

**IDAHO PUBLIC CHARTER SCHOOL COMMISSION
REGULAR MEETING AGENDA**

Date: Thursday, February 27, 2025
Start Time: 9:00 A.M., MST

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

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

- I. COMMISSION WORK (Action Item)**
 - A. Agenda Review / Approval
 - B. Minutes Review / Approval

- II. DIRECTOR'S REPORT**

- III. CONSIDERATION OF CONSENT AGREEMENTS TO RENEW CHARTER WITHOUT CONDITIONS (Action Item)**
 - A. 9:15am – 9:45am
 - i. Thomas Jefferson Charter School
 - B. 9:45am – 10:15am
 - i. MOSAICS Public School

- IV. CONSIDERATION OF CONSENT AGREEMENTS TO RENEW CHARTER WITH CONDITIONS (Action Item)**
 - A. 10:15am – 10:45am
 - i. Pinecrest Academy of Idaho
 - B. 10:45am – 11:15am
 - i. Doral Academy of Idaho
 - C. 11:15am – 11:45am
 - i. Mountain Community School
 - D. 11:45am – 12:15pm
 - i. Hayden Canyon Charter

- V. CONSIDERATION OF AMENDMENT TO PERFORMANCE CERTIFICATE (Action Item)**
 - A. 1:00pm – 1:30pm
 - i. North Star Public Charter School & Rolling Hills Public Charter School

VI. 2025 LEGISLATURE OVERVIEW

A. 1:30pm – 1:45pm

VII. INCREASED CHARTER SCHOOL SUPPORT PRESENTATION

A. 1:45pm – 2:00pm

VIII. ALTERNATIVE FRAMEWORK UPDATE

A. 2:00pm-2:30pm

- i. Dr. Jody Ernst, VP of Research and Policy Analytics, Momentum Strategy & Research

IX. 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 MST on Wednesday, February 26, 2025.

MEETING MINUTES FOR REGULAR MEETING

Date: Thursday, December 12, 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 June 27, 2024 at 9:00 am

Commissioners Present:	Staff Present:
Chairman Reed - Present	Director Jacob Smith, IPCSC
Vice Chair Bair - Present	Karen Sheehan, Attorney General's Office
Commissioner Koehler - Present	Jared Dawson, IPCSC
Commissioner Hedrick - Present	Jennifer Coffey, IPCSC
Commissioner Quinn – Present	Jean Nichols, IPCSC
Commissioner Amador – Present	
Commissioner Paulos - Present	

I. COMMISSION WORK (Action Item)

A. Agenda Review / Approval

Motion/Second No motion or vote required per DAG counsel.

B. Minutes Review / Approval

Motion/Second (Hedrick/Koehler) Motion to approve the minutes from the October 10, 2024 Regular Commission meeting as presented. *The motion passed unanimously.*

II. 2025 LEGISLATURE OVERVIEW

Director Jacob Smith presented information on behalf of Matt Reiber from the Governor's office on items for the upcoming legislative session. Provided House Education Committee updates, Senate Education Committee Chair will remain the same, Senate Majority Leadership is comprised of people new to their respective roles, the Governor continues to prioritize education, there is a new member of the State Board of Education.

III. CONSIDERATION OF AUTHORIZER TRANSFER APPLICATION (Action Item)

Gem Prep: Nampa

Commission Director Jacob Smith presented an application to transfer the authorization of Gem Prep: Nampa from the Nampa School District to the Idaho Public Charter School Commission. The school followed a modified application process for the transfer, and data for GPN shows they would meet or exceed all areas of the IPCSC Performance Framework for FY24. Representatives of the school stated that students at GPN have acquired college credits when graduating, and are held to high performance and overall standards. The school shared personal stories of success and displayed how finances are in good order.

Motion/Second (Hedrick/Quinn) Motion to approve the authorizer transfer application for Gem Prep: Nampa for a six-year term effective July 1, 2025. *Motion passed unanimously.*

IV. CONSIDERATION OF RENEWAL CONDITIONS**Peace Valley Charter School**

Commission Director Jacob Smith initiated discussion of two unmet conditions for Peace Valley Charter School related to finances and literacy proficiency. The school presented changes to their program designed to allow the school to meet standard in these areas of the performance certificate. The school also has a new administration, and is attempting to update their academic programs, and are adapting to challenges. The school also stated that they are headed towards financial stability.

Commissioners asked questions related to whether the school had room to grow with pods leased; how the school would attract families (e.g., attending events, booths, social media, etc.); the capacity building program. The capacity building program is focused on Tier 1 curriculum and teacher professional development. Commissioners were concerned about waiving conditions and how that would affect the Commission's reputation.

Motion (Bair) Motion to take no action on unmet conditions and allow the school to continue to operate. No second.

Motion/Second (Koehler/Hedrick) Motion to take no action on unmet conditions and allow the school to continue to operate. Koehler, Hedrick, Bair, Quinn, Paulos aye, Amador nay. *Motion passed 5-1.*

Break called by Chairman Reed. Meeting called back to order at 11:08 a.m.

V. CONSIDERATION OF NEW CHARTER SCHOOL APPLICATIONS (Action Item)**Valor Classical Academy**

Director Smith introduced members of the American Classical Schools of Idaho network to present on behalf of Valor Classical Academy for consideration of approval by the

IPCSC. The board presented a model associated with Hillsdale college, with a facility site valued at an estimated two million dollars donated to the school.

Motion/Second (Hedrick/Koehler) Motion to approve the new charter school application for Valor Classical Academy for a six-year term effective July 1, 2025. *Motion passed unanimously*

Virtual Preparatory Academy of Idaho

Director Smith introduced the petition for Virtual Preparatory Academy of Idaho (VPAI). The petition was rated Did Not Meet Standard in the Educational Program and Student Demand & Primary Attendance Area sections, respectively, and Approaches Standard in the Financial & Facilities Plan section.

The school addressed the educational program and school performance, and states that data presented by Commission staff did not provide context. The school incorporates advancements in collaboration of platforms. The K-5 curriculum is proprietary, and 6-12 is non-proprietary. A letter from the Coalition of Charter School Families was provided that expresses support for the school, as well as a letter from board member Dahlstrom, who was not in attendance.

Commissioners questioned the uniqueness and value the school provided beyond the single sign-on service, and wished to see more data.

Motion/Second (Koehler/Quinn) Motion to take no action and have the applicants work with the Director and Commission staff to work on items one and four of the Application Evaluation Review and come back before the Commission at a later date. *Motion passed unanimously.*

VI. INCREASED CHARTER SCHOOL SUPPORT

Rachel Burk from the Idaho State Department of Education presented on support provided to several schools in the IPCSC's portfolio.

VII. SCHOOL UPDATE

Craig Gerard, Executive Director of Blackfoot Charter, provided the Commission with an update on the progress of the school and the conditions that were placed on the school's renewal at the February, 2024 Commission meeting. Mr. Gerard reviewed improvements and support available to the school, and that they have made several internal changes to address the conditions and Commissioners' concerns.

VIII. PUBLIC COMMENT

No public comment at this time.

IX. ADJOURN (Action Item)

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

Meeting adjourned

MEETING MINUTES FOR SPECIAL MEETING

Date: Friday January 10, 2025

Start Time: 10:00 A.M., MST

Physical Location: IPCSC Office | 514 W. Jefferson St, Suite 303, Boise, ID 83720

This meeting was called to order by Chairman Reed on January 10, 2025 at 10:00am.

Commissioners Present:	Staff Present:
Chairman Reed – Present	Karen Sheehan, Attorney General’s Office
Vice Chair Bair – Present	Jared Dawson, IPCSC
Commissioner Koehler – Present	Jennifer Coffey, IPCSC
Commissioner Hedrick – Present	Jean Nichols, IPCSC
Commissioner Quinn – Present	Joy Lindner, IPCSC
Commissioner Amador – Present	Joshua Whitworth, OSBE
Commissioner Paulos – Present	

I. APPOINTMENT OF THE INTERIM DIRECTOR (Action Item)

Motion/Second (Hedrick/Koehler) Motion to appoint Joshua Whitworth, Executive Director of the State Board of Education, as interim director of the Idaho Public Charter School Commission.

Roll call: Chairman Reed – yes, Vice Chair Bair – yes, Commissioner Amador – yes, Commissioner Hedrick – yes, Commissioner Koehler – yes, Commissioner Paulos – yes, Commissioner Quinn – yes.

The motion passed unanimously.

The meeting was adjourned.

III. CONSIDERATION OF AGREEMENTS TO RENEW CHARTER WITHOUT CONDITIONS

A. Thomas Jefferson Charter School

APPLICABLE STATUTE, RULE, OR POLICY

The Accelerating Public Charter School Act at Idaho Code §33-5201, et seq.

SUMMARY

In 2020, Thomas Jefferson Charter School was renewed for operations with a five-year operating contract. The current certificate term is from July 1, 2020 to June 30, 2025.

Thomas Jefferson Charter School either Met or Exceeded all Academic, Financial, and Operational Measures in FY24. Throughout its operating contract, the school has Met or Exceeded all Measures, with the exception of two Measures related to Operational. The school is recommended for renewal without conditions.

STAFF RECOMMENDATION OF CONDITIONS

No conditions recommended.

COMMISSION ACTION

A motion to approve the consent agreement for charter renewal without conditions, as presented for **[school name]**, thereby approving the school's renewal application and renewing its charter for a **[six-year] [twelve-year]** operational term starting July 1, 2025;
OR

A motion to reject the consent agreement for charter renewal as presented, to conditionally renew the charter for **[school name]**, and to approve the school's renewal application, renewing the school's charter for a **[six-year] [twelve-year]** operational term beginning July 1, 2025, with the following conditions: **[state revised/new condition(s) in full, including the due date(s)]**;
OR

A motion to reject the consent agreement for charter renewal for **[school name]** as presented and to proceed with a charter renewal hearing before March 15, 2025.



Renewal Packet

Thomas Jefferson Charter School

1209 Adam Smith Ave.

Caldwell, ID 83605

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



Thomas Jefferson Charter School Performance Summary – 2021-2024

Summary: In 2020, Thomas Jefferson Charter School was renewed for operations with a five-year operating contract. The current certificate term is from July 1, 2020 to June 30, 2025.

Thomas Jefferson Charter School either Met or Exceeded all Academic, Financial, and Operational Measures in FY24. Throughout its operating contract, the school has Met or Exceeded all Measures, with the exception of two Measures related to Operational. The school is recommended for renewal without conditions.

Mission Statement: To develop virtuous citizen leaders. Instilling and developing virtue is accomplished by examining lives of noble and great people to ascertain the value of their virtues and then strive to emulate those virtues to serve the interests of family, community, professional vocation, and our nation.

Board Chair: Matt Dorsey

School Leader: Jodi Endicott

Model: Harbor Method

Demographics:

Grades Served: K-12; Enrollment Capacity: 402

Student Population %	2024	2023	2022	2021
Non-White Thomas Jefferson CS	36%	36%	35%	34%
Non-White Thomas Jefferson CS Comparison District	68%	67%	67%	
Hispanic Thomas Jefferson CS	31%	31%	30%	29%
Hispanic Thomas Jefferson CS Comparison District	63%	62%	62%	
Students w/Disabilities Thomas Jefferson CS	5%	5%	7%	8%
Students w/Disabilities Thomas Jefferson CS Comparison District	16%	15%	14%	
Economically Disadvantaged Thomas Jefferson CS	35%	32%	16%	34%
Economically Disadvantaged Thomas Jefferson CS Comparison District	99%	Nsize	60%	



Thomas Jefferson Charter School Performance Summary

Performance Outcomes:

The performance outcomes, by which IPCSC charter schools are evaluated for renewal, are defined in the Commission's [Performance Framework Guidance](#). Thomas Jefferson Charter School's comprehensive Annual Performance Reports and current performance certificate are available at the following link: <https://chartercommission.idaho.gov/schools/thomas-jefferson-charter-school/>.

The key to the summary of performance ratings in the following tables is as follows:

Exceeds Standard (E)	Meets Standard (M)	Approaches Standard (A)	Does Not Meet Standard (DNM)	Not Rated Due to Pandemic (NR)	Data Not Available (NA)
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Academics				
Indicator	2024	2023	2022	2021
Math Proficiency	76% E	70% E	69% E	NR
Math Growth	80% E	72% E	NA	NR
ELA Proficiency	79% E	75% E	78% E	NR
ELA Growth	80% E	74% E	NA	NR
Literacy Proficiency	Fall IRI: 66%	Fall IRI: 71%	Fall IRI: 71%	NR
	Spring IRI: 79% E	Spring IRI: 78% E	Spring IRI: 82% E	
College & Career Readiness/ 4Yr ACGR	64% M	NA	NA	NR

Operational Governance				
Indicator	2024	2023	2022	2021
Governance Structure	M	E	M	M
Governance Oversight	M	E	M	M
Governance Compliance	NA	E	M	M
Management				
Indicator	2024	2023	2022	2021
Student Services	M	M	A	M
Data Security/Transparency	M	M	M	A
Facility & Services	M	E	M	M
Operational Compliance	NA	E	M	M

Thomas Jefferson Charter School Performance Summary

Financial				
Near Term Health				
Indicator	2024	2023	2022	2021
Current Ratio	6.21 E	5.4 E	3.83 E	NR
Unrestricted Days Cash	204 E	114 E	181 E	NR
Default	None E	None E	None E	NR
Enrollment Variance	NA	106% M	99% M	NR
Sustainable Health				
Indicator	2024	2023	2022	2021
Total Margin	NA	6.3% E	7.00% E	NR
Multi-Year Cash Flow	NA	-\$1,338,117 E	-\$1,267,403 M	NR
Debt Service Coverage Ratio	43.65 E	Debt free E	86.03 E	NR
Debt Asset Ratio	0.07 E	0.1 E	0.08 E	NR
Financial Compliance	Yes E	Yes E	Yes E	NR



Thomas Jefferson Charter School

1209 Adam Smith Avenue Caldwell, Idaho 83605

tjcs.org

208.455.8772

Creating Virtuous Citizen Leaders

Thomas Jefferson Charter School #559

Administrator: Jodi Endicott 208-455-8772 jodi.endicott@tjcharterschool.org

Board Chair: Matt Dorsey 208-573-2045 matt.dorsey@tjcharterschool.org

Leadership Team:

TJCS employs forty-four part or full-time employees. The TJCS Board of Directors provides oversight of the facilities, academic, financial, and social climate of the school in attaining the goal of developing virtuous citizen leaders. The Charter Administrator provides oversight of the day-to-day operations, meeting state and federal expectations/guidelines, and specific Harbor School expectations. Harbor School principals ensure that:

- interruptions to the instructional day are kept to a minimum
- teachers and students develop a productive work ethic
- parents have the opportunity to meet with teachers prior to the first day of school and set the tone for continued interaction
- communication with parents is clear regarding the essentials of a Harbor School, including attendance, academic achievement, and other information regarding student wellbeing and growth
- there is a continued focus on the mission/vision of developing virtuous citizen leaders.

The Business Manager/Board Treasurer is charged with developing and presenting the annual and monthly budget and ensuring that the Board reviews and approves the projected and actual revenue and expenditures.

Mission Statement:

Mission: The mission of Thomas Jefferson Charter School is to develop virtuous citizen leaders.

Vision: Children must attain not only the knowledge and skills necessary for the 21st century, but also the work habits, the communication and problem solving habits to lead meaningful lives and contribute to our democratic republic.

Core Values:

- Productive, engaged member of society
- Lifelong learning
- Healthy lifestyle
- Clear oral and written communication
- Creative, innovative, problem-solving thinking
- Logical thinking and the ability to make informed judgments
- Effective and ethical use of technology as a tool
- Adaptability to new situations and information
- Accept personal responsibility for decisions and actions
- Honest and exhibit the ability to face challenges with courage and integrity
- Empathy, courtesy, and respect for differences among people and cultures
- Willing to take risks, learn from failures, and persevere
- Responsible time management and ability to meet deadlines
- Work cooperatively with others, which includes active listening, sharing opinions, negotiation, compromise, and ability to reach a group consensus
- Dependable, can be counted upon to take and complete fair share of the workload

School Enrollment:

Kindergarten	26	6th Grade	29	12th Grade	30
1st Grade	28	7th Grade	30		
2nd Grade	27	8th Grade	28		
3rd Grade	28	9th Grade	33		
4th Grade	30	10th Grade	25		
5th Grade	32	11th Grade	16		

Planned Improvements:

- Math curriculum-During the 2023-2024 and 2024-2025 school years, our math teachers (4-12) have been working collaboratively to evaluate curriculum alignment and assessment data. From this process it has been determined that there is a need for a new curriculum in grades 7-12 in addition to some slight modifications of curriculum in grades 4-6. Our team continues to monitor ISAT and Interim ISAT data, along with Advanced Placement (AP) test results, PSAT results and classroom assessments to inform future decisions.
- As we evaluate assessment data, our goal is to help students who have been at TJCS for more than a year, achieve at least one year's worth of progress on the ISATS in Math, ELA and Science (if applicable). For those students who are new to TJCS, our goal is to help them achieve 1.5 years of growth on the ISAT in Math, ELA and Science (if applicable).
- PLC-We are continuing to refine the PLC process through leadership training, staff feedback and Board direction. In 2024-2025, all teachers are participating in bi-monthly PLCs. In these meetings teachers work toward improving student achievement by evaluating teaching strategies, assessment data, intervention needs, curriculum alignment etc. (depending on the subject/grade level needs). In the 2025-2026 school year, we would like to include classified staff in PLCs as well.

- Roundtable Teaching Strategies-This year (2024-2025) teachers have been assigned one six-minute presentation in which they present a teaching strategy to the staff. The purpose of this is to help build a cohesiveness between teachers grades K-12, and to share the excellent teaching strategies with each other. This has begun to positively impact the culture of the school, and we plan to work to enhance this experience in the years to come.
- Evaluation of K-6 ELA Curriculum-This year our elementary teachers have been working in PLCs to determine if there are gaps/overlaps in our ELA curriculum, and based on those results will continue to meet to determine future curriculum needs (either better alignment of our current curriculum, or the potential evaluation and purchase of a new core ELA curriculum). These teachers have also been collaborating with the middle school and high school teachers to help make these determinations.
- Intervention (K-6)-We are continuing to build our elementary intervention team. We have one teacher who oversees the intervention program, who analyzes reading data each month, shares that with classroom teachers and interventionists, and collaborates with intervention teachers to provide specialized instruction for students who are struggling in both reading and math.
- MOSS-Providing our 8th-grade students their first opportunity to learn science through a collaborative approach at the McCall Outdoor Science School during Spring Break. The goal is to work toward improved student retention in middle school and provide opportunities for students to experience teamwork and a sense of community with their peers in a setting outside of the classroom.

THOMAS JEFFERSON CHARTER SCHOOL

Report on Audited
Basic
Financial Statements
and
Additional Information

For the Year Ended June 30, 2024

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Title Page

THOMAS JEFFERSON CHARTER SCHOOL
1209 Adam Smith Avenue
Caldwell, Idaho 83605

Board of Directors

Matt Dorsey	Chairman
Mike Provost	Vice-Chairman
Isaac Marler	Director
Julie Yamamoto	Director
Doug Thompson	Director

Administrators

Jodi Endicott	Charter Administrator
Amy Pfaff	Principal
Scotti Erickson	Business Manager



Certified Public Accountants

Weston Flamp CPA
Cassie Zattiero, CPA

812-B 12th Ave. South
P.O. Box 876
Nampa, ID 83653-0876
208 466-2493
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Independent Auditor’s Report

To the Board of Directors
Thomas Jefferson Charter School

Report on the Audit of the Financial Statements

Qualified and Unmodified Opinions

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Thomas Jefferson Charter School (the Charter), as of and for the year ended June 30, 2024, and the related notes to the financial statements, which collectively comprise the Charter’s basic financial statements as listed in the table of contents.

Qualified Opinion on the Governmental Activities

In our opinion, except for the effects of the matter described in the Basis for Qualified and Unmodified Opinions section of our report, the financial statements referred to above present fairly, in all material respects, the financial position of the governmental activities as of June 30, 2024, and the changes in financial position thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Unmodified Opinions on Each Major Fund and the Aggregate Remaining Fund Information

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of each major fund and the aggregate remaining fund information of Thomas Jefferson Charter School, as of June 30, 2024 and the respective changes in financial position thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Qualified and Unmodified Opinions

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor’s Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of Thomas Jefferson Charter School, and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our qualified and unmodified audit opinions.

Matter Giving Rise to the Qualified Opinion on the Governmental Activities

Management has not performed the actuarial calculations for other post-employment benefits for the governmental activities and, accordingly, has not considered the Charter’s other post-employment benefit liability. Accounting principles generally accepted in the United States of America require that a liability be recorded for other post-employment benefits, which would initially decrease net position, increase liabilities, and increase expenses in the governmental activities. The amount by which this departure would affect net position, liabilities, and expenses in the governmental activities is not reasonably determinable.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

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

Auditor's Responsibilities for the Audit of the Financial Statements

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

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

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of Thomas Jefferson Charter School's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about Thomas Jefferson Charter School's ability to continue as a going concern for a reasonable period of time.

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

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the budgetary comparison information, the schedule of employer's share of net pension liability (asset) – PERSI base plan, and the schedule of employer contributions – PERSI base plan as listed in the table of contents be presented to supplement the basic financial statements. Such information is the responsibility of management and, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Management has omitted the management's discussion and analysis that accounting principles generally accepted in the United States of America require to be presented to supplement the basic financial statements. Such missing information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. Our opinions on the basic financial statements are not affected by this missing information.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise Thomas Jefferson Charter School's basic financial statements. The accompanying combining balance sheet – nonmajor governmental funds and the combining statement of revenues, expenditures, and changes in fund balances – nonmajor governmental funds are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the combining nonmajor fund financial statements are fairly stated in all material respects in relation to the basic financial statements as a whole.

Other Information

Management is responsible for the other information included in the annual report. The other information comprises the supplemental schedule of expenditures by object of expenditure – budget and actual – General fund but does not include the basic financial statements and our auditor's report thereon. Our opinions on the basic financial statements do not cover the other information, and we do not express an opinion or any form of assurance thereon.

In connection with our audit of the basic financial statements, our responsibility is to read the other information and consider whether a material inconsistency exists between the other information and the basic financial statements, or the other information otherwise appears to be materially misstated. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe it in our report.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 30, 2024, on our consideration of Thomas Jefferson Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Charter's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Thomas Jefferson Charter School's internal control over financial reporting and compliance.

Bailey & Co

Nampa, Idaho
October 30, 2024

Thomas Jefferson Charter School
Statement of Net Position
June 30, 2024

	Governmental Activities
Assets	
Cash and Cash Equivalents	\$ 2,350,452
Intergovernmental Receivables, Net	492,782
Interest Receivable, Net	9,229
Other Receivables, Net	4,370
Prepaid Items	26,531
Inventory	7,265
Capital Assets:	
Land and Construction in Progress	404,194
Buildings and Improvements, Net	4,106,685
Equipment, Net	98,715
Right-of-Use Assets, Net	10,862
SBITA Assets, Net	35,239
Total Capital Assets	4,655,695
Total Assets	7,546,324
Deferred Outflows	
Pension	934,739
Liabilities	
Accounts Payable and Other Current Liabilities	87,009
Salaries and Benefits Payable	373,157
Unearned Revenues	5,076
Long-Term Liabilities:	
Portion Due or Payable Within One Year:	
Lease Liability	2,286
SBITA Liability	16,670
Portion Due or Payable After One Year:	
Lease Liability	8,498
Net Pension Liability	1,802,308
Total Liabilities	2,295,004
Deferred Inflows	
Pension	52,012
Net Position	
Net Investment in Capital Assets	4,628,241
Restricted:	
Special Revenue Funds	10,039
Unrestricted	1,495,767
Total Net Position	\$ 6,134,047

The accompanying notes are an integral
part of the financial statements.

Thomas Jefferson Charter School
Statement of Activities
For the Year Ended June 30, 2024

	Expenses	Program Revenues			Net (Expense) Revenue and Changes in Net Position - Governmental Activities
		Charges for Sales and Services	Operating Grants and Contributions	Capital Grants and Contributions	
Primary Government:					
Governmental Activities:					
Instruction	\$ 2,617,416	\$ -	\$ 285,771	\$ -	\$ (2,331,645)
Support Services	1,557,172	11,331	87,019	-	(1,458,822)
Non-Instructional	203,080	70,648	83,936	-	(48,496)
Interest Expense	1,271	-	-	-	(1,271)
Total Governmental Activities	<u>\$ 4,378,939</u>	<u>\$ 81,979</u>	<u>\$ 456,726</u>	<u>\$ -</u>	<u>\$ (3,840,234)</u>
		General Revenues:			
					4,254,744
					138,851
					4,345
					<u>4,397,940</u>
		Special Items:			
					206
					<u>557,912</u>
					5,576,135
					<u>\$ 6,134,047</u>

The accompanying notes are an integral
part of the financial statements.

Thomas Jefferson Charter School
Balance Sheet -
Governmental Funds
June 30, 2024

	General	Food Service	Capital Projects Fund	Other Governmental Funds	Total Governmental Funds
Assets					
Cash and Cash Equivalents	\$ 2,314,094	\$ -	\$ -	\$ 36,358	\$ 2,350,452
Intergovernmental Receivables, Net	335,392	-	41,838	115,552	492,782
Other Receivables, Net	4,370	-	-	-	4,370
Interest Receivable, Net	9,229	-	-	-	9,229
Prepaid Items	5,624	-	-	20,907	26,531
Inventory	-	7,265	-	-	7,265
Internal Balances	984,838	1,254	-	-	986,092
Total Assets	3,653,547	8,519	41,838	172,817	3,876,721
Deferred Outflows					
	-	-	-	-	-
Total Assets and Deferred Outflows	\$ 3,653,547	\$ 8,519	\$ 41,838	\$ 172,817	\$ 3,876,721
Liabilities					
Accounts Payable	\$ 83,893	\$ 181	\$ -	\$ 2,935	\$ 87,009
Internal Balances	-	718	874,210	111,164	986,092
Unearned Revenues	-	5,076	-	-	5,076
Salaries Benefits Payable	340,239	2,236	-	30,682	373,157
Total Liabilities	424,132	8,211	874,210	144,781	1,451,334
Deferred Inflows					
	-	-	-	-	-
Fund Balances					
Nonspendable:					
Prepaid Items	5,624	-	-	20,907	26,531
Inventory	-	7,265	-	-	7,265
Restricted to:					
Other Purposes	-	-	-	9,731	9,731
Committed	-	-	-	9,129	9,129
Unassigned	3,223,791	(6,957)	(832,372)	(11,731)	2,372,731
Total Fund Balances	3,229,415	308	(832,372)	28,036	2,425,387
Total Liabilities, Deferred Inflows, and Fund Balances	\$ 3,653,547	\$ 8,519	\$ 41,838	\$ 172,817	\$ 3,876,721

The accompanying notes are an integral
part of the financial statements.

Thomas Jefferson Charter School
 Reconciliation of the Balance Sheet of the
 Governmental Funds to the Statement of Net Position
 June 30, 2024

Total Fund Balances - Governmental Funds	\$	2,425,387
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Amounts reported for governmental activities in the statement of net position are different because of the following:

Capital assets, including right-of-use and SBITA assets, used in governmental activities are not financial resources and, therefore, are not reported in governmental funds. Those assets consist of:

Land and Construction in Progress	\$	404,194	
Buildings and Improvements, Net of \$1,699,982 Accumulated Depreciation		4,106,685	
Equipment, Net of \$178,429 Accumulated Depreciation		98,715	
Right-of-Use Assets, Net of \$1,435 Accumulated Amortization		10,862	
SBITA Assets, Net of \$35,239 Accumulated Amortization		<u>35,239</u>	
			4,655,695

Long-term liabilities applicable to the District's governmental activities are not due and payable in the current period and accordingly are not reported as fund liabilities. All liabilities - both current and long-term - are reported in the statement of net position.

Lease Liability	(10,784)		
SBITA Liability		<u>(16,670)</u>	
			(27,454)

The net pension liability (asset) and the related deferrals that are applicable to the Charter's governmental activities, are not due and payable in the current period and, accordingly, are not reported as fund liabilities. All liabilities are reported in the statement of net position.

Net Pension Liability	(1,802,308)		
Deferred Inflows		(52,012)	
Deferred Outflows		<u>934,739</u>	
			<u>(919,581)</u>

Total Net Position - Governmental Activities	\$	<u><u>6,134,047</u></u>
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The accompanying notes are an integral
part of the financial statements.

Thomas Jefferson Charter School
Statement of Revenues, Expenditures, and
Changes in Fund Balances -
Governmental Funds
For the Year Ended June 30, 2024

	General	Food Service	Capital Projects Fund	Other Governmental Funds	Total Governmental Funds
Revenues					
State	\$ 3,966,589	\$ -	\$ 145,704	\$ 142,451	\$ 4,254,744
Grants and Contributions	1,500	83,936	-	371,290	456,726
Charges for Sales and Services	-	70,648	-	11,331	81,979
Earnings on Investments	138,195	3	-	653	138,851
Other	4,345	-	-	-	4,345
Total Revenues	4,110,629	154,587	145,704	525,725	4,936,645
Expenditures					
Current:					
Instruction	2,173,347	-	-	281,135	2,454,482
Support Services	1,323,722	-	-	193,699	1,517,421
Non-Instructional	5,499	189,573	-	-	195,072
Debt Service:					
Principal	3,644	-	-	16,673	20,317
Interest	444	-	-	827	1,271
Capital Outlay	13,743	760	-	-	14,503
Total Expenditures	3,520,399	190,333	-	492,334	4,203,066
Excess (Deficiency) of Revenues Over Expenditures	590,230	(35,746)	145,704	33,391	733,579
Other Financing Sources (Uses)					
Lease Proceeds	12,297	-	-	-	12,297
Transfers In	68,542	16,875	-	-	85,417
Transfers Out	(16,875)	-	-	(68,542)	(85,417)
Total Other Financing Sources (Uses)	63,964	16,875	-	(68,542)	12,297
Net Change in Fund Balances	654,194	(18,871)	145,704	(35,151)	745,876
Fund Balances - Beginning, Previously Stated	1,597,145	19,179	-	63,187	1,679,511
Prior Period Adjustment	978,076	-	(978,076)	-	-
Fund Balances - Beginning, Restated	2,575,221	19,179	(978,076)	63,187	1,679,511
Fund Balances - Ending	\$ 3,229,415	\$ 308	\$ (832,372)	\$ 28,036	\$ 2,425,387

The accompanying notes are an integral
part of the financial statements.

Thomas Jefferson Charter School
 Reconciliation of the Statement of Revenues,
 Expenditures, and Changes in Fund Balances of the
 Governmental Funds to the Statement of Activities
 For the Year Ended June 30, 2024

Total Net Change in Fund Balance - Governmental Funds \$ 745,876

Amounts reported for governmental activities in the statement of activities are different because of the following:

Capital outlays are reported in governmental funds as expenditures. However, in the statement of activities, the cost of those assets that meet the capitalization threshold are allocated over their useful lives as depreciation expense and any undepreciated balance is expensed when disposed. In the current period these amounts are:

Capital Outlay (Including Right-of-Use and SBITA Assets)	\$ 186,840	
Depreciation and Amortization Expense	(171,295)	
Disposal of Capital Assets	<u>206</u>	
		15,751

Long-term liabilities applicable to the District's governmental activities are not due and payable in the current period and accordingly are not reported as fund liabilities. All liabilities - both current and long-term - are reported in the statement of net position.

Principal Paid on Lease Liability	20,317	
Lease Liability Incurred	<u>(12,297)</u>	
		8,020

The increases and decreases of some accounts do not require the use of current financial resources and, therefore, are not reported as expenditures in governmental funds.

Change in the Net Pension Liability	81,431	
Change in the Deferred Inflows	(21,428)	
Change in the Deferred Outflows	<u>(271,738)</u>	
		<u>(211,735)</u>

Change in Net Position of Governmental Activities \$ 557,912

The accompanying notes are an integral
part of the financial statements.

Thomas Jefferson Charter School
Statement of Fiduciary Net Position
June 30, 2024

	Private-Purpose Trust Funds
Assets	
Cash and Cash Equivalents	\$ 10,655
Deferred Outflows	-
Liabilities	-
Deferred Inflows	-
Net Position	
Restricted For Scholarships	\$ 10,655

The accompanying notes are an integral
part of the financial statements.

Thomas Jefferson Charter School
Statement of Changes in Fiduciary Net Position
For the Year Ended June 30, 2024

	Private-Purpose Trust Funds
Additions	
Contributions	\$ -
Investment Income	6
Total Additions	6
Deductions	
Scholarships Awarded	1,000
Changes in Net Position	(994)
Net Position - Beginning	11,649
Net Position - Ending	\$ 10,655

The accompanying notes are an integral
part of the financial statements.

Thomas Jefferson Charter School
Notes to Financial Statements
For the Year Ended June 30, 2024

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Reporting Entity

The accompanying financial statements present the activities of the Charter. The Charter receives funding from local, state, and federal government sources and must comply with all of the requirements of these funding source entities. However, the Charter is not included in any other governmental reporting entity as defined by generally accepted accounting principles. Board members are volunteers and have decision-making authority, the power to designate management, the ability to significantly influence operations, and the primary accountability for fiscal matters. In addition, the Charter's reporting entity does not contain any component units as defined by the Governmental Accounting Standards Board.

Basis of Presentation

Government-Wide Statements: The statement of net position and the statement of activities display information about the financial activities of the Charter, except for fiduciary activities. Eliminations have been made to minimize the double counting of internal activities. Governmental activities generally are financed through intergovernmental revenues and other nonexchange transactions.

The statement of activities presents a comparison between direct expenses and program revenues for each function of the Charter's governmental activities.

- Direct expenses are those that are specifically associated with a program or function and, therefore, are clearly identifiable to a particular function.
- Indirect expenses are those of the general government related to the administration and support of the Charter's programs, such as personnel and accounting (but not interest on long-term debt) that are allocated to programs based on their percentage of total primary government expenses. Interest expenses are allocated to the programs that manage the capital assets financed with long-term debt.
- Program revenues include (a) charges paid by the recipients of goods or services offered by the programs and (b) grants and contributions that are restricted to meeting the operational or capital requirements of a particular program. Revenues that are not classified as program revenues, including all state formula aid, are presented as general revenues.

Financial Statements: The fund financial statements provide information about the Charter's funds. Separate statements for each category—*governmental and fiduciary*—are presented. The emphasis of fund financial statements is on major governmental funds, each displayed in a separate column. All remaining governmental funds are aggregated and reported as nonmajor funds.

The Charter reports the following major governmental funds:

- *General fund.* This is the Charter's primary operating fund. It accounts for all financial resources of the Charter, except those required to be accounted for in another fund.
- *Food Service fund.* This fund accounts for the Charter's child nutrition program and cafeteria activities.
- *Capital Projects fund.* This fund accounts for the resources accumulated and expenditures made for the acquisition and construction of capital assets.

The Charter also reports a private-purpose trust fund in its fiduciary activities. This fund reports a trust arrangement under which principal and income benefit a college scholarship program.

Thomas Jefferson Charter School
Notes to Financial Statements
For the Year Ended June 30, 2024

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Basis of Accounting

The government-wide financial statements and fiduciary funds are reported using the economic resources measurement focus and the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded at the time liabilities are incurred, regardless of when the related cash flows take place. Non-exchange transactions, in which the Charter receives value without directly giving equal value in return, include grants and donations. Revenue from grants and donations is recognized in the fiscal year in which all eligibility requirements have been satisfied.

Governmental funds are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Under this method, revenues are recognized when measurable and available. The Charter considers all revenues reported in the governmental funds to be available if they are collected within sixty days after year-end. Expenditures are recorded when the related fund liability is incurred, except for principal and interest on general long-term debt, and claims and judgments, which are recognized as expenditures to the extent they have matured. General capital asset acquisitions are reported as expenditures in governmental funds. Proceeds of general long-term liabilities and acquisitions under leases are reported as other financing sources.

Fund Balance Reporting in Governmental Funds

Different measurement focuses and bases of accounting are used in the government-wide statement of net position and in the governmental fund balance sheet. The Charter has established written policies for the following fund balance categories that are utilized in the governmental fund balance sheet:

- *Nonspendable*. Prepaid expenditures and inventories that are permanently precluded from conversion to cash.
- *Restricted*. Balances constrained to a specific purpose by enabling legislation, external parties, or constitutional provisions. Restricted funds consist of:
 - ✓ \$5,907 in sales of yearbooks and certain fundraisers are restricted to student activities.
 - ✓ All other special revenue funds are restricted by either the federal government or the State of Idaho and must be spent according to the stipulations of the corresponding federal or state program. \$3,824 remained restricted for these purposes at year-end.
- *Committed*. Balances obligated to a specific purpose by a formal action of the Board of Directors, the Charter's highest level of decision-making authority. \$9,129 in the Building Maintenance fund is committed for future building maintenance.
- *Assigned*. Limitations imposed on balances through intentions of the Board of Directors or a body or official designated by the Board of Directors. The Board delegates the Administrator or designee to have the authority to assign funds.
- *Unassigned*. Balances available for any purpose or deficit fund balances.

Under the terms of grant agreements, the Charter funds certain programs by a combination of specific cost-reimbursement grants, categorical block grants, and general revenues. Thus, when program expenses are incurred, there are both restricted and unrestricted fund balance/net position available to finance the program. When both restricted and unrestricted resources are available for use, it is the Charter's policy to use restricted resources first, then unrestricted resources as they are needed.

It is the Charter's policy that when an expenditure is incurred for purposes for which amounts in any of the unrestricted classifications of fund balance could be used, the Charter requires committed amounts to be reduced first, followed by assigned amounts, and then unassigned amounts.

Thomas Jefferson Charter School
Notes to Financial Statements
For the Year Ended June 30, 2024

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

The Charter also has a policy to maintain a minimum unassigned fund balance in its General fund ranging from 15% to 20% of the subsequent year's budgeted expenditures and outgoing transfers. The intent is to protect against cash flow shortfalls related to timing of projected revenue receipts and to maintain a budget stabilization commitment.

Cash and Investments

The Charter requires all cash belonging to the Charter to be placed in custody of the Business Manager. A "Pooled Cash" concept is therefore used in maintaining the cash and investment accounts in the accounting records. Under this method, cash is pooled for investment purposes and each fund has equity in the pooled amount. All amounts included in the pooled cash and investment accounts are considered to be cash and cash equivalents. See Note 3.

Idaho Code authorizes the Charter to invest any available funds in obligations issued or guaranteed by the United States Treasury, the State of Idaho, local Idaho municipalities and taxing districts, the Farm Credit System, or Idaho public corporations, as well as time deposit accounts and repurchase agreements.

Investments are stated at fair value as determined by the fair value hierarchy, except certificates of deposit (which are non-participating contracts and are, therefore, carried at amortized cost).

Receivables

All trade and intergovernmental receivables are shown net of an allowance for uncollectibles, which is estimated to be zero.

Inventories

Inventory on government-wide and fund financial statements are stated at cost and are expensed when used. Inventory in governmental funds consists of expendable supplies held for consumption that are used on the first-in, first-out (FIFO) basis.

Compensated Absences

The Charter provides sick leave. However, it is not paid out upon termination of employment and, accordingly, no liability has been recorded. The Charter does not provide vacation or personal time to any employees.

Accounts Payable

Accounts payable represent debts that will be paid in the next billing cycle. Accounts payable are not over 60 days past due.

Pensions

For purposes of measuring the net pension liability (asset) and pension expense (offset), information about fiduciary net position of the Public Employee Retirement System of Idaho Base Plan (Base Plan) and additions to/deductions from the Base Plan's fiduciary net position have been determined on the same basis as they are reported by the Base Plan. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

Thomas Jefferson Charter School
Notes to Financial Statements
For the Year Ended June 30, 2024

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Capital Assets

Capital assets are reported at actual or estimated historical cost based on appraisals or deflated current replacement cost. Contributed assets are reported at estimated fair value at the time received.

Capitalization thresholds (the dollar value above which asset acquisitions are added to the capital asset accounts), depreciation methods, and estimated useful lives of capital assets reported in the government-wide statements are shown below.

	<u>Capitilization Policy</u>	<u>Depreciation Method</u>	<u>Useful Life</u>
Buildings and Improvements	\$5,000	Straight-line	20 - 50 years
Equipment	\$5,000	Straight-line	5 - 10 years

Depreciation is used to allocate the actual or estimated historical cost of all capital assets over their estimated useful lives. The Charter has no infrastructure to report.

Use of Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Contingencies

Amounts received or receivable from grantor agencies are subject to audit and adjustment. The amount, if any, of expenditures which may be disallowed by the grantor cannot be determined at this time and the Charter expects such amounts, if any, to be immaterial.

Risk Management

The Charter is exposed to various risks of loss related to torts, theft of, damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters. The Charter has transferred most of its risk by purchasing commercial insurance. Workman's Compensation insurance is purchased through the Idaho State Insurance Fund. Employee health and accident insurance is purchased through Blue Cross of Idaho. All other insurance has been purchased through Moreton & Company.

2. PRIOR PERIOD ADJUSTMENT

An error was discovered in the current year in the accounting for interfund transactions. The correction of this error resulted in an increase to beginning fund balance in the General fund of \$978,076 and a decrease in the Capital Projects fund beginning fund balance by the same amount. Due to the nature of interfund activity, however, the overall net effect to beginning fund balance is zero. This also results in no change to beginning net position in the government-wide financial statements.

Thomas Jefferson Charter School
Notes to Financial Statements
For the Year Ended June 30, 2024

3. CASH AND INVESTMENTS

Deposits

As of June 30, 2024, the carrying amount of the Charter's deposits was \$436,547 and the respective bank balances totaled \$456,205. \$250,000 of the bank balance was insured or collateralized with pooled securities held by the pledging institution in the name of the Charter.

Custodial Credit Risk – Deposits

Custodial credit risk is the risk that in the event of a bank failure, the Charter's deposits may not be returned. As of June 30, 2024, \$206,205 of the Charter's deposits were not covered by federal depository insurance or by collateral held by the Charter's agent or pledging financial institution's trust department or agent in the name of the Charter, and thus were exposed to custodial credit risks for deposits. The Charter does not have a formal policy limiting its exposure to custodial credit risk for deposits.

Custodial Credit Risk – Investments

Custodial credit risk is the risk that an issuer or other counterparty to an investment will not fulfill its obligations. The Charter does not have a formal policy limiting its custodial credit risk for investments.

Interest Rate Risk

The Charter does not have a formal policy limiting investment maturities that would help manage its exposure to fair value losses from increasing interest rates.

Investments

The State Treasurer must operate and invest the funds of the pool for the benefit of the participants. They make investments in accordance with Idaho Code, Sections 67-1210 and 67-1210A. The pool is not rated and is not registered with the Securities and Exchange Commission or any other regulatory body. The pool is valued using the Net Asset Value (NAV) per share method. Investments using the NAV per share method do not have readily obtainable fair values and are, instead, valued based on the Charter's pro-rata share of the pool's net position. The Charter values these investments based on the State of Idaho Treasurer's Office. The State Treasurer does not provide any legally binding guarantees to support the value of the shares to participants. Participants have overnight availability to their funds up to \$10 million. Withdrawals of more than \$10 million require 3 business days' notification.

The Charter's investments at June 30, 2024, are summarized below:

Investment	Fair Value	Investment Maturities (in Years)	
		Less Than 1	1-5
External Investment Pool	\$ 1,924,560	\$ 1,924,560	\$ -

At year-end, cash and investments were reported in the basic financial statements in the following categories:

	Governmental Activities	Fiduciary Funds	Total
Cash and cash equivalents	\$ 425,892	\$ 10,655	\$ 436,547
Investments categorized as deposits	1,924,560	-	1,924,560
	\$ 2,350,452	\$ 10,655	\$ 2,361,107

Thomas Jefferson Charter School
Notes to Financial Statements
For the Year Ended June 30, 2024

4. INTERGOVERNMENTAL RECEIVABLES

Intergovernmental receivables consist of \$377,230 as a reimbursement from the State of Idaho for school support and \$115,552 for federal reimbursements grants passed through the State of Idaho.

