

CHARTER SCHOOL PERFORMANCE CERTIFICATE

This Performance Certificate (“Certificate”) is executed on **June 8, 2023**, by and between the Idaho Public Charter School Commission (the “Authorizer”) and **Dry Creek Charter, Inc.** (the “Charter Holder”) for the purpose of operating **Dry Creek Charter** (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Act of 1998, Idaho Code section 33-5201 *et seq.*, as amended (the “Charter Schools Act”).

RECITALS

WHEREAS, the **Dry Creek Charter, Inc.** is a non-profit entity incorporated with a board of directors; and

WHEREAS, on **April 13, 2023**, the Authorizer approved a petition to establish a new charter school for a five-year term of operations to begin July 1, 2024 and end on June 30, 2029; and

NOW THEREFORE in consideration of the foregoing recitals and the mutual understandings contained herein, the Authorizer and the **Dry Creek Charter, Inc.** agree as follows:

SECTION 1: TERMS OF AUTHORIZATION

- A. Establishment of School.** The Charter Holder is hereby authorized to implement at the School the program described in the Charter, attached to this Certificate as Appendix C and incorporated herein by this reference. Any significant changes to any section of the Charter, including the educational program, facilities plan, financial plan, or the management plan, during the School’s pre-operational period or first operational term shall be treated as an amendment in accordance with the Authorizer’s policy.
- B. Term of Agreement.** The School’s operational term shall be from July 1, **2024** and end on June 30, **2029**. Subsequent terms of operation may be issued by the Authorizer in accordance with Idaho Code and Authorizer policy.
- C. Conditions.** The School is conditionally approved to operate. Applicable conditions are attached as Appendix B and incorporated herein by this reference. If all conditions have been completed to the satisfaction of the Authorizer by the stated due date, the School shall continue operations through the remainder of the current Certificate term. In the event that all conditions have not been completed to the satisfaction of the Authorizer by the stated due date, the Authorizer will consider whether to exercise its authority to revoke the School’s Charter at its next regularly scheduled meeting.

SECTION 2: EDUCATIONAL PROGRAM

- A. School Mission.** The mission of the School is as follows:
The mission of Dry Creek Charter is to deliver a rigorous and innovative academic program, producing students who have the knowledge and skills to be self-directed, lifelong learners.

integrating technology and a wide range of educational resources within a safe learning environment. Students are expected to perform at or above grade level availing success in education

- B. Grades Served.** The School may serve students in grades Kindergarten through 8.
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
 - i.** To increase the academic achievement of all students to perform at or above grade level. This shall be verified by reviewing academic measures on the performance framework and ISAT/IRI data.
 - ii.** To increase student engagement through a variety of instructional programs and enrichment opportunities where rigor, relevance, and relationships are the core focus of student activity. This shall be verified by classroom observation and review of curriculum and lesson plans.
 - iii.** Remain committed to the operational beliefs and continuously reflect on our practices for continuous improvement. This shall be verified by observation and review of training and other internal documentation.
 - iv.** To empower student use of innovative technology skills and tools that further enhance their learning and that will prepare them for their future. This shall be verified by classroom observation, curriculum and policy review.
- D. Standardized Testing.** Students of the School shall be tested with the same standardized tests as other Idaho public school students.
- E. Accreditation.** The School shall be accredited as provided by rule of the State Board of Education. The School shall be accredited or appropriately credentialed by Cognia. All reports issued to the School from the accrediting agency shall be submitted to the Authorizer within five days of receipt.

SECTION 3: SCHOOL GOVERNANCE

- A. Governing Board.** The School shall be governed by a non-profit board of directors (the “Board”) incorporated by the Charter Holder. The Board shall serve as public agents authorized by the Authorizer, in a manner that is consistent with the terms of this Certificate, so long as such provisions are in accordance with state and federal laws, rules and regulations. The Board shall have final authority with respect to the School’s operation, and shall have the responsibility of overseeing academic achievement, financial stability, and operational management of the School. The Charter Holder shall also be responsible for maintaining and enforcing a compliant Board and providing overall Board stewardship for the School.
- B. Articles of Incorporation and Bylaws.** The articles of incorporation and bylaws of the Charter Holder shall provide for governance of the operation of the School as a nonprofit corporation and a public charter school, and shall at all times be consistent with all applicable laws, rules, regulations, and this Certificate. The Charter Holder shall notify the Authorizer of any modification to the articles of incorporation or bylaws within five business days of approval by the Charter Holder.
- C. Charter Board Composition.** The composition of the Board shall at all times be determined by

and consistent with the articles of incorporation and bylaws, and all applicable laws, rules, regulations, and policies. The Charter Holder shall notify the Authorizer of any changes to its composition and provide an amended School Leadership Roster within five business days of it taking effect.

SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

- A. Oversight Allowing Autonomy.** The Authorizer’s role shall be to evaluate the School’s performance outcomes according to this Certificate and the Performance Framework, and shall be to provide compliance oversight. The Authorizer shall comply with the provisions of the Charter Schools Act and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School.
- B. Charter School Performance Framework.** The Charter School Performance Framework (“Performance Framework”) is attached and incorporated into this agreement as Appendix A. The Performance Framework shall be used to annually evaluate the School’s academic achievement, Board stewardship, operational management, and financial stability. The specific terms of the Performance Framework are determined by the Authorizer and shall be binding on the School.
- C. Separate Academic Evaluations.** The academic performance outcomes of the K-8 on-site programs operated by the School shall be aggregated across all grades for reportability.
- D. 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.
 - i.** The comparison group for the School’s K-8 on-site program shall be Joint School District No. 2.
- E. Authorizer to Monitor School Performance.** The Authorizer shall monitor and report on the School’s progress in relation to the indicators, measures, metrics, and targets set out in the Performance Framework. A formal report of the School’s academic, financial, and operational performance (“Performance Report”) shall be provided to the school and the public by the Authorizer annually. Data necessary to conduct this evaluation will be collected throughout the year. Additional reviews may be necessary if compliance concerns arise.
- F. School Performance.** The School shall meet standard on all measures of the Performance Framework. The Authorizer shall renew any charter in which the School met all the terms of its Certificate, including all appendices, at the time of renewal.
- G. Performance Framework as Basis for Renewal of Charter.** The School’s performance in relation to the Performance Framework shall provide the basis upon which the Authorizer shall decide whether to renew the School’s Charter at the end of the Certificate term.
- H. Required Reports.** The School shall prepare and submit reports as required by the Authorizer’s policy.
- I. Authorizer’s Right to Review.** The Authorizer maintains the right to request and review additional documentation if such becomes necessary in the course of regular oversight duties or to investigate the validity of a compliance concern. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.

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

SECTION 5: SCHOOL OPERATIONS

- A. In General.** The School and the Charter Holder shall operate at all times in accordance with all federal and state laws, rules, regulations, local ordinances, and Authorizer policies applicable to public charter schools.
- B. Maximum Enrollment.** The maximum number of students who may be enrolled in the School, across all programs, shall be 645.
- C. Equitable Enrollment Procedures.** The School shall make student recruitment, admissions, enrollment, and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the School than there are spaces available, the School shall select students to attend using a random selection process that shall be publicly noticed and open to the public.
- i. **Calendar.** The School shall operate on a traditional nine-month calendar in which the last day of the regular term shall fall on or before June 30
 - ii. The School will not offer a summer school session for the purpose of acceleration and/or credit recovery.
- D. School Facilities.** The School shall operate at the following location(s): 14190 N Tower Creek Ave. Boise, ID 83714. The School shall provide the Authorizer with facilities documentation, including occupancy permits, fire marshal reports, building inspection reports, and health department reports for any facility newly occupied by the School, and any remodeling or construction project for which such documentation is necessary in accordance with Authorizer policy and in accordance with law, rule, regulations, and authorizer policy.
- E. Attendance Area.** The School’s primary attendance area shall be used for the purposes of determining applicability of this enrollment preference category.
- i. The School's on-site programs shall have a primary attendance area as follows: From the entrance to the Dry Creek Ranch community at N. Brookside Ln. (43.735552, -116.304159), the primary attendance area will continue north along State Highway 55 (also referred to as N. Horseshoe Bend Rd.) to the highway’s intersection with South Fork Willow Creek (43.813335, -116.267085) where it will then continue eastward approximately 6 miles to the terminus of South Fork Willow Creek (43.815421, -116.205497).
 - ii. From the eastern terminus of South Fork Willow Creek, the attendance area will continue southeast approximately 2 miles to the northern terminus of Cartwright Rd. (43.803204, -116.191843).
 - iii. The remaining eastern boundary of the primary attendance area will follow Cartwright Rd. south until it intersects with N. Pierce Park Ln. (43,692712, -116,226761) where it

will then continue in a southwesterly and then south direction where N. Pierce Park Ln. intersects with State Route 44 (also referred to as W. State St.) (43.661702, -116.268572).

- iv. The southern boundary of the primary attendance area will follow in a northwesterly direction along State Highway 44 through its transition to State Highway 55 for approximately 9 miles until it intersects with N. Eagle Rd. (43.690994, -116.354215). The boundary will then continue due south for approximately 4 miles until it intersects with U.S. Route 26 (43.663059, -116.354559). The southern boundary will continue westward along U.S. Route 26 for approximately 12 miles until it intersects with State Highway 16 (43.663085, -116.472337).
- v. The western boundary of the primary attendance area will proceed northerly along State Highway 16 for approximately 15 miles until State Highway intersects with W. Colton Ln. (43.785829, -116.476159).
- vi. The northern boundary of the primary attendance area will then proceed easterly from W. Colton Ln. until it meets the eastern boundary point where State Highway 55 intersects with South Fork Willow Creek (43.813335, -116.267085).

- F. Staff.** Instructional staff shall be certified as provided by rule of the State Board of Education. All full-time staff members of the School shall be covered by the Public Employee Retirement System of Idaho, 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 laws, rules, regulations, and financial reporting requirements, as well as the requirements contained in the School's Performance Framework.
- B. Financial Controls.** At all times, the Charter Holder shall ensure that the School maintains appropriate governance, managerial procedures, and financial controls, which 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, all in accordance with state and federal laws, rules, regulations, and Authorizer policy.
- C. Financial Audit.** The School shall submit audited financial statements from an independent auditor to the Authorizer no later than November 1 of each year.
- D. Annual Budgets.** The School shall adopt a budget for each fiscal year, prior to the beginning of the fiscal year. The budget shall be in the Idaho Financial Accounting Reporting Management Systems (IFARMS) format or any other format as may be reasonably requested by the

Authorizer.

SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION

- A. Relinquishment.** Should the Charter Holder choose to relinquish its Charter before the expiration of this Certificate, it may do so upon written notice to the Authorizer. In such a case, the Authorizer's closure protocol shall begin immediately following written notification.
- B. Nonrenewal.** The Authorizer may non-renew the Charter at the expiration of the Certificate if the School failed to meet one or more of the terms of its Certificate, including the Performance Framework. The Charter Holder may appeal a decision to non-renew directly to the State Board of Education.
- C. Revocation.** The School's Charter may be revoked by the Authorizer if the School has failed to meet one or more of the renewal conditions, included in Appendix A, by the stated due date. The School's Charter may be revoked as provided by Idaho Code section 33-5209C. In such an event, the Authorizer shall consider whether to revoke the School's Charter at a Revocation hearing. The decision shall be made at that time. The Charter Holder may appeal a decision to revoke directly to the State Board of Education.
- D. Closure.** The Authorizer's closure protocol shall begin immediately after a decision to relinquish is made by the Charter Holder, or a decision to revoke or non-renew or is made by the Authorizer. Closure protocol shall begin regardless of whether the Charter Holder appeals the decision. In the event that closure protocol begins, the School shall cease operations no later than the following June 30. Closure protocol shall only cease if the State Board of Education overturns the Authorizer's decision.

SECTION 8: MISCELLANEOUS

- A. No Employee or Agency Relationship.** None of the provisions of this Certificate will be construed to create a relationship of agency, representation, joint venture, partnership, 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 Charter Holder have executed this Performance Certificate to be effective **June 8, 2023**.

Alan L Reed
Alan L Reed (Jul 12, 2023 10:40 MDT)

Jul 12, 2023

Chairman
Idaho Public Charter School Commission

Sarrie Devore
Sarrie Devore (Jul 11, 2023 10:56 MDT)

Jul 11, 2023

Chairman
Dry Creek Charter Governing Board

Appendix A: Performance Framework

Appendix B: Conditions

Appendix C: Charter

Appendix D: IPCSC Closure Protocol

Appendix A: Performance Framework



PERFORMANCE FRAMEWORK GUIDANCE: ACADEMIC MEASURES

Adopted 8/13/2020

Revised 4/14/2022

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Alan Reed, Chairman

Jenn Thompson, Director

ACADEMIC MEASURES

All School Measures

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

Comparison Group: Specific to school.

1. MATH PROFICIENCY

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

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

2. ELA PROFICIENCY

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

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

3. MATH GROWTH

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

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

4. ELA GROWTH

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

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

5. LITERACY PROFICIENCY

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

Literacy Proficiency Rubric	
Exceeds Standard	<p>One of the following is true:</p> <ul style="list-style-type: none"> • 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; • the school's proficiency rate on the spring administration of the statewide literacy assessment is at or above 90%; <p>OR</p> <ul style="list-style-type: none"> • The fall to spring change in proficiency rate is 20% or greater.
Meets Standard	<p>The school's proficiency on the spring administration of the statewide literacy assessment is equal to the mean or within one standard deviation above the mean of the identified comparison group; OR The school's fall to spring change in proficiency rate is between 10%-19%.</p>
Approaches Standard	<p>The school's proficiency on the spring administration of the statewide literacy assessment falls within one standard deviation below the mean of the identified comparison group.</p>
Does Not Meet Standard	<p>The school's proficiency rate on the spring administration of the statewide literacy assessment is more than one standard deviation below the mean of the identified comparison group.</p>

6. COLLEGE AND CAREER READINESS

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

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

C&C Readiness Rubric	
Exceeds Standard	The school's 4-Year ACGR is greater than one standard deviation above the identified comparison group, OR The school's ACGR is 90%.
Meets Standard	The school's 4-Year ACGR is equal to the mean OR Falls between the mean and one standard deviation above the mean of the identified comparison group.
Approaches Standard	The school's 4-Year ACGR falls between the mean and one standard deviation below the mean of the identified comparison group.
Does Not Meet Standard	The school's 4-Year ACGR is more than one standard deviation below the identified comparison group.

OPERATIONAL MEASURES

BOARD STEWARDSHIP

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

OPERATIONAL MANAGEMENT

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

BOARD GOVERNANCE

1. Governance Structure Rubric

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

Governance Structure Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• Board Bylaws are compliant with ID law.• Articles of Incorporation are current.• No investigations were conducted into either ethical behavior or conflict of interest regarding any board director.• The board did not experience an Open Meeting Law violation that needed to be cured this year.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

2. Governance Oversight Rubric

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

Governance Oversight Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• The board reviews academic data in a timely and thorough manner.• The board reviews financial reports in a timely and thorough manner.• The board maintains compliant policies.• The board engages in strategic planning.• The board conducts a compliant annual evaluation of their school leader and/or management organization.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

3. Governance Compliance Rubric

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

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

OPERATIONAL MANAGEMENT

4. Student Services Rubric

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

Student Services Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	All of the following are true: <ul style="list-style-type: none">• The school's English Language Learner program is in good standing;• The school's Special Education program is in good standing; The school's college and career readiness program is in good standing; and• The school's federal programs are in good standing.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

5. Data Security and Information Transparency Rubric

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

Data Security and Information Transparency Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none"> • The school's website is compliant with I.C. 33-133(7) (data collection, access, and security policy); I.C. 33-320 (continuous improvement plan); and I.C. 33-357 (expenditures updated monthly, contracts, performance reports, and annual budgets). • The school did not experience any issues involving data security this year. • The school did not experience any compliance issue regarding public records requests this year.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

6. Facility and Services Rubric

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

Facility and Building Services Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none"> • The school's occupancy certificate is current. • The school maintains current safety inspections and drills. • The school provides daily transportation to students in compliance with Idaho Code. The school provides a compliant lunch program.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

7. Operational Compliance Rubric

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

Operational Compliance Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• Required reports are submitted accurately and on time.• The school maintains a compliant enrollment process.• No correct action plans were issued by the SDE this year.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

FINANCIAL MEASURES

NEAR TERM HEALTH

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

SUSTAINABLE HEALTH

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

NEAR-TERM HEALTH

1. Current Ratio

Calculation: Current Assets divided by Current Liabilities

Data Source: Annual Fiscal Audit Report

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

2. Unrestricted Days Cash

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

Data Source: Annual Fiscal Audit Report

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

3. Default

Calculation: No calculation.

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

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

4. Enrollment Variance

Calculation: Actual enrollment as of the first Friday in November (drawn from ISEE) divided by enrollment projections as submitted directly to the IPCSC in July.

Data Source: ISEE and direct school report

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

SUSTAINABLE HEALTH

5. Total Margin and 3Yr Aggregated Total Margin

Calculation:

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

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

Data Source: Annual Fiscal Audit Report

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

6. Cash Flow and Multi-Year Cash Flow

Calculation (example years are included as reference):

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

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

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

2018 Cash and Investments

Data Source: Annual Fiscal Audit Report

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

7. Debt Service Coverage Ratio

Calculation:

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

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

Data Source: Annual Fiscal Audit Report

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

8. Debt to Asset Ratio

Calculation: Total Liabilities divided by Total Assets

Data Source: Annual Fiscal Audit Report

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

9. Financial Compliance Rubric

Calculation: Total Liabilities divided by Total Assets

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

Financial Compliance Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• Accounting Practices: finances are managed in compliance with GAAP.• Financial Transparency: expenditures and contracts are posted on the school's site.• Internal Controls: the school's internal controls are compliant.
Approaches Standard	The school was informed of non-compliance with accounting practices, financial transparency, or internal controls, and prompt action to correct is in evidence.
Does Not Meet Standard	The school is operating under a notification of fiscal concern or a notification of possible or imminent closure OR The school was informed of non-compliance with accounting practices, financial transparency, or internal controls and the issues were not corrected within 30 days.

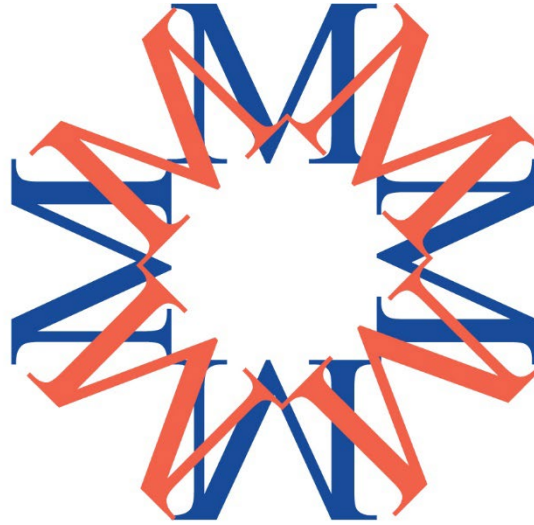
Appendix B: Conditions

Conditions of Authorization

On April 13, 2023, the Idaho Public Charter School Commission voted to approve the new charter school application for Dry Creek Charter with the following pre-opening conditions:

1. Charter holder provides the IPCSC evidence of a balanced year 1 budget based on enrollment from the Spring 2024 lottery by June 1, 2024; and
2. Charter holder provides the IPCSC evidence that all grants and contracts that are part of that year 1 budget are signed or otherwise delivered by June 1, 2024.

Appendix C: Charter



MATER ACADEMY,
A Dry Creek Charter

*A proposed public charter school
serving students in Kindergarten – 8th Grade*

PROPOSED OPENING: AUGUST 2024
LOCATION: WEST ADA SCHOOL DISTRICT
SUBMISSION DATE: DECEMBER 1, 2022

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Narrative

EXECUTIVE SUMMARY

Mater Academy, A Dry Creek Charter (DCC) is a newly proposed charter school which intends to serve students in grades Kindergarten through 8th Grade in the Dry Creek area near Eagle, Idaho. DCC is dedicated to providing rigorous academics, enriching student experiences, and exceptional leadership development. Mater Academy is a high-performing network of thirty-three (33) charter schools serving 22,000 students in Florida and Nevada, and its founders envisioned schools that emphasize rigor and relevance with college and career readiness. Every Mater campus maintains a familial nurturing environment.

The choice to replicate a successful school system, instead of creating an entire curriculum and school model, is responsive to the National Association of Charter School Authorizers' guidance.¹ Academic excellence as well as financial and organizational performance are the two leading indicators identified by NACSA for use by charter school authorizers in measuring the historical success of the charter school network proposed for replication and by extension the school applicant's potential success. DCC seeks to replicate the high-performing Mater academic model which has proven successful for students in both Florida and Nevada. Every Mater school opens with full accreditation from AdvanceED. In Florida, five (5) Mater Academies have achieved National Blue Ribbon status.

The Mater schools in Nevada significantly outperform their local traditional school districts using an academic model that has been explicitly aligned to the English Language Arts and Mathematics standards in Nevada. Until Idaho's most recent legislative session, those standards aligned with the same standards in Idaho. In fact, all three (3) Mater Academies in Nevada were designated Shining Stars based on highest academic growth in the state. See *Figure 8, infra*.

Mission

The mission of Mater Academy, A Dry Creek Charter is to deliver a rigorous and innovative academic program, producing students who have the knowledge and skills to be self-directed, lifelong learners, integrating technology and a wide range of educational resources within a safe learning environment. Students are expected to perform at or above grade level availing success in education.

¹ National Association of Charter School Authorizers. [Replicating Quality](#).

Vision

The vision of Mater Academy, A Dry Creek Charter is to provide a structured, creative environment that enables students to ask questions, solve problems, and take risks as they gain the knowledge and skills necessary to be successful members of their community and a global society. Mater Academy, A Dry Creek Charter is a collaborative teaching and learning environment, which encourages students to develop meaningful interactions within the curriculum.

Community Need

DCC's primary attendance area will focus on students and families in the Boise/Eagle, Idaho area ~ specifically the Dry Creek Ranch community. This community has recently experienced a significant rise in population which in turn has led to overcrowding at traditional public schools and demand from parents for additional quality educational options. Boise Hunter Homes (BHH) has identified approximately 7 acres of land in the Dry Creek Ranch community to be donated for a school.² The property was initially intended to be donated to West Ada School District for a traditional public school. However, on November 16, 2022, the Board of Ada County Commissioners (Board) approved the application to change the requirement and allow the subject site to be utilized for any public-school entity, including a charter school. Moreover, in the Findings of Fact, Conclusions of Law and Order included in **Appendix B1: Facility Option 1**, the Board specifically found as follows:

The Board finds that proposed amendment complies with all applicable local, state, and federal plans. While Dry Creek Ranch Planned Community is located within the West Ada School District boundaries, there is a pressing need for a school to be constructed within Dry Creek Ranch sooner than West Ada School District can provide. There has been an increase in children both within the community and the surrounding area, and the applicant and residents of Dry Creek Ranch are ready to move forward. West Ada School District provided comments on July 25, 2022, August 1, 2022, and September 14 (Exhibits #22, 24, & 38), stating that they would like to continue to have the property for future development, but also that the school will need to be built within a five-year timeline. Therefore, the Board finds that the modification to allow for any public-school entity to construct a school is validated. As conditioned, any future school shall comply with all applicable local, state, and federal plans and regulations.

² Members of the Committee to Form have been involved in preliminary discussions with BHH for quite some time about the construction of a nearby public school. The decision to submit this charter application to the IPCSC was made by the Committee to Form. This proposed charter school is NOT and has never been a joint project between BHH and Academica.

