can use their balance as a credit towards these premiums paid directly to the applicable insurance company.

The contribution rate for employees are set by statute at .065% of covered compensation for state members. Covered school members contribution rates are set by statute based on the number of sick days offered by the employer. The contribution rate of 1.16% for school members with nine or ten sick days, 1.26% for school members with 11-14 sick days. If a school member has more than 14 days of sick leave then the contribution rate will be set by the PERSI Retirement Board based on current cost and actuarial data and reviewed annually. Beginning January 1, 2020, PERSI approved an 18-month rate holiday. During the rate holiday, all sick leave contribution rates are 0%. The holiday was extended to June 30, 2026, therefore the School's contributions required and paid were \$0 for the years ended June 30, 2022 and 2021.

PERSI is subject to pronouncement issued by the Governmental Accounting Standards Board (GASB) and was required to implement GASB 74, *Financial Reporting for postemployment Benefit Plans Other Than Pension Plans*, effective as of June 30, 2017. The statement established standards and specified the required approach for measuring the OPEB asset of contributing entities for benefits provided through the OPEB plan (the net OPEB asset). As of June 30, 2021, the most recent available audited financial statement of PERSI at the time of issuance, the Plan was reported to be 152.61% funded. The School's proportion of the net OPEB asset was based on the School's share of contributions in the Base Plan OPEB plan relative to the total contributions of all participating PERSI Base Plan employers. At June 30, 2021, the School's proportion was 0.0584744% and the estimated OPEB sick leave asset was \$84,917.

PERSI issues a publicly available financial report that includes financial statements and the required supplementary information for the Sick Leave Plan. The reports may be obtained from PERSI's website www.persi.idaho.gov.

NOTE 10 Concentration of Credit Risk

The Organization maintains bank accounts at two financial institutions. Accounts at an Institution are insured by the Federal Deposit Insurance Corporation (FDIC) up to \$250,000. Cash at these institutions exceeded federally insured limits at various times throughout the year.

NOTE 11 Reclassifications

Certain prior year amounts have been reclassified for consistency with the current period presentation. These reclassifications had no effect on the reported results of operations.

SUPPLEMENTARY INFORMATION

PALOUSE PRAIRIE EDUCATIONAL ORGANIZATION, INC.
Moscow, Idaho

SCHEDULE I - STATEMENT OF NET POSITION
June 30, 2022

ASSETS		
Current assets:		
Cash	88,531	
Investments	347,560	
State support receivable	22,617	
Federal support receivable	51,956	
Other receivables	2,483	
Supplies on hand	72	
Prepaid expenses	21,349	
Total current assets	<u>534,568</u>	
Noncurrent assets:		
Land	472,870	
Construction in progress	121,179	
Capital assets being depreciated	2,718,147	
Less: accumulated depreciation	(236,111)	
Net OPEB asset - sick leave	84,917	
Net pension asset	18,566	
Total noncurrent assets	<u>3,179,568</u>	
Total assets		<u>3,714,136</u>
DEFERRED OUTFLOWS OF RESOURCES		
Net OPEB - sick leave related items	22,090	
Pension related items	382,995	
Total deferred outflows of resources		<u>405,085</u>
LIABILITIES		
Current liabilities:		
Accounts payable and other current liabilities	12,193	
Salaries and benefits payable	184,618	
Current portion of long-term debt	75,922	
Total current liabilities	<u>272,733</u>	
Noncurrent liabilities:		
Noncurrent portion of long-term debt	2,152,955	
Total liabilities		<u>2,425,688</u>
DEFERRED INFLOWS OF RESOURCES		
Net OPEB - sick leave related items	44,751	
Pension related items	593,934	
		<u>638,685</u>
NET POSITION		
Net investment in capital assets	847,208	
Restricted	31,469	
Unrestricted	176,171	
Total net position		<u>\$ 1,054,848</u>
Adjustments to conform with GAAP:		
Pension and OPEB related items:		
Net OPEB Asset - sick leave	(84,917)	
Deferred outflow of resources	(405,085)	
Deferred inflow of resources	638,685	
Net pension asset	(18,566)	
Total adjustments to confirm with GAAP		<u>130,117</u>
Net Assets - End of year (GAAP)		<u>\$ 1,184,965</u>

PALOUSE PRAIRIE EDUCATIONAL ORGANIZATION, INC.
Moscow, Idaho

SCHEDULE II - STATEMENT OF ACTIVITIES
For the Year Ended June 30, 2022

	Expenses	Program Revenues			Net (Expense) Revenue and Changes in Net Position
		Charges for Services	Operating Grants and Contributions	Capital Grants and Contributions	Governmental Activities
FUNCTIONS/PROGRAMS					
Governmental activities:					
Instruction	1,120,711	-	364,949	-	(755,762)
Support Services:					
General administration	5,725	-	-	-	(5,725)
School/business administration	301,995	-	-	-	(301,995)
Maintenance/custodial	70,184	-	-	-	(70,184)
Transportation	19,644	-	-	-	(19,644)
Child nutrition	9,024	-	10,567	-	1,543
Debt services	90,144	-	-	-	(90,144)
Depreciation, unallocated	79,790	-	-	-	(79,790)
Total School District	<u>\$ 1,697,217</u>	<u>\$ -</u>	<u>\$ 375,516</u>	<u>\$ -</u>	<u>(1,321,701)</u>
General revenues					
					1,412,106
					82,467
					899
					<u>1,495,472</u>
					173,771
					<u>881,077</u>
					<u>\$ 1,054,848</u>

PALOUSE PRAIRIE EDUCATIONAL ORGANIZATION, INC.
Moscow, Idaho

SCHEDULE III - BALANCE SHEET
June 30, 2022

	General	Special Revenue	Plant Facility	Totals
ASSETS AND DEFERRED OUTFLOWS OF RESOURCES				
Assets:				
Cash	88,185	346	-	88,531
Investments	347,560	-	-	347,560
State support receivable	22,617	-	-	22,617
Federal support receivable	-	51,956	-	51,956
Other receivables	2,483	-	-	2,483
Supplies on hand	72	-	-	72
Prepaid expenses	21,349	-	-	21,349
Due from other funds	50,619	1,337	-	51,956
Total assets	<u>532,885</u>	<u>53,639</u>	<u>-</u>	<u>586,524</u>
Deferred outflows of resources	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
TOTAL ASSETS AND DEFERRED OUTFLOWS OF RESOURCES	<u>\$ 532,885</u>	<u>\$ 53,639</u>	<u>\$ -</u>	<u>\$ 586,524</u>
LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND FUND BALANCE				
Liabilities:				
Accounts payable and other current liabilities	12,193	-	-	12,193
Accrued payroll and benefits	184,618	-	-	184,618
Due to other funds	-	51,956	-	51,956
Total liabilities	<u>196,811</u>	<u>51,956</u>	<u>-</u>	<u>248,767</u>
Deferred inflows of resources	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Fund balance:				
Nonspendable	21,421	-	-	21,421
Restricted for student-occupied building maintenance	23,431	-	-	23,431
Restricted	6,355	1,683	-	8,038
Unrestricted	284,867	-	-	284,867
Total fund balance	<u>336,074</u>	<u>1,683</u>	<u>-</u>	<u>337,757</u>
TOTAL LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND FUND BALANCE	<u>\$ 532,885</u>	<u>\$ 53,639</u>	<u>\$ -</u>	<u>\$ 586,524</u>

PALOUSE PRAIRIE EDUCATIONAL ORGANIZATION, INC.

Moscow, Idaho

**SCHEDULE IV - RECONCILIATION OF TOTAL GOVERNMENTAL FUND BALANCES
TO NET POSITION OF GOVERNMENTAL ACTIVITIES**

June 30, 2022

Total fund balances - governmental funds	337,757
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 as assets in governmental funds.	
Cost of capital assets	3,312,196
Accumulated depreciation	(236,111)
Certain pension related items are recorded as a deferred outflow or inflow of resources and recognized in future periods for governmental activities:	
Deferred outflow of resources	382,995
Deferred inflow of resources	(593,934)
Certain OPEB sick leave related items are recorded as a deferred outflow or inflow of resources and recognized in future periods for governmental activities:	
Deferred outflow of resources	22,090
Deferred inflow of resources	(44,751)
Total Net OPEB asset for PERSI sick leave is a long-term asset and is not available to pay current year expenditures, therefore is not reported as an asset in governmental funds	84,917
Total Net pension asset for PERSI is a long-term asset and is not available to pay current year expenditures, therefore is not reported as an asset in governmental funds	18,566
Long-term liabilities are not due and payable in the current period and therefore are not reported as liabilities in the funds. Long-term liabilities at year-end consist of the following:	
Loans payable	<u>(2,228,877)</u>
Total net position - governmental activities	<u>\$ 1,054,848</u>

PALOUSE PRAIRIE EDUCATIONAL ORGANIZATION, INC.
Moscow, Idaho

SCHEDULE V - COMBINING STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES
For the Year Ended June 30, 2022

	<u>General</u>	<u>Special Revenue</u>	<u>Plant Facility</u>	<u>Total</u>
REVENUES				
Local	83,360	7,657	-	91,017
State	1,458,876	-	-	1,458,876
Federal	8,568	312,527	-	321,095
Total revenues	<u>1,550,804</u>	<u>320,184</u>	<u>-</u>	<u>1,870,988</u>
EXPENDITURES				
Instruction	947,119	261,213	-	1,208,332
Support	389,439	32,733	-	422,172
Non-instruction	404	9,230	-	9,634
Capital asset program	-	30,431	5,387	35,818
Debt service	-	-	163,232	163,232
Total expenditures	<u>1,336,962</u>	<u>333,607</u>	<u>168,619</u>	<u>1,839,188</u>
Excess (deficiency) of revenues over (under) expenditures	213,842	(13,423)	(168,619)	31,800
Other financing sources (uses):				
Transfers in (out)	<u>(183,619)</u>	<u>15,000</u>	<u>168,619</u>	<u>-</u>
Change in fund balance	30,223	1,577	-	31,800
Fund balance - beginning of year	<u>305,851</u>	<u>106</u>	<u>-</u>	<u>305,957</u>
Fund balance - end of year	<u>\$ 336,074</u>	<u>\$ 1,683</u>	<u>\$ -</u>	<u>\$ 337,757</u>

PALOUSE PRAIRIE EDUCATIONAL ORGANIZATION, INC.
Moscow, Idaho

**SCHEDULE VI - RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN
FUND BALANCES OF GOVERNMENTAL FUNDS TO THE STATEMENT OF ACTIVITIES
For the Year Ended June 30, 2022**