5. CAPITAL ASSETS

Capital asset activity for the year ended June 30, 2024, was as follows:

	Balance 06/30/2023	Additions	Disposals	Balance 06/30/2024
Governmental Activities:				
Capital Assets Not Being Depreciated:				
Land	\$ 404,194	\$ -	\$ -	\$ 404,194
Construction in Progress	-	-	-	-
	<u>404,194</u>	<u>-</u>	<u>-</u>	<u>404,194</u>
Capital Assets Being Depreciated:				
Buildings and Improvements	5,647,604	159,063	-	5,806,667
Equipment	261,664	15,480	-	277,144
Total Historical Cost	<u>5,909,268</u>	<u>174,543</u>	<u>-</u>	<u>6,083,811</u>
Less: Accumulated Depreciation				
Buildings and Improvements	1,563,701	136,281	-	1,699,982
Equipment	170,036	8,393	-	178,429
Total Acc. Depr.	<u>1,733,737</u>	<u>144,674</u>	<u>-</u>	<u>1,878,411</u>
Net Depreciable Assets	<u>4,175,531</u>	<u>29,869</u>	<u>-</u>	<u>4,205,400</u>
Right-of-Use Assets				
Right-of-Use Assets	17,778	12,297	(17,778)	12,297
Accumulated Amortization	10,159	3,128	(11,852)	1,435
Right-of-Use Assets - Net	<u>7,619</u>	<u>9,169</u>	<u>(5,926)</u>	<u>10,862</u>
SBITA Assets				
SBITA Assets	70,478	-	-	70,478
Accumulated Amortization	11,746	23,493	-	35,239
SBITA Assets - Net	<u>58,732</u>	<u>(23,493)</u>	<u>-</u>	<u>35,239</u>
Governmental Activities				
Capital Assets - Net	<u>\$ 4,646,076</u>	<u>\$ 15,545</u>	<u>\$ (5,926)</u>	<u>\$ 4,655,695</u>

Depreciation and amortization expense was charged to the functions of the Charter as follows:

Governmental Activities:	
Instruction	\$ 478
Support Services	169,107
Non-Instructional	<u>1,710</u>
	<u>\$ 171,295</u>

Thomas Jefferson Charter School
Notes to Financial Statements
For the Year Ended June 30, 2024

6. LEASE AND SUBSCRIPTION COMMITMENTS

Leases

The Charter entered into a lease agreement with Valley Office Systems for a copier beginning February 2020 that was intended to be for 60 months but this lease was terminated early in the current year and a new lease was entered into for another copier with Dex Imaging that began in November 2023 with a term of 60 months at \$231.09 per month. Lease liability activity for the year was as follows:

Right-of-Use Lease	Maturity	Interest	Balance			Balance	
			06/30/2023	Increases	Decreases	06/30/2024	Current
Copier	2029	5.00%	\$ -	\$ 12,297	\$ (1,513)	\$ 10,784	\$ 2,286
Copier	2025	3.50%	8,263	-	(8,263)	-	-
			<u>\$ 8,263</u>	<u>\$ 12,297</u>	<u>\$ (9,776)</u>	<u>\$ 10,784</u>	<u>\$ 2,286</u>

Future minimum payments are as follows:

Year Ending	June 30,		
	Principal	Interest	Total
2025	\$ 2,286	\$ 487	\$ 2,773
2026	2,403	370	2,773
2027	2,525	248	2,773
2028	2,655	118	2,773
2029	915	10	925
	<u>\$ 10,784</u>	<u>\$ 1,233</u>	<u>\$ 12,017</u>

Subscriptions

The Charter has a subscription-based information technology arrangement (SBITA) with Tyler Technologies for the School ERP Pro application for three years, beginning July 2022 at \$17,500 per year. Variable payments for technical support are expensed as incurred. During the current year, these variable payments totaled \$701. SBITA liability activity for the year was as follows:

SBITAs	Maturity	Interest	Balance			Balance	
			06/30/2023	Increases	Decreases	06/30/2024	Current
School ERP Pro	2025	5.00%	<u>\$ 33,343</u>	<u>\$ -</u>	<u>\$ (16,673)</u>	<u>\$ 16,670</u>	<u>\$ 16,670</u>

Future minimum payments are as follows:

Year Ending	June 30,		
	Principal	Interest	Total
2025	<u>\$ 16,670</u>	<u>\$ 830</u>	<u>\$ 17,500</u>

7. OTHER COMMITMENTS

The Charter has a credit card with a limit of \$15,000. As of June 30, 2024, none of the available credit was in use.

Thomas Jefferson Charter School
Notes to Financial Statements
For the Year Ended June 30, 2024

8. INTERFUND BALANCES AND TRANSFERS

Balances due to/from other funds at June 30, 2024, consist of the following:

\$ 874,210	Due to the General fund from the Capital Projects fund for a prior year facility expansion and cash flow shortages. This balance is expected to take more than a year to be repaid.
15,426	Due to the General fund from the Student fund for student activity expenses.
718	Due to the General fund from the Food Service fund to cover costs until they are reimbursed amounts due from the Student fund.
1,254	Due to the Food Service fund from the Student fund for café revenues.
94,484	Due to the General fund from nonmajor funds to cover costs until they are reimbursed through grants.
<u>\$ 986,092</u>	

Transfer activity for the year ended June 30, 2024, is as follows:

\$ 63,761	From the Building Maintenance fund to the General fund for the use of the school maintenance occupied match.
4,781	From nonmajor funds to the General fund to move indirect costs for grants.
<u>16,875</u>	From the General fund to the Food Service fund to cover cash flow shortages.
<u>\$ 85,417</u>	

9. PENSION PLAN

Plan Description

The Charter contributes to the Base Plan which is a cost-sharing multiple-employer defined benefit pension plan administered by the Public Employee Retirement System of Idaho (PERSI or System) that covers substantially all employees of the State of Idaho, its agencies, and various participating political subdivisions. The cost to administer the plan is financed through the contributions and investment earnings of the plan. PERSI issues a publicly available financial report that includes financial statements and the required supplementary information for PERSI. That report may be obtained on the PERSI website at www.persi.idaho.gov.

Responsibility for administration of the Base Plan is assigned to the Board comprised of five members appointed by the Governor and confirmed by the Idaho Senate. State law requires that two members of the Board be active Base Plan members with at least ten years of service, and three members who are Idaho citizens and are not members of the Base Plan except by reason of having served on the Board.

Pension Benefits

The Base Plan provides retirement, disability, death and survivor benefits of eligible members or beneficiaries. Benefits are based on member's years of service, age, and highest average salary. Members become fully vested in their retirement benefits with five years of credited service (five months for elected or appointed officials). Members are eligible for retirement benefits upon attainment of the ages specified for their employment classification. The annual service retirement allowance for each month of services is 2.0% (2.3% for police/firefighters) of the average monthly salary for the highest consecutive 42 months.

The benefit payments for the Base Plan are calculated using a benefit formula adopted by the Idaho Legislature. The Base Plan is required to provide 1% minimum cost of living increases per year provided

Thomas Jefferson Charter School
Notes to Financial Statements
For the Year Ended June 30, 2024

9. PENSION PLAN (continued)

the Consumer Price Index increases 1% or more. The PERSI Board has the authority to provide higher cost of living increases to a maximum of Consumer Price Index movement or 6%, whichever is less; however, any amount above the 1% minimum is subject to review by the Idaho Legislature.

Member and Employer Contributions

Member and employer contributions paid to the Base Plan are set by statute and are established as a percent of covered compensation. Contribution rates are determined by the PERSI Board within limitations, as defined by state law. The Board may make periodic changes to employer and employee contribution rates (expressed as percentages of annual covered payroll) that are adequate to accumulate sufficient assets to pay benefits when due.

The contribution rates for employees are set by statute at 60% of the employer rate for general employees and 72% for police and firefighters. As of June 30, 2024, it was 6.71% for general employees, 7.62% for school employees, and 9.83% for police and firefighters. The employer contribution rate as a percentage of covered payroll is set by the Retirement Board and was 11.18% for general employees, 12.69% for school employees, and 13.26% for police and firefighters. The Charter's employer contributions were \$260,973 for the year ended June 30, 2024.

Pension Liabilities (Assets), Pension Expense (Offset), and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

As of June 30, 2024, the Charter reported an asset for its proportionate share of the net pension liability (asset). The net pension liability (asset) was measured as of June 30, 2023, and the total pension liability used to calculate the net pension liability (asset) was determined by an actuarial valuation as of that date.

The Charter's proportion of the net pension liability (asset) was based on the Charter's share of contributions in the Base Plan pension plan relative to the total contributions of all participating PERSI Base Plan employers. As of June 30, 2023, the Charter's proportion was 0.04516304%.

For the year ended June 30, 2024, the Charter recognized pension expense of \$472,709 in the government-wide statements. At June 30, 2024, the Charter reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Differences between expected and actual experience	\$ 308,929	\$ -
Changes in assumptions or other inputs	178,466	-
Net difference between projected and actual earnings on pension plan investments	169,173	-
Changes in the employer's proportion and differences between the employer's contributions and the employer's proportionate contributions	17,198	52,012
Employer contributions subsequent to the measurement date	<u>260,973</u>	<u>-</u>
Total	<u>\$ 934,739</u>	<u>\$ 52,012</u>

\$260,973 reported as deferred outflows of resources related to pensions resulting from employer contributions subsequent to the measurement date, will be recognized as a reduction of the net pension liability or an increase to a net pension asset in the year ending June 30, 2025.

Thomas Jefferson Charter School
Notes to Financial Statements
For the Year Ended June 30, 2024

9. PENSION PLAN (continued)

The average of the expected remaining service lives of all employees that are provided with pensions through the System (active and inactive employees) determined at July 1, 2022, the beginning of the measurement period ended June 30, 2023, is 4.4 years and 4.6 years for the measurement period ended June 30, 2022.

Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense (offset) as follows:

Year Ended June 30,	
2025	\$ 224,408
2026	\$ 98,017
2027	\$ 332,088
2028	\$ (32,760)

Actuarial Assumptions

Valuations are based on actuarial assumptions, the benefit formulas, and employee groups. Level percentages of payroll normal costs are determined using the Entry Age Normal Cost Method. Under the Entry Age Normal Cost Method, the actuarial present value of the projected benefits of each individual included in the actuarial valuation is allocated as a level percentage of each year's earnings of the individual between entry age and assumed exit age. The Base Plan amortizes any unfunded actuarial accrued liability based on a level percentage of payroll. The maximum amortization period for the Base Plan permitted under Section 59-1322, Idaho Code, is 25 years.

The total pension liability in the June 30, 2023 actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	2.30%
Salary increases, including inflation	3.05%
Investment rate of return, net of investment fees	6.35%
Cost of living (COLA) adjustments	1.00%

Several different sets of mortality rates are used in the valuation for contributing members, members retired for service, and beneficiaries. These rates were adopted for the valuation dated July 1, 2022 using the following tables:

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

An experience study was performed for the period 2015 through 2020, which reviewed all economic assumptions. Demographic assumptions, including mortality, were studied for the period 2015 through 2020.

Thomas Jefferson Charter School
Notes to Financial Statements
For the Year Ended June 30, 2024

9. PENSION PLAN (continued)

The long-term expected rate of return on pension plan investments was determined using the building block approach and a forward-looking model in which best estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighing the expected future real rates of return by the target asset allocation percentage and by adding expected inflation.

Even though history provides a valuable perspective for setting the investment return assumption, the System relies primarily on an approach which builds upon the latest capital market assumptions. The assumptions and the System's formal policy for asset allocation are shown below. The formal asset allocation policy is somewhat more conservative than the current allocation of PERSI's assets. The best-estimate range for the long-term expected rate of return is determined by adding expected inflation to expected long-term real returns (arithmetic) and reflecting expected volatility and correlation. Capital market assumptions are as follows:

<u>Asset Class</u>	Target Allocation	Long-Term Expected Real Rate of Return
Cash	0.00%	0.00%
Large Cap	18.00%	4.50%
Small/Mid Cap	11.00%	4.70%
International Equity	15.00%	4.50%
Emerging Markets Equity	10.00%	4.90%
Domestic Fixed	20.00%	-0.25%
TIPS	10.00%	-0.30%
Real Estate	8.00%	3.75%
Private Equity	8.00%	6.00%

Discount Rate

The discount rate used to measure the total pension liability was 6.35%. The projection of cash flows used to determine the discount rate assumed that contributions from plan members will be made at the current contribution rate. Based on these assumptions, the pension plans' net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability. The long-term expected rate of return was determined net of pension plan investment expense but without reduction for pension plan administrative expense.

Sensitivity of the Charter's Proportionate Share of the Net Pension Liability (Asset) to Changes in the Discount Rate

The following presents the Charter's proportionate share of the net pension liability (asset) calculated using the discount rate of 6.35%, as well as what the Charter's proportionate share of the net pension liability (asset) would be if it were calculated using a discount rate that is 1-percentage-point lower (5.35%) or 1-percentage-point higher (7.35%) than the current rate:

Thomas Jefferson Charter School
Notes to Financial Statements
For the Year Ended June 30, 2024

9. PENSION PLAN (continued)

	1% Decrease (5.35%)	Current Discount (6.35%)	1% Increase (7.35%)
Charter's proportionate share of the net pension liability (asset)	<u>\$ 3,241,525</u>	<u>\$ 1,802,308</u>	<u>\$ 626,018</u>

Pension Plan Fiduciary Net Position

Detailed information about the pension plan's fiduciary net position is available in the separately issued PERSI financial report. PERSI issues a publicly available financial report that includes financial statements and the required supplementary information for PERSI. That report may be obtained on the PERSI website at www.persi.idaho.gov.

REQUIRED SUPPLEMENTARY INFORMATION

Thomas Jefferson Charter School
 Budgetary (GAAP Basis) Comparison Schedule
 General Fund
 For the Year Ended June 30, 2024

	Budgeted Amounts		Actual	Variance
	Original	Final		
Revenues				
State	\$ 3,567,096	\$ 3,702,096	\$ 3,966,589	\$ 264,493
Grants and Contributions	-	-	1,500	1,500
Earnings on Investments	40,000	120,000	138,195	18,195
Other	-	-	4,345	4,345
Total Revenues	<u>3,607,096</u>	<u>3,822,096</u>	<u>4,110,629</u>	<u>288,533</u>
Expenditures				
Current:				
Instruction	2,176,298	2,205,108	2,173,347	31,761
Support Services	1,213,861	1,444,309	1,323,722	120,587
Non-Instructional	5,836	5,836	5,499	337
Debt Service:				
Principal	5,868	5,868	3,644	2,224
Interest	720	720	444	276
Contingency Reserve	1,435,591	1,889,562	-	1,889,562
Capital Outlay	5,000	8,500	13,743	(5,243)
Total Expenditures	<u>4,843,174</u>	<u>5,559,903</u>	<u>3,520,399</u>	<u>2,039,504</u>
Excess (Deficiency) of Revenues Over Expenditures	<u>(1,236,078)</u>	<u>(1,737,807)</u>	<u>590,230</u>	<u>2,328,037</u>
Other Financing Sources (Uses)				
Lease Proceeds	-	-	12,297	12,297
Transfers In	138,260	201,067	68,542	(132,525)
Transfers Out	(74,134)	(60,405)	(16,875)	43,530
Total Other Financing Sources (Uses)	<u>64,126</u>	<u>140,662</u>	<u>63,964</u>	<u>(76,698)</u>
Net Change in Fund Balances	<u>(1,171,952)</u>	<u>(1,597,145)</u>	<u>654,194</u>	<u>2,251,339</u>
Fund Balances - Beginning, Previously Stated	1,171,952	1,597,145	1,597,145	-
Prior Period Adjustment	-	-	978,076	978,076
Fund Balances - Beginning, Restated	<u>1,171,952</u>	<u>1,597,145</u>	<u>2,575,221</u>	<u>978,076</u>
Fund Balances - Ending	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 3,229,415</u>	<u>\$ 3,229,415</u>

Thomas Jefferson Charter School
 Budgetary (GAAP Basis) Comparison Schedule
 Food Service
 For the Year Ended June 30, 2024

	Budgeted Amounts		Actual	Variance
	Original	Final		
Revenues				
Grants and Contributions	\$ 76,000	\$ 73,000	\$ 83,936	\$ 10,936
Charges for Sales and Services	67,100	70,650	70,648	(2)
Earnings on Investments	5	5	3	(2)
Total Revenues	<u>143,105</u>	<u>143,655</u>	<u>154,587</u>	<u>10,932</u>
Expenditures				
Current:				
Non-Instructional	195,739	201,739	189,573	12,166
Capital Outlay	1,000	1,000	760	240
Total Expenditures	<u>196,739</u>	<u>202,739</u>	<u>190,333</u>	<u>12,406</u>
Excess (Deficiency) of Revenues Over Expenditures	<u>(53,634)</u>	<u>(59,084)</u>	<u>(35,746)</u>	<u>23,338</u>
Other Financing Sources (Uses)				
Transfers In	53,634	39,905	16,875	(23,030)
Transfers Out	-	-	-	-
Total Other Financing Sources (Uses)	<u>53,634</u>	<u>39,905</u>	<u>16,875</u>	<u>(23,030)</u>
Net Change in Fund Balances	-	(19,179)	(18,871)	308
Fund Balances - Beginning	-	19,179	19,179	-
Fund Balances - Ending	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 308</u>	<u>\$ 308</u>

Thomas Jefferson Charter School
 Schedule of Employer's Share of Net Pension Liability (Asset)
 PERSI - Base Plan
 Last 10 - Fiscal Years

	2024	2023	2022	2021	2020	2019	2018	2017	2016	2015
Employer's portion of the net pension liability (asset)	0.0451630%	0.0478257%	0.0463690%	0.0480797%	0.0456248%	0.0471058%	0.0494790%	0.0510285%	0.0501371%	0.0509395%
Employer's proportionate share of the net pension liability (asset)	\$ 1,802,308	\$ 1,883,739	\$ (36,621)	\$ 1,116,474	\$ 520,794	\$ 694,819	\$ 777,725	\$ 1,034,426	\$ 660,224	\$ 374,994
Employer's covered payroll	\$ 1,920,296	\$ 1,885,982	\$ 1,730,429	\$ 1,712,057	\$ 1,544,143	\$ 1,515,565	\$ 1,536,781	\$ 1,495,757	\$ 1,404,325	\$ 1,380,018
Employer's proportional share of the net pension liability (asset) as a percentage of its covered payroll	93.86%	99.88%	-2.12%	65.21%	33.73%	45.85%	50.61%	69.16%	47.01%	27.17%
Plan fiduciary net pension as a percentage of the total pension liability	83.83%	83.09%	100.36%	88.22%	93.79%	91.69%	90.68%	87.26%	91.38%	94.95%

Data reported is measured as of June 30 of the prior year.

Thomas Jefferson Charter School
Schedule of Employer Contributions
PERSI - Base Plan
Last 10 - Fiscal Years

	2024	2023	2022	2021	2020	2019	2018	2017	2016	2015
Statutorily required contribution	\$ 260,973	\$ 229,283	\$ 225,186	\$ 206,613	\$ 204,420	\$ 174,797	\$ 171,562	\$ 173,964	\$ 169,320	\$ 158,970
Contributions in relation to the statutorily required contribution	(260,973)	(229,283)	(225,186)	(206,613)	(204,420)	(174,797)	(171,562)	(173,964)	(169,320)	(158,970)
Contribution (deficiency) excess	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Employer's covered payroll	\$ 2,104,173	\$ 1,920,296	\$ 1,885,982	\$ 1,730,429	\$ 1,712,057	\$ 1,544,143	\$ 1,515,565	\$ 1,536,781	\$ 1,495,757	\$ 1,404,325
Contributions as a percentage of covered payroll	12.40%	11.94%	11.94%	11.94%	11.94%	11.32%	11.32%	11.32%	11.32%	11.32%

Data is reported as of June 30.

Thomas Jefferson Charter School
Notes to Required Supplementary Information
For the Year Ended June 30, 2024

1. BUDGETS AND BUDGETARY ACCOUNTING

The Charter follows these procedures in establishing the budgetary data reflected in the financial statements:

- A. Prior to June 1, the Administrators and Board of Directors prepare a proposed operating budget for the fiscal year commencing the following July 1. The operating budget includes proposed expenditures and the means of financing them.
- B. Public hearings are conducted to obtain citizen comments.
- C. Prior to July 1, the budget is legally enacted through passage at a board meeting.
- D. Formal budgetary integration is employed as a management control device during the year for all the funds.
- E. Budgets for the governmental funds are adopted on a basis consistent with generally accepted accounting principles (GAAP).
- F. Budgeted amounts are as originally adopted, or amended by the Board of Directors.

OTHER INFORMATION

Thomas Jefferson Charter School
Supplemental Schedule of Expenditures by Object of Expenditure
- Budget and Actual - General Fund
For the Year Ended June 30, 2024

Instruction	Budget	Actual	Variance
Elementary:			
Salaries	\$ 714,264	\$ 711,490	\$ 2,774
Benefits	262,215	260,376	1,839
Services	1,588	1,416	172
Supplies	14,250	15,422	(1,172)
	<u>992,317</u>	<u>988,704</u>	<u>3,613</u>
Secondary:			
Salaries	788,353	773,121	15,232
Benefits	298,625	296,087	2,538
Services	16,390	10,961	5,429
Supplies	31,075	26,173	4,902
	<u>1,134,443</u>	<u>1,106,342</u>	<u>28,101</u>
Exceptional Child:			
Salaries	57,278	57,265	13
Benefits	20,520	20,591	(71)
Supplies	250	210	40
	<u>78,048</u>	<u>78,066</u>	<u>(18)</u>
School Activities:			
Services	300	235	65
	<u>300</u>	<u>235</u>	<u>65</u>
Total Instruction	<u>2,205,108</u>	<u>2,173,347</u>	<u>31,761</u>
Support Services			
Attendance, Guidance, and Health:			
Salaries	5,750	5,635	115
Benefits	910	749	161
Supplies	750	-	750
	<u>7,410</u>	<u>6,384</u>	<u>1,026</u>
Special Services:			
Services	1,500	924	576
	<u>1,500</u>	<u>924</u>	<u>576</u>
Instruction Improvement:			
Services	20,036	7,635	12,401
	<u>20,036</u>	<u>7,635</u>	<u>12,401</u>
Instruction-Related Technology:			
Salaries	19,200	21,775	(2,575)
Benefits	1,468	1,666	(198)
Supplies	1,000	-	1,000
Capital Outlay	3,500	443	3,057
	<u>25,168</u>	<u>23,884</u>	<u>1,284</u>
Board of Education:			
Services	33,750	28,918	4,832
	<u>33,750</u>	<u>28,918</u>	<u>4,832</u>

Thomas Jefferson Charter School
Supplemental Schedule of Expenditures by Object of Expenditure
- Budget and Actual - General Fund
For the Year Ended June 30, 2024
(continued)

	Budget	Actual	Variance
Administration:			
Salaries	311,120	289,258	21,862
Benefits	109,546	103,323	6,223
Services	8,110	783	7,327
Supplies	13,500	9,076	4,424
Capital Outlay	5,000	13,300	(8,300)
	<u>447,276</u>	<u>415,740</u>	<u>31,536</u>
Business Operations:			
Salaries	95,200	95,200	-
Benefits	30,162	29,560	602
Services	3,500	2,193	1,307
Supplies	1,750	1,667	83
	<u>130,612</u>	<u>128,620</u>	<u>1,992</u>
Administrative Technology Service:			
Supplies	18,250	-	18,250
Building Care Program:			
Salaries	73,340	73,340	-
Benefits	38,689	38,437	252
Services	51,350	46,987	4,363
Supplies	15,700	15,940	(240)
Insurance	38,358	40,488	(2,130)
	<u>217,437</u>	<u>215,192</u>	<u>2,245</u>
Maintenance Student Occupied:			
Services	205,000	160,680	44,320
Maintenance Grounds:			
Services	32,770	28,654	4,116
Security Program:			
Services	500	466	34
Supplies	2,500	1,994	506
	<u>3,000</u>	<u>2,460</u>	<u>540</u>
Transportation:			
Services	306,600	313,743	(7,143)
Activities Transportation:			
Services	4,000	4,631	(631)
Total Support Services	<u>1,452,809</u>	<u>1,337,465</u>	<u>115,344</u>
Non-Instructional			
Food Service	5,836	5,499	337

Thomas Jefferson Charter School
 Supplemental Schedule of Expenditures by Object of Expenditure
 - Budget and Actual - General Fund
 For the Year Ended June 30, 2024
 (continued)

	Budget	Actual	Variance
Debt Service			
Principal	5,868	3,644	2,224
Interest	720	444	276
Total Debt Service	<u>6,588</u>	<u>4,088</u>	<u>2,500</u>
Contingency Reserve	<u>1,889,562</u>	-	<u>1,889,562</u>
Total Expenditures	<u>\$ 5,559,903</u>	<u>\$ 3,520,399</u>	<u>\$ 2,039,504</u>

SUPPLEMENTARY INFORMATION

Thomas Jefferson Charter School
Combining Balance Sheet - Nonmajor Governmental Funds
June 30, 2024

	SW District Health	Student Funds	Building Maintenance	Securing Our Futures	Technology	Substance Abuse
Assets						
Cash and Cash Equivalents	\$ -	\$ 22,587	\$ 9,129	\$ -	\$ -	\$ 3,824
Intergovernmental Receivables, Net	-	-	-	-	-	-
Prepaid Items	-	-	-	-	20,264	-
Total Assets	-	22,587	9,129	-	20,264	3,824
Deferred Outflows						
	-	-	-	-	-	-
Total Assets and Deferred Outflows	\$ -	\$ 22,587	\$ 9,129	\$ -	\$ 20,264	\$ 3,824
Liabilities						
Accounts Payable	\$ -	\$ -	\$ -	\$ -	\$ 2,935	\$ -
Internal Balances	-	16,680	-	-	8,153	-
Salaries Benefits Payable	-	-	-	-	-	-
Total Liabilities	-	16,680	-	-	11,088	-
Deferred Inflows						
	-	-	-	-	-	-
Fund Balances						
Nonspendable:						
Prepaid Items	-	-	-	-	20,264	-
Restricted	-	5,907	-	-	-	3,824
Committed	-	-	9,129	-	-	-
Unassigned	-	-	-	-	(11,088)	-
Total Fund Balances	-	5,907	9,129	-	9,176	3,824
Total Liabilities, Deferred Inflows, and Fund Balances	\$ -	\$ 22,587	\$ 9,129	\$ -	\$ 20,264	\$ 3,824

Thomas Jefferson Charter School
Combining Balance Sheet - Nonmajor Governmental Funds
June 30, 2024
(continued)

	ESSER III	Title I	IDEA Part B	IDEA Part B Preschool	IDEA Part B ARPA
Assets					
Cash and Cash Equivalents	\$ -	\$ -	\$ -	\$ -	\$ -
Intergovernmental Receivables, Net	43,624	24,884	25,736	125	-
Prepaid Items	643	-	-	-	-
Total Assets	44,267	24,884	25,736	125	-
Deferred Outflows					
	-	-	-	-	-
Total Assets and Deferred Outflows	\$ 44,267	\$ 24,884	\$ 25,736	\$ 125	\$ -
Liabilities					
Accounts Payable	\$ -	\$ -	\$ -	\$ -	\$ -
Internal Balances	20,538	19,253	25,232	125	-
Salaries Benefits Payable	23,729	5,631	504	-	-
Total Liabilities	44,267	24,884	25,736	125	-
Deferred Inflows					
	-	-	-	-	-
Fund Balances					
Nonspendable:					
Prepaid Items	643	-	-	-	-
Restricted	-	-	-	-	-
Committed	-	-	-	-	-
Unassigned	(643)	-	-	-	-
Total Fund Balances	-	-	-	-	-
Total Liabilities, Deferred Inflows, and Fund Balances	\$ 44,267	\$ 24,884	\$ 25,736	\$ 125	\$ -

Thomas Jefferson Charter School
Combining Balance Sheet - Nonmajor Governmental Funds
June 30, 2024
(continued)

	School- Based Medicaid	Title IV-A	Title III-A	Title II-A	Total
Assets					
Cash and Cash Equivalents	\$ -	\$ -	\$ 818	\$ -	\$ 36,358
Intergovernmental Receivables, Net	1,348	10,000	-	9,835	115,552
Prepaid Items	-	-	-	-	20,907
Total Assets	1,348	10,000	818	9,835	172,817
Deferred Outflows					
	-	-	-	-	-
Total Assets and Deferred Outflows	\$ 1,348	\$ 10,000	\$ 818	\$ 9,835	\$ 172,817
Liabilities					
Accounts Payable	\$ -	\$ -	\$ -	\$ -	\$ 2,935
Internal Balances	1,348	10,000	-	9,835	111,164
Salaries Benefits Payable	-	-	818	-	30,682
Total Liabilities	1,348	10,000	818	9,835	144,781
Deferred Inflows					
	-	-	-	-	-
Fund Balances					
Nonspendable:					
Prepaid Items	-	-	-	-	20,907
Restricted	-	-	-	-	9,731
Committed	-	-	-	-	9,129
Unassigned	-	-	-	-	(11,731)
Total Fund Balances	-	-	-	-	28,036
Total Liabilities, Deferred Inflows, and Fund Balances	\$ 1,348	\$ 10,000	\$ 818	\$ 9,835	\$ 172,817

Thomas Jefferson Charter School
Combining Statement of Revenues, Expenditures, and Changes in Fund Balances -
Nonmajor Governmental Funds
For the Year Ended June 30, 2024

	SW District Health	Student Funds	Building Maintenance	Securing Our Futures	Technology	Substance Abuse
Revenues						
State	\$ -	\$ -	\$ 34,674	\$ 19,257	\$ 81,891	\$ 6,629
Grants and Contributions	12,573	48	-	-	-	-
Charges for Sales and Services	-	11,331	-	-	-	-
Earnings on Investments	-	653	-	-	-	-
Total Revenues	12,573	12,032	34,674	19,257	81,891	6,629
Expenditures						
Current:						
Instruction						
Salaries	-	-	-	-	-	-
Benefits	-	-	-	-	-	-
Services	-	-	-	-	-	-
Supplies	-	-	-	-	-	-
Support Services						
Salaries	-	-	-	-	10,725	-
Benefits	-	-	-	-	820	-
Services	2,500	2,612	-	9,375	11,602	15,480
Supplies	10,073	13,314	-	9,882	34,434	129
Debt Service:						
Principal	-	-	-	-	16,673	-
Interest	-	-	-	-	827	-
Total Expenditures	12,573	15,926	-	19,257	75,081	15,609
Excess (Deficiency) of Revenues Over Expenditures	-	(3,894)	34,674	-	6,810	(8,980)
Other Financing Sources (Uses)						
Transfers In	-	-	-	-	-	-
Transfers Out	-	-	(63,761)	-	-	-
Total Other Financing Sources (Uses)	-	-	(63,761)	-	-	-
Net Change in Fund Balances	-	(3,894)	(29,087)	-	6,810	(8,980)
Fund Balances - Beginning	-	9,801	38,216	-	2,366	12,804
Fund Balances - Ending	\$ -	\$ 5,907	\$ 9,129	\$ -	\$ 9,176	\$ 3,824

Thomas Jefferson Charter School
Combining Statement of Revenues, Expenditures, and Changes in Fund Balances -
Nonmajor Governmental Funds
For the Year Ended June 30, 2024
(continued)

	ESSER III	Title I	IDEA Part B	IDEA Part B Preschool	IDEA Part B ARPA
Revenues					
State	\$ -	\$ -	\$ -	\$ -	\$ -
Grants and Contributions	233,179	36,674	51,639	125	5,889
Charges for Sales and Services	-	-	-	-	-
Earnings on Investments	-	-	-	-	-
Total Revenues	233,179	36,674	51,639	125	5,889
Expenditures					
Current:					
Instruction					
Salaries	124,188	24,660	13,745	-	-
Benefits	44,877	8,960	8,313	-	-
Services	-	-	26,622	125	297
Supplies	2,273	1,420	372	-	5,273
Support Services					
Salaries	15,003	-	-	-	-
Benefits	3,755	-	-	-	-
Services	42,425	-	-	-	-
Supplies	562	-	-	-	-
Debt Service:					
Principal	-	-	-	-	-
Interest	-	-	-	-	-
Total Expenditures	233,083	35,040	49,052	125	5,570
Excess (Deficiency) of Revenues Over Expenditures	96	1,634	2,587	-	319
Other Financing Sources (Uses)					
Transfers In	-	-	-	-	-
Transfers Out	(96)	(1,634)	(2,587)	-	(319)
Total Other Financing Sources (Uses)	(96)	(1,634)	(2,587)	-	(319)
Net Change in Fund Balances	-	-	-	-	-
Fund Balances - Beginning	-	-	-	-	-
Fund Balances - Ending	\$ -	\$ -	\$ -	\$ -	\$ -

Thomas Jefferson Charter School
Combining Statement of Revenues, Expenditures, and Changes in Fund Balances -
Nonmajor Governmental Funds
For the Year Ended June 30, 2024
(continued)

	School- Based Medicaid	Title IV-A	Title III-A	Title II-A	Total
Revenues					
State	\$ -	\$ -	\$ -	\$ -	\$ 142,451
Grants and Contributions	5,474	10,000	4,536	11,153	371,290
Charges for Sales and Services	-	-	-	-	11,331
Earnings on Investments	-	-	-	-	653
Total Revenues	5,474	10,000	4,536	11,153	525,725
Expenditures					
Current:					
Instruction					
Salaries	-	-	3,706	-	166,299
Benefits	-	-	830	-	62,980
Services	5,474	-	-	-	32,518
Supplies	-	10,000	-	-	19,338
Support Services					
Salaries	-	-	-	-	25,728
Benefits	-	-	-	-	4,575
Services	-	-	-	8,117	92,111
Supplies	-	-	-	2,891	71,285
Debt Service:					
Principal	-	-	-	-	16,673
Interest	-	-	-	-	827
Total Expenditures	5,474	10,000	4,536	11,008	492,334
Excess (Deficiency) of Revenues Over Expenditures	-	-	-	145	33,391
Other Financing Sources (Uses)					
Transfers In	-	-	-	-	-
Transfers Out	-	-	-	(145)	(68,542)
Total Other Financing Sources (Uses)	-	-	-	(145)	(68,542)
Net Change in Fund Balances	-	-	-	-	(35,151)
Fund Balances - Beginning	-	-	-	-	63,187
Fund Balances - Ending	\$ -	\$ -	\$ -	\$ -	\$ 28,036

INTERNAL CONTROL AND COMPLIANCE REPORT

**Independent Auditor's Report on Internal Control Over Financial Reporting and on
Compliance and Other Matters Based on an Audit of Financial Statements Performed
in Accordance With Government Auditing Standards**

To the Board of Directors
Thomas Jefferson Charter School

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Thomas Jefferson Charter School (the Charter), as of and for the year ended June 30, 2024, and the related notes to the financial statements, which collectively comprise the Charter's basic financial statements, and have issued our report thereon dated October 30, 2024.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Charter's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Charter's internal control. Accordingly, we do not express an opinion on the effectiveness of the Charter's internal control.

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

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or, significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Charter's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Bailey & Co.

Nampa, Idaho
October 30, 2024

June 17, 2022

Thomas Jefferson Charter School
1209 Adam Smith Ave
Caldwell, Idaho 83605
United States of America

Dear Administrator:

Congratulations! Thomas Jefferson Charter School has been awarded accreditation by the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Northwest Accreditation Commission (NWAC) and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI). The three listed regional agencies provide your institution with a highly regarded accreditation that is recognized throughout the world.

The accreditation action was approved by the Cognia™ Global Commission at its meeting on June 17, 2022.

A certificate that indicates the term of your institution's accreditation is enclosed. Throughout this term of accreditation, Thomas Jefferson Charter School must continue to engage in the responsibilities required of all institutions to maintain accreditation status as outlined in the *Cognia Accreditation and Certification Policies and Procedures* available at <https://www.cognia.org/wp-content/uploads/2020/05/Accreditation-and-Certification-Policies.pdf>.

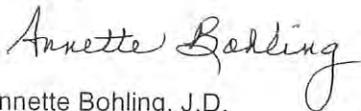
As an accredited institution, you are part of the Cognia global network: more than 36,000 schools and systems in 85 countries that are committed to continuous improvement through accreditation. Our state, national, and global offices offer a wide range of resources and services dedicated to institutional improvement. We would be happy to provide you with more information.

To help you announce and celebrate your accreditation, we are providing you with a press release that you may share with your local media. You can access the press release by visiting [cognia.org/communicationskit](https://www.cognia.org/communicationskit). In the kit, you also will find brochures, accreditation seals, and other promotional items to display your pride in your institution's accreditation and your commitment to continuous improvement.

If you have questions regarding the enclosed certificate, e-mail us at accreditation-certificates@cognia.org. Staff members at our Cognia Accreditation and Certification offices can also answer any questions you may have and can be reached at +1.678.392.2285 or accreditationservices@cognia.org.

We look forward to serving you now and in the future.

Sincerely,



Annette Bohling, J.D.
Chief Global Accreditation Officer

TJCS Board Meeting Observation Summary

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

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

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

Observation Date:3/14/23

Observer: Jared Dawson

School Board Director’s Name	Office (if applicable)	Present/Remote/Absent
Matthew Dorsey	Board Chair	X
Isaac Marler	Vice Chair	X
Mike Provost	Board Member	X
Doug Thompson	Board Member	X
Julie Yamamoto	Board Member	X
School Leadership	Title	Present/Remote/Absent
Jodi Endicott	Administrator	X
Amy Pfaff	Assistant Principal	X
Scotti Erickson	Business Manager	X

Observation Category	Status	Date
Open Meeting Law	No Concern	3/14/2023
Public Participation	No Concern	3/14/2023
Operational Efficacy	No Concern	3/14/2023
Academic Achievement	No Concern	3/14/2023
Financial Health	No Concern	3/14/2023

Additional Notes (As Applicable) Policy review on consent agenda, previously completed, refreshed; emergency closure/snow day 3/1, approved by board; multiple policies up for review; discussing cost for painting/carpet replacement/etc. Discussion of whether have to send out all letters of intent at once or can hold some back, etc.; Policy review; self-directed learning plan discussion; reviewed lottery results, went with PowerSchool

IPCSC Lottery Observation Summary

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

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

Observation Date:3/10/23

Observation Location: Thomas Jefferson Charter School-On Site

Observer: Melissa-Jo Rivera

School Personnel Present	Office (if applicable)
Jodi Endicott	School Administrator
DeeDee Hoffer	School Registrar
Neutral Third-Party Conducting Draw	Title
*Not available	

Observation Category	Status	Date
Enrollment Deadline Notification	No Concern	3/10/23
Enrollment Form	No Concern	3/10/23
Lottery Process	No Concern	3/10/23

Additional Notes (As Applicable)

Deadline Notification & Enrollment Application |

- The school fell short of the three-month required notice of deadline. The school’s website was reviewed on 12/21/22, 1/6/23 and 1/20/23. The school would need the notice of enrollment deadline posted in the November/December time frame to end acceptance of applications on 2/24/23.
- The school completed the public service announcement process.
- The school provided a non-discrimination statement with enrollment information.

Equitable Selection Process |

- The equitable selection process was held on 3/10/23.
- The school utilized PowerSchool application to conduct the lottery.
- The school did not have a neutral-third party on site and were made aware of best practices they can utilize in the future.

- Randomization of grade level and student draw was conducted in the background of the application.
- The school registrar explained steps as they were taken and projected the information for the public to observe process.
- The school administrator outlined preference categories and provided the schools charter for public review if desired.
- The school administrator communicated the timeframe that applications were accepted.
- The school registrar communicated open seats and number of applications.
- Student first/last names were revealed briefly on the projection to the public. Best practices were shared with the administrator and registrar to ensure student data is protected in the future.
- Families were able to request status of their student onsite and will be notified via email.

Overall, the school conducted a transparent process. IPCSC staff on site provided best practices to ensure full compliance in the future. The school was open to implementing additional steps to protect student data and continue to provide a transparent equitable selection process. Well done.

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

- Please review IDAPA 08.02.04.203 regarding the neutral third-party requirement. The individual fulfilling this role should not have a vested interest in the outcome of students selected. Administrators, board directors, school personnel, and currently enrolled/applying families should fill this role.
- Please review IDAPA 08.02.04.203 regarding the three months' notice of deadline requirement. The community in the school's primary attendance area (as established in the school's Performance Certificate) must be notified of the enrollment deadline 3 months prior to the deadline.
- Please review FERPA and the school's student data privacy and security policy with your legal counsel regarding the display of student first/last name and grade level during draw. Resolve may be to modify naming convention and/or student id numbers.



66
514 W. Jefferson, Ste. 303
Boise, ID 83702
208-332-1561 • pcsc@osbe.idaho.gov

January 24, 2025

Thomas Jefferson Charter School

Re: Notice and Acknowledgement of Commission Director's Recommendation for Renewal of Charter with No Conditions

Delivered via email to:

Board Chair, Matt Dorsey, matt.dorsey@tjcharterschool.org

School Leader, Jodi Endicott, jodi.endicott@tjcharterschool.org

Dear Thomas Jefferson Charter School Leaders,

Pursuant to Idaho Code section 33-5209A, the Director of the Idaho Public Charter School Commission ("Commission") recommends that the charter for Thomas Jefferson Charter School (Thomas Jefferson) be renewed without conditions.

After review of the Director's recommendation, if Thomas Jefferson agrees to accept the Director's recommendation as presented below, an authorized representative of Thomas Jefferson must complete the Consent Agreement, attached to this Notice as Attachment A, and return to the Director by no later than January 31, 2025 to the following email address: pcsc@osbe.idaho.gov.

A handwritten signature in black ink, appearing to read "Joshua Whitworth", written over a horizontal line.

Joshua Whitworth
Director
Idaho Public Charter School Commission

ATTACHMENT A:

CONSENT AGREEMENT
ACCEPTING DIRECTOR'S RECOMMENDATION

**CONSENT AGREEMENT
ACCEPTING DIRECTOR'S RECOMMENDATION**

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

1. On behalf of Thomas Jefferson, the undersigned authorized representative acknowledges the receipt of the Notice and Acknowledgment of Commission Director's Recommendation for Renewal of Charter without Conditions, dated January 24, 2025 ("Notice").
2. Thomas Jefferson understands and acknowledges the recommendation of the Director and agrees to accept the recommendation for renewal of its charter without conditions as proposed in the Notice.
3. Thomas Jefferson understands and acknowledges that the Director's recommendation will be presented to the Idaho Public Charter School Commission ("Commission"). Thomas Jefferson further understands and acknowledges that the Commission is under no obligation to agree with the Director's recommendation and is under no obligation to adopt this Agreement.
4. Thomas Jefferson understands and acknowledges that if the Commission approves the renewal of Thomas Jefferson's charter, the Commission and Thomas Jefferson shall execute a new performance certificate, as defined in Idaho Code section 33-5202A(7), by no later than June 30, 2025.
5. Thomas Jefferson understands and acknowledges that by accepting the Director's recommendation as proposed in the Notice and entering into this Agreement, Thomas Jefferson freely and voluntarily waives all further procedural rights with regard to enforcement of this Agreement. The procedural rights waived by signing this agreement include, but are not limited to: a full and complete administrative hearing; the right to present evidence or to call witnesses; the right to confront and cross-examine witnesses, the right to reconsideration, and the right to appeal this matter to district court.
6. By signing below, the authorized representative attests that he or she has authority to sign this Agreement on behalf of Thomas Jefferson.

[Signatures on following page]

Thomas. Matthew Dorsey

Authorized Representative
Board Chair/President
[Thomas Jefferson Charter School]

1-30-25

Date

Joshua Whitworth

Joshua Whitworth
Director
Idaho Public Charter School Commission

1/24/2025

Date

III. CONSIDERATION OF AGREEMENTS TO RENEW CHARTER WITHOUT CONDITIONS

B. MOSAICS Public Charter School

APPLICABLE STATUTE, RULE, OR POLICY

The Accelerating Public Charter School Act at Idaho Code §33-5201, et seq.

SUMMARY

In 2019, MOSAICS Public School was approved for operations with a five-year operating contract. The school began operations in fall 2020. The current certificate term is from July 1, 2020 to June 30, 2025.

MOSACIS Public School either Met or Exceeded all Academic and Operational Measures, and all but one Financial Measure in FY24. In previous years of the school's operating contract, the school has Met or Exceeded all Measures except for one related to Operations. The school is recommended for renewal without conditions.

STAFF RECOMMENDATION OF CONDITIONS

No conditions recommended.

COMMISSION ACTION

A motion to approve the consent agreement for charter renewal without conditions, as presented for **[school name]**, thereby approving the school's renewal application and renewing its charter for a **[six-year] [twelve-year]** operational term starting July 1, 2025;
OR

A motion to reject the consent agreement for charter renewal as presented, to conditionally renew the charter for **[school name]**, and to approve the school's renewal application, renewing the school's charter for a **[six-year] [twelve-year]** operational term beginning July 1, 2025, with the following conditions: **[state revised/new condition(s) in full, including the due date(s)]**;
OR

A motion to reject the consent agreement for charter renewal for **[school name]** as presented and to proceed with a charter renewal hearing before March 15, 2025.



Renewal Packet

MOSAICS Public School

3121 Lincoln Road

Caldwell, ID 83605

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



MOSAICS Charter School Performance Summary – 2021-2024

Summary: In 2019, MOSAICS Public School was approved for operations with a five-year operating contract. The school began operations in fall 2020. The current certificate term is from July 1, 2020 to June 30, 2025.

MOSAICS Public School either Met or Exceeded all Academic and Operational Measures, and all but one Financial Measure in FY24. In previous years of the school’s operating contract, the school has Met or Exceeded all Measures except for one related to Operations. The school is recommended for renewal without conditions.

Mission Statement: MOSAICS Public School exists to be a center of innovation. Students engage in Science, Technology, Engineering, Arts, and Math through a relevant, rigorous curriculum, preparing them to be creative and critical thinkers now and in the future. Teachers, students, and families partner together to create a safe, collaborative culture where students learn through experimentation and application. Students and staff work alongside community members through service learning to improve society.

Board Chair: Bryan Taylor

School Leader: Anthony Haskett

Model: STEAM

Demographics:

Grades Served: K-8; Enrollment Capacity: 540

Student Population %	2024	2023	2022	2021
Non-White MOSAICS	38%	37%	39%	37%
Non-White MOSAICS Comparison District	68%	67%	67%	
Hispanic MOSAICS	33%	32%	35%	34%
Hispanic MOSAICS Comparison District	63%	62%	62%	
Students w/Disabilities MOSAICS	14%	14%	13%	11%
Students w/Disabilities MOSAICS Comparison District	16%	15%	14%	
Economically Disadvantaged MOSAICS	37%	52%	46%	37%
Economically Disadvantaged MOSAICS Comparison District	99%	NA	60%	



MOSAICS Public School Performance Summary

Performance Outcomes:

The performance outcomes, by which IPCSC charter schools are evaluated for renewal, are defined in the Commission's [Performance Framework Guidance](#). MOSAICS Charter School's comprehensive Annual Performance Reports and current performance certificate are available at the following link: <https://chartercommission.idaho.gov/schools/mosaics/>.