Organizational Structure

DCC is organized exclusively for educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code. The governing board will be the ultimate policy-making body with the responsibility of operation and oversight of the school including academic direction, curriculum, and budgetary functions. The policies, procedures, powers, and duties by which the board will operate, including specific member powers, are detailed in the attached bylaws. Please see *Appendix C2: Bylaws* for additional information.

Student Outcomes and Expectations

Driven by its mission and vision to ensure all students are successful in life, DCC has established goals which will focus on high academic achievement for all students in all grade levels. These goals are detailed in *Section I. Educational Program*.

I. EDUCATIONAL PROGRAM

Educational Philosophy

DCC is a newly proposed charter school which intends to serve students in grades Kindergarten through 8th Grade in the Boise/Eagle, Idaho area ~ specifically Dry Creek Ranch and the surrounding communities. Replicating the highly successful Mater Academy curriculum model found in both Florida and Nevada, DCC will utilize the same identified imperatives under the broad headings – Achieve, Engage, Evolve, and Innovate to bring the mission and vision to fruition.

Mission

The mission of Mater Academy, A Dry Creek Charter is to deliver a rigorous and innovative academic program, producing students who have the knowledge and skills to be self-directed, lifelong learners, integrating technology and a wide range of educational resources within a safe learning environment. Students are expected to perform at or above grade level availing success in education.

Vision

The vision of Mater Academy, A Dry Creek Charter is to provide a structured, creative environment that enables students to ask questions, solve problems, and take risks as they gain the knowledge and skills necessary to be successful members of their community and a global society. Mater Academy, A Dry Creek Charter is a collaborative teaching and learning environment, which encourages students to develop meaningful interactions within the curriculum.

System Goals

The Mater Academy School System has identified strategic imperatives under the broad headings – Achieve, Engage, Evolve, and Innovate which help bring our vision and mission to life.

Achieve

Goal: To increase the academic achievement of all students to perform at or above grade level.

Strategies:

- Increase the academic achievement of students as evidenced by Mater’s system-wide score reporting system.
- Provide time for Professional Learning Communities to disaggregate data and implement data-based decision-making.
- Inspire a culture of rigor, relevance, and critical thinking.
- Provide a learning environment conducive for optimal academic achievement including small class sizes.

Engage

Goal: To increase student engagement through a variety of instructional programs and enrichment opportunities where rigor, relevance, and relationships are the core focus of student activity.

Strategies:

- Annually review and update strategic plan.
- Engage students in character education through the implementation of Social Emotional Learning curriculum and/or activities (relationship).
- Foster a love of creative opportunities including arts, music, nutrition, guidance, life-skills, leadership, and character building.
- Offer experiences that model real world application (relevance).
- Ensure a safe learning environment for all stakeholders.

Evolve

Goal: Remain committed to the operational beliefs of Mater Academy and continuously reflect on our practices for continuous improvement.

Strategies:

- Ensure and support educational equity amongst stakeholders.
- Identify and apply for grant opportunities.

- Encourage participation in Mater Academy foundation projects.
- Address the needs of economically disadvantaged students.
- Engage in re-accreditation by Cognia/AdvancED every five years.
- Update strategic plan annually or as needed to address unanticipated challenges.
- Attract quality teachers and staff to support system-wide initiatives.
- Continuously analyze data to improve student instruction and increase school and organizational capacity and effectiveness.
- Update and expand facilities to meet demand and facilitate educational goals.
- Provide for responsible replication and growth as a quality organization.

Innovate

Goal: To empower student use of innovative technology skills and tools that further enhance their learning and that will prepare them for their future.

Strategies:

- Increase technological infrastructure to provide for real life technology use and application to increase global competitiveness of Mater students.
- Ensure all students have access to a device (to ensure equitable technology implementation).
- Expand technology use.
- Increase the number of underrepresented students in the STEM field.

Student Academic Achievement Standards

Driven by its mission and vision to ensure all students are successful in life, DCC has established the following goals:

1. By its fifth year of operation, at least 70% of 3rd-8th grade students will achieve proficient or higher on the annual Idaho Standards Achievement Test (ISAT) summative assessment for English Language Arts (ELA)/Literacy.

2. By its fifth year of operation, at least 60% of 3rd-8th grade students will achieve proficient or higher on the annual ISAT summative assessment for Mathematics.

3. By its fifth year of operation, at least 70% of 5th and 7th grade students will achieve proficient or higher on the annual ISAT summative assessment for Science.

4. If an achievement gap exists between students in targeted at-risk student subgroups (economically disadvantaged (FRL), English Language Learners (ELL), Students with Disabilities (SwD) and other at-risk groups) and the general student population, DCC will decrease the achievement gap between each subgroup and the general student population by at least 30% by the end of its third year of operation, as measured by the summative ISAT as well as the school's selected interim benchmark assessments.

5. 90% of Student and Parent Survey results will display a "Satisfactory Rating" or higher for students receiving individual focus and for students facing rigorous academics as measured by the end-of-year Student and Parent Survey.

These goals have been partly established by examining the current academic achievement results of schools in DCC's target area. (For more information, please see the discussion of student achievement in area schools in *Section IV. Student Demand and Primary Attendance Area*.) After examining these results, DCC firmly believes that the goals it has established above are both ambitious and attainable.

Importantly, the goals set for ELA/Literacy, Mathematics are substantially higher than the most recent statewide elementary performance in those subject areas: 54.5% and 40.3%, respectively. They also exceed recent performance levels for the local West Ada School District (Joint SD #2) in ELA/Literacy and Mathematics: 67.5% and 53.9% and for Boise Independent School District in ELA/Literacy and Mathematics: 57.1% and 43.5%, respectively.

In addition to exceeding recent state and local district averages in ELA/Literacy and Mathematics, DCC believes these goals are appropriately ambitious for several reasons. Most notably, the proposed targets in all three subject areas meet or exceed those of the likely cohort of sending schools which are analyzed in greater detail in *Section IV. Student Demand and Primary Attendance Area*. Secondly, these targets also reflect the reality that the state has newly adopted standards in ELA and Mathematics which could impact future proficiency rates.

Additionally, since science is only assessed twice in grades 3-8, the number of students is considerably smaller within a given year and there is likely to be more variability in performance, especially in the early years of implementing a new set of standards and a new assessment. Moreover, DCC's approach to science and social studies instruction is based on a thoughtful implementation of the embedded social studies, science, and technical subject standards in grades K-5 of the Idaho ELA/Literacy Content Standards as well as the separate and aligned Literacy in History/Social Studies, Science, and Technical Subjects standards for the applicable secondary grades of our proposed middle school.

Given these and other factors, DCC administration and relevant faculty will continually monitor progress towards our academic targets and propose that the Governing Board adapt these goals as needed on a yearly basis to ensure that their mission of preparing all to perform at or above grade level is being fulfilled and that the school is on track to meet or exceed the then current standards under any applicable performance framework. Importantly, because the local district's performance is substantially higher than the state as a whole, the founding board has chosen to focus primarily upon proficiency. Based on research, however, DCC has discovered that some charter schools ultimately enroll a student body that faces greater initial academic challenges than its host district. Depending on baseline student achievement results, for example, it may ultimately be necessary to supplement these targets with internal annual academic growth and subgroup improvement targets building on those baselines to ensure that the school is meeting the needs of all of its learners and is on track to meet the proficiency targets specified above and the expectations of the Commission's Performance Framework.

Key Design Elements, Curricula, Tools, and Instructional Methods

Replicated Educational Model & Affiliation

DCC's educational program is in direct alignment with the School's mission, and moreover, supports and facilitates its implementation. DCC will provide a rigorous educational program aimed at producing future leaders who are confident, self-directed lifelong learners. The school's educational program – using a standard-based curriculum aligned to Idaho Content Standards and national best practices – is the mechanism through which this mission will be achieved. The [Idaho Content Standards](#) (ICS) are the recipe the School will employ to bring the mission to fruition. The grade/subject-specific standards define end-of-course expectations and a cumulative progression

to enable students to attain at or above grade level. The standards are designed to be robust and relevant to the real world including college and career readiness, reflecting the knowledge and skills necessary for success – thus developing “lifelong learners.”

Aligned with high expectations for all Mater Academies in Nevada and Florida, the standards serve as the framework for teachers to develop innovative lessons, utilizing rigorous content, and requiring the application of knowledge through higher-order thinking. DCC will seek to expand the students’ foundation in each core subject and build upon the preceding acquired knowledge base in each succeeding grade level, always moving forward, to ensure the student builds capacity and is not only ready for high school but also subsequently college or career. DCC begins to lay the foundation for this mindset as early as the elementary grades, instilling a culture that will yield life-long learners that are successful members of their community and a global society. Accordingly, the educational program to be implemented will engage students in activities preparing them to think critically and apply knowledge across disciplines and in real world situations, empowering them through relationships with school and community stakeholders.

The proposed educational program at DCC is rooted in the following beliefs:

- Student learning is a chief priority for the school.
- Students learn best when they are actively engaged in the learning process.³
- The curriculum will encompass enrichment activities (including, but not limited to, art, music, nutrition, guidance, life-skills, leadership, and character building).
- Teachers, administrators, parents, and the community share the responsibility for advancing the School’s mission.⁴
- The commitment to continuous improvement is imperative if DCC is going to enable students to become confident, self-directed, responsible lifelong learners.⁵

³ Marzano, R & Pickering, D. (2018). *The Highly Engaged Classroom: The Classroom Strategies Series*.

⁴ Conzemuius, A. & O’Neill, J. (2001). *Building Shared Responsibility for Student Learning*. Alexandria, VA: Association for Supervision and Curriculum Development.

⁵ Institute of Education Sciences National Center for Education Evaluation and Regional Assistance. (2009). *Using Student Achievement Data to Support Instructional Decision Making*.

Through a system of academic rigor, DCC will establish a supportive learning community that extends beyond the classroom. Teachers will serve as role models, principals as mentors. Parents and community members will be active volunteers invested in the common mission of promoting student success and molding future leaders. This will allow the School to provide a unique learning environment for students that: (1) fosters a sense of belonging and an appreciation of their unique talents and skills; (2) reinforces concepts in the classroom through enriching activities and real-world learning experiences; and (3) instills character development and student leadership opportunities through community service and enrichment programs. Through the implementation of this model, the school will promote a sense of personal integrity and instill values that prepare students to become effective leaders.

These instructional strategies have been proven successful in accelerating low-performing students in reading and mathematics including, but are not limited to:

- Appropriate assessments for learning (screening, progress monitoring, and diagnostic);⁶
- Data-driven differentiated instruction (DI);⁷
- Supplemental programs for pupil advancement;⁸
- Pupil intervention plans;⁹
- Monthly structured teacher planning time;¹⁰
- Grade level staff meetings and ongoing professional development;¹¹
- Tutoring for remediation and acceleration;

⁶ Ibid.

⁷ Doing What Works. (2009). [*Using Data to Differentiate Instruction*](#).

⁸ English Language Learners. (2013). [*Evidence Review Protocol for Interventions for English Language Learners, Version 2.2*](#).

⁹ National Center for Education and Evaluation and Regional Assistance. (2009). [*Assisting Struggling Students with Mathematics: Response to Intervention \(RtI\) for Elementary and Middle Schools*](#).

¹⁰ Regional Educational Laboratory at Education Northwest. (2009). [*New and Experienced Teachers in a School Reform Initiative: The Example of Reading First*](#).

¹¹ REL Southwest. (2007). [*Reviewing the Evidence on How Teacher Professional Development Affects Student Achievement*](#).

- A thematic approach to integrate core areas of study such as mathematics, reading, language arts, and social studies;
- Targeted interventions for struggling readers and students performing below grade level;
- A standards-based curriculum based on Idaho Content Standards;
- Cooperative Learning; and
- Inquiry-Based Learning.¹²

DCC’s educational program fosters both a love of learning and builds a community within the School. The integration of important elements such as high expectations and ownership specifically help guide the development of students as confident, self-directed, and responsible lifelong learners by placing an emphasis on personal responsibility.

DCC will combine best practices with “powerful guiding ideas” and principles driving essential school reform nationwide. Specifically, the School will utilize as the basis for its educational program, the same core concepts implemented successfully across Mater sister schools, and further substantiated by research to close achievement gaps and high academic achievement across all student demographics.

School Culture, Vision, and Values

DCC believes that all students can and will learn and that equitable, high-quality education should be communicated and sustained at all schools. Additionally, Mater Academy schools operate on the belief that students will work up (or down) to the expectations that are set, thus setting nothing less than high expectations combined with a rigorous curriculum based on the following pillars:

Ownership

- School programs tailored to the students and community to be served;
- Stakeholders (board members, parents, teachers, students, and community) involved in the educational process; and
- Facilities which will be uniquely designed to address the needs of each of its communities.

¹² National Center for Education Evaluation and Regional Assistance Institute of Education Sciences. (2012). [*Effects of Making Sense of SCIENCE™ Professional Development on the Achievement of Middle School Students, Including English Language Learners.*](#)

The Culture

- Encouraging setting that gives students sense of belonging, including:
 - High Expectations for all;
 - Opportunities for student leadership;
 - Code of Excellence – fostering Character Development and Ethical Behavior;
 - Parental Agreements encouraging high levels of parental involvement;
 - Strong Leadership Team; and
 - Diverse extra-curricular programs, such as a variety of clubs, sports, and activities.

Community Partnerships

- Parents, Community, and Educational Institutions;
- Local Government Entities and Officials; and
- Local Businesses.

Rigorous Curriculum Framework

- Aligned curriculum in grades K-8;
- Student-centered instruction;
- Technology integration in all content areas;
- Push-in/Pull-out Remediation; and
- Robust enrichment programs.

Continuous Evaluation and Improvement

- School Mission and Vision driven program; and
- Responsibility aligned with accountability.

Growth Mindset

In addition, the School will engage students in a Growth Mindset which encourages students to set goals according to their specific abilities and needs. Students will be encouraged to celebrate incremental progress and thrive on challenges, seeing failure not as evidence of unintelligence, but

as a springboard for learning and achievement. Teachers will infuse a Growth Mindset throughout all core subjects and special area classes by celebrating efforts and strategies above intelligence and focusing on the value of learning. In addition, teachers will design classroom activities that involve cooperative learning, rather than competitive or individualistic work, encouraging students to feel a sense of responsibility and allowing them to experience positive feedback and success in a group setting.

Teaching Methods, Principles, and Essential Components

DCC will combine the best practices utilized by the schools it replicates and will utilize the same core concepts implemented successfully at Mater Academy in Nevada and Florida further substantiated by research. The following table lists themes and essential components of Mater Academy’s elementary and middle school educational programs based on the research of *The Hope Study*¹³ and embedded characteristics within each theme.

Table 1. DCC Embedded Themes to Instructional Program

DCC Embedded Themes to Instructional Program	
Theme	Characteristic
Driven by Mission	Focus on goals Supportive culture
Focused on College Preparation	Rigorous curriculum Real-world experiences
Teaching for Mastery	Remediation and acceleration Data-driven teaching
Wraparound Student Support	Easily accessible adult support Family commitment Demystifying the college-going experience
Valuing Professional Learning	Principals as instructional leaders Teachers learning together Teacher induction and retention
Holding Themselves Accountable	Sound fiscal management Dedicated board Continuous improvement

Additionally, DCC’s core educational program and philosophy is rooted in the research of the Coalition for Essential Schools Common Principles (CES)¹⁴:

¹³ U.S. Department of Education. (2006). [Charter High Schools Closing the Achievement Gap: Innovations in Education](#).

¹⁴ Wasley, P, Powell, B, & Hughes, D. (1992). *Interpreting the Nine Common Principles*. Coalition of Essential Schools (CES).

Table 2. Coalition for Essential Schools Common Principles

Coalition for Essential Schools Common Principles	
CES Principles	Instructional Strategies & Policies
<p>Intellectual Mission</p> <p>Articulate a common intellectual mission for all students.</p>	<p><i>We believe in a common intellectual focus of high academic standards and behavioral expectations for all.</i></p> <p>DCC’s Mission Statement will be reflected in its culture, programs, and daily life. Guided by high expectations for all, DCC will foster the development of self-directed learners who think creatively and set high goals for themselves.</p>
<p>Intellectual Focus</p> <p>The school should focus on helping adolescents learn to use their minds well.</p>	<p><i>Academic Excellence and Leadership Development is at the heart of the School’s educational philosophy. Accordingly, DCC’s intellectual focus centers on high academic and behavioral expectations for all students communicated through the School’s Code of Excellence and the Code of Student Conduct. As teachers are expected to model this behavior in a professional environment, the School will set high academic and behavioral expectations for teachers as well and communicate these through the Faculty Handbook.</i></p> <p>A Professional Development Plan will be a priority. DCC will provide staff development, support, and assessment of best teaching practices through comprehensive activities throughout the school year. This will allow us to offer continuous support as we strive for excellence.</p> <p>DCC will monitor students’ academic and emotional progress through a “Push and Pull” Method of Instruction. We will identify and “pull” students in need of remediation and “push” students at grade level to take the most challenging curriculum in which they can be successful to maximize upon their potential. This will be achieved through the following strategies:</p> <p>Personalized Education Plans: Students achieving below grade level will have a Progress Monitoring Plan (PMP) designed to remediate deficiencies. The plan will consider a student’s academic profile in the areas needing remediation, a timeline for remediation, and strategies to be utilized to bring the students back on track. This will aid students in preparing academic and personal goals for the school year and will allow teachers and parents to track student progress towards these goals and graduation. Additionally, parents will have access to academic reports through traditional means such as report cards and parent conferences in addition to having online access to student’s grades through on-line gradebook affording parents the opportunity to be able to track their children’s academic progress as well as through continuous communication with academic mentors.</p> <p>Coordinated Intervention among School Staff - Utilize the School’s staff to plan intervention strategies for individual students. One example that typifies this intervention, the School’s counselor will check on struggling students on a weekly basis and communicate with the parent and teacher. Communication between teachers and parents of struggling students provides a safety net for the struggling student.</p> <p>High expectations - According to a report released by the National Center for Education Statistics, the more rigorous curriculum, the more likely students are to find success in college. Students with a rigorous curriculum were found more likely to enroll in four-year college institutions and ultimately attain a bachelor's degree. The report also finds that a lack of a rigorous curriculum proves a more significant obstacle to overcome than socioeconomic</p>

Coalition for Essential Schools Common Principles	
CES Principles	Instructional Strategies & Policies
	<p>challenges, test scores, or a poor initial year in college.¹⁵ To that end, the curriculum of the School will meet, and in some cases, exceed the requirements to be considered a rigorous program.</p> <p>Target Tutoring: Teaching one student or a small number with the same abilities and instructional needs can be remarkably effective. Teachers, teacher assistants, and peers will provide tutoring at the School. It will be offered during class time at the teachers' discretion, or after school. It will be used not only to adapt instruction for students who need additional help but also to enrich instruction for students able to accelerate their learning.</p>
<p>Universal Goals</p> <p>The school's goals should apply to all students. School practice should be tailor-made to meet the needs of every group or class of adolescents.</p>	<p><i>DCC has defined specific Universal Student Goals for the targeted student population that will apply to all students at the School.</i></p> <p>These include:</p> <p>Habits of Work Goal: Students at the School will develop the work habits necessary to effectively learn subject matter, produce quality assignments, use time effectively, and use creativity to devise better solutions. Through development of effective work habits, students gain greater autonomy and realize their potential.</p> <p>Self -Esteem and Character Development Goal: Students will be able to identify their learning strengths, challenges, and passions; evaluate this knowledge in terms of their short- and long-term goals; and create a plan of action for their life-long learning based on this evaluation. Character development and behavior management techniques are an important part of the curriculum and increase self-esteem by providing opportunities for academic success. Character development will be encouraged through community service programs and volunteerism.</p> <p>Community Building Goal: The School will expect all students to be active and contributing citizens within their school and community. Students will be instructed as to the importance of community responsibility and will understand the School's focus on service learning. Students will understand the effect that they have upon the community and will take the initiative to better themselves and the community as a whole.</p>
<p>Less is More</p> <p>Curricular decisions should be guided by the aim of thorough student mastery and achievement rather than by an effort merely to cover content.</p>	<p><i>DCC values Interdisciplinary Connections. As teachers build on interdisciplinary connections, students naturally begin to link information between and among courses, increasing the relevancy of skills and content in such courses.</i></p> <p>Through Differentiated and Standards-Based Instruction, DCC will provide a learning environment that maximizes potential for student success. Teachers will use differentiated instructional strategies that connect with individual students' learning needs. Additionally, teachers will manage instructional time to meet mandated standards while providing motivating, challenging, and meaningful experiences for students to receive and process information in ways that require differentiation of experience. Classroom teachers will design lessons that recognize the diverse learning style of students and affords opportunities for student choice and creativity (e.g. some strategies include prior knowledge assessment, graphic organizers, collaborative mathematical</p>

¹⁵ National Center for Education Statistics. (2009). [America's High School Graduates](#).

Coalition for Essential Schools Common Principles	
CES Principles	Instructional Strategies & Policies
	<p>discourse, higher order thinking, continuous assessment of learning, to name a few). These instructional practices will include:</p> <p>Direct Instruction (lecturing/modeling): This methodology will be used when teachers need to explain or demonstrate specific content and skills. Explicit, systematic instruction will be based on the ICS. This instruction will be structured and based on mastery learning. Frequent curriculum-based assessments help place students in ability groups for further differentiated strategies and identify students who require additional intervention.</p> <p>Scaffolding: Teachers will identify the current developmental skills of individual students based on assessments and provide support structures to help students move to the next level. As the year progresses, students become more adept at skills and at directing their learning, and learning becomes more autonomous.</p> <p>Cooperative Learning: Teachers will guide small-group learning to increase communication and team-building skills. This strategy is based on grouping small teams of students heterogeneously according to ability, interest, background, or other commonalities. Some Cooperative learning activities may include Jigsaw II, Four Corners, Rally Table, Carousel, and Group Investigation.</p> <p>Inquiry-Based Learning: Based on the scientific method, this student-centered strategy will require students to conduct investigations independent of the teacher, unless otherwise directed or guided through the process of discovery. Teachers will use this strategy in developing critical thinking, problem-solving skills, science experimentation, hands-on technology that is integrated and problem driven.</p> <p>Cooperative Groups of Mixed Ability: Classroom teachers place students in cooperative groups of mixed abilities to complete a daily activity. Students who are struggling can benefit and learn from students with a greater mastery of the skill or better grasp of the subject matter.</p> <p>Information Processing Strategies: Teaching students “how to” process information is a key factor in teaching students how to strategically organize, store, retrieve, and apply information presented. Such strategies will include memorization, KWL, reciprocal teaching, graphic organizing, scaffolding, or webbing.</p>
<p>Teacher-As-Generalist</p> <p>Staff should expect multiple obligations (teacher-counselor-manager) and a sense of commitment to the entire school. (Participatory management, teachers developing curriculum, changing teacher practices).</p>	<p>DCC will develop a Professional Learning Community (PLC) atmosphere by using professional development throughout the school year to allow for common planning and teaching teams, both within grade levels and subject areas. Through professional development activities planned within the school calendar, teachers will have opportunities to reflect on practice, discuss research and cases of learning, and examine student work. Such a culture makes it safe for teachers to share universal goals, confront what is and is not working, and transform their own thinking and practice.</p> <p>Professional development will include:</p> <p>Vertical Alignment (by subject and grade level): Teachers will be permitted common planning time by department in order to correctly align courses by quickly assessing what students mastered in preceding grades and focusing on building skills and knowledge. This will eliminate the common problem of</p>

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	<p>consuming valuable instructional time with unnecessary reviewing and re-teaching of skills that have already been mastered.</p> <p>Horizontal Alignment (by grade level): The School will encourage teacher collaboration and cross-curricular planning, allowing all teachers of a common grade level to address specific subject matter following the same time line. Such alignment is crucial in school systems dealing with state-mandated, standards-based assessments. It also allows students to see interdisciplinary connections.</p> <p>High-quality Assessments: DCC addresses all high-quality state standards and assessments that measure student progress toward mastery of skills. DCC encourages the use of common formative assessments across all subjects and grade levels, which are aligned to the State standards. Through the utilization of standards based, common assessments, the school can participate in continuous data analysis and instructional tailoring with fidelity.</p> <p>Data-Driven Individualized Support for All Students: DCC implements strategies designed to address students' individualized learning needs, including educationally disadvantaged students who may be at-risk for falling behind. Teachers at the school will be grouped into Curriculum Council teams, by grade level and subject area. The Curriculum Council groups will meet once a month to analyze data gathered from common formative assessments, discuss best practices, and participate in common planning. This will allow the grade level and subject area teams to continuously monitor student progress and make data-driven decisions for effective delivery of instruction. Based on students' performance on common formative assessments, in combination with results from standardized assessments, each school will create a Response to Intervention (RtI) Multi-Tier System of Supports (MTSS) leadership team composed of administrators, teachers, and specialists at the school. This team will use a Problem-Solving RtI/MTSS Framework to meet the academic and behavioral needs of all students. The team will provide high quality instruction and intervention matched to student needs using learning rate over time and level of performance. Through this process the school can plan, evaluate, and revise all tiers of instruction.</p>

The Core Curriculum

The following is a substantive overview of the core curriculum and description of the content and materials proposed for each core subject area. The School will implement the *Student Progression Plan* as a vehicle to guide the progression and implementation of the curriculum to be taught. Accordingly, the curriculum is specifically tailored to ensure that all students meet the requirements for each grade - including mastery of all respective Idaho Content Standards while participating in an innovative seamless college preparatory program that begins as early as kindergarten.