Net change in fund balances - total governmental funds		31,800
Amounts reported for governmental activities in the statement of activities are different because:		
Capital outlays to purchase or build capital assets are reported in governmental funds as expenditures. However, for governmental activities those costs are capitalized and allocated over their estimated useful lives as annual depreciation expense in the statement of activities:		
Capital outlays	35,818	
Depreciation expense	<u>(79,790)</u>	(43,972)
Net pension liability adjustments:		
Fiscal year 2021 employer PERSI contributions recognized as pension expense in the current year.	(105,197)	
Fiscal year 2022 employer PERSI contributions deferred to subsequent year	111,328	
Pension related amortization revenue (expense)	<u>101,232</u>	107,363
Net OPEB asset - sick leave adjustment:		
OPEB related amortization revenue (expense)		5,492
Repayments of the principal of long-term debt is an expenditure in the governmental funds, but the repayment reduces long-term debt in the statement of net position:		
Notes payable principal payments		<u>73,088</u>
Net change in net position - governmental activities		<u>\$ 173,771</u>

PALOUSE PRAIRIE EDUCATIONAL ORGANIZATION, INC.
Moscow, Idaho

GENERAL FUND
SCHEDULE VII - STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND
BALANCE - BUDGET AND ACTUAL
For the Year Ended June 30, 2022

	<u>Actual</u>	<u>Budget</u>	<u>Variance Favorable (Unfavorable)</u>
REVENUES			
Local:			
Interest	893	800	93
School fees and charges	18,118	16,500	1,618
Contributions/donations	37,528	34,000	3,528
Other local	26,821	27,000	(179)
Total local	<u>83,360</u>	<u>78,300</u>	<u>5,060</u>
State:			
Base support	1,098,451	1,088,000	10,451
Benefit apportionment	149,906	149,000	906
Other state support	142,688	148,100	(5,412)
Lottery/additional state maintenance	13,130	13,100	30
Other state revenue	54,701	53,500	1,201
Total state	<u>1,458,876</u>	<u>1,451,700</u>	<u>7,176</u>
Federal:			
Restricted	8,568	8,568	-
Total revenues	<u>1,550,804</u>	<u>1,538,568</u>	<u>12,236</u>
EXPENDITURES			
Instruction:			
Salaries	644,916	630,676	(14,240)
Benefits	204,773	207,456	2,683
Purchased services	55,932	86,268	30,336
Supplies-materials	41,498	45,030	3,532
Total instruction	<u>947,119</u>	<u>969,430</u>	<u>22,311</u>
Support:			
Salaries	194,707	197,051	2,344
Benefits	54,780	54,711	(69)
Purchased services	128,935	136,606	7,671
Supplies-materials	11,017	13,150	2,133
Total support	<u>389,439</u>	<u>401,518</u>	<u>12,079</u>
Non-instruction:			
Benefits	404	-	(404)
Contingency Budget	-	67,081	67,081
Total expenditures	<u>1,336,962</u>	<u>1,438,029</u>	<u>101,067</u>
Excess (deficiency) of revenues over (under) expenditures	213,842	100,539	113,303
Other financing sources (uses)			
Transfer out	(183,619)	(195,462)	11,843
Change in fund balance	30,223	<u>\$ (94,923)</u>	<u>\$ 125,146</u>
Fund Balance - Beginning of year	<u>305,851</u>		
Fund Balance - End of year	<u>\$ 336,074</u>		

PALOUSE PRAIRIE EDUCATIONAL ORGANIZATION, INC.

Moscow, Idaho

GENERAL FUND
SCHEDULE VIII - SCHEDULE OF EXPENDITURES BY FUNCTION - BUDGET AND ACTUAL
For the Year Ended June 30, 2022

	<u>Actual</u>	<u>Budget</u>	<u>Variance Favorable (Unfavorable)</u>
INSTRUCTION:			
Elementary school:			
Salaries	578,086	560,435	(17,651)
Benefits	179,215	179,832	617
Purchased services	44,828	45,068	240
Supplies-materials	39,728	43,130	3,402
Total elementary school	<u>841,857</u>	<u>828,465</u>	<u>(13,392)</u>
Special education:			
Salaries	66,830	70,241	3,411
Benefits	25,558	27,624	2,066
Purchased services	5,001	35,000	29,999
Supplies-materials	96	200	104
Total special education	<u>97,485</u>	<u>133,065</u>	<u>35,580</u>
School activity:			
Purchased services	6,103	6,200	97
Supplies-materials	1,674	1,700	26
Total school activity	<u>7,777</u>	<u>7,900</u>	<u>123</u>
TOTAL INSTRUCTION:			
Salaries	644,916	630,676	(14,240)
Benefits	204,773	207,456	2,683
Purchased services	55,932	86,268	30,336
Supplies-materials	41,498	45,030	3,532
Total instruction	<u>\$ 947,119</u>	<u>\$ 969,430</u>	<u>\$ 22,311</u>
SUPPORT:			
Board of education:			
Purchased services	5,725	8,100	2,375
School administration:			
Salaries	136,748	138,352	1,604
Benefits	37,006	37,434	428
Total school administration	<u>173,754</u>	<u>175,786</u>	<u>2,032</u>
Business operation:			
Salaries	47,930	46,585	(1,345)
Benefits	16,776	16,130	(646)
Purchased services	56,463	57,647	1,184
Supplies-materials	6,328	5,950	(378)
Total business operation	<u>127,497</u>	<u>126,312</u>	<u>(1,185)</u>

PALOUSE PRAIRIE EDUCATIONAL ORGANIZATION, INC.

Moscow, Idaho

GENERAL FUND
SCHEDULE VIII - SCHEDULE OF EXPENDITURES BY FUNCTION - BUDGET AND ACTUAL (CONTINUED)
For the Year Ended June 30, 2022

	Actual	Budget	Variance Favorable (Unfavorable)
SUPPORT (Continued):			
Buildings - care (custodial):			
Salaries	7,285	8,094	809
Benefits	875	1,046	171
Purchased services	35,485	36,859	1,374
Supplies-materials	2,224	4,000	1,776
Total buildings - care (custodial)	<u>45,869</u>	<u>49,999</u>	<u>4,130</u>
Maintenance - student occupied:			
Salaries	737	770	33
Benefits	73	59	(14)
Purchased services	6,834	8,500	1,666
Supplies-materials	1,009	1,200	191
Total maintenance - student occupied	<u>8,653</u>	<u>10,529</u>	<u>1,876</u>
Maintenance - grounds:			
Salaries	237	550	313
Benefits	50	42	(8)
Purchased services	3,547	4,000	453
Supplies-materials	725	1,000	275
Total maintenance - grounds	<u>4,559</u>	<u>5,592</u>	<u>1,033</u>
Security:			
Salaries	1,770	2,700	930
Purchased services	1,237	1,500	263
Supplies-materials	731	500	(231)
Total security	<u>3,738</u>	<u>4,700</u>	<u>962</u>
Pupil-to-school transportation:			
Purchased services	19,644	20,000	356
Supplies-materials	-	500	500
Total pupil-to-school transportation	<u>19,644</u>	<u>20,500</u>	<u>856</u>
TOTAL SUPPORT:			
Salaries	194,707	197,051	2,344
Benefits	54,780	54,711	(69)
Purchased services	128,935	136,606	7,671
Supplies-materials	11,017	13,150	2,133
Total support	<u>\$ 389,439</u>	<u>\$ 401,518</u>	<u>\$ 12,079</u>
NON-INSTRUCTION			
Benefits	<u>\$ 404</u>	<u>\$ -</u>	<u>\$ (404)</u>

PALOUSE PRAIRIE EDUCATIONAL ORGANIZATION, INC.
Moscow, Idaho

SPECIAL REVENUE FUNDS
SCHEDULE IX - COMBINING BALANCE SHEET
June 30, 2022

	Child Nutrition	ESSER III (ARPA) American Rescue Plan Act	Title I-A, ESSA Improving Basic Programs	ESSER I (CARES) Coronavirus Aid, Relief and Economic Security Act	ESSER II (CRRSA) Coronavirus Response and Relief Supplemental Appropriations Act	IDEA Part B (611 School Age 3-21)	IDEA Part B (ARPA) American Rescue Plan Act	School Based Medicaid	Title IV-A, ESSA - Student Support and Academic Enrichment	Title V-B, ESSA Rural Education Initiative	Title II-A, ESEA - Supporting Effective Instruction	COVID Relief	Totals
ASSETS AND DEFERRED OUTFLOWS OF RESOURCES													
Assets:													
Cash	-	-	-	-	-	-	-	346	-	-	-	-	346
Federal support receivable	-	40	2,936	185	23,000	5,521	-	13,032	2,765	4,477	-	-	51,956
Due from other funds	1,337	-	-	-	-	-	-	-	-	-	-	-	1,337
Total assets	1,337	40	2,936	185	23,000	5,521	-	13,378	2,765	4,477	-	-	53,639
Deferred outflows of resources	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL ASSETS AND DEFERRED OUTFLOWS OF RESOURCES	<u>\$ 1,337</u>	<u>\$ 40</u>	<u>\$ 2,936</u>	<u>\$ 185</u>	<u>\$ 23,000</u>	<u>\$ 5,521</u>	<u>\$ -</u>	<u>\$ 13,378</u>	<u>\$ 2,765</u>	<u>\$ 4,477</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 53,639</u>
LIABILITIES, DEFERRED INFLOWS OF RESOURCES AND FUND BALANCE													
Liabilities:													
Due to other funds	-	40	2,936	185	23,000	5,521	-	13,032	2,765	4,477	-	-	51,956
Deferred inflows of resources	-	-	-	-	-	-	-	-	-	-	-	-	-
Fund balance:													
Restricted	1,337	-	-	-	-	-	-	346	-	-	-	-	1,683
TOTAL LIABILITIES, DEFERRED INFLOWS OF RESOURCES AND FUND BALANCE	<u>\$ 1,337</u>	<u>\$ 40</u>	<u>\$ 2,936</u>	<u>\$ 185</u>	<u>\$ 23,000</u>	<u>\$ 5,521</u>	<u>\$ -</u>	<u>\$ 13,378</u>	<u>\$ 2,765</u>	<u>\$ 4,477</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 53,639</u>

PALOUSE PRAIRIE EDUCATIONAL ORGANIZATION, INC.
Moscow, Idaho

ALL SPECIAL REVENUE FUNDS
SCHEDULE X - COMBINING STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES
For the Year Ended June 30, 2022