The key to the summary of performance ratings in the following tables is as follows:

Exceeds Standard (E)	Meets Standard (M)	Approaches Standard (A)	Does Not Meet Standard (DNM)	Not Rated Due to Pandemic (NR)	Data Not Available (NA)
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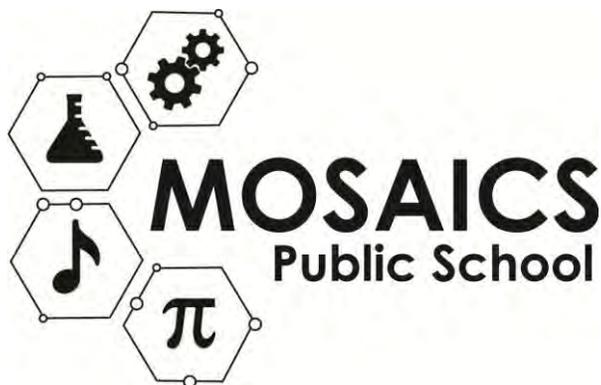
Academics				
Indicator	2024	2023	2022	2021
Math Proficiency	41% E	42% E	42% E	NR
Math Growth	54% E	42% M	NA	NR
ELA Proficiency	47% E	48% E	42% E	NR
ELA Growth	61% E	64% E	NA	NR
Literacy Proficiency	Fall IRI: 66%	Fall IRI: 60%	Fall IRI: 49%	NR
	Spring IRI: 71% E	Spring IRI: 70% E	Spring IRI: 65% E	
College & Career Readiness/ 4Yr ACGR	NA	NA	NA	NR

Operational Governance				
Indicator	2024	2023	2022	2021
Governance Structure	M	E	M	M
Governance Oversight	M	E	M	M
Governance Compliance	NA	E	M	M
Management				
Indicator	2024	2023	2022	2021
Student Services	M	M	A	M
Data Security/Transparency	M	E	M	M
Facility & Services	M	E	M	M
Operational Compliance	NA	E	M	M

Financial				
Near Term Health				
Indicator	2024	2023	2022	2021
Current Ratio	8.42 E	2.8 E	2.0 M	NR
Unrestricted Days Cash	248 E	147 E	125 M	NR
Default	None E	None M	None M	NR
Enrollment Variance	NA	102% E	97.8% M	NR
Sustainable Health				
Indicator	2024	2023	2022	2021
Total Margin	NA	9.7% E	14.34% M	NR
Multi-Year Cash Flow	NA	\$829,161 M	\$476,662 M	NR
Debt Service Coverage Ratio	0.95 M	1.8 E	2.22 M	NR
Debt Asset Ratio	0.90 A	0.86 M	0.9 M	NR
Financial Compliance	Yes E	Yes M	Yes M	NR

Note: Debt Service Coverage rating has been updated to Meets Standard. The reduction in the ratio is a result of one-time refinancing costs. However, refinancing demonstrates sound financial management and contributes to long-term stability.

Note: Debt to Asset Ratio is Approaches due to the timing of the refinancing. If the refinance had been completed after the start of the new fiscal year, the rating would be "Meets." The school continues to maintain long-term financial stability.



2024 Charter Renewal Packet

MOSAICS Public School, Inc.

LEA #544

Building #1436

3121 Lincoln Road

Caldwell, ID 83605

Anthony Haskett

Executive Director/Principal

208-249-1226

ahaskett@mosaicps.org

Bryan Taylor

Board Chair

208-866-4450

btaylor@mosaicps.org

Mission Statement: MOSAICS Public School exists to be a center of innovation. Students engage in Science, Technology, Engineering, Arts, and Math through a relevant, rigorous curriculum, preparing them to be creative and critical thinkers now and in the future. Teachers, students, and families partner together to create a safe, collaborative culture where students learn through experimentation and application. Students and staff work alongside community members through service learning to improve society.

Enrollment Summary as of December 9, 2024

K	1st	2nd	3rd	4th	5th	6th	7th	8th	Total
66	66	62	63	63	64	63	46	35	528

2. Narrative

Since opening in 2020, our staff have worked really hard to build a program that provides a high quality educational experience to Caldwell's families. In these first five years, we have focused on building our literacy program out to align with the science of reading. In addition, we have worked on building a successful STEAM program that provides students opportunities to engage in STEM practices and work collaboratively to solve problems and think divergently.

We have seen a lot of success that we are proud to report:

- Increasing our end-of-year IRI proficiency from 55% to 71%
- Improving our school wide ELA ISAT proficiency from 26% to 47%
- Adopting a content-based literacy approach for our core ELA program, which enhances our STEAM program by using science and social studies to teach literacy skills
- Winning second place at the state BotBall competition in 2022
- Winning three awards and placing fifth at the Future Cities State Competition
- Winning second place on the innovation project in FIRST Lego League state competition in 2022
- Offering multiple after school clubs and tutoring, serving 168 students in 2023-24
- Earning superior rating in our 6th grade concert band spring festival in 2024
- Building a fund balance over \$1,000,000 to ensure financial stability and adequate cash flow for business operations
- Performing well enough in all metrics to utilize the state's moral obligation program when refinancing in 2024, which lowered our interest rate significantly and will save the school \$90,000 annually over the next 30 years
- Constructing a new band facility, which opened in November 2024, enhancing our music program

These successes have also driven demand to attend our school. Our wait list has increased from 46 students in 2020-21 to 319 students in 2024-25.

Even with these successes, we know we are still building out our model. There are a few key areas we plan on focusing to build a high performing model in all areas for our students:

- Improving mathematics proficiency
- Sustaining the momentum of our growing literacy proficiency
- Integrating our project based learning units into a full curriculum
- Earning and maintaining STEM-Certification by the State of Idaho

Improving mathematics proficiency

One area of concern we have not systematically focused on improving math proficiency, which shows up in our data. Over the past four years, our math ISAT proficiency has not grown much, moving from 39% to 41%. In the same way our school has focused on increasing our literacy proficiency over the past four years, we plan on moving forward with the same type of tenacity to improve our mathematics outcomes. Over the next five years, our target is to increase our literacy scores by 5% annually with a five year goal of 66% proficiency on the ISAT. We plan on taking the following steps over the next five years:

1. Establishing a mathematics curriculum committee to identify and review new math curriculum for the school to adopt (beginning in January 2025 with an adoption target for the 2026-2027 school year). Our original curriculum was open source and is no longer supported by Achievement First.
2. Focusing professional development on implementation of the the new math curriculum for 2 years after the adoption (2026-27 to 2027-28 school years)
3. Analyzing data within grade levels to determine best practices in moving students forwards in their mathematics at least monthly (starting in 2025-26).

Sustaining the momentum of our growing literacy proficiency

Even though our reading scores have improved significantly over the past four years, we plan to sustain the momentum of our literacy growth. With the adoption of Foundations, Geodes, and Wit & Wisdom, we are seeing much stronger skills in reading and writing in all of our students. We plan to continue to refine our approach to reading instruction and ensure that all students are learning the skills necessary to be productive members of society. Over the next five years, our target is to increase our literacy scores by 5% annually with a five year goal of 72% proficiency on the ISAT and an overall goal of 90% proficiency on IRI.

Earning and maintaining STEM-certification by the state of Idaho

The school has been working with the Idaho STEM Action Center for the past three years to become STEM-certified. We expect to have our final site visit in March 2025. If we achieve STEM certification, we would be the only STEM certified school in Canyon County. As a part of this process, we are expected to increase our school's capacity in STEM-learning over the next five years. Steps we plan to meet this benchmark over the next five years are as follows:

- Systematize the use of the engineering design process across the school so students have a single model to build their understanding
- Enhance partnerships with our community members to strengthen our projects and provide an expert to support students' thinking and learning about real-world application of content
- Provide professional development to our staff based on science standards, cross-cutting concepts, the engineering design process, and project-based learning
- Continue to develop teacher-created project-based learning units and placing them into a pacing guide, with a goal in five years of having all projects fully developed and outlined in the school year.

3. Outline of Additional Evidence

Exhibit 1 - Fall 2024 Math MAP Scores

The purpose of this exhibit is to demonstrate that even though we have not focused on improving math as a school, our results fall along a slightly better than normal distribution in most grades, and we are still seeing success within our program. These scores represent how our students began the school year in math. Seven out of nine grade levels averaged at the 50th percentile or higher in math, with our K-2 grades significantly outperforming the national norms.

Exhibit 2 - Fall 2024 Reading MAP Scores

The purpose of this exhibit is to show the effectiveness of our reading program. These scores represent how our students began the school year. Eight of nine grade levels averaged at the 50th percentile or higher in reading, with four grade levels averaging higher than the 60th percentile. In five out of the six elementary grades, we have reduced the number of students scoring below the 20th percentile to 11% or less. This result is from the focused efforts of building a strong literacy program over the past 4 years. We see an increase in our 6th, 7th, and 8th grade students who performed below the 20th percentile as many new students who come to us in our middle school are significantly behind their peers.

4. Additional Evidence*Exhibit 1 - Fall 2024 Math MAP Scores (see attached)**Exhibit 2 - Fall 2024 Reading MAP Scores (see attached)*

Single-Term Achievement

Growth And Achievement

Term Rostered

Fall 2024-2025

Term Tested

Fall 2024-2025

Course

Math K-12

Update

Filters (0)

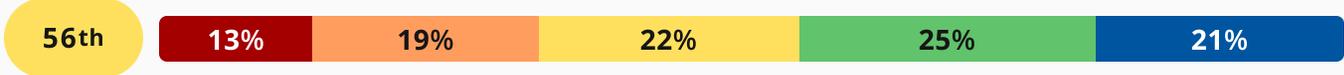
Apply Filters

MOSAICS Public School

District Profile

Achievement Overview

MOSAICS Public School | Math K-12

Grade	Achievement Fall 2024-2025 Median and Distribution	Number of Students
All Grades		510

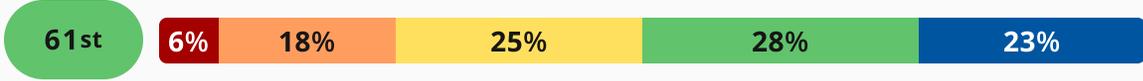
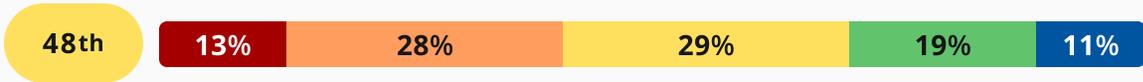
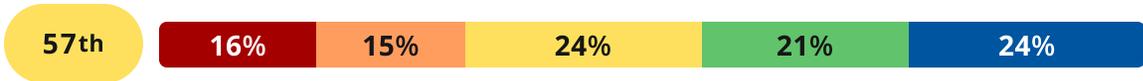
Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th

[More information about this chart](#) ▾

District Profile

Achievement by Grade

MOSAICS Public School | Math K-12

Grade ↑	Achievement Fall 2024-2025 Median and Distribution	Sort by -- select an option -- ▾	Average RIT	Number of Students
K	61st 		144	65
Grade 1	71st 		168	65
Grade 2	70th 		181	60
Grade 3	43rd 		187	61
Grade 4	48th 		198	62
Grade 5	57th 		212	62
Grade 6	52nd 		214	58

Grade ↑	Achievement Fall 2024-2025 Median and Distribution Sort by -- select an option --	Average RIT	81 Number of Students
Grade 7	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; border-radius: 15px; padding: 5px; margin-right: 10px;">52nd</div> <div style="display: flex; gap: 5px;"> <div style="width: 20%; height: 20px; background-color: #800000; color: white; text-align: center; border-radius: 5px;">20%</div> <div style="width: 20%; height: 20px; background-color: #FF8C00; color: white; text-align: center; border-radius: 5px;">20%</div> <div style="width: 17%; height: 20px; background-color: #FFD700; color: black; text-align: center; border-radius: 5px;">17%</div> <div style="width: 26%; height: 20px; background-color: #3CB371; color: white; text-align: center; border-radius: 5px;">26%</div> <div style="width: 17%; height: 20px; background-color: #000080; color: white; text-align: center; border-radius: 5px;">17%</div> </div> </div>	220	46
Grade 8	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; border-radius: 15px; padding: 5px; margin-right: 10px;">50th</div> <div style="display: flex; gap: 5px;"> <div style="width: 19%; height: 20px; background-color: #800000; color: white; text-align: center; border-radius: 5px;">19%</div> <div style="width: 23%; height: 20px; background-color: #FF8C00; color: white; text-align: center; border-radius: 5px;">23%</div> <div style="width: 23%; height: 20px; background-color: #FFD700; color: black; text-align: center; border-radius: 5px;">23%</div> <div style="width: 16%; height: 20px; background-color: #3CB371; color: white; text-align: center; border-radius: 5px;">16%</div> <div style="width: 19%; height: 20px; background-color: #000080; color: white; text-align: center; border-radius: 5px;">19%</div> </div> </div>	225	31
<p>Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th</p> <p>More information about this chart ▼</p>			<p>Rostered Fall 2024-2025 Tested Fall 2024-2025</p>

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Single-Term Achievement

Growth And Achievement

Term Rostered

Fall 2024-2025 ▼

Term Tested

Fall 2024-2025 ▼

Course

Reading ▼

↻ Update

Filters (0)

▼ Apply Filters

MOSAICS Public School

District Profile

Achievement Overview

MOSAICS Public School | Reading

Grade	Achievement Fall 2024-2025 Median and Distribution	Number of Students
All Grades		511
<p>Percentiles Key</p> <ul style="list-style-type: none"> ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th 		<p>Rostered Fall 2024-2025</p> <p>Tested Fall 2024-2025</p>
<p>More information about this chart ▼</p>		

District Profile

Achievement by Grade

Grade ↑	Achievement Fall 2024- 2025 Median Sort by -- select an option -- and Distribution	Average RIT	Num of Stude
K		141	65
Grade 1		162	65
Grade 2		178	60
Grade 3		189	62
Grade 4		198	62
Grade 5		208	61
Grade 6		210	59
Grade 7		212	46
Grade 8		217	31
<p>Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th</p> <p>More information about this chart ▾</p>		<p>Rostered Fall 2024-2025 Tested Fall 2024-2025</p>	

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MOSAICS Public School

Year Ended June 30, 2024

Audited Financial Statements



MOSAICS PUBLIC SCHOOL
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Independent Auditor's Report

Board of Directors
MOSAICS Public School

Report on the Audit of the Financial Statements

Qualified and Unmodified Opinions

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of MOSAICS Public School (the School) as of and for the year ended June 30, 2024, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

Qualified Opinion on the Governmental Activities

In our opinion, except for the effects of the matter described in the Matter Giving Rise to the Qualified Opinion on the Governmental Activities section of our report, the financial statements referred to above present fairly, in all material respects, the financial position of the governmental activities of the School, as of June 30, 2024, and the changes in financial position thereof for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Unmodified Opinions on All Other Opinion Units Described Below

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of each major fund and the aggregate remaining fund information of the School as of June 30, 2024, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Qualified and Unmodified Opinions

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Matter Giving Rise to the Qualified Opinion on the Governmental Activities

Management has elected not to adopt the provisions of GASB 75 *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions*. Accounting principles generally accepted in the United States of America require recognition and measurement of an asset or liability, deferred outflows of resources, deferred inflows of resources, and expenses related to the other postemployment benefits as well as note disclosures and required supplementary information. The amount by which the departure would affect net position, assets, liabilities, deferred outflows of resources, deferred inflows of resources, expenses, note disclosures, and required supplementary information has not been determined.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

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

Auditor's Responsibility for the Audit of the Financial Statements

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

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

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, no such opinion is expressed.

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

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

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the budgetary comparison schedules and schedule of employer's share of net pension asset and liability and schedule of employer contributions listed in the table of contents be presented to supplement the basic financial statements. Such information is the responsibility of management and, although not part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, and historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Management has not included the management's discussion and analysis information that accounting principles generally accepted in the United States of America require to be presented to supplement the basic financial statements. Such information, although not part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, and historical context. Our opinion on the basic financial statements is not affected by not including this information.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the School's basic financial statements. The accompanying combining and individual nonmajor fund financial statements are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the combining and individual nonmajor fund financial statements are fairly stated in all material respects in relation to the basic financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated August 2, 2024, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

Quest CPAs PLLC

Meridian, Idaho
August 2, 2024

MOSAICS PUBLIC SCHOOL

Statement of Net Position

June 30, 2024

	Governmental Activities
Assets	
Current Assets	
Cash & Investments	\$3,204,117
Receivables:	
State Sources	200,107
Federal Sources	324,596
Total Current Assets	<u>3,728,820</u>
Noncurrent Assets	
Nondepreciable Capital Assets	189,606
Depreciable Net Capital Assets	6,830,107
Total Noncurrent Assets	<u>7,019,713</u>
Total Assets	<u>10,748,533</u>
Deferred Outflows of Resources	
Pension Items	836,996
Total Deferred Outflows of Resources	<u>836,996</u>
Total Assets and Deferred Outflows of Resources	<u>\$11,585,529</u>
Liabilities	
Current Liabilities	
Accounts Payable	\$165,467
Salaries & Benefits Payable	174,282
Unspent Grant Allocation	23,075
Long-Term Liabilities, Current	80,000
Total Current Liabilities	<u>442,824</u>
Noncurrent Liabilities	
Long-Term Liabilities, Noncurrent	10,868,394
Total Noncurrent Liabilities	<u>10,868,394</u>
Total Liabilities	<u>11,311,218</u>
Deferred Inflows of Resources	
Pension Items	0
Total Deferred Inflows of Resources	<u>0</u>
Total Liabilities and Deferred Inflows of Resources	<u>11,311,218</u>
Net Position	
Net Investment in Capital Assets	(2,320,287)
Restricted:	
Special Programs	192,431
Debt Service	598,497
Capital Projects	1,010,457
Unrestricted	793,213
Total Net Position	<u>274,311</u>
Total Liabilities and Net Position	<u>\$11,585,529</u>

See Accompanying Notes

MOSAICS PUBLIC SCHOOL

Statement of Activities
Year Ended June 30, 2024

Functions/Programs	Expenses	Program Revenues			Net (Expense)
		Charges For Services	Operating Grants And Contributions	Capital Grants And Contributions	Revenue And Changes in Net Position
					Governmental Activities
Governmental Activities					
Instructional Programs					
Elementary School	\$1,739,577		\$289,405		(\$1,450,172)
Secondary School	144,223				(144,223)
Special Education	434,025		140,751		(293,274)
School Activity	0				0
Support Service Programs					
Attendance - Guidance - Health	20,866		28,089		7,223
Special Education Support Services	28,803		28,803		0
Instruction Improvement	21,781		7,290		(14,491)
Instruction-Related Technology	106,081		81,584		(24,497)
Board of Education	23,528				(23,528)
District Administration	442,818		92,153		(350,665)
School Administration	0				0
Business Operation	0				0
Administrative Technology Service	0				0
Buildings - Care	129,522		2,367		(127,155)
Maintenance - Student Occupied	64,330				(64,330)
Maintenance - Grounds	39,651				(39,651)
Pupil-To-School Transportation	275,014				(275,014)
Non-Instructional Programs					
Child Nutrition	200,069	\$66,763	143,996		10,690
Community Services	341	317			(24)
Capital Assets - Student Occupied	154,544		64,564		(89,980)
Capital Assets - Non-Student Occupied	0				0
Debt Service - Principal	0				0
Debt Service - Interest	1,046,768				(1,046,768)
Total	\$4,871,941	\$67,080	\$879,002	\$0	(3,925,859)
General Revenues					
Local Revenue					81,625
State Revenue					3,892,802
Federal Revenue					0
Pension Revenue (Expense)					(514,018)
Total					3,460,409
Change in Net Position					
					(465,450)
Net Position - Beginning					
					739,761
Net Position - Ending					
					\$274,311

MOSAICS PUBLIC SCHOOL
 Balance Sheet - Governmental Funds
 June 30, 2024

	General Fund	Child Nutrition Fund	Bond R&I Fund	Capital Construction
Assets				
Cash & Investments	\$1,357,749	\$64,017	\$598,497	\$1,010,457
Receivables:				
State Sources	200,107			
Federal Sources				
Prepaid Expenditures				
Due From Other Funds	301,141			
Total Assets	<u>\$1,858,997</u>	<u>\$64,017</u>	<u>\$598,497</u>	<u>\$1,010,457</u>
Liabilities				
Accounts Payable	\$125,796			
Due To Other Funds				
Salaries & Benefits Payable	168,590	\$5,692		
Unspent Grant Allocation				
Total Liabilities	<u>294,386</u>	<u>5,692</u>	<u>\$0</u>	<u>\$0</u>
Fund Balances				
Nonspendable				
Restricted:				
Special Programs		58,325		
Debt Service			598,497	
Capital Projects				1,010,457
Unassigned	1,564,611			
Total Fund Balances	<u>1,564,611</u>	<u>58,325</u>	<u>598,497</u>	<u>1,010,457</u>
Total Liabilities and Fund Balances	<u>\$1,858,997</u>	<u>\$64,017</u>	<u>\$598,497</u>	<u>\$1,010,457</u>

MOSAICS PUBLIC SCHOOL
 Balance Sheet - Governmental Funds
 June 30, 2024

	Nonmajor Governmental Funds	Total Governmental Funds
Assets		
Cash & Investments	\$173,397	\$3,204,117
Receivables:		
State Sources	0	200,107
Federal Sources	324,596	324,596
Prepaid Expenditures	0	0
Due From Other Funds	0	301,141
Total Assets	\$497,993	\$4,029,961
Liabilities		
Accounts Payable	\$39,671	\$165,467
Due To Other Funds	301,141	301,141
Salaries & Benefits Payable	0	174,282
Unspent Grant Allocation	23,075	23,075
Total Liabilities	363,887	663,965
Fund Balances		
Nonspendable	0	0
Restricted:		
Special Programs	134,106	192,431
Debt Service	0	598,497
Capital Projects	0	1,010,457
Unassigned	0	1,564,611
Total Fund Balances	134,106	3,365,996
Total Liabilities and Fund Balances	\$497,993	\$4,029,961

MOSAICS PUBLIC SCHOOL
 Balance Sheet - Governmental Funds
 June 30, 2024

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

Total Governmental Fund Balances	\$3,365,996
---	--------------------

Amounts reported for governmental activities in the statement of net position are different because:

Capital assets used in governmental activities are not financial resources and therefore are not reported in the funds.	7,019,713
---	-----------

Long-term liabilities are not due and payable in the current period and therefore are not reported in the funds.	(10,948,394)
--	--------------

Pension deferred outflows/inflows are not due and payable in the current period and therefore are not reported in the funds.	836,996
--	---------

Net Position of Governmental Activities	<u><u>\$274,311</u></u>
--	--------------------------------

MOSAICS PUBLIC SCHOOL
Statement of Revenues, Expenditures, and Changes in
Fund Balances - Governmental Funds
Year Ended June 30, 2024

	General Fund	Child Nutrition Fund	Bond R&I Fund	Capital Construction
Revenues				
Local Revenue	\$176,486	\$66,763		
State Revenue	3,892,802			
Federal Revenue		143,996		
Total Revenues	<u>4,069,288</u>	<u>210,759</u>	<u>\$0</u>	<u>\$0</u>
Expenditures				
Instructional Programs				
Elementary School	1,782,512			
Secondary School	163,445			
Special Education	293,274			
School Activity				
Support Service Programs				
Attendance - Guidance - Health				
Special Education Support Services				
Instruction Improvement	14,491			
Instruction-Related Technology				
Board of Education	23,528			
District Administration	349,583			
School Administration				
Business Operation				
Administrative Technology Service				
Buildings - Care	127,155			
Maintenance - Student Occupied	64,330			
Maintenance - Grounds	69,861			
Pupil-To-School Transportation	275,014			
Non-Instructional Programs				
Child Nutrition	4,846	195,223		
Community Services				
Capital Assets - Student Occupied	26,306			
Capital Assets - Non-Student Occupied				
Debt Service - Principal	196,375		6,944,718	
Debt Service - Interest	271,951		774,817	
Total Expenditures	<u>3,662,671</u>	<u>195,223</u>	<u>7,719,535</u>	<u>0</u>
Excess (Deficiency) of Revenues Over Expenditures	406,617	15,536	(7,719,535)	0
Other Financing Sources (Uses)				
Proceeds from Bond Issuance			8,329,543	1,010,457
Transfers In	11,511			
Transfers Out	(108,372)		(11,511)	
Total Other Financing Sources (Uses)	<u>(96,861)</u>	<u>0</u>	<u>8,318,032</u>	<u>1,010,457</u>
Net Change in Fund Balances	309,756	15,536	598,497	1,010,457
Fund Balances - Beginning	1,254,855	42,789	0	0
Fund Balances - Ending	<u>\$1,564,611</u>	<u>\$58,325</u>	<u>\$598,497</u>	<u>\$1,010,457</u>

MOSAICS PUBLIC SCHOOL
Statement of Revenues, Expenditures, and Changes in
Fund Balances - Governmental Funds
Year Ended June 30, 2024

	Nonmajor Governmental Funds	Total Governmental Funds
Revenues		
Local Revenue	\$21,552	\$264,801
State Revenue	169,145	4,061,947
Federal Revenue	449,765	593,761
Total Revenues	640,462	4,920,509
Expenditures		
Instructional Programs		
Elementary School	188,912	1,971,424
Secondary School	0	163,445
Special Education	140,751	434,025
School Activity	0	0
Support Service Programs		
Attendance - Guidance - Health	20,866	20,866
Special Education Support Services	28,803	28,803
Instruction Improvement	7,290	21,781
Instruction-Related Technology	106,081	106,081
Board of Education	0	23,528
District Administration	93,235	442,818
School Administration	0	0
Business Operation	0	0
Administrative Technology Service	0	0
Buildings - Care	2,367	129,522
Maintenance - Student Occupied	0	64,330
Maintenance - Grounds	0	69,861
Pupil-To-School Transportation	0	275,014
Non-Instructional Programs		
Child Nutrition	0	200,069
Community Services	341	341
Capital Assets - Student Occupied	64,564	90,870
Capital Assets - Non-Student Occupied	0	0
Debt Service - Principal	0	7,141,093
Debt Service - Interest	0	1,046,768
Total Expenditures	653,210	12,230,639
Excess (Deficiency) of Revenues Over Expenditures	(12,748)	(7,310,130)
Other Financing Sources (Uses)		
Proceeds from Bond Issuance	0	9,340,000
Transfers In	108,372	119,883
Transfers Out	0	(119,883)
Total Other Financing Sources (Uses)	108,372	9,340,000
Net Change in Fund Balances	95,624	2,029,870
Fund Balances - Beginning	38,482	1,336,126
Fund Balances - Ending	\$134,106	\$3,365,996

MOSAICS PUBLIC SCHOOL
Statement of Revenues, Expenditures, and Changes in
Fund Balances - Governmental Funds
Year Ended June 30, 2024

**Reconciliation of the Statement of Revenues, Expenditures, and Changes
in Fund Balances - Governmental Funds to the Statement of Activities**

Net Change in Fund Balances - Total Governmental Funds \$2,029,870

Amounts reported for governmental activities in the statement of activities
are different because:

Government funds report capital outlays as expenditures. However, in the
statement of activities the cost of those assets is allocated over their
estimated useful lives as depreciation expense or allocated over the
appropriate term as amortization expense. This is the excess of capital
outlays over (under) depreciation/amortization expense in the current
period. (33,464)

Repayment of long-term liability principal is an expenditure in the
governmental funds, but the repayment reduces long-term liabilities in the
statement of net position. 7,141,093

Proceeds of debt is a financing source in the governmental funds, but
increases longterm liabilities in the statement of net position. (9,340,000)

Changes in net pension asset/liability and related pension deferred
outflows/inflows do not provide or require current financial resources and
therefore are not reflected in the funds. (262,949)

Change in Net Position of Governmental Activities (\$465,450)

MOSAICS PUBLIC SCHOOL
Notes to Financial Statements

A. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Reporting Entity – MOSAICS Public School (the School) is organized as a nonprofit corporation providing public charter school educational services as authorized by Section 33 of Idaho Code.

Idaho Code Section 33-5210(3) requires charter schools to comply with the same financial reporting requirements imposed on school districts, i.e. – on a governmental, rather than nonprofit, basis of accounting. Additionally, enabling legislation creates charter schools as public entities, i.e. – as public schools, subject to provisions common with other governmental entities as set forth in Idaho Code Section 33-5204. Accordingly, the School's basis of presentation follows the governmental, rather than nonprofit, reporting model.

These financial statements are prepared in accordance with generally accepted accounting principles (GAAP) as applied to charter schools. The governmental accounting standards board (GASB) is responsible for establishing GAAP for state and local governments through its pronouncements (statements and interpretations). The more significant accounting policies established in GAAP and used by the School are discussed below.

Basic Financial Statements - Government-Wide Statements – The School's basic financial statements include both government-wide (reporting the School as a whole) and fund financial statements (reporting the School's major funds). Both government-wide and fund financial statements categorize primary activities as either governmental or business type. Currently, all the School's activities are categorized as governmental activities.

In the government-wide statement of net position, the activities columns (a) are presented on a consolidated basis by column, (b) and are reported on a full accrual, economic resource basis, which recognizes all long-term assets and receivables as well as long-term debt and obligations.

The government-wide statement of activities reports both the gross and net cost of each of the School's functions. The functions are also supported by general government revenues as reported in the statement of activities. The statement of activities reduces gross expenses (including depreciation when recorded) by related program revenues and operating and capital grants. Program revenues must be directly associated with the function. Internal activity between funds (when two or more funds are involved) is eliminated in the government-wide statement of activities. Operating grants include operating-specific and discretionary (either operating or capital) grants while the capital grants column reports capital-specific grants.

The net costs (by function) are normally covered by general revenues.

The School reports expenditures in accordance with the State Department of Education's "Idaho Financial Accounting Reporting Management System" (IFARMS). IFARMS categorizes all expenditures by function, program and object. Accordingly, there is no allocation of indirect costs.

The government-wide focus is more on the sustainability of the School as an entity and the change in the School's net position resulting from the current year's activities. Fiduciary funds, when present, are not included in the government-wide statements.

Basic Financial Statements - Fund Financial Statements – The financial transactions of the School are reported in individual funds in the fund financial statements. Each fund is accounted for by providing a

MOSAICS PUBLIC SCHOOL
Notes to Financial Statements

separate set of self-balancing accounts that comprises its assets, deferred outflows of resources, liabilities, deferred inflows of resources, fund equity, revenues and expenditures/expenses.

The emphasis in fund financial statements is on the major funds. Nonmajor funds by category are summarized into a single column. Generally accepted accounting principles set forth minimum criteria (percentage of assets and deferred outflows of resources, liabilities and deferred inflows of resources, revenues or expenditures/expenses of the funds) for the determination of major funds.

The focus of the governmental funds' measurement (in the fund statements) is upon determination of financial position and changes in financial position (sources, uses, and balances of financial resources) rather than upon net income. Major governmental funds of the School include:

General Fund – The general fund is the School's primary operating fund. It is used to account for all financial resources except those required to be accounted for in another fund.

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

Basis of Accounting – Basis of accounting refers to the point at which revenues or expenditures/expenses are recognized in the accounts and reported in the financial statements. It relates to the timing of the measurements made regardless of the measurement focus applied.

Activities in the government-wide and fiduciary fund financial statements are presented on the full accrual basis of accounting. Revenues are recognized when earned and expenses are recognized when incurred.

The governmental funds financial statements are presented on the modified accrual basis of accounting. Under the modified accrual basis of accounting, revenues are recorded when susceptible to accrual (when they become both measurable and available). "Measurable" means the amount of the transaction can be determined and "available" means collectible within the current period or within thirty days after year end. Expenditures are recorded when the related fund liability is incurred. Exceptions to this general rule include principal and interest on long-term debt which, if any, are recognized when due and payable.

Cash – Nearly all the cash balances of the School's funds are pooled for investment purposes. The individual funds' portions of the pooled cash are reported in each fund as cash. Interest earned on pooled cash is paid to the general fund unless Idaho Code specifies otherwise.

Leases/SBITAs and Amortization – Material long-term leases and subscription-based information technology arrangements (SBITAs) are reported in accordance with the provisions of GASB 87 *Leases* and GASB 96 *SBITAs*. When incurred, amortization over the appropriate lease or SBITA term is recorded using the straight-line method.

Compensated Absences – The School provides certain compensated absences to its employees. The estimated amount of compensation for future amounts is deemed to be immaterial and, accordingly, no liability is recorded. Compensated absences will be paid by the fund in which the employee works.

Other Post-Employment Benefits – The School does not provide benefits to retired employees other than retirement benefits funded through the Public Employees Retirement System of Idaho. However, certain retired employees can remain on the School insurance policy after retirement if the retired employee pays

MOSAICS PUBLIC SCHOOL
Notes to Financial Statements

the average monthly cost. The difference between the age-adjusted monthly cost and the average monthly cost is referred to as an “implicit subsidy” since the medical insurance rate of a retired employee is generally higher than the medical insurance rate of a younger employee. GASB 75 requires that employers have actuarial calculations performed for these other post-employment benefits so that an asset or liability, deferred outflows of resources, deferred inflows of resources, and expenses can be recorded in the government-wide financial statements and related notes and required supplementary information can be prepared. Management believes the costs of implementing GASB 75 cannot be justified at this time. Accordingly, the School accounts for the other-post employment benefits for retirees on the pay-as-you-go basis. Other post-employment benefits will be paid by the fund in which the employee works.

Pensions – For purposes of measuring the net pension asset/liability and pension revenue/expense, information about the fiduciary net position of the Public Employee Retirement System of Idaho Base Plan (the Base Plan) and additions to/deductions from the Base Plan’s fiduciary net position have been determined on the same basis as they are reported by the Base Plan. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value. Pension obligations will be paid by the fund in which the employee works.

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

Capital Assets and Depreciation – Capital assets purchased or acquired with an original cost of \$5,000 or more are reported at historical cost or estimated historical cost. Contributed assets are reported at acquisition value as of the date received. Additions, improvements and other capital outlays that significantly extend the useful life of an asset are capitalized. Other costs incurred for repairs and maintenance are expensed as incurred. When incurred, depreciation over the estimated useful lives of depreciable assets is recorded using the straight line method.

Net Position – Net position is assets plus deferred outflows of resources less liabilities less deferred inflows of resources. The net investment in capital assets component of net position consists of the historical cost of capital assets less accumulated depreciation less any outstanding debt that was used to finance those assets plus deferred outflows of resources less deferred inflows of resources related to those assets. Restricted net position consists of assets that are restricted by creditors, grantors, contributors, legislation, and other parties. All other net position not reported as restricted or net investment in capital assets is reported as unrestricted.

Fund Balance Classifications – Restrictions of the fund balance indicate portions that are legally or contractually segregated for a specific future use. Nonspendable portions of the fund balance are those amounts that cannot be spent because they are in a nonspendable form or because they are legally or contractually required to be maintained intact. Committed portions represent amounts that can only be used for specific purposes pursuant to formal action (i.e. board approval) of the reporting entity’s governing body. Assigned portions represent amounts that are constrained by the government’s intent to be used for a specific purpose. Remaining fund balances are reported as unassigned. When expenditures are incurred that qualify for either restricted or unrestricted resources, the School first utilizes restricted resources. When expenditures are incurred that qualify for either committed or assigned or unassigned resources, the School first utilizes committed resources then assigned resources before using unassigned resources.

Income Taxes – The School is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code except for income, if any, derived from unrelated business activities. The School’s tax returns for the

MOSAICS PUBLIC SCHOOL
Notes to Financial Statements

current year and prior year are subject to examination by the IRS and state tax authorities, generally for three years after they are filed.

Contingent Liabilities – Amounts received or receivable from grantor agencies are subject to audit and adjustment by grantor agencies. Any disallowed claims, including amounts already collected, may constitute a liability of the applicable funds. The amount, if any, of expenditures which may be disallowed by the grantor cannot be determined at this time although the School expects such amounts, if any, to be immaterial.

Interfund Activity – Interfund activity is reported either as loans, services provided, reimbursements, or transfers. Loans are reported as interfund receivables and payables as appropriate and are subject to elimination upon consolidation. Services provided, deemed to be at market or near market rates, are treated as revenues and expenditures/expenses. Reimbursements are when one fund incurs a cost, charges the appropriate benefiting fund, and reduces its related cost as a reimbursement. All other interfund transactions are treated as transfers.

Use of Estimates – The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

Custodial Credit Risk – The School maintains its cash at insured financial institutions. Periodically, balances may exceed federally insured limits. The School does not have a formal policy concerning custodial credit risk.

Risk Management – The School is exposed to various risks related to its operations. Insurance is utilized to the extent practical to minimize these risks.

Subsequent Events – Subsequent events were evaluated through the date of the auditor's report, which is the date the financial statements were available to be issued.

B. CASH AND INVESTMENTS

Cash consists of the following at year end:

Cash - Deposits	\$368,529
Investments - Local Gov't Investment Pool	1,226,633
Investments - U.S. Government Securities	1,608,955
Total	<u><u>\$3,204,117</u></u>

Deposits – At year end, the carrying amounts of the School's deposits were \$368,529 and the bank balances were \$459,371. Of the bank balances, \$250,025 was insured, and the remainder was uninsured and uncollateralized.

MOSAICS PUBLIC SCHOOL
Notes to Financial Statements

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

Interest rate risk:

<u>Investment Type</u>	Investment Maturity Schedule (In Years)	
	<u>Less Than 1</u>	<u>Total</u>
Local Gov't Invest Pool	\$1,226,633	\$1,226,633
U.S. Gov't Securities	1,608,955	1,608,955
Total	<u>\$2,835,588</u>	<u>\$2,835,588</u>

Credit rate risk:

<u>Investment Type</u>	Investment Rating Schedule		
	<u>AAA</u>	<u>Not Rated</u>	<u>Total</u>
Local Gov't Invest Pool		\$1,226,633	\$1,226,633
U.S. Gov't Securities	\$1,608,955		1,608,955
Total	<u>\$1,608,955</u>	<u>\$1,226,633</u>	<u>\$2,835,588</u>

Investments – State statutes authorize government entities to invest in certain bonds, notes, accounts, investment pools, and other obligations of the state, U.S. Government, and U.S. corporations pursuant to Idaho Code 67-1210 and 67-1210A. These statutes are designed to help minimize the custodial risk that deposits may not be returned in the event of the failure of the issuer or other counterparty, interest rate risk resulting from fair value losses arising from rising interest rates, or credit risks that an issuer or other counterparty will not fulfill its obligations. The School's investment policy complies with state statutes.

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

MOSAICS PUBLIC SCHOOL
Notes to Financial Statements

C. RECEIVABLES

Receivables consist of the following at year end:

	General Fund	Special Revenue Funds	Total
State Sources			
Foundation Program	\$200,107		\$200,107
Total	<u>\$200,107</u>		<u>\$200,107</u>
Federal Sources			
Special Programs		\$324,596	\$324,596
Total		<u>\$324,596</u>	<u>\$324,596</u>

D. CAPITAL ASSETS

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

	Beginning Balance	Increases	Decreases	Ending Balance
Nondepreciable Capital Assets				
Land	\$189,606			\$189,606
Total	<u>189,606</u>	<u>\$0</u>	<u>\$0</u>	<u>189,606</u>
Depreciable Capital Assets				
Buildings	7,248,949	109,207		7,358,156
Equipment	61,948	11,873		73,821
Subtotal	<u>7,310,897</u>	<u>121,080</u>	<u>0</u>	<u>7,431,977</u>
Accumulated Depreciation				
Buildings	434,937	147,163		582,100
Equipment	12,389	7,381		19,770
Subtotal	<u>447,326</u>	<u>154,544</u>	<u>0</u>	<u>601,870</u>
Total	<u>6,863,571</u>	<u>(33,464)</u>	<u>0</u>	<u>6,830,107</u>
Net Capital Assets	<u>\$7,053,177</u>	<u>(\$33,464)</u>	<u>\$0</u>	<u>\$7,019,713</u>

Depreciation expense of \$154,544 was charged to the capital assets – student occupied program.

MOSAICS PUBLIC SCHOOL
Notes to Financial Statements

E. LONG-TERM LIABILITIES

Bonded Debt – At year end, the School’s bonded debt was as follows:

2024A - \$9,060,000 - facilities revenue bonds (tax exempt issuances) for refinancing prior debt and for additional capital improvements due in semiannual installments with interest ranging from 4.00% - 4.625% through 2053/54, secured by real estate, paid through the bond redemption and interest fund	\$9,060,000
2024B - \$280,000 - facilities revenue bonds (taxable issuances) for refinancing prior debt due in semiannual installments with interest at 5.50% through 2026/27, secured by real estate, paid through the bond redemption and interest fund	280,000
Total	\$9,340,000

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

<u>Year Ended</u>	<u>Principal</u>	<u>Interest</u>
6/30/25	\$80,000	\$346,069
6/30/26	165,000	405,419
6/30/27	175,000	396,344
6/30/28	180,000	388,819
6/30/29	190,000	381,619
6/30/30-34	1,070,000	1,788,095
6/30/35-39	1,305,000	1,556,095
6/30/40-44	1,620,000	1,259,688
6/30/45-49	2,020,000	866,795
6/30/50-54	2,535,000	362,595
Total	\$9,340,000	\$7,751,538

Changes in long-term liabilities are as follows:

<u>Description</u>	<u>Beginning Balance</u>	<u>Increases</u>	<u>Decreases</u>	<u>Ending Balance</u>	<u>Due Within One Year</u>
2024A F.R. Bonds	\$0	\$9,060,000		\$9,060,000	\$0
2024B F.R. Bonds	0	280,000		280,000	80,000
Note Payable - BH	2,664,682		\$2,664,682	0	0
Note Payable - VB	4,476,411		4,476,411	0	0
Net Pension Liability	1,422,194	186,200		1,608,394	-
Total	\$8,563,287	\$9,526,200	\$7,141,093	\$10,948,394	\$80,000

Interest and related costs of \$284,762 as well as bond issuance costs of \$762,006 were charged to the debt service – interest program in the statement of activities.

MOSAICS PUBLIC SCHOOL
Notes to Financial Statements

F. PENSION PLAN

Plan description

The School contributes to the Base Plan which is a cost-sharing multiple-employer defined benefit pension plan administered by Public Employee Retirement System of Idaho (PERSI or System) that covers substantially all employees of the State of Idaho, its agencies and various participating political subdivisions. The cost to administer the plan is financed through the contributions and investment earnings of the plan. PERSI issues a publicly available financial report that includes financial statements and the required supplementary information for PERSI. That report may be obtained on the PERSI website at www.persi.idaho.gov.

Responsibility for administration of the Base Plan is assigned to the Board comprised of five members appointed by the Governor and confirmed by the Idaho Senate. State law requires that two members of the Board be active Base Plan members with at least ten years of service and three members who are Idaho citizens not members of the Base Plan except by reason of having served on the Board.

Pension benefits

The Base Plan provides retirement, disability, death and survivor benefits of eligible members or beneficiaries. Benefits are based on members' years of service, age, and highest average salary. Members become fully vested in their retirement benefits with five years of credited service (5 months for elected or appointed officials). Members are eligible for retirement benefits upon attainment of the ages specified for their employment classification. The annual service retirement allowance for each month of credited service is 2.0% (2.3% for police/firefighters) of the average monthly salary for the highest consecutive 42 months.

The benefit payments for the Base Plan are calculated using a benefit formula adopted by the Idaho Legislature. The Base Plan is required to provide a 1% minimum cost of living increase per year provided the Consumer Price Index increases 1% or more. The PERSI Board has the authority to provide higher cost of living increases to a maximum of the Consumer Price Index movement or 6%, whichever is less; however, any amount above the 1% minimum is subject to review by the Idaho Legislature.

Member and employer contributions

Member and employer contributions paid to the Base Plan are set by statute and are established as a percent of covered compensation. Contribution rates are determined by the PERSI Board within limitations, as defined by state law. The Board may make periodic changes to employer and employee contribution rates (expressed as percentages of annual covered payroll) that are adequate to accumulate sufficient assets to pay benefits when due.

The contribution rates for employees are set by statute at 60% of the employer rate for general employees and 74% for police and firefighters. As of June 30, 2023 it was 7.16% for general employees and 9.13% for police and firefighters. The employer contribution rate as a percent of covered payroll is set by the Retirement Board and was 11.94% for general employees and 12.28% for police and firefighters. The School's contributions were \$251,069 for the year ended June 30, 2024.

MOSAICS PUBLIC SCHOOL
Notes to Financial Statements

Pension asset/liabilities, pension revenue (expense), and deferred outflows/inflows of resources related to pensions

At June 30, 2024, the School reported a liability for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2023, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of that date. The School's proportion of the net pension liability was based on the School's share of contributions in the Base Plan pension plan relative to the total contributions of all participating PERSI Base Plan employers. At June 30, 2023, the School's proportion was 0.04030386%.

For the year ended June 30, 2024, the School recognized pension revenue (expense) of (\$514,018). At June 30, 2024, the School reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	\$275,691	
Changes in assumptions or other inputs	159,265	
Net difference between projected and actual earnings on pension plan investments	150,971	
Employer contributions subsequent to the measurement date	251,069	
Total	\$836,996	\$0

\$251,069 reported as deferred outflows of resources related to pensions resulting from School contributions made subsequent to the measurement date will be recognized as an adjustment to the pension revenue (expense) in the year ending June 30, 2025.

The average of the expected remaining service lives of all employees that are provided with pensions through the System (active and inactive employees) determined at July 1, 2023 the beginning of the measurement period ended June 30, 2022 is 4.6 and 4.4 for the measurement period June 30, 2023.

Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension revenue (expense) as follows:

Year Ended	
6/30/25	(\$208,368)
6/30/26	(97,918)
6/30/27	(304,608)
6/30/28	24,967
Total	(\$585,927)

Actuarial assumptions

Valuations are based on actuarial assumptions, the benefit formulas, and employee groups. Level percentages of payroll normal costs are determined using the Entry Age Normal Cost Method. Under the

MOSAICS PUBLIC SCHOOL
Notes to Financial Statements

Entry Age Normal Cost Method, the actuarial present value of the projected benefits of each individual included in the actuarial valuation is allocated as a level percentage of each year's earnings of the individual between entry age and assumed exit age. The Base Plan amortizes any unfunded actuarial accrued liability based on a level percentage of payroll. The maximum amortization period for the Base Plan permitted under Section 59-1322, Idaho Code, is 25 years.

