

REGULAR MEETING AGENDA

Date: Thursday, December 12, 2024

Start Time: 9:00 A.M., MDT

Physical Location: Capitol Mall Annex (Old County Courthouse) Senate Conference Room, Third Floor, 514 W. Jefferson Street, Boise, ID 83702

Live Stream: <https://www.youtube.com/@IPCSC>

- I. COMMISSION WORK (Action Items)**
 - A. Agenda Review / Approval
 - B. Minutes Review / Approval
- II. 2025 LEGISLATURE OVERVIEW**
(Presentation) 9:00 am – 9:15 am
- III. CONSIDERATION OF AUTHORIZER TRANSFER APPLICATION**
(Action Item) 9:15 am – 9:45 am
 - A. Gem Prep: Nampa
- IV. CONSIDERATION OF RENEWAL CONDITIONS**
(Action Item) 9:45 am – 10:30 am
 - A. Peace Valley Charter School
- V. CONSIDERATION OF NEW CHARTER SCHOOL APPLICATIONS**
(Action Item) 10:30 am – 12:00 pm
 - A. Valor Classical Academy
 - B. Virtual Preparatory Academy of Idaho
- VI. INCREASED CHARTER SCHOOL SUPPORT**
(Presentation) 12:00 pm – 12:15 pm
 - A. Idaho State Department of Education
- VII. SCHOOL UPDATE**
(Presentation) 12:15 pm – 12:30 pm
 - A. Blackfoot Community Charter School
- VIII. PUBLIC COMMENT**
 - A. Public comment will be limited to three minutes per person. To submit written comment please email to pcsc@osbe.idaho.gov before 5:00 pm MDT on Wednesday, December 11, 2024.
- IX. ADJOURN (Action Item)**

MEETING MINUTES FOR REGULAR MEETING

Date: Thursday, October 10, 2024

Start Time: 9:00 A.M., MST

Physical Location: Joe R. Williams Building, 700 W. State St, West Conference Room, Boise, ID 83720

This meeting was called to order by Chairman Reed on October 10, 2024 at 9:01 am

Commissioners Present:	Staff Present:
Chairman Reed - Present	Director Jacob Smith, IPCSC
Vice Chair Bair – Absent	Jared Dawson, IPCSC
Commissioner Koehler - Present	Jen Coffey, IPCSC
Commissioner Hedrick - Present	Jean Nichols, IPCSC
Commissioner Quinn – Present	Naysa Shepherd, IPCSC
Commissioner Amador – Absent	

I. COMMISSION WORK (Action Item)

A. Agenda Review / Approval

Motion/Second (Hedrick/Koehler) Motion to approve the agenda as presented. *The motion passed unanimously.*

B. Minutes Review / Approval

Motion/Second (Quinn/Hedrick) Motion to approve the minutes from the August 15, 2024 Regular Commission meeting as presented. *The motion passed unanimously.*

II. INCREASED CHARTER SUPPORT PRESENTATION

State Department of Education

Ryan Cantrell and Rachel Burk with the State Department of Education gave a presentation on the Increased Charter Support program. This program is put in place to give more support for our charter schools who may be struggling academically. IPCSC’s role will be to identify when to have an update, ask schools about program and evaluate the program effectiveness. Schools are given a choice to participate and are encouraged to set the goals with the leadership and board. The schools committed to this program this year are Blackfoot Charter Community Learning Center, Mountain Community School, Rolling Hills Public Charter School and Peace Valley Public Charter. The Commission has requested an update from the SDE for every meeting.

III. CONSIDERATION OF AMENDMENT TO PERFORMANCE CERTIFICATE (Action Item)

Heritage Academy

Director Smith introduced the amendment to add the proposed grades 9-12 grades and increase maximum enrollment for Heritage Academy. Dr. Christie Ivie was joined by board chair, Paul Stewart, to present to the board. The addition of grades will be progressive with 9th and 10th being added the first year.

Motion/Second (Hedrick/Koehler) A motion to approve the amendment as presented to revise the Grades Served found in Section 4(B) and Maximum Enrollment found in Section 5(E) of the 2022-2027 Performance Certificate for Heritage Academy in Jerome Idaho. *The motion passed unanimously*

IV. DIRECTOR UPDATES

Commission Director, Jacob Smith, presented an update to the Commission. He reported the staff are currently working on the annual reports. There is also an agency report that will show how the portfolios schools are doing and how the agency is doing coming after the beginning of the year. Jacob informed the Commission he has been able to connect with several organizations to help identify support for charter school leaders and finding best practices for charter authorizing. Also shared work on policies and resources. Director Smith and Commissioner Hedrick will present at the November 6-7 ISBA Convention.

V. CONSIDERATION OF SUSPENDING FY24 ALTERNATIVE FRAMEWORK (Action Item)

Director Smith gave an overview of the reasons for this request. He explained the challenges that have been encountered by staff and charter schools. He is suggesting the alternative framework be suspended for this current year to give time to make the changes needed for the alternative framework. The main performance framework will still be in place for all schools. Dr Jody Ernst, Vice President of Research and Policy Analytics with Momentum Strategy and Research, joined via zoom to present to the Commission her previous experience with alternative data and the plan moving forward for collaboration with the IPCSC and charter schools to create a more accurate and reliable alternative framework for our schools.

Motion/Second (Koehler/Quinn) A motion to approve the suspension of the *Additional Academic Measures for Alternative Programs Grades 6-12* for the 2023-2024 school year as presented and direct the IPCSC Director to work with the IPCSC Renewal and Performance Committee to develop performance measures for alternative programs to be implemented for the 2024-2025 school year. *The motion passed unanimously*

VI. ISBA PRESENTATION

Idaho School Boards Association

ISBA Executive Director, Misty Swanson, gave a presentation to the commission to give an overview of what the ISBA does and what they can provide for the charter schools. She explained how Idaho is the only state that has a school board association to embrace the charter schools.

VII. COMMITTEE UPDATES

A. Strategic Planning Committee

Sherrilynn Bair

Jacob gave an overview of the work the Strategic Planning Committee will be doing with updating the strategic plan.

B. Application and Policy Committee

Sherrilynn Bair

Jacob updated the commission on the work focusing on the new charter application process. This committee will also vet and review any policies.

C. Renewal Committee

Wanda Quinn

Commissioner Quinn discussed the purpose of the renewal committee and what their focus would be moving forward.

D. Finance Committee

Pete Koehler

Commissioner Koehler reported the budget is set for this year and future meetings will focus on ideas for growth and allocation.

VIII. 2025 COMMISSION MEETING DATES (Action Item)

Motion/Second (Quinn/Koehler) Motion to approve the 2025 Commission Meeting Dates as presented. *The motion passed unanimously.*

IX. ELECTION OF OFFICERS (Action Item)

Commissioner Quinn nominated Commissioner Reed to the office of Chairman for a term to commence immediately and expire in October of 2026. No second is required for a nomination to office, and all commissioners cast a vote. Director Smith called the vote. *The motion passed unanimously.*

Alan Reed shall serve as Chairman of the Public Charter School Commission for a term of two years.

Commissioner Koehler nominated Commissioner Quinn to the office of Vice Chair for a term to commence immediately and expire in October of 2026

Commissioner Quinn nominated Commissioner Bair to the office of Vice Chair for a term to commence immediately and expire in October of 2026.

Commissioner Koehler withdrew his nomination.

No second is required for a nomination to office, and all commissioners cast a vote.

Director Smith called the vote. *The motion passed unanimously.*

Commissioner Bair shall serve as Vice Chair of the Public Charter School Commission for a term of two years.

X. PUBLIC COMMENT

No public comment at this time.

XI. ADJOURN (Action Item)

Motion/Second (Quinn/Koehler) Motion to adjourn. *The motion passed unanimously.*

Meeting adjourned 11:23 am

DRAFT

III. CONSIDERATION OF CHARTER AUTHORIZER TRANSFER – Gem Prep: Nampa

BACKGROUND

Pursuant to Idaho Code 33-5209A

TRANSFER OF CHARTER. (1) A charter may be transferred to, and placed under the chartering authority of, any authorizer if the receiving authorizer and the charter holder agree to such transfer. The receiving authorizer and charter holder may agree to revisions to the charter and performance certificate as required by such transfer.