	Child Nutrition	ESSER III (ARPA) American Rescue Plan Act	Title I-A, ESSA Improving Basic Programs	ESSER I (CARES) Coronavirus Aid, Relief and Economic Security Act	ESSER II (CRRSA) Coronavirus Response and Relief Supplemental Appropriations Act	IDEA Part B (611 School Age 3-21)	IDEA Part B (ARPA) American Rescue Plan Act	School Based Medicaid	Title IV-A, ESSA - Student Support and Academic Enrichment	Title V-B, ESSA Rural Education Initiative	Title II-A, ESEA - Supporting Effective Instruction	COVID Relief	Total
REVENUES													
Local:													
Lunch sales	46	-	-	-	-	-	-	-	-	-	-	-	46
Other local support	7,605	-	-	-	-	-	-	-	-	-	-	-	7,605
Earnings on investments	-	-	-	-	-	-	-	6	-	-	-	-	6
Total local	7,651	-	-	-	-	-	-	6	-	-	-	-	7,657
Federal:													
Restricted	2,916	30,013	18,255	8,574	73,842	54,929	3,683	61,226	9,933	17,883	4,386	26,887	312,527
Total revenues	10,567	30,013	18,255	8,574	73,842	54,929	3,683	61,232	9,933	17,883	4,386	26,887	320,184
EXPENDITURES													
Instruction:													
Salaries	-	9,224	15,795	-	42,916	12,795	-	11,663	-	9,854	-	16,541	118,788
Benefits	-	3,911	-	-	21,876	5,867	-	3,713	-	-	-	3,185	38,552
Purchased services	-	240	1,000	7,377	2,308	6,381	525	60,616	7,786	2,270	-	-	88,503
Supplies-materials	-	-	100	1,197	340	8,428	3,158	-	2,147	-	-	-	15,370
Total instruction	-	13,375	16,895	8,574	67,440	33,471	3,683	75,992	9,933	12,124	-	19,726	261,213
Support:													
Salaries	-	-	1,360	-	2,472	-	-	-	-	5,759	4,386	5,988	19,965
Benefits	-	-	-	-	400	-	-	-	-	-	-	1,173	1,573
Purchased services	-	7,440	-	-	3,284	-	-	-	-	-	-	-	10,724
Supplies-materials	-	225	-	-	246	-	-	-	-	-	-	-	471
Total support	-	7,665	1,360	-	6,402	-	-	-	-	5,759	4,386	7,161	32,733
Non-instruction:													
Salaries	5,281	-	-	-	-	-	-	-	-	-	-	-	5,281
Benefits	377	-	-	-	-	-	-	-	-	-	-	-	377
Purchased services	628	-	-	-	-	-	-	-	-	-	-	-	628
Supplies-materials	2,944	-	-	-	-	-	-	-	-	-	-	-	2,944
Total non-instruction	9,230	-	-	-	-	-	-	-	-	-	-	-	9,230
Capital asset program:													
Capital objects	-	8,973	-	-	-	21,458	-	-	-	-	-	-	30,431
Total expenditures	9,230	30,013	18,255	8,574	73,842	54,929	3,683	75,992	9,933	17,883	4,386	26,887	333,607
Excess (deficiency) of revenues over (under) expenditures	1,337	-	-	-	-	-	-	(14,760)	-	-	-	-	(13,423)
Other financing sources (uses):													
Transfer in	-	-	-	-	-	-	-	15,000	-	-	-	-	15,000
Change in fund balance	1,337	-	-	-	-	-	-	240	-	-	-	-	1,577
Fund Balance - Beginning of year	-	-	-	-	-	-	-	106	-	-	-	-	106
Fund Balance - End of year	\$ 1,337	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 346	\$ -	\$ -	\$ -	\$ -	\$ 1,683

PALOUSE PRAIRIE EDUCATIONAL ORGANIZATION, INC.

Moscow, Idaho

CHILD NUTRITION FUND**SCHEDULE XI - STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN
FUND BALANCE**

For the Year Ended June 30, 2022

REVENUES

Local:

Lunch sales 46

Other local 7,605

Total local 7,651

Federal:

Restricted 2,916Total revenues 10,567**EXPENDITURES**

Non-instruction:

Salaries 5,281

Benefits 377

Purchased services 628

Supplies-materials 2,944Total expenditures 9,230

Change in fund balance 1,337

Fund Balance - Beginning of year -Fund Balance - End of year \$ 1,337

PALOUSE PRAIRIE EDUCATIONAL ORGANIZATION, INC.

Moscow, Idaho

ESSER III (ARPA) AMERICAN RESCUE PLAN ACT FUND
SCHEDULE XII - STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND
BALANCE - BUDGET AND ACTUAL
For the Year Ended June 30, 2022

	<u>Actual</u>	<u>Budget</u>	<u>Variance Favorable (Unfavorable)</u>
REVENUES			
Federal:			
Restricted	30,013	53,566	(23,553)
EXPENDITURES			
Instruction:			
Salaries	9,224	22,861	13,637
Benefits	3,911	11,198	7,287
Purchased services	240	500	260
Total instruction:	<u>13,375</u>	<u>34,559</u>	<u>21,184</u>
Support:			
Purchased services	7,440	7,500	60
Supplies-materials	225	780	555
Total support:	<u>7,665</u>	<u>8,280</u>	<u>615</u>
Non-instruction:			
Benefits	-	877	877
Purchased services	-	600	600
Supplies-materials	-	250	250
Total non-instruction	<u>-</u>	<u>1,727</u>	<u>1,727</u>
Capital asset program:			
Capital objects	8,973	9,000	27
Total expenditures	<u>30,013</u>	<u>44,566</u>	<u>23,526</u>
Change in fund balance	-	<u>\$ 9,000</u>	<u>\$ (27)</u>
Fund Balance - Beginning of year	<u>-</u>		
Fund Balance - End of year	<u>\$ -</u>		

PALOUSE PRAIRIE EDUCATIONAL ORGANIZATION, INC.

Moscow, Idaho

TITLE I-A, ESSA - IMPROVING BASIC PROGRAMS FUND
SCHEDULE XIII - STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND
BALANCE - BUDGET AND ACTUAL
For the Year Ended June 30, 2022

	<u>Actual</u>	<u>Budget</u>	<u>Variance Favorable (Unfavorable)</u>
REVENUES			
Federal:			
Restricted	18,255	18,255	-
EXPENDITURES			
Instruction:			
Salaries	15,795	15,376	(419)
Purchased services	1,000	1,000	-
Supplies-materials	100	179	79
Total instruction	16,895	16,555	(340)
Support:			
Salaries	1,360	1,700	340
Total expenditures	18,255	18,255	-
Change in fund balance	-	\$ -	\$ -
Fund Balance - Beginning of year	-		
Fund Balance - End of year	\$ -		

PALOUSE PRAIRIE EDUCATIONAL ORGANIZATION, INC.

Moscow, Idaho

**ESSER I (CARES) CORONAVIRUS AID, RELIEF AND ECONOMIC SECURITY ACT FUND
SCHEDULE XIV - STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND
BALANCE - BUDGET AND ACTUAL
For the Year Ended June 30, 2022**

	<u>Actual</u>	<u>Budget</u>	<u>Variance Favorable (Unfavorable)</u>
REVENUES			
Federal:			
Restricted	<u>8,574</u>	<u>8,553</u>	<u>21</u>
EXPENDITURES			
Instruction:			
Purchased services	7,377	7,376	(1)
Supplies-materials	<u>1,197</u>	<u>1,177</u>	<u>(20)</u>
Total instruction:	<u>8,574</u>	<u>8,553</u>	<u>(21)</u>
 Total expenditures	 <u>8,574</u>	 <u>8,553</u>	 <u>(21)</u>
 Change in fund balance	 -	 <u>\$ -</u>	 <u>\$ -</u>
 Fund Balance - Beginning of year	 <u>-</u>		
 Fund Balance - End of year	 <u>\$ -</u>		

PALOUSE PRAIRIE EDUCATIONAL ORGANIZATION, INC.

Moscow, Idaho

**ESSER II (CRRSA) CORONAVIRUS RESPONSE AND RELIEF SUPPLEMENTAL APPROPRIATIONS ACT FUND
SCHEDULE XV - STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN
FUND BALANCE - BUDGET AND ACTUAL
For the Year Ended June 30, 2022**

	<u>Actual</u>	<u>Budget</u>	<u>Favorable (Unfavorable)</u>
REVENUES			
Federal:			
Restricted	<u>73,842</u>	<u>77,161</u>	<u>(3,319)</u>
EXPENDITURES			
Instruction:			
Salaries	42,916	43,382	466
Benefits	21,876	22,549	673
Purchased services	2,308	2,386	78
Supplies-materials	<u>340</u>	<u>-</u>	<u>(340)</u>
Total instruction	<u>67,440</u>	<u>68,317</u>	<u>877</u>
Support:			
Salaries	2,472	-	(2,472)
Benefits	400	-	(400)
Purchased services	3,284	2,744	(540)
Supplies-materials	<u>246</u>	<u>220</u>	<u>(26)</u>
Total support	<u>6,402</u>	<u>2,964</u>	<u>(3,438)</u>
Non-instruction:			
Salaries	<u>-</u>	<u>5,880</u>	<u>5,880</u>
Total expenditures	<u>73,842</u>	<u>77,161</u>	<u>3,319</u>
Change in fund balance	-	<u>\$ -</u>	<u>\$ -</u>
Fund Balance - Beginning of year	<u>-</u>		
Fund Balance - End of year	<u>\$ -</u>		

PALOUSE PRAIRIE EDUCATIONAL ORGANIZATION, INC.

Moscow, Idaho

IDEA PART B (611 SCHOOL AGE 3-21) FUND
SCHEDULE XVI - STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND
BALANCE - BUDGET AND ACTUAL
For the Year Ended June 30, 2022

	<u>Actual</u>	<u>Budget</u>	<u>Variance Favorable (Unfavorable)</u>
REVENUES			
Federal:			
Restricted	54,929	54,929	-
EXPENDITURES			
Instruction:			
Salaries	12,795	12,002	(793)
Benefits	5,867	5,711	(156)
Purchased services	6,381	7,295	914
Supplies-materials	8,428	8,771	343
Total instruction	<u>33,471</u>	<u>33,779</u>	<u>308</u>
Capital asset program	<u>21,458</u>	<u>21,150</u>	<u>(308)</u>
Total expenditures	<u>54,929</u>	<u>54,929</u>	<u>-</u>
Change in fund balance	-	<u>\$ -</u>	<u>\$ -</u>
Fund Balance - Beginning of year	<u>-</u>		
Fund Balance - End of year	<u>\$ -</u>		

PALOUSE PRAIRIE EDUCATIONAL ORGANIZATION, INC.