Table 3. Research Based Instruction Materials

Research Based Instruction Materials				
Grades	Content	CORE Selected Curricula	Supplemental and Technology	Rationale
K-5	English Language Arts	McGraw Hill, <i>Wonders Grades K-5</i> Center for the Collaborative Classroom, <i>Being a Writer K-6</i>	Wonderworks Intervention; iReady Wordly Wise (vocabulary) Orton-Gillingham (Wilson Reading)	Adopted program designed to meet the individual needs of all learners, and utilizes small group instruction and leveled text for Differentiated Instruction (DI)
6-8	English Language Arts	College Board <i>Springboard</i> for 6-8 Houghton Mifflin Harcourt, <i>Collections 6-8</i>	iReady Holt McDougal	Adopted program designed to meet the individual needs of all learners, students read and analyze a wide range of texts in genres and also learn to write in various forms and is aligned to Advanced Placement coursework and prepares students for high-stakes assessments and college courses.
K-5	Mathematics	Curriculum Associates, <i>Ready Mathematics</i>	iReady ST Math	Adopted program designed to meet the individual needs of all learners, includes multiple resources to ensure that all students are meeting state requirements for math and provides comprehensive interventions.
6-8	Mathematics	College Board <i>Springboard</i> for 6-8	Carnegie Learning's Cognitive Tutor Programs Springboard Pre-AP Program	Adopted program fully aligned with National Council of Teachers of Mathematics (NCTM) Principles and Idaho Standards for Mathematics and designed to support students and help them learn that they can be mathematical thinkers. There is an emphasis on reasoning and problem solving, prepares students for high-stakes assessments, and college courses.

Research Based Instruction Materials				
Grades	Content	CORE Selected Curricula	Supplemental and Technology	Rationale
K-8	Science	Delmar Cengage Learning, <i>Project Lead the Way for K-8</i> Accelerate Learning, <i>STEMScopes for K-8</i>	Gizmos	Adopted program taught via modules to empower students to adopt a design-thinking mindset through compelling activities, projects, and problems that build upon each other and relate to the world around them.
K-8	Social Studies	TCI Interactive, Text <i>Social Studies Alive!</i>	Newsela Discovery Learning Facts on File SIRS - SIRS Knowledge Source (SKS)	Adopted program to prepare students to participate intelligently in public affairs, its component disciplines foster in students the knowledge and skills needed to understand current political and social issues.

English Language Arts

The Reading Wonders (K-5), Springboard and Collections (6-8), and Being a Writer curriculum will include strategies for students reading at grade level or higher, as well as for students who are reading below grade level. It is expected that students will master reading, writing, and verbal skills through continuous infusion of reading skills in all subject areas. Text which reflects the Idaho Content Standards complexity bands will be used to teach reading skills and strategies. Lessons will support students by building a strong reading foundation, accessing complex text, finding and using text evidence, engaging in collaborative conversations, and writing to sources.

To build a foundation in language, students must gain control over many conventions of Standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. The School will provide students with increasingly complex texts, including novel studies, to aide student growth in reading comprehension, and expose them to complex vocabulary.

Through Language Arts, students will also be required to develop a range of oral communication and interpersonal skills through whole group discussions as well as individual, partnered, and small group presentations. Through these, students learn and engage in contributing accurate and

relevant information; responding to and developing what others have said; making comparisons and contrasts; as well as analyzing and synthesizing a multitude of ideas through various language arts domains. Students will also get the chance to compare and contrast thematically-based texts in different genres; for example, stories and poems/historical novels and fantasy stories. They will write routinely over short and extended time frames for a variety of tasks, purposes, and audiences.

Writing

As part of the Language Arts Curriculum, students will enhance writing skills through daily writing assignments in various modes, including, but not limited to, expository, persuasive, and narrative. The tasks will require students to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. In addition, students will be required to compose writing pieces that are text based. Via the writing process, the students will plan, revise, edit, and publish their writing, with the end goal of teaching that a key purpose to writing is to communicate clearly to an external audience. In addition to the elements of focus, organization, support, and conventions described in current ISAT Writing rubrics, students will also receive instruction in the correct use of standard English conventions in preparation for the more stringent criteria on ISAT Writing scoring, which will assume few, if any, errors in the conventions of sentence structure, mechanics, usage, punctuation, and spelling in order for students to earn a passing score.

Additionally, the School will also strengthen the requirements for quality of details, requiring use of relevant, logical, and plausible support, rather than contrived statistical claims or unsubstantiated generalities, while students learn to create the expectation that relevant supporting detail for clarification of meaning are the expectation for quality writing at all grade levels. Lastly, the Writing curriculum will prepare students in the elements of writing persuasive responses that will well prepare students in the art of Writing as well as allow them to meet the muster of the new calibrated scoring rubrics and increased expectations on the ISAT ELA/Literacy assessment.

Mathematics

The School will provide a rich Mathematics curriculum and research-based instructional strategies, to develop students' mastery of mathematical concepts as well as their ability to engage mathematics to reason, communicate, and problem solve, making them able to remain competitive in an ever changing, fast-paced and technologically-advanced world. The cultivation of these skills

will help students develop numerical literacy, wherein they will have acquired the mathematical knowledge, problem solving ability, and communication skills required to excel at or above grade level expectations.

The Ready Mathematics (K-5) and Springboard (6-8) Mathematics curriculums are aligned with NCTM Principles and Idaho Standards for Mathematics by grade level for grades K-8 Mathematics. This curriculum was specifically selected due to its philosophy of inquiry and mathematical explanations required of all students. The curriculum is designed to support students and help them learn that they can be mathematical thinkers. There is an emphasis on reasoning and problem solving in all grades. Students will focus on computational fluency with whole numbers as a main goal in the elementary grades. Students will also have extensive work in the mathematical areas of rational numbers, geometry, measurement, data, and early algebra. Math games are used as a tool for students to experience mathematics in fun and engaging activities. Ongoing assessments will be utilized to ensure students understand core mathematical concepts and enrichment/remediation will be provided to meet the needs of individual students.

DCC will implement the Math ICS as the base for instruction. The School will provide quality instruction, high expectations, and consistent standards for all students. The content will be challenging for all students and based on the assumption that all students can achieve high standards if given stimulating opportunities to learn. DCC will also infuse literature and technology into Mathematics instruction.

Furthermore, the School will commit to focus on the ultimate goal being to grow the proficiency level of students in science and mathematics, preparing them for 21st century global society. Some of the strategies include:

Literacy Integration: The School will infuse literacy and technology into Mathematics instruction. This will provide for reinforcement of mathematical terminology, real world applications of mathematical concepts, and organization/visualization of mathematical concepts (e.g., word walls, journals for hypothesizing and/or subsequent reflection of mathematical conclusions and interactive white boards).

Sample Math Centers: The number of students in each group may vary based on understanding of the concepts. If a student is struggling with daily concepts, the teacher may provide scaffolding and support through:

- *Reteach* – Hands on manipulatives and/or supplemental resources to enable a better understanding of math concepts and skills.
- *Enrichment* – Teacher provides higher order thinking mathematical concepts for those students working above grade level.
- *Technology Center* – The students will utilize the online math programs providing students with all the tools they need to be successful learners, both in the classroom and beyond.

Differentiated Instruction: Classroom teachers design lessons that recognize the diverse learning style of students and afford opportunities for student choice and creativity. Teachers will utilize varying methods of instruction to address diverse learning styles.

Coordinated Intervention among School Staff: Individualized intervention strategies and lessons will be planned for students based on specific areas of deficiency. The School's Curriculum Specialist or Counselor will monitor struggling students on a monthly basis, meet with the student's teacher to discuss strategies and adjust instruction as needed. In addition, members of the RtI/MTSS team will communicate with the parent as needed.

Science

Project Lead the Way (K-8) and STEM Scopes (K-8) Science curriculum will prepare students to achieve the Idaho Content Standards by incorporating a hands-on approach to learning of the central science themes: life, earth, physical, and process science.

Through innovative initiatives such as Project Lead the Way (PLTW), students will be prepared for the ever changing and challenging world of tomorrow. These interdisciplinary methods to teaching and learning will encompass a rigorous curriculum and enable students to become higher order critical thinkers by utilizing real-world applications. The implementation of the initiative will allow students to partake in inquiry-based learning and opportunities for collaboration with peers. Through these opportunities, students will be able to engage in discovery and exploration, guided by the Scientific Method.

Literacy Integration: Teachers will provide opportunities for emphasis on text-specific complex questions and give emphasis on student's supporting answers based upon evidence from text, and provide extensive opportunities for research to increase content literacy by providing reading and writing opportunities throughout each of the science courses. The School will use state-adopted

textbooks and instructional materials to deliver course content to ensure that course material is taught sequentially, consistently, and in a challenging format.

Inquiry based learning: This student-centered strategy in Science will require students to conduct investigations independent of the teacher, unless otherwise directed or guided through the process of discovery. Teachers will use this strategy in developing critical thinking and problem-solving skills, especially through the scientific method.

Cross Curricular Alignment and Planning: Allocate time for Science and mathematics (and ELA) teachers to work together to plan the integration of science and mathematics (and literacy) to support the curriculum of their specific courses (e.g., mathematics and science teachers at the School will include meaningful mathematics and science projects that emphasize the content strands and incorporated into classroom and home learning assignments, reinforcing and integrating various subject matter capitalizes on time, increases exposure, and presents material in a different manner);

Social Studies

(K-8) TCI Interactive Text: *Social Studies Alive!* materials teach students about the world around them in ways that make them excited to learn every day. Activities like the Revolutionary War tug-of-war capture their imagination and help them long remember key content. Lessons start with a big idea - Essential Question - and incorporate graphic notetaking, group work, and step-by-step discovery. Students are the center of instruction that taps a variety of learning styles, allowing students of all abilities to learn and succeed.

Social Studies education will promote loyalty and love of country and community, and it will prepare students to participate intelligently in public affairs. Its disciplines foster in students the knowledge and skills needed to understand current political and social issues. Social studies education will provide students with an understanding of the democratic principles and ideals upon which good citizenship is founded and an understanding of the world beyond their borders. The comprehensive social studies program will:

- Emphasize content, concepts, and skills from the social sciences, the humanities, and, where appropriate, mathematics, and the natural sciences;
- Reflect a clear commitment to democratic beliefs and values;

- Encourage civic responsibility and active participation;
- Promote high expectations for all students;
- Incorporate a multicultural perspective;
- Reinforce the development of a global perspective;
- Promote understanding of social, political, and economic institutions;
- Encourage student involvement in community service;
- Focus on the identification of the potential solutions to local, national, and world problems;
- Involve students in their learning by using a variety of teaching strategies and instructional materials;
- Promote an interdisciplinary approach to learning.

Instructional Strategies

At DCC teachers will use a variety of research-based proven instructional strategies to reach all level of learners. “Intensive-Explicit Instruction (IE)” developed by Jim Knight uses a number of research based instructional approaches, including direct, explicit and strategic instruction (Hattie, 2011, Archer & Hughes 2011, Ellis, Deshler, Lenz, Shumaker and Clark, 1991). “Teachers use intensive-explicit instruction to efficiently and effectively teach content and significantly increase the likelihood that students will master the content. Intensive-explicit instruction involves teaching practices that ensure students are engaged in learning and actively mastering content.”

Explicit Instruction is systematic, direct, engaging, and has been shown to promote academic achievement with all levels of learners. Instruction is focused on the critical content that students need to develop a deep understanding of the concepts as well as the skills needed for academic success. These skills are sequenced logically and more complex skills are broken down into smaller units of instruction.

These key instructional practices are key for effective instruction for all students regardless of their proficiency or background, and provide a research-based foundation for effective intensive-explicit instruction. While teachers are working in small groups with the different tiers they decide what learning intentions and success criteria will be used to measure academic achievement. The

teacher is continually modeling, evaluating what is being learned through a variety of checks for understanding, and using formative assessment techniques to tie the material being learned together as it becomes appropriately mastered and demonstrated.

Beyond the differentiated instruction to meet the varying levels of the anticipated population, the school will create an environment for active learning. Active learning means engaged learners. The School's curriculum will require students to interact with each other, apply curriculum to real-life situations, and use a variety of technological tools beyond the classroom. Students are also exposed to opportunities for project-based learning. Students will be exposed to engineering and critical thinking as early as kindergarten through Project Lead the Way.

In accommodating individual learning styles and individual learner needs which are also found at the schools at Mater Academy across the nation, the School's curriculum incorporates the following instructional practices:

- *Gradual Release of Responsibility ("I do, We do, You do together, You do alone")*: This model allows students to be introduced to a concept while accessing prior knowledge and then applying the new information with prior knowledge; thus allowing students to have a deeper understanding of the concept introduced. It also gives the teacher the ability to model the concept effectively and address the needs of the higher-level students as well as those students that need extra support before allowing them to attack the problems on their own during the independent time. The wrap up allows the teacher assess the comprehension of the students and implement remediation strategies if necessary to ensure students have a thorough understanding. This model is used cross-curricular so the different subjects can be supportive of one another. It is beneficial to the students as each subject is structured with this model so the consistency allows for better use of time and effective comprehension.
- *Universal Design of Learning*: Used as a guide to instructional design and delivery in all curriculum development. UDL is a framework for flexible, differentiated instructional approaches that includes flexible methods for presentation, expression and active learning, and student engagement, so all students (e.g., students with disabilities, ELLs) can participate fully in core instruction.

- Systematic & Explicit Instruction: The School will use formative and summative assessment data to realign the instructional framework and provide systematic and explicit instruction for text-based vocabulary acquisition and close reading models using complex text that is grade level appropriate.
- Print Rich Environment: Each class will maintain a classroom library to include a collection of quality literature that includes material written at varying reading levels and in a variety of genre forms, inclusive of both fiction and non-fiction. This collection will offer students reading material that will support their individual interests and abilities. Frequent successful reading experiences using appropriate texts will provide the opportunity to improve their reading proficiency with regard to fluency, vocabulary, and comprehension.
- Word Walls: Word walls will consist of high frequency words, word patterns or phonic elements, and interesting, exciting words. Students will use the word wall during lessons and activities to practice recognizing words quickly and accurately.
- Project & Problem-Based Instruction: Instruction that centers on hands-on, real-world activities, projects, and problems that help students to understand the knowledge and skills they develop in the classroom may be applied in everyday life. This approach scaffolds student learning through structured activities and projects that empower students to become independent in the classroom and help them build skill sets to apply to an open-ended design problem.
- Vertical and Horizontal Teaming: Horizontal and Vertical Teams will exist throughout the School creating opportunities for success in every classroom, as both grade-level and content-area teams work together to align curriculum, instruction, and assessment. These Professional Learning Communities (PLCs) will provide opportunities within the School to engage multiple teaming patterns.
- Differentiated and Standards-Based Instruction: The School's ultimate goal is to provide a learning environment that will maximize the potential for student success. Teachers will use differentiated instructional strategies that connect with individual student's learning needs. Teachers will manage instructional time to meet the standards

while providing motivating, challenging, and meaningful experiences for students to receive and process information in ways that require differentiation of experience. Classrooms will be arranged to enable active engagement by all student whole-group instruction; teacher-led small group instruction (groups determined by data and depending on student need); cooperative learning groups and independent student centers.

- *K-5 Centers*: DI centers will be set up throughout the classroom in various areas that allow students to work independently or in a small group setting, using instructional materials to explore and expand their literacy. During this time, students are engaged in a variety of activities that reinforce and extend learning without the assistance of the classroom teacher. Students will practice reading, writing, speaking, listening, and working with letters and words. Manipulatives such as magnetic letters and sound letter cards are used to increase active participation and provide additional guided practice through multi-sensory approaches. Technology is often incorporated into the DI centers as well.
- *Technology*: DCC recognizes that instructional technology can facilitate learning and enhance the curriculum itself. All members of the school, including parents, will benefit from the success of the technology plan. The teachers will improve their lesson plans and delivery methods. The students will have the opportunity to be exposed to and to learn an enhanced curriculum with all the additional tools for computation and visualization.

Along with these instructional strategies, it is a strong belief that teachers at DCC have a collection of strategies to intuitively modify and adjust instruction based on students' understanding and responses "in the moment." Teachers will also use brain-based compatible learning strategies which uses the research about how the brain learns. Teachers teach with the brain in mind and use strategies in a purposeful way based on the research of Eric Jensen (Teaching with the Brain in Mind, Teaching and Engaging with Poverty in Mind) and Marcia Tate ("Sit and Get" Won't Grow Dendrites, Formative Assessment in a Brain-Compatible Classroom and Preparing Children for Success in School and Life).

Strategies for Serving Special Populations

DCC is committed to serving the needs of all its students, regardless of level, learning style, and/or special needs. In support of our mission, the goal remains that all students attain and demonstrate mastery of the Idaho Content Standards. Academic underperformance is first identified during the enrollment process when reviewing student records and transcripts. The use of the initial iReady assessment (and Idaho's Reading Indicator in K-3) will assist in determining student knowledge gaps and set the baseline to enable student growth to be measured. The administrative team and data specialist will work in tandem to distribute the findings of the intervention screener to teachers and paraprofessionals to provide any modifications or accommodations.

Each quarter the school meets as a team during "Data Day" which allows the school to discuss children scoring in the bottom and top 15% (or another cut score as determined by the school). Students who score in the bottom 15% and students who are failing are discussed and an intervention plan is developed. Students who score in the top 15% are identified and provided specific differentiated instruction for accelerated learners. The staff then brainstorms different interventions that may help the student progress further academically or behaviorally. In general education, intervention periods are scheduled in daily to provide instructional level academics to all students. In addition, before- and after-school tutoring clubs and online learning programs provide instructional level interventions and accelerations.

If the student is still not showing progress on the universal progress monitoring, the student will enter into a Response to Intervention (RtI) program. During the RtI process, a goal is written in the deficit academic area, the student is provided with additional interventions, and the student has weekly progress monitoring related to the goal. The data is graphed and analyzed every 6-8 points. If the student's graphed line is not moving toward the grade level trend line, then instruction becomes more intensive by increasing the amount of time in intervention, increasing the number of sessions in intervention, or changing the teaching method. If after 12-16 data points, the student's graph still shows a lack of progress, the student will be referred to special education.

Students that do not qualify for an IEP or 504 will still have the opportunity to work with their teachers one-on-one each day through small group interventions and after and before each scheduled transition. Teachers will schedule interventions with students and parents/guardians to assist in mastering their learning objectives. DCC's daily collaborative team sessions will identify

students and their areas of struggle. Each teacher, based on their expertise, will be assigned a group of students to monitor and schedule one on one or small group intervention.

Data-Driven Individualized Supports All Students

The school will have a Multi-Tier System of Supports (MTSS) Response to Intervention (RtI) team comprised of administrators, teachers, and specialists trained to use the MTSS/RtI Framework to effectively meet the academic and behavioral needs of all students. The school will implement strategies designed to address individualized learning needs, including educationally disadvantaged students and students with special needs who may be at-risk of falling behind.

Academic Support in ELA and Mathematics

The school will evaluate students and provide academic support through Intensive Reading and Intensive Mathematics courses for grades K-8 students. In grades K-5, Interventionists (teachers and qualified paraprofessionals) will work with students and provide intense individualized interventions. In grades 6-8, students receive Intensive courses in Reading and Mathematics with appropriate curriculum and interventions.

Services for Students with Special Needs

The DCC model allows educationally disadvantaged students, including Students with Disabilities (SwD) and students entering below grade level, to benefit highly from the core curriculum. SwD must be supported and challenged to excel within the general curriculum and be prepared for success in their post-school lives, including college and/or careers. In order to accomplish this, DCC will commit to instruction that incorporates supports and accommodates students including:

- (1) An Individualized Education Plan (IEP) for Special Education and progress monitoring Plan for students below grade level proficiency, which include annual goals aligned with and chosen to facilitate their attainment of grade-level academic standards;
- (2) Teachers and specialized instructional support personnel who are prepared and qualified to deliver high quality, evidence-based, individualized instruction and support services;
- (3) Instructional accommodations in materials or procedures, which do not change the standards, but allow students to learn within the framework of the Idaho Content Standards;

- (4) Assistive technology devices and services to ensure that students with special needs have equal learning and developmental opportunities;
- (5) Instructional supports for learning based on the principles of Universal Design for Learning (UDL) which foster student engagement by presenting information in multiple ways and allowing for diverse avenues of action and expression. In addition to providing the specific services listed in a student's IEP and/or ELL plan, the School will offer tutoring services or other such assistance to ensure students remain successful.

Evaluating Meeting the Needs

Components of monitoring and evaluating meeting the needs of subgroups:

- ✓ Teacher utilized flexible grouping.
- ✓ What types of flexible grouping were utilized (i.e., pairs, small groups, and/or independent practice)?
- ✓ Teacher differentiated instruction for all levels of learners.
- ✓ Did the teacher scaffold instruction for special education students and/or ELL students?
- ✓ Example of how the teacher differentiated instruction for learners.
- ✓ Assignments/assessments were meaningful, rigorous, and at/above grade level.
- ✓ Teacher grade book reflected meaningful, rigorous, and at grade level assignments/assessments.
- ✓ Teacher provided an explicit closure to ensure mastery of lesson objectives.
- ✓ How did the teacher conduct a review and emphasize the important points of the lesson?
- ✓ Teacher utilized technology in the lesson.
- ✓ Teacher maintained appropriate pacing throughout the lesson to engage students.

Informing Parents

The School will use various methods to share information with students and parents. Ongoing communication will be maintained through on-line reporting systems such as, web-based grade

book and progress reports, parent conferences, and other forms of written and oral communication that the parents may prefer. The school will make every effort for communication to take place in the home language for those students from homes where a language other than English is spoken.