The total pension liability in the June 30, 2023 actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	2.30%
Salary increases including inflation	3.05%
Investment rate of return, net of investment expenses	6.35%
Cost-of-living adjustments	1.00%

Contributing members, service retirement members, and beneficiaries

General Employees and All Beneficiaries - Males	Pub-2010 General Tables, increased 11%
General Employees and All Beneficiaries - Females	Pub-2010 General Tables, increased 21%
Teachers - Males	Pub-2010 Teacher Tables, increased 12%
Teachers - Females	Pub-2010 Teacher Tables, increased 21%
Fire & Police - Males	Pub-2010 Safety Tables, increased 21%
Fire & Police - Females	Pub-2010 Safety Tables, increased 26%
	5% of Fire & Police active member deaths are assumed to be duty related. This assumption was adopted July 1, 2021.
Disabled Members - Males	Pub-2010 Disabled Tables, increased 38%
Disabled Members - Females	Pub-2010 Disabled Tables, increased 36%

An experience study was performed for the period July 1, 2015 through June 30, 2020 which reviewed all economic and demographic assumptions other than mortality. The total pension liability as of June 30, 2023 is based on the results of an actuarial valuation date of July 1, 2023.

The long-term expected rate of return on pension plan investments was determined using the building block approach and a forward-looking model in which best estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighing the expected future real rates of return by the target asset allocation percentage and by adding expected inflation.

Even though history provides a valuable perspective for setting the investment return assumption, the System relies primarily on an approach which builds upon the latest capital market assumptions. Specifically, the System uses consultants, investment managers and trustees to develop capital market assumptions in analyzing the System's asset allocation. The assumptions and the System's formal policy for asset allocation are shown below. The formal asset allocation policy is somewhat more conservative than the current allocation of System's assets.

The best-estimate range for the long-term expected rate of return is determined by adding expected inflation to expected long-term real returns and reflecting expected volatility and correlation. The capital market assumptions are as of 2023.

MOSAICS PUBLIC SCHOOL
Notes to Financial Statements

Asset Class	Target Allocation	Long-Term Expected Real Rate of Return
Cash	0%	0.00%
Large Cap	18%	4.50%
Small/Mid Cap	11%	4.70%
International Equity	15%	4.50%
Emerging Markets Equity	10%	4.90%
Domestic Fixed	20%	-0.25%
TIPS	10%	-0.30%
Real Estate	8%	3.75%
Private Equity	8%	6.00%

Discount rate

The discount rate used to measure the total pension liability was 6.35%. The projection of cash flows used to determine the discount rate assumed that contributions from plan members will be made at the current contribution rate. Based on these assumptions, the pension plans' net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension asset. The long-term expected rate of return was determined net of pension plan investment expense but without reduction for administrative expense.

Sensitivity of the School's proportionate share of the net pension liability to changes in the discount rate.

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

	1% Decrease (5.35%)	Current Discount Rate (6.35%)	1% Increase (7.35%)
School's proportionate share of the net pension liability	<u>\$2,892,763</u>	<u>\$1,608,394</u>	<u>\$558,663</u>

Pension plan fiduciary net position

Detailed information about the pension plan's fiduciary net position is available in the separately issued PERSI financial report.

PERSI issues a publicly available financial report that includes financial statements and the required supplementary information for PERSI. That report may be obtained on the PERSI website at www.persi.idaho.gov.

Impact on the School's net position

Depending on the annual performance of the Base Plan and the various non-financial factors that affect the collective Base Plan net pension liability (as described above), the School may periodically experience a deficit in its net position. This can occur as a result of recording the School's allocable portion of the net

MOSAICS PUBLIC SCHOOL
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pension liability which is an estimated liability that changes substantially from year to year depending on the factors described above but does not currently require cash outflows. As the net pension liability of the Base Plan is closely monitored by PERSI's board (who makes changes to the contribution rates and other terms of the Base Plan when deemed necessary), such deficits are not deemed to be of substantial concern.

G. INTERFUND BALANCES AND TRANSFERS

Interfund balances at year end consist of the following:

Due To Fund	Due From Fund	
	Nonmajor Governmental	Total
General	\$301,141	\$301,141
Total	\$301,141	\$301,141

These interfund balances resulted from the time lag between when expenditures are incurred in a fund and when the fund is reimbursed for such expenditures.

Interfund transfers during the year consist of the following:

Fund	Transfer In	Transfer Out	Purpose
General	\$11,511	\$108,372	Maintenance, Reimbursement
Bond Redemption & Interest		11,511	Reimbursement
Nonmajor Governmental	108,372		Maintenance
Total	\$119,883	\$119,883	

MOSAICS PUBLIC SCHOOL
 Budgetary Comparison Schedule -
 General and Major Special Revenue Funds
 Year Ended June 30, 2024

General Fund	Budgeted Amounts		Actual	Final Budget
	(GAAP Basis)			Amounts
	Original	Final		Positive
				(Negative)
Revenues				
Local Revenue	\$88,000	\$88,000	\$176,486	\$88,486
State Revenue	3,607,211	3,899,478	3,892,802	(6,676)
Federal Revenue	0	0	0	0
Total Revenues	3,695,211	3,987,478	4,069,288	81,810
Expenditures				
Instructional Programs				
Elementary School	2,048,005	1,794,742	1,782,512	12,230
Secondary School	0	224,274	163,445	60,829
Special Education	219,300	249,819	293,274	(43,455)
School Activity	0	0	0	0
Support Service Programs				
Attendance - Guidance - Health	0	0	0	0
Special Education Support Services	0	0	0	0
Instruction Improvement	21,526	21,526	14,491	7,035
Instruction-Related Technology	0	0	0	0
Board of Education	29,550	29,550	23,528	6,022
District Administration	280,305	338,985	349,583	(10,598)
School Administration	0	0	0	0
Business Operation	0	0	0	0
Administrative Technology Service	0	0	0	0
Buildings - Care	158,482	164,742	127,155	37,587
Maintenance - Student Occupied	63,531	106,004	64,330	41,674
Maintenance - Grounds	36,900	75,600	69,861	5,739
Pupil-To-School Transportation	275,000	275,000	275,014	(14)
Non-Instructional Programs				
Child Nutrition	3,546	3,546	4,846	(1,300)
Community Services	0	0	0	0
Capital Assets - Student Occupied	0	0	26,306	(26,306)
Capital Assets - Non-Student Occupied	0	0	0	0
Debt Service - Principal	196,375	196,375	196,375	0
Debt Service - Interest	271,951	271,951	271,951	0
Total Expenditures	3,604,471	3,752,114	3,662,671	89,443 *
Excess (Deficiency) of Revenues				
Over Expenditures	90,740	235,364	406,617	171,253
Other Financing Sources (Uses)				
Proceeds from Debt	0	0	0	0
Transfers In	0	0	11,511	11,511
Transfers Out	0	(108,372)	(108,372)	0 *
Total Other Financing Sources (Uses)	0	(108,372)	(96,861)	11,511
Net Change in Fund Balances	90,740	126,992	309,756	182,764
Fund Balances - Beginning	1,262,442	1,254,855	1,254,855	0
Fund Balances - Ending	\$1,353,182	\$1,381,847	\$1,564,611	\$182,764
				\$89,443

**Total expenditures (over) under appropriations.*

MOSAICS PUBLIC SCHOOL
 Budgetary Comparison Schedule -
 General and Major Special Revenue Funds
 Year Ended June 30, 2024

	Budgeted Amounts (GAAP Basis)		Actual Amounts	Final Budget Variance
	Original	Final		Positive (Negative)
Child Nutrition Fund				
Revenues				
Local Revenue	\$174,747	\$174,747	\$66,763	(\$107,984)
Federal Revenue	0	0	143,996	143,996
Total Revenues	<u>174,747</u>	<u>174,747</u>	<u>210,759</u>	<u>36,012</u>
Expenditures				
Non-Instructional Programs				
Child Nutrition	174,747	174,747	195,223	(20,476)
Total Expenditures	<u>174,747</u>	<u>174,747</u>	<u>195,223</u>	<u>(20,476) *</u>
Excess (Deficiency) of Revenues				
Over Expenditures	0	0	15,536	15,536
Other Financing Sources (Uses)				
Transfers In	0	0	0	0
Transfers Out	0	0	0	0 *
Total Other Financing Sources (Uses)	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Net Change in Fund Balances	0	0	15,536	15,536
Fund Balances - Beginning	0	42,789	42,789	0
Fund Balances - Ending	<u>\$0</u>	<u>\$42,789</u>	<u>\$58,325</u>	<u>\$15,536</u>
				<u>(\$20,476)</u>

**Total expenditures (over) under appropriations.*

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

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

Fiscal Year Ended June 30	Employer's Portion of the Net Pension (Asset) Liability	Employer's Proportionate Share of the Net Pension (Asset) Liability	Covered Payroll	Employer's Proportional Share of the Net Pension (Asset) Liability as a Percentage of Covered Payroll	Plan Fiduciary Net Position as a Percentage of the Total Pension (Asset) Liability
2022	0.02447346%	(\$19,329)	\$913,317	-2.12%	100.36%
2023	0.03610768%	\$1,422,194	\$1,423,886	99.88%	83.09%
2024	0.04030386%	\$1,608,394	\$1,713,685	93.86%	83.09%

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

Schedule of Employer Contributions

Fiscal Year Ended June 30	Actuarially Determined Contribution	Contributions in Relation to Actuarially Determined Contribution	Contribution Deficiency (Excess)	Covered Payroll	Contributions as a Percentage of Covered Payroll
2022	\$170,012	\$170,012	\$0	\$1,423,886	11.94%
2023	\$204,614	\$204,614	\$0	\$1,713,685	11.94%
2024	\$251,069	\$251,069	\$0	\$1,978,479	12.69%

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

MOSAICS PUBLIC SCHOOL
Combining Balance Sheet - Nonmajor Governmental Funds
June 30, 2024

	<u>Special Revenue Funds</u>			
	<u>Social Committee</u>	<u>Sunshine</u>	<u>PTA Fund</u>	<u>Doden Grant</u>
Assets				
Cash & Investments	\$390	\$2,385	\$414	\$956
Receivables:				
State Sources				
Federal Sources				
Prepaid Expenditures				
Due From Other Funds				
Total Assets	<u>\$390</u>	<u>\$2,385</u>	<u>\$414</u>	<u>\$956</u>
Liabilities				
Accounts Payable				
Due To Other Funds				
Salaries & Benefits Payable				
Unspent Grant Allocation				
Total Liabilities	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Fund Balances				
Nonspendable				
Restricted:				
Special Programs	390	2,385	414	956
Debt Service				
Capital Projects				
Unassigned				
Total Fund Balances	<u>390</u>	<u>2,385</u>	<u>414</u>	<u>956</u>
Total Liabilities and Fund Balances	<u>\$390</u>	<u>\$2,385</u>	<u>\$414</u>	<u>\$956</u>

MOSAICS PUBLIC SCHOOL
Combining Balance Sheet - Nonmajor Governmental Funds
June 30, 2024

	Special Revenue Funds			
	Butler Classroom Grant	Student Activity	STEM AC Grant	School Building Maintenance
Assets				
Cash & Investments	\$1,317	\$2,476	\$3,503	\$108,372
Receivables:				
State Sources				
Federal Sources				
Prepaid Expenditures				
Due From Other Funds				
Total Assets	<u>\$1,317</u>	<u>\$2,476</u>	<u>\$3,503</u>	<u>\$108,372</u>
Liabilities				
Accounts Payable				
Due To Other Funds				
Salaries & Benefits Payable				
Unspent Grant Allocation				
Total Liabilities	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Fund Balances				
Nonspendable				
Restricted:				
Special Programs	1,317	2,476	3,503	108,372
Debt Service				
Capital Projects				
Unassigned				
Total Fund Balances	<u>1,317</u>	<u>2,476</u>	<u>3,503</u>	<u>108,372</u>
Total Liabilities and Fund Balances	<u>\$1,317</u>	<u>\$2,476</u>	<u>\$3,503</u>	<u>\$108,372</u>

MOSAICS PUBLIC SCHOOL
Combining Balance Sheet - Nonmajor Governmental Funds
June 30, 2024

	Special Revenue Funds			
	Securing Our Future	Technology	Substance Abuse	ESSER III
Assets				
Cash & Investments		\$39,291	\$14,293	
Receivables:				
State Sources				
Federal Sources				\$106,502
Prepaid Expenditures				
Due From Other Funds				
Total Assets	<u>\$0</u>	<u>\$39,291</u>	<u>\$14,293</u>	<u>\$106,502</u>
Liabilities				
Accounts Payable		\$39,291		
Due To Other Funds				\$94,204
Salaries & Benefits Payable				
Unspent Grant Allocation				12,298
Total Liabilities	<u>\$0</u>	<u>39,291</u>	<u>\$0</u>	<u>106,502</u>
Fund Balances				
Nonspendable				
Restricted:				
Special Programs			14,293	
Debt Service				
Capital Projects				
Unassigned				
Total Fund Balances	<u>0</u>	<u>0</u>	<u>14,293</u>	<u>0</u>
Total Liabilities and Fund Balances	<u>\$0</u>	<u>\$39,291</u>	<u>\$14,293</u>	<u>\$106,502</u>

MOSAICS PUBLIC SCHOOL
Combining Balance Sheet - Nonmajor Governmental Funds
June 30, 2024

	Special Revenue Funds			
	Title I-A ESSA IBP	ESSER II	IDEA Part B 611 School Age 3-21	IDEA Part B 619 Pre-School Age 3-5
Assets				
Cash & Investments				
Receivables:				
State Sources				
Federal Sources	\$73,938		\$72,410	\$5,015
Prepaid Expenditures				
Due From Other Funds				
Total Assets	<u>\$73,938</u>	<u>\$0</u>	<u>\$72,410</u>	<u>\$5,015</u>
Liabilities				
Accounts Payable				
Due To Other Funds	\$73,938		\$72,410	
Salaries & Benefits Payable				
Unspent Grant Allocation				\$5,015
Total Liabilities	<u>73,938</u>	<u>\$0</u>	<u>72,410</u>	<u>5,015</u>
Fund Balances				
Nonspendable				
Restricted:				
Special Programs				
Debt Service				
Capital Projects				
Unassigned				
Total Fund Balances	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total Liabilities and Fund Balances	<u>\$73,938</u>	<u>\$0</u>	<u>\$72,410</u>	<u>\$5,015</u>

MOSAICS PUBLIC SCHOOL
Combining Balance Sheet - Nonmajor Governmental Funds
June 30, 2024

	Special Revenue Funds			
	School Based Medicaid	Title IV-A ESSA SS & AE	Title V-B ESSA REI	IDEA Mini Grants
Assets				
Cash & Investments				
Receivables:				
State Sources				
Federal Sources	\$3,463	\$10,000	\$40,216	
Prepaid Expenditures				
Due From Other Funds				
Total Assets	<u>\$3,463</u>	<u>\$10,000</u>	<u>\$40,216</u>	<u>\$0</u>
Liabilities				
Accounts Payable	\$380			
Due To Other Funds	3,083	\$10,000	\$40,216	
Salaries & Benefits Payable				
Unspent Grant Allocation				
Total Liabilities	<u>3,463</u>	<u>10,000</u>	<u>40,216</u>	<u>\$0</u>
Fund Balances				
Nonspendable				
Restricted:				
Special Programs				
Debt Service				
Capital Projects				
Unassigned				
Total Fund Balances	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total Liabilities and Fund Balances	<u>\$3,463</u>	<u>\$10,000</u>	<u>\$40,216</u>	<u>\$0</u>

MOSAICS PUBLIC SCHOOL
Combining Balance Sheet - Nonmajor Governmental Funds
June 30, 2024

	Special Revenue Funds	
	Title II-A	
	ESSA SEI	Total
Assets		
Cash & Investments		\$173,397
Receivables:		
State Sources		0
Federal Sources	\$13,052	324,596
Prepaid Expenditures		0
Due From Other Funds		0
Total Assets	\$13,052	\$497,993
Liabilities		
Accounts Payable		\$39,671
Due To Other Funds	\$7,290	301,141
Salaries & Benefits Payable		0
Unspent Grant Allocation	5,762	23,075
Total Liabilities	13,052	363,887
Fund Balances		
Nonspendable		0
Restricted:		
Special Programs		134,106
Debt Service		0
Capital Projects		0
Unassigned		0
Total Fund Balances	0	134,106
Total Liabilities and Fund Balances	\$13,052	\$497,993

MOSAICS PUBLIC SCHOOL
Combining Statement of Revenues, Expenditures, and Changes in
Fund Balances - Nonmajor Governmental Funds
Year Ended June 30, 2024

	<u>Special Revenue Funds</u>			
	<u>Social Committee</u>	<u>Sunshine</u>	<u>PTA Fund</u>	<u>Doden Grant</u>
Revenues				
Local Revenue		\$1,773	\$18,462	
State Revenue	\$245			
Federal Revenue				
Total Revenues	<u>245</u>	<u>1,773</u>	<u>18,462</u>	<u>\$0</u>
Expenditures				
Instructional Programs				
Elementary School	264		18,623	
Secondary School				
Special Education				
School Activity				
Support Service Programs				
Attendance - Guidance - Health				
Special Education Support Services				
Instruction Improvement				
Instruction-Related Technology				
Board of Education				
District Administration		1,082		
School Administration				
Business Operation				
Administrative Technology Service				
Buildings - Care				
Maintenance - Student Occupied				
Maintenance - Grounds				
Pupil-To-School Transportation				
Non-Instructional Programs				
Child Nutrition				
Community Services				
Capital Assets - Student Occupied				
Capital Assets - Non-Student Occupied				
Debt Service - Principal				
Debt Service - Interest				
Total Expenditures	<u>264</u>	<u>1,082</u>	<u>18,623</u>	<u>0</u>
Excess (Deficiency) of Revenues Over Expenditures	(19)	691	(161)	0
Other Financing Sources (Uses)				
Proceeds from Bond Issuance				
Transfers In				
Transfers Out				
Total Other Financing Sources (Uses)	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Net Change in Fund Balances	(19)	691	(161)	0
Fund Balances - Beginning	409	1,694	575	956
Fund Balances - Ending	<u>\$390</u>	<u>\$2,385</u>	<u>\$414</u>	<u>\$956</u>

MOSAICS PUBLIC SCHOOL
Combining Statement of Revenues, Expenditures, and Changes in
Fund Balances - Nonmajor Governmental Funds
Year Ended June 30, 2024

	Special Revenue Funds			
	Butler Classroom Grant	Student Activity	STEM AC Grant	School Building Maintenance
Revenues				
Local Revenue	\$1,000	\$317		
State Revenue			\$29,134	
Federal Revenue				
Total Revenues	<u>1,000</u>	<u>317</u>	<u>29,134</u>	<u>\$0</u>
Expenditures				
Instructional Programs				
Elementary School	464		25,631	
Secondary School				
Special Education				
School Activity				
Support Service Programs				
Attendance - Guidance - Health				
Special Education Support Services				
Instruction Improvement				
Instruction-Related Technology				
Board of Education				
District Administration				
School Administration				
Business Operation				
Administrative Technology Service				
Buildings - Care				
Maintenance - Student Occupied				
Maintenance - Grounds				
Pupil-To-School Transportation				
Non-Instructional Programs				
Child Nutrition				
Community Services		341		
Capital Assets - Student Occupied				
Capital Assets - Non-Student Occupied				
Debt Service - Principal				
Debt Service - Interest				
Total Expenditures	<u>464</u>	<u>341</u>	<u>25,631</u>	<u>0</u>
Excess (Deficiency) of Revenues Over Expenditures	536	(24)	3,503	0
Other Financing Sources (Uses)				
Proceeds from Bond Issuance				
Transfers In				108,372
Transfers Out				
Total Other Financing Sources (Uses)	<u>0</u>	<u>0</u>	<u>0</u>	<u>108,372</u>
Net Change in Fund Balances	536	(24)	3,503	108,372
Fund Balances - Beginning	781	2,500	0	0
Fund Balances - Ending	<u>\$1,317</u>	<u>\$2,476</u>	<u>\$3,503</u>	<u>\$108,372</u>

MOSAICS PUBLIC SCHOOL
Combining Statement of Revenues, Expenditures, and Changes in
Fund Balances - Nonmajor Governmental Funds
Year Ended June 30, 2024

	<u>Special Revenue Funds</u>			
	<u>Securing Our Future</u>	<u>Technology</u>	<u>Substance Abuse</u>	<u>ESSER III</u>
Revenues				
Local Revenue				
State Revenue	\$50,959	\$81,584	\$7,223	
Federal Revenue				\$132,145
Total Revenues	<u>50,959</u>	<u>81,584</u>	<u>7,223</u>	<u>132,145</u>
Expenditures				
Instructional Programs				
Elementary School				16,759
Secondary School				
Special Education				
School Activity				
Support Service Programs				
Attendance - Guidance - Health				20,866
Special Education Support Services				
Instruction Improvement				
Instruction-Related Technology		106,081		
Board of Education				
District Administration				92,153
School Administration				
Business Operation				
Administrative Technology Service				
Buildings - Care				2,367
Maintenance - Student Occupied				
Maintenance - Grounds				
Pupil-To-School Transportation				
Non-Instructional Programs				
Child Nutrition				
Community Services				
Capital Assets - Student Occupied	50,959			
Capital Assets - Non-Student Occupied				
Debt Service - Principal				
Debt Service - Interest				
Total Expenditures	<u>50,959</u>	<u>106,081</u>	<u>0</u>	<u>132,145</u>
Excess (Deficiency) of Revenues Over Expenditures	0	(24,497)	7,223	0
Other Financing Sources (Uses)				
Proceeds from Bond Issuance				
Transfers In				
Transfers Out				
Total Other Financing Sources (Uses)	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Net Change in Fund Balances	0	(24,497)	7,223	0
Fund Balances - Beginning	0	24,497	7,070	0
Fund Balances - Ending	<u>\$0</u>	<u>\$0</u>	<u>\$14,293</u>	<u>\$0</u>

MOSAICS PUBLIC SCHOOL
Combining Statement of Revenues, Expenditures, and Changes in
Fund Balances - Nonmajor Governmental Funds
Year Ended June 30, 2024

	Special Revenue Funds			
	Title I-A		IDEA Part B	IDEA Part B
	ESSA IBP	ESSER II	611 School Age 3-21	619 Pre-School Age 3-5
Revenues				
Local Revenue				
State Revenue				
Federal Revenue	\$76,275	\$680	\$72,410	
Total Revenues	<u>76,275</u>	<u>680</u>	<u>72,410</u>	<u>\$0</u>
Expenditures				
Instructional Programs				
Elementary School	76,275	680		
Secondary School				
Special Education			72,410	
School Activity				
Support Service Programs				
Attendance - Guidance - Health				
Special Education Support Services				
Instruction Improvement				
Instruction-Related Technology				
Board of Education				
District Administration				
School Administration				
Business Operation				
Administrative Technology Service				
Buildings - Care				
Maintenance - Student Occupied				
Maintenance - Grounds				
Pupil-To-School Transportation				
Non-Instructional Programs				
Child Nutrition				
Community Services				
Capital Assets - Student Occupied				
Capital Assets - Non-Student Occupied				
Debt Service - Principal				
Debt Service - Interest				
Total Expenditures	<u>76,275</u>	<u>680</u>	<u>72,410</u>	<u>0</u>
Excess (Deficiency) of Revenues Over Expenditures	0	0	0	0
Other Financing Sources (Uses)				
Proceeds from Bond Issuance				
Transfers In				
Transfers Out				
Total Other Financing Sources (Uses)	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Net Change in Fund Balances	0	0	0	0
Fund Balances - Beginning	0	0	0	0
Fund Balances - Ending	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

MOSAICS PUBLIC SCHOOL
Combining Statement of Revenues, Expenditures, and Changes in
Fund Balances - Nonmajor Governmental Funds
Year Ended June 30, 2024

	Special Revenue Funds			
	School Based Medicaid	Title IV-A ESSA SS & AE	Title V-B ESSA REI	IDEA Mini Grants
Revenues				
Local Revenue				
State Revenue				
Federal Revenue	\$96,086	\$10,000	\$53,821	\$1,058
Total Revenues	<u>96,086</u>	<u>10,000</u>	<u>53,821</u>	<u>1,058</u>
Expenditures				
Instructional Programs				
Elementary School		10,000	40,216	
Secondary School				
Special Education	67,283			1,058
School Activity				
Support Service Programs				
Attendance - Guidance - Health				
Special Education Support Services	28,803			
Instruction Improvement				
Instruction-Related Technology				
Board of Education				
District Administration				
School Administration				
Business Operation				
Administrative Technology Service				
Buildings - Care				
Maintenance - Student Occupied				
Maintenance - Grounds				
Pupil-To-School Transportation				
Non-Instructional Programs				
Child Nutrition				
Community Services				
Capital Assets - Student Occupied			13,605	
Capital Assets - Non-Student Occupied				
Debt Service - Principal				
Debt Service - Interest				
Total Expenditures	<u>96,086</u>	<u>10,000</u>	<u>53,821</u>	<u>1,058</u>
Excess (Deficiency) of Revenues Over Expenditures	0	0	0	0
Other Financing Sources (Uses)				
Proceeds from Bond Issuance				
Transfers In				
Transfers Out				
Total Other Financing Sources (Uses)	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Net Change in Fund Balances	0	0	0	0
Fund Balances - Beginning	0	0	0	0
Fund Balances - Ending	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

MOSAICS PUBLIC SCHOOL
Combining Statement of Revenues, Expenditures, and Changes in
Fund Balances - Nonmajor Governmental Funds
Year Ended June 30, 2024

	Special Revenue Funds	
	Title II-A	
	ESSA SEI	Total
Revenues		
Local Revenue		\$21,552
State Revenue		169,145
Federal Revenue	\$7,290	449,765
Total Revenues	<u>7,290</u>	<u>640,462</u>
Expenditures		
Instructional Programs		
Elementary School		188,912
Secondary School		0
Special Education		140,751
School Activity		0
Support Service Programs		
Attendance - Guidance - Health		20,866
Special Education Support Services		28,803
Instruction Improvement	7,290	7,290
Instruction-Related Technology		106,081
Board of Education		0
District Administration		93,235
School Administration		0
Business Operation		0
Administrative Technology Service		0
Buildings - Care		2,367
Maintenance - Student Occupied		0
Maintenance - Grounds		0
Pupil-To-School Transportation		0
Non-Instructional Programs		
Child Nutrition		0
Community Services		341
Capital Assets - Student Occupied		64,564
Capital Assets - Non-Student Occupied		0
Debt Service - Principal		0
Debt Service - Interest		0
Total Expenditures	<u>7,290</u>	<u>653,210</u>
Excess (Deficiency) of Revenues Over Expenditures	0	(12,748)
Other Financing Sources (Uses)		
Proceeds from Bond Issuance		0
Transfers In		108,372
Transfers Out		0
Total Other Financing Sources (Uses)	<u>0</u>	<u>108,372</u>
Net Change in Fund Balances	0	95,624
Fund Balances - Beginning	0	38,482
Fund Balances - Ending	<u>\$0</u>	<u>\$134,106</u>



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

Board of Directors
MOSAICS Public School

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of MOSAICS Public School (the School), as of and for the year ended June 30, 2024, and the related notes to the financial statements, which collectively comprise the School’s basic financial statements, and have issued our report thereon dated August 2, 2024. In our report, we expressed a qualified opinion on the governmental activities as management has elected not to adopt the provisions of GASB 75 *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions*.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School’s internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School’s internal control. Accordingly, we do not express an opinion on the effectiveness of the School’s internal control.

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

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that have not been identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School’s financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations,

contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance. Accordingly, this communication is not suitable for any other purpose.

Quest CPAs PLLC

Meridian, Idaho
August 2, 2024

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MOSAICS Public School
Series 2024AB
Rated Aa2/Ba1 Underlying
Refi + \$1.01 million Addition

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SOURCES AND USES OF FUNDS

MOSAICS Public School
 Series 2024AB
 Rated Aa2/Ba1 Underlying
 Refi + \$1.01 million Addition

Dated Date 06/27/2024

Delivery Date 06/27/2024

Sources:	Series 2024A	Series 2024B	Total
Bond Proceeds:			
Par Amount	9,060,000.00	280,000.00	9,340,000.00
Original Issue Discount	-354,349.35		-354,349.35
	8,705,650.65	280,000.00	8,985,650.65
Uses:	Series 2024A	Series 2024B	Total
Project Fund Deposits:			
Refinance Vectra Loan	4,367,764.62		4,367,764.62
Refinance Building Hope Loan	2,589,763.46		2,589,763.46
Addition	1,010,000.00		1,010,000.00
	7,967,528.08		7,967,528.08
Other Fund Deposits:			
Debt Service Reserve Fund	563,552.14	17,416.62	580,968.76
Delivery Date Expenses:			
Cost of Issuance	87,056.50	256,518.50	343,575.00
Underwriter's Discount	87,056.51	2,800.00	89,856.51
	174,113.01	259,318.50	433,431.51
Other Uses of Funds:			
Additional Proceeds	457.42	3,264.88	3,722.30
	8,705,650.65	280,000.00	8,985,650.65

NET DEBT SERVICE
MOSAICS Public School
Series 2024AB
Rated Aa2/Ba1 Underlying
Refi + \$1.01 million Addition

Period Ending	Principal	Interest	Total Debt Service	IHFA Fee	Rating Surveillance Fee	Trustee Annual Fee	Moral Ob (STO) Fee	Debt Service Reserve Fund	Net Debt Service
06/30/2025	80,000	346,069.17	426,069.17	4,929.44	7,500	4,000	5,915.33		448,413.94
06/30/2026	165,000	405,418.76	570,418.76	5,787.50	7,500	4,000	6,945.00		594,651.26
06/30/2027	175,000	396,343.76	571,343.76	5,684.38	7,500	4,000	6,821.25		595,349.39
06/30/2028	180,000	388,818.76	568,818.76	5,575.00	7,500	4,000	6,690.00		592,583.76
06/30/2029	190,000	381,618.76	571,618.76	5,462.50	7,500	4,000	6,555.00		595,136.26
06/30/2030	195,000	374,018.76	569,018.76	5,343.75	7,500	4,000	6,412.50		592,275.01
06/30/2031	205,000	366,218.76	571,218.76	5,221.88	7,500	4,000	6,266.25		594,206.89
06/30/2032	215,000	358,018.76	573,018.76	5,093.75	7,500	4,000	6,112.50		595,725.01
06/30/2033	225,000	349,418.76	574,418.76	4,959.38	7,500	4,000	5,951.25		596,829.39
06/30/2034	230,000	340,418.76	570,418.76	4,818.75	7,500	4,000	5,782.50		592,520.01
06/30/2035	240,000	331,218.76	571,218.76	4,675.00	7,500	4,000	5,610.00		593,003.76
06/30/2036	250,000	321,618.76	571,618.76	4,525.00	7,500	4,000	5,430.00		593,073.76
06/30/2037	260,000	311,618.76	571,618.76	4,368.75	7,500	4,000	5,242.50		592,730.01
06/30/2038	270,000	301,218.76	571,218.76	4,206.25	7,500	4,000	5,047.50		591,972.51
06/30/2039	285,000	290,418.76	575,418.76	4,037.50	7,500	4,000	4,845.00		595,801.26
06/30/2040	295,000	279,018.76	574,018.76	3,859.38	7,500	4,000	4,631.25		594,009.39
06/30/2041	310,000	266,112.50	576,112.50	3,675.00	7,500	4,000	4,410.00		595,697.50
06/30/2042	325,000	252,550.00	577,550.00	3,481.25	7,500	4,000	4,177.50		596,708.75
06/30/2043	335,000	238,331.26	573,331.26	3,278.13	7,500	4,000	3,933.75		592,043.14
06/30/2044	355,000	223,675.00	578,675.00	3,068.75	7,500	4,000	3,682.50		596,926.25
06/30/2045	370,000	208,143.76	578,143.76	2,846.88	7,500	4,000	3,416.25		595,906.89
06/30/2046	385,000	191,493.76	576,493.76	2,615.63	7,500	4,000	3,138.75		593,748.14
06/30/2047	405,000	174,168.76	579,168.76	2,375.00	7,500	4,000	2,850.00		595,893.76
06/30/2048	420,000	155,943.76	575,943.76	2,121.88	7,500	4,000	2,546.25		592,111.89
06/30/2049	440,000	137,043.76	577,043.76	1,859.38	7,500	4,000	2,231.25		592,634.39
06/30/2050	460,000	117,243.76	577,243.76	1,584.38	7,500	4,000	1,901.25		592,229.39
06/30/2051	485,000	95,968.76	580,968.76	1,296.88	7,500	4,000	1,556.25		595,321.89
06/30/2052	505,000	73,537.50	578,537.50	993.75	7,500	4,000	1,192.50		592,223.75
06/30/2053	530,000	50,181.26	580,181.26	678.13	7,500	4,000	813.75		593,173.14
06/30/2054	555,000	25,668.76	580,668.76	346.88	7,500	4,000	416.25	580,968.76	11,963.13
	9,340,000	7,751,538.17	17,091,538.17	108,770.13	225,000	120,000	130,524.08	580,968.76	17,094,863.62

BOND DEBT SERVICE

MOSAICS Public School
 Series 2024A
 Rated Aa2/Ba1 Underlying
 Refi + \$1.01 million Addition

Period Ending	Principal	Coupon	Interest	Debt Service	Annual Debt Service
11/01/2024			135,855.35	135,855.35	
05/01/2025			197,209.38	197,209.38	
06/30/2025					333,064.73
11/01/2025			197,209.38	197,209.38	
05/01/2026			197,209.38	197,209.38	
06/30/2026					394,418.76
11/01/2026			197,209.38	197,209.38	
05/01/2027	140,000	4.000%	197,209.38	337,209.38	
06/30/2027					534,418.76
11/01/2027			194,409.38	194,409.38	
05/01/2028	180,000	4.000%	194,409.38	374,409.38	
06/30/2028					568,818.76
11/01/2028			190,809.38	190,809.38	
05/01/2029	190,000	4.000%	190,809.38	380,809.38	
06/30/2029					571,618.76
11/01/2029			187,009.38	187,009.38	
05/01/2030	195,000	4.000%	187,009.38	382,009.38	
06/30/2030					569,018.76
11/01/2030			183,109.38	183,109.38	
05/01/2031	205,000	4.000%	183,109.38	388,109.38	
06/30/2031					571,218.76
11/01/2031			179,009.38	179,009.38	
05/01/2032	215,000	4.000%	179,009.38	394,009.38	
06/30/2032					573,018.76
11/01/2032			174,709.38	174,709.38	
05/01/2033	225,000	4.000%	174,709.38	399,709.38	
06/30/2033					574,418.76
11/01/2033			170,209.38	170,209.38	
05/01/2034	230,000	4.000%	170,209.38	400,209.38	
06/30/2034					570,418.76
11/01/2034			165,609.38	165,609.38	
05/01/2035	240,000	4.000%	165,609.38	405,609.38	
06/30/2035					571,218.76
11/01/2035			160,809.38	160,809.38	
05/01/2036	250,000	4.000%	160,809.38	410,809.38	
06/30/2036					571,618.76
11/01/2036			155,809.38	155,809.38	
05/01/2037	260,000	4.000%	155,809.38	415,809.38	
06/30/2037					571,618.76
11/01/2037			150,609.38	150,609.38	
05/01/2038	270,000	4.000%	150,609.38	420,609.38	
06/30/2038					571,218.76
11/01/2038			145,209.38	145,209.38	
05/01/2039	285,000	4.000%	145,209.38	430,209.38	
06/30/2039					575,418.76
11/01/2039			139,509.38	139,509.38	
05/01/2040	295,000	4.375%	139,509.38	434,509.38	
06/30/2040					574,018.76
11/01/2040			133,056.25	133,056.25	
05/01/2041	310,000	4.375%	133,056.25	443,056.25	
06/30/2041					576,112.50
11/01/2041			126,275.00	126,275.00	
05/01/2042	325,000	4.375%	126,275.00	451,275.00	
06/30/2042					577,550.00
11/01/2042			119,165.63	119,165.63	
05/01/2043	335,000	4.375%	119,165.63	454,165.63	
06/30/2043					573,331.26
11/01/2043			111,837.50	111,837.50	
05/01/2044	355,000	4.375%	111,837.50	466,837.50	
06/30/2044					578,675.00
11/01/2044			104,071.88	104,071.88	
05/01/2045	370,000	4.500%	104,071.88	474,071.88	
06/30/2045					578,143.76
11/01/2045			95,746.88	95,746.88	
05/01/2046	385,000	4.500%	95,746.88	480,746.88	
06/30/2046					576,493.76
11/01/2046			87,084.38	87,084.38	
05/01/2047	405,000	4.500%	87,084.38	492,084.38	
06/30/2047					579,168.76
11/01/2047			77,971.88	77,971.88	

BOND DEBT SERVICE

MOSAICS Public School
 Series 2024A
 Rated Aa2/Ba1 Underlying
 Refi + \$1.01 million Addition

Period Ending	Principal	Coupon	Interest	Debt Service	Annual Debt Service
05/01/2048	420,000	4.500%	77,971.88	497,971.88	
06/30/2048					575,943.76
11/01/2048			68,521.88	68,521.88	
05/01/2049	440,000	4.500%	68,521.88	508,521.88	
06/30/2049					577,043.76
11/01/2049			58,621.88	58,621.88	
05/01/2050	460,000	4.625%	58,621.88	518,621.88	
06/30/2050					577,243.76
11/01/2050			47,984.38	47,984.38	
05/01/2051	485,000	4.625%	47,984.38	532,984.38	
06/30/2051					580,968.76
11/01/2051			36,768.75	36,768.75	
05/01/2052	505,000	4.625%	36,768.75	541,768.75	
06/30/2052					578,537.50
11/01/2052			25,090.63	25,090.63	
05/01/2053	530,000	4.625%	25,090.63	555,090.63	
06/30/2053					580,181.26
11/01/2053			12,834.38	12,834.38	
05/01/2054	555,000	4.625%	12,834.38	567,834.38	
06/30/2054					580,668.76
	9,060,000		7,725,608.73	16,785,608.73	16,785,608.73

BOND DEBT SERVICE

MOSAICS Public School
 Series 2024B
 Rated Aa2/Ba1 Underlying
 Refi + \$1.01 million Addition

Period Ending	Principal	Coupon	Interest	Debt Service	Annual Debt Service
11/01/2024			5,304.44	5,304.44	
05/01/2025	80,000	5.500%	7,700.00	87,700.00	
06/30/2025					93,004.44
11/01/2025			5,500.00	5,500.00	
05/01/2026	165,000	5.500%	5,500.00	170,500.00	
06/30/2026					176,000.00
11/01/2026			962.50	962.50	
05/01/2027	35,000	5.500%	962.50	35,962.50	
06/30/2027					36,925.00
	280,000		25,929.44	305,929.44	305,929.44

BOND PRICING

MOSAICS Public School
Series 2024AB
Rated Aa2/Ba1 Underlying
Refi + \$1.01 million Addition

Bond Component	Maturity Date	Amount	Rate	Yield	Price	Premium (-Discount)
Taxable Term Bond:						
	05/01/2025	80,000	5.500%	5.500%	100.000	
	05/01/2026	165,000	5.500%	5.500%	100.000	
	05/01/2027	35,000	5.500%	5.500%	100.000	
		<u>280,000</u>				
Term Bond due 2039:						
	05/01/2027	140,000	4.000%	4.350%	96.197	-5,324.20
	05/01/2028	180,000	4.000%	4.350%	96.197	-6,845.40
	05/01/2029	190,000	4.000%	4.350%	96.197	-7,225.70
	05/01/2030	195,000	4.000%	4.350%	96.197	-7,415.85
	05/01/2031	205,000	4.000%	4.350%	96.197	-7,796.15
	05/01/2032	215,000	4.000%	4.350%	96.197	-8,176.45
	05/01/2033	225,000	4.000%	4.350%	96.197	-8,556.75
	05/01/2034	230,000	4.000%	4.350%	96.197	-8,746.90
	05/01/2035	240,000	4.000%	4.350%	96.197	-9,127.20
	05/01/2036	250,000	4.000%	4.350%	96.197	-9,507.50
	05/01/2037	260,000	4.000%	4.350%	96.197	-9,887.80
	05/01/2038	270,000	4.000%	4.350%	96.197	-10,268.10
	05/01/2039	285,000	4.000%	4.350%	96.197	-10,838.55
		<u>2,885,000</u>				<u>-109,716.55</u>
Term Bond due 2044:						
	05/01/2040	295,000	4.375%	4.610%	96.960	-8,968.00
	05/01/2041	310,000	4.375%	4.610%	96.960	-9,424.00
	05/01/2042	325,000	4.375%	4.610%	96.960	-9,880.00
	05/01/2043	335,000	4.375%	4.610%	96.960	-10,184.00
	05/01/2044	355,000	4.375%	4.610%	96.960	-10,792.00
		<u>1,620,000</u>				<u>-49,248.00</u>
Term Bond due 2049:						
	05/01/2045	370,000	4.500%	4.810%	95.528	-16,546.40
	05/01/2046	385,000	4.500%	4.810%	95.528	-17,217.20
	05/01/2047	405,000	4.500%	4.810%	95.528	-18,111.60
	05/01/2048	420,000	4.500%	4.810%	95.528	-18,782.40
	05/01/2049	440,000	4.500%	4.810%	95.528	-19,676.80
		<u>2,020,000</u>				<u>-90,334.40</u>
Term Bond due 2054:						
	05/01/2050	460,000	4.625%	4.890%	95.856	-19,062.40
	05/01/2051	485,000	4.625%	4.890%	95.856	-20,098.40
	05/01/2052	505,000	4.625%	4.890%	95.856	-20,927.20
	05/01/2053	530,000	4.625%	4.890%	95.856	-21,963.20
	05/01/2054	555,000	4.625%	4.890%	95.856	-22,999.20
		<u>2,535,000</u>				<u>-105,050.40</u>
		9,340,000				-354,349.35

Dated Date	06/27/2024	
Delivery Date	06/27/2024	
First Coupon	11/01/2024	
Par Amount	9,340,000.00	
Original Issue Discount	<u>-354,349.35</u>	
Production	8,985,650.65	96.206110%
Underwriter's Discount	<u>-89,856.51</u>	<u>-0.962061%</u>
Purchase Price	8,895,794.14	95.244049%
Accrued Interest		
Net Proceeds	<u>8,895,794.14</u>	

BOND SUMMARY STATISTICS

MOSAICS Public School
Series 2024AB
Rated Aa2/Ba1 Underlying
Refi + \$1.01 million Addition

Dated Date	06/27/2024
Delivery Date	06/27/2024
First Coupon	11/01/2024
Last Maturity	05/01/2054
Arbitrage Yield	4.722610%
True Interest Cost (TIC)	4.843101%
Net Interest Cost (NIC)	4.709329%
All-In TIC	5.503478%
Average Coupon	4.454085%
Average Life (years)	18.633
Weighted Average Maturity (years)	19.140
Duration of Issue (years)	11.943
Par Amount	9,340,000.00
Bond Proceeds	8,985,650.65
Total Interest	7,751,538.17
Net Interest	8,195,744.03
Total Debt Service	17,091,538.17
Maximum Annual Debt Service	580,968.76
Average Annual Debt Service	572,687.43

Bond Component	Par Value	Price	Average Coupon	Average Life	Average Maturity Date	Duration	PV of 1 bp change
Taxable Term Bond	280,000.00	100.000	5.500%	1.684	03/03/2026	1.620	72.80
Term Bond due 2039	2,885,000.00	96.197	4.000%	9.486	12/21/2033	7.716	3,058.10
Term Bond due 2044	1,620,000.00	96.960	4.375%	17.934	06/03/2042	12.490	2,057.40
Term Bond due 2049	2,020,000.00	95.528	4.500%	22.931	06/02/2047	14.301	2,828.00
Term Bond due 2054	2,535,000.00	95.856	4.625%	27.937	06/04/2052	15.674	3,827.85
	9,340,000.00			18.633			11,844.15

	TIC	All-In TIC	Arbitrage Yield
Par Value	9,340,000.00	9,340,000.00	9,060,000.00
+ Accrued Interest			
+ Premium (Discount)	-354,349.35	-354,349.35	-354,349.35
- Underwriter's Discount	-89,856.51	-89,856.51	
- Cost of Issuance Expense		-343,575.00	
- Other Amounts			
Target Value	8,895,794.14	8,552,219.14	8,705,650.65
Target Date	06/27/2024	06/27/2024	06/27/2024
Yield	4.843101%	5.503478%	4.722610%

COST OF ISSUANCE

MOSAICS Public School
 Series 2024AB
 Rated Aa2/Ba1 Underlying
 Refi + \$1.01 million Addition

	Series 2024A	Series 2024B	Total
Issuer - IHFA	15,304.04	43,070.96	58,375.00
State Enhancement Fee	12,243.23	34,456.77	46,700.00
Bond Counsel	15,074.64	42,425.36	57,500.00
Local/Borrower Counsel	5,243.35	14,756.65	20,000.00
Underwriter Counsel	13,108.39	36,891.61	50,000.00
Title Fee	7,865.03	22,134.97	30,000.00
Trustee Fee	1,704.09	4,795.91	6,500.00
Rating Agency	9,175.87	25,824.13	35,000.00
Printing/Roadshow	1,573.01	4,426.99	6,000.00
Underwriter Expenses	786.50	2,213.50	3,000.00
Special Opinion Fee	2,621.68	7,378.32	10,000.00
Dissemination Agent (St Treasurer CDA)	131.08	368.92	500.00
Misc.	2,225.59	6,263.61	8,489.20
Reimbursable Expenses		11,510.80	11,510.80
	87,056.50	256,518.50	343,575.00

FORM 8038 STATISTICS

MOSAICS Public School
Series 2024AB
Rated Aa2/Ba1 Underlying
Refi + \$1.01 million Addition

Dated Date 06/27/2024
Delivery Date 06/27/2024

Bond Component	Date	Principal	Coupon	Price	Issue Price	Redemption at Maturity
Term Bond due 2039:						
	05/01/2027	140,000.00	4.000%	96.197	134,675.80	140,000.00
	05/01/2028	180,000.00	4.000%	96.197	173,154.60	180,000.00
	05/01/2029	190,000.00	4.000%	96.197	182,774.30	190,000.00
	05/01/2030	195,000.00	4.000%	96.197	187,584.15	195,000.00
	05/01/2031	205,000.00	4.000%	96.197	197,203.85	205,000.00
	05/01/2032	215,000.00	4.000%	96.197	206,823.55	215,000.00
	05/01/2033	225,000.00	4.000%	96.197	216,443.25	225,000.00
	05/01/2034	230,000.00	4.000%	96.197	221,253.10	230,000.00
	05/01/2035	240,000.00	4.000%	96.197	230,872.80	240,000.00
	05/01/2036	250,000.00	4.000%	96.197	240,492.50	250,000.00
	05/01/2037	260,000.00	4.000%	96.197	250,112.20	260,000.00
	05/01/2038	270,000.00	4.000%	96.197	259,731.90	270,000.00
	05/01/2039	285,000.00	4.000%	96.197	274,161.45	285,000.00
Term Bond due 2044:						
	05/01/2040	295,000.00	4.375%	96.960	286,032.00	295,000.00
	05/01/2041	310,000.00	4.375%	96.960	300,576.00	310,000.00
	05/01/2042	325,000.00	4.375%	96.960	315,120.00	325,000.00
	05/01/2043	335,000.00	4.375%	96.960	324,816.00	335,000.00
	05/01/2044	355,000.00	4.375%	96.960	344,208.00	355,000.00
Term Bond due 2049:						
	05/01/2045	370,000.00	4.500%	95.528	353,453.60	370,000.00
	05/01/2046	385,000.00	4.500%	95.528	367,782.80	385,000.00
	05/01/2047	405,000.00	4.500%	95.528	386,888.40	405,000.00
	05/01/2048	420,000.00	4.500%	95.528	401,217.60	420,000.00
	05/01/2049	440,000.00	4.500%	95.528	420,323.20	440,000.00
Term Bond due 2054:						
	05/01/2050	460,000.00	4.625%	95.856	440,937.60	460,000.00
	05/01/2051	485,000.00	4.625%	95.856	464,901.60	485,000.00
	05/01/2052	505,000.00	4.625%	95.856	484,072.80	505,000.00
	05/01/2053	530,000.00	4.625%	95.856	508,036.80	530,000.00
	05/01/2054	555,000.00	4.625%	95.856	532,000.80	555,000.00
		9,060,000.00			8,705,650.65	9,060,000.00

	Maturity Date	Interest Rate	Issue Price	Stated Redemption at Maturity	Weighted Average Maturity	Yield
Final Maturity	05/01/2054	4.625%	532,000.80	555,000.00		
Entire Issue			8,705,650.65	9,060,000.00	19.1405	4.7226%

Proceeds used for accrued interest	0.00
Proceeds used for bond issuance costs (including underwriters' discount)	174,113.01
Proceeds used for credit enhancement	0.00
Proceeds allocated to reasonably required reserve or replacement fund	563,552.14

Key Design Elements (Observation)

AUTHORITY: IPCSC Policy: Section VII Public Charter School Oversight

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

Observation Date: May 7, 2024

Observer: Jen Coffey and Jared Dawson

School Board Director’s Name	Office (if applicable)
N/A	
School Leadership	Title
Anthony Haskett	Executive Director
Debbie Foster	Director of Learning

Observation Category	Status
Key Design Elements Implementation	No Concern

Observation Summary:

We observed two 4th grade classes working together in groups to construct super cars. Additionally, we observed classrooms of other grade levels, as well as music, art, P.E. classes. The school is currently undergoing expansion to include a new band room.