Moscow, Idaho

IDEA PART B (ARPA) AMERICAN RESCUE PLAN ACT FUND
SCHEDULE XVII - STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND
BALANCE - BUDGET AND ACTUAL
For the Year Ended June 30, 2022

	<u>Actual</u>	<u>Budget</u>	<u>Variance Favorable (Unfavorable)</u>
REVENUES			
Federal:			
Restricted	<u>3,683</u>	<u>3,700</u>	<u>(17)</u>
EXPENDITURES			
Instruction:			
Purchased services	525	525	-
Supplies-materials	<u>3,158</u>	<u>3,175</u>	<u>17</u>
Total instruction	<u>3,683</u>	<u>3,700</u>	<u>17</u>
Total expenditures	<u>3,683</u>	<u>3,700</u>	<u>17</u>
Change in fund balance	-	<u>\$ -</u>	<u>\$ -</u>
Fund Balance - Beginning of year	<u>-</u>		
Fund Balance - End of year	<u>\$ -</u>		

PALOUSE PRAIRIE EDUCATIONAL ORGANIZATION, INC.

Moscow, Idaho

SCHOOL-BASED MEDICAID FUND
SCHEDULE XVIII - STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND
BALANCE - BUDGET AND ACTUAL
For the Year Ended June 30, 2022

	<u>Actual</u>	<u>Budget</u>	<u>Favorable (Unfavorable)</u>
REVENUES			
Local:			
Earnings on investments	<u>6</u>	<u>-</u>	<u>6</u>
Federal:			
Restricted	<u>61,226</u>	<u>44,900</u>	<u>16,326</u>
Total revenues	<u>61,232</u>	<u>44,900</u>	<u>16,332</u>
EXPENDITURES			
Instruction:			
Salaries	11,663	10,000	(1,663)
Benefits	3,713	3,900	187
Purchased services	<u>60,616</u>	<u>31,000</u>	<u>(29,616)</u>
Total instruction	<u>75,992</u>	<u>44,900</u>	<u>(31,092)</u>
Total expenditures	<u>75,992</u>	<u>44,900</u>	<u>(31,092)</u>
Excess (deficiency) of revenues over (under) expenditures	<u>(14,760)</u>	<u>-</u>	<u>(14,760)</u>
Other financing sources (uses)			
Transfer in	<u>15,000</u>	<u>-</u>	<u>15,000</u>
Change in fund balance	240	<u>\$ -</u>	<u>\$ 240</u>
Fund Balance - Beginning of year	<u>106</u>		
Fund Balance - End of year	<u>\$ 346</u>		

PALOUSE PRAIRIE EDUCATIONAL ORGANIZATION, INC.

Moscow, Idaho

**TITLE IV-A, ESSA - STUDENT SUPPORT AND ACADEMIC ENRICHMENT FUND
SCHEDULE XIX - STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND
BALANCE - BUDGET AND ACTUAL
For the Year Ended June 30, 2022**

	<u>Actual</u>	<u>Budget</u>	<u>Variance Favorable (Unfavorable)</u>
REVENUES			
Federal:			
Restricted	<u>9,933</u>	<u>10,000</u>	<u>(67)</u>
EXPENDITURES			
Instruction:			
Purchased services	7,786	8,100	314
Supplies-materials	<u>2,147</u>	<u>1,900</u>	<u>(247)</u>
Total instruction	<u>9,933</u>	<u>10,000</u>	<u>67</u>
Total expenditures	<u>9,933</u>	<u>10,000</u>	<u>67</u>
Change in fund balance	-	<u>\$ -</u>	<u>\$ -</u>
Fund Balance - Beginning of year	<u>-</u>		
Fund Balance - End of year	<u>\$ -</u>		

PALOUSE PRAIRIE EDUCATIONAL ORGANIZATION, INC.

Moscow, Idaho

TITLE V-B, ESSA - RURAL EDUCATION INITIATIVE FUND
 SCHEDULE XX - STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND
 BALANCE - BUDGET AND ACTUAL
 For the Year Ended June 30, 2022

	<u>Actual</u>	<u>Budget</u>	<u>Favorable (Unfavorable)</u>
REVENUES			
Federal:			
Restricted	17,883	18,935	(1,052)
EXPENDITURES			
Instruction:			
Salaries	9,854	10,715	861
Purchased services	2,270	2,270	-
Total instruction	12,124	12,985	861
Support:			
Salaries	5,759	5,950	191
Total expenditures	17,883	18,935	1,052
Change in fund balance	-	\$ -	\$ -
Fund balance - beginning of year	-		
Fund balance - end of year	\$ -		

PALOUSE PRAIRIE EDUCATIONAL ORGANIZATION, INC.

Moscow, Idaho

**TITLE II-A, ESEA - SUPPORTING EFFECTIVE INSTRUCTION FUND
 SCHEDULE XXI - STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND
 BALANCE - BUDGET AND ACTUAL
 For the Year Ended June 30, 2022**

	<u>Actual</u>	<u>Budget</u>	<u>Variance Favorable (Unfavorable)</u>
REVENUES			
Federal:			
Restricted	<u>4,386</u>	<u>4,386</u>	<u>-</u>
EXPENDITURES			
Support:			
Salaries	<u>4,386</u>	<u>4,386</u>	<u>-</u>
Total expenditures	<u>4,386</u>	<u>4,386</u>	<u>-</u>
Change in fund balance	-	<u>\$ -</u>	<u>\$ -</u>
Fund Balance - Beginning of year	<u>-</u>		
Fund Balance - End of year	<u>\$ -</u>		

PALOUSE PRAIRIE EDUCATIONAL ORGANIZATION, INC.

Moscow, Idaho

COVID RELIEF FUND

SCHEDULE XXII - STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND
BALANCE - BUDGET AND ACTUAL

For the Year Ended June 30, 2022

	<u>Actual</u>	<u>Budget</u>	<u>Variance Favorable (Unfavorable)</u>
REVENUES			
Federal:			
Restricted	26,887	26,873	14
EXPENDITURES			
Instruction:			
Salaries	16,541	16,739	198
Benefits	3,185	3,291	106
Total instruction	19,726	20,030	304
Support:			
Salaries	5,988	5,708	(280)
Benefits	1,173	1,135	(38)
Total support	7,161	6,843	(318)
Total expenditures	26,887	26,873	(14)
Change in fund balance	-	\$ -	\$ -
Fund Balance - Beginning of year	-		
Fund Balance - End of year	\$ -		

PALOUSE PRAIRIE EDUCATIONAL ORGANIZATION, INC.

Moscow, Idaho

PLANT FACILITY FUND
SCHEDULE XXIII - STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND
BALANCE - BUDGET AND ACTUAL
For the Year Ended June 30, 2022

	<u>Actual</u>	<u>Budget</u>	<u>Variance Favorable (Unfavorable)</u>
REVENUES	-	-	-
EXPENDITURES			
Capital objects	5,387	32,000	26,613
Debt service principal	73,088	73,320	232
Debt service interest	90,144	90,142	(2)
Total expenditures	<u>168,619</u>	<u>195,462</u>	<u>26,843</u>
Excess (deficiency) of revenues over (under) expenditures	<u>(168,619)</u>	<u>(195,462)</u>	<u>26,843</u>
Other financing sources (uses)			
Transfer in	<u>168,619</u>	<u>195,462</u>	<u>(26,843)</u>
Change in fund balance	-	<u>\$ -</u>	<u>\$ -</u>
Fund balance - beginning of year	<u>-</u>		
Fund balance - end of year	<u>\$ -</u>		

CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 14th day of June 2018, by and between the Idaho Public Charter School Commission (the “Authorizer”), and Palouse Prairie Educational Organization, doing business as Palouse Prairie Charter School or PPCS (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 June 26, 2008, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year 2009; and

WHEREAS, the School’s charter was renewed on March 1, 2018, 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, 2018, and shall continue through June 30, 2023, unless earlier terminated as provided herein.

SECTION 2: SCHOOL GOVERNANCE

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

providers.

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

SECTION 3: EDUCATIONAL PROGRAM

- A. School Mission.** The mission of the School is as follows: The mission of Palouse Prairie Charter School is to engage the children and the community of the Palouse in a rigorous and collaborative education of the highest standards by fostering a spirit of inquiry, a persistence towards excellence, a responsibility for learning, and an ethic of service.
- B. Grades Served.** The School may serve students in grades K-8.
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:

The design principles of Expeditionary Learning are the best short statement of our philosophy of education. They focus our attention on what is important and give us something to go back to when we need guidance.

- *Primacy of Self-Discovery* - Learning happens best with emotion, challenge and the requisite support. People discover their abilities, values, passions, and responsibilities in situations that offer adventure and the unexpected. In Expeditionary Learning schools, students undertake tasks that require perseverance, fitness, craftsmanship, imagination, self-discipline, and significant achievement. A teacher's primary task is to help students overcome their fears and discover they can do more than they think they can.
- *The Having of Wonderful Ideas* - Teaching in Expeditionary Learning schools fosters curiosity about the world by creating learning situations that provide something important to think about, time to experiment, and time to make sense of what is observed.
- *The Responsibility for Learning* - Learning is both a personal process of discovery and a social activity.
- *Service and Compassion* - We are crew, not passengers. Students and teachers are strengthened by acts of consequential service to others, and one of an Expeditionary

Learning school's primary functions is to prepare students with the attitudes and skills to learn from and be of service.

- 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 216 students. The maximum number of students who may be enrolled per class/grade level shall be as follows:

Kindergarten – Grade 8: 24 students per grade

Due to PPSEL's multi-age classroom structure, actual grade sizes may vary as follows:

The school administrator will develop a schedule of single and multi-age classrooms and enrollment caps for each classroom such that: (1) all students who wish to return have a place, (2) no classroom exceeds 24 students and (3) the total enrollment does not exceed the school's enrollment cap. The Board will approve this enrollment plan prior to the opening of the lottery application period, and the plan will be published as part of the lottery information.

Within the classroom schedule set in the step above, grade-level enrollments will be determined as follows: First, students who elect to continue in the school for the next year will be distributed into classrooms. Second, in multi-age classrooms, the open seats will be distributed to give the most uniform age distribution possible in each room. At its meeting just prior to the start of the lottery enrollment period, the grade level enrollments and open seats will be finalized by the Board and reported to the Authorizer. This schedule of classrooms, enrollment cap, and open seats will be advertised to families. Following the lottery, if any open seats remain in a multi-age classroom, the remaining seats can be taken by students in either grade, first from the waiting list(s) and when the waiting lists are exhausted, then on a first-come basis.