An authorizer transfer application for Gem Prep: Nampa was received on October 18, 2024. IPCSC Staff collaborated with the school to provide feedback and develop the final transfer application and evaluation on November 28, 2024. The school intends to continue its operation in Nampa, Idaho. The transfer in authorizer to the IPCSC will be effective July 1, 2025.

The charter application can be found on the IPCSC website:

<https://chartercommission.idaho.gov/wp-content/uploads/2024/12/Gem-Prep-Nampa-Transfer-Application.pdf>

DISCUSSION

The Transfer Application Evaluation Report is included in these materials which is a staff evaluation of the application with respect to the IPCSC's established Standard of Quality.

SPEAKERS

Jason Bransford, Chief Executive Officer
Laurie Wolfe, Chief Academic Officer
Josh Femreite, Chief Growth Officer
Bryan Fletcher, Chief Financial Officer
Tim Wolfe, Principal, Gem Prep: Nampa

COMMISSION ACTION

1. A motion to approve the authorizer transfer application for Gem Prep: Nampa for a six year term effective July 1, 2025; OR
2. A motion to approve the authorizer transfer application for Gem Prep: Nampa for a six-year term effective July 1, 2025 with the following conditions: [state conditions and due dates]; OR
3. A motion to deny the authorizer transfer application for Gem Prep: Nampa on the following grounds: [state reasons for denial].



Petition Evaluation Report
Gem Prep Nampa
November 28th, 2024

Idaho Public Charter School Commission

514 W. Jefferson Street, Suite 303

Boise, Idaho 83702

Phone: (208)332-1561

pcsc@osbe.idaho.gov

Alan Reed, Chairman

Jacob Smith, Director

Petition Review Summary

Gem Prep Nampa (GPN) proposes to serve 574 students in grades K-12 at capacity, with a total enrollment capacity of 676 students to allow for potential future growth beyond the current performance certificate term. GPN is seeking to operate in the Idaho Public Charter School Commission portfolio in 2025.

The GPN petition evidences the team's commitment to serving all students through a focus on high-quality operational programs and data-driven academic instruction. The school is currently meeting or exceeding all academic and financial measures of the IPCSC framework based upon FY24 academic data and the audit included in the petition.

Summary of Section Ratings

Section 1: Educational Program ↓↓
Meets Standard
Section 3: Board Capacity and Governance Structure ↓↓
Meets Standard
Section 5: School Leadership and Management ↓↓
Meets Standard

Section 2: Financial & Facilities Plan ↓↓
Meets Standard
Section 4: Student Demand & Primary Attendance Area ↓↓
Meets Standard
Section 6: Virtual Schools ↓↓
Meets Standard

Section I: Educational Program:

Standard Rating: Meets Standard

Comments

Gem Prep Nampa is part of the Gem Prep of Idaho school network, of which there are seven schools that the Idaho Public Charter School Commission currently authorizes (two are in pre-operational status). The educational program currently satisfies the requirements of the IPCSC's framework.

Strengths:

- Gem Prep Nampa would either Meet or Exceed Standard in all educational measures of the framework based upon academic data for the school and their comparison group for FY24.
- The proposed transfer school is part of an established network with a solid educational model.

Concerns:

- There are no concerns with this section.

Section II: Financial and Facilities Plan

Standard Rating: Meets Standard

Comments

Gem Prep Nampa is part of the Gem Prep of Idaho school network, and has access to back office services and financial support through that network.

Strengths:

- The school is currently contracting with a bus company to provide transportation to the school.
- The school currently provides lunches through the National School lunch program.
- The school would either Meet or Exceed Standard in all financial measures of the framework based upon the audit provided in the application.
- The school already has a facility available, and would not require additional funding to build a facility.

Concerns:

- There are no concerns with this section.

Section III: Board Capacity and Governance Structure

Standard Rating: Meets Standard

Comments

The board for of Gem Prep of Idaho network currently governs nine schools, seven of which are in the Idaho Public Charter School Commission portfolio. The board is comprised of seven individuals, each with varied backgrounds that collectively provide expertise in areas pertinent to charter school governance.

Strengths:

- This board's past performance evidences their ability to successfully guide a network of schools to accomplishing a shared mission.

Concerns:

- There are no concerns with this section.

Governance Capacity Interview Summary

Interview Date: November 19th, 2023

Present: Barb Femreite, Robert Lee

Not Present:

IPCSC Staff Present: Jenn Coffey, Jean Nichols, Jared Dawson

Personal introductions – Please take a moment to introduce yourself and share a little about the role you’ve played in the petition process so far.

1. How do you define what a successful charter school looks like?

There are multiple ways that charters can be successful, such as finances and academics. They want to ensure that students are successful in school and in life, that they are prepared for success in college. The school offers dual-enrollment to achieve this. At Gem Prep Nampa, 38% of students are on track for an associate’s degree before they get to college. Students are prepared for college as early as kindergarten.

2. What are some of your biggest lessons learned and changes made since your first school began operations? What challenges remain to be addressed?

Hiring the right people was the biggest challenge, and keeping high quality administrators and teachers who were the right fit for the school and model. They’ve taken what they’ve learned, and are always evolving, and have a good system in place now. They’ve developed a hiring model throughout the years, and have implemented a “codified system for selecting administrators.”

3. What are some of the challenges you anticipate, if any, from transferring from a district authorizer to the IPCSC?

The changes don’t seem to be too challenging, but rather beneficial to the school. Having all of their schools under the same authorizer is more of a benefit.

4. Do you plan on making any changes to the operation of the school when it switches authorizers?

The board does not plan on making any changes to the operation of the school after it switches authorizers.

5. Can you explain how the Gem Prep network works? For example, how does the board govern 7-9 schools simultaneously, remain compliant with different funding sources and separation of those funds (e.g., charter schools, online, microschoools), plan for future schools, etc.

Follow-up: has the board changed the way it governs schools in the GP portfolio as more and more schools become operational?

Gem Prep was the first Charter Management Organization in Idaho, and board members spent hours with the Director at the time to develop rules, ensure there was no comingling of dollars, one board governs all of the schools, etc. It was challenging, and they feel that they helped pave the road and figure out Idaho laws, etc. They developed a process for pilot programs, and use Mrs. Wolfe's teams to further develop their processes. There hasn't been change in the operation of the board, necessarily, but rather the foundation to develop administrators, etc. The Charter School Growth fund opened doors. They try to incorporate knowledge gained along the way, in constant evolution of the process of opening schools.

6. Do you have any questions for us?

No specific questions for staff.

Section IV: Student Demand and Primary Attendance Area

Standard Rating: Meets Standard

Comments

GPN is located in a highly populated area with an established student population. The school currently has enough students to successfully operate without concern.

Strengths:

- The school currently has an enrollment of 539 students with a waitlist of 215.

Concerns:

- There are no concerns with this section.

Section V: School Leadership and Management

Standard Rating: Meets Standard

Comments

Gem Prep of Nampa is currently authorized by the Nampa School District, and has been in operation since 2016. Gem Prep Nampa will utilize the management team that works under the direction of the governing board. Gem Prep: Online (GPO) provides the services of an Executive Director, a Chief Academic Officer, a Chief Financial Officer, and a Chief Operating Officer. A full-service back office team (accounting and HR) and a new school launch support team are also included in the services. The team is operated in-state and has experience with several other charter schools.

In addition to the management team, GPN shares services and resources with other Gem Prep schools through the services agreement. This includes high quality special education services, meal services, instructional support services, as well as curriculum and instruction.

Strengths:

- The school currently has a strong administration in place with a proven track record of success.

Concerns:

- There are no concerns with this section.

Section VI: Virtual Schools

Standard Rating: Meets Standard

Comments

The school utilizes a blended model. Students attend school on-site for the full school day and work through rotational stations, some virtual, some not. Virtual curriculum provides rich data to teachers who, with the support of the management team, evaluate that data and shift instruction for students as needed. The various learning management platforms used in the school are diverse, user friendly, and have proven effective in operating Gem Prep schools.

Strengths:

- The proposed model is inherently flexible and well-prepared to work face-to-face or remotely.

Concerns:

- There are no concerns with this section.