Specifically, the School will ensure communication with students/parents occur as follows:

- *Written Notices & Email* – Parents will be notified, in writing, at any time during a grading period when it is apparent that the student is doing unsatisfactory work; when course or grade assignments drop abruptly or significantly; if a student is in jeopardy of failing a course, and/or if a student is in jeopardy of not meeting promotion criteria. Parents will also be notified in writing when a student is receiving instruction in an accelerated class or grade placement other than for which they are eligible.
- *Phone & In Person* – Teacher and/or administrator will call parents with updates or concerns and/or request in-person conference. The school will also host open house at the beginning of the school year wherein they will make parents aware of school policies, procedures, and how to request conferences. Parent conferences will be held as requested by parent or as deemed necessary by teacher or administration.
- *Interim Progress Reports* – Parents receive an interim report between grading periods which indicate student progress by course and contains academic, behavioral and attendance data.
- *Parent Portal / Online Gradebook* – Parents have access to all the child's grades / assignments.
- *Data Reports* – PM Tracking logs, Quarterly iReady and MYA Reports of student individual performance and progress.

Parental and community involvement in the School is a fundamental and required part of the philosophy and operation of the School. The goal is to encourage parents to be active participants in their child's education, and give the community ownership of a high-quality educational program, and teach children to be civic-minded and socially-responsible. Parents and community members will have extensive opportunities for involvement in aspects of school operations. Through the parent/teacher group, School Advisory Council (SAC), and other such committees, parent and community representation and decision-making in the educational processes of the

School is possible. Similarly, the administration will also require the faculty and staff of the School to uphold a strong belief in, and understanding of, the charter school concept through the inclusion of parents in the educational process. Through open lines of communications, faculty and staff will also encourage parental involvement through such endeavors as follow:

- *Parental Volunteers* – Parents will be welcomed to volunteer at the School during various school activities, assemblies and meetings. Parents can be active participants in the parent club and their child’s homerooms. Volunteer opportunities to complete parent participation hours (communicated through newsletters, the School website, schoolnotes.com, e-mail, and calls home) will be plentiful and yearlong. Some of these will include activities such as chaperoning field trips, assisting with class and community service projects, helping in the library, participating in Career Week and Family Day, and assisting with the School store.
- *School Advisory Council (SAC)* – This group will consist of school personnel, parents, students, local business, and community members. Members will be able to address and vote on pertinent school matters on a regular basis.
- *Quarterly Parent / Teacher Conferences* – Hosted in the evenings at the School where parents can discuss topics that affect their children’s educational progress.
- *Open Houses, Career Fairs, Family Day* – Events held to recruit new students, maintain communication and involvement between the School and the surrounding community.
- *School Website, Newsletters, Social Media, and Event Calendar* – Updated regularly to disseminate information and maintain open lines of communication in the community.
- *Community Service Projects* – Students, faculty, and parents will participate in activities to help, give back to, and connect with, the community.
- *PTO* – Parent Teacher Organization coordinates extra-curricular events involving the community.
- *Parent Club* – Dedicated to work in partnership with the families, faculty, and community to provide resources for the school through fundraising and volunteering. The club strives to support students in an academic environment that encourages character building.

- Parent Workshops on education-related topics, such as decision-making regarding school performance and student assessment needs will be offered.

Professional Development Plan

Professional development for teachers will be scaffolded and ongoing. Explicit Instruction, standards-based curriculum with an emphasis on mastery, active learning, and other instructional strategies central to DCC's education model will be done prior to the school year starting to set the teachers and students up for success and develop a sound foundation in which to build upon during the year. As teachers master and demonstrate understanding of these key instructional strategies additional professional learning will be added as identified through ongoing analysis of data. As walkthroughs, instructional rounds, lesson study, and formal evaluations begin professional learning will be modified, increased, or changed to meet the needs from these data points.

Student assessment and performance data will be used to not only evaluate school effectiveness and differentiate instruction, but more importantly to inform continuous improvement efforts by targeting benchmarks indicating which students need additional support to master specific standards and/or grade level skills. Assessment will serve as a feedback system to:

- Guide administrators in instructional focus areas and which teachers may need additional PD and support;
- Guide teachers in lesson planning and individualizing instruction;
- Guide students in understanding their own progress towards of each respective standard; and
- Keep parents involved and informed about student achievement and progress.

Accordingly, the responsibility to manage, evaluate, and interpret student data will be a collaborative effort as follows:

- Students are assessed at the beginning of the school year on all benchmarks (as described above).
- Administrative staff and lead teachers collect and disaggregate data on an on-going and consistent basis (bi-weekly, after every quarterly assessment, and ongoing

throughout the school year). I-Ready and other data tracking reports are generated by student, by standard, by teacher, and school-wide results are immediately available to teachers to target instruction and make adjustments as necessary.

- Teachers are trained on how to properly analyze the data and log in the individual student data folder.
- Teachers then use the data folders to group students by strengths and weaknesses for differentiated instruction and intervention. (Evidenced in their lesson plans).
- During their differentiated instruction centers/intervention, students receive remediation in the skills they are weakest in and are reassessed to determine progress.
- Periodically and as necessary in the course of classroom instruction, students are moved between groups in order to ensure that their learning needs are being met and that they are progressing towards mastery.
- Data Tracking – Students will use personal data trackers to track their growth data by benchmark. Data folders are sent home for parents to review, sign, and return to the teacher.
- Data Chats – The administrative team manages the process by conduction data chats with teachers on classroom data while teachers conduct ongoing individual data chats with students. As necessary, teachers communicate with parents via phone or in person conference.

Furthermore, DCC has access to a data specialist to assist the school in collecting, disaggregating, and processing school-wide and individual teacher/student performance and achievement data, on an on-going and consistent basis. At the beginning of each school year and at least quarterly, the data specialist will work collaboratively with the school to generate meaningful reports on assessment data to identify areas of instructional weaknesses pinpointing thresholds of student progress. State standardized assessments will be used to determine mastery of content standards and make decisions regarding school-wide improvement from year to year. The data specialist will also share data with schools and with the Governing Board to identify trend data and assist the governing body to identify necessary and targeted support that might be needed. This process has

proven to be highly effective in other high-performing Mater Academy and sister schools, as it gives students, parents, and teachers a clear understanding of how students are performing and facilitates open communication and an understanding, by all parties, as to how best support our students.

Components of student data used for evaluation and monitoring of instruction:

- *Student Achievement* – Grade level proficiency and content mastery.
- *Student Growth* – Student growth percentile (SGP) is used to compare student growth to their academic peers on a national scale.

Components of monitoring and evaluating instructional practices to guide professional development:

- Teacher started instruction promptly when the bell rang.
- Teacher stated the Idaho Content Standards.
- Standards/Objectives/Successful Performance Statements for the lesson.
- Teacher set the stage for learning and engaged students in the lesson with an effective anticipatory set.
- What creative technique did the teacher use to engage students in the lesson?
- Teacher reviewed prior learning and linked prior knowledge to new learning.
- Teacher utilized direct instruction to teach new concepts.
- What research-based techniques and appropriate methodologies were used by the teacher?
- What creative classroom activities did the teacher use to teach the lesson?
- How did the teacher present subject matter in multiple ways?
- Teacher gave clear directions throughout the lesson.
- Teacher expected/emphasized/modeled/referred to note-taking skills.
- Teacher demonstrated accurate content knowledge of the subject taught.

- Teacher checked for student understanding throughout the lesson.
- Teacher provided students time to think and gave many opportunities to answer higher order questions.
- Was effective questioning used throughout the lesson?
- Example of higher level question used during the lesson.
- Teacher grade book reflected meaningful, rigorous, and at grade level assignments/assessments.
- Teacher provided an explicit closure to ensure mastery of lesson objectives.
- How did the teacher conduct a review and emphasize the important points of the lesson?
- Teacher utilized technology in the lesson.
- Teacher maintained appropriate pacing throughout the lesson to engage students.
- Instruction took place from bell to bell.

II. FINANCE & FACILITIES PLANS

Fiscal Philosophy and Spending Priorities

The Mater Academy, A Dry Creek Charter (DCC) Governing Board will oversee all aspects of the fiscal management of the school and are dedicated to providing an enhanced educational experience by furnishing students with an academically challenging and personally meaningful learning environment. The charter school budget will serve as the financial plan of operation for the charter school and will include estimates and purposes of expenditures for a given period and the proposed means of financing the estimated expenditures. DCC will provide the budget and budget documents in accordance with the rules and regulations as specified by the Idaho Department of Education on an annual basis.

The governing body recognizes its responsibility to establish an unreserved fund balance in an amount sufficient to:

- Protect the charter school from unnecessary borrowing in order to meet cash-flow needs;
- Provide prudent reserves to meet unexpected emergencies and protect against catastrophic events;
- Meet the uncertainties of state and federal funding; and
- Help ensure a charter school credit rating that would qualify the charter school for lower interest costs.

In determining an appropriate unreserved fund balance, the governing body will consider a variety of factors with potential impact on the charter school's budget including:

- The predictability and volatility of its expenditures;
- The availability of resources in other funds;
- The potential drain upon general fund resources from other funds;
- Liquidity; and
- Designations.

DCC has presented a fiscally conservative budget for their first 3 years of operation as well as a breakeven budget for their first year of operation in case student enrollment comes in lower than

expected. DCC's largest fixed costs are salaries and benefits with categories such as educational program items, technology, furniture, and supplies fluctuating with student enrollment. This is no surprise as the largest fixed cost is the most important; in order to successfully implement an educational program, being able to hire/retain dedicated school staff is top priority. Please see *Appendices A1 – A4* for additional financial and budgetary information.

Utilizing Academica's standing relationship with the lending institution Vectra Bank will allow DCC to lease all their furniture, fixtures, equipment, and curriculum in the first year of the school over a 48-month period. The lease will include a 5% residual purchase option at the end of the 48 months or an early purchase option in the 45th month for a 6% residual. Please see *Appendix F4: Sample Vectra Lease*.¹⁶ The proposed campus will likely enter into this lease agreement in their first year of operation. DCC budgets \$1,000 per student to outfit the entire school in its first year of operation at a 5% interest rate over 4 years. The budget reflects projected FFE costs for the first three years of operation, these projected totals are divided into the three equipment categories: curriculum, technology, & furniture/fixtures.

Transportation and Food Service Plans

DCC will look to provide transportation to and from school and will contract out the service in its first few years. The budget has been based on rates paid by schools working with Academica. The budget reflects the transportation allowance of 60% of the projected transportation expenses. The transportation expenses are assumed at \$250 per route per day, for 180 school days; utilizing one route for the first two years of operation, increasing to two routes in the third year of operation. Once established, DCC's Governing Board will seek the appropriate bids for a bus transportation provider in compliance with Idaho Code. *The school will look into adding additional routes earlier than scheduled based on student enrollment.*

As outlined in *Section IV. Student Demand and Primary Attendance Area* of this application, DCC projects that 31.5% of the student population will qualify for free and reduced lunch. This data is based on the average Low Income population of students attending schools within five (5)

¹⁶ *The Committee to Form acknowledges, if the Charter Commission approves this application authorizing the Governing Board to operate DCC as a public charter school in the State of Idaho, DCC will fulfill its legal obligation to publicly disclose all required financial obligations. The amounts in the sample lease attached as Appendix F4 were redacted simply because the obligor party under that lease is not involved in the instant charter application. Moreover, DCC has no reason to believe that such information was not properly disclosed by that particular obligor party during the course of the underlying transactions involved in their own lease relationship.*

miles of the campus. Standard kitchen equipment is factored into the amount of the anticipated building space and may include up to an oven, warming cabinet, double door refrigerator, and single door freezer. These items are included in the schools anticipated FFE lease mentioned in more detail above. Additional start-up expenses may include food thermometers, a prep table, oven mitts, single use gloves, and other kitchen supplies.

Administrative costs are minimal and may include a date-stamp, envelopes, and mailing stamps. The school is looking into several options on how best to implement the National School Lunch Program (NSLP) for its campus. Based on this interest, the School plans to contact local restaurants recommended by other charters schools to provide lunches that meet the requirements of the NSLP. The School will administer the application process for all free and reduced-price meals and will submit claims for reimbursement to the state. The budget assumes that meals will be paid for by students not eligible for these programs. The amount of \$3,000 per year has been budgeted in Years 1 – 3 for any potential overages or one-time costs associated with providing food services. The operating costs associated with this expense are based on experience with similarly-sized schools in the Boise area.

Financial Management and Monitoring Plan

As outlined in *Section III. Board Capacity and Governance Structure* of this application, the Governing Board will be the ultimate policy-making body with the responsibility of operation and oversight of the school including academic direction, curriculum, and budgetary functions. The auditors, accountants, and educational management company retained by the governing body will work as a team to develop financial statements and accounting reporting templates to ensure compliance with the state and federal reporting guidelines.

Additionally, DCC intends to contract with a highly-experienced education management organization (EMO), Academica, for comprehensive, professional management of non-academic school functions. Academica's goal is to provide support to relieve charter schools from the administrative and compliance burdens that would otherwise detract from their educational mission. Academica was selected by the Governing Board based on Academica's long-term success serving a variety of student populations to help charter schools achieve academic excellence. Please see *Appendix F1: Education Service Provider* for additional information.

Academica Nevada began in 2010 working with parent groups, community leaders, non-profit

organizations, and public charter schools to replicate successful models of high-performing schools. Since its inception, Academica’s mission has been to give students from all backgrounds and socio-economic groups access to free, high-quality public education.

Academica supports high-performing public charter schools by providing management services in various non-academic areas so that schools can focus on their most important function: educating children. For instance, Academica provides charter schools with comprehensive assistance with the following non-academic school functions:



Figure 1. Academica’s Non-Academic Management Services

In addition to Las Vegas and Reno, Academica Nevada currently has additional offices to provide comprehensive non-academic support to public charter schools in Arizona (*Somerset Academy* and *Sports Leadership & Management*), Colorado (*CIVICA Academy*, *Doral Academy*, and recently-approved *American Legacy Academy*), and Idaho (*Doral Academy* and *Pinecrest Academy*).

Academica supports schools dedicated to helping students achieve their highest potential, giving each school network and teacher the autonomy to design a classroom that fits their students’ needs. These public charter schools are led by dynamic principals who have the flexibility to create a school culture that fosters student performance while creating pedagogical diversity. School networks integrate social emotional learning, leadership, English language learner education, athletics, STEAM, arts, college placement, and Career Technical Education (CTE) into curriculum that meets the student needs of their specific community.

The following figures demonstrate Academica’s substantial increases serving Nevada students who are eligible for free or reduced-price lunch (“FRL”) (*Figure 2*), ELLs (*Figure 3*), and students with special needs (*Figure 4*).¹⁷

¹⁷ This select data for student performance at Nevada charter schools was included in this “Financial Management

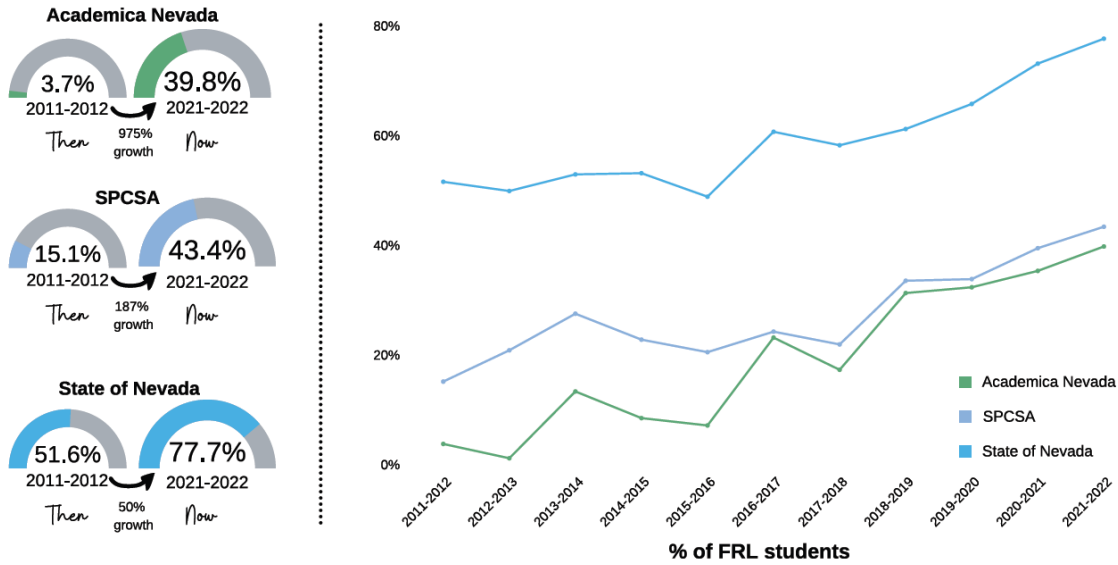
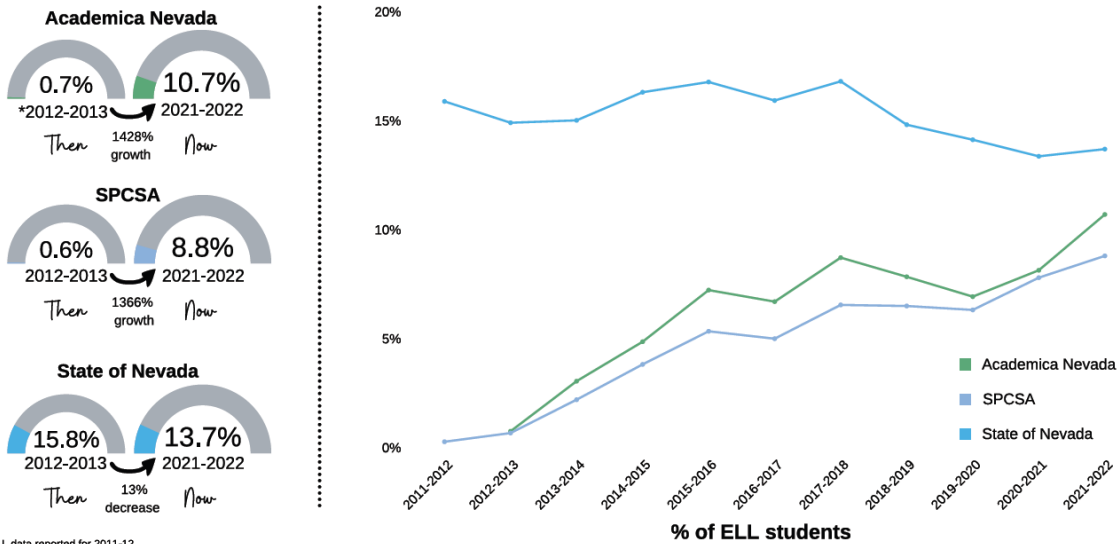


Figure 2. Academica's Growth Serving FRL Qualifying Students



*No ELL data reported for 2011-12

Figure 3. Academica's Growth Serving English Language Learners

and Monitoring Plan” section of the charter application simply to demonstrate that students can achieve their potential in academic excellence where Academica’s comprehensive, professional management of non-academic functions permits governing bodies and school leaders the autonomy to design high-performing charter schools.

It is important to note that similar relevant data related to Idaho charter schools supported by Academica, such as Pinecrest Academy of Idaho and Doral Academy of Idaho, was not included in this or other sections of the charter application. That is, based upon the Data Notes and Redaction Rules for the 2021 ISAT Assessment Results as published by the Idaho State Department of Education, the various Policies and Procedures promulgated by the Data Management Council designed to protect student privacy make it effectively impossible to quantify the proficiency results for small student population groups containing less than 5 students as well as other related population groups (i.e., cells with a listed value of “<25%” will have a real value of <25% but do not include an indication of how much above or below the listed value the actual percentage falls).

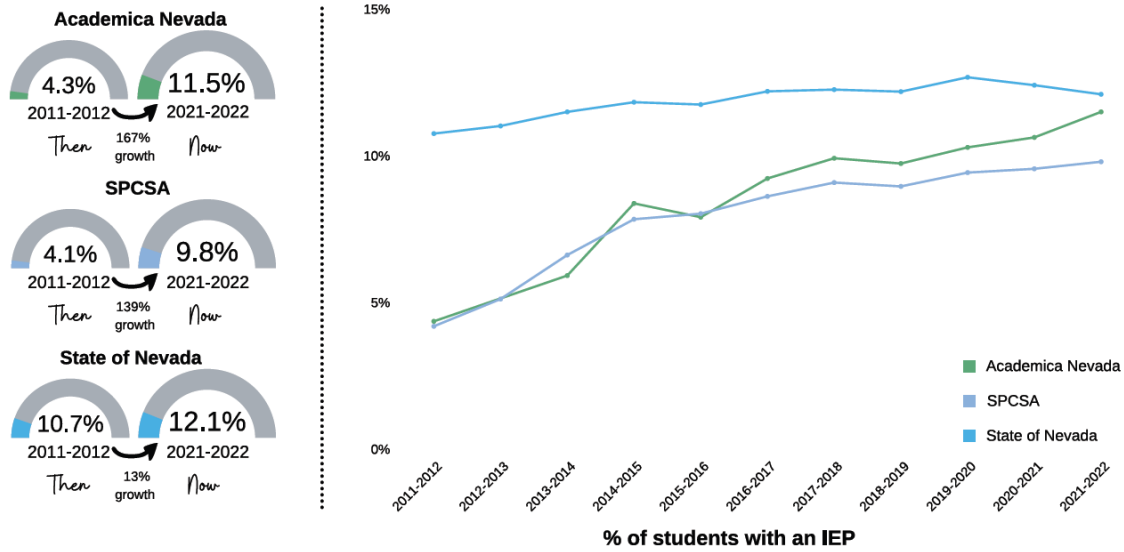


Figure 4. Academica’s Growth Serving Students with Special Needs

Academica supports schools dedicated to helping students achieve their highest potential, giving each school network and teachers the autonomy to design a classroom that fits their students’ needs. The entire Academica network provides comprehensive non-academic support to more than 200 public charter schools in more than 20 states, serving more than 150,000 students. The supported schools provide excellent educational outcomes.

The following information comes from Nevada, where Academica provides non-academic support to over 30,000 charter school students in 25 schools spanning 6 different charter school networks.

Figure 5 demonstrates Academica’s growth in Nevada over the past eleven years.

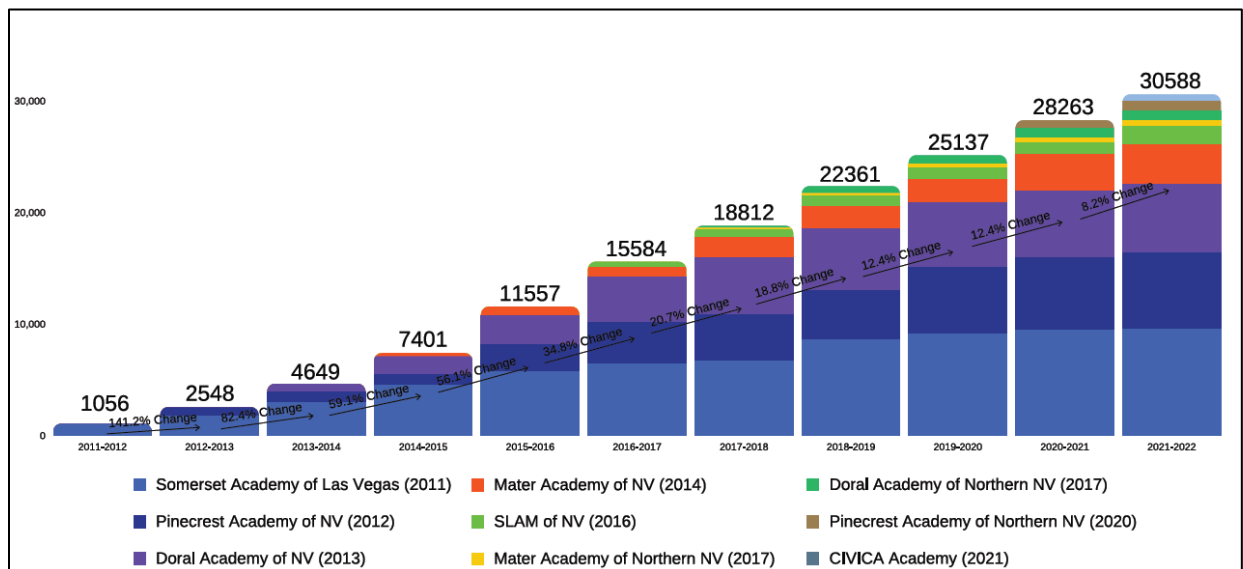


Figure 5. Enrollment Growth by Charter Network

Based on 2011-2020 data from the Nevada Department of Education (“NDE”) Nevada Report Card, 2021-22 State Data from SPCSA Enrollment Presentation (December 3, 2021), and 2021-22 ANV Data from Infinite Campus (January 12, 2022), Academica-supported schools in Nevada are recognized for their achievements of excellence in education.¹⁸ For example,

- Academica-supported charter schools in Nevada graduated more than 97% of their students in the Class of 2021.