- 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.** 1500 Levick Street, Moscow, ID 83843. 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: Moscow School District #281.
- 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 D.
- 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 D.
- 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 D.
- 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, 2018.

Alan Reed

Chairperson, Idaho Public Charter School Commission

Amy Ball

Chairperson, Palouse Prairie Charter School Board

Amendment 1

IN WITNESS WHEREOF, the Authorizer and Palouse Prairie Educational Organization, operating as Palouse Prairie Charter School, have executed this amendment to the Performance Certificate:

The total enrollment capacity is increased from 216 to 230 students. Grades K-5 have a maximum class size of 25 students, and grades 6-8 have a maximum class size of 28 students.

The amendment to Palouse Prairie Educational Organization's performance certificate is effective as of 6/10/2020.

Alan L Reed

Alan L Reed (Jun 13, 2020 22:07 MDT)

Jun 13, 2020

Chairman, Idaho Public Charter School Commission

Date

Amy Ball

Amy Ball (Jun 14, 2020 13:03 PDT)

Jun 13, 2020

Chairman, PPCS Public School Board

Date

**PALOUSE PRAIRIE CHARTER SCHOOL
2020 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 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.

SCHOOL OVERVIEW			
Mission Statement	The mission of Palouse Prairie Charter School is to engage the children and the community of the Palouse in a rigorous and collaborative education of the highest standards by fostering a spirit of inquiry, a persistence towards excellence, a responsibility for learning, and an ethic of service.		
Key Design Elements	<p>The design principles of Expeditionary Learning are the best short statement of our philosophy of education. They focus our attention on what is important and give us something to go back to when we need guidance.</p> <ul style="list-style-type: none"> • Primacy of Self-Discovery - Learning happens best with emotion, challenge and the requisite support. People discover their abilities, values, passions, and responsibilities in situations that offer adventure and the unexpected. In Expeditionary Learning schools, students undertake tasks that require perseverance, fitness, craftsmanship, imagination, self-discipline, and significant achievement. A teacher's primary task is to help students overcome their fears and discover they can do more than they think they can. • The Having of Wonderful Ideas - Teaching in Expeditionary Learning schools fosters curiosity about the world by creating learning situations that provide something important to think about, time to experiment, and time to make sense of what is observed. • The Responsibility for Learning - Learning is both a personal process of discovery and a social activity. • Service and Compassion - We are crew, not passengers. Students and teachers are strengthened by acts of consequential service to others, and one of an Expeditionary Learning school's primary functions is to prepare students with the attitudes and skills to learn from and be of 		
School Location	406 Powers Ave. Moscow, ID 83843	School Phone	208-882-3684
Surrounding District	Moscow School District		
Opening Year	2009		
Current Term	July 1, 2018 – June 30, 2023		
Grades Served	K-8		
Enrollment (Approved)	212	Enrollment (Actual)	182

SCHOOL LEADERSHIP	
Amy Ball	Chair
Zac Crist	Treasurer
Jessica Long	Secretary
Jessica Bearman	Vice Chair
Gabe Baker	Board Member
Juan Albaitero	Board Member
Debbie Berkana	Business Manager
Jeneille Brannen	Executive Director, Principal
Michael Connell	Board Member

STUDENT DEMOGRAPHICS				
	School	State	Surrounding District	Neighboring District
Non-White	19.40%	25.00%	16.00%	N/A
Limited English Proficiency	Masked	7.00%	3.00%	N/A
Special Needs	8.00%	11.00%	11.00%	N/A
Free and Reduced Lunch	21.00%	44.00%	28.00%	N/A

Renewals No Conditions Page 1334

ACADEMIC	Measure	Points Possible	Points Earned						
		K-8	K-8	9-12	9-12	K-12	K-12	Alternative	Alternative
State Proficiency Comparison	1a	50	NA*	50	0	50	0		
	1b	50	NA*	50	0	50	0		
District Proficiency Comparison	2a	50	NA*	50	0	50	0	50	0
	2b	50	NA*	50	0	50	0	50	0
Criterion-Referenced Growth	3a	100	NA*			50	0		
	3b	100	NA*			50	0		
Norm-Referenced Growth	4a			100	0	50	0	50	0
	4b			100	0	50	0	50	0
Post-Secondary Readiness	5a		NA*	125	0	125	0	100	0
Total Academic Points		400	NA*	525	0	525	0	300	0
% of Academic Points					0%		0%		0%

*Academic data for FY20 is not available due to the COVID-19 pandemic.

MISSION-SPECIFIC	Measure	Points Possible	Points Earned
	1		
	2		
	3		
	4		
	5		
	6		
Total Mission-Specific Points			
% of Mission-Specific Points			

PPCS 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	0
	3b	25	25		400	350	
	3c	25	25		% of Financial Points	88%	
	3d	25	25				
	3e	25	25				
	3f	25	25				
School Environment	4a	25	25	The financial measures above are based on industry standards. They are not intended to reflect nuances of the school's financial status. Please see the financial section of this framework for relevant contextual information that may alleviate concern.			
Additional Obligations	4b	25	25				
Total Operational Points	5a	25	25				
% of Operational Points		400	400				
			100%				

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%	100%	65% - 84%	88%
Remediation	31% - 54%			31% - 54%		61% - 79%		46% - 64%	
Critical	0% - 30%			0% - 30%		0% - 60%		0% - 45%	

*Academic data for FY20 is not available due to the COVID-19 pandemic.

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

INDICATOR 1: EDUCATIONAL PROGRAM																	
<p>Measure 1a Implementation of Educational Program</p>	<p>Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?</p> <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>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
Result	Points Possible	Points Earned															
No instances of non-compliance documented	25	25															
	15																
	0																
		25															
<p>Notes</p>																	
<p>Measure 1b Educational Requirements</p>	<p>Is the school complying with applicable educational requirements?</p> <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>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
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	15																
	0																
		25															
<p>Notes</p>																	

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			15	0
				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			15	0
				25

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? 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. 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. 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.	No instances of non-compliance documented 25 15 0 <hr/> 25			
Notes					
Measure 2b GAAP	Is the school following General 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 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. 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. 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.	See note 25 15 0 <hr/> 25			
Notes	No points are deducted for failure to comply with GASB 75.				
Measure 2c Enrollment Variance	Is the school successfully enrolling the projected number of students? Meets Standard: Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year. Partially Meets Standard: Enrollment variance was between 90 and 95 percent in the most recent fiscal year. Does Not Meet Standard: Enrollment variance was less than 90 percent in the most recent fiscal year.	97.76% 25 15 0 <hr/> 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		Result	Points Possible	Points Earned
Measure 3a Is the school complying with governance requirements? 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. 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. 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.		No instances of non-compliance documented 15 0	25 15 0	25 25 25
Notes				
Measure 3b Is the board fulfilling its oversight obligations? 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. 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. 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.		No instances of non-compliance documented 15 0	25 15 0	25 25 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
Notes			15	0
				25
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
Notes			15	0
				25

INDICATOR 4: SCHOOL ENVIRONMENT		Result	Points Possible	Points Earned
Measure 4a Transportation <p>Is the school complying with transportation requirements?</p> <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> <p>Notes</p>		No instances of non-compliance documented 0	25 0	25 <hr/> 25
Measure 4b Facilities <p>Is the school complying with facilities requirements?</p> <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> <p>Notes</p>		No instances of non-compliance documented 0	25 0	25 <hr/> 25

INDICATOR 5: ADDITIONAL OBLIGATIONS																	
Measure 5a	Is the school complying with all other obligations?																
Additional Obligations		<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
Result	Points Possible	Points Earned															
No instances of non-compliance documented	25	25															
	15																
	0																
		25															
<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 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.	Result 2.01	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>50</td> </tr> <tr> <td>10</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td colspan="2"><hr/></td> </tr> <tr> <td></td> <td>50</td> </tr> </tbody> </table>	Points Possible	Points Earned	50	50	10		0		<hr/>			50
Points Possible	Points Earned														
50	50														
10															
0															
<hr/>															
	50														
Notes															
Measure 1b Cash Ratio	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.	Result 1.77	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>1.77</td> </tr> <tr> <td>10</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td colspan="2"><hr/></td> </tr> <tr> <td></td> <td>50</td> </tr> </tbody> </table>	Points Possible	Points Earned	50	1.77	10		0		<hr/>			50
Points Possible	Points Earned														
50	1.77														
10															
0															
<hr/>															
	50														
Notes	This score was impacted by a temporary construction loan that matured in September 2019, and does not represent cause for concern. For the purpose of allowing reports to be comparable year over year, this report reflects the school's financial picture from July 1, 2018 to June 30, 2019. It is anticipated that next year's report (which will reflect July 1, 2019-June 30, 2020) will see the school return to full points.														
Measure 1c Unrestricted Days Cash	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.	Result 106 days	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>50</td> </tr> <tr> <td>10</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td colspan="2"><hr/></td> </tr> <tr> <td></td> <td>50</td> </tr> </tbody> </table>	Points Possible	Points Earned	50	50	10		0		<hr/>			50
Points Possible	Points Earned														
50	50														
10															
0															
<hr/>															
	50														
Notes															
Measure 1d Default	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.	Result No default noted	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>50</td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td colspan="2"><hr/></td> </tr> <tr> <td></td> <td>50</td> </tr> </tbody> </table>	Points Possible	Points Earned	50	50	0		<hr/>			50		
Points Possible	Points Earned														
50	50														
0															
<hr/>															
	50														
Notes															

INDICATOR 2: SUSTAINABILITY													
Measure 2a Total Margin and Aggregated 3-Year Total Margin	Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues. 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> Does Not Meet: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard". 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.	Result See note 	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>50</td> </tr> <tr> <td>30</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td></td> <td style="border-top: 1px solid black;">50</td> </tr> </tbody> </table>	Points Possible	Points Earned	50	50	30		0			50
Points Possible	Points Earned												
50	50												
30													
0													
	50												
Notes	The Aggregated 3-Year Total Margin is positive (4.27%). The Total Margin is positive (10.77%).												
Measure 2b Debt to Asset Ratio	Debt to Asset Ratio: Total Liabilities divided by Total Assets Meets Standard: Debt to Asset Ratio is less than 0.9. Does Not Meet: Debt to Asset Ratio is between 0.9 and 1.0 Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0 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 a material effect on the outcome for this measure. When pension liability is excluded from the calculation the score is .71, resulting in a score of 50, as reflected above. When pension liability is included in the calculation the score is 1.0, resulting in a reduced score of 30.	Result 0.71 	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>50</td> </tr> <tr> <td>30</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td></td> <td style="border-top: 1px solid black;">50</td> </tr> </tbody> </table>	Points Possible	Points Earned	50	50	30		0			50
Points Possible	Points Earned												
50	50												
30													
0													
	50												
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 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> Does Not Meet: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard" Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative.	Result See note 	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>50</td> </tr> <tr> <td>30</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td></td> <td style="border-top: 1px solid black;">50</td> </tr> </tbody> </table>	Points Possible	Points Earned	50	50	30		0			50
Points Possible	Points Earned												
50	50												
30													
0													
	50												
Notes	The Multi-Year Cumulative Cash Flow trend is positive (\$156,229.00). The most recent year Cash Flow is positive (\$122,162.00). The previous year Cash Flow is positive (\$34,067.00).												
Measure 2d Debt Service Coverage Ratio	Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments) Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1 Does Not Meet: Debt Service Coverage Ratio is less than 1.1	Result 0.14 	<table border="1"> <thead> <tr> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>50</td> <td></td> </tr> <tr> <td>0</td> <td>0</td> </tr> <tr> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Points Possible	Points Earned	50		0	0		0		
Points Possible	Points Earned												
50													
0	0												
	0												
Notes	The calculation for this measure includes a total debt principal payment of \$2,355,668. This balance includes a refinanced loan in the amount of 2,328,000 in order to secure a lower interest rate that did not result in any changes to the school's debt balances. There is no concern with the school's ability to cover its current debt.												