Key Design Elements:

MOSAICS implements age-appropriate and scaffolded project-based learning as a primary instructional model – MOSAICS have implemented a new ELA curriculum, Wit & Wisdom, that builds upon its content from K-8. This curriculum integrates interdisciplinary units aiming at addressing the overarching question in each unit. Each year, the projects within the curriculum progressively build upon themselves.

Examples of project-based learning are:

- Third-grade students designed models of tiny homes.
- Second-grade students investigated and found a solution for the weather and erosion of the playground on campus.

- Fourth-grade students collaborated with Basin ES as each school took turns being the tour guides to discuss and explain the culture and history of each other's town.
- An inquiry question for Art class was, "Is This Art?" Sixth and seventh-grade students engaged in crafting 3D artwork using various discarded items. Meanwhile, students in other grades explored the impact of trash on ocean waters.

MOSAICS provides a STEAM program to all students – Artwork and projects were displayed in the school hallways, showcasing student work in STEAM activities within the classroom and cross-curricular projects. Additionally, we observed students collaborating on constructing supercars with VEX IQ, aligning with the Science standards.

MOSAICS offers after-school programs and participates in competitions that showcase the STEAM program. Some examples include: Future City Competition, Lego League, Botball.

MOSAICS serves others through projects and partnerships with community members – MOSAICS invites experts to provide educational sessions on various topics they are studying. Some examples include:

- Beekeeper
- Birds of Prey and Wildlife Biologist
- Architect to help build upon designing a tiny home.

Mosaics is actively building partnerships and relationships within the community. Their next initiative to strengthen this approach is to involve students in community engagement activities.

IPCSC Board Meeting Observation Summary

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

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

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

Observation Date: 11/7/23

Observer: *Melissa-Jo Rivera*

Director’s Name	Office (if applicable)	Present/Remote/Absent
Bryan Taylor	Board Chair	Present
Brandy Perez	Vice-Chair	Present
Tricia Pascoe	Secretary	Present
Rafael Garcia	Board Member	Present
Ray Crowell	Board Member	Present
Doug Adams	Board Member	Present
Mike Dixon	Board Member	Present
School Leadership	Title	Present/Remote/Absent
Anthony Haskett	Executive Director/Principal	Present

Observation Category	Status	Date
Open Meeting Law	No Concern	11/7/2023
Public Participation	No Concern	11/7/2023
Operational Efficacy	No Concern	11/7/2023
Academic Achievement	No Concern	11/7/2023
Financial Health	No Concern	11/7/2023

<p>Comments:</p> <ul style="list-style-type: none"> • The school board engaged in a thoughtful discussion of academic, operational, and financial oversight. • The school board established an enrollment deadline and equitable selection process date.
--

- The school engaged in an evidence-based discussion regarding facility financing, extension/growth and outcomes for the school leading to next steps.
- The school conducted an academic outcomes review of IRI and MAP testing.
- The school board conducted a professional and thorough board meeting; all members participating and providing an opportunity for all voices to be heard and considered in the decision-making progress.
- Overall, the Mosaics Public School Board held a transparent, compliant and engaged board meeting.
- IPCSC staff enjoyed the opportunity to observe the board in action, their thoughtfulness in the decision-making process and the engagement and voice of every board member and school leadership. Well done.

IPCSC Lottery Observation Summary

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

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

Observation Date: 4/7/23

Observation Location: Mosaics Public School

Observer: Melissa-Jo Rivera

School Personnel Present	Office (if applicable)
Anthony Haskett	School Administrator
Jo Ellen Ringer	Librarian
Kristen Erskine	Registrar
Neutral Third-Party Conducting Draw	Title
Lisa Grey	Neutral Third Party-Community Member

Observation Category	Status	Date
Enrollment Deadline Notification	No Concern	4/7/23
Enrollment Form	No Concern	4/7/23
Lottery Process	No Concern	4/7/23

Additional Notes (As Applicable)

Deadline Notification & Enrollment Application |

- The school met the three months notice of enrollment deadline.
- The school completed and provided evidence of public service announcement notice within the required deadline.
- Non-discrimination statement was included with enrollment deadline notice.
- The school will want to ensure that all publications include the NDS in the future.

Equitable Selection Process |

- The school's administrator explained the process of selection throughout the lottery process.
- The school's neutral third party drew grade levels at random.
- The school's neutral third party drew individual student index cards at random.

- The school's registrar input students into Microsoft Excel in the order that students were selected.
- The school displayed on a board for observers regarding the randomized grade selection order, returning seat #'s, open seat #'s, and lottery applications included in the lottery selection process.
- Order of grades: 6,K,1,7,2,5,4,3.
- School administrator informed IPCSC staff that parents would be notified within a week via a google forms and power school notification to accept or deny the available seat for their student.
- Preference categories would be applied upon completion of the data entry of all selected students in draw order.
- Overall, the school performed a compliant and transparent equitable selection process. There is no concerns at this time.

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

Thank you for taking the time to review your preliminary annual report results. If you would like to correct factual errors or provide contextual information, please complete this form and return it to the IPCSC office by December 15th, 2022.

Instructions

- A. Please select the correlating measure under “Choose an Item” that directly relates to the need for correction/contextual information.
- B. Label and attach supporting documentation as applicable.

<i>PERFORMANCE FRAMEWORK</i>	<i>CORRECTION or CONTEXTUAL INFORMATION</i>
Choose an Item(Academic)	<p>EXAMPLE: "The school bylaws and articles of incorporation have been amended."</p> <h2 style="margin: 0;">EXAMPLE</h2> <p><i>*Please provide a brief description of correction or contextual information.</i></p>
Governance Structure	
Choose an Item (Financial)	
Choose an Item (Academic)	<p>The SDE approved our action plan for corrective action on the few findings after our site review. We are no longer out-of-compliance.</p> <p><i>*Please provide a brief description of correction or contextual information.</i></p>
Student Services <input type="checkbox"/>	
Choose an Item(Financial)	
Choose an Item(Academic)	<p> </p>
Choose an Item(Operational)	
Choose an Item(Financial)	
<i>Ex.-Supporting Documentation</i>	<i>Example: Attachment A.- "July 2020 Bank Statement"</i>
<i>#1-Supporting Documentation</i>	Email from Kathy Gauby to Jennie Moyett (12-13-21)
<i>#2-Supporting Documentation</i>	Action Plan Submitted to SDE on 12-13-21
<i>#3-Supporting Documentation</i>	Email Chain from Stacie Recrow, Jill Matthews, and Jennie Moyett (ending 2-4-22)
<i>#4-Supporting Documentation</i>	
<i>#5-Supporting Documentation</i>	
<i>#6-Supporting Documentation</i>	

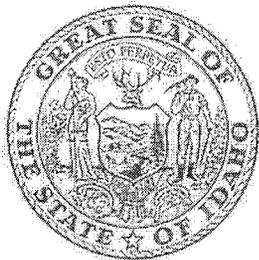
Thank you for taking the time to review your preliminary annual report results. If you would like to correct factual errors or provide contextual information, please complete this form and return it to the IPCSC office by December 15th, 2024.

Instructions

- A. Please select the correlating measure under “Choose an Item” that directly relates to the need for correction/contextual information.
- B. Label and attach supporting documentation as applicable.

<i>PERFORMANCE FRAMEWORK</i>	<i>CORRECTION or CONTEXTUAL INFORMATION</i>
Choose an Item(Academic)	
Choose an Item(Operational)	
Choose an Item (Financial) <input type="checkbox"/>	
<i>*Please provide a brief description of correction or contextual information.</i>	
Choose an Item (Academic)	<p>The school incurred approximately \$433,000 of one-time financing costs ("Cost if Issuance" & "Underwriter's Discount") per the attached cash flows report. This cost should be deducted from the school's "Interest Expense" when computing the ratio. By adding back the disclosed interest expense, \$1,046,768, (as we normally do), the net income available for debt service remains the same: \$998,811. Using the net interest cost (\$613,336) as the denominator, the ratio is 1.63. This corrected ratio would meet the standard.</p>
Choose an Item(Operational)	
Debt to Service Coverage Ratio <input type="checkbox"/>	
<i>*Please provide a brief description of correction or contextual information.</i>	
Choose an Item(Academic)	<p>The numbers on this rating are accurate, but I wanted to provide context. The school refinanced it's facility debt on June 27, 2024. If we had waited 5 days until the new fiscal year, this metric would be in the meets standard range. As a part of our financing, the school added an additional \$1,000,000 to construct a music facility for the band program. Due to the additional \$1,000,000, the ratio for asset to debt pushed us to 0.903. Without the additional \$1,000,000 building and debt, the ratio would be 0.893 (\$9,748,533/8,702,824=0.893). As we pay down the debt in the coming years, the ratio will return to the meets standard level as the school's metrics are 0.01 off from being in the meets standard range.</p>
Choose an Item(Operational)	
Debt to Asset <input type="checkbox"/>	
<i>Ex.-Supporting Documentation</i>	<i>Example: Attachment A.- "July 2024 Bank Statement"</i>
#1-Supporting Documentation	05 MOSAICS 2024-06-27 Cash Flows
#2-Supporting Documentation	
#3-Supporting Documentation	
#4-Supporting Documentation	
#5-Supporting Documentation	
#6-Supporting Documentation	

<i>PERFORMANCE FRAMEWORK</i>	<i>CORRECTION or CONTEXTUAL INFORMATION</i>
Choose an Item(Academic)	<p><i>*Please provide a brief description of correction or contextual information.</i></p> <div style="border: 1px solid black; height: 80px;"></div>
Choose an Item(Operational)	
Choose an Item (Financial)	
Choose an Item (Academic)	<p><i>*Please provide a brief description of correction or contextual information.</i></p> <div style="border: 1px solid black; height: 80px;"></div>
Choose an Item(Operational)	
Choose an Item(Financial)	
Choose an Item(Academic)	<p><i>*Please provide a brief description of correction or contextual information.</i></p> <div style="border: 1px solid black; height: 80px;"></div>
Choose an Item(Operational)	
Choose an Item(Financial)	
<i>Ex.-Supporting Documentation</i>	<i>Attachment A.- "July 2024 Bank Statement"</i>
<i>#7-Supporting Documentation</i>	
<i>#8-Supporting Documentation</i>	
<i>#9-Supporting Documentation</i>	
<i>#10-Supporting Documentation</i>	
<i>#11-Supporting Documentation</i>	
<i>#12-Supporting Documentation</i>	



514 W. Jefferson, Ste. 303
Boise, ID 83702
208-332-1561 • pcsc@osbe.idaho.gov

January 24, 2025

MOSAICS Public School

Re: Notice and Acknowledgement of Commission Director's Recommendation for Renewal of Charter with No Conditions

Delivered via email to:

Board Chair, Bryan Taylor, btaylor@mosaicps.org

School Leader, Anthony Haskett, ahaskett@mosaicps.org

Dear MOSAICS Public School Leaders,

Pursuant to Idaho Code section 33-5209A, the Director of the Idaho Public Charter School Commission ("Commission") recommends that the charter for MOSAICS Public School (MOSAICS) be renewed without conditions.

After review of the Director's recommendation, if MOSAICS agrees to accept the Director's recommendation as presented below, an authorized representative of MOSAICS must complete the Consent Agreement, attached to this Notice as Attachment A, and return to the Director by no later than January 31, 2025 to the following email address: pcsc@osbe.idaho.gov.

A handwritten signature in black ink, appearing to read "Joshua Whitworth".

Joshua Whitworth
Director
Idaho Public Charter School Commission

ATTACHMENT A:

**CONSENT AGREEMENT
ACCEPTING DIRECTOR'S RECOMMENDATION**

**CONSENT AGREEMENT
ACCEPTING DIRECTOR'S RECOMMENDATION**

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

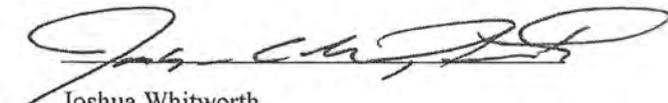
1. On behalf of MOSAICS, the undersigned authorized representative acknowledges the receipt of the Notice and Acknowledgment of Commission Director's Recommendation for Renewal of Charter without Conditions, dated January 24, 2025 ("Notice").
2. MOSAICS understands and acknowledges the recommendation of the Director and agrees to accept the recommendation for renewal of its charter without conditions as proposed in the Notice.
3. MOSAICS understands and acknowledges that the Director's recommendation will be presented to the Idaho Public Charter School Commission ("Commission"). MOSAICS further understands and acknowledges that the Commission is under no obligation to agree with the Director's recommendation and is under no obligation to adopt this Agreement.
4. MOSAICS understands and acknowledges that if the Commission approves the renewal of MOSAICS's charter, the Commission and MOSAIC shall execute a new performance certificate, as defined in Idaho Code section 33-5202A(7), by no later than June 30, 2025.
5. MOSAICS understands and acknowledges that by accepting the Director's recommendation as proposed in the Notice and entering into this Agreement, MOSAICS freely and voluntarily waives all further procedural rights with regard to enforcement of this Agreement. The procedural rights waived by signing this agreement include, but are not limited to: a full and complete administrative hearing; the right to present evidence or to call witnesses; the right to confront and cross-examine witnesses, the right to reconsideration, and the right to appeal this matter to district court.
6. By signing below, the authorized representative attests that he or she has authority to sign this Agreement on behalf of MOSAICS.

[Signatures on following page]



Authorized Representative
Board Chair/President
[MOSAICS Public School]

1/25/2025
Date



Joshua Whitworth
Director
Idaho Public Charter School Commission

1/25/2025
Date

IV. CONSIDERATION OF AGREEMENTS TO RENEW CHARTER WITH CONDITIONS

A. Pinecrest Academy of Idaho

APPLICABLE STATUTE, RULE, OR POLICY

The Accelerating Public Charter School Act at Idaho Code §33-5201, et seq.

SUMMARY

In 2019, Pinecrest Academy of Idaho was approved for operations with a five-year operating contract. The school began operations in fall 2020. The current certificate term is from July 1, 2020 to June 30, 2025.

Pinecrest Academy of Idaho has met all the Operational measures and four out of six Financial measures for the FY24 school year, showing overall improvement compared to previous years. However, three out of five Academic measures were not met, representing a decline from previous years. The school is recommended for renewal with conditions.

STAFF RECOMMENDATION OF CONDITIONS

Condition 1: Pinecrest Academy must achieve a minimum 2% year-over-year increase in English Language Arts Proficiency. If the school achieves a Meets Standard rating in English Language Arts Proficiency for two consecutive years this condition is considered met.

Condition 2: Pinecrest Academy must achieve a minimum 2% year-over-year increase in English Language Arts Growth. If the school achieves a Meets Standard rating in English Language Arts Proficiency for two consecutive years this condition is considered met.

Condition 3: Pinecrest Academy must achieve a minimum 3% year-over-year increase in Literacy Proficiency. If the school achieves a Meets Standard rating in Literacy Proficiency for two consecutive years this condition is considered met.

Condition 4: Pinecrest Academy must achieve a positive trend in the Debt to Asset Ratio measure annually until this condition is satisfied. If the school achieves a Meets Standard rating in the Debt to Asset Ratio measure for two consecutive years this condition is considered met.

COMMISSION ACTION

A motion to approve the consent agreement for conditional charter renewal as presented for **[school name]**, thereby approving the school's renewal application and renewing its charter for a **[six-year] [twelve-year]** operational term starting July 1, 2025;

OR

A motion to reject the consent agreement for charter renewal as presented, to conditionally renew the charter for **[school name]**, and to approve the school's renewal application, renewing the school's charter for a **[six-year] [twelve-year]** operational term beginning July 1, 2025, with the following conditions: **[state revised/new condition(s) in full, including the due date(s)]**;

OR

A motion to reject the consent agreement for charter renewal for **[school name]** as presented and to proceed with a charter renewal hearing before March 15, 2025.



Renewal Packet

Pinecrest Academy of Idaho

586 Orchard Drive

Twin Falls, ID 83301

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



Pinecrest Academy of Idaho Performance Summary – 2021-2024

Summary: In 2019, Pinecrest Academy of Idaho was approved for operations with a five-year operating contract. The school began operations in fall 2020. The current certificate term is from July 1, 2020 to June 30, 2025.

Pinecrest Academy of Idaho has met all the Operational measures and four out of six Financial measures for the FY24 school year, showing overall improvement compared to previous years. However, three out of five Academic measures were not met, representing a decline from previous years. The school is recommended for renewal with conditions.

Mission Statement: Pinecrest Academy of Idaho unites the community to prepare students for college and career.

Board Chair: Alex Castaneda

School Leader: Andy Mirhaj

Model: STEM

Demographics:

Grades Served: K-8; Enrollment Capacity: 489

Student Population %	2024	2023	2022	2021
Non-White Pinecrest Academy of Idaho	33%	27%	24%	15%
Non-White Pinecrest Academy of Idaho Comparison District	34%	32%	31%	
Hispanic Pinecrest Academy of Idaho	27%	19%	16%	11%
Hispanic Pinecrest Academy of Idaho Comparison District	24%	23%	23%	
Students w/Disabilities Pinecrest Academy of Idaho	8%	9%	9%	5%
Students w/Disabilities Pinecrest Academy of Idaho Comparison District	11%	11%	10%	
Economically Disadvantaged Pinecrest Academy of Idaho	16%	15%	10%	5%
Economically Disadvantaged Pinecrest Academy of Idaho Comparison District	51%	53%	26%	

Performance Outcomes:

The performance outcomes, by which IPCSC charter schools are evaluated for renewal, are defined in the Commission's [Performance Framework Guidance](#). Pinecrest Academy of Idaho's comprehensive Annual



Pinecrest Academy of Idaho Performance Summary

Performance Reports and current performance certificate are available at the following link:
<https://chartercommission.idaho.gov/schools/pinecrest-academy-of-idaho/>.

The key to the summary of performance ratings in the following tables is as follows:

Exceeds Standard (E)	Meets Standard (M)	Approaches Standard (A)	Does Not Meet Standard (DNM)	Not Rated Due to Pandemic (NR)	Data Not Available (NA)
----------------------	--------------------	-------------------------	------------------------------	--------------------------------	-------------------------

Academics				
Indicator	2024	2023	2022	2021
Math Proficiency	44% M	45% M	46% M	NR
Math Growth	53% M	49% M	NA	NR
ELA Proficiency	47% A	59% M	56% M	NR
ELA Growth	54% A	63% E	NA	NR
Literacy Proficiency	Fall IRI: 43%	Fall IRI: 47%	Fall IRI: 50%	NR
	Spring IRI: 44% A	Spring IRI: 60% M	Spring IRI: 46% A	
College & Career Readiness/ 4Yr ACGR	NA	NA	NA	NR

Operational Governance				
Indicator	2024	2023	2022	2021
Governance Structure	M	A	A	M
Governance Oversight	M	E	M	M
Governance Compliance	NA	M	DNM	M
Management				
Indicator	2024	2023	2022	2021
Student Services	M	M	A	M
Data Security/Transparency	M	E	M	M
Facility & Services	M	E	M	M
Operational Compliance	NA	DNM	A	M

Financial				
Near Term Health				
Indicator	2024	2023	2022	2021
Current Ratio	3.10 E	16.9 E	46.3 E	NR
Unrestricted Days Cash	187 E	991 E	2,069 E	NR
Default	None E	None M	None M	NR
Enrollment Variance	NA	80% DNM	90% M	NR
Sustainable Health				
Indicator	2024	2023	2022	2021
Total Margin	NA	-1.5% DNM	-43.11% A	NR
Multi-Year Cash Flow	NA	\$6,167,983 A	\$12,258,452 M	NR
Debt Service Coverage Ratio	0.95 A	0.92 A	-3.23 A	NR
Debt Asset Ratio	1.09 DNM	1.05 DNM	1.05 A	NR
Financial Compliance	Yes E	Yes M	Yes M	NR



PINECREST ACADEMY

TWIN FALLS

586 ORCHARD DR.
TWIN FALLS, ID 83301

LEA NUMBER: 553

BUILDING NUMBER: 801

BOARD CHAIR

ALEX CASTANEDA

(208) 732-1240

Alex.Castaneda@pinecrestidaho.org

SCHOOL LEADER

ANDY MIRHAJ

(208) 944-2129

Andy.Mirhaj@pinecrestidaho.org

MISSION

TO PROVIDE A CHALLENGING LEARNING ENVIRONMENT FOR OUR STUDENTS IN SCIENCE, TECHNOLOGY, ENGINEERING, ARTS AND MATH, WHICH MAXIMIZES INDIVIDUAL POTENTIAL AND ENSURES THEY ARE WELL EQUIPPED TO MEET THE CHALLENGES IN THE WORLD AROUND THEM.

Grade	2024-25
K	47
1	45
2	46
3	49
4	48
5	50
6	45
7	40
8	26
Total¹	396

¹ As of December 12, 2024.

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APPENDICES**APPENDIX 1 – Continuous Improvement Plan (2024-2025)**

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Appendix 1 includes Pinecrest Academy of Idaho's latest Continuous Improvement Plan for 2024-2025. This document is a structured, data-driven framework to guide ongoing efforts to enhance student achievement, operational effectiveness, and overall school quality.

Narrative

EXECUTIVE SUMMARY

Mission and Vision

Mission

To provide a challenging learning environment for our students in Science, Technology, Engineering, Arts and Math, which maximizes individual potential and ensures they are well equipped to meet the challenges in the world around them.

Vision

To prepare our students, through exposure to a rigorous curriculum, to be productive and successful citizens by developing a strong work ethic and critical thinking skills needed to solve problems in the real world.

History

Pinecrest Academy of Idaho (PAI) at Twin Falls is an affiliate of a high-performing charter school network that operates ten schools across eleven campuses on thirteen sites. The organization has a twenty-year proven track record of successfully implementing its vision of raising student achievement while decreasing the achievement gap for disadvantaged student populations. Pinecrest Academy Inc. (Pinecrest Academy) schools are in Miami and Orlando, Florida; Las Vegas and Reno, Nevada; Twin Falls, Idaho; and its newest school in Lewiston, Idaho.

Principles of Excellence

Students

- Students are at the core of our Mission, and their success is our success.
- Students are assured of a safe, positive, and caring school environment that encourages growth and learning.
- Students enjoy opportunities for success across the curriculum through varied learning experiences and different leadership opportunities.
- Students are afforded multiple opportunities to develop into life-long, intrinsically motivated learners.

Parents

- Parents are an integral part of each school's team.
- Parents agree that their involvement is crucial to their child's success.
- Parents work to help improve the school by participating in various volunteer programs.

Teachers

- Teachers understand the value of differentiating instruction to meet the needs of all Pinecrest schools' learners.
- Teachers utilize data-driven, standards- and research-based instruction.
- Teachers view teaching as a meaningful and innovative process that produces a lifelong passion for learning and model that passion daily.
- Teachers implement reinforcement and reflection methods to assist students in making connections and developing higher-order thinking skills by helping them analyze and synthesize data using depth of knowledge skills.
- Teachers encourage, plan, and guide students through hands-on, project-based, and multi-media learning experiences.

Administrators

- Administrators share the belief that their job entails guiding teachers and students towards shared goals of success.
- Administrators understand that their role is to educate future leaders and that the needs of parents require an open-door policy that allows for meaningful exchange and dialogue.
- Administrators use an informal observation tool to assess teacher behaviors, which helps them plan professional development, provide opportunities for staff to reflect on teaching and learning, and assure quality throughout the schools.
- Administrators use a formal observation tool that assesses teacher effectiveness and helps guide teacher growth.
- Administrators understand the value of technology and work to provide appropriate and adequate technology that enhances teaching and learning.

Governing Board

- The Governing Board believes in creating quality assurance structures that support our expansion plans to operate academically and financially successful charter schools.
- The Governing Board adheres to board policies that avoid conflicts of interest for board members.
- The Governing Board believes in requiring and monitoring the school to adhere to local, state, and federal compliance laws.
- The Governing Board works with our educational support services vendor, Academica, to find the most qualified and accomplished school leaders.
- The Governing Board monitors our school by requiring the principal to attend board meetings, and a financial report is on each agenda.

Community Relationships

- Pinecrest Academy schools engage in meaningful relationships with each school's community members.
- Community members are encouraged to partner with the schools to support philanthropic causes so students can experience the school-to-world connection.
- Community members are invited to the schools for various opportunities, such as in-classroom discussions and lessons, career presentations, and mentoring.

Pinecrest Academy of Idaho Ranked Among 2025's Best Elementary Schools

Pinecrest Academy of Idaho shines in the 2025 Best Elementary School rankings by [U.S. News & World Report](#). PAI ranks as the No. 22 Idaho charter elementary school and No. 185 of all elementary schools in Idaho. This recognition reflects the school's excellence in education, based on comprehensive state assessments and commitment to student success.

This prestigious ranking is part of a national assessment that evaluates over 79,000 public schools, focusing on academic proficiency in mathematics and reading/language arts. The academy's performance underscores its dedication to providing a quality education, highlighted by effective teaching methods and a supportive learning environment.

Pinecrest Academy of Idaho's Increasing Enrollment

In 2020, Pinecrest Academy of Idaho opened its doors to 124 students in grades K-5. In 2021, PAI welcomed 204 students in grades K-6. In 2022, the school grew again to 265 students in grades K-7. Last year, PAI completed its build-out for grades K-8 with 376 students. For the current school year, PAI has increased its enrollment to 396 students in grades K-8, allowing it to register approximately sixty additional students.

Pinecrest Academy of Idaho Ribbon Cutting

PAI was excited to move into its new state-of-the-art school facility in the fall of 2023!



Figure 1. Ribbon Cutting Ceremony

Accomplishments of Pinecrest Academy of Idaho

Since its establishment in 2020, Pinecrest Academy of Idaho has proven that a small school can achieve big results. With fewer than 400 students, PAI has rapidly positioned itself as a beacon of academic excellence in the Twin Falls community. In just a few years, the school has achieved academic outcomes that are remarkably comparable to those of the long-standing Twin Falls School District, which serves over 9,000 students and has been a cornerstone of education in the area since its founding in 1905.

This achievement reflects Pinecrest Academy's focused and innovative approach to education. By leveraging individualized learning, small class sizes, and a dedicated teaching staff, Pinecrest has created a learning environment that fosters student growth and engagement. Adaptive assessments, rigorous curriculum standards, and personalized interventions have enabled the school to address the diverse needs of its student population effectively.

Despite the scale and resource disparity between the two institutions, PAI has demonstrated that quality education is not about size but commitment, creativity, and community involvement. The school's ability to produce results on par with the Twin Falls School District showcases its exceptional dedication to fostering academic achievement. It highlights its role as an emerging leader in the educational landscape of Idaho.

This success story is a testament to what can be achieved when a school prioritizes innovation, cultivates a close-knit learning community, and remains steadfast in its mission to provide high-quality education. Pinecrest Academy of Idaho's accomplishments exemplify the potential of charter schools to contribute significantly to public education and serve as a model of excellence for others to follow.

I. EDUCATIONAL PROGRAM

Pinecrest Academy of Idaho's educational program is modeled after specific innovative learning methods and strategies that have successfully raised student learning and achievement across the Pinecrest Academy network. PAI provides all students with a core curriculum of ELA, math, social studies, science, and a rich array of special and elective courses in fine arts, health, physical education, languages, and technical curricula encompassing the STEAM focus of the school, including, but are not limited to:

- A course guide, lesson plans, and syllabi based on the [Idaho Content Standards](#) (ICS) and national STEAM Standards.²
- A hybrid, standards-based approach to grading and communication of grades.
- A thematic approach to integrate core areas of study such as mathematics, reading, language arts, writing, science, and social studies.
- A differentiated approach through blended learning to enhance student learning and goal tracking.
- Appropriate assessments to measure learning.
- Data-driven, high-quality, differentiated instruction for all students.
- Supplemental programming for student advancement and remediation.
- Research-based instructional practices.
- Professional development and support for teachers with research-based practices, advanced curriculum, and technology integration.
- Weekly grade-level meetings to review common pacing calendars and lesson plans.
- Data Days and Staff Development Days for ongoing review of campus and system-wide data and professional development workshops.
- Before- and after-school tutoring for remediation and acceleration.
- Targeted interventions for struggling students performing below grade level.

Student proficiency is a fundamental need and the basis for assimilation and mastery of all curricula to be implemented. Thus, teachers and staff will have training in and access to instructional materials to reinforce academic skills in all courses. These reinforcements include Structured Independent Reading, Vocabulary Development, Cooperative Groups, and Graphic Organizers.

² American Science and Technology Education Association. [AmSTEAM and Other STEM / STEAM Standards](#).

In addition, PAI will increase learning opportunities for all students through careful, frequent monitoring and assessment of student performance. Emphasis will be placed on low-performing students, beginning with identifying those not making adequate progress or not demonstrating mastery of the applicable ICS. Differentiated instruction and other appropriate measures for targeted instruction will then be instituted for these students, and those not performing at grade level will be placed on a Progress Monitoring Plan.

PAI's curriculum will serve students of all ability levels and aim for mastery of the ICS for all students. Using data from assessments, PAI will measure its progress in meeting the needs of its student population. The school will develop measurable learning objectives over the major subject areas to target student learning and development needs in its annual Continuous Improvement Plan (CIP). Idaho Content Standards that are not mastered will be identified, and appropriate measures for remediation will be instituted. Students needing remediation and students with special learning needs will have access to supervised study time and tutoring after school (and possibly on Saturdays) to accelerate their progress.

PAI will maintain a commitment to the instruction of the ICS and the student's mastery of these standards. PAI will also encourage teachers to use various instructional methods to deliver the coursework, emphasizing infusing STEAM activities into daily instruction. While setting high academic expectations for all students, PAI will provide students the means to reach their educational goals through differentiated instruction methodology and hands-on, inquiry-based investigations in their coursework.

Additionally, educators will be encouraged to exercise freedom in delivering the content and experiment with new instructional techniques to meet each student's needs. All students learn differently, and teachers will be expected to adapt their teaching styles to fit their students' learning needs. This student-centered approach ensures the curriculum will be accessible to all students, regardless of level.

Thus, academic excellence and performance will drive teachers' pedagogical efforts, and their commitment to students will manifest in all aspects of PAI. Teachers will deliver instruction to address the respective ICS by employing effective research-based strategies such as critical-thinking skills, hands-on learning, inquiry-based research projects, science experimentation, technology-rich environments, and high expectations for all students.

Educational Philosophy

Pinecrest Academy of Idaho’s educational philosophy is grounded in the expectation of increasing learning opportunities and raising the academic achievement of all students through high expectations, character development, and promoting civic responsibility.

PAI will strive to achieve Pinecrest Academy’s underlying goal of academic excellence. The Pinecrest Academy model emphasizes a “push and pull” method of preparing students to maximize their potential, with all students pushed together by the most challenging academic program they can handle. Simultaneously, struggling students can be pulled together for remediation through supportive learning strategies that extend the classroom learning experience instead of replacing it with remedial material. As a result, students will be better prepared for success in middle and high school (and subsequent post-secondary) coursework.

Students who are struggling or below grade level will be identified; remediation courses and prescriptive classroom-based strategies will target gaps. Teachers and other support staff from all available sources will drive targeted instruction. The goal of the academic program is to holistically meet the needs of all students, maximizing each child’s talents and potential and remediating individual deficiencies.

The Pinecrest Academy model will provide a solid academic foundation for students to succeed at subsequent levels. Cognitive science research in mathematics and reading underscores the emphasis on meaning and understanding beginning in the early elementary grades. Thus, much of the curriculum is centered on this approach and remediation when necessary. Instruction will emphasize developmental learning while providing differentiated strategies (supports and interventions for struggling students and students with special needs and enrichment for advanced learners).

Student Academic Achievement Standards

PAI’s educational goals for improving student achievement each year aim to increase student proficiency yearly, remain competitive with district and state achievement targets, and increase student performance and learning gains annually.

Key Educational Design Elements, Curricula, Tools, & Instructional Methods

Instrumentation

Select universal screeners and standardized assessments will be used by PAI to monitor students' academic progress, academic performance, and trend analysis. Commercially appropriate assessments, instruments, and curriculum may assist in developing daily lessons, weekly units of instruction, and short- and long-range instructional goals. PAI will also use one or more of the following assessments: ISAT (Idaho Standards Achievement Test), Idaho Reading Indicator (IRI), iReady, World-Class Instructional Design and Assessment (WIDA), and Idaho Alternative Assessment (IDAA) to provide insight into further classroom instruction. Teacher-created informal assessments will be used to monitor student progress regularly.

Data Collection

PAI teachers will screen students at the beginning of the year to determine their current academic performance levels. Once the data from these screeners have been analyzed and interpreted, instructional objectives will be determined. Along with state-mandated assessments, a variety of data points will be collected. These data points will be assembled virtually and shared in grade-level meetings along with other student performance artifacts to report individual student growth and progress for teacher and administrative use in creating meaningful and purposeful instructional activities to meet the needs of all students.

Data Analysis

PAI will form data teams comprised of grade-level teachers and groups of instructors who teach similar content. The purpose of these data teams is to assist in monitoring student progress. Data teams will compile progress-monitoring data every quarter (or during interim testing and when evaluating instructional impact) and will disaggregate the results for cohorts. Data teams will meet monthly to assess data and correlate to instructional decisions, review progress-monitoring data at grade level and classroom level to identify students and their academic levels; identify professional development to enhance students' achievement levels; collaborate, problem solve, share effective practices, evaluate implementation, make decisions, and practice new programs and skills; as well as facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Instructional Changes and Interventions (Corrective Actions) Based on Data

Administrators and data teams will use data analysis to collaboratively develop instructionally-focused calendars with timelines for addressing targeted strands as denoted in assessed benchmarks. Instructors will adjust their instruction, monitor student progress, and select appropriate classroom activities to work on student deficiencies and to guide differentiated instruction.

Students who are identified as academically “at risk” via the universal screening process and who are not already identified with an Individualized Education Program (IEP) will be referred to PAI’s Response to Intervention (RtI) team. The RtI team will comprise a staff member from each general education grade level and the special education teacher or designee selected by the teacher. The RtI team notifies the parent(s) that their child will be entering the RtI program, which will provide interventions in all areas of the student’s deficiencies.

Once the student is identified, the RtI team writes goals for the student in the area of deficiency, provides intensive interventions, and monitors weekly progress. The interventions and progress-monitoring tools provided will have been validated through research and determined effective by the RtI team. The team reviews the student’s progress according to the data every four weeks and adjusts instruction when a student is not progressing through trend analysis. If a student is not showing progress, the teacher attempts a variety of intensive interventions and strategies designed to facilitate the child’s learning within that classroom. Interventions may be intensified by providing more time on the intervention, providing interventions in a smaller group setting or individualized, or by compiling a combination of interventions that may work.

Reading / English Language Arts

The school’s English Language Arts (ELA) program will provide instruction for mastery of the ICS, ensuring that students are college- and career-ready after their high school career and 21st-century literate. Teachers will provide instruction in Language Arts to promote academic excellence in Reading, Writing, Speaking & Listening, and Language. The ICS will guide instruction at each grade level and help ensure students gain adequate exposure to an increasingly complex range of texts and tasks as they progress from grade to grade. The courses will cover the application of the writing process, effective use of speaking, listening, and language skills, and higher-order critical thinking and literacy skills in preparation for post-secondary studies.

To build a foundation for college and career readiness in language, students must gain control over many conventions of Standard English grammar, usage, and mechanics and learn other ways to use language to convey meaning effectively. The school will provide students with increasingly complex texts to aid student growth in reading comprehension and expose them to complex vocabulary. Similarly, students will be given writing tasks that engage them to use writing to offer and support opinions, demonstrate understanding of the subjects they are studying, and convey real and imagined experiences and events. Students will plan, revise, edit, and publish their writing. Via the writing process, students will appreciate that a key purpose of writing is to communicate clearly to an external audience. Subsequently, they will begin to adapt the form and content of their writing to accomplish a particular task and purpose.

Students will master reading, writing, and verbal skills through continuous infusion of literacy skills in all subject areas. The ELA program will include instructional strategies for students reading at grade level or higher and for students reading below grade level. The program emphasizes critical and creative thinking skills through instruction that is aligned with the ICS. Lessons will be based on broad topics covering the reading process, literary analysis, the writing process, communication, information, and media literacy.

Students will also engage in research projects to develop the capacity to build knowledge on a subject and to respond analytically to literary and informational sources. To meet these goals, teachers will provide students with significant opportunities and time for writing and producing numerous pieces over short and extended time frames throughout the year.

Through Language Arts, students will also be required to develop a range of oral communication and interpersonal skills through whole-group discussions and individual, partnered, and small-group presentations. Students contribute accurate, relevant information through these presentations, responding to and developing what others have said, making comparisons and contrasts, and analyzing and synthesizing various ideas through various language arts domains.

Students will receive ninety minutes of consecutive, uninterrupted daily instruction in Reading / Language Arts. The school will follow the state standards in teaching Reading using placement procedures for Intensive Reading and following the same frequency of delivery and timelines for progress monitoring at all tiers of instruction. The school will use interventions, carefully selected supplemental instructional materials grounded in scientifically-based reading research, and

progress monitoring tools proven successful at the Pinecrest Academy schools being replicated. Students who have been identified through the RtI/Multi-Tiered System of Supports (MTSS) process as Tier 2 will receive a minimum of thirty minutes of uninterrupted daily immediate intensive intervention (iii) in addition to instruction in the ninety-minute block. Individual intervention beyond the initial block and iii is required for students identified through the RtI/MTSS process as Tier 3. Students in need of immediate intensive intervention may be scheduled for a minimum of an additional thirty minutes daily during the school day or after school.

English Language Learners (ELLs) will have the same instructional time as non-ELLs for language arts/reading. Students with Disabilities (SwD) will have the same instructional time (ninety minutes of uninterrupted daily instruction) in reading/language arts only within a single instructional setting. The general education classroom will be the first placement consideration for scheduling and providing access to these courses for students with disabilities.

Grade K-5 courses

Instruction in language arts includes English, reading process, literary analysis, writing process and applications, communication, information, and media literacy. Student mastery of the basic skills, including cursive writing, will be by the criteria established by current Idaho requirements and frameworks. Key strategies include:

- *Centers / Differentiated Instruction* – Reading 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 various 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 increase active participation and provide additional guided practice through multi-sensory approaches. For example,
 - **Guided reading center** – Students work with the teacher to read and practice the weekly reading strategies and skills using text at their level.
 - **Writing center** – Students practice writing skills related to the week’s writing focus. Students are moving through the writing process at their own pace.
 - **Test prep center** – Students are participating in the practice of reading skills and strategies relevant to their grade level reading. Students work independently and alongside a teacher when it is time to review the content.

- **Technology center** – Students use technology and receive reading enrichment that challenges them according to their reading rate and comprehension level.

The grade-specific standards will guide instruction at each grade level and help ensure that students gain adequate exposure to an increasingly complex range of texts and tasks as they progress from grade to grade. The school’s curriculum will cover the standards within each strand’s clusters using pacing guides for instruction.

Grade 6-8 courses

Students will be required to complete three middle school annual courses in Language Arts, which emphasize literature, composition, and technical text. The following ELA courses will be offered:

- ***Intensive Reading*** – Courses will be in addition to the required Language Arts courses in grades 6-8.

As part of the school’s rigorous program, students who score below the required proficiency levels may be placed in an intensive reading course.

- ***Instructional Materials*** – The school plans to use a mixture of Board-adopted and teacher-selected instructional materials, including digital software and multimedia, in the instruction of Reading/Language Arts to differentiate between the regular and advanced curriculum. The school commits to using these or other digital materials as appropriate for the charter school.
- ***Research-Based Instructional Materials (ELA/Reading)***

Table 1. Research-Based ELA Instructional Materials

Wonders Reading Series	Novels & Supplements
<p>Grades K-5 will implement the Wonders Reading Series based on the ICS and use the program consistently and uniformly across the campus.</p>	<p>Grades 2-8 will use non-fiction reading material and novel sets) based on the ICS. Novel studies will be standards-based and focused on student application of the standards through the reading. Pinecrest teachers do not simply teach novels. They teach standards through novels. Resources used to teach novels are expected to be standards-based, rigorous, high-quality, and preferably not a packet.</p>
<p style="text-align: center;">iReady</p> <p>Grades 2-5 will implement the iReady software based on the ICS and use the English Language Arts / Literacy program consistently and uniformly across the campus.</p>	
<p style="text-align: center;">StudySync Curriculum</p> <p>Grades 6-8 will use the StudySync ELA Curriculum, which is fully aligned with Common Core State Standards (CCSS) and other state-specific standards. This ensures that students master the skills and knowledge required for academic success and standardized testing.</p>	

Writing

The writing standards focus mainly on text types, responding to reading, and research. To build a foundation for college and career readiness, students must learn to use writing to offer and support opinions, demonstrate understanding of the subjects they are studying, and convey real and imagined experiences and events. The standards acknowledge that whereas some writing skills, such as the ability to plan, revise, edit, and publish, apply to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives.

The expectation is that students learn to appreciate that a key purpose of writing is to communicate clearly to an external audience. They begin to adapt the form and content of their writing to accomplish a particular task and purpose. Students must also develop the capacity to build knowledge on a subject through research projects and respond analytically to literary and informational sources. To meet these goals, teachers will be expected to provide their students with significant opportunities and time for writing, producing numerous pieces over short and extended time frames throughout the year.

Teachers will deliver lessons that focus on the following areas:

- *Purpose, Focus, and Organization* – These lessons will enable the student to write sustained and consistently focused within the purpose, audience, and task, and the student will have a clearly stated controlling idea and effective organizational structure, creating coherence and completeness.
- *Evidence and Elaboration* – The main focus in this area is to provide additional resources to enable students to elaborate within their responses, providing thorough and convincing support and evidence for the main idea, including the effective use of sources, facts, and details.
- *Conventions of Standard English* – Additional lessons will focus on grammar usage and conventions, both written and via technological tools. This will enable students to respond, demonstrating an adequate command of basic conventions.

Other primary instructional strategies include:

- *Kinesthetic Aids* – Pre-writing and organizational skills are taught through the use of graphic organizers.
- *Restate, Answer, Cite, and Explain* - Responses will be expected from students to instill the need for evidence-based answers in alignment with ISAT.