IV. CONSIDERATION OF RENEWAL CONDITIONS – Peace Valley Charter School

BACKGROUND

In 2023, Peace Valley Charter School (PVCS) was conditionally renewed with a 5-year operating contract. Conditions were established with the school with deadlines. Should the school meet all conditions by the established deadlines, it may continue operating until its next renewal cycle. However, failure to meet any condition by the established deadline requires that the authorizer, at its next public meeting, consider whether revocation of the school’s charter is warranted. The following conditions have been determined to be “Unmet”:

Condition 3:

Due November 15, 2024: PVCS must achieve a Meets Standard rating on the following financial measures of the Commission’s performance framework in fiscal year 2024: Total Margin, Cash Flow, Financial Compliance, and Debt to Asset Ratio. Since the corresponding data will be evaluated on or before November 15, 2024, the date by which this condition must be met is November 15, 2024.

Condition 5:

Due November 15, 2024: PVCS must achieve a Meets Standard rating on the literacy proficiency measure of the Commission’s performance framework in fiscal year 2024. Since the corresponding data will be evaluated on or before November 15, 2024, the date by which this condition must be met is November 15, 2024.

DISCUSSION

Pursuant to Idaho Code 33-5209C, if a school’s charter is renewed with conditions and the school subsequently fails to meet any one of those conditions by the specified dates, the school’s charter may be revoked by the Commission. The IPCSC may consider whether to begin revocation proceedings.

SPEAKERS

IPCSC Director, Jacob Smith
PVCS Board Chair, Michael Pinkerton
PVCS Principal/Superintendent, Sita Chiang

COMMISSION ACTION

1. A motion to take no action on the unmet renewal conditions and allow the school to continue operations; OR
2. A motion to initiate the revocation hearing process based on the school’s unmet renewal conditions pursuant to Idaho Code 33-5209C.

1 33-5209C. REVOCATION OF A CHARTER. (1) A charter may be revoked
2 by the authorizer if, after fair and specific notice from the
3 authorizer, the public charter school:

4 (a) Commits a material and substantial violation of any of the terms,
5 conditions, standards, or procedures required by this chapter or the
6 performance certificate;

7 (b) Fails to meet generally accepted standards for fiscal management;
8 or

9 (c) Substantially violates any material provision of law from which
10 the public charter school was not exempted.

11 (2) Revocation may not occur until the charter holder has been
12 afforded a public hearing, unless the authorizer determines that the
13 continued operation of the public charter school presents an imminent
14 public safety issue, in which case the charter may be revoked
15 immediately. Public hearings shall be conducted by the authorizer or
16 such other person or persons appointed by the authorizer to conduct
17 public hearings and receive evidence as a contested case in accordance
18 with the provisions of section 67-5242, Idaho Code. Notice and
19 opportunity to reply shall include, at a minimum, written notice
20 setting out the basis for consideration of revocation, a period of not
21 less than thirty (30) days within which the charter holder can reply
22 in writing, and a public hearing within thirty (30) days of the receipt
23 of the written reply. If a charter holder does not reply by the date
24 set in the notice, a public hearing shall be held no later than sixty
25 (60) days after the date the notice was sent by the authorizing charter
26 entity.

27 (3) If an authorizer revokes a charter, the authorizer in a
28 resolution of its governing body shall clearly state the reasons for
29 the revocation. The authorizer shall take into consideration whether
30 the charter school has been enrolled in the Idaho building capacity
31 program and any progress reported by the state department of education.

32 (4) Within fourteen (14) days of taking action to revoke a
33 charter, the authorizer shall report to the state board of education
34 the action taken and shall provide a copy of the report to the charter
35 holder at the same time. The report shall include a copy of the
36 authorizer's resolution setting forth the action taken, reasons for
37 the decision, and assurances as to compliance with the requirements
38 set forth in this chapter.

39 (5) A decision to revoke a charter may be appealed to the office
40 of administrative hearings and is subject to judicial review as a
41 contested case as set forth in chapter 52, title 67, Idaho Code.



Annual Performance Report 2023-2024

School Name: Peace Valley Charter School

Mission Statement:

To provide a developmentally appropriate, arts and nature-based education, nurturing children's innate creativity and inspiring them to become lifelong learners who are mindful, active, and engaged global citizens.

School Information	Detail
Board Chair/President	Michael Pinkerton
Vice Chair	Geoff Surbeck
Executive Director	
Administrator	Sita Chiang
Business Manager	Gigi Murfitt
School Website	School Website

Introduction

In Idaho, charter schools operate under contract terms specified in a Performance Certificate, which is agreed upon by the school's board and its authorizer, as outlined in I.C. §33-5205B. Each Performance Certificate includes a performance framework that outlines the expectations the school must meet to be granted a subsequent operational term. The annual performance report, based on this framework, serves the following purposes:

- To provide transparent information about charter school quality to the public;
- To ensure that charter school boards have clear expectations;
- To inform mid-term authorizing decisions.

The Idaho Public Charter School Commission (IPCSC) must assess whether the school's performance represents a favorable return on public funds. The IPCSC also considers the school's performance in comparison to other educational options available to families. The data in this report are derived from the previous fiscal year and summarize the outcomes of the school's last year of the contract term for those schools that are up for renewal.

If the performance standards are met, strategic planning may focus on the data points that will establish and sustain a high-performing school. If a standard is not met, the school should focus its strategic planning on improving outcomes to secure a subsequent operational term.

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

RENEWAL (I.C. §33-5209A)

At the conclusion of the operating term, the performance certificate of each school is reviewed for renewal. Charters may be renewed for successive terms. An authorizer can grant renewal with specific written conditions aimed at improving the public charter school, along with a deadline for meeting these conditions. In making renewal decisions, every authorizer must base its choices on evidence of the school's performance during the term of the performance certificate.

If a public charter school has fulfilled all terms of its performance certificate, the authorizer shall renew the charter for a period of twelve years, or six years in the case of a pilot charter. Conversely, if the school has not met one or more of the requirements, the authorizer may either renew for a six-year term or choose not to renew the charter.

School Overview

School's Operating Term

In 2023, Peace Valley Charter School received a conditional renewal with a five-year operating contract. The current certificate term is from July 1, 2023 to June 30, 2028. This report directly impacts the school's renewal recommendation. Renewal decisions must be made prior to March 15th, 2028.

Conditions may be applied to a school's renewal performance certificate if the school did not meet one or more performance framework requirements; these conditions must be satisfied by specified dates.

Each of the following (7) conditions must be met by the deadlines listed below. If the school meets all conditions by the established deadlines, it may continue operating until its next renewal cycle. However, failure to meet any condition by the specified deadline will require the authorizer to consider, at its next public meeting, whether mid-term revocation of the school's charter is warranted.

Condition 1: CONDITION MET

DUE November 15, 2023: PVCS must achieve a Meets Standard rating on the Debt Service Coverage Ratio of the Commission's performance framework by November 15, 2023.

Condition 2: CONDITION WAIVED

DUE June 1, 2024: PVCS must achieve full accreditation through the State Board of Education's approved school accrediting body (currently Cognia) by June 1, 2024.

Part of PVCS's conditional approval in 2018 included the condition that the school achieve accreditation candidacy status by July 1, 2019 and achieve full accreditation by July 1, 2021. This condition was adopted based on the Commission's stated concerns that PVCS's academic program, as presented in the charter petition, may not be sufficient to produce the academic outcomes necessary to meet standard on the academic performance measures of the performance framework. PVCS did not meet this condition by the stated date, as it did not achieve accreditation candidacy status until April of 2022. Based on Cognia's accreditation procedures, within two years of a school's acceptance into candidacy status, the school will be reviewed to determine whether full accreditation status will be awarded. The due date of this condition accounts for Cognia's two-year window within which PVCS will be reviewed.

Condition 3: CONDITION NOT MET

DUE November 15, 2024: PVCS must achieve a Meets Standard rating on the following financial measures of the Commission's performance framework in fiscal year 2024: Total Margin, Cash Flow, Financial Compliance, and Debt to Asset Ratio. Since the

corresponding data will be evaluated on or before November 15, 2024, the date by which this condition must be met is November 15, 2024.

PVCS did not meet standard on the Debt to Asset Ratio or Total Margin measures in fiscal year 2022. Financial measures are defined in the performance framework and shall be incorporated into PVCS's 2023-2028 performance certificate.

Condition 4: CONDITION MET

DUE November 15, 2024: PVCS must achieve a Meets Standard rating on all operational measures of the Commission's performance framework in fiscal year 2024. Since the corresponding data will be evaluated on or before November 15, 2024, the date by which this condition must be met is November 15, 2024.