Palouse Prairie Charter 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			100%	NA		
	1b			100%	NA		
District Proficiency Comparison	2a			74%	NA		
	2b			66%	NA		
Criterion-Referenced Growth	3a			58%	NA		
	3b			67%	NA		
% of Possible Academic Points for this School		81%	84%	74%	NA		

		Percentage of Points Earned					
OPERATIONAL	Measure	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Educational Program	1a -1d	N/A	100%	100%	100%		
Financial Management	2a - 2c	N/A	100%	87%	100%		
Governance & Reporting	3a - 3f	N/A	100%	100%	100%		
School Environment	4a - 4b	N/A	100%	100%	100%		
Additional Obligations	5a	N/A	100%	100%	100%		
% of Possible Operational Points for this School		N/A	100%	98%	100%		

		Percentage of Points Earned					
FINANCIAL	Measure	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Near-Term	1a - 1d	N/A	100%	50%	100%		
Sustainability	2a - 2d	N/A	75%	75%	75%		
% of Possible Financial Points for this School		N/A	88%	63%	88%		

ACCOUNTABILITY DESIGNATION		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Academic		Honor	Honor	Good Standing	N/A		
Mission Specific		N/A	N/A	N/A	N/A		
Operational		N/A*	Honor	Honor	Honor		
Financial		N/A*	Honor	Honor	Honor		

*Operational and Financial data for 2016-17 was reported in a different format.

*Academic data for FY20 is not available due to the COVID-19 pandemic.

ACADEMIC	Measure	Points Possible	Points Earned						
		K-8	K-8	9-12	9-12	K-12	K-12	Alternative	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*	0	NA*	100	NA*
Total Academic Points		400	NA*	525	NA*	400	NA*	300	NA*
% of Academic Points			NA*		NA*		NA*		NA*

*Limited academic data for FY20 is available due to the COVID-19 pandemic.

OPERATIONAL	Measure	Points Possible	Points Earned	FINANCIAL	Measure	Points Possible	Points Earned
Educational Program	1a	25	25	Near-Term	1a	50	NA*
	1b	25	25		1b	50	NA*
	1c	25	25		1c	50	NA*
	1d	25	25		1d	50	NA*
Financial Management & Oversight	2a	25	25	Sustainability	2a	50	NA*
	2b	25	25		2b	50	NA*
	2c	25	25		2c	50	NA*
Governance & Reporting	3a	25	25		2d	50	NA*
	3b	25	25	Total Financial Points		400	NA*
	3c	25	25	% of Financial Points			NA*
	3d	25	25				
	3e	25	25				
	3f	25	25				
	3g	25	25				
School Environment	4a	25	25				
	4b	25	25				
Additional Obligations	5a	25	25				
Total Operational Points		400	400				
% of Operational Points			100%				

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	Range	Operational Outcome	Range	Financial Outcome
Honor	75% - 100%			75% - 100%	90% - 100%		85% - 100%	
Good Standing	55% - 74%	NA	NA	55% - 74%	80% - 89%	100%	65% - 84%	NA
Remediation	31% - 54%			31% - 54%	61% - 79%		46% - 64%	
Critical	0% - 30%			0% - 30%	0% - 60%		0% - 45%	

*IPCSC did not assign ratings to academic or financial data for FY21 due to the pandemic.

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	<p>Exceeds Standard: The school's proficiency rate in math exceeds the state average by 16 percentage points or more.</p> <p>Meets Standard: The school's proficiency rate in math is equal to the state 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 state average.</p> <p>Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the state average.</p>	School	NA
		52%	NA
		State	NA
		40%	NA
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
ELA Proficiency Rate Comparison to State	<p>Exceeds Standard: The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.</p> <p>Meets Standard: The school's proficiency rate in ELA is equal to the state 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 state average.</p> <p>Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the state average.</p>	School	NA
		62%	NA
		State	NA
		55%	NA
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			Points Possible	Points Earned												
Measure 2a	Do math (or similar subject area) proficiency rates meet or exceed the district average?															
Math Proficiency Rate																
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>		<table border="1"> <tr> <td>School</td> <td>NA</td> <td>NA</td> </tr> <tr> <td>52%</td> <td>NA</td> <td>NA</td> </tr> <tr> <td>District</td> <td>NA</td> <td>NA</td> </tr> <tr> <td>47%</td> <td></td> <td></td> </tr> </table>	School	NA	NA	52%	NA	NA	District	NA	NA	47%			
School	NA	NA														
52%	NA	NA														
District	NA	NA														
47%																
Notes	The district average will be determined using the same grade set as is served by the public charter school. Idaho Falls School District will be used for comparison purposes.															
Measure 2b	Do ELA (or similar subject area) proficiency rates meet or exceed the district average?															
ELA Proficiency Rate																
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>		<table border="1"> <tr> <td>School</td> <td>NA</td> <td>NA</td> </tr> <tr> <td>62%</td> <td>NA</td> <td>NA</td> </tr> <tr> <td>District</td> <td>NA</td> <td>NA</td> </tr> <tr> <td>67%</td> <td></td> <td></td> </tr> </table>	School	NA	NA	62%	NA	NA	District	NA	NA	67%			
School	NA	NA														
62%	NA	NA														
District	NA	NA														
67%																
Notes	The district average will be determined using the same grade set as is served by the public charter school. Idaho Falls School District will be used for comparison purposes.															

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	<p>Exceeds Standard: At least 85% of students are making adequate academic growth in math.</p> <p>Meets Standard: Between 70% and 84% of students are making adequate academic growth in math.</p> <p>Does Not Meet Standard: Between 50% and 69% of students are making adequate academic growth in math.</p> <p>Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth in math.</p>	<p>NA NA NA</p> <p>NA NA NA</p> <p>NA NA NA</p>
Notes		
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	<p>Exceeds Standard: At least 85% of students are making adequate academic growth in ELA.</p> <p>Meets Standard: Between 70% and 84% of students are making adequate academic growth in ELA.</p> <p>Does Not Meet Standard: Between 50% and 69% of students are making adequate academic growth in ELA.</p> <p>Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth in ELA.</p>	<p>NA NA NA</p> <p>NA NA NA</p> <p>NA NA NA</p>
Notes		

INDICATOR 1: EDUCATIONAL PROGRAM																	
<p>Measure 1a</p>	<p>Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
Result	Points Possible	Points Earned															
No instances of non-compliance documented	25	25															
	15																
	0																
		25															
<p>Implementation of Educational Program</p>																	
<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>																	
<p>Notes</p>																	
<p>Measure 1b</p>	<p>Is the school complying with applicable educational requirements?</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
Result	Points Possible	Points Earned															
No instances of non-compliance documented	25	25															
	15																
	0																
		25															
<p>Educational Requirements</p>																	
<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>																	
<p>Notes</p>																	

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			15	0
				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			15	0
				25

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT			Result	Points Possible	Points Earned
<p>Measure 2a</p> <p>Financial Reporting and Compliance</p> <p>Is the school meeting financial reporting and compliance requirements?</p> <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> <p>Notes</p>			No instances of non-compliance documented	25	25
				15	
				0	
					25
<p>Measure 2b</p> <p>GAAP</p> <p>Is the school following General Accepted Accounting Principles (GAAP)</p> <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> <p>Notes</p>			No instances of non-compliance documented	25	25
				15	
				0	
					25
<p>Measure 2c</p> <p>Enrollment Variance</p> <p>Is the school successfully enrolling the projected number of students?</p> <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> <p>Notes</p>			102.00%	25	25
				15	
				0	
					25
<p>Enrollment variance is calculated by dividing mid-term ADA by the enrollment projection reported to the PCSC at the beginning of the fiscal year.</p>					

INDICATOR 3: GOVERNANCE AND REPORTING															
Measure 3a	Is the school complying with governance requirements?	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td rowspan="3">No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td>15</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td colspan="2"></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25	15		0				25
Result	Points Possible	Points Earned													
No instances of non-compliance documented	25	25													
	15														
	0														
		25													
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>															
Notes															
Measure 3b	Is the board fulfilling its oversight obligations?	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td rowspan="3">No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td>15</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td colspan="2"></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25	15		0				25
Result	Points Possible	Points Earned													
No instances of non-compliance documented	25	25													
	15														
	0														
		25													
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>															
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	
Notes				25

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	
Notes				25

INDICATOR 4: SCHOOL ENVIRONMENT																	
<p>Measure 4a</p> <p>Transportation</p>	<p>Is the school complying with transportation requirements?</p> <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> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
Result	Points Possible	Points Earned															
No instances of non-compliance documented	25	25															
	15																
	0																
		25															
<p>Measure 4b</p> <p>Facilities</p>	<p>Is the school complying with facilities requirements?</p> <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> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
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No instances of non-compliance documented	25	25															
	15																
	0																
		25															

INDICATOR 5: ADDITIONAL OBLIGATIONS		Result	Points Possible	Points Earned
Measure 5a	Is the school complying with all other obligations?			
Additional Obligations	<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>	No instances of non-compliance documented	25	25
Notes			15	
			0	
				25