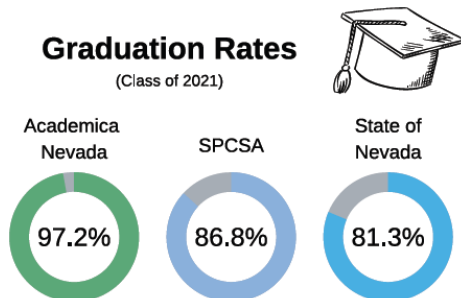


Figure 6. Academica Graduation Rates

- For the 2018-2019 school year, 81% of Academica-supported schools in Nevada were rated as either 4- or 5-star schools.¹⁹

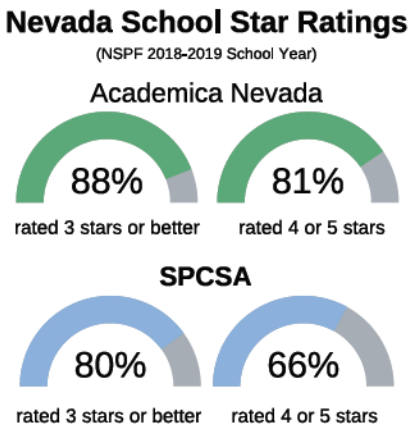


Figure 7. Academica Nevada School Star Ratings

¹⁸ “SPCSA” refers to the State Public Charter School Authority and includes public charter schools in the State of Nevada authorized and overseen by that state agency.

¹⁹ A 4-star rated school recognizes a **commendable** school that has performed well for all students and subgroups. A four-star school demonstrates satisfactory to strong academic performance for all students, and the school’s graduation rate meets expectations. The school does not fail to meet expectations for any group on any indicator.

A 5-star rated school recognizes a **superior** school that exceeds expectations for all students and subgroups on every indicator category with little or no exception. A five-star school demonstrates superior academic performance and a superior graduation rate. The school does not fail to meet expectations for any group on any indicator. These schools are recognized for distinguished performance.

- For the 2018-2019 school year, multiple Academica-supported schools made the Top 10 rated public schools in Nevada (including four Pinecrest Academy campuses).

Top 10 rated public schools in Nevada

(NSPF 2018-2019 School Year)




Elementary Schools

- #1 Somerset Sky Pointe
- #2 Doral Cactus
- #3 Doral Northern Nevada
- #5 Doral Red Rock
- #6 Pinecrest Inspirada

Middle Schools

- #1 Pinecrest Inspirada
- #4 Doral Cactus
- #4 Pinecrest St. Rose
- #4 Somerset Lone Mountain
- #9 Doral Pebble
- #10 Pinecrest Cadence

Title 1 Middle Schools

- #2 Mater Mountain Vista 
- #5 Mater Northern Nevada 
- #10 Mater Bonanza 

*By total points on NSPF framework

Figure 8. Academica Top 10 Rated Charter Schools

- For the 2018-2019 school year, four Academica-supported schools were designated as Nevada Shining Stars.

Nevada Shining Stars

(NSPF 2018-2019 School Year)




- #1 Mater Mountain Vista MS 
- #3 Mater Northern Nevada MS 
- #5 Mater Mountain Vista ES 
- #6 Mater Bonanza MS 

Figure 9. Academica Shining Stars

- In 2021, the Academica-supported Pinecrest Inspirada campus became the first public charter school in Nevada to receive the prestigious National Blue Ribbon education award in the category of Exemplar High Performing Schools.

National Blue Ribbon School

(2020-2021)

Pinecrest Inspirada



Figure 10. Academica Blue Ribbon School

The fee schedule described in **Table 4** below will be utilized to calculate the amount of Academica Idaho's professional management fee that could be charged annually to DCC based upon the student enrollment count at DCC in each school year ~~in consideration of Academica's professional management services~~. An early relationship with Academica Idaho allows DCC to have some financial flexibility during its initial growth phase. The DCC's proposed multi-year budget presented includes is based upon the following Academica Management Fee schedule:

Table 4. Academica's Management Fee Schedule

STUDENT COUNT	MANAGEMENT FEE
175 or Less	-
176 - 225	\$10,000 (flat fee)
226 - 325	\$75 (per student)
326 - 425	\$150 (per student)
426 - 525	\$225 (per student)
526 - 624	\$300 (per student)
625 or more	\$450 (per student)

For instance, in accordance with the projections in the Enrollment Capacity section below, Academica's potential management fee in Year One, if DCC were to achieve its full enrollment capacity of 305 students, would be no more than \$22,875 based on a fee of \$75 per student. Similarly, in accordance with those same projections in the Enrollment Capacity section, Academica's potential management fee in Year Two, if DCC were to achieve its full enrollment capacity of 415 students, would be no more than \$62,250 based on a fee of \$150 per student. In

Year Three, in accordance with those same projections, Academica's potential management fee, if DCC were to achieve its full enrollment capacity of 530 students, would be no more than \$159,000 based on a fee of \$300 per student.²⁰

If needed, Academica may provide DCC with a \$25,000 start-up loan for operational expenses in their first year of operation. This loan will be a non-recourse loan at an interest rate of 5% over 36 months. There is no prepayment penalty with this loan. Please see *Appendix F5: Promissory Note with Amortization Schedule* as an example of a draft promissory note.

Under the supervision of the Board Treasurer, and in conjunction with the School's audit firm, Academica Idaho will be responsible for the School's bookkeeping, financial reporting, and financial liability. The School Principal will supervise the day-to-day cash collections at the School.

The governing body, through the Board Treasurer, will receive and accept financial reports that include monthly bank statement reconciliations, estimates of expenditures for the general fund in comparison to budget appropriations, actual receipts in comparison to budget estimates, and the charter school's overall cash condition. Supplementary reports on other funds or accounts will be furnished upon request of the governing body or administrator.

Appropriate staff will be available at any Governing Board meeting, upon the governing body's request, to respond to questions, and to present current financial information. The administrator will notify the governing body at any time of substantial deviations in the anticipated revenues and/or expenditures.

The School Principal will be responsible for assuring budget allocations are observed and that total expenditures do not exceed the amount allocated in the budget. The Board will look to outsource payroll processes to a 3rd party vendor. Preparation of payroll, including time schedules and payroll periods, will be done in accordance with each employee's agreement with the School. Employee health, accident, dental, and other types of insurance will be provided as outlined in the agreements. Mandatory payroll deductions will be withheld as required by state and federal law.

The person designated to draw all orders for the payment of monies belonging to the charter school

²⁰ Based upon the projections in the *Enrollment Capacity* section below, Academica would not be entitled to receive its maximum potential management fee of \$450 per student until, at the earliest, Year 5, assuming that DCC were to achieve its then projected full enrollment capacity of 645 students in the 2028-29 school year.

is the Principal, and the Principal will work closely with the EMO. All claims for payment from charter school funds are processed by Academica in conformance with charter school procedures. Payment is authorized against invoices properly supported by approved purchase orders with properly submitted vouchers approved by the governing body.

DCC intends to adopt and comply with the Idaho Financial Accounting Reporting Management System (IFARMS) developed by the Idaho Department of Education. The function of charter school purchasing is to serve the educational program by providing the necessary supplies, equipment, and services. The governing body will utilize the principal as a purchasing agent. He/she will be responsible for developing and administering the school's purchasing program. An officer or member of the governing body may incur no obligation unless that expenditure has been authorized in the budget or by governing body action or policy.

In all cases, the expenditure of charter school money (except payroll) will require compliance with a requisition and purchase order system. Unless authorized by the administrator, no purchase will be authorized unless covered by an approved purchase order. No bills will be approved for payment unless purchases were made on approved orders. The administrator will review bills due and payable for the purchase of supplies and services to determine if they are within budget amounts. After appropriate administrative review, the administrator will direct payment of the just claims against the charter school. The administrator is responsible for the accuracy of all bills and vouchers.

As mentioned in *Section I. Educational Program* of this application, Mater Academy, A Dry Creek Charter ("Licensee") will enter into a Trademark License Agreement with Mater Academy, Inc. ("Licensor"). Mater Academy, Inc. grants Mater Academy, A Dry Creek Charter a non-exclusive, non-transferable, royalty-free license to use the trademark in connection with the development and establishment of the school of Mater Academy, A Dry Creek Charter in the State of Idaho. The budget reflects this agreement as the Mater Academy, Inc. Affiliation fee. This fee is 1% of state unrestricted revenue, half of which goes back to the school for Professional Development use and the other half going to Mater Academy, Inc. for its collaboration, accreditation, and support. Please see *Appendix H – Mater District Membership Agreement* for a draft of Mater's Affiliation Agreement.

Furthermore, DCC will evaluate its affiliation with Mater Academy, Inc. in three stages:

1. *Beginning of school year* – Goals will be established in alignment with the executed contract between Mater Academy, A Dry Creek Charter and Mater Academy, Inc.
2. *Middle of school year* – The Board will evaluate the services provided based on a rubric covering topics such as, but not limited to: Professional Development, Curriculum Support, Culture Training, Best Practices, etc.
3. *End of school year* – Final round of evaluations.

Facilities Plan

DCC's primary site location is a 7-acre parcel located within the Dry Creek Ranch residential development in Northwest Boise. The 7-acre parcel is relatively flat, undeveloped land with fully improved roadway frontage and utilities stubbed at the property. The parcel neighbors residential homes on the East, West and North and a planned equestrian park to its South.

According to representatives of BHH, this parcel has been sited and set aside for use as a public school since 2016. For instance, the Dry Creek Ranch is currently home to approximately 1,200 residents and continues to add 275-400 residents per year. Upon complete build-out, Dry Creek Ranch will be home to approximately 5,400 residents. Please see page B1-15 of Appendix B1 - Facility Option 1.

~~*The estimated facility size is expected to be approximately 43,200 square feet or 60 square feet per student. The facility would include approximately 34 classrooms, a multipurpose room (cafeteria/gymnasium), administrative offices, and kitchen. Site improvements will include traffic management, sufficient staff and parent parking, two (2) playgrounds, a large asphalt area, and a large grass area. The Governing Board and School's principal will be involved with the design of the site and facility along with the developer and architect.*~~

~~*DCC is currently in discussions with the owner of the parcel, Brookside Developers, Inc., regarding a full donation of the land to DCC. The donation of land to DCC from the owner will be subject to DCC obtaining a charter approval.*~~ *DCC has secured a commitment from BHH regarding its desire to donate this 7.09-acre parcel within the Dry Creek Ranch community, free of charge, for the Board's use to construct the DCC public charter school. Please see page B1-15 of Appendix B1 - Facility Option 1 for the conditional commitment letter signed by Travis Hunter*

~~as a co-owner of BHH, the developer of the Dry Creek Ranch community.~~ The parcel of interest has already received all entitlements necessary for public school use; ~~and is pending approval by the West Ada County Commissioners for the possible donation to a public charter school.~~ For further information regarding the approved use of this proposed property, please see pages B1-6 through B1-14 in Appendix B1 - Facility Option 1.

~~DCC plans to engage a developer with a background in charter school facilities such Hawkins Companies, Galena Fund, Building Hope, or Turner Impact Charter School Facilities Fund for the development of the property. DCC and Developer will enter into a long-term triple net lease (30 years +/-) with a purchase option. The lease will include stair-stepped annual lease payments to allow DCC to grow into a full lease payment as the school grows in enrollment year over year. Cost estimates for the construction were taken from the Pinecrest Academy of Idaho construction project that is currently ongoing and set to open in August 2023.~~

DCC has been working with Performance Charter School Development (PCSD), a subsidiary of Hawkins Development, a Boise-based company. It is contemplated that the school will build a 43,200 square foot facility that is capable of comfortably accommodating 645 students. The cost of the building is projected to be \$10,712,292 which is \$248.00 per square foot. This was arrived at by the current costs of building a similar structure in the Boise market. The rent was arrived at by consulting with Turner Impact Fund. The lease will also contain a purchase option for the school which will be exercised when the tax-exempt market is favorable. DCC is working with Robert Baird and Company, a municipal bond firm, to determine when the optimum time would be to exercise this option. For further information regarding this proposed facility, please see **Appendix B1 - Facility Option 1.**

DCC has been working with PCSD on a second facility option if the board is unable to implement its first facility option. PCSD has access to a 12-room modular building. Two (2) of the classrooms would be connected to offices and the remaining ten (10) classrooms would house up to 250 students. The building also includes adequate bathrooms for this student count. Improvements to the donated property would be made to provide for adequate play space and parking. Permanent structures would be added as the student population grows. As market conditions permitted in phases, a 43,200 square foot building will be built that is capable of comfortably accommodating 645 students. PCSD would provide the initial funding for DCC and would finance additional

phases until the permanent facility was completed. PCSD would lease the project to DCC with a purchase option. DCC would work with Robert Baird and Company to exercise that option when the tax-exempt bond market makes the financing feasible. For further information regarding this proposed facility, please see **Appendix B1 - Facility Option 2.**

III. Board Capacity & Governance Structure

Governance Structure

DCC is organized exclusively for educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code. The Governing Board will be the ultimate policy-making body with the responsibility of operation and oversight of the school including academic direction, curriculum, and budgetary functions. The policies, procedures, powers, and duties by which the board will operate, including specific member powers, are detailed in the attached bylaws.

Board members will serve five-year terms, and board members may serve no more than two terms. Terms will be staggered so that no more than half of the board will be up for election in any one year, unless a vacancy needs to be filled.

The officers of the Governing Board will include a Chair, Vice Chair, Secretary, Treasurer, and such other officers as the board will deem necessary to elect. The board will elect and appoint all officers at the annual meeting of the board. Officers will serve a one-year term and may serve consecutive terms in any office. The officer responsibilities are as follows:

- *Board Chair* – The chair will preside at all meetings of the board. The chair will possess the power to sign all certificates, contracts, or other instruments of the school that are approved by the board.
- *Vice Chair* – In the absence of the chair, or in the event of the chair’s disability, inability, or refusal to act, the vice chair will perform all of the duties of the chair and will have all of the powers of the chair. The vice chair will have such other powers and perform such other duties as may be prescribed from time to time by the board or by the chair.
- *Secretary* – The secretary will keep the minutes of the board with the time and place of holding, whether regular or special and if special, how authorized, the notice thereof given, the name or names of those present at the board meetings and the proceedings thereof. The Secretary will give notice of all the meetings of the board required by law.
- *Treasurer* – The treasurer will have oversight responsibility and adequate and correct accounts of the properties and business transactions of the school, including accounts of its assets, liabilities, receipts, disbursements, gains, and losses. The books of account will at all times be open to inspection by any board member. The treasurer will be charged with

safeguarding the assets of school and he or she will sign financial documents on behalf of the school in accordance with the established policies of the school. He or she will have such other powers and perform such other duties as may be prescribed by the board from time to time.

The board will be composed of between five and nine members, as set or adjusted by the Governing Board. The bylaws state that the board will seek to maintain a membership that is representative of the community and possesses the breadth of knowledge and experience to effectively support and direct the operation of the school. To support this, the board will endeavor to maintain a membership which includes:

- At least two parents of enrolled students;
- An active or retired licensed educator;
- An individual with expertise in the areas of Accounting and/or Finance; and,
- An individual with expertise in the areas of Law and/or Human resources.

Any board member of the School may be removed by two-thirds of the members then in office, excluding the member at issue, whenever such removal would serve the best interests of the School. Any member may resign at any time and their resignation will be effective upon receipt by the Chair of a written communication.

Governing Board

The policies, procedures, powers, and duties by which the board will operate are detailed in the attached bylaws. A brief overview of those powers include:

- Ratify the School's mission and vision statements, and any modification thereof;
- Establish and approve all major educational and operational policies;
- Develop and approve an annual budget and financial plan;
- Approve any management, operational, and service contracts;
- Exercise continual oversight of the charter school's operations;
- Select an independent accountant to perform an annual audit, and review and approve the audit report; and

- Hire and supervise an administrator who will oversee the day-to-day operations of the charter school.

Additionally, board members will:

- Understand the approved curriculum and agree with the educational philosophy, discipline policy, and administrative structure of the School;
- Attend PTO meetings or events to show support and encouragement for the School;
- Attend a yearly board retreat where the goals of the board are defined and a Board self-evaluation will be conducted to critique the performance of the board during the past year;
- Participate in professional development trainings; and
- Know and abide by the Idaho Open Meetings Law.

Furthermore, DCC's bylaws state that the board may create by resolution an Academic Committee, a Governance Committee, a Financial Committee, and one or more other committees which may exercise such authority in the management of the school as provided in such resolution or in the School bylaws. Each committee created will consist of at least one board member and will include key stakeholders from the school community.

Independent Support

In order to provide additional and independent assistance in legal as well as financial matters, DCC's Governing Board of Directors has engaged with preliminary discussion with several firms and businesses.

Two local firms, which are best known for providing small school financial audits, as well as small non-profits and governments in general, are:

Zwygart, John & Associates
16130 North Merchant Way, Suite 120
Nampa, ID 83687

and

Quest CPAs, PLLC
11501 Highway 95
Payette, ID 83661

These two firms have solid reputations in their industry and are considerably less expensive than larger firms in the area.

For legal representation, DCC's is pursuing discussions with the following:

Chris Yorgason
Yorgason Law Offices, PLLC
6200 N Meeker Place
Boise, ID 83713

Kenneth L. Mallea
Mallea Law Office
78 S.W. 5th Ave., Suite 1
Meridian, Idaho 83642-2923

and

Amy White
Anderson, Julian & Hull, LLP
250 South 5th St., Suite #700
Boise, ID 83702

The search for these third-party service providers is critical to the school's success. DCC's Governing Board understands that compliance with all legal requirements, including open meeting law requirements, and providing assurance to all stakeholders that the financial affairs of the school are correctly and honestly administered is vital to the success and sustainability of their school.

School Principal

The School Principal, hired by the Governing Board, will be responsible for all aspects of day-to-day administration of the school within the scope of operating policies, procedures, and budgetary functions as adopted and approved by the Board. The Principal will delegate duties to administrative support staff to ensure that daily operations, resources, policies, and procedures are being implemented in accordance with the School's mission. Please see [*Appendix E2: Principal Job Description*](#) for additional information.

The Principal will hire, oversee, and evaluate faculty and staff. The Principal will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the school including procedures for curriculum and instruction, classroom management, faculty and staff evaluation, data analysis, testing, support services, parental communication, professional development, discipline, community outreach, oversight of facilities, and internal financial controls.

The Principal will report to the Board on the School's operations and finances and is expected to communicate with the Board as often as needed by the school or Board members to ensure the School's successful operation. The Board will conduct an annual evaluation of the School Principal. Please see *Appendix E3: Principal Evaluation Framework* for additional information.

Teachers and Staff

All school personnel will report to the Principal. The Principal will determine the most appropriate staffing requirements and structure for the administrative office who will report directly to the Principal. Teachers and staff will be responsible for carrying out the procedures in their duties, activities, and interactions with students, teachers, and parents of the School.

Educational Management Organization

DCC will be contracting with Academica as its EMO. Academica's management services are designed to allow the Principal and the Governing Board to focus on day-to-day school operations. Academica's services include, but are not limited to,

- Assisting the Board in creating budgets and financial forecasts;
- Assisting the Board in preparing applications for grant funds;
- Monitoring and assuring compliance with all state reports²¹;
- Assisting the Board in locating and securing a school facility;
- Maintaining the financial books of the school;
- Assisting with systems development;
- At the Board's direction, preparing agendas and posting notices of all Board meetings;
- Providing human resources-related services such as contract preparation and review and, if necessary, dispute resolution; and
- Assisting the Board in renewing the School's charter.

²¹ Academica's contractual obligation to provide the board with comprehensive, professional management of non-academic functions includes the submission of various reports to Idaho's Department of Education. School leadership on behalf of the board will either prepare and/or approve all reports prior to being submitted by Academica to the state. Therefore, no conflict of interest exists.

Board Member Qualifications

Mater Academy, A Dry Creek Charter’s founding board consists of a diverse group of people that meets the experience and skills necessary to successfully oversee the School as detailed more fully below:

Table 5. Board Member Biographies

Board Member Biographies	
Sarrie Devore	Sarrie is currently Vice-President, Employment Law at Albertsons Companies, Inc. In this role, Sarrie provides legal guidance to human resources and management across the company as well as ensuring compliance with various federal and state laws. Sarrie has been practicing law since 2008, receiving her Juris Doctor degree from the University of Wisconsin-Madison. While in private practice, Sarrie represented numerous public employers, including multiple school districts, advising on day-to-day matters, handling arbitrations and litigation. Sarrie has been married to Michael for 10 years and has three boys, ages 8, 5 and 3.
Amanda Vuoso	Amanda is a mother to three active boys, wife to a former Los Angeles Police Sergeant, and a former Elementary School Teacher. Amanda grew up in Southern California and earned a degree in Sociology from UC San Diego and a CA Teaching Credential from CSU Long Beach. She spent more than 10 years working in a Title I elementary school both as a classroom teacher and a reading intervention and English language development teacher. Amanda has always been an active community member. Amanda is looking forward to being involved in the start of Mater Academy not just for her children, but for the community as a whole.
Natalie DuPlain	Natalie is a mom of 2 and an active community member. She has a Bachelor’s of Science degree and has worked with the public as a retail store manager for over 8 years. Natalie has expertise managing people of all ages and backgrounds. She also enjoys volunteering in her child’s classrooms and working with the students.
Ryan Andrews	Ryan Andrews is the CIO (Chief Innovation Officer) and Co-Founder of ANDbio, a leader in life sciences equipment sales, and of REUZEit, a complete surplus asset management platform created to maximize capital recovery, optimize redeployment and recycling opportunities, and reduce resource waste. Ryan is a natural-born communicator, inspirational leader, visionary, and motivator. His ability to manifest vision has been the foundation of his life’s success. Ryan lives and breathes in vision; he has a never-ending thirst for innovation, supplying his highly energetic mind. His unique skill set puts him in an upper echelon of today and tomorrow's inspirational leaders and visionaries.

<p>Lana Walsh</p>	<p>Lana grew up in Chicago, Illinois, and graduated from the University of Illinois with a bachelor’s degree in Marketing. She spent many years working in large advertising firms managing social media and digital marketing campaigns for clients like Macy’s, Huggies, Motorola, and Kimberly Clark. Lana is married with five children. She has spent many years being an active member of the PTO, running school events like cultural arts day, spirit day, and fun runs. She ran the Art in Action program for her children’s elementary school. Lana has been a room mom and spent many hours volunteering in her children’s classrooms.</p>
<p><u>Logan Toews</u></p>	<p><u>Logan is currently CEO and co-founder of a freeze-dried meal startup here in Idaho, Alpine Ranch. Before that, he was President and founder of LT Builders, a General Contractor in the California Bay Area. With almost two decades of construction experience and fifteen years as a business owner, Logan brings a unique knowledge and skill set to the board. Logan lives in Dry Creek Ranch with his wife and three young children.</u></p>

Please see *Appendix D: Board of Directors’ Resumes* for additional information.