Operational measures include: Governance Structure, Governance Oversight, Governance Compliance, Student Services, Data Security & Information Transparency, Facility Services, and Operational Compliance. PVCS failed to meet standard on multiple operational measures each year of its first operational term. Annual performance reports issued by the Commission identify the known issues and cite supporting documentation.

PVCS has acted to correct some of the issues, but failure to do so promptly is noted as an additional concern in several instances. PVCS has struggled with board turn over, internal divisiveness, and a poor working relationship between the board and its administrator. These ongoing issues are noted in a courtesy letter issued by the Commission staff in 2019 and again in a letter issued by the Idaho School Board Association in 2022.

Outstanding compliance issues are noted in a letter of Findings and Recommended Corrective Actions which was issued to PVCS at the conclusion of a Commission complaint investigation on October 15, 2022. These findings, which include compliance issues with board policy, building safety, and operational procedures, are currently being addressed by PVCS.

Condition 5: CONDITION NOT MET

DUE November 15, 2024: PVCS must achieve a Meets Standard rating on the literacy proficiency measure of the Commission's performance framework in fiscal year 2024. Since the corresponding data will be evaluated on or before November 15, 2024, the date by which this condition must be met is November 15, 2024.

PVCS did not meet standard on the literacy proficiency measure in any operational year over the course of its performance certificate term. The literacy proficiency measure is defined in the performance framework and shall be incorporated into PVCS's 2023-2028 performance certificate.

Condition 6:

DUE November 15, 2025: PVCS must achieve a Meets Standard rating on the English language arts proficiency measure of the Commission's performance framework in fiscal year 2025. Since the corresponding data will be evaluated on or before November 15, 2025, the date by which this condition must be met is November 15, 2025.

PVCS did not meet standard on the English language arts proficiency measure in any operational year over the course of its performance certificate term. The English language arts proficiency measure is defined in the performance framework and shall be incorporated into PVCS's 2023-2028 performance certificate.

Condition 7:

DUE November 15, 2025: PVCS must achieve a Meets Standard rating on the math proficiency measure of the Commission's performance framework in fiscal year 2025. Since the corresponding data will be evaluated on or before November 15, 2025, the date by which this condition must be met is November 15, 2025.

PVCS did not meet standard on the math proficiency measure in any operational year over the course of its performance certificate term. The math proficiency measure is defined in the performance framework and shall be incorporated into PVCS's 2023-2028 performance certificate.

School Details

Model: Waldorf

Enrollment Capacity: 540

2023 – 2024 Enrollment: 243

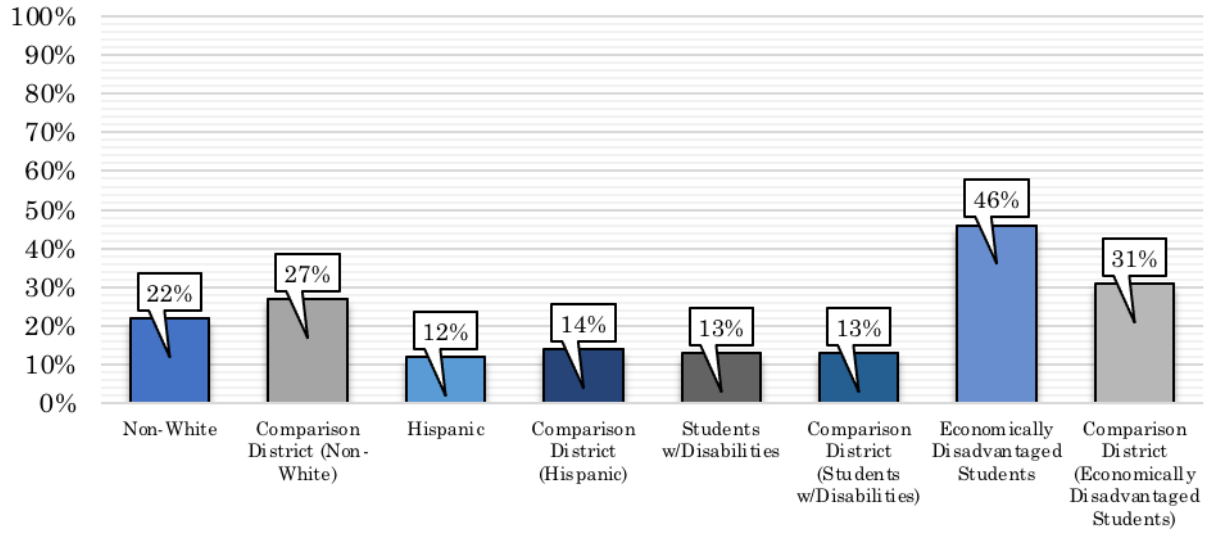
Grades Served: K – 8th Grade

Key Design Elements:

- A cross-disciplinary approach with block scheduling and rigorous, relevant, balanced, developmentally based curriculum.
- Sustainable living practices, environmental stewardship, and experiential learning through outdoor nature experiences, and gardening skills.
- Multisensory learning through singing, painting, movement, drawing, theater arts, storytelling, handwork, and the playing of recorders, flutes and stringed instruments
- A foreign language program.
- A 'looping' or continuing relationship between the primary teacher and his or her respective class across the grades.

2023-2024 Demographic Summary

Peace Valley Charter School



2023-2024 Annual Snapshot

Academics

RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED
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Academic Measure	Academic Score	Academic Rating
Math Proficiency	12%	Does Not Meet Standard
Math Growth	29%	Does Not Meet Standard
ELA Proficiency	32%	Does Not Meet Standard
ELA Growth	67%	Approaches Standard
Literacy Proficiency	Fall IRI: 44% Spring IRI: 30%	Does Not Meet Standard

Operations

RATING LEGEND	DOES NOT MEET STANDARD	MEETS STANDARD	NOT RATED
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Operational Measure	Operational Rating
Governance Structure	Meets Standard
Governance Oversight	Meets Standard
Student Services	Meets Standard
Data Security/Transparency	Meets Standard
Facility & Services	Meets Standard

Financial

RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED
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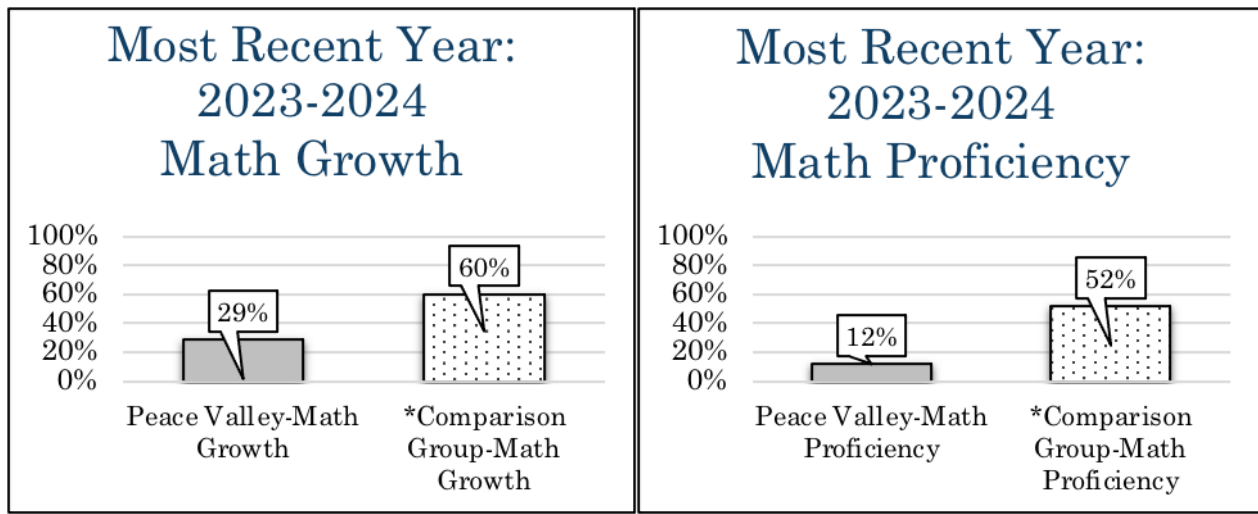
Financial Measurement	Financial Rating
Current Ratio	Exceeds Standard
Unrestricted Days Cash	Exceeds Standard
Default	Exceeds Standard
Debt Service Coverage Ratio	Approaches Standard
Debt Asset Ratio	Does Not Meet Standard
Financial Compliance	Exceeds Standard

2023-2024 Academic Outcomes

Math Growth and Proficiency

A school that performs as well or better than the average of its comparison group on the statewide mathematics assessment (ISAT) meets the IPCSC standard on both the math proficiency and math growth measures.