Research-Based Instructional Materials (Writing)

- *Wonders Reading and Jane Schaffer Academic Writing Program* – Grades K-5 use the [Wonders](#) Reading Series in conjunction with Jane Schaffer’s [Academic Writing Program](#). All lessons will be based on the ICS.
- *StudySync* – Grades 6-8 use the StudySync curriculum based on the ICS. The program includes built-in scaffolding to support the achievement of grade-level proficiency in reading, writing, speaking, and listening.

In grades K-5, students will receive 150 minutes of weekly instruction with a minimum of thirty-minute instructional blocks. For Advanced Classes in grades 6-8, the StudySync program features a diverse range of literary and informational texts, exposing students to classics, contemporary works, and culturally responsive materials. Writing assignments integrate argumentative, narrative, and informative styles, building essential skills for college and career readiness. The StudySync program provides rigorous, engaging, and flexible resources to meet diverse student needs while supporting academic achievement and long-term success.

Other Instructional Strategies

Power Hour

Power Hour reading was built on the premise that all students deserve differentiated instruction at their readiness level. This structure is derived from student needs and teacher strengths to meet the diverse range of learners within a grade level. Rather than every teacher facilitating three or more reading groups within their classroom, students are grouped according to their readiness/ability levels. The teachers and the Principal will determine which option best meets the needs of the learners within their grade level.

Options for student rotations are as follows:

- *Rotating Power Hour* (entire grade level moves) – Students begin each day in their homeroom to receive grade-level instruction based on the ICS. The weekly suggested lesson plans from the Wonders Literacy Series are divided into whole and small group activities. The group activities serve as the basis for the homeroom instructional block. During the second block (Power Hour), students rotate among the grade levels to receive instruction at their readiness/ability level. The number of teachers at each grade level will determine the number of groups (e.g., low, medium-low, medium, medium-high, and high for five teachers). The small group activities from the Wonders Literacy Series will be each group’s starting point for instruction.

- *Homeroom Power Hour* (all students remain) – Students receive differentiated instruction within their own classrooms.

Professional Development Plan

PAI will develop a Professional Learning Community (PLC) atmosphere by using professional development throughout the school year to allow for common planning and teaching teams 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, discuss what is and is not working, and transform their thinking and practice.

At the start of each school year, professional development may include:

- *Pinecrest Academy Instructional Model* – This training will be provided by current Pinecrest Academy instructional staff across the Pinecrest system. It will focus on the Pinecrest Instructional Model, provide classroom-level scope and sequence instruction, including individual lesson plan materials for the classroom, adopt curriculum, positive behavior support, and support for special needs students.
- *Data Analysis* – Teachers will learn to implement data-driven instructional decisions. This training will also provide teachers with the necessary skills for administering school-wide adopted assessments.
- *Vertical Alignment (by subject and grade level)* – Teachers will be permitted common planning time by department 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 consuming valuable instructional time with unnecessary reviewing and re-teaching of skills already mastered.
- *Horizontal Alignment (by grade level)* – The school will encourage teacher collaboration and cross-curricular planning by allowing all teachers of a common grade level to address specific subject matter following the same timeline. Such alignment is crucial in schools dealing with state-mandated, standards-based assessments. It also allows students to see interdisciplinary connections.
- *Building Emotional Intelligence* – This training will provide teachers positive behavior support for our students' social-emotional learning.
- *STEAM* – This training will support teachers in incorporating STEAM activities into daily instruction.
- *Ongoing Professional Development* – The primary venue for ongoing professional development will be during staff meetings. In-service training will be based primarily on student achievement data (which can be measured through i-Ready assessments)

and behavioral management issues. Teachers with unique experiences (e.g., reading therapy, special education, etc.) will be asked to lead in-service training when appropriate.

In addition to on-site professional development opportunities, PAI will ensure that instructional staff have access to content-specific conferences within the constraints of the school's budget. This commitment supports staff growth and keeps educators at the forefront of best practices in their respective fields.

IPCSC's Academic Concerns from the Current Charter Term

The Idaho Public Charter School Commission's Annual Performance Report for the 2023-24 school year identified the following academic concerns with PAI's performance on certain ELA and literacy assessments.

ELA Proficiency

The IPCSC's latest performance report indicates that PAI "Approaches Standard" for the academic measure of ELA Proficiency because its proficiency rate falls between the average and one standard deviation below the average of PAI's identified comparison group of the Twin Falls School District.

According to the performance report, 49% of the students in the comparison group at the Twin Falls School District achieved proficiency on the ELA portion of the Idaho Standards Achievement Test (ISAT), while only 47% of PAI students achieved proficiency on the ELA portion of the ISAT.

ELA Growth

The IPCSC's latest performance report indicates that PAI "Approaches Standard" for the academic measure of ELA Growth because its growth rate falls between the average and one standard deviation below the average of PAI's identified comparison group of the Twin Falls School District.

According to the performance report, 59% of the students in the comparison group at the Twin Falls School District achieved growth on the ELA portion of the ISAT, while only 54% of PAI students achieved growth on the ELA portion of the ISAT.

Literacy Proficiency

The IPCSC’s latest performance report indicates that PAI “Approaches Standard” for the academic measure of Literacy Proficiency because PAI’s proficiency rate on the spring administration of the Idaho Reading Indicator (IRI) statewide literacy assessment falls within one standard deviation below the average of PAI’s identified comparison group of the Twin Falls School District.

According to the performance report, 57% of the students in the comparison group at the Twin Falls School District achieved proficiency on the IRI’s spring literacy assessment, while only 44% of PAI’s students achieved proficiency on the IRI’s spring literacy assessment.³

PAI’s Academic Improvement Plan for the Upcoming Charter Term

Pinecrest Academy of Idaho appreciates the IPCSC’s feedback regarding our school’s academic performance in the 2023-24 school year. PAI is committed to addressing the deficient areas with targeted strategies to ensure measurable improvement in our student’s academic performance.

PAI respectfully submits the following plans to improve the school’s academic performance during the upcoming charter term based on the issues identified in the IPCSC’s Annual Performance Report for the 2023-24 school year.

Understanding Performance Challenges

ELA Proficiency and Growth

PAI’s ELA proficiency rate (47%) and growth rate (54%) on the ISAT are slightly below the comparison group averages of 49% and 59%, respectively. This discrepancy is partially attributed to a significant number of new enrollees who entered PAI several years below grade level, unfamiliar with the Pinecrest instructional model, and unprepared for the rigor of our curriculum. This trend reflects the challenges of rapid enrollment growth, particularly in welcoming students with diverse academic foundations.

Literacy Proficiency

PAI acknowledges the 13-point gap between its IRI Literacy Proficiency rate (44%) and the Twin Falls School District comparison group (57%). This result underscores the need for increased

³ PAI also fails to meet standard for this academic measure because we did not improve student proficiency by at least 10% from the fall (43%) to the spring (44%) administrations of the IRI literacy assessments.

instructional time and tailored interventions to address the foundational literacy skills of incoming students. For the 2024-25 academic year, PAI has increased instructional time in Language Arts across the school.

PAI's Academic Improvement Plan

PAI has designed a robust strategy to enhance academic outcomes, focusing on intervention, professional development, and data-driven instruction.

Intervention Programs

PAI has expanded its tiered support system to address better the needs of students performing below grade level. Students identified in Tier 1 and Tier 2 are placed into intervention groups where they receive 180 minutes per week of small-group, intensive instruction. For those with diagnosed learning difficulties, Tier 3 support is provided, ensuring that each student gets individualized intervention tailored to their specific needs. Additionally, staff conduct mid-semester progress checks to evaluate student growth and make necessary adjustments to intervention groups, ensuring that the support remains effective and responsive to each student's progress.

Designated "Power Hour" periods (100 minutes per week) are built into the timetable for elementary grades to enable teachers to provide intervention based on each student's academic needs. Furthermore, designated "i-Ready" periods are built into the timetables of all grade levels to assess each student and provide individualized instruction to "close the gaps" in learning for each student. Additional para educators have also been hired for the 2024-25 school year to provide in-class support to elementary students identified by the classroom teacher as needing extra academic support.

Enhanced Language Arts Instruction

To bolster Language Arts proficiency, PAI has allocated an additional 100 minutes per week for differentiated instruction using i-Ready software, which offers personalized learning opportunities tailored to each student's needs. Structured ELA blocks have been implemented to incorporate skill-building activities that align with i-Ready diagnostic data, reinforcing essential skills in comprehension, vocabulary, and writing. This increased instructional time and focused approach aim to provide students with the necessary tools to improve their literacy skills effectively.

Teacher Training and Professional Development

PAI emphasizes professional development to ensure that teachers are familiar with the best teaching practices. Professional development opportunities are provided to help teachers deliver rigorous and effective instruction. Additionally, workshops on data analysis empower teachers to identify gaps in student performance and adjust their teaching strategies accordingly. This commitment to ongoing training ensures that educators are well-prepared to meet the diverse needs of their students and implement effective instructional methods.

Use of i-Ready Diagnostics

PAI administers three i-Ready diagnostics annually to monitor student performance in both ELA and Math. The data collected from these diagnostics informs classroom instruction and intervention plans, allowing teachers to make real-time adjustments based on student needs. PAI ensures that instructional strategies are data-driven and tailored to support each student's academic growth by regularly assessing student performance.

Addressing the Challenges of Rapid Growth

Since its inception, PAI's enrollment has tripled, resulting in many new students entering significantly below grade level. PAI has refined its onboarding processes to address the challenges associated with this rapid growth. New students undergo targeted onboarding programs designed to acclimate them to the Pinecrest instructional model and provide foundational support to bridge academic gaps. Additionally, PAI has enhanced family engagement by offering workshops and resources that empower parents to support their children's literacy development at home, fostering a collaborative environment for student success.

Commitment to Accountability

PAI is dedicated to achieving the performance targets for the upcoming charter term through a steadfast commitment to accountability and continuous improvement. The school conducts quarterly reviews of academic performance data to measure progress toward proficiency and growth goals. Furthermore, PAI may utilize external consultants and specialists to assess interventions' effectiveness and recommend necessary adjustments. This proactive approach ensures that PAI remains focused on its mission to enhance academic outcomes and maintain high standards of educational excellence.

Conclusion

While PAI acknowledges the current academic concerns, we are confident the strategies outlined in our Continuous Improvement Plan (see PAI's latest Continuous Improvement Plan for 2024-25, attached as **Appendix 1**) will result in significant improvement. Our commitment to data-driven instruction, expanded interventions, and professional development, combined with increased instructional time, ensures that PAI is well-positioned to meet and exceed IPCSC standards in the upcoming charter term. We appreciate IPCSC's partnership in this journey and look forward to demonstrating meaningful progress in our students' academic achievement.

II. FINANCE & FACILITIES PLANS

Fiscal Philosophy and Spending Priorities

The Pinecrest Academy of Idaho Board oversees all aspects of fiscal management. It is 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. It will include estimates, the purpose of expenditures for a given period, and the proposed means of financing the estimated expenditures. PAI will annually provide the budget documents per the rules and regulations specified by the Idaho Department of Education.

The Governing Board recognizes its responsibility to establish an unreserved fund balance in an amount sufficient to:

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

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

1. The predictability and volatility of its expenditures;
2. The availability of resources in other funds;
3. The potential drain upon general fund resources from other funds;
4. Liquidity; and
5. Designations.

Financial Management and Monitoring Plan

While PAI's Governing Board oversees all aspects of the school's fiscal management, the auditors, accountants, and management organization retained by the Board will work as a team to develop financial statements and accounting reporting templates to ensure compliance with state and federal reporting guidelines.

The governing body reviews financial reports that include estimates of expenditures for the general fund compared to budget appropriations 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. Upon the governing body's request, appropriate staff will be available at any Governing Board meeting to respond to questions and present current financial information. The administrator will notify the governing body of substantial deviations in the anticipated revenues or expenditures at any time.

IPCSC's Financial Concerns from the Current Charter Term

The Idaho Public Charter School Commission's Annual Performance Report for the 2023-24 school year identified the following financial concerns with PAI's performance on certain financial measurements.

Debt Service Coverage Ratio

The IPCSC's latest performance report for PAI indicates the school "Approaches Standard" for the Debt Service Coverage Ratio financial measurement. This financial ratio assesses a school's ability to cover annual debt payments using only that year's income.

A Debt Service Coverage Ratio (DSCR) greater than 1.0 indicates the school can meet its debt obligations, while a ratio below 1.0 suggests reliance on reserves or future revenue to cover debt. PAI's debt service coverage ratio of 0.95 is slightly below the rubric standard of 1.0. This ratio reflects the school's transitional phase as it invests in its long-term growth and stability.

Debt Asset Ratio

The IPCSC's latest performance report for PAI indicates the school "Does Not Meet Standard" for the Debt Asset Ratio financial measurement.

This financial ratio compares a school's total liabilities to its total assets, minus pension liabilities. This ratio helps determine whether a school can meet 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 is less likely to be able to meet all its financial obligations in a worst-case scenario.

PAI's debt-to-asset ratio of 1.09 exceeds the rubric standard of 1.0. This ratio reflects the school's strategic use of debt to enhance its educational facilities and services. This value does not indicate financial instability but rather a calculated approach to support the school's long-term growth and mission.

PAI's Financial Improvement Plan for the Upcoming Charter Term

Pinecrest Academy of Idaho appreciates the IPCSC's feedback regarding our school's financial performance in the 2023-24 school year. PAI is committed to addressing the deficient areas with targeted strategies to ensure measurable improvement in our school's financial performance.

PAI respectfully submits the following plan to improve the school's financial performance during the upcoming charter term based on the issues identified in the IPCSC's Annual Performance Report for the 2023-24 school year.

PAI's Plan to Address Debt Service Coverage Ratio Concern

The following narrative outlines PAI's proactive measures, financial strategies, and operational safeguards to address the IPCSC's concerns and ensure our school is well-positioned for future financial stability.

Understanding the Context of the DSCR

The 0.95 DSCR reflects a minor short-term variance resulting from deliberate strategic investments in mission-critical areas, such as acquiring the school's new state-of-the-art facility. This investment, designed to meet increasing demand and improve student outcomes, was carefully planned and is being proactively monitored to ensure it supports the school's long-term viability.

Alignment with Long-Term Stability Goals

PAI remains committed to a strong, conservative budgeting approach to ensure financial responsibility and sustainability. Recently, the school successfully paid off a capital lease that was instrumental in its initial operations, funding the purchase of curriculum, furniture, and technology.

In addition, steady annual enrollment growth has increased revenue, further enhancing the school's ability to meet its debt obligations. The school will explore opportunities to refinance existing debt

to secure lower interest rates, thereby reducing debt obligations and strengthening its financial position.

PAI has made significant strides in stabilizing its administrative structure in recent years, including consistent leadership in the principal position. This stability has fostered a positive school culture and supported enrollment growth. With increased enrollment driving higher revenues, the school is better positioned to meet its financial obligations and continue investing in its academic mission.

Conclusion

The current DSCR of 0.95 reflects a momentary financial position during strategic investment and growth. While slightly below the rubric standard, this ratio does not compromise PAI's ability to remain financially stable and fulfill its mission. PAI respectfully requests that IPCSC consider the broader financial context, proactive measures already in place, and the school's demonstrated commitment to fiscal responsibility as evidence of its capacity to achieve long-term financial stability.

PAI's Plan to Address Debt-to-Asset Ratio Concern

The following narrative presents PAI's detailed explanation of the context behind this ratio, the safeguards in place, and the plan for ensuring our school's sustained financial stability.

Strategic Investments for Long-Term Growth

In May 2022, PAI issued a bond to finance the construction of its current facility. PAI strategically borrowed 100% of the construction cost to meet its immediate infrastructure needs as a newly established school with no reserves available for the project. This decision allowed the school to create a high-quality educational environment that supports its mission and long-term growth.

The current debt-to-asset ratio of 1.09 reflects this strategic financial approach's early stages and does not indicate financial instability. Rather, it demonstrates the school's commitment to investing in its future. As PAI continues to pay the principal on its debt, the debt-to-asset ratio will steadily improve each year, moving closer to the rubric standard of 1.0 or below.

This calculated use of debt underscores PAI's focus on long-term planning and sustainability. This investment is designed to enhance the school's competitiveness and provide lasting benefits, including an improved state-of-the-art facility to accommodate enrollment growth. The school

remains committed to maintaining financial health while fulfilling its mission to provide exceptional educational opportunities for its students.

Strong Financial Oversight

The school has a history of responsible financial management, ensuring all debt obligations are met in full and on time. The slightly elevated debt-to-asset ratio is actively monitored and managed as part of a broader financial strategy, including regular financial reporting to the governing board and independent audits confirming compliance with fiscal policies.

Finally, as noted in the latest Performance Report, SPCSC found that PAI “Exceeds Standards” on four of the remaining financial measurements:

- Current Ratio
- Unrestricted Days Cash
- Default
- Financial Compliance

Proven Ability to Navigate Financial Challenges

The school has demonstrated resilience in managing financial challenges. The slightly elevated debt-to-asset ratio has not hindered the school’s ability to maintain a balanced budget, deliver high-quality education and student services, and plan proactively for future financial sustainability.

Conclusion

The current debt-to-asset ratio of 1.09 reflects the school’s commitment to growth and improvement through strategic investments. This calculated approach ensures the school can meet current demands while positioning itself for long-term stability and success. PAI respectfully asks the IPCSC to view this ratio within the broader context of the school’s sound financial practices, growing asset base, and a clear plan for maintaining economic stability.

APPENDICES

CONTINUOUS IMPROVEMENT PLAN (2024-2025)

NARRATIVE - TEMPLATE PART 1

LEA	#	Name:
Superintendent		Name: Andy Mirhaj
		Phone: (208) 944-2129
CIP Contact		E-mail: andy.mirhaj@pinecrestidaho.org
		Name: Andy Mirhaj
		Phone: (208) 944-2129
		E-mail: andy.mirhaj@pinecrestidaho.org

Instructions: Your Continuous Improvement Plan must include a mission statement and vision statement. Please provide them in this section.

Mission and Vision - REQUIRED

MISSION: To provide a challenging learning environment for our students in Science, Technology, Engineering, Arts and Math, which maximizes individual potential and ensures they are well equipped to meet the challenges in the world around them.

VISION: To prepare our students, through exposure to a rigorous curriculum, to be productive and successful citizens by developing a strong work ethic and critical thinking skills needed to solve problems in the real world.

Instructions: Per statute, please describe how your school district or charter school considered input from the community in developing or revising your Continuous Improvement Plan.

Community Involvement in Plan Development - REQUIRED

- August 2024: Staff Meetings to establish instructional strategies to meet the needs of our students as represented by Spring IRI and ISAT data.
- Ongoing 2024-25: Communication and presentations to Parents by the Principal
- Ongoing 2024-25: Staff Professional Development opportunities and discussions at the school (e.g. I-STATION, Classroom Management, STEM training). New teachers trained on the curriculum and the Pinecrest Instructional Model.
- September 2024: Spring iReady review with Academica Data Analyst

CONTINUOUS IMPROVEMENT PLAN (2024-2025)

NARRATIVE - TEMPLATE PART 1

Please proceed to the Continuous Improvement Plan Metrics – Template Part 2.

Performance Metrics Instructions:

Provide your report card link, Progress Report, and set Benchmarks (performance targets) using the **2024-25 Continuous Improvement Plan Metrics – Template Part 2**. The template includes two (2) tabs: Instructions and Examples and Metrics. Please review the Instructions and Examples tab before entering your data into the Metrics tab.

CONTINUOUS IMPROVEMENT PLAN (2024-2025)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

LEA # 553	LEA Name: Pinecrest Academy of Idaho
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METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required):	https://idahoschools.org/districts/553
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Section I: Student Achievement & Growth Metrics - Current & Previous Year Performance Targets
(blue shaded metrics are required)

Goal	Performance Metric	2023-24 Performance Targets (From LEA's 2023-24 CIP)	2024-25 Performance Targets (LEA's Chosen Goals)
		2023 cohort	2024 cohort
All students will be college and career ready	4-year cohort graduation rate	N/A	N/A
	5-year cohort graduation rate (optional metric)	N/A	N/A
	% of students who meet the college ready benchmark on the college entrance exam (optional metric)	N/A	N/A
All students will be prepared to transition from middle school / junior high to high school	% students who score proficient on the grade 8 Math ISAT	45.0%	64.0%
	% students who make adequate growth on the grade 8 Math ISAT	36.0%	50.0%
	% students who score proficient on the grade 8 ELA ISAT	29.0%	75.0%
	% students who make adequate growth on the grade 8 ELA ISAT	50.0%	60.0%
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the grade 6 Math ISAT	50.0%	76.9%
	% students who make adequate growth on the grade 6 Math ISAT	69.0%	80.0%
	% students who score proficient on the grade 6 ELA ISAT	49.0%	60.0%

CONTINUOUS IMPROVEMENT PLAN (2024-2025)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

	% students who make adequate growth on the grade 6 ELA ISAT	58.0%	70.0%
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Section II: Literacy Proficiency & Growth Metrics - Current & Previous Year Targets (Section II data is required)

Goal	Performance Metric	2023-24 Performance Targets (From LEA's 2023-24 CIP)	2024-25 Performance Targets (LEA's Chosen Goals)
All students will demonstrate the reading readiness needed to transition to the next grade	% students who score proficient on the Kindergarten Spring IRI	60.0%	70.0%
	% students who score proficient on the Grade 1 Spring IRI	60.0%	70.0%
	% students who score proficient on the Grade 2 Spring IRI	85.0%	90.0%
	% students who score proficient on the Grade 3 Spring IRI	85.0%	90.0%
	% students who score proficient on the Grade 4 ELA ISAT	70.0%	71.0%
	% students who make adequate growth on the Grade 4 ELA ISAT	50.0%	60.0%

CONTINUOUS IMPROVEMENT PLAN (2024-2025)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Section III: How LEA Measures Progress Towards Literacy Goals and Targets (required)

Instructions: To indicate how your LEA intends to measure your progress towards your literacy goals and targets, you may choose to complete either Section III.A or Section III.B. Section III.A allows you to identify at least one LEA Chosen Performance Metric (note that it must be distinctly different than the metrics listed in Sections I and II), which may be consistent with previously chosen LEA chosen metrics. Section III.B allows you to address your plan to measure progress through a short narrative.

Section III.A: Measuring Literacy Progress - LEA Chosen Performance Metrics (at least 1)

Performance Metric	2023-24 Performance Targets (From LEA's 2023-24 CIP)	SY 2023-24 RESULTS (if available)	2024-25 Performance Targets (LEA's Chosen Goals)
iReady Reading K-8	60.0%	50.00%	76.0%
iReady Math K-8	50.0%	45.00%	70.0%

Section III.B: Narrative on Measuring Literacy Progress

Instructions: If you are choosing to use section III.B to address the Section III requirement, please use the box below to provide a brief narrative describing how your LEA is measuring your progress towards your LEA's literacy goals and targets. Please note that your description *must* include at least one clear performance metric that is measurable, has a performance target / goal for 2024-25, and is distinctly *different* from the required metrics in Sections I and II, above.

CONTINUOUS IMPROVEMENT PLAN (2024-2025)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Pinecrest Academy of Idaho students participate in three iReady diagnostics each school year (ELA and Math). The first diagnostic takes place within the first two weeks of the school year. After the initial diagnostic, staff reviews the data, looking at growth, sustainability from the previous school year, strands that need reinforced instruction, and which students fall into the lower percentiles. Students who demonstrate below grade level performance are placed into an intervention groups (Tier 1 and 2). This group meets 180 minutes during the week to receive intensive small group intervention. Progress monitoring takes place mid semester to monitor growth and adjust intervention groups.

CONTINUOUS IMPROVEMENT PLAN (2024-2025)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Section IV: How LEA Measures Progress Towards College & Career Advising & Mentoring Goals (required)

Instructions: To indicate how your LEA intends to measure your progress towards your college and career advising and mentoring goals and targets, you may choose to complete either Section IV.A or Section IV.B. Section V.A allows you to identify at least one LEA Chosen Performance Metric (note that it must be distinctly different than the metrics listed in Sections I and IV), which may be consistent with previously chosen LEA chosen metrics. Section IV.B allows you to address your plan to measure progress through a short narrative.

Section IV.A: College and Career Advising - LEA Chosen Performance Metrics (at least 1)

Performance Metric	2023-24 Performance Targets (From LEA's 2023-24 CIP)	SY 2023-24 RESULTS (if available)	2024-25 Performance Targets (LEA's Chosen Goals)
N/A	N/A	N/A	N/A

Section IV.B: Narrative on Measuring College and Career Advising and Mentoring Progress

Instructions: If you are choosing to use section IV.B to address the Section IV requirement, please use the box below to provide a brief narrative describing how your LEA is measuring your progress towards your LEA's college and career advising and mentoring goals and targets. Please note that your description must include at least one clear performance metric that is measurable, has a performance target / goal for 2024-25, and is distinctly *different* than those required in Section I, above.

CONTINUOUS IMPROVEMENT PLAN (2024-2025)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

N/A

Section V: Report of Progress Narrative (required)

Instructions: In the provided box, please address the progress your LEA made towards your 2023-2024 Performance Targets (as chosen for your 2023-2024 CIP and included in the sections above). We recommend your reflection include a) your successes in meeting performance targets; b) your areas of challenge (including those where previously set performance targets were not met); and c) any plans you have to build on your success and/or address challenges. You may expand the size of the box, if needed.

The performance targets that were set for 2023-24 academic year were not met. As a new Charter School that is continuously growing, a challenge we experience is one that we cannot control. That is our planned growth welcoming new students to the building who are not versed on our instructional model, and struggle with the rigorous curriculum. Most of our new student population arrive several years below grade level. We have increased the instructional time in Language Arts to further support our students with reading and writing. Our 180 minutes of intervention per week is a strategy to improve Math proficiency among our student population. Students with a diagnosed learning difficulty are offered tier 3 support. We will continuously provide professional development to our teachers on best teaching practices. We continue to hire the most experienced and qualified teachers for our program. Extra 100 minutes per week of iReady software time has been built into the timetable for 2024-25 to ensure differentiated instruction.

CONTINUOUS IMPROVEMENT PLAN (2024-2025)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Section VI: Notes (Optional space for contextual information about data and/or target-setting process)

NOTES: For the 2024-25 school year we have over 60 new students enrolled at our school.

Pinecrest Academy of Idaho

Year Ended June 30, 2024

Audited Financial Statements



PINECREST ACADEMY OF IDAHO
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Independent Auditor's Report

Board of Directors
Pinecrest Academy of Idaho

Report on the Audit of the Financial Statements

Qualified and Unmodified Opinions

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Pinecrest Academy of Idaho (the School) as of and for the year ended June 30, 2024, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

Qualified Opinion on the Governmental Activities

In our opinion, except for the effects of the matter described in the Matter Giving Rise to the Qualified Opinion on the Governmental Activities section of our report, the financial statements referred to above present fairly, in all material respects, the financial position of the governmental activities of the School, as of June 30, 2024, and the changes in financial position thereof for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Unmodified Opinions on All Other Opinion Units Described Below

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of each major fund and the aggregate remaining fund information of the School as of June 30, 2024, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Qualified and Unmodified Opinions

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Matter Giving Rise to the Qualified Opinion on the Governmental Activities

Management has elected not to adopt the provisions of GASB 75 *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions*. Accounting principles generally accepted in the United States of America require recognition and measurement of an asset or liability, deferred outflows of resources, deferred inflows of resources, and expenses related to the other postemployment benefits as well as note disclosures and required supplementary information. The amount by which the departure would affect net position, assets, liabilities, deferred outflows of resources, deferred inflows of resources, expenses, note disclosures, and required supplementary information has not been determined.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

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

Auditor's Responsibility for the Audit of the Financial Statements

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

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

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, no such opinion is expressed.

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

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

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the budgetary comparison schedules and schedule of employer's share of net pension asset and liability and schedule of employer contributions listed in the table of contents be presented to supplement the basic financial statements. Such information is the responsibility of management and, although not part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, and historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Management has not included the management's discussion and analysis information that accounting principles generally accepted in the United States of America require to be presented to supplement the basic financial statements. Such information, although not part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, and historical context. Our opinion on the basic financial statements is not affected by not including this information.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the School's basic financial statements. The accompanying combining and individual nonmajor fund financial statements are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the combining and individual nonmajor fund financial statements are fairly stated in all material respects in relation to the basic financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 29, 2024, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

Quest CPAs PLLC

Meridian, Idaho
October 29, 2024

PINECREST ACADEMY OF IDAHO

Statement of Net Position

June 30, 2024

	Governmental Activities
Assets	
Current Assets	
Cash & Investments	\$1,812,420
Receivables:	
Local Sources	54,078
State Sources	183,041
Federal Sources	14,164
Total Current Assets	<u>2,063,703</u>
Noncurrent Assets	
Nondepreciable Capital Assets	485,190
Depreciable Net Capital Assets	11,008,988
Total Noncurrent Assets	<u>11,494,178</u>
Total Assets	<u>13,557,881</u>
Deferred Outflows of Resources	
Pension Items	431,188
Total Deferred Outflows of Resources	<u>431,188</u>
Total Assets and Deferred Outflows of Resources	<u>\$13,989,069</u>
Liabilities	
Current Liabilities	
Accounts Payable	\$91,354
Salaries & Benefits Payable	88,467
Accrued Interest	380,142
Long-Term Liabilities, Current	105,368
Total Current Liabilities	<u>665,331</u>
Noncurrent Liabilities	
Long-Term Liabilities, Noncurrent	14,881,906
Total Noncurrent Liabilities	<u>14,881,906</u>
Total Liabilities	<u>15,547,237</u>
Deferred Inflows of Resources	
Pension Items	0
Total Deferred Inflows of Resources	<u>0</u>
Total Liabilities and Deferred Inflows of Resources	<u>15,547,237</u>
Net Position	
Net Investment in Capital Assets	(3,093,519)
Restricted:	
Special Programs	15,224
Debt Service	1,418,923
Capital Projects	115,499
Unrestricted	(14,295)
Total Net Position	<u>(1,558,168)</u>
Total Liabilities and Net Position	<u>\$13,989,069</u>

See Accompanying Notes

PINECREST ACADEMY OF IDAHOStatement of Activities
Year Ended June 30, 2024

Functions/Programs	Expenses	Program Revenues			Net (Expense)
		Charges For Services	Operating Grants And Contributions	Capital Grants And Contributions	Revenue And Changes in Net Position
					Governmental Activities
Governmental Activities					
Instructional Programs					
Elementary School	\$1,909,606		\$200,659		(\$1,708,947)
Special Education	208,312		40,899		(167,413)
Support Service Programs					
Instruction Improvement	0				0
Board of Education	0				0
School Administration	0				0
Business Operation	0				0
Buildings - Care	0				0
Maintenance - Student Occupied	0				0
Security	0				0
Pupil-To-School Transportation	190,101				(190,101)
Non-Instructional Programs					
Child Nutrition	34,644	\$34,632			(12)
Student Activity	25,027	22,646			(2,381)
Capital Assets - Student Occupied	415,061				(415,061)
Debt Service - Principal	0				0
Debt Service - Interest	1,164,969				(1,164,969)
Total	\$3,947,720	\$57,278	\$241,558	\$0	(3,648,884)
General Revenues					
Local Revenue					216,845
State Revenue					3,101,561
Federal Revenue					0
Pension Revenue (Expense)					(202,937)
Total					3,115,469
Change in Net Position					(533,415)
Net Position - Beginning					(1,024,753)
Net Position - Ending					(\$1,558,168)

PINECREST ACADEMY OF IDAHO
 Balance Sheet - Governmental Funds
 June 30, 2024

Page 1 of 2

	General Fund	Nonmajor Governmental Funds	Total Governmental Funds
Assets			
Cash & Investments	\$1,789,854	\$22,566	\$1,812,420
Receivables:			
Local Sources	54,078	0	54,078
State Sources	183,041	0	183,041
Federal Sources		14,164	14,164
Due From Other Funds	14,164	0	14,164
Total Assets	<u>\$2,041,137</u>	<u>\$36,730</u>	<u>\$2,077,867</u>
Liabilities			
Accounts Payable	\$84,012	\$7,342	\$91,354
Due To Other Funds		14,164	14,164
Salaries & Benefits Payable	88,467	0	88,467
Total Liabilities	<u>172,479</u>	<u>21,506</u>	<u>193,985</u>
Fund Balances			
Restricted:			
Special Programs		15,224	15,224
Debt Service	1,418,923	0	1,418,923
Capital Projects	115,499	0	115,499
Unassigned	334,236	0	334,236
Total Fund Balances	<u>1,868,658</u>	<u>15,224</u>	<u>1,883,882</u>
Total Liabilities and Fund Balances	<u>\$2,041,137</u>	<u>\$36,730</u>	<u>\$2,077,867</u>

PINECREST ACADEMY OF IDAHO

Balance Sheet - Governmental Funds

June 30, 2024

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

Total Governmental Fund Balances	\$1,883,882
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Amounts reported for governmental activities in the statement of net position are different because:

Capital assets used in governmental activities are not financial resources and therefore are not reported in the funds.	11,494,178
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Long-term liabilities are not due and payable in the current period and therefore are not reported in the funds.	(15,367,416)
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Pension deferred outflows/inflows are not due and payable in the current period and therefore are not reported in the funds.	431,188
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Net Position of Governmental Activities	<u><u>(\$1,558,168)</u></u>
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PINECREST ACADEMY OF IDAHO
Statement of Revenues, Expenditures, and Changes in
Fund Balances - Governmental Funds
Year Ended June 30, 2024

	General Fund	Nonmajor Governmental Funds	Total Governmental Funds
Revenues			
Local Revenue	\$251,477	\$22,646	\$274,123
State Revenue	3,101,561	77,138	3,178,699
Federal Revenue		164,420	164,420
Total Revenues	3,353,038	264,204	3,617,242
Expenditures			
Instructional Programs			
Elementary School	1,861,376	195,371	2,056,747
Special Education	167,413	40,899	208,312
Support Service Programs			
Instruction Improvement		0	0
Board of Education		0	0
School Administration		0	0
Business Operation		0	0
Buildings - Care		0	0
Maintenance - Student Occupied		0	0
Security		0	0
Pupil-To-School Transportation	190,101	0	190,101
Non-Instructional Programs			
Child Nutrition	34,644	0	34,644
Student Activity		25,027	25,027
Capital Assets - Student Occupied	4,405,758	0	4,405,758
Debt Service - Principal	476,723	0	476,723
Debt Service - Interest	862,584	0	862,584
Total Expenditures	7,998,599	261,297	8,259,896
Excess (Deficiency) of Revenues Over Expenditures	(4,645,561)	2,907	(4,642,654)
Other Financing Sources (Uses)			
Proceeds from Note	349,997		349,997
Transfers In		0	0
Transfers Out		0	0
Total Other Financing Sources (Uses)	349,997	0	349,997
Net Change in Fund Balances	(4,295,564)	2,907	(4,292,657)
Fund Balances - Beginning	6,164,222	12,317	6,176,539
Fund Balances - Ending	\$1,868,658	\$15,224	\$1,883,882

PINECREST ACADEMY OF IDAHO
Statement of Revenues, Expenditures, and Changes in
Fund Balances - Governmental Funds
Year Ended June 30, 2024

Reconciliation of the Statement of Revenues, Expenditures, and Changes in Fund Balances - Governmental Funds to the Statement of Activities

Net Change in Fund Balances - Total Governmental Funds (\$4,292,657)

Amounts reported for governmental activities in the statement of activities are different because:

Government funds report capital outlays as expenditures. However, in the statement of activities the cost of those assets is allocated over their estimated useful lives as depreciation expense or allocated over the appropriate term as amortization expense. This is the excess of capital outlays over (under) depreciation/amortization expense in the current period.	3,990,697
Proceeds of notes is a financing source in the governmental funds, but increases long-term liabilities in the statement of net position.	(349,997)
Repayment of long-term liability principal is an expenditure in the governmental funds, but the repayment reduces long-term liabilities in the statement of net position.	476,723
In the statement of activities, interest is accrued on long-term liabilities, but the expenditure is reported when due in the governmental funds.	(302,385)
Changes in net pension asset/liability and related pension deferred outflows/inflows do not provide or require current financial resources and therefore are not reflected in the funds.	(55,796)

Change in Net Position of Governmental Activities	(\$533,415)
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PINECREST ACADEMY OF IDAHO
Notes to Financial Statements

A. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Reporting Entity – Pinecrest Academy of Idaho (the School) is organized as a nonprofit corporation providing public charter school educational services as authorized by Section 33 of Idaho Code.

Idaho Code Section 33-5210(3) requires charter schools to comply with the same financial reporting requirements imposed on school districts, i.e. – on a governmental, rather than nonprofit, basis of accounting. Additionally, enabling legislation creates charter schools as public entities, i.e. – as public schools, subject to provisions common with other governmental entities as set forth in Idaho Code Section 33-5204. Accordingly, the School's basis of presentation follows the governmental, rather than nonprofit, reporting model.

These financial statements are prepared in accordance with generally accepted accounting principles (GAAP) as applied to charter schools. The governmental accounting standards board (GASB) is responsible for establishing GAAP for state and local governments through its pronouncements (statements and interpretations). The more significant accounting policies established in GAAP and used by the School are discussed below.

Basic Financial Statements - Government-Wide Statements – The School's basic financial statements include both government-wide (reporting the School as a whole) and fund financial statements (reporting the School's major funds). Both government-wide and fund financial statements categorize primary activities as either governmental or business type. Currently, all the School's activities are categorized as governmental activities.

In the government-wide statement of net position, the activities columns (a) are presented on a consolidated basis by column, (b) and are reported on a full accrual, economic resource basis, which recognizes all long-term assets and receivables as well as long-term debt and obligations.

The government-wide statement of activities reports both the gross and net cost of each of the School's functions. The functions are also supported by general government revenues as reported in the statement of activities. The statement of activities reduces gross expenses (including depreciation when recorded) by related program revenues and operating and capital grants. Program revenues must be directly associated with the function. Internal activity between funds (when two or more funds are involved) is eliminated in the government-wide statement of activities. Operating grants include operating-specific and discretionary (either operating or capital) grants while the capital grants column reports capital-specific grants.

The net costs (by function) are normally covered by general revenues.

The School reports expenditures in accordance with the State Department of Education's "Idaho Financial Accounting Reporting Management System" (IFARMS). IFARMS categorizes all expenditures by function, program and object. Accordingly, there is no allocation of indirect costs.

The government-wide focus is more on the sustainability of the School as an entity and the change in the School's net position resulting from the current year's activities. Fiduciary funds, when present, are not included in the government-wide statements.

Basic Financial Statements - Fund Financial Statements – The financial transactions of the School are reported in individual funds in the fund financial statements. Each fund is accounted for by providing a

PINECREST ACADEMY OF IDAHONotes to Financial Statements

separate set of self-balancing accounts that comprises its assets, deferred outflows of resources, liabilities, deferred inflows of resources, fund equity, revenues and expenditures/expenses.

The emphasis in fund financial statements is on the major funds. Nonmajor funds by category are summarized into a single column. Generally accepted accounting principles set forth minimum criteria (percentage of assets and deferred outflows of resources, liabilities and deferred inflows of resources, revenues or expenditures/expenses of the funds) for the determination of major funds.

The focus of the governmental funds' measurement (in the fund statements) is upon determination of financial position and changes in financial position (sources, uses, and balances of financial resources) rather than upon net income. Major governmental funds of the School include:

General Fund – The general fund is the School's primary operating fund. It is used to account for all financial resources except those required to be accounted for in another fund.

Basis of Accounting – Basis of accounting refers to the point at which revenues or expenditures/expenses are recognized in the accounts and reported in the financial statements. It relates to the timing of the measurements made regardless of the measurement focus applied.

Activities in the government-wide and fiduciary fund financial statements are presented on the full accrual basis of accounting. Revenues are recognized when earned and expenses are recognized when incurred.

The governmental funds financial statements are presented on the modified accrual basis of accounting. Under the modified accrual basis of accounting, revenues are recorded when susceptible to accrual (when they become both measurable and available). "Measurable" means the amount of the transaction can be determined and "available" means collectible within the current period or within thirty days after year end. Expenditures are recorded when the related fund liability is incurred. Exceptions to this general rule include principal and interest on long-term debt which, if any, are recognized when due and payable.

Cash and Investments – Nearly all the cash and investment balances of the School's funds are pooled for investment purposes. The individual funds' portions of the pooled cash and investments are reported in each fund as cash and investments. Interest earned on pooled cash and investments is allocated to the various funds based on each fund's respective investment balance. Investments include U.S. government securities and are stated at fair value using quoted market prices (Level 1).

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

Inventories – Material supplies on hand at year end are stated at the lower of cost or net realizable value using the first-in, first-out method.

Capital Assets and Depreciation – Capital assets are stated at cost less accumulated depreciation and amortization. Donated capital assets are stated at their acquisition value as of the donation date. Depreciation and amortization is provided principally on the straight-line method over the estimated useful lives of the assets, which are generally 15 to 40 years for buildings and improvements and 3 to 15 years for furniture, equipment and other. It is the policy of the School to capitalize all capital assets costing more than \$5,000 with an estimated useful life of three or more years, or a significant order of \$5,000 or more in aggregate with items that will have lives of 3 years or more. This policy is also in line with GASB Implementation 2021-1. Improvements are capitalized and depreciated over the remaining useful lives of related capital assets. The cost of normal maintenance and repairs that do not add to the value of the asset

PINECREST ACADEMY OF IDAHO
Notes to Financial Statements

or materially extend the asset's life are not capitalized. Expenditures for property improvements and renewals are capitalized. Upon sale or other disposition of depreciable assets, cost and accumulated depreciation are removed from the accounts and any gain or loss is recorded upon disposal.

Management reviews the recoverability of its capital assets in accordance with the provisions of GASB Statement No. 42, *Accounting and Financial Reporting for Impairment of Capital Assets and Insurance Recoveries*. GASB Statement No. 42 requires recognition of impairment of long-lived assets in the event the asset's service utility has declined significantly and unexpectedly. Accordingly, management evaluates assets' utility annually or when an event occurs that may impair recoverability of the asset. No impairments were identified at yearend.

Leases/SBITAs and Amortization – Material long-term leases and subscription-based information technology arrangements (SBITAs) are reported in accordance with the provisions of GASB 87 *Leases* and GASB 96 *SBITAs*. When incurred, amortization over the appropriate lease or SBITA term is recorded using the straight-line method.

Compensated Absences – The School provides certain compensated absences to its employees. The estimated amount of compensation for future amounts is deemed to be immaterial and, accordingly, no liability is recorded. Compensated absences will be paid by the fund in which the employee works.

Other Post-Employment Benefits – The School does not provide benefits to retired employees other than retirement benefits funded through the Public Employees Retirement System of Idaho. However, certain retired employees can remain on the School insurance policy after retirement if the retired employee pays the average monthly cost. The difference between the age-adjusted monthly cost and the average monthly cost is referred to as an “implicit subsidy” since the medical insurance rate of a retired employee is generally higher than the medical insurance rate of a younger employee. GASB 75 requires that employers have actuarial calculations performed for these other post-employment benefits so that an asset or liability, deferred outflows of resources, deferred inflows of resources, and expenses can be recorded in the government-wide financial statements and related notes and required supplementary information can be prepared. Management believes the costs of implementing GASB 75 cannot be justified at this time. Accordingly, the School accounts for the other-post employment benefits for retirees on the pay-as-you-go basis. Other post-employment benefits will be paid by the fund in which the employee works.

Pensions – For purposes of measuring the net pension asset/liability and pension revenue/expense, information about the fiduciary net position of the Public Employee Retirement System of Idaho Base Plan (the Base Plan) and additions to/deductions from the Base Plan's fiduciary net position have been determined on the same basis as they are reported by the Base Plan. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value. Pension obligations will be paid by the fund in which the employee works.

Net Position – Net position is assets plus deferred outflows of resources less liabilities less deferred inflows of resources. The net investment in capital assets component of net position consists of the historical cost of capital assets less accumulated depreciation less any outstanding debt that was used to finance those assets plus deferred outflows of resources less deferred inflows of resources related to those assets. Restricted net position consists of assets that are restricted by creditors, grantors, contributors, legislation, and other parties. All other net position not reported as restricted or net investment in capital assets is reported as unrestricted.

PINECREST ACADEMY OF IDAHO
Notes to Financial Statements

Fund Balance Classifications – Restrictions of the fund balance indicate portions that are legally or contractually segregated for a specific future use. Nonspendable portions of the fund balance are those amounts that cannot be spent because they are in a nonspendable form or because they are legally or contractually required to be maintained intact. Committed portions represent amounts that can only be used for specific purposes pursuant to formal action (i.e. board approval) of the reporting entity's governing body. Assigned portions represent amounts that are constrained by the government's intent to be used for a specific purpose. Remaining fund balances are reported as unassigned. When expenditures are incurred that qualify for either restricted or unrestricted resources, the School first utilizes restricted resources. When expenditures are incurred that qualify for either committed or assigned or unassigned resources, the School first utilizes committed resources then assigned resources before using unassigned resources.

Income Taxes – The School is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code except for income, if any, derived from unrelated business activities. The School's tax returns for the current year and prior year are subject to examination by the IRS and state tax authorities, generally for three years after they are filed.

Contingent Liabilities – Amounts received or receivable from grantor agencies are subject to audit and adjustment by grantor agencies. Any disallowed claims, including amounts already collected, may constitute a liability of the applicable funds. The amount, if any, of expenditures which may be disallowed by the grantor cannot be determined at this time although the School expects such amounts, if any, to be immaterial.

Interfund Activity – Interfund activity is reported either as loans, services provided, reimbursements, or transfers. Loans are reported as interfund receivables and payables as appropriate and are subject to elimination upon consolidation. Services provided, deemed to be at market or near market rates, are treated as revenues and expenditures/expenses. Reimbursements are when one fund incurs a cost, charges the appropriate benefiting fund, and reduces its related cost as a reimbursement. All other interfund transactions are treated as transfers.