Transition Plan

Once the charter is approved, the board will transition to its role as a governing entity. The board anticipates to be a working board prior to the school opening and will both govern and assist with operations since minimal staff will be in place. With the mission and vision in the forefront, the Board will do anything and everything to help get the School off the ground, from seeking facilities to developing programs.

The members of the Committee to Form, upon the IPCSC’s approval of this charter application, will become the Founding Board of Directors and will be solely responsible for every aspect of DCC’s operation and governance. Academica will provide comprehensive, professional management of non-academic functions in order to permit the governing board and principal the autonomy to develop DCC into an outstanding and high-performing charter school. Academica, like the school leaders, are responsible to the governing board and may be removed and replaced at the board’s discretion. DCC’s Principal will have no obligation to report to Academica and Academica likewise has no responsibility to oversee the performance of the Principal.

Once a Principal is identified and hired, all management duties will be transferred to him or her. The board may still assist the Principal until the School opens, but the goal is to transition away

from operations. Systems will be developed to allow the board to effectively provide appropriate oversight, and the board will shift its focus to strategic issues and building the School’s reputation. DCC structured its founding committee with the Governing Board role in mind. None of our members are seeking employment at the School, and all joined the committee because they are passionate about the School’s mission and believe they bring an expertise to ensure the School is successful and to perform as guardians of the “public trust.”

Board Member Recruitment and Training

The Governing Board strives to maintain a board that possesses the breadth of knowledge and experience to effectively support and direct the operation of the School, as well as representing the school community. The bylaws outline that the board shall seek to have the following minimum board competencies:

- At least two parents of enrolled students;
- An active or retired licensed educator;
- An individual with expertise in the areas of accounting and/or finance; and,
- An individual with expertise in the areas of law and/or human resources.

In order to further strengthen DCC’s Governing Board, the existing founding members have already met with several individuals from the community who have demonstrated committed interest in serving on the Board. While these conversations are still preliminary, *Table 6* below includes each of the individuals who have agreed to have their contact information included in the petition.

Table 6. Board Member Contact Information

Board Member Contact Information		
Sarrie Devore	[REDACTED]	[REDACTED]
Amanda Vuoso	[REDACTED]	[REDACTED]
Natalie DuPlain	[REDACTED]	[REDACTED]
Ryan Andrews	[REDACTED]	[REDACTED]

Lana Walsh	[REDACTED]	[REDACTED]
<u>Logan Toews</u>	[REDACTED]	[REDACTED]

As vacancies arise, the board will search for the best-qualified candidates to maintain compliance with the Board’s bylaws. The board will develop a written job description of the qualifications and will advertise vacancies by posting the description on the School’s website and other free or low-cost venues. The board will also disseminate it through direct communication to the parents of all enrolled students, requesting referrals of individuals with the requisite skills, beliefs, and behaviors necessary to be effective and engaged board members.

Individual board members will also circulate the notice within their professional communities and will actively seek out opportunities to broaden our networks to recruit individuals who reflect the broader community and believe in our mission and vision. Above all, it is essential that we proactively recruit members who not only embrace our mission, but who also recognize that service on a charter school board involves a substantial commitment of time and social capital in service to a multi-million dollar organization with larger revenues and more complex legal and governance obligations than many other local non-profits.

Notice of the board’s intentions to elect new members will be included in the agenda for that meeting and publicly announced in accordance with open meeting requirements. Newly created board member positions resulting from an increase in the number of board members comprising the board, and all vacancies occurring on the board for any reason, will be filled by a vote of the majority of the members in office at a duly organized meeting of the Governing Board.

One member of this committee to form (Sarrie Devore) attended this year’s Charter Start! 101 Virtual Workshop conducted by the Idaho Department of Education’s Office of School Choice on Thursday, March 17 and Friday, March 18, 2022. The two-day workshop covered topics on ethical and effective Board governance, the charter petition process, charter school financing, accountability, and other topics relevant to starting a governing a new charter school. Between January and August 2024, the Board will participate in additional trainings that cover open meetings law, public records request, Governing Board roles and ethics, financial oversight, school leader evaluation, and academic achievement data analysis.

From December 2022 through August 2023, governing board members will participate in trainings that cover the following topics:

- Open Meetings Law (meeting notifications/agenda postings, quorum, meeting minutes, executive session)
- Public Records Request (communications publicly accessible, procedures for receiving and processing requests)
- Governing Board Roles, Ethics, and Pitfalls to Avoid
- Financial Oversight (reviewing financial statements, developing an annual budget, budget forecasting)
- School Leader Evaluation (state requirements, timeline)
- Academic Achievement (data-driven decisions, program assessment)

In future years when new members join the board, current board members will ensure proper onboarding. New members will receive a copy of the board bylaws, the charter application, the charter contract, the current budget, the strategic plan, the school leader evaluation tool, current academic data, and resources to cover open-meeting law, public records requests, and governing board roles and duties.

At the conclusion of the first year, and annually thereafter, board members will participate in a board retreat. The retreat will be a time to analyze ISAT scores and other assessment data from the prior year; complete a board self-evaluation; develop/modify a strategic plan; and set measurable performance goals for the Principal based upon his/her last year's performance review, student achievement and growth, school system health, and leadership. For example, the self-evaluation may use an evaluation tool to rate the board's performance on factors including:

- A solid board foundation (well-drafted charter contract and board bylaws, financial and legal status clear and well-understood, strategic plan in place).
- Board operations (new members oriented, members collectively possess a range of expertise, meetings well-planned with clear agendas, strong board Chair, meeting norms, minutes are taken and promptly approved, members prepare for meetings and participate

constructively, process in place for addressing ineffective, destructive, or absent Board members, committees have clear scope).

- Relationship with Principal (clear performance goals in place, plan for succession, board has understanding with staff regarding Govern Board vs. Principal responsibilities).
- Budget/Finance (adopts annual budget, monitors budget throughout the year, contracts with independent auditor, adopted a long-term financial plan, fiscal management policies in place, and board oversees fundraising activities).
- Student Achievement (board has adopted student achievement goals, assessment data is reviewed and analyzed by the board throughout the year, school reports on student achievement to authorizer).

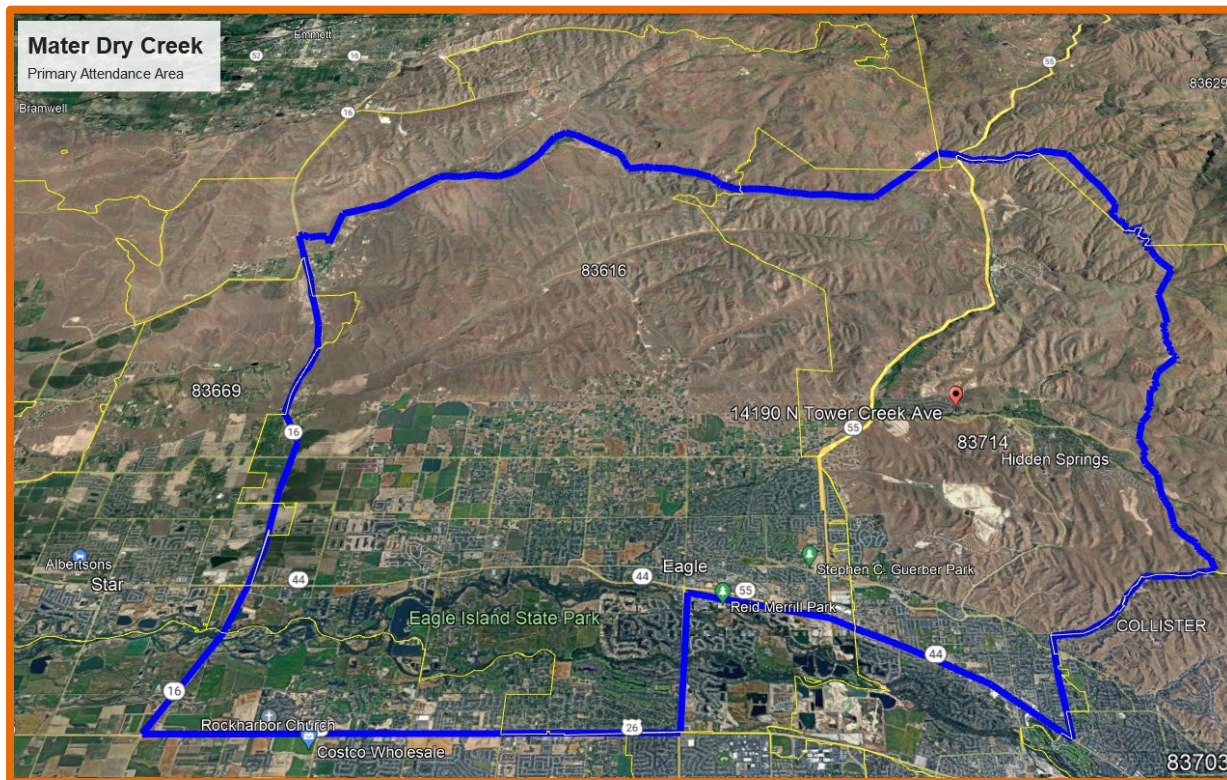
Based on the self-evaluation, authorizer feedback, and stakeholder input, the board will develop a training schedule for the upcoming year. The board will also ensure ongoing training on applicable Idaho laws, policies, and legislation affecting charter schools.

IV. STUDENT DEMAND & PRIMARY ATTENDANCE AREA

Primary Attendance Area

DCC's proposed school facility will be located at 14190 N. Tower Creek Ave., Boise, Idaho 83714. DCC will present the families in the following described primary attendance area with a high-quality school choice option for their students.

As a public charter school, Mater Academy, A Dry Creek Charter is open to all residents in the State of Idaho. However, DCC's *target primary* attendance area will *most likely focus on include* families and students *in the Dry Creek area and the immediately surrounding communities of Hidden Springs and Eagle (within a 3 mile radius of DCC)* within the following boundary in the 83616 and 83714 zip codes. DCC's proposed school facility will be located at 14190 N. Tower Creek Ave., Boise, Idaho 83714. DCC will present the families in this community with a high-quality school choice option for their students.



The following attendance zone boundary, where practical, follows major roadways but also includes imaginary lines where such roadways are absent or impractical due to terrain and/or other limitations.

As noted above, the DCC school facility will be constructed in the Dry Creek Ranch community east of State Highway 55 just northeast of Eagle, Idaho. The intent is for the entire Dry Creek Ranch and nearby Cartwright Ranch at Hidden Springs communities to be included in this primary attendance area.

From the entrance to the Dry Creek Ranch community at N. Brookside Ln. (43.735552, -116.304159), the primary attendance area will continue north along State Highway 55 (also referred to as N. Horseshoe Bend Rd.) to the highway's intersection with South Fork Willow Creek (43.813335, -116.267085) where it will then continue eastward approximately 6 miles to the terminus of South Fork Willow Creek (43.815421, -116.205497).

From the eastern terminus of South Fork Willow Creek, the attendance area will continue southeast approximately 2 miles to the northern terminus of Cartwright Rd. (43.803204, -116.191843).

The remaining eastern boundary of the primary attendance area will follow Cartwright Rd. south until it intersects with N. Pierce Park Ln. (43.692712, -116.226761) where it will then continue in a southwesterly and then south direction where N. Pierce Park Ln. intersects with State Route 44 (also referred to as W. State St.) (43.661702, -116.268572).

The southern boundary of the primary attendance area will follow in a northwesterly direction along State Highway 44 through its transition to State Highway 55 for approximately 9 miles until it intersects with N. Eagle Rd. (43.690994, -116.354215). The boundary will then continue due south for approximately 4 miles until it intersects with U.S. Route 26 (43.663059, -116.354559). The southern boundary will continue westward along U.S. Route 26 for approximately 12 miles until it intersects with State Highway 16 (43.663085, -116.472337).

The western boundary of the primary attendance area will proceed northerly along State Highway 16 for approximately 15 miles until State Highway intersects with W. Colton Ln. (43.785829, -116.476159).

The northern boundary of the primary attendance area will then proceed easterly from W. Colton Ln. until it meets the eastern boundary point where State Highway 55 intersects with South Fork Willow Creek (43.813335, -116.267085).

Student Demand

DCC believes the majority of its students will be those attending other public schools within a 4-mile radius of its proposed facility. To determine the likely demand for high quality education options, the school’s proposed governing board has examined student academic achievement data from all Kindergarten-8th Grade public schools within a 4-mile radius of DCC’s proposed facility site.²² Data includes three elementary (Seven Oaks, Eagle Hills, and Eagle Elementary School of the Arts) and one middle (Eagle) schools from West Ada School District and two elementary (Hidden Springs and Shadow Hills) and one junior high (Riverglen) schools from Boise School District. These findings show an anticipated student population encompassing a variety of ethnicities as well as special needs. The current level of academic achievement from these surrounding schools is comparable to the rest of the country when examining high-stakes testing for similar grade levels (please see *Chart 1* below²³). However, there still remains room for growth and improvement.

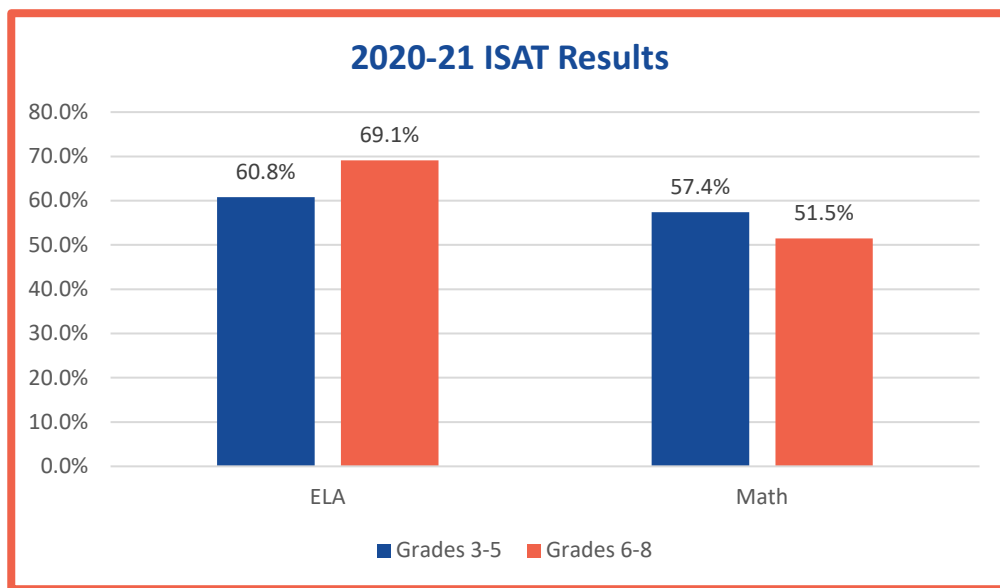


Chart 1. 2020-21 ISAT Results

Additionally, the Dry Creek area is experiencing continued growth in terms of new households to the community. The population of Eagle, Idaho, grew by 65.6% from 2010 to 2020, according

²² Data was obtained through the Idaho State Department of Education, compiled, and then averaged to produce the findings shown above.

²³ Idaho State Department of Education. *Assessment and Accountability*.

to the Census Bureau. Since then, the area has grown 5.3% each year.²⁴

The West Ada School District has seen a 2% increase in enrollment over the past five years with the exception of 2020-21 partly due to the pandemic.²⁵ Currently, there are nearly 38,000 students spread across 56 schools - 34 elementary; 11 middle; and 11 high schools.

With public schools having to deal with the challenges that come with overcrowding, families in the community are in desperate need of additional options for a quality education. DCC is a timely response to a continuously growing region with inadequate capacity in neighborhood public schools, large wait lists, and limited spaces available in similar educational programs.

There is only one other public charter school within a 5-mile radius of the school called Rolling Hills Public Charter School (Rolling Hills). Rolling Hills opened in 2005 and has an enrollment of 252 students. The Rolling Hills mission is to develop educated and engaged citizens through high expectations for student behavior and academic success in a small, safe, structured environment.²⁶

Table 7. Charter School Within 4-mile Radius of Proposed Campus

Charter School Within 4-mile Radius of Proposed Campus					
Name	Address	Opening	Instructional Method	Enrollment	Grades
Rolling Hills	8900 N. Horseshoe Bend Rd. Boise, ID 83714	2005	Harbor Method of Instruction	252 students	K-8

DCC’s model has proven to produce meaningful gains for all students, including those with unique or specific needs. Specifically, Mater Academy Inc. consists of five Blue Ribbon schools. Additionally, DCC’s model aligns with the Idaho Public Charter School Commission’s mission to “cultivate exemplary public charter schools” as DCC’s educational model and philosophy is built on sound research and best practices.²⁷ As such, DCC will provide families and students of the area surrounding Dry Creek, Idaho, area the quality educational choice they are seeking.

²⁴ United States Census Bureau. [QuickFacts for Eagle City, Idaho.](#)

²⁵ Robertson, A. [Overcrowding is a concern at West Ada with 'steady growth' in the district,](#) February 2, 2022.

²⁶ Idaho Public Charter School Commission. [Rolling Hills Public Charter School.](#)

²⁷ Idaho Public Charter School Commission. [About the IPCSC.](#)

Student Population

In order to understand DCC’s projected target population, the school’s proposed Governing Board has examined student ethnicity demographics as well as academic achievement data from all Kindergarten-8th grade public schools within a 5-mile radius of DCC’s proposed facility site.²⁸ As such, DCC anticipates these findings will reflect the school’s actual student body once the school opens.

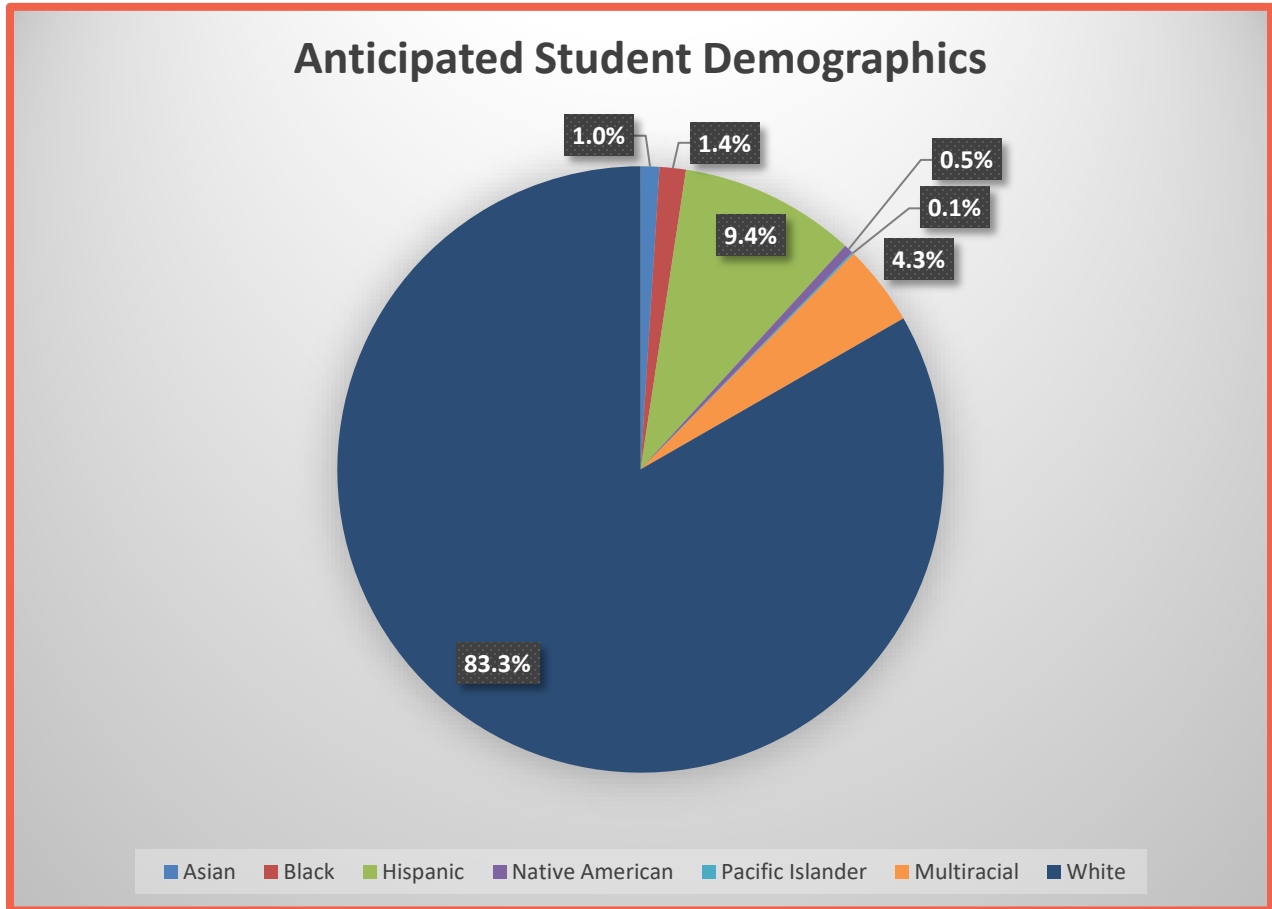


Chart 2. Anticipated Student Demographics

As demonstrated in *Chart 2* above, more than half (83%) of the students from our target community identify themselves as White. The next largest demographic at nine percent (9.4%) is Hispanic/Latino, while the smallest existing ethnic categories under one percent (<1%) as Native American and Pacific Islander.²⁹

²⁸ Idaho State Department of Education. Schools. [School Finder | Idaho Department of Education \(idahoschools.org\)](https://idahoschools.org).

²⁹ Idaho State Department of Education. *Idaho School Finder*.

In addition to these projected ethnic demographics, the Governing Body of DCC has also examined special student subgroups which are detailed in **Table 8** below:

Table 8. Anticipated Student Special Populations

Anticipated Student Special Populations		
ELL	FRL	SWD
4.3%	13.6%	13.0%

DCC anticipates serving a student body in which 4.3% are identified as English Language Learners (ELL), 13.6% qualify for Free or Reduced-Priced Lunch (FRL), and at least 13.0% are students with disabilities (SwD).³⁰

Enrollment Capacity

DCC plans to open in the fall of 2024, with grades K-6, and will add subsequent grades until it reaches grade 8, as shown in **Table 9** below. The total school capacity is expected to be 645 at full build out in 2028-29.

Table 9. Projected Enrollment

Grade	2024-25	2025-26	2026-27	2027-28	2028-29
K	50	75	75	75	50
1	50	50	75	75	75
2	50	50	50	75	75
3	50	50	50	50	75
4	50	50	50	50	50
5	25	50	50	50	50
6	30	60	90	90	90
7	-	30	60	90	90
8	-	-	30	60	90
Total	305	415	530	615	645

Community Partnerships and Local Support

Community partnerships will be extremely important as they help broaden the students’ opportunity to be exposed to the quality curriculum and educational experiences during the school day and outside the school day. DCC will seek partnerships with community organizations that enrich the after-school programs, field trips, guest speakers, etc.

³⁰ Ibid.

Early relationships being cultivated that will help amplify our students' educational experiences include:

- Mater Inc.
- Academica

Enrollment and Marketing of Students

DCC's plan for student recruitment involves a wide array of media and materials to promote the school to ensure that the school reaches the widest possible audience. Promotional flyers and/or brochures will be distributed via direct mail as well as to community groups and churches to ensure that harder-to-reach families are aware of the school and their eligibility to apply for enrollment. Digital and social media marketing/advertising will be used in order to reach out to a broad audience through ads which will direct parents to click on the school's website.

Informational materials will be available in multiple languages, as needed. The school commits to using Social Media accounts as a means to promote the school and inform the community of the school's opening. The school will tailor its social media strategies to target specific audiences including local businesses and community organizations.