INDICATOR 1: NEAR-TERM			Result	Points Possible	Points Earned
Measure 1a Current Ratio	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.	1.91	NA	NA	
Notes					
Measure 1b Cash Ratio	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.	1.66	NA	NA	
Notes					
Measure 1c Unrestricted Days Cash	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.	95	NA	NA	
Notes					
Measure 1d Default	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.	None	NA	NA	
Notes					

INDICATOR 2: SUSTAINABILITY			Result	Points Possible	Points Earned
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.		20.97%		
Total Margin and Aggregated			33.55%		
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	
Notes					
Measure 2b	Debt to Asset Ratio: Total Liabilities divided by Total Assets		0.54		
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>		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		Multi - \$106,099 Recent One - (\$16,063) Previous One - \$122,162		
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>		See note	NA	NA
Notes					
Measure 2d	Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)		3.27		
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>		NA	NA	
Notes					

Palouse Prairie Charter 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			100%	NA	NA	
	1b			100%	NA	NA	
District Proficiency Comparison	2a			100%	NA	NA	
	2b			100%	NA	NA	
Criterion-Referenced Growth	3a			69%	NA	NA	
	3b			43%	NA	NA	
Norm-Referenced Growth	4a			Masked	NA	NA	
	4b			Masked	NA	NA	
Post-Secondary Readiness	5a	NA	NA	NA	NA	NA	
% of Possible Academic Points for this School		70%	79%	84%	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%	100%	
Financial Management	2a - 2c	87%	87%	87%	100%	100%	
Governance & Reporting	3a - 3f	100%	100%	100%	100%	100%	
School Environment	4a - 4b	100%	100%	100%	100%	100%	
Additional Obligations	5a	100%	100%	100%	100%	100%	
% of Possible Operational Points for this School		98%	98%	98%	100%	100%	

		Percentage of Points Earned					
FINANCIAL	Measure	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Near-Term	1a - 1d	100%	100%	100%	100%	NA	
Sustainability	2a - 2d	100%	100%	100%	100%	NA	
% of Possible Financial Points for this School		100%	100%	100%	100%	NA	

ACCOUNTABILITY DESIGNATION		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Academic		Honor	Honor	Honor	N/A*	N/A	
Mission Specific		N/A	N/A	N/A	N/A	N/A	
Operational		Honor	Honor	Honor	Honor	Honor	
Financial		Honor	Honor	Honor	Honor	N/A	

*Limited academic data for FY20 is available due to the COVID-19 pandemic

**PALOUSE PRAIRIE CHARTER 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 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 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.

SCHOOL OVERVIEW			
Mission Statement	The mission of Palouse Prairie Charter School is to engage the children and the community of the Palouse in a rigorous and collaborative education of the highest standards by fostering a spirit of inquiry, a persistence towards excellence, a responsibility for learning, and an ethic of service.		
Key Design Elements	<p>The design principles of Expeditionary Learning are the best short statement of our philosophy of education. They focus our attention on what is important and give us something to go back to when we need guidance.</p> <ul style="list-style-type: none"> • Primacy of Self-Discovery - Learning happens best with emotion, challenge and the requisite support. People discover their abilities, values, passions, and responsibilities in situations that offer adventure and the unexpected. In Expeditionary Learning schools, students undertake tasks that require perseverance, fitness, craftsmanship, imagination, self-discipline, and significant achievement. A teacher's primary task is to help students overcome their fears and discover they can do more than they think they can. • The Having of Wonderful Ideas - Teaching in Expeditionary Learning schools fosters curiosity about the world by creating learning situations that provide something important to think about, time to experiment, and time to make sense of what is observed. • The Responsibility for Learning - Learning is both a personal process of discovery and a social activity. • Service and Compassion - We are crew, not passengers. Students and teachers are strengthened by acts of consequential service to others, and one of an Expeditionary Learning school's primary functions is to prepare students with the attitudes and skills to learn from and be of service. 		
School Location	1500 Levick Street Moscow, ID 83843	School Phone	208-882-3684
Surrounding District	Moscow School District		
Opening Year	2009		
Current Term	June 17, 2014 – June 30, 2018		
Grades Served	K-8		
Enrollment (Approved)	212	Enrollment (Actual)	183

SCHOOL LEADERSHIP	
Amy Ball	Chair
Zac Crist	Treasurer
Jessica Long	Secretary
Jessica Bearman	Board Member
Gabe Baker	Board Member
Juan Albaitero	Board Member
Rusty Vineyard	Board Member
Michael Connell	Board Member

STUDENT DEMOGRAPHICS				
	School	State	Surrounding District	Neighboring District
Non-White	21.31%	24.85%	15.23%	N/A
Limited English Proficiency	Masked	6.44%	2.52%	N/A
Special Needs	7.10%	10.73%	10.98%	N/A
Free and Reduced Lunch	22.95%	44.74%	29.73%	N/A

ISAT PROFICIENCY RATES	
Percentage of students meeting or exceeding proficiency in Math	63.96%
Percentage of students meeting or exceeding proficiency in English Language Arts	72.07%
Percentage of students meeting or exceeding proficiency in Science	Masked

GO-ON RATE (Post-secondary enrollment within 12 months of graduation)	N/A
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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	50	50	0	50	0		
	1b	50	50	50	0	50	0		
District Proficiency Comparison	2a	50	37	50	0	50	0	50	0
	2b	50	33	50	0	50	0	50	0
Criterion-Referenced Growth	3a	100	58			50	0		
	3b	100	67			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	295	525	0	525	0	300	0
% of Academic Points			74%		0%		0%		0%

MISSION-SPECIFIC	Measure	Points Possible	Points Earned	
	1			PPCS has chosen not to include mission-specific measures.
	2			
	3			
	4			
	5			
	6			
Total Mission-Specific Points				
% of Mission-Specific Points				

OPERATIONAL	Measure	Points Possible	Points Earned	FINANCIAL	Measure	Points Possible	Points Earned
Educational Program	1a	25	25	Near-Term	1a	50	0
	1b	25	25		1b	50	0
	1c	25	25		1c	50	50
	1d	25	25		1d	50	50
Financial Management & Oversight	2a	25	25	Sustainability	2a	50	50
	2b	25	25		2b	50	50
	2c	25	15		2c	50	30
Governance & Reporting	3a	25	25	Total Financial Points	2d	50	50
	3b	25	25		400	280	
	3c	25	25		% of Financial Points	70%	
	3d	25	25				
	3e	25	25				
	3f	25	25				
School Environment	4a	25	25	The financial measures above are based on industry standards. They are not intended to reflect nuances of the school's financial status. Please see the financial section of this framework for relevant contextual information that may alleviate concern.			
Additional Obligations	4b	25	25				
	5a	25	25				
Total Operational Points		400	390				
% of Operational Points			98%				

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%	74%	0%	55% - 74%	NA	80% - 89%	98%	65% - 84%	70%
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	<p>Exceeds Standard: The school's proficiency rate in math exceeds the state average by 16 percentage points or more.</p> <p>Meets Standard: The school's proficiency rate in math is equal to the state 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 state average.</p> <p>Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the state average.</p>	X	50 30 - 45 15 - 29 0 - 14 <hr/> 50
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	<p>Exceeds Standard: The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.</p> <p>Meets Standard: The school's proficiency rate in ELA is equal to the state 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 state average.</p> <p>Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the state average.</p>	X	50 30 - 45 15 - 29 0 - 14 <hr/> 50
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 Math Proficiency Rate Comparison to District	Do math proficiency rates meet or exceed the district average? 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%. 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 - 15 percentage points lower than the district average. Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the district average.	<table border="1"> <thead> <tr> <th></th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td>X</td> <td>30 - 45</td> <td>37</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">37</td> </tr> </tbody> </table>		Points Possible	Points Earned		50	0	X	30 - 45	37		15 - 29	0		0 - 14	0			37
	Points Possible	Points Earned																		
	50	0																		
X	30 - 45	37																		
	15 - 29	0																		
	0 - 14	0																		
		37																		
Notes	The district average will be determined using the same grade set as is served by the public charter school. Moscow School District will be used for comparison purposes.																			
Measure 2b ELA Proficiency Rate Comparison to District	Do ELA proficiency rates meet or exceed the district average? 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%. 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 - 15 percentage points lower than the district average. Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the district average.	<table border="1"> <thead> <tr> <th></th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td>X</td> <td>30 - 45</td> <td>33</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">33</td> </tr> </tbody> </table>		Points Possible	Points Earned		50	0	X	30 - 45	33		15 - 29	0		0 - 14	0			33
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X	30 - 45	33																		
	15 - 29	0																		
	0 - 14	0																		
		33																		
Notes	The district average will be determined using the same grade set as is served by the public charter school. Moscow School District will be used for comparison purposes.																			

INDICATOR 3: CRITERION-REFERENCED STUDENT GROWTH (GRADES K-8)																				
Measure 3a Criterion-Referenced Growth Math Notes	Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade? 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.	<table border="1"> <thead> <tr> <th></th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>76-100</td> <td>0</td> </tr> <tr> <td>74</td> <td>51-75</td> <td>58</td> </tr> <tr> <td></td> <td>26-50</td> <td>0</td> </tr> <tr> <td></td> <td>0-25</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">58</td> </tr> </tbody> </table>		Points Possible	Points Earned		76-100	0	74	51-75	58		26-50	0		0-25	0			58
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	76-100	0																		
74	51-75	58																		
	26-50	0																		
	0-25	0																		
		58																		
Measure 3b Criterion-Referenced Growth ELA Notes	Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade? 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.	<table border="1"> <thead> <tr> <th></th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>76-100</td> <td>0</td> </tr> <tr> <td>79</td> <td>51-75</td> <td>67</td> </tr> <tr> <td></td> <td>26-50</td> <td>0</td> </tr> <tr> <td></td> <td>0-25</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">67</td> </tr> </tbody> </table>		Points Possible	Points Earned		76-100	0	79	51-75	67		26-50	0		0-25	0			67
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79	51-75	67																		
	26-50	0																		
	0-25	0																		
		67																		

INDICATOR 1: EDUCATIONAL PROGRAM																	
<p>Measure 1a Implementation of Educational Program</p>	<p>Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?</p> <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>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
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	15																
	0																
		25															
<p>Notes</p>																	
<p>Measure 1b Educational Requirements</p>	<p>Is the school complying with applicable educational requirements?</p> <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>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
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	15																
	0																
		25															
<p>Notes</p>																	

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			15	0
				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			15	0
				25