Use of Estimates – The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

Custodial Credit Risk – The School maintains its cash at insured financial institutions. Periodically, balances may exceed federally insured limits. The School does not have a formal policy concerning custodial credit risk.

Risk Management – The School is exposed to various risks related to its operations. Insurance is utilized to the extent practical to minimize these risks.

Subsequent Events – Subsequent events were evaluated through the date of the auditor's report, which is the date the financial statements were available to be issued.

PINECREST ACADEMY OF IDAHO
Notes to Financial Statements

B. CASH AND INVESTMENTS

Cash and investments consist of the following at year end:

Cash - Deposits	\$277,998
Investments - U.S. Government Securities	<u>1,534,422</u>
Total	<u><u>\$1,812,420</u></u>

Deposits – At year end, the carrying amounts of the School's deposits were \$277,998 and the bank balances were \$326,342. Of the bank balances, \$284,632 was insured and the remainder was uninsured and uncollateralized.

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

Interest rate risk:

Investment Type	Investment Maturity Schedule (In Years)	
	Less Than 1	Total
U.S. Gov't Securities	\$1,534,422	\$1,534,422
Total	<u>\$1,534,422</u>	<u>\$1,534,422</u>

Credit rate risk (Moody's rating scale):

Investment Type	Investment Rating Schedule	
	AAA	Total
U.S. Gov't Securities	\$1,534,422	\$1,534,422
Total	<u>\$1,534,422</u>	<u>\$1,534,422</u>

Investments – State statutes authorize government entities to invest in certain bonds, notes, accounts, investment pools, and other obligations of the state, U.S. Government, and U.S. corporations pursuant to Idaho Code 67-1210 and 67-1210A. These statutes are designed to help minimize the custodial risk that deposits may not be returned in the event of the failure of the issuer or other counterparty, interest rate risk resulting from fair value losses arising from rising interest rates, or credit risks that an issuer or other counterparty will not fulfill its obligations. The School's investment policy complies with state statutes.

PINECREST ACADEMY OF IDAHO
Notes to Financial Statements

C. RECEIVABLES

Receivables consist of the following at year end:

	General Fund	Special Revenue Funds	Total
Local Sources			
Reimbursements	\$54,078		\$54,078
Total	<u>\$54,078</u>		<u>\$54,078</u>
State Sources			
Foundation Program	\$183,041		\$183,041
Total	<u>\$183,041</u>		<u>\$183,041</u>
Federal Sources			
Special Programs		\$14,164	\$14,164
Total		<u>\$14,164</u>	<u>\$14,164</u>

D. CAPITAL ASSETS

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

	Beginning Balance	Increases	Decreases	Ending Balance
Nondepreciable Capital Assets				
Land	\$487,369		\$2,179	\$485,190
Construction in Progress	6,699,109	\$3,962,886	10,661,995	0
Total	<u>7,186,478</u>	<u>3,962,886</u>	<u>10,664,174</u>	<u>485,190</u>
Depreciable Capital Assets				
Buildings	426,303	10,664,174		11,090,477
Equipment	180,612	442,872		623,484
Subtotal	<u>606,915</u>	<u>11,107,046</u>	<u>0</u>	<u>11,713,961</u>
Accumulated Depreciation				
Buildings	173,267	316,870		490,137
Equipment	116,645	98,191		214,836
Subtotal	<u>289,912</u>	<u>415,061</u>	<u>0</u>	<u>704,973</u>
Total	<u>317,003</u>	<u>10,691,985</u>	<u>0</u>	<u>11,008,988</u>
Net Capital Assets	<u>\$7,503,481</u>	<u>\$14,654,871</u>	<u>\$10,664,174</u>	<u>\$11,494,178</u>

Depreciation expense of \$415,061 was charged to the capital assets – student occupied program.

PINECREST ACADEMY OF IDAHO
Notes to Financial Statements

E. LONG-TERM LIABILITIES

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

	<u>Outstanding</u>
2022A - \$13,420,000 - facilities revenue bonds (tax exempt) for capital improvements due in semiannual interest-only installments at 6% through 2029 with a final principal payment due in 2029, secured by real estate, paid through the general fund	\$13,420,000
2022B - \$440,000 - facilities revenue bonds (taxable) for working capital due in semiannual installments with interest at 5.5% through 2029, secured by real estate, paid through the general fund	440,000
Total	<u><u>\$13,860,000</u></u>

Maturities on the bonds, exclusive of annual fees, are estimated as follows:

<u>Year Ended</u>	<u>Principal</u>	<u>Interest</u>
6/30/25	\$0	\$829,400
6/30/26	0	829,400
6/30/27	35,000	828,438
6/30/28	80,000	825,275
6/30/29	85,000	820,738
6/30/30	13,660,000	409,200
Total	<u><u>\$13,860,000</u></u>	<u><u>\$4,542,451</u></u>

Notes Payable – At year end, the School had notes payable as follows:

Note payable - Z20, due in monthly payments of \$3,921 with interest at 4.37% through 2024, secured by equipment, paid through the general fund	\$28,222
Note payable - Z23, due in monthly payments of \$8,004 with interest at 6.65% through 2027, secured by equipment, paid through the general fund	319,333
Total	<u><u>\$347,555</u></u>

PINECREST ACADEMY OF IDAHO
Notes to Financial Statements

Maturities on the notes are estimated as follows:

<u>Year Ended</u>	<u>Principal</u>	<u>Interest</u>
6/30/25	\$105,368	\$19,286
6/30/26	82,435	13,623
6/30/27	88,087	7,971
6/30/28	71,665	1,984
Total	<u><u>\$347,555</u></u>	<u><u>\$42,864</u></u>

Changes in long-term liabilities are as follows:

<u>Description</u>	<u>Beginning Balance</u>	<u>Increases</u>	<u>Decreases</u>	<u>Ending Balance</u>	<u>Due Within One Year</u>
2022A FR Bonds	\$13,420,000			\$13,420,000	\$0
2022B FR Bonds	440,000			440,000	0
Note Payable - C	401,303		\$401,303	0	
Note Payable - Z20	72,978		44,756	28,222	28,222
Note Payable - Z23	0	\$349,997	30,664	319,333	77,146
Net Pension Liability	798,849		19,130	779,719	-
Total	<u><u>\$15,133,130</u></u>	<u><u>\$349,997</u></u>	<u><u>\$495,853</u></u>	<u><u>\$14,987,274</u></u>	<u><u>\$105,368</u></u>

Interest and related costs of \$1,164,969 were charged to the debt service – interest program in the statement of activities.

F. PENSION PLAN

Plan description

The School contributes to the Base Plan which is a cost-sharing multiple-employer defined benefit pension plan administered by Public Employee Retirement System of Idaho (PERSI or System) that covers substantially all employees of the State of Idaho, its agencies and various participating political subdivisions. The cost to administer the plan is financed through the contributions and investment earnings of the plan. PERSI issues a publicly available financial report that includes financial statements and the required supplementary information for PERSI. That report may be obtained on the PERSI website at www.persi.idaho.gov.

Responsibility for administration of the Base Plan is assigned to the Board comprised of five members appointed by the Governor and confirmed by the Idaho Senate. State law requires that two members of the Board be active Base Plan members with at least ten years of service and three members who are Idaho citizens not members of the Base Plan except by reason of having served on the Board.

Pension benefits

The Base Plan provides retirement, disability, death and survivor benefits of eligible members or beneficiaries. Benefits are based on members' years of service, age, and highest average salary. Members become fully vested in their retirement benefits with five years of credited service (5 months for elected or

PINECREST ACADEMY OF IDAHO
Notes to Financial Statements

appointed officials). Members are eligible for retirement benefits upon attainment of the ages specified for their employment classification. The annual service retirement allowance for each month of credited service is 2.0% (2.3% for police/firefighters) of the average monthly salary for the highest consecutive 42 months.

The benefit payments for the Base Plan are calculated using a benefit formula adopted by the Idaho Legislature. The Base Plan is required to provide a 1% minimum cost of living increase per year provided the Consumer Price Index increases 1% or more. The PERSI Board has the authority to provide higher cost of living increases to a maximum of the Consumer Price Index movement or 6%, whichever is less; however, any amount above the 1% minimum is subject to review by the Idaho Legislature.

Member and employer contributions

Member and employer contributions paid to the Base Plan are set by statute and are established as a percent of covered compensation. Contribution rates are determined by the PERSI Board within limitations, as defined by state law. The Board may make periodic changes to employer and employee contribution rates (expressed as percentages of annual covered payroll) that are adequate to accumulate sufficient assets to pay benefits when due.

The contribution rates for employees are set by statute at 60% of the employer rate for general employees and 74% for police and firefighters. As of June 30, 2023 it was 7.16% for general employees and 9.13% for police and firefighters. The employer contribution rate as a percent of covered payroll is set by the Retirement Board and was 11.94% for general employees and 12.28% for police and firefighters. The School's contributions were \$147,141 for the year ended June 30, 2024.

Pension asset/liabilities, pension revenue (expense), and deferred outflows/inflows of resources related to pensions

At June 30, 2024, the School reported a liability for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2023, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of that date. The School's proportion of the net pension liability was based on the School's share of contributions in the Base Plan pension plan relative to the total contributions of all participating PERSI Base Plan employers. At June 30, 2023, the School's proportion was 0.01953855%.

For the year ended June 30, 2024, the School recognized pension revenue (expense) of (\$202,937). At June 30, 2024, the School reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	\$133,650	
Changes in assumptions or other inputs	77,209	
Net difference between projected and actual earnings on pension plan investments	73,188	
Employer contributions subsequent to the measurement date	147,141	
Total	\$431,188	\$0

PINECREST ACADEMY OF IDAHO
Notes to Financial Statements

\$147,141 reported as deferred outflows of resources related to pensions resulting from School contributions made subsequent to the measurement date will be recognized as an adjustment to the pension revenue (expense) in the year ending June 30, 2025.

The average of the expected remaining service lives of all employees that are provided with pensions through the System (active and inactive employees) determined at July 1, 2023 the beginning of the measurement period ended June 30, 2022 is 4.6 and 4.4 for the measurement period June 30, 2023.

Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension revenue (expense) as follows:

Year Ended	
6/30/25	(\$101,013)
6/30/26	(47,469)
6/30/27	(147,668)
6/30/28	12,104
Total	<u><u>(\$284,046)</u></u>

Actuarial assumptions

Valuations are based on actuarial assumptions, the benefit formulas, and employee groups. Level percentages of payroll normal costs are determined using the Entry Age Normal Cost Method. Under the Entry Age Normal Cost Method, the actuarial present value of the projected benefits of each individual included in the actuarial valuation is allocated as a level percentage of each year's earnings of the individual between entry age and assumed exit age. The Base Plan amortizes any unfunded actuarial accrued liability based on a level percentage of payroll. The maximum amortization period for the Base Plan permitted under Section 59-1322, Idaho Code, is 25 years.

The total pension liability in the June 30, 2023 actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	2.30%
Salary increases including inflation	3.05%
Investment rate of return, net of investment expenses	6.35%
Cost-of-living adjustments	1.00%

Contributing members, service retirement members, and beneficiaries

General Employees and All Beneficiaries - Males	Pub-2010 General Tables, increased 11%
General Employees and All Beneficiaries - Females	Pub-2010 General Tables, increased 21%
Teachers - Males	Pub-2010 Teacher Tables, increased 12%
Teachers - Females	Pub-2010 Teacher Tables, increased 21%
Fire & Police - Males	Pub-2010 Safety Tables, increased 21%
Fire & Police - Females	Pub-2010 Safety Tables, increased 26%
	5% of Fire & Police active member deaths are assumed to be duty related. This assumption was adopted July 1, 2021.

PINECREST ACADEMY OF IDAHO
Notes to Financial Statements

Disabled Members - Males	Pub-2010 Disabled Tables, increased 38%
Disabled Members - Females	Pub-2010 Disabled Tables, increased 36%

An experience study was performed for the period July 1, 2015 through June 30, 2020 which reviewed all economic and demographic assumptions other than mortality. The total pension liability as of June 30, 2023 is based on the results of an actuarial valuation date of July 1, 2023.

The long-term expected rate of return on pension plan investments was determined using the building block approach and a forward-looking model in which best estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighing the expected future real rates of return by the target asset allocation percentage and by adding expected inflation.

Even though history provides a valuable perspective for setting the investment return assumption, the System relies primarily on an approach which builds upon the latest capital market assumptions. Specifically, the System uses consultants, investment managers and trustees to develop capital market assumptions in analyzing the System's asset allocation. The assumptions and the System's formal policy for asset allocation are shown below. The formal asset allocation policy is somewhat more conservative than the current allocation of System's assets.

The best-estimate range for the long-term expected rate of return is determined by adding expected inflation to expected long-term real returns and reflecting expected volatility and correlation. The capital market assumptions are as of 2023.

Asset Class	Target Allocation	Long-Term Expected Real Rate of Return
Cash	0%	0.00%
Large Cap	18%	4.50%
Small/Mid Cap	11%	4.70%
International Equity	15%	4.50%
Emerging Markets Equity	10%	4.90%
Domestic Fixed	20%	-0.25%
TIPS	10%	-0.30%
Real Estate	8%	3.75%
Private Equity	8%	6.00%

Discount rate

The discount rate used to measure the total pension liability was 6.35%. The projection of cash flows used to determine the discount rate assumed that contributions from plan members will be made at the current contribution rate. Based on these assumptions, the pension plans' net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension asset. The long-term expected rate of return was determined net of pension plan investment expense but without reduction for administrative expense.

PINECREST ACADEMY OF IDAHO
Notes to Financial Statements

Sensitivity of the School's proportionate share of the net pension liability to changes in the discount rate.

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

	1% Decrease	Current Discount Rate	1% Increase
	(5.35%)	(6.35%)	(7.35%)
School's proportionate share of the net pension	<u>\$1,402,357</u>	<u>\$779,719</u>	<u>\$270,829</u>

Pension plan fiduciary net position

Detailed information about the pension plan's fiduciary net position is available in the separately issued PERSI financial report.

PERSI issues a publicly available financial report that includes financial statements and the required supplementary information for PERSI. That report may be obtained on the PERSI website at www.persi.idaho.gov.

Impact on the School's net position

Depending on the annual performance of the Base Plan and the various non-financial factors that affect the collective Base Plan net pension liability (as described above), the School may periodically experience a deficit in its net position. This can occur as a result of recording the School's allocable portion of the net pension liability which is an estimated liability that changes substantially from year to year depending on the factors described above but does not currently require cash outflows. As the net pension liability of the Base Plan is closely monitored by PERSI's board (who makes changes to the contribution rates and other terms of the Base Plan when deemed necessary), such deficits are not deemed to be of substantial concern.

G. INTERFUND BALANCES

Interfund balances at year end consist of the following:

	Due From Fund	
Due To Fund	Nonmajor Governmental	Total
General	\$14,164	\$14,164
Total	<u>\$14,164</u>	<u>\$14,164</u>

These interfund balances resulted from the time lag between when expenditures are incurred in a fund and when the fund is reimbursed for such expenditures.

PINECREST ACADEMY OF IDAHO
 Budgetary Comparison Schedule -
 General and Major Special Revenue Funds
 Year Ended June 30, 2024

General Fund	Budgeted Amounts		Actual	Final Budget
	(GAAP Basis)			Amounts
	Original	Final		Positive
				(Negative)
Revenues				
Local Revenue	\$121,527	\$121,527	\$251,477	\$129,950
State Revenue	3,215,458	3,215,458	3,101,561	(113,897)
Federal Revenue	0	0	0	0
Total Revenues	3,336,985	3,336,985	3,353,038	16,053
Expenditures				
Instructional Programs				
Elementary School	1,916,765	1,916,765	1,861,376	55,389
Special Education	174,305	174,305	167,413	6,892
Support Service Programs				
Instruction Improvement	35,112	35,112	0	35,112
Board of Education	6,600	6,600	0	6,600
School Administration	138,924	138,924	0	138,924
Business Operation	709,947	709,947	0	709,947
Buildings - Care	42,600	42,600	0	42,600
Maintenance - Student Occupied	18,500	18,500	0	18,500
Security	5,000	5,000	0	5,000
Pupil-To-School Transportation	0	0	190,101	(190,101)
Non-Instructional Programs				
Child Nutrition	0	0	34,644	(34,644)
Student Activity	0	0	0	0
Capital Assets - Student Occupied	41,002	41,002	4,405,758	(4,364,756)
Debt Service - Principal	0	0	476,723	(476,723)
Debt Service - Interest	648,230	648,230	862,584	(214,354)
Total Expenditures	3,736,985	3,736,985	7,998,599	(4,261,614) *
Excess (Deficiency) of Revenues				
Over Expenditures	(400,000)	(400,000)	(4,645,561)	(4,245,561)
Other Financing Sources (Uses)				
Proceeds from Note	400,000	400,000	349,997	(50,003)
Transfers In	0	0	0	0
Transfers Out	0	0	0	0 *
Total Other Financing Sources (Uses)	400,000	400,000	349,997	(50,003)
Net Change in Fund Balances	0	0	(4,295,564)	(4,295,564)
Fund Balances - Beginning	0	0	6,164,222	6,164,222
Fund Balances - Ending	\$0	\$0	\$1,868,658	\$1,868,658

**Total expenditures (over) under appropriations are:* (\$4,261,614)

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

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

Fiscal Year Ended June 30	Employer's Portion of the Net Pension (Asset) Liability	Employer's Proportionate Share of the Net Pension (Asset) Liability	Covered Payroll	Employer's Proportional Share of the Net Pension (Asset) Liability as a Percentage of Covered Payroll	Plan Fiduciary Net Position as a Percentage of the Total Pension (Asset) Liability
2022	0.01289744%	(\$10,186)	\$517,471	-1.97%	100.36%
2023	0.02028174%	\$798,849	\$799,908	99.87%	83.09%
2024	0.01953855%	\$779,719	\$902,797	86.37%	83.83%

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

Schedule of Employer Contributions

Fiscal Year Ended June 30	Actuarially Determined Contribution	Contributions in Relation to Actuarially Determined Contribution	Contribution Deficiency (Excess)	Covered Payroll	Contributions as a Percentage of Covered Payroll
2022	\$95,509	\$95,509	\$0	\$799,908	11.94%
2023	\$107,794	\$107,794	\$0	\$902,797	11.94%
2024	\$147,141	\$147,141	\$0	\$1,159,504	12.69%

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

PINECREST ACADEMY OF IDAHO
Combining Balance Sheet - Nonmajor Governmental Funds
June 30, 2024

Page 1 of 3

	Special Revenue Funds			
	Student Activity	Technology	Substance Abuse	ESSER III
Assets				
Cash & Investments	\$17,278		\$5,288	
Receivables:				
Local Sources				
State Sources				
Federal Sources				\$671
Due From Other Funds				
Total Assets	<u>\$17,278</u>	<u>\$0</u>	<u>\$5,288</u>	<u>\$671</u>
Liabilities				
Accounts Payable	\$7,342			
Due To Other Funds				\$671
Salaries & Benefits Payable				
Total Liabilities	<u>7,342</u>	<u>\$0</u>	<u>\$0</u>	<u>671</u>
Fund Balances				
Restricted:				
Special Programs	9,936		5,288	
Debt Service				
Capital Projects				
Unassigned				
Total Fund Balances	<u>9,936</u>	<u>0</u>	<u>5,288</u>	<u>0</u>
Total Liabilities and Fund Balances	<u>\$17,278</u>	<u>\$0</u>	<u>\$5,288</u>	<u>\$671</u>

PINECREST ACADEMY OF IDAHO
 Combining Balance Sheet - Nonmajor Governmental Funds
 June 30, 2024

	Special Revenue Funds			
	Title I-A ESSA IBP	ESSER II	IDEA Part B 611 School Age 3-21	School Based Medicaid
Assets				
Cash & Investments				
Receivables:				
Local Sources				
State Sources				
Federal Sources	\$3,273		\$10,220	
Due From Other Funds				
Total Assets	<u>\$3,273</u>	<u>\$0</u>	<u>\$10,220</u>	<u>\$0</u>
Liabilities				
Accounts Payable				
Due To Other Funds	\$3,273		\$10,220	
Salaries & Benefits Payable				
Total Liabilities	<u>3,273</u>	<u>\$0</u>	<u>10,220</u>	<u>0</u>
Fund Balances				
Restricted:				
Special Programs				
Debt Service				
Capital Projects				
Unassigned				
Total Fund Balances	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total Liabilities and Fund Balances	<u>\$3,273</u>	<u>\$0</u>	<u>\$10,220</u>	<u>\$0</u>

PINECREST ACADEMY OF IDAHO
Combining Balance Sheet - Nonmajor Governmental Funds
June 30, 2024

Page 3 of 3

	Total
Assets	
Cash & Investments	\$22,566
Receivables:	
Local Sources	0
State Sources	0
Federal Sources	14,164
Due From Other Funds	0
Total Assets	\$36,730
 Liabilities	
Accounts Payable	\$7,342
Due To Other Funds	14,164
Salaries & Benefits Payable	0
Total Liabilities	21,506
 Fund Balances	
Restricted:	
Special Programs	15,224
Debt Service	0
Capital Projects	0
Unassigned	0
Total Fund Balances	15,224
Total Liabilities and Fund Balances	\$36,730

PINECREST ACADEMY OF IDAHO
Combining Statement of Revenues, Expenditures, and Changes in
Fund Balances - Nonmajor Governmental Funds
Year Ended June 30, 2024

	Special Revenue Funds			
	Student Activity	Technology	Substance Abuse	ESSER III
Revenues				
Local Revenue	\$22,646			
State Revenue		\$71,850	\$5,288	
Federal Revenue				\$112,733
Total Revenues	<u>22,646</u>	<u>71,850</u>	<u>5,288</u>	<u>112,733</u>
Expenditures				
Instructional Programs				
Elementary School		71,850		112,733
Special Education				
Support Service Programs				
Instruction Improvement				
Board of Education				
School Administration				
Business Operation				
Buildings - Care				
Maintenance - Student Occupied				
Security				
Pupil-To-School Transportation				
Non-Instructional Programs				
Child Nutrition				
Student Activity	25,027			
Capital Assets - Student Occupied				
Debt Service - Principal				
Debt Service - Interest				
Total Expenditures	<u>25,027</u>	<u>71,850</u>	<u>0</u>	<u>112,733</u>
Excess (Deficiency) of Revenues				
Over Expenditures	(2,381)	0	5,288	0
Other Financing Sources (Uses)				
Transfers In				
Transfers Out				
Total Other Financing Sources (Uses)	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Net Change in Fund Balances	(2,381)	0	5,288	0
Fund Balances - Beginning	12,317	0	0	0
Fund Balances - Ending	<u>\$9,936</u>	<u>\$0</u>	<u>\$5,288</u>	<u>\$0</u>

PINECREST ACADEMY OF IDAHO
Combining Statement of Revenues, Expenditures, and Changes in
Fund Balances - Nonmajor Governmental Funds
Year Ended June 30, 2024

	Special Revenue Funds			
	Title I-A ESSA IBP	ESSER II	IDEA Part B 611 School Age 3-21	School Based Medicaid
Revenues				
Local Revenue				
State Revenue				
Federal Revenue	\$4,773	\$6,015	\$38,012	\$2,887
Total Revenues	<u>4,773</u>	<u>6,015</u>	<u>38,012</u>	<u>2,887</u>
Expenditures				
Instructional Programs				
Elementary School	4,773	6,015		
Special Education			38,012	2,887
Support Service Programs				
Instruction Improvement				
Board of Education				
School Administration				
Business Operation				
Buildings - Care				
Maintenance - Student Occupied				
Security				
Pupil-To-School Transportation				
Non-Instructional Programs				
Child Nutrition				
Student Activity				
Capital Assets - Student Occupied				
Debt Service - Principal				
Debt Service - Interest				
Total Expenditures	<u>4,773</u>	<u>6,015</u>	<u>38,012</u>	<u>2,887</u>
Excess (Deficiency) of Revenues				
Over Expenditures	0	0	0	0
Other Financing Sources (Uses)				
Transfers In				
Transfers Out				
Total Other Financing Sources (Uses)	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Net Change in Fund Balances	0	0	0	0
Fund Balances - Beginning	0	0	0	0
Fund Balances - Ending	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

PINECREST ACADEMY OF IDAHO
Combining Statement of Revenues, Expenditures, and Changes in
Fund Balances - Nonmajor Governmental Funds
Year Ended June 30, 2024

	Total
Revenues	
Local Revenue	\$22,646
State Revenue	77,138
Federal Revenue	164,420
Total Revenues	264,204
Expenditures	
Instructional Programs	
Elementary School	195,371
Special Education	40,899
Support Service Programs	
Instruction Improvement	0
Board of Education	0
School Administration	0
Business Operation	0
Buildings - Care	0
Maintenance - Student Occupied	0
Security	0
Pupil-To-School Transportation	0
Non-Instructional Programs	
Child Nutrition	0
Student Activity	25,027
Capital Assets - Student Occupied	0
Debt Service - Principal	0
Debt Service - Interest	0
Total Expenditures	261,297
Excess (Deficiency) of Revenues	
Over Expenditures	2,907
Other Financing Sources (Uses)	
Transfers In	0
Transfers Out	0
Total Other Financing Sources (Uses)	0
Net Change in Fund Balances	2,907
Fund Balances - Beginning	12,317
Fund Balances - Ending	\$15,224



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

Board of Directors
Pinecrest Academy of Idaho

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the Pinecrest Academy of Idaho (the School), as of and for the year ended June 30, 2024, and the related notes to the financial statements, which collectively comprise the School’s basic financial statements, and have issued our report thereon dated October 29, 2024. In our report, we expressed a qualified opinion on the governmental activities as management has elected not to adopt the provisions of GASB 75 *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions*.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School’s internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School’s internal control. Accordingly, we do not express an opinion on the effectiveness of the School’s internal control.

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

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that have not been identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School’s financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the

determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance. Accordingly, this communication is not suitable for any other purpose.

Quest CPAs PLLC

Meridian, Idaho
October 29, 2024

THIS IS TO CERTIFY THAT

Pinecrest Academy Of Idaho

has met the criteria for educational quality
established by the Cognia Global Commission
and is hereby presented this

Certificate of Accreditation

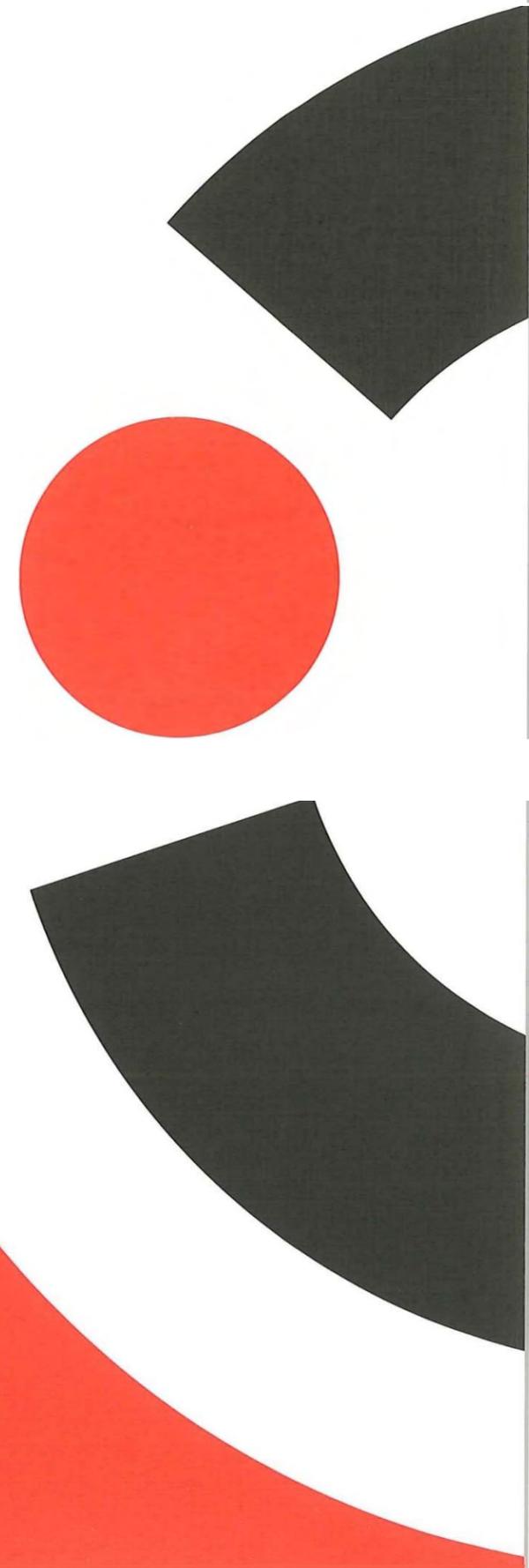
by the North Central Association Commission on Accreditation and School Improvement, the Northwest Accreditation Commission, and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement.

Valid Through 6/30/2028



Mark A. Elgart

Mark A. Elgart, Ed.D.
President and CEO, Cognia



IPCSC Board Meeting Observation Summary

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

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

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

Observation Date: 1/17/23

Observer: Melissa-Jo Rivera

School Board Director’s Name	Office (if applicable)	Present/Remote/Absent
Alex Castaneda	Board Chair	Present
David Gadd	Board Member	Present
David Taylor	Vice Chair	Present
David Walquist	Treasurer	Present
Lucy Keaton	Secretary (former)	Absent
Kyle Woodhouse	Secretary	
School Leadership	Title	Present/Remote/Absent
Andy Mirhaj	Principal	Present
David Lister	Executive Director	Remote
Michael O’Dowd		Remote

Observation Category	Status	Date
Open Meeting Law	No Concern	1/17/23
Public Participation	No Concern	1/17/23
Operational Efficacy	No Concern	1/17/23
Academic Achievement	No Concern	1/17/23
Financial Health	No Concern	1/17/23

Additional Notes (As Applicable)

- Governing Board Elections: Alex Castaneda and Kyle Woodhouse were elected to the Board for a second term of five years. Alex was reelected as Chair. David Taylor was re-elected as Vice-Chair. David Walquist was re-elected as Treasurer.
- Lucy Keaton completed three 1-year terms as secretary and, per the Board's bylaws, could not be reelected to the position.
- Kyle Woodhouse was elected as Secretary
- Ms. Fitzgibbons provided an in-depth review of academic performance covering student progress, challenges, and areas of improvement.
- The school board reviewed community survey responses and feedback provided by recipients of survey which included both families and staff.
- School entered into executive session. Action was taken after entering public session.
- Board members were engaged in agenda, and conducted a professional and transparent meeting.
- Overall, the program manager did not have any concerns regarding meeting conduct, transparency or agenda items.

IPCSC Lottery Observation Summary

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

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

Observation Date: 3/6/23

Observation Location: Onsite and Virtual

Observer: *Melissa-Jo Rivera*

School Personnel Present	Office (if applicable)
Jenn Elison	Academica Representative
David Lister	Executive Director
Angie Story	Academica Representative
Neutral Third-Party Conducting Draw	Title
*Unclear at this time	

Observation Category	Status	Date
Enrollment Deadline Notification	No Concern	3/6/23
Enrollment Form	No Concern	3/6/23
Lottery Process	No Concern	3/6/23

Additional Notes (As Applicable)

Deadline Notification & Enrollment Application |

- The school did not meet the three months-notice of deadline requirement and was made aware.
- PSA was provided by the school and in compliance.
- The school included a non-discrimination statement along with the enrollment deadline information.
- At this time, it is unclear who filled the role of the neutral-third party requirement. Please provide the name and role of the individual that was considered the neutral third party for selection process.

Equitable Selection Process |

- The school utilized “Lottery Center”, a proprietary software program through Academica.
- The school made available to the public via third party application (Zoom) to observe the equitable selection process.
- The representative of Academica conducting the operations within the program communicated the procedure and steps being taken as selection process was taking place.
- The school provided a grade level breakout of open seats, applications received and the grade levels allowing for all student acceptance.
- The representative informed the audience that the Board approved a randomize grade level draw at a previous meeting. This practice should be done by the neutral third party.
- Once the lottery button was selected student first/last name and grade level information were present briefly on the screen. I would guide to work with legal counsel to review FRPA laws and compliance and ensure student data is protected.
- Families were informed they would receive communication from PAI via email, as well as provided families with contact information

Equitable Selection Process |

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

- As a reminder, please review the requirements for neutral third party during the equitable selection process. This individual should be someone with whom there is no vested interest in to the outcome of those students selected. Please review [IDAPA 08.02.04.203](#) for further information regarding the requirement for a neutral third party and their roles and responsibilities.
- As a reminder, “In addition, petitioners shall ensure that such process includes the dissemination of press release or public service announcements, to media outlets that broadcast within, or disseminate printed publications within, the area of attendance of the public charter school; petitioners must ensure that such announcements are broadcast or published by such media outlets on not less than three (3) occasions, beginning not later than fourteen (14) days prior to the enrollment deadline each year.” Please see [IDAPA 08.02.04.203](#) for further information.



January 24, 2025

Pinecrest Academy of Idaho

Re: Notice and Acknowledgement of Commission Director's Recommendation for Renewal of Charter with Conditions

Delivered via email to:

Board Chair, Alex Castaneda, alex.castaneda@pinecrestidaho.org

School Leader, Andy Mirhaj, andy.mirhaj@pinecrestidaho.org

Dear Pinecrest Academy of Idaho Leaders,

Pursuant to Idaho Code section 33-5209A, the Director of the Idaho Public Charter School Commission ("Commission") recommends that the charter for Pinecrest Academy of Idaho (Pinecrest Academy) be renewed provided that Pinecrest Academy agrees to comply with the conditions listed below in Section I.

If Pinecrest Academy agrees to accept the Director's recommendation as presented below, an authorized representative of Pinecrest Academy must complete the Consent Agreement, attached to this Notice as Attachment A, and return to the Director **by no later than January 31, 2025** to the following email address: pcsc@osbe.idaho.gov.

If Pinecrest Academy does not accept the Director's recommendation as presented herein and wishes to have an administrative hearing before the Commission, an authorized representative of Pinecrest Academy must notify the Director **by no later than January 31, 2025** to the following email address: pcsc@osbe.idaho.gov.

If Pinecrest Academy does not complete the Consent Agreement and return it to the Director **by January 31, 2025**, Pinecrest Academy inaction will be interpreted as a request for administrative hearing for conditions not accepted.

I. DIRECTOR'S RECOMMENDATION TO RENEW WITH CONDITIONS

The Director recommends that Pinecrest Academy charter be renewed subject to the following conditions:

Condition 1: Pinecrest Academy must achieve a minimum 2% year-over-year increase in English Language Arts Proficiency. If the school achieves a Meets Standard rating in English Language Arts Proficiency for two consecutive years this condition is considered met.

Condition 2: Pinecrest Academy must achieve a minimum 2% year-over-year increase in English Language Arts Growth. If the school achieves a Meets Standard rating in English Language Arts Proficiency for two consecutive years this condition is considered met.

Condition 3: Pinecrest Academy must achieve a minimum 3% year-over-year increase in Literacy Proficiency. If the school achieves a Meets Standard rating in Literacy Proficiency for two consecutive years this condition is considered met.

Condition 4: Pinecrest Academy must achieve a positive trend in the Debt to Asset Ratio measure annually until this condition is satisfied. If the school achieves a Meets Standard rating in the Debt to Asset Ratio measure for two consecutive years this condition is considered met.

A handwritten signature in black ink, appearing to read 'Joshua Whitworth', written over a horizontal line.

Joshua Whitworth
Director
Idaho Public Charter School Commission

ATTACHMENT A:

**CONSENT AGREEMENT
ACCEPTING DIRECTOR'S RECOMMENDATION**

**CONSENT AGREEMENT
ACCEPTING DIRECTOR'S RECOMMENDATION**

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

1. On behalf of Pinecrest Academy, the undersigned authorized representative acknowledges the receipt of the Notice and Acknowledgment of Commission Director's Recommendation for Renewal of Charter with Conditions, dated January 24, 2025 ("Notice").
2. Pinecrest Academy understands and acknowledges the recommendation of the Director, and agrees to accept the conditions as proposed in the Notice and restated below:

Condition 1: Pinecrest Academy must achieve a minimum 2% year-over-year increase in English Language Arts Proficiency. If the school achieves a Meets Standard rating in English Language Arts Proficiency for two consecutive years this condition is considered met.

Condition 2: Pinecrest Academy must achieve a minimum 2% year-over-year increase in English Language Arts Growth. If the school achieves a Meets Standard rating in English Language Arts Proficiency for two consecutive years this condition is considered met.

Condition 3: Pinecrest Academy must achieve a minimum 3% year-over-year increase in Literacy Proficiency. If the school achieves a Meets Standard rating in Literacy Proficiency for two consecutive years this condition is considered met.

Condition 4: Pinecrest Academy must achieve a positive trend in the Debt to Asset Ratio measure annually until this condition is satisfied. If the school achieves a Meets Standard rating in the Debt to Asset Ratio measure for two consecutive years this condition is considered met.

3. Pinecrest Academy understands and acknowledges that the Director's recommendation will be presented to the Idaho Public Charter School Commission ("Commission"). Pinecrest Academy further understands and acknowledges that the Commission is under no obligation to agree with the Director's recommendation and is under no obligation to adopt this Agreement.
4. Pinecrest Academy understands and acknowledges that if the Commission approves the renewal of Pinecrest Academy's charter, the Commission and Pinecrest Academy shall execute a new performance certificate, as defined in Idaho Code section 33-5202A(7), by no later than June 30, 2025.
5. Pinecrest Academy understands and acknowledges that by accepting the Director's recommendation as proposed in the Notice and entering into this Agreement, Pinecrest Academy

freely and voluntarily waives all further procedural rights with regard to enforcement of this Agreement. The procedural rights waived by signing this agreement include, but are not limited to: a full and complete administrative hearing; the right to present evidence or to call witnesses; the right to confront and cross-examine witnesses, the right to reconsideration, and the right to appeal this matter to district court.

6. By signing below, the authorized representative attests that he or she has authority to sign this Agreement on behalf of Pinecrest Academy.

Michelle McLane

Authorized Representative
Board Chair/President
[Pinecrest Academy of Idaho]

1/31/2025

Date

Joshua Whitworth

Joshua Whitworth
Director
Idaho Public Charter School Commission

1/24/2025

Date

IV. CONSIDERATION OF AGREEMENTS TO RENEW CHARTER WITH CONDITIONS

B. Doral Academy of Idaho

APPLICABLE STATUTE, RULE, OR POLICY

The Accelerating Public Charter School Act at Idaho Code §33-5201, et seq.

SUMMARY

In 2019, Doral Academy of Idaho was approved for operations with a five-year operating contract. The school began operations in fall 2020. The current certificate term is from July 1, 2020 to June 30, 2025.

Doral Academy of Idaho has met expectations in all operational measures and most financial measures for the FY24 school year, showing overall improvement compared to previous years. However, Academic performance in FY24 has either fallen into the "Does Not Meet" or "Approaches" categories, representing a decline from previous years. The school is recommended for renewal with conditions.

STAFF RECOMMENDATION OF CONDITIONS

Condition 1: Doral Academy must achieve a minimum 3% year-over-year increase in Math Proficiency for the duration of this Performance Certificate term. If the school achieves a Meets Standard rating in Math Proficiency for two consecutive years this condition is considered met.

Condition 2: Doral Academy must achieve a minimum 3% year-over-year increase in Math Growth. If the school achieves a Meets Standard rating in Math Growth for two consecutive years this condition is considered met.

Condition 3: Doral Academy must achieve a minimum 3% year-over-year increase in English Language Arts Proficiency. If the school achieves a Meets Standard rating in ELA Proficiency for two consecutive years this condition is considered met.

Condition 4: Doral Academy must achieve a minimum 2% year-over-year increase in English Language Arts Growth. If the school achieves a Meets Standard rating in ELA Growth for two consecutive years this condition is considered met.

Condition 5: Doral Academy must achieve a minimum 2% year-over-year increase in Literacy Proficiency. If the school achieves a Meets Standard rating in Literacy Proficiency for two consecutive years this condition is considered met.

Condition 6: Doral Academy must achieve a positive trend in the Debt to Asset Ratio measure annually until this condition is satisfied. If the school achieves a Meets Standard rating in the Debt to Asset Ratio measure for two consecutive years this condition is considered met.

COMMISSION ACTION

A motion to approve the consent agreement for conditional charter renewal as presented for **[school name]**, thereby approving the school's renewal application and renewing its charter for a **[six-year] [twelve-year]** operational term starting July 1, 2025;

OR

A motion to reject the consent agreement for charter renewal as presented, to conditionally renew the charter for **[school name]**, and to approve the school's renewal application, renewing the school's charter for a **[six-year] [twelve-year]** operational term beginning July 1, 2025, with the following conditions: **[state revised/new condition(s) in full, including the due date(s)]**;

OR

A motion to reject the consent agreement for charter renewal for **[school name]** as presented and to proceed with a charter renewal hearing before March 15, 2025.



Renewal Packet

Doral Academy of Idaho
2511 W Cherry Lane
Meridian, ID 83642
<https://www.doralidaho.org/>



Doral Academy of Idaho Performance Summary – 2021-2024

Summary: In 2019, Doral Academy of Idaho was approved for operations with a five-year operating contract. The school began operations in fall 2020. The current certificate term is from July 1, 2020 to June 30, 2025.

Doral Academy of Idaho has met expectations in all operational measures and most financial measures for the FY24 school year, showing overall improvement compared to previous years. However, Academic performance in FY24 has either fallen into the "Does Not Meet" or "Approaches" categories, representing a decline from previous years. The school is recommended for renewal with conditions.

Mission Statement: Through arts integration, individual students focus, and rigorous academics, Doral Academy of Idaho will place students on a path for success at the college and career level.

Board Chair: Sara Frost

School Leader: Michael Shapiro

Model: Arts-Integration Instruction

Demographics:

Grades Served: K-8; Enrollment Capacity: 489

Student Population %	2024	2023	2022	2021
Non-White Doral Academy	30%	26%	26%	23%
Non-White Doral Academy Comparison District	24%	23%	28%	
Hispanic Doral Academy	22%	18%	19%	17%
Hispanic Doral Academy Comparison District	13%	12%	14%	
Students w/Disabilities Doral Academy	13%	16%	15%	15%
Students w/Disabilities Doral Academy Comparison District	11%	11%	13%	
Economically Disadvantaged Doral Academy	22%	17%	9%	18%
Economically Disadvantaged Doral Academy Comparison District	25%	23%	18%	

Performance Outcomes:

The performance outcomes, by which IPCSC charter schools are evaluated for renewal, are defined in the Commission's [Performance Framework Guidance](#). Doral Academy of Idaho's comprehensive



Doral Academy of Idaho, Inc. Performance Summary

Annual Performance Reports and current performance certificate are available at the following link: chartercommission.idaho.gov/schools/doral-academy-of-idaho/.

The key to the summary of performance ratings in the following tables is as follows:

Exceeds Standard (E)	Meets Standard (M)	Approaches Standard (A)	Does Not Meet Standard (DNM)	Not Rated Due to Pandemic (NR)	Data Not Available (NA)
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Academics				
Indicator	2024	2023	2022	2021
Math Proficiency	35% DNM	44% A	<48% E	NR
Math Growth	43% DNM	53% A	NA	NR
ELA Proficiency	48% DNM	52% A	63% M	NR
ELA Growth	75% A	67% A	NA	NR
Literacy Proficiency	Fall IRI: 58%	Fall IRI: 52%	Fall IRI: 49%	NR
	Spring IRI: 64% DNM	Spring IRI: 62% M	Spring IRI: 64% M	
College & Career Readiness/ 4Yr ACGR	NA	NA	NA	NR

Operational Governance				
Indicator	2024	2023	2022	2021
Governance Structure	M	E	M	M
Governance Oversight	M	M	M	A
Governance Compliance	NA	E	M	M
Management				
Indicator	2024	2023	2022	2021
Student Services	M	M	A	M
Data Security/Transparency	M	E	M	M
Facility & Services	M	E	M	M
Operational Compliance	NA	A	A	M



Doral Academy of Idaho, Inc. Performance Summary

Financial				
Near Term Health				
Indicator	2024	2023	2022	2021
Current Ratio	3.71 E	2.7 E	4.52 E	NR
Unrestricted Days Cash	162 E	138 E	255 E	NR
Default	None E	None M	None M	NR
Enrollment Variance	NA	81% DNM	79% DNM	NR
Sustainable Health				
Indicator	2024	2023	2022	2021
Total Margin	NA	-27.4% DNM	-37.9% A	NR
Multi-Year Cash Flow	NA	\$867,140 A	\$1,468,063 M	NR
Debt Service Coverage Ratio	1.66 E	-0.18 DNM	-1.38 A	NR
Debt Asset Ratio	1.15 DNM	1.2 DNM	1.08 A	NR
Financial Compliance	Yes E	Yes M	Yes E	NR



DORAL ACADEMY of Idaho

2511 W. CHERRY LANE
MERIDIAN, ID 83642

LEA NUMBER: 550

BUILDING NUMBER: 801

BOARD CHAIR

SARA FROST

(208) 291-8331

Sara.Frost@doralidaho.org

SCHOOL LEADER

MICHAEL SHAPIRO

(208) 639-2459

Michael.Shapiro@doralidaho.org

MISSION

*THROUGH ARTS INTEGRATION, INDIVIDUAL STUDENT FOCUS, AND RIGOROUS ACADEMICS,
DORAL ACADEMY OF IDAHO WILL PLACE ALL STUDENTS ON A PATH FOR SUCCESS AT THE
COLLEGE AND CAREER LEVEL.*

Grade	2024-25
K	41
1	36
2	44
3	40
4	34
5	42
6	44
7	27
8	22
Total¹	330

¹ As of December 12, 2024.