The School will distribute press releases and/or public service announcements to various media outlets to promote the open enrollment period, open house, and other essential details about the school and its programs. A banner will also be posted on-site with relevant information, including the school's website information, grade levels to be served, and phone number. DCC will host informational meetings either on the school site, the community club house, or a nearby location which would be accessible to all interested in attending the school. These events would be promoted in the same manner as listed above. During the informational meetings, the school will highlight its program and how it will serve all students.

To get feedback from the community, ~~there have been~~ the board members have personally engaged in door-to-door grassroots efforts ~~made~~ since March 2022 to market and promote the benefits that DCC will offer to students and families. In addition, an informational table was set up at the Dry Creek Ranch Club House during various events to share information and collect contact information from interested families. ~~To date,~~ Based on the board members' ongoing recruitment efforts throughout the community, the families of 114 students have expressed interest

in enrolling in DCC upon the Charter Commission’s approval of the pending petition. DCC has garnered interest from at least 18 families of 35 students. Of those students, twenty-five (25) students are kindergarten age, twelve (12) are first graders, seventeen (17) are second graders, seven (7) are third graders, ten (10) are fourth graders, five (5) are fifth graders, four (4) are sixth graders.³¹ Moreover, thirty-four (34) additional interested students are currently pre-kindergarten age who would be eligible for enrollment in DCC based on the anticipated opening date in the fall of 2024.

Once opened, parents and community partners will be encouraged to inform family, friends, and their community groups about the School. Local elected officials and community leaders will be invited to visit the School. They will also be given an update on the program’s growth and will be asked to share open enrollment information with their constituents through their newsletter and upcoming community meetings.

If needed, Academica may provide DCC with a start-up loan for operational expenses in its first year of operation, a portion of which could be used for advertising/marketing as outlined in the chart below.

Table 10. Start-Up Marketing Plan

Timeline	Item	Cost
October 2023 – December 2023	Develop DCC website	\$1,500
October 2023 – December 2023	Create Facebook page and other possible social media outlets	\$0
October 2023 – December 2023	Create and print flyers/brochures with information about the educational program	\$2,500
October 2023 – March 2024	Continue conversations with business and community leaders about the School and its purpose.	\$0
November 2023 – June 2024	Host informational nights for potential families and collect contact information	\$500
December 2023 – June 2024	Purchase banners to place at the school site upon approval	\$2,500
December 2023 – March 2024	Distribute press releases announcing approval of the school and to promote open enrollment period	\$700
December 2023 – March 2024	Create and distribute direct mail pieces that includes additional information about enrollment procedures	\$1,500

³¹ Although they may no longer be eligible for enrollment in DCC by the anticipated open date, the families of two (2) seventh graders and one (1) eighth grader have also expressed interest in their children attending DCC.

December 2023 – March 2024	Run social media ads	\$1,100
December 2023 – August 2024	Host various informational nights for parents interested in learning more about the school program and enrollment procedures	\$100

Enrolling Underserved Families

To recruit all students fairly in the target area, DCC will use comprehensive outreach and marketing strategies to ensure that potentially interested students and parents have equal access to apply and enroll at the school. These include recruiting and marketing initiatives that target the entire community, provide information for economically disadvantaged students and families, those who may have limited English proficiency, special physical or academic needs, or may be at risk of academic failure.

DCC will market the opening of the school via multiple modes to ensure that all families are informed of their educational options. A grassroots recruitment campaign is especially important to make sure that “harder-to-reach” families (e.g., single-parent families, low socio-economic households, second language families, etc.) are aware of the choice program and their eligibility to apply for enrollment. A grassroots marketing campaign includes: a school website, Facebook, flyers, direct mailers, advertisements in varying media, building relationships with community groups, and a “door to door” approach. The School will post flyers in local public facilities such as the post office, community centers, libraries and other locations of public access, and will also use banner advertisement on the proposed location.

Marketing materials will contain inclusive language to inform parents that all students are welcome to apply to DCC regardless of their socio-economic status, race/ethnicity, home language, or enrolled academic program (Special Education, English Language Learners). The School’s website will be built with language translation options. Informational meetings will be hosted at varying times during the day to accommodate different work schedules.

Furthermore, DCC understands that transportation may provide a significant barrier for families from the community who are interested in attending the School. DCC has allocated revenue funds in its budget to provide transportation services for students and families who would not be able to attend otherwise. Therefore, during the School’s proposed marketing campaign, DCC’s governing board and Principal (when selected) will ensure that this vital piece of information is

also communicated clearly and effectively to ensure all interested families have an opportunity to attend Mater Academy, A Dry Creek Charter.

Priority Enrollment Groups

DCC will follow enrollment procedures and preferences as outlined in IDAPA 08.02.04 Section 203 including admission preferences for returning students, children of founders and full-time employees, siblings of current students, and students residing within the primary attendance area of the School (as described in section 33-5206, Idaho Code).

The petition defines “founder” (to be incorporated as Board policy) for the purpose of complying with enrollment preference categories which allows for children of founders to be included in the first priority enrollment group and to account for up to 10% of the School’s total enrollment at any given time. Additionally, children of full-time employees will be included in the First Preference Category of the Equitable Selection and Enrollment Process subject to the limitations therein (included in the allowable 10%).

Notes on Enrollment Preference Categories

- If so stated in its petition, a public charter school may weigh the school’s lottery to preference admission for the following educationally disadvantaged students: students living at or below one hundred eight-five percent (185%) of the federal poverty level, students who are homeless or in foster care, children with disabilities as defined in section 33-2001, Idaho Code, students with limited English proficiency, and students who are at-risk as defined in section 33-1001, Idaho Code.

V. School Leadership & Management

School Administration and Leadership

DCC understands the strong relationship between effective educational leadership and student learning. In order to improve student learning, educational leaders must focus on how they are promoting the learning, achievement, and social-emotional development of each student. To fulfill those endeavors, DCC recognizes that the domains included in the [Idaho Standards for Effective Principals](#) are essential to a successful school.

DCC's Governing Board plans to hire a school leader that promotes success for all students through a positive school culture, effectively communicates the school's mission and vision, and advocates for education to all stakeholders to garner support and involvement. The School's EMO ~~will~~ can assist with the advertising of the principal position and collection of application packets. ~~A~~ The board will develop a rubric ~~will be developed with the board~~ to identify "must haves" in applicants ~~and to~~ determine which candidates will be interviewed. ~~Sample interview questions will be provided to the board, and the~~ The board will be conducting all principal interviews and making all final decisions on the candidate selected.

The Principal is responsible for communicating school culture to all employees. This process begins during the interview for employment. Candidates for employment at DCC will be screened for personal mission, vision, and pedagogical beliefs. Candidates that have beliefs that closely align to the school's mission and vision and have the necessary pedagogical skill set will be offered employment. During orientation week, teachers and students will have the opportunity to learn about the mission and vision as a group. This allows for teachers to reiterate what they have learned in the previous week's staff development and share with their students the importance of the mission and vision of DCC. In addition, every classroom will display DCC's mission and vision. The building's atmosphere and décor will show the ethos of the school through inspirational quotes as well as the mission and vision being posted. These will showcase the importance they play in the school's culture.

The Principal will also promote a collaborative leadership style that fosters shared leadership to capitalize on the expertise of individual leaders within the school and build capacity in teacher leaders through the promotion of professional development opportunities and self-reflection. The

school leader will establish accountability for all based on professional, legal, ethical, and fiscal standards. To develop and build leadership capacity, subject-level lead teachers are chosen and provided leadership opportunities. Teacher leaders meet with administration weekly to establish goals and provide feedback. This collaboration with lead teachers will ensure teachers are able to give feedback and directives in collaborative teams with their colleagues. Collaborative teams held daily will ensure that all DCC systems are consistently enforced and evaluated for effectiveness.

Finally, the school leader will have strong instructional leadership background in order to facilitate the school's vision, goals, continuous improvement of instruction as well as the recruiting, hiring, and evaluation of teachers. The [Danielson Framework for Teaching](#) will serve as the basis for the evaluation of all teachers at DCC. This tool will be used to create classroom communities that are intellectually active and where students assume a large part of the responsibility for the success of the lesson through monitoring of their own learning. Teachers will be involved in a collaborative evaluation process between the evaluator and themselves. In addition, peer observations through Lesson Study will be a component of the evaluation process as evidenced in Domain 4: Professional Responsibilities – Participating in a Professional Community.

The affiliation between DCC and Mater Academy Inc. is a key partnership in the success of the proposed leadership and curriculum development plans, as DCC plans to replicate the highly successful Mater Academy model. Mater Academy Inc. has successfully opened and implemented this model and best practices at their schools in Florida and Nevada.

The Mater Academy, A Dry Creek Charter organization includes the Governing Board at the top. The School's Principal will be hired by, and report directly to, the Governing Board. The School's Principal will be responsible for the day-to-day operations of the building and the supervision and development of school programs. All school staff including assistant principals, instructional coaches, teachers, office staff, and support staff will report to the Principal. Mater Academy Affiliation Support from both Nevada and Florida will provide support and guidance in school operations and arts integration to both the Governing Board and the Principal. Please see [Appendix E1: School Organization Chart](#) for a chart summarizing the responsibilities of the stakeholders within DCC.

Table 11. Stakeholder Responsibilities

Stakeholder Responsibilities			
Function	Governing Board	School Leadership	Staff
Performance Goals	The Board will set annual goals to address student performance and organizational management.	The School leader will set quarterly student performance goals. The Administration will be responsible for monitoring student assessment throughout the school year to assess student and teacher performance.	Teaching staff will set student performance goals as well as professional goal and monitor the progress throughout the year.
Curriculum	The Board will delegate the identification of curriculum to the School's leader. The Board will verify that curriculum purchased by the School is aligned with required state / federal testing.	Based upon teacher and student feedback and student performance data, the School Leader will align curriculum to ensure success.	Teachers will implement curriculum adopted by the School and ensure alignment to the Idaho State Standards.
Professional Development	The Board will participate in a minimum of (4) hours of professional development annually.	The administrative team will oversee, coordinate, assist, and monitor the staff development process. The administrative team will collaborate with Mater Academies for joint professional development and training.	Teachers will participate in all required professional development and implement best practices shared during staff trainings.
Data Management and Interim Assessments	The Board will oversee that data management is being compiled in a compliant and effective way. The Board will provide resources to the Administration to procure highly effective assessment tools for the School.	The Administrators will determine the best possible interim assessment systems to use for the progression of their students. The Administration and teachers will be responsible for interpreting the data.	Teaching staff will administer benchmark assessment data and disaggregate the results to guide instructional decisions.
Promotion Criteria	The Board will adopt a Pay for Performance model that includes input from the teachers and administration.	Administrative team will be responsible for communicating promotion criteria to staff and making evaluations of staff.	Teachers will participate in training and utilize the rubric for professional growth.

Stakeholder Responsibilities			
Function	Governing Board	School Leadership	Staff
Culture	The Board will create/adopt policies and procedures to help create a culture that fosters the Mission and Vision of DCC.	The School Leadership will lead in a way to promote a healthy and enjoyable environment for their teachers, students, and parents.	Staff will support school administration in implementing a positive school climate among students, parents, and peers.
Budgeting, Finance, and Accounting	The Board will oversee all aspects of the fiscal management of the School. The Board's Treasurer will be responsible for reviewing and approving School Financials. The Board will adopt a financial policies and procedures manual that is in line with financial best practices of charter schools.	The Principal will oversee portions of the budget such as expenses related to office supplies, travel, copier, etc. The Principal will review his/her budget with Academics on a bi-monthly basis.	Staff will follow all financial policies put into place for the collection of money in the classroom.
Student Recruitment	The Board will develop a budget in their start-up year for marketing and student recruitment. If the School is unable to attain the full enrollment, funds will be allocated for student recruitment.	The School Leader will be responsible for attending open house meetings to help recruit students. The School Leader will be instrumental and a focal point in recruiting students to the school.	Staff will participate in student recruitment where applicable.
School Staff Recruitment and Hiring	The Board will develop and review specific personnel policies to support its goals and to ensure fairness and compliance with state and federal law. The Board will interview and hire the Principal.	The Principal and other Administrators will interview and hire all teachers and support staff. School Leadership will attend teacher recruitment fairs if needed.	Teachers will participate in the interview process of potential peers who might be joining their identified department or grade level.
HR Services (payroll, benefits, etc.)	The Board will choose a third-party payroll company for the processing of payroll. The Board will work to implement benefits and incentives for the School employees.	School Leadership will serve as a HR resource to their teachers and staff. School Leadership will also work with Academics to ensure that HR policies and procedures are followed.	Staff will participate in the onboarding process to register for payroll and benefits.

Stakeholder Responsibilities			
Function	Governing Board	School Leadership	Staff
Development / Fundraising	With the assistance of the Administration and Academics, the Board will fundraise through its relationships in the community. The Board will decide which development groups they will deal with for the building of a facility.	The Principal will assist the Board in its development and fundraising efforts.	Staff will provide input to school leaders regarding fundraising targets.
Community Relations	The Board will build relationships with groups and organizations in the community that support the school's vision and mission.	The Principal will network and engage community businesses and organizations for the purposes of after-school programs, fundraising, field trips, educational programs, guest speakers, etc.	Staff will engage students in community outreach through service projects, field trips, and invitations to guest speakers.
IT	The Board will choose a third-party IT company to contract with for IT services.	The Principal will be responsible for reviewing the service provided by the IT company.	Staff will implement classroom technology and incorporate into weekly lessons.
Facilities Management	In compliance with all public bidding laws, the Board will select vendors.	The Principal will have staff provide notice of any facility concerns. The Principal will contact Academics with any issues regarding the facility for repair if Academics is requested to manage the vendor.	Staff will notify office staff of facility concerns especially when it involves student safety.
Vendor Management / Procurement	In compliance with all public bidding laws, the Board will select vendors.	School Leadership will give feedback to the Board and Academics regarding the quality of service provided by vendors. School Leadership will contact Academics for any changes or corrective action that needs to take place with vendors.	Staff will provide feedback regarding vendors working with the school for facility maintenance or procurement.

Stakeholder Responsibilities			
Function	Governing Board	School Leadership	Staff
Student Support Services	The Board will allocate resources to the School Leader for student support services.	The Principal will develop programs to assist students in overcoming personal concerns and academic deficiencies that could impair their ability to succeed as students.	Staff will engage students in the education of the whole child – academically, socially, and emotionally.

Leadership Evaluation

The School Principal, hired by the Board, will be responsible for all aspects of day-to-day administration of the School within the scope of operating policies, procedures, and budgetary functions as adopted and approved by the Governing Board. The Principal will delegate duties to administrative support staff to ensure that daily operations, resources, policies, and procedures are being implemented in accordance with the School’s mission. The Principal will hire, oversee, and evaluate faculty and staff. The Principal will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the School including procedures for curriculum and instruction, classroom management, faculty and staff evaluation, data analysis, testing, support services, parental communication, professional development, discipline, community outreach, oversight of facilities, and internal financial controls.

The Principal shall be evaluated by the Board of Directors. This evaluation will take place twice a year (mid-year and end-of-year). The evaluation process will give the administrator an opportunity to set personal and professional goals in alignment with the charter prior to the beginning of the school year. The formal evaluation will consist of documentation demonstrating evidence of the Principal’s progress toward meeting school and professional goals and setting new goals. The evaluation process should also provide opportunities to recognize exemplary performance or correct concerning behavior.

The tool used to evaluate DCC’s school leaders is currently in the development process but will combine elements from two successful tools already in existence: the [Idaho Principal Evaluation Framework](#) from the Idaho Department of Education. Idaho’s Principal Evaluation Framework, which is built upon the Interstate School Leaders Licensure Consortium (ISLLC) standards, provides administrators a robust outline of quality and effective school administration.

Educational Services Provider

The founding team believed that it would be in the best interest of the School to hire an experienced and successful education support services provider (ESP) to assist in the planning and creation of the new charter school so that the school staff and administration can focus on implementing the School's mission and vision and concentrate on student achievement. Contracting with an EMO will ensure that the business operations are maintained and that the Governing Board is supported.

While Academica will be hired by the Board of Directors to provide back office support, the role of all school governance belongs solely to the Board of Directors.

The Governing Board chose Academica because they have experience in successfully helping to open and support quality charter schools in Idaho, Nevada, Colorado, and Arizona, which currently total twenty-nine campuses and over 30,000 students. In addition, the Governing Board feels that Academica's services in assisting the board with financial management, financial oversight, Board meeting management, and statutory compliance will complete tasks that otherwise would require the board to hire additional staff.

After comparing fees and services provided by other education service providers, DCC is inclined to select Academica. However, the Governing Board will do further due diligence in researching other ESPs and will not enter into a contractual agreement with the proposed EMO until after the charter is approved to ensure that Academica is the best fit for the School. All Mater Academy schools in Nevada and Florida contract with Academica as their educational management organization so it was a natural collaboration to begin this journey together.

Additionally, in a recent article, [Miami's Choice Tsunami](#), in the Harvard University-sponsored journal, *Education Next*, several schools which Academica services were identified for both their high student performance as well as closing achievement gaps for educationally disadvantaged students.³²

Academica is one of the nation's longest-serving and most successful charter school service and support organizations. Its mission is to facilitate each Governing Board's vision by handling the "business" of the School, allowing the School to stay student-focused. Academica was founded on

³² Matus, Ron. "Miami's Choice Tsunami". *EducationNext*. Winter 2020. *Volume 20, No. 1*. Program on Education Policy and Governance. Harvard Kennedy School, Cambridge. 2019.

the principle that each school is a unique educational environment led by an independent Governing Board. Academica works to help its clients achieve their educational and organizational goals. Academica's clients maintain complete control over their schools' academic programs, staffing needs, management, and curricula. DCC will benefit from not only the Mater Academy network of schools in Nevada and Florida, but also an existing portfolio of over 150 Academica partner schools nationwide.

Primarily, an Academica Idaho staff member will work as a liaison between the school, the DCC Board and the Academica office in Nevada. The liaison will be responsible for assisting the Board Chair on conducting Board Meetings in addition to supporting the school's leadership team, when requested. Academica Nevada has opened and supports quality charter schools in Idaho, Nevada, Colorado, and Arizona, which currently total twenty-nine campuses and over 30,000 students. All Academica-managed schools follow industry best practices in regards to financial policies and procedures in addition to passing annual financial audits.

Contact information for the Chief Operating Officer of Academica Nevada is as follows:

Ryan Reeves, Chief Operating Officer
Academica Nevada
6630 Surrey Street
Las Vegas, NV 89119

For additional information about the academic successes of Academica-supported charters, please see **Figure 6** above related to overall graduation rates, **Figure 7** related Nevada school star ratings, **Figure 8** for top rated public schools in Nevada (including four Pinecrest Academy campuses), **Figure 9** for schools rated as "Shining Stars," and **Figure 10** for the Academica-supported Pinecrest Inspirada campus which became the first public charter school in Nevada to receive the prestigious National Blue Ribbon education award in the category of Exemplar High Performing Schools.

Role of Service Providers

The educational service provider is hired by the Board of Directors and the role of the EMO, Academica, is to serve at the will and guidance of the Board. DCC expects Academica and Mater Academy to carry out their defined responsibilities found in their respective contracts in a manner that is consistent with, and assists the Board to meet, its vision and mission. All school governance and operation of the school will be the responsibility of the Board of Directors and school

administration. Academica's services will include, but are not limited to, the following:

- At the Board's direction, prepare agendas and post notices of all Board meetings;
- Assist the Board in locating and securing a school facility;
- Maintain the financial books of the school;
- Assist the Board in creating budgets and financial forecasts;
- Assist the Board in preparing applications for grant funds;
- Assist with school programs (i.e., National School Lunch Program);
- Assist with systems development;
- Assist with procurement of furniture, curriculum, and technology;
- Monitor and assure Compliance with all state reports;
- Assist with student and teacher recruitment (advertising, job fairs);
- Provide human resources-related services such as dispute resolution and contract preparation and review; and,
- Assist the Board in renewing the School's charter.

As part of the commitment and relationship between DCC and Academica, it is understood and agreed that Academica will NOT do the following:

- Employ the School Administrator or any other licensed personnel;
- Draw orders for the payment of money, as that responsibility is limited strictly to the School's Board and Principal;
- Use fees paid by DCC to subsidize schools located outside of Idaho; and,
- Permit the school's lease and management contract to be conditioned one upon the other.

The payroll and employee leasing company is a third-party vendor that will be providing a service to the school outside of the proposed EMO. That contract agreement is approved by the Board of Directors and the payroll processing fee is accounted for in the School's budget. If Academica has any affiliation with recommended vendors, this will be disclosed to the Board during an Open Meeting prior to entering into any agreements. If the DCC Board does not approve of a vendor

recommended by the EMO, there is no impact to the contract with Academica.

*For instance, As outlined in section 23 of the proposed Education Service Provider agreement (please see **Appendix F3: Services & Support Agreement** for more information), all requests for reimbursement of actual costs incurred in connection for travel, lodging, and food by Academica must be related to attending conferences or other events on behalf of the School and must be pre-approved by the Board of Directors prior to Academica incurring such expenses. The limit on these reimbursements is attributed to the expenses within the School's budget.*

*Academica, as DCC's education service provider, will strive to ensure that DCC excels in all facets of its operation of this proposed charter school. Based upon Academica's experience assisting other charter school governing boards in Idaho and elsewhere, it is not uncommon for the first few years of a new school to be financially challenging as the new school works to establish itself in its community and increase student enrollment. Thus, section 21 of the proposed Education Service Provider agreement (please see **Appendix F3: Services & Support Agreement** for more information), provides that Academica may lower its service and support fee if the charter school, such as DCC, experiences financial distress. Section 24 of the same agreement also provides that, **with the agreement of the Governing Board**, Academica may likewise defer some or all of its service and support fee, costs for additional services, and/or reimbursements. These contractual provisions are intended to help protect the ongoing financial viability of the charter school while the Governing Board fulfills its obligation to be good stewards of public funds provided by Idaho's taxpayers.*

Evaluation of the Education Service Provider

The board expects Academica to perform each of the specific duties of its contract. The Governing Board and the school administration will have an opportunity to provide feedback to Academica a minimum of three times per year through the completion of a Service Evaluation. At the outset of a school year, the Board will establish goals with Academica and will evaluate them twice during the year (a mid- and end-of year evaluation). The Service Evaluation includes a rubric for each departments/services within the Academica organization. Those departments include:

- Board Management
- Facilities

- Finance (Accounting, Accounts Payable, Budget, Payroll)
- Legal Services
- Marketing
- National School Lunch Program
- Procurement
- Registration
- School Resource Development
- State Reporting
- Teacher Recruitment

In evaluating the education service provider, the Board Members and Principal will use the Service Provider Rubric included in *Appendix F2 – ESP Evaluation Rubric* that uses the following rating metrics:

Table 12. *Academica Service Provider Rubric*

Academica Service Provider Rubric			
Exemplary	Solid	Approaching	Unsatisfactory
The service provider exceeds expectations of the school organization by providing excellent level of service. Provider anticipates problems and responds immediately to urgent requests, working extraordinarily flexible hours to meet the school needs.	The service provider consistently meets all performance expectations in timeliness, accuracy, responsiveness, efficiency, and integrity. In the rare instance of failing to meet expectations, the service provider acknowledges the deficiency and takes clear and decisive action to address it.	The service provider occasionally failed to meet the school organization’s expectations or has made a material error but otherwise performed satisfactorily. In response to such failure, the service provider is slow to respond or challenges the facts rather than focusing on solving proactively.	The service provider consistently fails to meet the school organizations expectations, is inflexible when urgent requests are made, does not respond quickly to calls of emails, subverts the school’s organization’s mission by its actions and behaviors, and does not embody the values of the school

Additionally, at the Governing Board’s discretion, this Service Provider Rubric may be modified in order to adequately evaluate the services provided by Academica as the needs of the School

change and develop over time. Some of these changes, may include but are not limited to, integrating standards and requirements relevant to the State of Idaho, such as those found in the [Idaho Principal Evaluation Framework](#).