Comparison Group: Boise Independent District & Joint School District No. 2

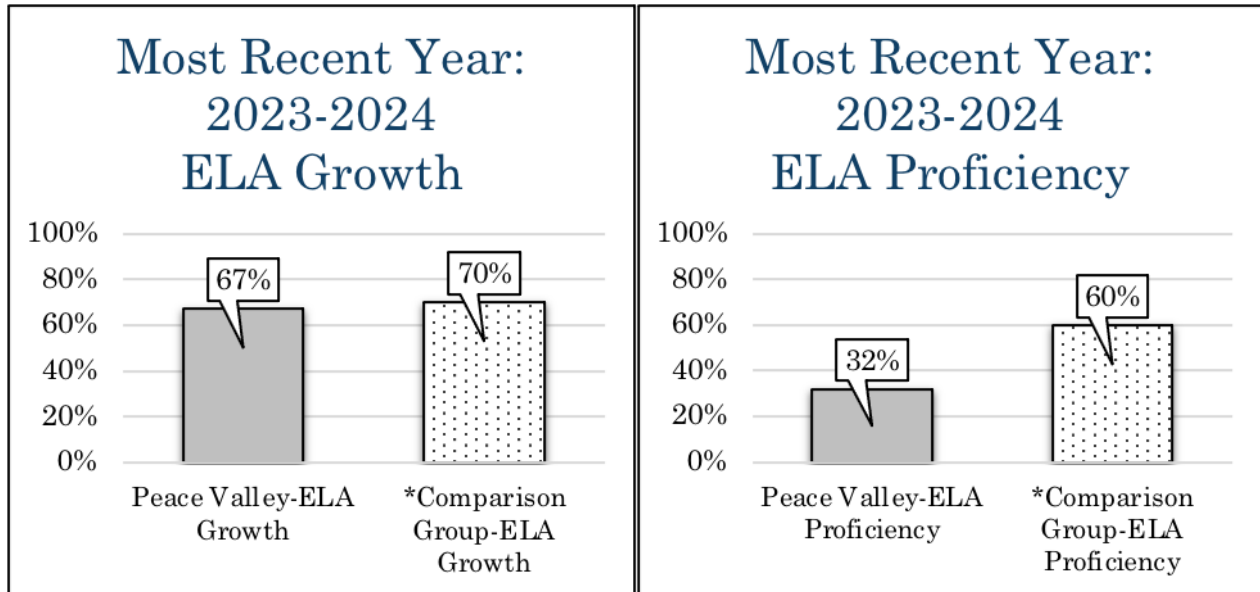


MEASURE	RATING	APPLICABLE RUBRIC DESCRIPTION
MATH GROWTH	Does Not Meet Standard	The school's growth rate is more than one standard deviation below the average of the school's identified comparison group.
MATH PROFICIENCY	Does Not Meet Standard	The school's proficiency rate is more than one standard deviation below the average of the school's identified comparison group.

ELA Growth and Proficiency

A school that performs as well or better than the average of its comparison group on the statewide ELA assessment (ISAT) meets the IPCSC standard on both the ELA proficiency and ELA growth measures.

Comparison Group: Boise Independent District & Joint School District No. 2

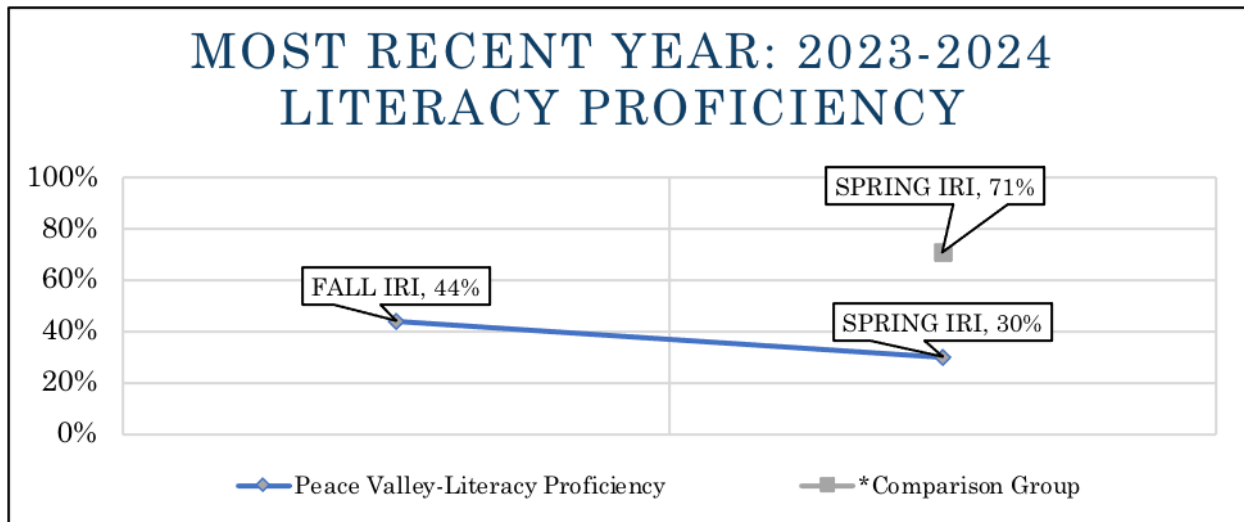


MEASURE	RATING	APPLICABLE RUBRIC DESCRIPTION
ELA GROWTH	Approaches Standard	The school's growth rate falls between the average and one standard deviation below the average of the school's identified comparison group.
ELA PROFICIENCY	Does Not Meet Standard	The school's proficiency rate is more than one standard deviation below the average of the school's identified comparison group.

Literacy Proficiency

A school that performs as well or better than the average of its comparison group on the spring statewide literacy assessment (IRI) meets the IPCSC standard. Alternatively, a school that did not perform as well or better than its comparison group on the spring assessment, but that did improve its outcome by at least 10% from fall to spring, also meets standard.

Comparison Group: Boise Independent District & Joint School District No. 2



MEASURE	PROFICIENCY RATING	APPLICABLE RUBRIC DESCRIPTION
LITERACY PROFICIENCY	Does Not Meet Standard	The school's proficiency rate on the spring administration of the statewide literacy assessment is more than one standard deviation below the average of the school's identified comparison group.

2023-2024 Operational Outcomes

Board Governance

At the highest level, the success of a charter school is driven by the ability of its governing board to govern effectively. The measures in this section help identify the strengths and challenges faced by the school's board.

Measure	Rating	Rubric Description
Governance Structure	Meets Standard	No Issues
Governance Oversight	Meets Standard	No Issues

Management

The systems and structures that support school operations are an important part of the school's overall success. The measures in this section help identify the strengths and challenges that impact the school's day-to-day operations.

Measure	Rating	Rubric Description
Student Services	Meets Standard	No Issues
Data Security and Information Transparency	Meets Standard	No Issues
Facility and Services	Meets Standard	No Issues

2023-2024 Financial Outcomes

Near Term Measures

These measures evaluate whether a school is likely to meet its financial obligations in the next year. Data sources include but are not limited to the school's fiscal audit, state agency reporting, and school reporting requirements.

Measure	Value	Rating	Rubric Description
Current Ratio	2.25	Exceeds Standard	The school has a current ratio of more than 1.5.
Days Cash on Hand	125	Exceeds Standard	The school has more than 60 days cash on hand.
Default	NONE	Exceeds Standard	The school has met standard for at least 3 consecutive years, including the most recently completed school year.

Current Ratio

The Current Ratio compares a school's short-term financial obligations (current liabilities) to its available cash and investments (current assets). A ratio greater than 1.0 indicates the school can meet its financial obligations for the next year without relying on future revenue, while a ratio less than 1.0 suggests the school depends on future revenue to cover its existing obligations.

Current Assets	Current Liabilities	Current Ratio
\$1,085,671	\$482,830	2.25

Days Cash on Hand

Days cash on hand measures how long a school can cover its operating costs using only available cash and investments. A school with at least 60 days cash on hand can meet immediate financial obligations, while 30-60 days is acceptable if improving. Less than 15 days

indicates financial distress. Schools in their first or second year of operation must have a minimum of 30 days cash on hand.