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? 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. 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. 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.		No instances of non-compliance documented 15 0	25 15 0	25 15 0 <hr/> 25
Notes					
Measure 2b GAAP	Is the school following General 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 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. 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. 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.		See note 15 0	25 15 0 <hr/> 25	
Notes	No points are deducted for failure to comply with GASB 75.				
Measure 2c Enrollment Variance	Is the school successfully enrolling the projected number of students? Meets Standard: Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year. Partially Meets Standard: Enrollment variance was between 90 and 95 percent in the most recent fiscal year. Does Not Meet Standard: Enrollment variance was less than 90 percent in the most recent fiscal year.		90.36% 0	25 15 0 <hr/> 15	
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?	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
Result	Points Possible	Points Earned															
No instances of non-compliance documented	25	25															
	15																
	0																
		25															
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>																	
Notes																	
Measure 3b	Is the board fulfilling its oversight obligations?	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
Result	Points Possible	Points Earned															
No instances of non-compliance documented	25	25															
	15																
	0																
		25															
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>																	
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	
Notes				25

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
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
Notes				
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
Notes				

INDICATOR 5: ADDITIONAL OBLIGATIONS		Result	Points Possible	Points Earned
Measure 5a	Is the school complying with all other obligations?			
Additional Obligations	<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>	No instances of non-compliance documented	25	25
Notes			15	
			0	
				25

INDICATOR 1: NEAR-TERM		Result	Points Possible	Points Earned
Measure 1a Current Ratio	<p>Current Ratio: Current Assets divided by Current Liabilities</p> <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> <p>Notes This score was impacted by a temporary construction loan that matured in September 2019, and does not represent cause for concern. The term loan, which negatively impacts this measure, is scheduled to be converted to a fixed-rate commercial loan in January of 2020. For the purpose of allowing reports to be comparable year over year, this report reflects the school's financial picture from July 1, 2018 to June 30, 2019. It is anticipated that next year's report (which will reflect July 1, 2019-June 30, 2020) will see the school return to full points.</p>	0.17	50 10 0	0
Measure 1b Cash Ratio	<p>Current Ratio: Cash divided by Current Liabilities</p> <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> <p>Notes This score was impacted by a temporary construction loan that matured in September 2019, and does not represent cause for concern. For the purpose of allowing reports to be comparable year over year, this report reflects the school's financial picture from July 1, 2018 to June 30, 2019. It is anticipated that next year's report (which will reflect July 1, 2019-June 30, 2020) will see the school return to full points.</p>	0.14	50 10 0	0
Measure 1c Unrestricted Days Cash	<p>Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense/365)</p> <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> <p>Notes</p>	71 days	50 10 0	50
Measure 1d Default	<p>Default</p> <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> <p>Notes</p>	No default noted	50 0	50

INDICATOR 2: SUSTAINABILITY			Result	Points Possible	Points Earned
Measure 2a Total Margin and Aggregated 3-Year Total Margin	Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues. 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> Does Not Meet: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard". 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.	See note	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	Debt to Asset Ratio: Total Liabilities divided by Total Assets Meets Standard: Debt to Asset Ratio is less than 0.9. Does Not Meet: Debt to Asset Ratio is between 0.9. and 1.0 Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0	0.71	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 a material effect on the outcome for this measure. When pension liability is excluded from the calculation the score is .71, resulting in a score of 50, as reflected above. When pension liability is included in the calculation the score is 1.0, resulting in a reduced score of 30.				
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 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> Does Not Meet: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard" Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative.	See note	50 30 0	30	
Notes	The Multi-Year Cumulative Cash Flow trend does not meet standard, but as this is due to the purchase of a new facility, it does not represent an on-going concern.				
Measure 2d Debt Service Coverage Ratio	Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments) Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1 Does Not Meet: Debt Service Coverage Ratio is less than 1.1	13.43	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.				

Palouse Prairie Charter 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			100%			
	1b			100%			
District Proficiency Comparison	2a			74%			
	2b			66%			
Criterion-Referenced Growth	3a			58%			
	3b			67%			
% of Possible Academic Points for this School		81%	84%	74%			

		Percentage of Points Earned					
OPERATIONAL	Measure	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Educational Program	1a -1d	N/A	100%	100%			
Financial Management	2a - 2c	N/A	100%	87%			
Governance & Reporting	3a - 3f	N/A	100%	100%			
School Environment	4a - 4b	N/A	100%	100%			
Additional Obligations	5a	N/A	100%	100%			
% of Possible Operational Points for this School		N/A	100%	98%			

		Percentage of Points Earned					
FINANCIAL	Measure	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Near-Term	1a - 1d	N/A	100%	50%			
Sustainability	2a - 2d	N/A	75%	75%			
% of Possible Financial Points for this School		N/A	88%	63%			

ACCOUNTABILITY DESIGNATION		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Academic		Honor	Honor	Good Standing			
Mission Specific		N/A	N/A	N/A			
Operational		N/A*	Honor	Honor			
Financial		N/A*	Honor	Good Standing			

*Operational and Financial data for 2016-17 was reported in a different format.

IPCSC Lottery Observation Summary

An observation of each school’s lottery process is required by [Section VI of IPCSC policies](#), and will place once each performance certificate term.

Below you will find the summary of the IPCSC lottery observation for your school. The purpose of this observation is to ensure compliance with Idaho’s equitable selection process outlined in [IDAPA 08.02.04.203](#). Please see the IPCSC’s [Equitable Selection and Enrollment Process Guidance](#) document for more information. If you have any questions/comments/concerns regarding the summary below, please feel free to reach out to the IPCSC staff. You may provide a response to this report within two weeks of receipt. Both the report and your response will be included in your school’s renewal portfolio.

Observation Date: 3.25.2022

Observation Location: via Zoom

Observer: Jared Dawson

School Personnel Present	Office (if applicable)
Jeneille Brannen	Administrator
Trish Gardner	Administrative Assistant
Neutral Third-Party Conducting Draw	Title
Gail	

Observation Category	Status	Date
Enrollment Deadline Notification	No Concern	3.25.22
Enrollment Form	No Concern	3.25.22
Lottery Process	No Concern	3.25.22

Additional Notes (As Applicable) lottery draw ran smoothly, all requirements met, advertisements placed and notice given appropriately, etc.

Deadline Notification & Enrollment Application |

Equitable Selection Process |

Reminders | *Reminders are provided below for your specific school to support and ensure compliance on future lottery processes. Please ensure these reminders are implemented during your next enrollment season.*

IPCSC Board Meeting Observation Summary

An observation of charter school board meetings is required by [Section VI of IPCSC policies](#), and will take place once each performance certificate term. We recognize that not all aspects of good governance may be addressed in a single meeting and that this observation is only a snapshot.

Below you will find the summary of the IPCSC’s board meeting observation of your school. The purpose of this observation is to ensure compliance with [Idaho’s Open Meeting Law](#) and to help inform annual evaluations regarding the board stewardship measures of the Performance Framework. Please see the IPCSC’s [Performance Framework](#) for details regarding the governance structure and governance oversight measures.

If you have any questions/comments/concerns regarding the summary below, please feel free to reach out to the IPCSC staff. You may provide a response to this report within two weeks of receipt. Both the report and your response will be included in your school’s renewal portfolio.

Observation Date: February 28, 2022

Observer: Jared Dawson

School Board Director’s Name	Office (if applicable)	Present/Remote/Absent
Jessica Bearman	Chair	Present
Juan Albaitero	Secretary	Present
Jessica Long	Director	Present
Lauren Crawford	Vice Chair	Present
Jeff Lonneker	Director	Present
Wilma Fields	Director	Present
Michael Whiteman	Director	Present
Christen Findley	Director	Present
Alexa Broughton	Director	Present
School Leadership	Title	Present/Remote/Absent
Jeneille Branen	Executive Director	Remote
Debbie Berkana	Business Manager	Present

Observation Category	Status	Date
Open Meeting Law	No Concern	2/28/22
Public Participation	No Concern	2/28/22
Operational Efficacy	No Concern	2/28/22
Academic Achievement	No Concern	2/28/22
Financial Health	No Concern	2/28/22

Key Design Elements (Observation)

AUTHORITY: IPCSC Policy: Section VII Public Charter School Oversight

If a public charter school is accredited by a State Board of Education approved accrediting agency, the IPCSC shall accept accreditation reports in lieu of conducting a site visit for the purpose of establishing whether the school is effectively implementing its Key Design Elements as stated in its Performance Certificate. If a public charter school is not accredited by a State Board of Education approved accrediting agency, the IPCSC will conduct a site visit once during the public charter school's Performance Certificate term for the purpose of evaluating whether the school is effectively implementing its Key Design Elements as stated in its Performance Certificate. The public charter school will receive written notice of a site visit for this purpose at least thirty (30) days prior to the visit, and whenever possible, the site visit will be scheduled at a time convenient for the public charter school.

Observation Date: 11.10.2022

Observer: Jared Dawson

School Board Director's Name	Office (if applicable)
Sara Beggs	Administrator

Observation Category	Status
Key Design Elements Implementation	No Concern

Observation Summary: Observed classes and operations of school. Students moved from class to class safely and efficiently, observed participation in classes for all grades and courses. Planned addition to gymnasium in the future, most likely next performance certificate term. School is located near a subdivision that has grown around it. Playground has obstacles incorporated into it, and part of model; supervision is always provided for students outside. No concerns with the school meeting all Key Design Elements and providing these for the community. Students were observed asking questions, given opportunity to think critically, and utilizing the Expeditionary Learning model. Students have access to University of Idaho facilities during winter/harsh weather to continue with Expeditionary Learning opportunities (rock climbing, hiking, etc.) that may not otherwise be available in the area.

Key Design Elements:

The design principles of Expeditionary Learning are the best short statement of our philosophy of education. They focus our attention on what is important and give us something to go back to when we need guidance.

- *Primacy of Self-Discovery* - Learning happens best with emotion, challenge and the requisite support. People discover their abilities, values, passions, and responsibilities in situations that offer adventure and the unexpected. In Expeditionary Learning schools, students undertake tasks that require perseverance, fitness, craftsmanship, imagination, self-discipline, and significant achievement. A teacher's primary task is to help students overcome their fears

and discover they can do more than they think they can.

- *The Having of Wonderful Ideas* - Teaching in Expeditionary Learning schools fosters curiosity about the world by creating learning situations that provide something important to think about, time to experiment, and time to make sense of what is observed.
- *The Responsibility for Learning* - Learning is both a personal process of discovery and a social activity.
- *Service and Compassion* - We are crew, not passengers. Students and teachers are strengthened by acts of consequential service to others, and one of an Expeditionary Learning school's primary functions is to prepare students with the attitudes and skills to learn from and be of service.