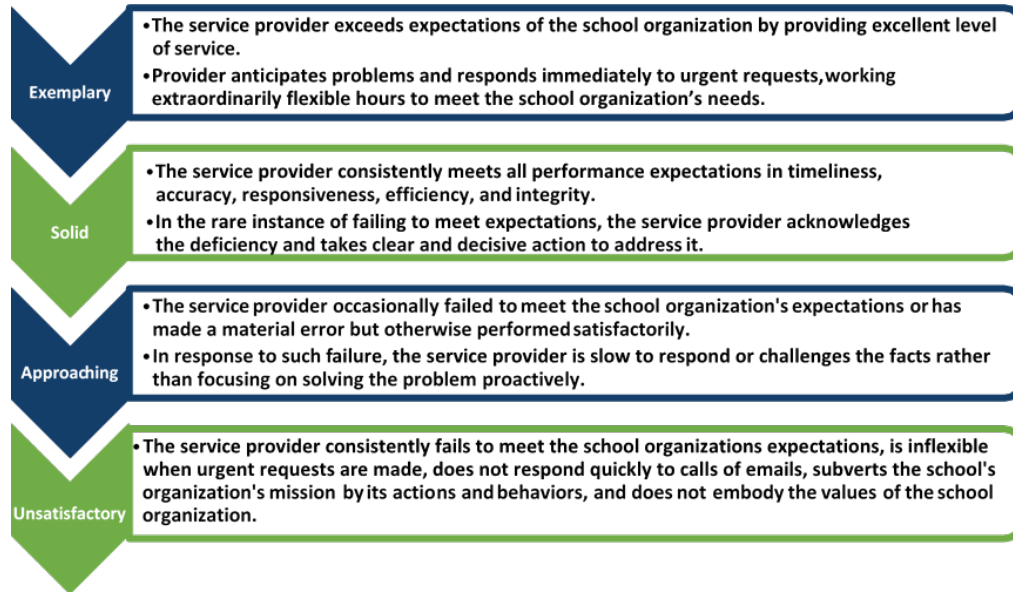


Figure 11. Idaho Principal Evaluation Framework

Appendix D: IPCSC Closure Protocol



Closure Protocol

Idaho Public Charter School Commission

514 West Jefferson Street, Ste. 303

Boise, Idaho 83702

208-332-1561

pcsc@osbe.idaho.gov

Alan Reed, Chairman

Jenn Thompson, Director

Purpose

This document provides guidance on the public charter school closure process.

Authority

Title 33, Chapter 52 of Idaho Code, known as the Charter School Act provides for public charter school operations based on a contractual agreement between a charter school board of directors and a state authorized chartering entity, such as the Idaho Public Charter School Commission (IPCSC).

Operating contracts, known as Performance Certificates are granted by state authorized chartering entities to the governing board of a non-profit corporation that serves as the charter holder. Performance certificates are limited to five-year terms.

Closure protocol is enacted when:

- an authorized chartering entity chooses to non-renew a school's charter pursuant to I.C. § 33-5209B;
- an authorized chartering entity chooses to exercise its right to revoke a charter pursuant to I.C. § 33-5209C; or
- a charter holder chooses to relinquish its charter by approval of a resolution.

Each authorized chartering entity is required to maintain a closure protocol and is tasked with oversight of the closure process.

If closure is due to an IPCSC nonrenewal or revocation decision, written notice will be issued to the school within 14 days of the decision and this closure protocol must begin within 5 days.

Roles

Authorizer: the authorized chartering entity is responsible to maintain closure protocol and to oversee the closure process.

Charter Holder: the charter holder is responsible to ensure that all closure tasks are complete and all deadlines are met. The school is responsible for any and all costs associated with closure.

Note

Please note that every closure situation is different. This guidance document may need to be expanded or adjusted to accommodate the specifics of a particular closure.

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I. Closure Protocol Team

A. Initial Meeting

within 5 business days of the date on which written notice of closure is issued, a meeting of the closure protocol team will be held.

B. Team Members

The Closure Protocol Team shall meet at least once a month between the date of the decision to non-renew, revoke, or relinquish the charter and the final dissolution of the board. Meetings shall be organized and chaired by the “team lead”. The team lead is also responsible for compiling meeting minutes and all documentation for the final closure report.

Required members of this team shall include:

1. The school’s Board Chair;
2. The school’s Lead Administrator;
3. The school’s Business Manager;
4. The IPCSC Director
5. A Team Lead (appointed by the IPCSC Director); and
6. The State Department of Education’s School Choice Coordinator.
7. Additional members may be added to the closure protocol team by mutual agreement of the required members.

C. Subcommittees

1. Subcommittees shall be established for the purpose of managing closure tasks in the following areas:
 - i. Communication – student, teacher, family
 - ii. Financial – vendors and assets
 - iii. Business – employer and corporation
 - iv. Records – student and employee records

D. Meeting Agenda

The meeting agenda for the initial meeting of the closure protocol team shall include the following:

1. Review of the closure protocol guidance document;
2. Review of the final closure report template;
3. Review the roles and responsibilities of each party and subcommittee throughout the process;
4. Assign liaisons from both the school and the IPCSC to the Closure Protocol Team and any subcommittees;
5. Establish due dates for all tasks listed in Section I.E of these procedures; and
6. Review notification letter drafted by IPCSC Staff.

E. Important Dates

Due dates to be established at the initial meeting of the Closure Protocol Team shall include the following:

1. The date of the school's last allowable draw on public funds;
2. The date on which the school shall cease to provide services to students;
3. The date by which records to be retained beyond the closure date are to be transferred the authorizer;
4. The date by which all assets purchased with federal dollars must be transferred to the authorizer for redistribution to other charter schools;
5. the date on which all employee contracts are to be ended and all communication on behalf of the school must cease;
6. The date on which benefits will end;
7. The date by which the final audit must be completed;
8. The date by which all financial activity must be ended, including cutting the final checks and closing all bank accounts;

9. The date by which all W2s will be issued for the school's final operating year; and
10. The date by which the non-profit corporation must be dissolved.

Communication

A. Initial Stakeholder Notification

1. Within 7 business days of the date written notice of closure is issued, the school is responsible to issue a letter (drafted by the IPCSC) notifying stakeholders of closure. This letter shall minimally include:
 - a. Where and when the final order will be posted online for transparency of the reasons for closure;
 - b. The last date of student services;
 - c. Transfer procedures;
 - d. Explanation of the appeal process and when a decision regarding an appeal would be published; and
 - e. Contact information for the school's administrator and the IPCSC.
2. The school may choose to include a supplemental letter drafted by the school's board, and if so, such draft must be provided to the IPCSC prior to distribution to stakeholders.
3. The school is responsible to distribute the IPCSC's letter (and the school board issued supplemental letter, if applicable) to the following recipients:
 - a. All Parents of current students and all parents currently on a waitlist;
 - b. All Teachers, Staff, and Volunteers;
 - c. All Vendors with whom the school has an active contract or has engaged with in the past 12 months;
 - d. All Lease and Loan/bond holders; and
 - e. Any Educational Services Providers with whom the school contracts.
4. The authorizer is responsible to issue a letter informing stakeholders of the closure situation to the following recipients:

- a. All potentially impacted school districts and charter schools;
 - b. The State Department of Education;
 - c. The State Board of Education;
 - d. The Office of the Governor;
 - e. The Public Employment Retirement Service of Idaho;
 - f. The chairpersons of the House and Senate Education committees; and
 - g. The Senators and Representatives serving the state legislature on behalf of the district in which the school maintains student occupied facilities or business offices.
5. Within 7 days of the date written notice of closure is issued, the IPCSC's letter informing stakeholders of the closure situation shall be posted in a prominent location on the school's website and the IPCSC's website.

B. Staff Meeting

1. Within 7 days of the date written notice of closure is issued, the school's administrator, board chair, and business manager shall hold a meeting with all staff to discuss the following:
 - a. Media contact protocol
The Director of the IPCSC is the authorized media contact for the IPCSC. The school is encouraged to establish a single point of contact to manage public relations on behalf of the school.
 - b. Maintenance of normalcy (to the best possible level) for students through the last day of student services
All instructional and student services are required to be provided in full through the last day the school is allowed to provide such services. The student experience should remain as normal as possible through this process. It is recommended that the school provide guidance for teachers and staff early-on to ensure common language and tone is used when discussing this situation with students and families.
 - c. End of Employment Impact
This date is established by the Closure Protocol Team. When determining the end of contract dates, please consider the impact of this date on health

insurance and PERSI. When at all possible, August 31st is recommended as this will allow teachers who re-employ at another school the best opportunity for uninterrupted health insurance coverage. However, this decision must be balanced with the urgency of the closure and the school's obligation to spend as little as necessary during the closure period.

2. The meeting agenda for this staff meeting should include the following:
 - a. Notification of closure timeline and timeline of parallel appeal if the school has chosen to or is considering appealing the closure decision.
 - b. Review of media protocol and how to discuss the issue with parents and students.
 - c. Date of last paychecks and whether/who will remain on staff after end of student services and end of contract dates.
 - d. Timeline for more information regarding sick leave, vacation time, and health insurance; Cobra may not be available when the charter school providing the original health insurance ceases to exist.
 - e. Timeline for more information regarding any impacts to PERSI; Employees whose last place of work prior to retirement was the school being closed may lose the ability to transfer accrued sick leave into funds used for medical coverage.
 - f. Timeline for winding-down and transition of duties, including, but not limited to facility access and security, access to email and software, hardware returns, and asset management of furniture, fixtures, equipment, and curriculum.
 - g. Social emotional services for staff and students if the school has chosen to make such available; We acknowledge that closure can be traumatic for staff and students. Schools are encouraged to consider making additional counseling services available.
 - h. Assistance with employment transition for staff (such as access to hiring fairs or letters of recommendation) if the school has chosen to make such available.

C. Ongoing Communication

1. Additional communication with stakeholders will be necessary throughout the closure process.
2. The Communication subcommittee is responsible for ensuring that any necessary communication is timely and accurate.

F. Financial Dissolution

A. Expenses

1. Within 15 business days of the date on which written notification of closure was issued a meeting shall be held between the school's business manager, the IPCSC's Finance Manager, and the Team Lead.
2. Additional attendees (such as the school's auditor) may be invited to the meeting by mutual agreement of both required attendees. Any related costs are the responsibility of the school.
3. No later than the start of the scheduled meeting, the school's business manager shall make the following available to the IPCSC:
 - a. A list of every vendor the school has paid in the last 12 months;
 - b. A copy of all arrangements with vendors including: contracts, service agreements, grants, and/or MOUs with all services providers that are currently active or that have been active in the past 12 months;
 - c. A copy of all lease agreements and all long-term loans;
 - d. A list of all insurance policies held by the school (including liability, directors and officers, worker's comp, etc.), including company, policy number, and coverage specifics; and
 - e. All bank statements for the previous 12 months.
4. The meeting agenda for this meeting shall include the following:
 - a. A review of statute, rule, policy, and regulations related to closure as presented by the Closure Team Lead.
This part of the discussion should consider requirements of the IRS, the Department

of Labor, the Government Accounting Standards Board, as well as the Idaho Charter School Act and rules and policy established by the State Board of Education and the State Department of Education.

- b. A review of projected cash flow through end of operations as presented by the school's Business Manager.
There will be time to revise this initial projection as closure progresses, and the numbers are expected to shift throughout the process, but this exercise establishes a starting place. Please consider the last allowable draw of funds, payroll through end of contracts, and note that there may be additional closing costs, such as a PERSI buy out, storage costs, or penalties on early lease termination.
- c. Development of a plan for immediately reducing spending to necessities only, which may require board action to suspend or change policies to allow for changes in who has spending authority and at what amounts.
- d. Prioritization of payment of anticipated expenditures, pursuant to Idaho Code.
- e. Documentation of a list of items requiring follow-up and who is responsible for the workload or costs.
- f. Establishment of approximate deadlines for when each account is to be closed.

5. Following the initial meeting, the school's Business Manager shall be responsible to provide the following documentation:

- a. Verification that the school's account has been paid in full with each vendor as accounts are closed;
- b. Verification that the school has met with PERSI and has established a final transmission date;
- c. Documentation that any outstanding PERSI fees are paid;
- d. Verification that the school has met with the board approved auditor and has established a final audit timeline. Note that the timing of this audit may be later than usual; and
- e. Verification of end dates for leases and liability coverage (including property and directors/officers).

B. Accounting of Assets

- i. The IPCSC shall provide to the school a written guidance document with regard to the sale and dissolution of assets.
- ii. The school shall be responsible to provide the IPCSC and the SDE with a full inventory of all physical assets owned by the corporation within 30 days of the date on which the notice of closure was issued.
- iii. The inventory shall include:
 - a. A description of the item;
 - b. The fund with which each item was purchased; and
 - c. An estimate of the current value of the item.
- D. The Team Lead, the IPCSC's Finance Manager, a representative from the SDE, and the school's Business Manager shall meet to review this inventory within 15 days of receipt of the inventory, and may verify accuracy via thorough on-site review.

C. Dissolution of Assets

1. All viable special education testing materials shall be distributed to the SDE for redistribution to charter schools based on the agency's determination of need.
2. Property owned by the ESP will be claimed by the ESP. The lease by which this equipment was provided to the school must include an itemized inventory and shall be provided to the IPCSC.
3. Any items purchased with federal funds (excluding special education testing materials) shall be returned to the IPCSC for redistribution to other charter schools. The IPCSC shall retain record of what was received and to whom it was redistributed.
4. The school is responsible to arrange for delivery of assets in an organized and well-labeled manner.
5. All assets purchased with state funds shall be liquidated to the greatest degree possible. Please see the IPCSC's guidance on the sale and dissolution of assets for procedural expectations.
6. When all assets have been redistributed and liquidated, and all creditors have been paid, any remaining funds shall be returned to the Public School Income Fund via the State Department of Education.

D. Reporting

1. The school shall ensure that an audit completed by an independent auditor is conducted, the audit report is approved by the school's board, and submitted to both the State Department of Education and the authorizer.
2. The school shall ensure that all documentation required to dissolve the school as a business is filed with the IRS, including dissolution of the 501c3.
3. After the sale of assets, and the all checks are cut, any remaining funds shall be returned to the State Department of Education for distribution to operational schools.
4. File final tax reports.
5. Issue W2s for previous tax year.

IV – Records Management

i. Records Retention Procedures

1. The school's Lead Administrator is responsible to ensure the proper retention and destruction of records in accordance with the State of Idaho's records retention schedule.
2. The public charter school shall make every effort to transfer all active student records (including the cumulative file and the special education file) to the student's next school of choice prior to the date on which records are scheduled to transfer to the authorizer.
3. The public charter school shall ensure that every student file (active or inactive) includes an official transcript (signed, embossed, etc.) or final report card and a record of where and when the student's records were transferred out of the public charter school's care. This information shall be compiled in a single spreadsheet.
4. The public charter school shall ensure that all records to be transferred to the authorizer (cumulative and special education) are scanned into an electronic format. Costs incurred are the responsibility of the school.

5. The public charter school shall ensure that all records are transferred to the authorizer via a secure file transfer protocol.
6. No employee or former employee of the school shall retain copies or have access to student, employee, or financial records after the employee's end of contract date.

ii. Records to be Retained

1. Student Records:

- a. Student cumulative files shall be retained for five years beyond the student's exit date.
- b. Student special education files shall be retained for five years beyond the student's exit date.
- c. Official transcripts or final report cards for all students who attended the school shall be retained permanently and shall include the name and address of the student, the name of the student's parent(s)/guardian(s), the student's date of birth, the courses attempted by the student and grades earned by the student.
- d. Record of student records transfer shall be retained permanently;

2. Personnel Records:

- a. Personnel files shall be retained for five years beyond the employee's termination date.
- b. Personnel files shall include the name, address, and contact information of the employee; employment agreements or contracts signed by the employee, verification of certification (if applicable), and all employee evaluations. No other documentation shall be retained.

3. Financial Records:

- a. Monthly expenditure reports for the five years preceding the school's closure date shall be retained. Records shall be destroyed after five years.
- b. Monthly deposit records for the five years preceding the school's closure date. Records shall be destroyed after five years.
- c. All bids received and contracts awarded in the five years preceding the school's closure date. Records shall be destroyed after five years.

- d. Medicaid reimbursement records for seven years prior to the school's closure date. Records shall be destroyed after seven years.
 - e. Bank statements for all accounts for five years preceding the school's closure date. Records shall be destroyed after five years.
 - f. Tax documents shall be retained for the seven years prior to the school's closure date. These documents include but are not limited to IRS forms 941 and 1099. Records shall be destroyed after seven years.
 - g. Annual financial audit reports and annual board approved budgets shall be retained permanently for all operational years. These documents are submitted to the IPCSC annually, and may not need to be re-submitted.
4. Governance Records:
- a. All meeting agendas shall be retained permanently.
 - b. All meeting minutes shall be retained permanently.
 - c. A complete copy of the most recent set of board policy shall be retained permanently.
 - d. A copy of the board bylaws and articles of incorporation shall be retained permanently.
5. School Culture Records
- a. The school's lead administrator shall be responsible to make arrangements for the permanent retention of all school newspapers, yearbooks, and student handbooks through the Idaho Historical Society. The school is responsible for all costs incurred.
6. Records Requests After Closure
- a. The IPCSC shall manage records requests for student transcripts and for personnel files after the school has closed.
 - b. The school shall ensure that the school's URL redirects to the IPCSC's records request page for a minimum of 3 years after the school's closure, at the school's expense.

V. Governing Board

iii. Final dissolution

1. Final Board Meeting

- a. In accordance with OML notice a final meeting of the governing board and pursuant to I.C. § 30-30-1001, a vote to dissolve a nonprofit corporation shall be properly noticed and accompanied by the dissolution plan. In this case, the dissolution plan is the closure protocol, which should be near completion by the time this motion is made. This section of Idaho Code also requires that the agenda state that the purpose, or one of the purposes, of the meeting is to consider a resolution to dissolve of the non-profit corporation.
- b. I.C. § 33-5212 addresses the order in which payments shall be made, and state that any remaining assets after all creditors have been paid shall be distributed to the Public School Income Fund. This information should be incorporated into the dissolution motion as it is required to be noticed by the Non-Profit Corporation Act.
- c. A vote in favor of dissolution passes with a majority vote of the board directors.
- d. A copy of the resolution must be provided to the IPCSC with 24 hours of the vote.

2. Meeting Agenda

- a. Approval of the financial audit report (if not already complete).
- b. Approval of any final contracts to be paid (i.e. for the Business Manager to return at the end of the calendar year to prepare final tax documents and distribute to employees).
- c. Appointment of a designee to file dissolution of the school's 501c3 with the IRS and articles of dissolution with the Idaho Secretary of State.
- d. Appointment of a designee to complete any and all final activities that may be necessary.
- e. Signature of any final checks.

3. Articles of Dissolution

- a. Pursuant to I.C. § 30-30-1003, after the dissolution has been authorized, a designee (identified in the dissolution plan) shall files articles of dissolution with the Idaho

Secretary of State. These articles shall minimally include:

- i. The name of the corporation;
 - ii. The date dissolution was authorized;
 - iii. A statement that dissolution was approved by a sufficient vote of the board.
- b. A corporation is effectively dissolved as of the date of its articles of dissolution.
 - c. The school shall provide a copy of the filed articles of dissolution to the IPCSC.
4. A dissolved corporation may continue its corporate existence but may not carry on any activities except those appropriate to wind up and liquidate its affairs.

B. Claims against a dissolved Corporation

- iv. After the date on which the articles of dissolution are filed, the corporation may dispose of the known claims against it by sending written notice, pursuant to I.C. § 30-30-1005. Written notice must include:
 - a. A description of the information that must be included in a claim;
 - b. A mailing address where a claim may be sent;
 - c. The deadline, by which the dissolved corporation must receive the claim; and
 - d. State that the claim will be barred if not received by the deadline, which may not be fewer than one hundred twenty (120) days from the effective date of the written notice.
- v. The corporation must address any unknown claims against it by publishing a notice Pursuant to I.C. 30-30-1006. The notice must:
 1. Be published one (1) time in a newspaper of general circulation in the county where the dissolved corporation's principal office is or was located, or, if none in this state, in Ada county;
 2. Describe the information that must be included in a claim and provide a mailing address where the claim may be sent; and
 3. State that a claim against the corporation will be barred unless a proceeding to enforce the claim is commenced within five (5) years after publication of the notice.

- vi. Claims will be enforced if the corporation's assets have be distributed in liquidation to any party other than a creditor. A claim may be made by a creditor against the recipient, not to exceed the amount received by the recipient.

C. Reporting

1. The school shall ensure that all state and federal reporting is complete prior to dissolution. Verification of completed reports shall be made by the IPCSC. Required reports include, but are not limited to the following:
 - a. ISEE final data upload including, but not limited to student, course, teachers, and financial data sets;
 - b. Federal programs final reporting;
 - c. Grant final reporting; and
 - d. The school shall ensure that dissolution of the charter holder's non-profit organization is filed with the secretary of state and shall provide the IPCSC with a copy of this filing;
2. The school shall ensure that the dissolution of the school's 501c3 is on file with the IRS and shall provide the IPCSC with a copy of this filing.

VI. Final Closure Report Outline

Throughout the closure protocol process, the Closure Team Lead will collect the required documentation and build a final report. The final report will be permanently retained by IPCSC and posted on the IPCSC's website.

i. Cover Sheet

1. A final closure report must include a cover sheet with the following information:
 - a. The legal name of the school;
 - b. The legal name of the charter holder;
 - c. The address(s) that the school occupied at time of closure;
 - d. Contact information for future questions;

- e. The following links and a statement that more information can be found at these locations,
 - i. [PCSC webpage for this school],
 - ii. [webpage for the meeting at which the charter was approved],
 - iii. [webpage for the meeting at which the charter was nonrenewed or revoked, if applicable], and
 - iv. [webpage for any related hearings]; and
- f. A description of where requests for student transcripts can be made after closure.
- g. A list of the complete closure protocol team.
- h. A list of the following key dates:
 - i. The date on which the charter was approved;
 - ii. The first and final dates on which the school was authorized to serve students;
 - iii. The date on which the school received its final distribution of state funding;
 - iv. The date on which teacher contracts ended; and
 - v. The date on which the charter holder's corporation was dissolved.

B. Required Attachments, Redacted

1. Final IPCSC Closure Order
2. Final appeal decision (if applicable)
3. IPCSC Notification of Stakeholders Letter
4. List of all vendors, including the name and address of the vendor, a description of the services provided/purchased, and the date on which the IPCSC verified account closure.
5. A list of insurance coverages, including company and the last date of coverage (including health, liability, etc.)
6. A list of all contracts, service agreements, grants, and MOUs to be retained by the IPCSC, including verification of date received.
7. A list of all lease agreements and all long-term debt held by the school at the beginning of the closure protocol, including the company and amount.
8. Documentation of the termination of any leases or loans.
9. Final bank statements indicating account closure.

10. Expense reports for the 12 months preceding dissolution.
11. A copy of the final check cut to the SDE, if applicable.
12. Inventory of assets, including the fund with which each item was purchased, the date of purchase, the estimated value.
13. For assets purchased with federal dollars, also include the final recipient of the asset, and the date of transfer.
14. The charter holder's final dissolution resolution.
15. A copy of the articles of dissolution.
16. A copy of the 501c3 dissolution notification.
17. A copy of the newspaper notice to unknown claimants.
18. Meeting minutes from all meetings of the closure protocol team and all subcommittee meetings attended by the Closure Team Lead.
19. Any other documentation that may provide important details.