Default

Default occurs when a school fails to meet its financial obligations, such as late bill payments, missed payroll, inaccurate funding reports, or failing to meet lender requirements like enrollment targets or cash reserves. Any default can lead to service disruptions, loans being called due, or withheld funding.

Sustainability Measures

These measures help determine whether a school is likely to remain financially stable into the future. Data sources include but are not limited to the school's fiscal audit, state agency reporting, and school reporting requirements.

Measure	Value	Rating	Rubric Description
Debt Service Coverage Ratio	1.02	Approaches Standard	The school's debt service coverage ratio is between .9 and 1.09.
Debt to Asset Ratio	1.07	Does Not Meet Standard	The school's debt to asset ratio is greater than 1.0.
Financial Compliance	YES	Exceeds Standard	The school has met standard for at least 3 consecutive years, including the most recently completed school year.

Debt Service Coverage Ratio

Debt Service Coverage Ratio assesses a school's ability to cover annual debt payments using only that year's income. A Debt Service Coverage Ratio greater than 1 indicates the school can meet its debt obligations, while a ratio below 1 suggests reliance on reserves or future revenue to cover debt.

Table Calculation for a school that owns its facility or for a leased facility and the lease is capitalized

Net Income + Depreciation Expense + Interest Expense	Principal + Interest + Lease Payments	Debt Service Coverage Ratio
\$456,314	\$448,330	1.02

Debt to Asset Ratio

The Debt to Asset Ratio compares a school's total liabilities to its total assets, minus pension liability. This helps determine whether a school would be able to meet both its short and long-term financial obligations.

A school whose total liabilities are 90% or less of its Total Assets is likely to be able to repay all short-term debts and still manage to set its long-term affairs in order in a worst-case scenario. A school with more liabilities than assets would not be able to meet all its financial obligations in a worst-case scenario.

Total Liabilities, less pension liabilities	Total Assets, less pension assets	Debt to Asset Ratio
\$5,905,535	\$5,494,991	1.07

Financial Compliance

The school's financial management adheres to Generally Accepted Accounting Principles (GAAP), ensuring that accounting practices are up to standard. Additionally, the internal controls in place are fully compliant with relevant regulations. Notably, the most recent financial audit confirmed that there were no issues or findings, reflecting a high level of accuracy and compliance.

Closing Remarks and Contact Information

The 2023-2024 Annual Report has been prepared by the Idaho Public Charter School Commission staff.

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

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

pcsc@osbe.idaho.gov

V. CONSIDERATION OF NEW CHARTER SCHOOL APPLICATION – Valor Classical Academy

BACKGROUND

The new charter school application for Valor Classical Academy was initially received on October 26, 2024. IPCSC Staff collaborated with the school to provide feedback and develop the final application and evaluation on December 5, 2024. The school intends to operate in Kuna, Idaho beginning Fall 2026.

The charter application can be found on the IPCSC website:

<https://chartercommission.idaho.gov/wp-content/uploads/2024/12/Valor-Classical-Academy-Charter-Application.pdf>

DISCUSSION

The Application Evaluation Report is included in these materials which is a staff evaluation of the application with respect to the IPCSC's established Standard of Quality.

SPEAKERS

Marvin Lasnick – Board Chair
Ruth David – Board member
Stacy Saylor – Board member
John Bassetti – Board member
Ruth David – Board member
Stephen Lambert – American Classical Schools of Idaho
Sean Hunter – Principal

COMMISSION ACTION

1. A motion to approve the new charter school application for Valor Classical Academy for a six-year term effective July 1, 2025; OR
2. A motion to approve the new charter school application for Valor Classical Academy for a six-year term effective July 1, 2025 with the following conditions: [state conditions and due dates]; OR
3. A motion to deny the new charter school application for Valor Classical Academy on the following grounds: [state reasons for denial].



Petition Evaluation Report
Valor Classical Academy
December 5th, 2024

Idaho Public Charter School Commission

514 W. Jefferson Street, Suite 303

Boise, Idaho 83702

Phone: (208)332-1561

pcsc@osbe.idaho.gov

Alan Reed, Chairman

Jacob Smith, Director

Petition Review Summary

Valor Classical Academy is a proposed American classical education school located outside Kuna, Idaho. The curriculum is well-designed, and blends American values and traditional classical education elements (e.g., Latin, studying literary classics, etc.). The school plans on enrolling 369 students in grades K-6 in the first year of operations, and expand to 654 students in grades K-12 in year seven of operations. This school would be a replication of the Treasure Valley Classical Academy (TVCA), which was recently renewed without conditions. TVCA is in good standing on all IPCSC framework measures. The American Classical Schools of Idaho network also governs Idaho Novus Classical Academy (INCA), which is in its first year of operations, and North Idaho Classical Academy, which was approved to begin operations in FY26.

The school’s administrator is currently serving as both a Borbonus Family and BLUUM fellow, providing an opportunity to have a solid, stable leader in place prior to the proposed opening date of 2026.

The school expects to receive grants from JKAF (administered and approved via Bluum) in order to complete school funding and start-up costs.

The petition does not currently meet the following Standards of Quality as detailed herein: Section II.1.B; II.4.C

Section 1: Educational Program ↓↓
Meets Standard
Section 3: Board Capacity and Governance Structure ↓↓
Meets Standard
Section 5: School Leadership and Management ↓↓
Meets Standard

Section 2: Financial & Facilities Plan ↓↓
Approaches Standard
Section 4: Student Demand & Primary Attendance Area ↓↓
Meets Standard
Section 6: Virtual Schools ↓↓
Not Applicable

Section I: Educational Program:

Standard Rating: Meets Standard

Comments

The petition proposes an American classical education model. The school is a Hillsdale K-12 Candidate Member School, which allows the school to use the Hillsdale curriculum free of cost through the partnership. The school will recruit teachers via a national recruitment network.

The curriculum emphasizes virtuous living, traditional learning, and civic responsibility. The curriculum is informed by the Core Knowledge Sequence, Singapore Mathematics, and the Well-Ordered language curriculum, among others. Students will also learn Latin in grades six through nine, and advanced Latin in grades ten through twelve.

Strengths:

- The curriculum is established and supported by the developing institution.
- The educational program is in use by TVCA, which is currently in good standing on the IPCSC academic framework.

Concerns:

- There are no concerns with this section.

Section II: Financial and Facilities Plan

Standard Rating: Approaches Standard

Comments

The petition proposes constructing a new facility on land donated to the school. The school has secured several letters of interest from funding sources, and an agreement with BLUUM to provide back-office services during the initial years of the service agreement.

Strengths:

- The petition states that land to build the school was donated by the developer of the Valor community (page 133).
- Treasure Valley Classical Academy, the other operational school in the ACSI network with documented financial measures has met or exceeded standard on all but one financial measures of the Idaho Public Charter School Commission Performance Framework for FY24 (Approaches Standard for the Debt to Asset Ratio measure).

Concerns:

- The petition includes a letter of support from BLUUM. The petition notes that “JKAF has discontinued the practice of writing letters of support for inclusion in charter petitions because direct support is provided through Bluum” (page 70). While the updated narrative states that the likelihood of receiving grant funds are high, there is inherent risk without executed documentation.
- The final petition does not provide two separate facility options as required. This presents a risk, as any issues at the facility site may cause the school’s opening to either be delayed or necessitate another facility location, similar to the facility option at North Idaho Classical Academy leading to potential delays.

Section III: Board Capacity and Governance Structure

Standard Rating: Meets Standard

Comments

The board is comprised of five members, including a software company professional, a former member of the Idaho House of Representatives, a former registered nurse (St. Luke's), a retired bank executive and home renovation owner/operator at The Saylor Corp., and an Information Technology auditor.

The board is part of a network, American Classical Schools of Idaho (ACSI). ACSI manages three schools in the IPCSC portfolio: Treasure Valley Classical Academy (TVCA), Idaho Novus Classical Academy (INCA), and pre-operational North Idaho Classical Academy (NICA).

Strengths:

- The board has gained experience and members possess a wide range of skills that aid in executing their responsibilities.

Concerns:

- There are no concerns with this section.

Section IV: Student Demand and Primary Attendance Area

Standard Rating: Meets Standard

Comments

The school intends to open in the Fall of 2026, initially serving grades K-6, adding one grade level each year to expand to grades K-12 by year seven of operations (the school will serve grades K-10 in the final year of the initial performance certificate). The school will enroll 369 students in year one, reaching a maximum capacity of 654 students in year seven of operations.

Strengths:

- The school is placed in a primary attendance area with a high volume of potential students.
- Valor Classical Academy would be the only classical charter school in their primary attendance area if approved.

Concerns:

- There are no concerns with this section.

Section V: School Leadership and Management

Standard Rating: Meets Standard

Comments

The school has identified a founding principal, who is currently a Bluum fellow. Dr. Jacob Francom, the founding principal, has experience in both classroom education and school administration.

Strengths:

- The founding principal is on a fellowship from the Borbonus Family Foundation, which was set up to “fund fellowships to help recruit military veterans to serve as leaders in current and future American Classical Schools of Idaho (ACSI) schools” (via ACSI website).
- The founding principal is on a fellowship from the Bluum Foundation.

Concerns:

- No concerns with this section.

V. CONSIDERATION OF NEW CHARTER SCHOOL APPLICATION – Virtual Preparatory Academy of Idaho

BACKGROUND

The new charter school application for Virtual Preparatory Academy of Idaho was initially received on August 30, 2024. IPCSC Staff collaborated with the school to provide feedback and develop the final application and evaluation on November 7, 2024. The school intends to operate in a statewide virtual school beginning Fall 2025.

The charter application can be found on the IPCSC website:

<https://chartercommission.idaho.gov/wp-content/uploads/2024/12/Virtual-Preparatory-Academy-of-Idaho-Charter-Application-1.pdf>

DISCUSSION

The Application Evaluation Report is included in these materials which is a staff evaluation of the application with respect to the IPCSC's established Standard of Quality.

SPEAKERS

Sonja Howerton, Board chair
Karen McGhee, Board member
Katey Dahlstrom, Board member
Fred Ostermeyer, Board member
Don Lynn, Board member
Cody Claver, Accel

COMMISSION ACTION

1. A motion to approve the new charter school application for Virtual Preparatory Academy of Idaho for a six-year term effective July 1, 2025; OR
2. A motion to approve the new charter school application for Virtual Preparatory Academy of Idaho for a six-year term effective July 1, 2025 with the following conditions: [state conditions and due dates]; OR
3. A motion to deny the new charter school application for Virtual Preparatory Academy of Idaho on the following grounds: [state reasons for denial].



New Charter School Application Report
Virtual Preparatory Academy of Idaho
November 7th, 2024

Idaho Public Charter School Commission

514 W. Jefferson Street, Suite 303

Boise, Idaho 83702

Phone: (208)332-1561

pcsc@osbe.idaho.gov

Alan Reed, Chairman

Jacob Smith, Director

Application Review Summary

Idaho Collaborative Learning Partners, Inc., dba Virtual Preparatory Academy of Idaho, is applying to open a new statewide virtual charter school. The proposed school would serve 2,000 students in grades K-12 at maximum enrollment. ICLP has chosen to partner with an Education Services Provider, ACCEL, to provide curriculum and management services.

The application presents a number of concerns:

- The application does not present evidence that a virtual school managed by ACCEL has a proven track record capable of meeting or maintaining the level of academic performance necessary to meet the requirements of the Idaho Public Charter School Commission's Performance Framework and sustain operations in Idaho.
- The petition does not present sufficient evidence of student demand for a statewide virtual K-12 program, as statewide enrollment data shows a decrease in existing virtual charter schools.
- The proposed contract with ACCEL allows for 95% of state revenues to be administered directly to the ESP

Summary of Section Ratings

Section 1: Educational Program	Does Not Meet Standard
Section 2: Financial & Facilities Plan	Approaches Standard
Section 3: Board Capacity and Governance Structure	Meets Standard
Section 4: Student Demand & Primary Attendance Area	Does Not Meet Standard
Section 5: School Leadership and Management	Meets Standard
Section 6: Virtual Schools	Meets Standard

Section I: Educational Program:

Standard Rating: Does Not Meet Standard

Comments

The application proposes a blended synchronous and asynchronous virtual college and career readiness program serving grades K-12. The application proposes a replica of ACCEL Schools virtual model, utilizing extensive parental involvement with a focus on individual learning.

Strengths:

- The application states that the school will use a synchronous instructional design (page 17).
- Proposed platform uses several established educational resources.
- Strong support for student-focused and collaborative learning.

Concerns:

- The petition does not provide evidence that a virtual school using the educational model described will be able to meet the academic standards described in the Idaho Public Charter School Commission's Performance Framework. The amended application includes a target score of 40% math proficiency and 50% English proficiency, and states that the Board reviewed academic data for ACCEL schools (page 175). However, the amended petition does not provide comprehensive data for virtual schools in the ACCEL portfolio.
- The petition places a heavy emphasis on parental involvement in multiple aspects of the program (p. 22-24). This is a concern for younger or at-risk students, as there may be a barrier to students with parents that cannot fully engage in the Learning Coach responsibilities.

Section II: Financial and Facilities Plan

Standard Rating: Approaches Standard

Comments

The application proposes leasing a facility for general office space for the proposed model and staffing needs. The application also includes a budget and financial management plan that includes state enrollment revenues and estimates for annual expenditures related to the operation of a statewide virtual school.

Strengths:

- The proposed ESP will provide comprehensive back office services to the board (page 53).

Concerns:

- The petition proposes a financial structure that distributes 95% of all income to ACCEL. Of the remaining 5% of funds which the board has control over, the contract states that “the Board shall use four percent (4%) of that for academic enrichment activities and one percent (1%) for Board expenses” (page 151). The 1% remaining for Board expenses may present a hardship to the board, as “the Board shall pay the following and any other fees and expenses it decides to incur, including, without limitation:
 - Authorizer fee is it wasn’t already withheld by the authorizer;
 - compensation of all personnel employed by the Board;
 - its operational expenses;
 - its taxes, if any;
 - its legal, insurance, accounting, auditing, and other professional fees;
 - the cost of any annual audit by the Auditor of the State, or any special or independent audits; and
 - the purchase price of equipment deemed necessary or appropriate by the Board for Board operations that are separate from the day-to-day operation of the School” (page 151).
- The amended petition does not provide adequate documentation to allow staff to analyze the financial arrangements. The amended petition states that the school will receive financial assistance from ACCEL, and that assistance will not come in the form of loans, but rather “direct payment of expenses or any additional support necessary...” (page 180), but does not provide any

documentation of terms of this financial arrangement included in the application.

- The amended application states that the school will receive invoice discounts and additional financial assistance from ACCEL (page 178). It is unclear and appears undocumented how invoice discounts will be applied and utilized by the school to evidence near- and long-term financial stability. Attachment A-1 (e.g., the school budget, page 101) shows that the school will not have cash-on-hand.
- Virtual Preparatory Academy of Idaho was a virtual program for Idaho Falls School District 91 for one school year (FY23-24). On June 20, 2024, ACCEL submitted a Notice of Termination of Management Agreement to D91. In the notice to D91, ACCEL EVP Allison Cleveland stated that ACCEL accrued a significant operating debt. However, the amended application states that ACCEL informed the board that the agreement was terminated because it “did not receive timely payments from D91” (page 183). It is unclear how operating a statewide virtual charter school will allow ACCEL to maintain financial stability.

Section III: Board Capacity and Governance Structure

Standard Rating: Meets Standard

Comments

The application proposes a school, Virtual Preparatory Academy of Idaho, whose charter would be held by the board of directors of an Idaho non-profit, Idaho Collaborative Learning Partners, dba Virtual Preparatory Academy of Idaho. The charter holder (board of directors) intends to outsource operations of the school to ACCEL Online West, LLC, an Education Services Provider.

The board will consist of five directors, each with designated roles and backgrounds. Commission staff conducted a Governance Capacity interview with the prospective on October 16th, 2024.

Strengths:

- The board is comprised of members with varied backgrounds and experience in education (page 126).

Concerns:

- There are no concerns with this section.

Governance Capacity Interview Summary

Interview Date: October 16th, 2024

Present: Karen McGee, Don Lynn, Katey Dahlstrom, Fred Ostermeyer, Sonja Howerton

IPCSC Staff Present: Jacob Smith, Jared Dawson

Personal introductions – Please take a moment to introduce yourself and share a little about the role you’ve played in the petition process so far.

Karen lives in Pocatello and serves on Parents for School Options. She is also a former State Board of Education member.

Sonja works at CAC, best practice responses.

Don resides in CDA, has an IDVA background.

Katey lives in Picabo, has an education background, works with rural school districts.

Fred experienced communication difficulties during introductions.

1. What board training have you sought out as a group? What training would you like to pursue in the future? JARED

The board has not sought out any specific training at this point. All directors have individual experience, will collaborate with ISBA in future. Sonja attended the charter start workshop.

2. The board initially has one-year terms. Why did you choose that structure, and what are the plans for the future? (potential follow-up, how many current board members served while the school was associated with Idaho Falls District 91?) JACOB

The board has been through a lot of trainings. The board states that this is addressed within petition, and they plan to implement terms, stagger renewal terms, etc.

3. Regarding Program Design, please provide answers for the following: JACOB

- Can you please describe your program design?
- Why virtual?
- Why college and career readiness?

- **Why work with an ESP?**
- **Why did you choose 2000 students for your maximum capacity?**
- **What happens if you do not reach your intended enrollment?**

What sets apart the program design is that the platform is set up to collaborate with the best of the virtual world, take from the best of other platforms and implement seamlessly, and then collaborate on the backside to give the best offering possible.

College and Career readiness is K-12, and they feel that it is appropriate to have conversations with children at early ages, and those conversations strengthen as students progress to middle school and high school. Career readiness is lifelong.

4. Regarding Selected ESP: JARED

- **Please describe the organizational structure of the school.**
- **Please describe the board's relationship with the ESP.**

The board will work closely with all parties involved, with a heavy emphasis on collaboration/communication and support. The Head of School has access to professional development opportunities as an employee of ACCEL.

5. Regarding Selected ESP (2): JACOB

- **Please describe your due diligence in selecting this vendor.**
- **What research was conducted? Who participated in the research? Was it independent from the ESP?**
- **Have you retained an attorney to represent your board? Did you retain him/her or did the ESP do so on your behalf?**

Background information on how to work with ACCEL, Sonja has been on board the longest. She spent 14 years in the virtual world and drew from long-standing relationships during that time. Those people are all now at ACCEL, now partners at this organization.

With any contract, any arrangement allows for both parties to benefit. View as collaboration, chose ACCEL because worked with these people in the past as individuals. There is a responsibility to govern and have oversight over partners, have right and responsibility to make changes to contract. The contract was reviewed by legal counsel. The board states they take this responsibility seriously.

Why this model? The more options that allow parents to choose a school is beneficial – with this school students can get courses they normally can't get in a rural area if local school doesn't have them. A virtual school has safety benefits over public schools. More options are better, and a virtual component is a must-have for workforce needs. The model is needed because they have best product available, and believe it would be a welcome addition. Dual enrollment and distance education is the next step, and was implemented at NIC a long time ago.

6. What happens if you choose to sever your relationship with the ESP or vice versa? JACOB

- **Who owns the equipment and curriculum?**
- **How will you access student data?**
- **i.e. if you lose access to the LMS and you can no longer display anything branded, then what? Who are you without the ESP?**

The board plans on community involvement, parental/community involvement in different areas of the state. The board has seen virtual board meetings and accessibility done many different ways.

Sonja ran virtual student clubs for five years, engaging strong parents/leaders in school, and they plan to do virtual clubs.

7. Do you have any questions for us? Are there any questions you have about your petition revision?

Summarized next steps in application process.

Section IV: Student Demand and Primary Attendance Area

Standard Rating: Does Not Meet Standard

Comments

The school intends to provide a statewide virtual education option, focusing on a college and career readiness curriculum. The student population identified throughout the application varies, including virtual, rural, at-risk. The application anticipates an initial enrollment capacity of 500 students in grades K-8 in the first year of operation, and increase to 2,000 students in grades K-12 by year five.

Strengths:

- The petition states that the school has conducted student engagement surveys over the course of the last several years in Idaho.

Concerns:

- Students attending virtual schools in Idaho have decreased in the years following the pandemic (e.g., 2020 and 2021), which saw enrollment in Idaho virtual schools briefly spike (via Full Term ADA data from Idaho State Department of Education). Virtual schools in the Idaho Public Charter School Commission's portfolio have decreased in enrollment from 7,719 students in fiscal year 2020 to 5,397 students in fiscal year 2023. The amended application states that they should reach their goal of 300 students in year one of operations (page 187); however, the amended petition provides insufficient data to support the ability of the school to reach enrollment numbers in later years as it approaches maximum capacity of 2,000.

Section V: School Leadership and Management

Standard Rating: Meets Standard

Comments

The application proposes that the Idaho Collaborative Learning Partners holds the charter to Virtual Preparatory Academy of Idaho. The board of directors intends to outsource operations of the school to an Education Services Provider, ACCEL.

ACCEL Schools is a division of Pansophic Learning, a for-profit global education management company founded in 2014, originally funded by Safanad Limited, out of Dubai (UAE). ACCEL currently manages fourteen virtual schools in its portfolio according to its website, although some are not yet operational. Most of the schools operated by ACCEL are in their first five years of operation.

Strengths:

- ACCEL provides services to numerous charters throughout the country, and has financial and operational resources to ensure that the school has proper funding to begin operations.

Concerns:

- There are no concerns with this section.

Section VI: Virtual Schools

Standard Rating: Meets Standard

Comments

The proposed LMS will use Canvas for student and teacher accessibility, PowerSchool for student information systems, and AMP (ACCEL Management Platform, a proprietary service of ACCEL), to provide single sign-on to the previous programs and all student curriculum.

Strengths:

- The Learning Management System includes reliable software, including Canvas and PowerSchool.

Concerns:

- There are no concerns with this section.

Virtual Preparatory Academy of Florida					
Test	Level 1 (Well Below Grade Level)	Level 2 (Below Grade Level)	Level 3 (On Grade Level)	Level 4 (Proficient)	Level 5 (Exemplary)
ELA Assessment	36.9	30.5	16.6	10	6
Math Assessment	51.4	31.5	10.3	5.6	1.2
ELA Growth	47.9				
Math Growth	27.5				
Literacy	N/A				
Graduation Rate	N/A				
Identified for Support	Yes				

<u>Virtual Preparatory Academy of Washington</u>	
Test	
ELA Proficiency	23.8
Math Assessment	9.7
ELA Growth	28
Math Growth	28
Literacy	N/A
Graduation Rate	Nsize

<u>Virtual Preparatory Academy of West Virginia</u>	
Test	
ELA Assessment	48.1 (Does not meet standard)
Math Assessment	37.3 (Does not meet standard)
ELA Growth	34.2 (Does not meet standard)
Math Growth	36.6 (Partially meets standard)
Literacy	N/A
Graduation Rate	N/A

<u>OHDELA (Closing FY25)</u>	
Test	
Achievement	1 Star
Progress	1 Star
Early Literacy	1 Star
Overall	1.5 Star

<u>Gateway Online Academy of Ohio (Alternative School)</u>	
Test	
Achievement	45.7 Meets Standard
Progress	Meets Standard
Graduation Rate	23.5% 4-year, 23.3% 5-year Meets Standard

Overall	Meets Standard
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<u>Pathfinder Career Academy of Ohio</u>	
Test	
Achievement	1 Star
Progress	0 Stars
Early Literacy	Nsize
Graduation	Nsize
Overall	2.5 Star

<u>Arizona Academy with Community Partners</u>	
Test	
ELA Proficiency	4%
Math Assessment	0%
ELA Growth	NA
Math Growth	NA
Literacy	NA
Graduation Rate	22%

<u>Michigan Online School</u>	
Test	
ELA Proficiency	21%
Math Assessment	4%
ELA Growth	28%
Math Growth	11%
Literacy	NA
Graduation Rate	56%

No academic data for the following schools:

Virtual Preparatory Academy of Colorado

Virtual Preparatory Academy of Arizona

Virtual Preparatory Academy of Georgia at Jenkins County

Virtual Preparatory Academy of Iowa

Virtual Preparatory Academy of New Mexico

Virtual Preparatory Academy of Indiana at Madison-Grant

Virtual Preparatory Academy of Wyoming