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Appendix 3 includes a Strategic Plan adopted by the Doral Academy of Idaho Board of Directors on August 22, 2024. This document evidences certain Goals, Objectives, and Strategies proactively crafted by the Governing Board to address concerns identified in the SPCSC’s current Performance Report.	
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Appendix 4 includes Doral Academy of Idaho’s latest Continuous Improvement Plan for 2024-2025. This document is a structured, data-driven framework designed to guide ongoing efforts to enhance student achievement, operational effectiveness, and overall school quality.	

Narrative

EXECUTIVE SUMMARY

Mission and Vision

Mission

Through arts integration, individual student focus, and rigorous academics, Doral Academy of Idaho will place all students on a path for success at the college and career level.

Vision

Doral Academy of Idaho seeks to improve our community by creating students who think critically and analytically, are confident decision makers, utilize problem-solving skills, work collaboratively, and are imaginative and creative thinkers. We are committed to equipping students with the skills and personal growth necessary to be successful scholars throughout life.

History

Doral Academy of Idaho (DAI) at Meridian is affiliated with and replicates the high-performing Doral Academy tuition-free, charter school network. Doral Academy Inc. (Doral Academy) was founded in Florida in 1999. Nationwide, the Doral Academy network supports over 15,000 students at sixteen campuses in six states. Schools are in Doral, Florida; Las Vegas and Reno, Nevada; Westminster, Colorado; Raleigh, North Carolina; Buda, Texas; and Meridian, Idaho.

The DAI public charter school serves Kindergarten through 8th grade students in Meridian, Idaho. DAI is dedicated to creating an enhanced and engaging educational experience for all its students. It provides an academically challenging learning environment that strongly emphasizes arts integration teaching strategies. These strategies have proven to increase literacy, cognitive, and social development and will build a foundation for all students to be college- and career-ready.

Doral Academy's Purpose

The vision of Doral Academy is to provide a high-quality, seamless education that maximizes student potential and kindles a pursuit of lifelong learning. The schools within the system offer a curriculum that contributes to the vision by providing students with a full range of opportunities in the classroom, as well as through clubs and community service, to learn and develop skills that will empower them to become lifelong learners. Students learn about the importance of communication, conflict resolution, ethics, reasoning, and applying what they have learned and

researched. Through this combination of skills, Doral Academy schools hope to encourage students to continue pursuing knowledge beyond high school graduation.

The mission of Doral Academy focuses on continually developing a high-quality educational learning environment where a community of stakeholders is dedicated to promoting an exceptional educational experience with an obligation to ensure that our students engage in rigorous learning opportunities that will help them strive for academic achievement and a desire to be lifelong learners and successful leaders in their professional careers. Doral Academy schools provide opportunities for all students to learn by considering the student's needs, as evidenced by the data collected. Staff at the system and school level set high academic and social expectations for the students and ensure that students learn in meaningful and innovative ways.

It is the commitment of each Doral Academy school to uphold high expectations for all, to create safe and caring learning environments, and to maintain a culture where parents, teachers, students, governing board members, and community stakeholders work as a cohesive team. This common commitment aligned with the vision to provide a high-quality education to develop lifelong learners has yielded the academic success of Doral Academy. The driving force behind this success is the motivation and dedication of each stakeholder, not just to maintain that vision but to strive to reach beyond it continuously from year to year. The result has been a school system characterized by successful students, innovative educators, exceptional administrators, committed board members, and engaged parents.

Doral Academy Inc. Named a School System of Distinction by Cognia

Doral Academy Inc. has been recognized as a School System of Distinction by Cognia. This national nonprofit organization provides quality assurance for schools, school districts, and education service providers nationwide. Doral Academy Inc. is one of eleven systems selected from sixteen states and seven countries for this distinguished honor.

Doral Academy Inc. earned this recognition based on the results of a rigorous review process. Over 1,350 engagement reviews were completed during the 2023-24 school year. Cognia's Global Accreditation provides Doral with a nationally recognized mark of quality for its school system.

Cognia recognizes schools and districts worldwide that meet rigorous standards focused on productive learning environments, equitable resource allocation, and effective leadership. To earn

this accreditation, a school system must undergo both internal and external reviews. Earning this accreditation means that the school system meets performance standards and maintains a commitment to continuous improvement. Schools and systems in good standing can maintain their accreditation for a six-year term.

Doral Academy of Idaho's Increasing Enrollment

In 2020, Doral Academy of Idaho opened its doors to 151 students in grades K-5. In 2021, DAI welcomed 210 students in grades K-6. In 2022, the school grew again to 252 students in grades K-7. Last year, DAI completed its build-out for grades K-8 with 324 students. For the current school year, DAI has increased its enrollment to 330 students in grades K-8, allowing it to register approximately ninety additional students.

Based on the demographic summary included in the Idaho Public Charter School Commission's Annual Performance Report for the 2023-24 school year, DAI has a higher percentage of Hispanic students (22% versus 13%) and students with disabilities (13% versus 11%), and a relatively comparable percentage of economically disadvantaged students (22% versus 25%) as its identified comparison group of the Joint School District No. 2.

Family Testimonials

The following testimonials are emblematic of what our parents and families are saying about Doral Academy of Idaho:

"My kids love being at Doral! We thought they were doing fine at their previous school, (they were average students) but now they are achieving so much more at Doral. Their confidence has grown and they are proud of their accomplishments. The teachers give great feedback, and reply quickly when emailed. The staff is so caring and warm. I feel like their teachers are truly invested in each child's success. The school has been able to navigate online and in-person learning much easier and much more successfully than a large school district. I'm not worried about if my kids are going to be left behind or will struggle to catch up. Moving to this school was a great decision for our family."

"We love Doral! My boys have thrived there. The teachers and principal really care about the students. Also, I feel they handled everything well with the difficulties school faced with COVID-19. Overall, it has been a perfect fit for us."

"This school is perfect for my son. The staff is extremely friendly and they take great care in teaching my son. My son always tells me how much fun he had at school each time I pick him up."

“Great staff and have been open more than West Ada. Our kids have really thrived here and enjoy class time with their classmates.”

“Absolutely amazing staff, kind, helpful and very caring. I have two children that attended and their teachers go above and beyond, along with all the staff. Perfectly sized classrooms, not over crowded. 5 STARS”

“My daughter is a kindergartener at Doral and she loves it. All of her teachers are going the extra mile to make sure the kids have a great year, despite Covid related restrictions. Communication with staff and administration has exceeded our expectations. We will definitely be enrolling our two other children when the time comes!”

“Friendly, caring staff! Professional administration, Special Needs teachers are very responsive to my fifth grader. This school I would recommend to all parents in Meridian. They have been courageous in that the school has been open during the pandemic...for the most part.”

“Amazing School, amazing principal! Has been the best experience for my first grade son! He really struggles with school and the special ed director was able to put him on an IEP plan from the start and he’s doing so much better. Love the small class sizes as well and individualized attention!”

“Doral Academy has exceeded our expectations. My kids are truly thriving. They love school! I love the small class sizes and how involved the teachers are in the individual learning of each kid. Highly recommend”

Accomplishments of Doral Academy of Idaho

DAI recently completed its winter i-Ready diagnostic assessments for Math and Reading (see attached [Appendices 1](#) and [2](#)). The table below illustrates our students’ progress since the fall diagnostic testing period.

Table 1. i-Ready Comparisons for DAI’s Fall and Winter Assessments

	Math		ELA	
	Fall	Winter	Fall	Winter
Mid or Above Grade Level	2%	15%	17%	28%
Early on Grade Level	17%	22%	18%	26%
One Grade Level Below	58%	47%	43%	32%
Two Grade Levels Below	14%	8%	15%	6%
Three or More Grade Levels Below	8%	8%	8%	7%

This data demonstrates significant improvement between the fall and winter assessments. Notably, the percentage of students performing early on to above grade level increased in Math and ELA. Additionally, there was a marked decrease in the number of students testing one or two grade levels below in both subjects.

While fewer than 10% of students remain three or more grade levels below, this represents a key area for focused intervention. These results provide early evidence of DAI's commitment to focus on efforts to enhance academic outcomes and ensure all our students are on the path to success.

I. EDUCATIONAL PROGRAM

Educational Philosophy

Doral Academy of Idaho’s educational philosophy is built upon innovative learning methods. Through the arts (music, dance, theatre, visual arts, and media production), students can learn in a way that meets their unique cultural, intellectual, social, and emotional needs. Students’ minds will be opened, and their understanding will be deepened through project-based learning. Learning will focus on creativity, problem-solving, collaboration, perseverance, and the ability to work through the rigorous demands set forth by the Idaho Content Standards (ICS) and measured by the Idaho Standards Achievement Test (ISAT).

As Lynne B. Silverstein and Sean Layne from the Kennedy Center defined, “Arts Integration is an approach to teaching in which students construct and demonstrate understanding through an art form. Students engage in a creative process which connects an art form and another subject area and meets evolving objectives in both.”² At DAI, instruction in core subjects (i.e., math, reading, science, etc.) is integrated with content and skills from the arts—dance, music, theater, and the visual arts. Students at DAI will benefit from a seamless blending of the content and skills of an art form with those of a co-curricular subject.

The benefits of arts integration on educational and social outcomes for students has long been a topic of study and, is thus, founded in sound research. Here are a few examples of this research:

- Arts integration is highly effective in engaging and motivating students.³
- Arts integration positively affects student academic achievement and executive functions (i.e., representational knowledge, operational processes, self-regulation).⁴
- Students in an arts-integrated classroom are more likely to pass assessments in English language arts and mathematics.⁵

² Silverstein, Lynne B. & Layne, Sean. “Defining Arts Integration.” (2010). The John F. Kennedy Center for the Performing Arts.

³ Hardiman, M., Rinne, L. and Yarmolinskaya, J. (2014), “The Effects of Arts Integration on Long-Term Retention of Academic Content.” *Mind, Brain, and Education*, 8: 144-148.

⁴ Moss, T. E., Benus, M. J., & Tucker, E. A. (2018). “Impacting urban students’ academic achievement and executive function through school-based arts integration programs.” *SAGE Open*, 8(2), 1–10.

⁵ Walker, E., Tabone, C., & Weltsek, G. (2011). “When achievement data meet drama and arts integration.” *Language Arts*, 88(5), 365–372.

- The arts can engage students who are not typically reached through traditional teaching methods, including those from economically disadvantaged backgrounds, reluctant learners, and those with learning disabilities.^{6,7,8}
- Through experimenting with different art forms and processes, students learn to take risks through exploration and to develop flexible thinking skills, envisioning from various vantage points and responding to new possibilities in the creative process.⁹

Arts integration enables students to make meaningful connections to one another, themselves, their world, and other content areas. It supports academic achievement and improved social behavior while enhancing school climate and parental involvement. Instruction through arts integration is a mutually beneficial method of teaching.

Through the arts, students can approach the content in other subject areas via multiple entry points and, in turn, solidify their understanding of the arts by integrating it with core academic subjects. Additionally, the arts provide students with multiple modes for demonstrating learning and competency, and they enliven the teaching and learning experience for entire school communities.

DAI is committed to engaging all learners by educating the whole person: mind, body, and heart. DAI believes that high achievement standards in a culturally responsive school environment can be realized through active learning, using an arts-integrated approach that nurtures a strong sense of belonging to the school.

Student Academic Achievement Standards

DAI's educational goals for improving student achievement each year aim to increase student proficiency yearly, remain competitive with district and state achievement targets, and increase student performance and learning gains annually.

⁶ Deasy, R.J. (Ed.). (2002). *Critical links: Learning in the arts and student achievement and social development*. Washington, D.C.: The Arts Education Partnership.

⁷ Fiske, E.B. (1999). *Champions of change: The impact of the arts on learning*. Washington D.C.: Arts Education Partnership and the President's Committee on the Arts and the Humanities.

⁸ Stevenson, L.M. & Deasey, R.L. (2005). *Third space: When learning matters*. Washington D.C.: Arts Education Partnership.

⁹ Ibid.

Key Educational Design Elements, Curricula, Tools, & Instructional Methods

Replicated Educational Model & Affiliation

DAI replicates the highly successful curriculum model of Doral Academy Inc. The Doral Academy affiliation is a key partnership in the success of the curriculum development plan. The Doral Academy curriculum model includes four key components:

1. **Standards-Aligned Curriculum** - As Idaho formally adopted the Common Core State Standards (CCSS) as the ELA and Mathematics components of the Idaho Content Standards (ICS), the Doral Academy program replicates and aligns with the rigor of the ICS. The framework will be taught using arts integration strategies and methods aligned with the core content.
2. **Arts Integration** - Arts Integration instructional strategies and methods are best practices for teaching the curriculum by fusing an art form (drama, music, art, etc.) within the learning process.
3. **Basal Textbooks and Other Support Materials** - Standards-aligned materials that support learning.
4. **Data-Driven Instruction Model** - Doral Academy has the philosophy that their schools should meet the needs of the community in which they are located and the students they serve. Thus, DAI will use results on student interim and summative assessments to make data-driven decisions for the benefit of the student.

The Doral Academy Affiliation Agreement supports best practices in implementing this curriculum model. The support provided by Doral Academy includes, but is not limited to, a standards-aligned curriculum; developing school-specific course scope and sequences based on local community needs and designed to increase buy-in of teachers and leadership; Arts Integration instructional strategies and methods; a Data-Driven Instructional model; Positive Behavioral Support (PBS); and staff training. With this support, DAI's Governing Board and Principal can plan their course scope and sequences and select the type(s) of art form (instructional strategies) that will be implemented in the school. This model allows DAI to best meet the needs of its unique community while simultaneously being able to draw expert support to ensure student success.

English Language Arts

Through carefully designed differentiated literacy instruction, DAI's ELA instruction will follow the ICS for English/Literacy in practices consisting of the following:

- Building a strong reading foundation
- Accessing complex text
- Finding and using text evidence
- Engaging in collaborative conversations
- Writing for different genres

DAI's elementary reading series, *Wonders*, uses diverse print and digital media and provides the instructional support and materials necessary to teach the rigor, intent, and depth needed to fulfill and extend students' literacy learning. For middle school students, the school utilizes the SpringBoard curriculum. DAI envisions our teachers building on this content with engaging lessons that, among other things, integrate the arts into language study.

For example, one exciting lesson developed by Doral's partner, the Kennedy Center, is entitled "Adjective Monster." This lesson begins with a read-aloud of the children's book *Go Away Big Green Monster* and brief direct instruction, using examples from the text, explaining what an adjective is and how it is used to describe an emotion or an element of someone's appearance. Students then brainstorm a list of adjectives to describe monsters as a group. After each student selects a favorite adjective to describe a monster, they design their monster by reflecting that adjective using geometric shapes and construction paper. The teacher circulates both to monitor for on-task behavior and to check for understanding. The lesson culminates in a gallery walk where students can explain their monsters and favorite adjectives.

According to [Idaho Admin. Code r. 08.02.03.103\(a\) \(2022\)](#), students in elementary school will receive instruction in cursive writing under the subject area of Language Arts and Communication consistent with the Idaho Content Standards for English Language Arts/Literacy: Literacy in History/Social Studies, Science, Technical Subjects, and Handwriting. This directive ensures that handwriting, including cursive, is a part of the language arts curriculum in Idaho's elementary education system.

Mathematics

DAI will also follow the ICS for Mathematics. The following practices are embedded throughout the school's mathematics curriculum:

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

These mathematical practices are utilized along with DAI's core elementary mathematics program, *Investigations*, to deepen the student's knowledge of arithmetic, basic facts, and, most importantly, mathematical thinking, conceptual understanding, and reasoning. The integration of the arts into mathematics will take many forms.

For example, standard [3.OA.D.9](#) of the Common Core State Standards for Mathematics for third grade, under the domain Operations and Algebraic Thinking (OA), specifically focuses on patterns and rules in arithmetic. One early elementary lesson, expanding on a Kennedy Center lesson, builds on this standard, “[i]dentify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.”

Students study A-B and more complex patterns in arts and mathematics. Through this exploration, students will learn new applications of the words pattern and repetition, recognize A-B patterns and more complex patterns in nature and manmade objects or material, construct an A-B pattern and more complicated patterns using small manipulatives, practice A-B patterns and more complex patterns using simple items found in the classroom, and participate in a group activity that reinforces the A-B pattern and more complicated patterns. For middle school students, the school utilizes the SpringBoard Curriculum.

Scope and Sequence/Pacing Guide and Curriculum Selection

The school faculty will develop a scope and sequence or pacing guide for each course. DAI will receive support in Professional Development to set this process up through the Doral Academy

affiliation. This tool serves as the basis for lesson plan development to ensure that all benchmarks are addressed promptly. The scope, sequence, or pacing guide will largely align with the basal text. Teachers will develop and provide additional resources, such as novels of varying genres, as may be necessary, to teach benchmarks that need to be adequately addressed in the basal text. The school's faculty have developed a reading and mathematics instructional focus calendar to provide a framework that enables all faculty and support staff to address the same standards simultaneously. As teachers plan both as grade-level cohorts and individually in their classrooms, they will make sure to identify (1) the overall goal of the lesson/unit, (2) what students will understand as a result, and (3) measurable objectives that align with the (a) content strand(s) and (b) art strand.

Integrating the Arts Instructional Strategies

Arts Instructional Strategies and Methods are the best practices utilized to teach the curriculum, fusing an art form with the learning process. Integrating the arts is a multi-tiered process that takes several years. Following the model of Doral Academy and working with the Kennedy Center of Performing Arts, DAI will use the same process to integrate Arts Instructional Strategies and Methods to teach the standards-aligned curriculum.

DAI implements two school-wide Arts Instructional Strategies and Methods each year. All staff will receive professional development on these strategies. The school only selects two so they can be taught with fidelity and so that students can learn to produce the outcomes of the methods comprehensively. All staff will implement these strategies and techniques throughout their core curriculum. Each year, the school will add additional school-wide strategies to broaden its toolbox of Arts Instructional Strategies. DAI will start with one core curriculum area to focus on arts integration strategies and, each year, add another core curriculum area.

Deeper Level Thinking Skills

Planning, enacting, and reflecting upon the creations developed from the arts integration methods are essential to developing deeper-level thinking skills. Integration of the visual arts, along with engaging drama and dance activities, support the refinement of reading skills that facilitate the deeper level of thinking and enhanced comprehension skills embedded throughout the ICS:

- **Developing Sensory Images** - Use multiple senses to create mental images when reading by visualizing the text's setting, characters, and action, making a mental movie.

- **Inferring** - Draw conclusions and make interpretations based on information provided, but not specifically stated, reading between the lines.
- **Analyze** - The ability to identify and analyze literary elements.
- **Synthesis** - Take information from what they have read, combine it with prior knowledge, and create something new.

Additional Research-Based Instructional Strategies

Teachers will also utilize other research-based instructional strategies, including the following:

- **Differentiated Instruction** - DAI's ultimate goal is to provide a learning environment that maximizes student success potential. Teachers will use differentiated instruction strategies that connect with individual students' 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.
- **Scaffolding** - Teachers will identify individual students' current developmental skills based on assessments and provide support structures to help students move to the next level. As the year progresses, the student becomes more adept at skills, directing learning, and being autonomous.
- **Inquiry-Based Learning** - Based on the scientific method, this student-centered strategy requires students to conduct investigations independently of the teacher unless otherwise directed or guided through the discovery process. Teachers will use this strategy to develop critical thinking and problem-solving skills.
- **Project-based learning (PBL)** - PBL integrates knowing and doing. Students learn knowledge and elements of the core curriculum but also apply what they know to solve authentic problems and produce results that matter. Through PBL, teachers will engage students in DAI projects, where students can use digital tools to deliver high-quality, collaborative products.
- **Information Processing Strategies** - Teaching students "how to" process information is a key factor in teaching them how to strategically organize, store, retrieve, and apply the information presented. Such strategies include memorization, reciprocal teaching, graphic organizers, scaffolding, or webbing.
- **Other High Yield Instructional Strategies** - According to "Classroom Instruction that Works: *Research-based Strategies for Increasing Student Achievement*" by Robert Marzano, the following strategies are highly effective:
 - **Cooperative Learning** - Teachers should limit ability groups, keep groups small, apply strategy consistently and systematically, and assign roles and responsibilities in groups.

- **Identifying similarities and differences** - Students should compare, classify, and create metaphors, analogies, and non-linguistic or graphic representations.
- **Summarizing and Note Taking** - Students should learn to eliminate unnecessary information, substitute some information, keep important information, write/rewrite, and analyze information. Students should be encouraged to put some information into their own words.
- **Nonlinguistic Representations** - Students should create graphic representations, models, mental pictures, drawings, and pictographs and participate in kinesthetic (hands-on) activities to assimilate knowledge. (Also, an arts integration strategy).
- **Generating and Testing Hypothesis** - Students should generate, explain, test, and defend hypotheses using inductive and deductive strategies through problem-solving, history investigation, invention, experimental inquiry, and decision-making.

Professional Development Plan

Doral Academy of Idaho understands the importance of ensuring a high-quality, committed, consistent staff of teachers and leaders. DAI will support the Professional Development (PD) needs of all professional staff by subsidizing college classes, facilitating the attainment of continuing education credits, and offering on-site training. Staff members will participate in school-initiated and other relevant and necessary workshops for professional development. A member of the administrative team will oversee, coordinate, assist, and monitor the staff development process. Teachers can attend relevant local and national conferences and serve as trainers to the remainder of the staff upon returning to DAI. The professional development offered to teachers will align with student achievement data, curriculum, instructional personnel needs, School Improvement Plans, and annual school reports.

DAI's Principal will assess the faculty's professional development needs each school year by surveying faculty and reviewing data for trends that could be addressed through appropriate professional development. This survey will be used to prioritize ongoing professional development.

DAI will provide professional development to aid in the curriculum delivery specific to the school's mission and vision, including, but not limited to:

- **Arts-Integration Instructional Methods** - DAI will receive annual PD on two school-wide Arts Instructional Strategies/Methods. The school only selects two methods so

they will be taught with fidelity, and students can learn to produce the outcomes of the methods comprehensively. Additionally, teachers will receive professional development on other instructional best practices based on their needs identified in the survey.

- **Data-Driven Decision Making** - An interactive workshop to teach faculty how to use specific performance indicators to identify student needs and target instruction.
- **Curriculum Implementation by Grade Level/Subject/Specialty** - Teachers will participate in school-wide and grade level/department training related to curriculum implementation throughout the school year. These include, but are not limited to, Horizontal and Vertical Team Planning, Textbook Training, etc.
- **Serving Exceptional and Educationally Disadvantaged Students** - Teachers will receive professional development on working with students with special needs. This will include, but is not limited to, Differentiated Instruction for at-risk learners, Special Education Students, Gifted and Talented Students, and a Sheltered Instruction Content Model for ELL students. WIDA Screening and Assessment professional development will also be provided to pertinent faculty. Based on the student population and faculty survey, additional training may be offered to support the student body's needs.
- **Differentiated Instruction** - This course teaches faculty how to differentiate and individualize instruction to create effective, targeted lessons and tutoring that increase student achievement and maximize instructional time.
- **Positive Behavioral Support (PBS)** - This training will ensure teachers have the necessary skills to implement classroom intervention strategies (Tier 1-3).
- **Check-In/Check-Out** - This training will instruct teachers on the Check-In/Check-Out Mentoring System.
- **Technology** - Teachers will participate in hands-on technology workshops to learn how to integrate technology into the classroom. The purpose is to ensure schools are growing with technology and that students and teachers are prepared for the expectations of the 21st century and national technology standards.

IPCSC's Academic Concerns from the Current Charter Term

The Idaho Public Charter School Commission's Annual Performance Report for the 2023-24 school year identified the following academic concerns with DAI's Math, ELA, and literacy assessment performance.

Math Proficiency

The IPCSC's latest performance report indicates that DAI "Does Not Meet Standard" for the academic measure of Math Proficiency because DAI's proficiency rate is more than one standard

deviation below the average of DAI's identified comparison group of the Joint School District No. 2. According to the performance report, 59% of the students in the comparison group at the Joint School District No. 2 achieved proficiency on the Math portion of the ISAT while only 35% of DAI's students achieved proficiency on the Math portion of the ISAT.

Math Growth

The IPCSC's latest performance report indicates that DAI "Does Not Meet Standard" for the academic measure of Math Growth because DAI's growth rate is more than one standard deviation below the average of DAI's identified comparison group of the Joint School District No. 2. According to the performance report, 65% of the students in the comparison group at the Joint School District No. 2 achieved growth on the Math portion of the ISAT, while only 43% of DAI's students achieved growth on the Math portion of the ISAT.

ELA Proficiency

The IPCSC's latest performance report indicates that DAI "Does Not Meet Standard" for the academic measure of ELA Proficiency because the DAI's proficiency rate is more than one standard deviation below the average of DAI's identified comparison group of the Joint School District No. 2. According to the performance report, 70% of the students in the comparison group at Joint School District No. 2 achieved proficiency on the ELA portion of the Idaho Standards Achievement Test (ISAT), while only 48% of DAI's students achieved proficiency on the ELA portion of the ISAT.

ELA Growth

The IPCSC's latest performance report indicates that DAI "Approaches Standard" for the academic measure of ELA Growth because DAI's growth rate falls between the average and one standard deviation below the average of DAI's identified comparison group of the Joint School District No. 2. According to the performance report, 76% of the students in the comparison group at the Joint School District No. 2 achieved growth on the ELA portion of the ISAT while only 75% of DAI's students achieved growth on the ELA portion of the ISAT.

Literacy Proficiency

The IPCSC's latest performance report indicates that DAI "Does Not Meet Standard" for the academic measure of Literacy Proficiency because DAI's proficiency rate on the spring

administration of the Idaho Reading Indicator (IRI) statewide literacy assessment is more than one standard deviation below the average of DAI's identified comparison group of the Joint School District No. 2. According to the performance report, 77% of the students in the comparison group at the Joint School District No. 2 achieved proficiency on the IRI's spring literacy assessment while only 64% of DAI's students achieved proficiency on the IRI's spring literacy assessment.¹⁰

DAI's Academic Improvement Plan for the Upcoming Charter Term

Doral Academy of Idaho appreciates the IPCSC's thoughtful analysis and feedback regarding our school's academic performance in the 2023-24 school year. As a school committed to the success and growth of every student, DAI takes these findings seriously. We have already begun implementing targeted measures to address the areas of concern outlined in the report.

Understanding Performance Challenges

DAI humbly acknowledges the performance gaps identified in IPCSC's performance report, particularly in comparison to our identified Joint School District No. 2 comparison group. These outcomes highlight areas where DAI needs to improve and inform the focused strategies we are implementing to elevate student performance.

These academic concerns are partially attributed to the number of new enrollees who entered DAI below grade level, unfamiliar with the Doral instructional model, and unprepared for the rigor of our curriculum. This trend reflects the challenges of rapid enrollment growth, particularly in welcoming students with diverse academic foundations. These academic results broadly underscore the need for increased instructional time and tailored interventions to address the foundational skills of this diverse cohort of incoming students.

DAI's Governing Board has already adopted a broad Strategic Plan (see [Appendix 3](#)) with specific and intentional Goals, Objectives, and Strategies to address the concerns identified in the SPCSC's latest Performance Report.

- **Goal Number 1 - Doral Academy of Idaho will focus on improving student achievement in all grade levels and subgroups while reducing achievement gaps.**

¹⁰ DAI also fails to meet standard for this academic measure because, although DAI's students improved their literacy proficiency by 6%, our students did not improve their literacy proficiency by at least 10% from the fall (58%) to the spring (64%) administrations of the IRI literacy assessments.

- **Objective 1** - Doral Academy of Idaho will strive to improve Literacy scores.
 - Provide professional development opportunities stressing analyzing student data
 - Ensure the curriculum aligns with the standards
 - Provide appropriate interventions
 - Monitor the IRI domain data to evaluate the effectiveness of instruction
- **Objective 2** - Doral Academy of Idaho will implement procedures to improve growth and proficiency scores in math.
 - Provide appropriate and targeted professional development for all teachers
 - Effectively use data for both targeted interventions and enrichment
 - Increased interventions for students
 - Increased family engagement focused on achievement
 - Consistent curriculum reviews to determine whether the curriculum is effectively aligned with state content standards
- **Objective 3** - Doral Academy of Idaho will implement procedures to improve growth and proficiency scores in ELA.
 - Provide appropriate and targeted professional development for all teachers
 - Effectively use data for both targeted interventions and enrichment
 - Increased interventions for students
 - Increased family engagement focused on achievement
 - Consistent curriculum reviews to determine whether the curriculum is effectively aligned with state content standards
- **Objective 4** - Doral Academy of Idaho will investigate the feasibility of implementing a program for advanced students.
 - Investigate the academic needs of students who score at the Above Proficiency level in either math, ELA, or both
 - Determine the financial feasibility of instituting enrichment programs
 - Discuss with stakeholder groups the support for the implementation of such a program
- **Goal Number 2 - Doral Academy of Idaho will be responsible and accountable for school resources while providing transparency and community engagement to support the school's needs and strategic plan.**
 - **Objective 1** - Doral Academy of Idaho will use all resources in the most efficient way possible.
 - Maintain transparency in all fiscal matters
 - Continue to examine expenditures during every board meeting closely
 - Provide clear and current information regarding fiscal matters when asked
 - Provide all required information on the website promptly
 - **Objective 2** - Doral Academy of Idaho will focus on sustainability by balancing the budget and increasing the fund balance.
 - Monitor all expenses to ensure the school's fiscal soundness

- Increase the identification of the details of all expenditures
 - Examine all contractual obligations and compare them to providing services in-house
 - Identify and apply for all appropriate SPED reimbursements
 - Better utilize Medicaid reimbursements and resources
 - Request Medicaid reimbursements promptly
 - Identify and apply for all appropriate grants
- **Goal Number 3 - Doral Academy of Idaho will provide a safe, secure, and welcoming school environment that is well-maintained and efficiently utilized.**
 - **Objective 1** - Doral Academy of Idaho will continue to maintain the current school facilities and systematically address any deficiencies.
 - Provide facilities that are safe and secure and allow for optimal learning opportunities
 - Provide facilities that are cost-effective and well-maintained
 - Provide technology infrastructure that compliments and enhances instruction
 - Continue to review, practice, and improve the school-wide crisis emergency plans
 - Continue the utilization of school security grant opportunities
 - **Objective 2** - Doral Academy of Idaho will consider and plan for long-term options for remodeling or replacement of the school facilities.
 - Analyze the suitability of the current structure for its current purposes
 - Analyze any maintenance issues that need to be addressed
 - Analyze any improvements that are necessary for optimal long-term use
 - Analyze options for replacement
 - **Objective 3** - Doral Academy of Idaho will improve the outdoor usefulness and appearance of the school.
 - Utilize low-cost measures such as murals
 - Make the outdoor play spaces safer and consider the planting of grass
 - Constructing a kindergartener user-friendly playground
 - **Objective 4** - Doral Academy of Idaho will formulate a safety plan for student transportation.
 - Interface with the City of Meridian to address the safety of the pickup and drop-off congestion on Cherry Lane
 - Investigate the option of hiring a crossing guard on Cherry Lane
 - Continue to address the feasibility of providing student transportation
- **Goal Number 4 - Doral Academy of Idaho will effectively communicate, through various means, a consistent message to all stakeholders, including patrons and staff, in a regular and timely manner.**
 - **Objective 1** - Doral Academy of Idaho will consistently communicate with patrons.
 - Increase the use of the school website

- Improve communication with parents/guardians and prospective parents/guardians
- Focus on positive stories that will increase support for Doral Academy of Idaho on social media
- Ensure that the communication is timely, clear, well informed and consistent
- Provide a talking-points-type version of current events, issues, and successes that are easily communicated to patrons
- Provide time at the end of each board meeting to highlight the decisions made at the board meeting
- **Objective 2** - Doral Academy of Idaho will communicate with staff regularly and consistently.
 - Communicate clearly in a timely and consistent manner
 - Share stories of success in the classrooms and grade levels
 - Focus on providing information that has school-wide impacts
- **Objective 3** - Doral Academy of Idaho will establish an atmosphere of safety for all staff members to communicate with the administration and board.
 - Design a systematic method of receiving feedback from staff
 - Develop a policy that provides established procedures for addressing school-wide concerns
- **Goal Number 5 - Doral Academy of Idaho will study and implement numerous ways to increase and stabilize its enrollment.**
 - **Objective 1** - Doral Academy of Idaho will examine and implement ways to attract new students.
 - Improve the image of the school on social media
 - Increase the visibility of the lottery methods and dates
 - Improve the school's appearance
 - Emphasize the benefits of a small school culture
 - Investigate alternative advertising methods such as yard signs, car magnets, etc.
 - Widely publicize student successes
 - **Objective 2** - Doral Academy of Idaho will improve its retention of students.
 - Solicit information from students and parents/guardians during an exit interview as to the reasons for withdrawal
 - Identify and solve issues timely and proactively
 - Closely monitor middle school enrollment and develop methods of increased retention
 - Work with traditional schools to increase dual enrollment/activity options
 - Investigate the feasibility of MOUs for high school enrollment in other charter schools
- **Goal Number 6 - Doral Academy of Idaho will closely examine and monitor its governance structure to ensure that informed, appropriate, and effective decisions are promptly made.**

- **Objective 1** - Provide the board with a more stable decision-making method.
 - Reexamine the structure of the board
 - Reexamine the use of board committees to provide an in-depth analysis of data
 - Consider the establishment of committees or working groups that would include staff and patrons to provide early and meaningful input before board decisions are made
- **Objective 2** - Provide the board members with current governance documents.
 - Continually monitor charter requirements, including Annual Performance Reports issued by the IPCSC
 - Ensure that the school's programs remain consistent with its approved charter
 - Familiarize all board members with the founding documents
- **Objective 3** - Improve communication between board, staff, and parent/guardian.
 - Provide a communication from the board describing current issues and engagement opportunities for parents/guardians and staff
 - Provide numerous opportunities for input before decisions are made
 - Investigate opportunities to increase trust between the board, staff, and parents/guardians

Strategic Response and Action Plan

To address these challenges, DAI has introduced a series of robust academic and operational initiatives designed to strengthen instruction, improve student outcomes, and ensure accountability (see DAI's latest Continuous Improvement Plan for 2024-25, attached as [Appendix 4](#)).

Implementation of a Strong Response to Intervention (RtI) Program

DAI's Response to Intervention (RtI) program is central to improving proficiency and growth across Math, ELA, and Literacy.

Intervention Program for Elementary School Students

To address these performance deficiencies at the elementary level, DAI has implemented a strategic, data-driven approach that leverages targeted instruction through ability-based grouping. Grade-level teachers work collaboratively to analyze student performance data from assessments such as i-Ready and other formative tools, identifying specific skill gaps and strengths in Math and ELA. Students are then divided into three distinct ability groups: above grade level, at grade level, and below grade level. This ensures that each student receives instruction tailored to their current proficiency level during a dedicated daily intervention block.

- **Data-Driven Grouping** - Teachers use assessment data to form flexible groups based on student performance levels. These groups are revisited and adjusted regularly to reflect progress and changing needs.
- **Differentiated Instruction**
 - **Below Grade-Level Groups** - Focused on foundational skills, these sessions prioritize closing learning gaps through explicit instruction, scaffolding, and using intervention resources aligned with students' needs.
 - **At Grade-Level Groups** - Emphasize mastery of current grade-level standards, with opportunities for additional practice and application to solidify understanding.
 - **Above Grade-Level Groups** - Offer enrichment activities and advanced problem-solving tasks to challenge students and promote a deeper understanding of concepts.
- **Teacher Collaboration** - Grade-level teams coordinate lesson planning to ensure consistency in instruction and alignment with curriculum standards. Teachers share resources, strategies, and student progress to refine instructional practices and maximize intervention effectiveness.
- **Dedicated Intervention Block** - The intervention block is a non-negotiable part of the daily schedule, ensuring uninterrupted time for focused instruction. The block may also integrate adaptive digital tools, such as i-Ready, to provide personalized learning paths for students.
- **Progress Monitoring and Feedback** - Teachers implement ongoing formative assessments to track student progress within each group. Regular check-ins with students provide immediate feedback, fostering self-awareness and motivation in their learning journeys.
- **Parental Involvement** - Parents are informed about the grouping strategy and provided with resources tailored to their child's ability level to support their learning at home.
- **Equity Focus** - While grouping is ability-based, the approach avoids stigmatization by maintaining fluid groupings that emphasize growth and potential rather than fixed labels. Resources and attention are allocated to ensure all groups can access high-quality instruction and support.

This targeted and collaborative strategy ensures that students receive the precise support they need to address deficiencies, reinforce skills, and excel, ultimately fostering measurable growth in Math, ELA, and Literacy performance and growth.

Intervention Program for Middle School Students

To address performance deficiencies in math, ELA, and literacy at the middle school level, DAI has implemented a structured and targeted strategy focused on differentiated instruction and specialized support, starting with 6th-grade students. This approach emphasizes creating equitable opportunities for academic growth while challenging advanced learners.

- **Data-Driven Grouping**
 - **Intervention-Focused Class** - Tailored for students performing below grade level, these classes deliver intensive, small-group support. Instruction is scaffolded, focusing on foundational skills and strategies to bridge gaps in understanding while aligning with strong core curriculum standards.
 - **Higher-Level Class** - Designed for students performing at or above grade level, these classes provide enrichment opportunities that deepen understanding of the subject material. Instruction incorporates advanced problem-solving, critical thinking exercises, and project-based learning to enhance engagement and mastery of content.
- **Strategic Allocation of Resources** - Smaller student-to-teacher ratios in the intervention class maximize individualized attention. Advanced students are provided with enrichment resources, such as complex texts, exploratory math problems, and cross-disciplinary projects, to remain engaged and challenged.
- **Daily Advisory Period**
 - **Targeted Intervention for Below Grade-Level Students** - Advisory time addresses gaps in ELA and math through small-group instruction. Activities include targeted skill-building exercises, guided practice, and interactive learning tools like adaptive software to promote growth and confidence in struggling learners.
 - **Enrichment Activities for At/Above Grade-Level Students** - During the advisory period, students engage in activities that extend learning, such as independent research projects, STEM challenges, creative writing, and leadership-building exercises.
- **Interdisciplinary Coordination Across Subjects** - Teachers in all four core subjects (math, ELA, science, and social studies) collaborate to integrate skill development into their lessons. Science and social studies incorporate literacy strategies by analyzing informational texts. Problem-solving and logical reasoning are emphasized in ELA and social studies to complement math instruction.
- **Ongoing Assessment and Group Flexibility** - Regular formative and summative assessments guide instructional adjustments, ensuring students are placed in the most effective grouping based on their current performance levels. Group assignments are

fluid, allowing students to move between enrichment and intervention as they demonstrate progress or need additional support.

- **Parental Communication and Engagement** - Families are informed about the rationale behind class placements and advisory activities. Regular updates on student progress and at-home resources empower parents to support their child's learning journey.
- **Equity and Growth Mindset** -The strategy avoids creating static student labels by emphasizing personalized learning paths. All students, regardless of ability level, have opportunities to achieve academic success, contributing to a culture of continuous improvement and high expectations.

This comprehensive approach ensures that students receive the precise level of support and challenge they need to thrive academically while fostering a school-wide culture of equity, engagement, and excellence.

Teacher Collaboration and Professional Development

To ensure alignment with standards and maximize instructional impact:

- Teachers meet daily with grade-level partners to reflect on curriculum pacing and student needs.
- Staff receive training on differentiation strategies, intervention techniques, and adaptive technologies to support diverse learners effectively.
- Vertical alignment groups foster cross-grade collaboration to identify and address gaps in student preparation.

Addressing Challenges from Staffing Transitions and Growth

The addition of the last middle school class and staff transitions last year presented challenges in consistency and instructional quality. This year, a stable and fully staffed team allows the school leader to focus on implementing our strategic initiatives without disruption.

Commitment to Accountability and Growth

DAI is committed to creating a culture of continuous improvement. This year's initiatives are guided by data-driven decision-making, professional collaboration, and high expectations for all students. The strategies outlined above are designed to deliver measurable growth in academic performance across all areas evaluated in the IPCSC report.

Early Evidence of Success and Goals for the Year

While it is still early in the school year, preliminary data from our i-Ready assessments and classroom diagnostics indicate positive trends in both engagement and skill mastery. Our goals include:

- Meeting or exceeding IPCSC growth standards for Math, ELA, and Literacy.
- Reducing the proficiency gap with the Joint School District No. 2 comparison group.
- Building a sustainable model for intervention and collaboration that will ensure long-term success.

For example, DAI completed its winter i-Ready diagnostic assessments for Math and Reading. As noted in [Table 1](#) above at [Accomplishments of Doral Academy of Idaho](#), the latest data demonstrate that DAI's students significantly improved between the fall and winter i-Ready assessments. Notably, the percentage of students performing early on to above grade level increased in Math and ELA. Additionally, there was a marked decrease in the number of students testing one or two grade levels below in both subjects. These results provide early evidence of DAI's commitment to enhancing academic outcomes and ensuring that all our students are on the path to success.

Conclusion

The IPCSC's findings provide valuable insights and underscore the urgency of our work. Doral Academy of Idaho is committed to addressing these challenges with determination, strategic planning, and a focus on student success. We are confident that our ongoing efforts will significantly improve the areas identified, and we welcome the opportunity to share our progress and success with the Commission. The school's stakeholders appreciate the IPCSC's continued support and partnership in fostering excellence at Doral Academy of Idaho.

II. FINANCE & FACILITIES PLANS

Fiscal Philosophy and Spending Priorities

The Doral Academy of Idaho Board oversees all aspects of fiscal management. It is dedicated to providing an enhanced educational experience by furnishing students with an academically challenging and personally meaningful learning environment. The charter school budget serves as the financial plan of operation for the charter school. It includes estimates, the purpose of expenditures for a given period, and the proposed means of financing the estimated costs. DAI annually provides the budget per the rules and regulations specified by the Idaho Department of Education.

The Governing Board recognizes its responsibility to establish an unreserved fund balance in an amount sufficient to:

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

Financial Management and Monitoring Plan

While DAI's Governing Board oversees all aspects of the school's fiscal management, the auditors, accountants, and management organization retained by the Board work as a team to develop financial statements and accounting reporting templates to ensure compliance with state and federal reporting guidelines.

The governing body reviews financial reports that include estimates of expenditures for the general fund compared to budget appropriations and the charter school's overall cash condition. Supplementary reports on other funds or accounts are furnished upon request of the governing body or administrator. Upon the governing body's request, appropriate staff will be available at any Governing Board meeting to respond to questions and present current financial information. The administrator will notify the governing body of substantial deviations in the anticipated revenues or expenditures at any time.

IPCSC's Financial Concerns from the Current Charter Term

The Idaho Public Charter School Commission's Annual Performance Report for the 2023-24 school year identified the following financial concerns with DAI's performance on certain financial measurements.

Debt Asset Ratio

The IPCSC's latest performance report for DAI indicates that the school "Does Not Meet Standard" for the Debt-to-Asset Ratio financial measurement.

This financial ratio compares a school's total liabilities to its total assets minus pension liability. It helps determine whether a school can meet its short- and long-term financial obligations. In a worst-case scenario, 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. A school with more liabilities than assets would be unable to meet all its financial obligations in a worst-case scenario.

DAI's debt-to-asset ratio of 1.15 exceeds the rubric standard of 1.0. This ratio reflects the school's strategic use of debt to enhance its educational facilities. This value does not indicate financial instability but rather a calculated approach to support the school's long-term growth and mission.

DAI's Financial Improvement Plan for the Upcoming Charter Term

Doral Academy of Idaho appreciates the IPCSC's feedback regarding our school's financial performance in the 2023-24 school year. DAI is committed to addressing the deficient areas with targeted strategies to ensure measurable improvement in our school's financial performance.

DAI's Plan to Address Debt-to-Asset Ratio Concern

The following narrative presents DAI's detailed explanation of the context behind this ratio, the safeguards in place, and the plan for ensuring our school's sustained financial stability.

Strategic Investments for Long-Term Growth

In December 2021, DAI issued a bond to purchase its current facility. As a newly established school without accumulated reserves, DAI borrowed 100% of the facility's cost, including bond issuance fees, to secure the bond. This strategic decision enabled the school to establish a high-quality educational environment aligned with its mission.

The debt-to-asset ratio of 1.15 reflects this significant investment in the facility infrastructure to meet the demands of a growing student population. This investment is designed to enhance the school's competitiveness and provide lasting benefits, including an improved state-of-the-art facility to accommodate enrollment growth. This strategic initiative, while temporarily increasing liabilities, aligns with DAI's mission and positions the school for sustained success.

DAI has implemented a clear repayment strategy, steadily reducing the bond principal over time. As these payments progress, the debt-to-asset ratio will continue to improve, demonstrating enhanced financial stability each year. Additionally, the school is committed to maintaining transparency and providing ongoing updates regarding its financial health.

Strong Financial Oversight

The school has a history of responsible financial management, ensuring all debt obligations are met in full and on time. The slightly elevated debt-to-asset ratio is actively monitored and managed as part of a broader financial strategy, including regular financial reporting to the governing board and independent audits confirming compliance with fiscal policies.

Finally, as noted in the latest Performance Report, SPCSC found that DAI "Exceeds Standards" on all of the remaining financial measurements:

- Current Ratio
- Unrestricted Days Cash
- Default
- Debt Service Coverage Ratio
- Financial Compliance

Proven Ability to Navigate Financial Challenges

The school has demonstrated resilience in managing financial challenges. The slightly elevated debt-to-asset ratio has not hindered the school's ability to maintain a balanced budget, deliver high-quality education and student services, and plan proactively for future financial sustainability.

Alignment with Long-Term Stability Goals

DAI employs a conservative budgeting approach to ensure financial responsibility. The school is actively paying off a capital lease that facilitated the acquisition of essential resources—including curriculum, furniture, and technology—for its initial operations. As this lease is retired, the school will redirect resources to stabilize its financial position further.

Over the past few years, DAI has strengthened its administrative structure, including stabilizing the principal position. This consistency in leadership has fostered a positive environment for enrollment growth. Increased enrollment directly translates to higher revenues, enhancing the school's capacity to meet its debt obligations.

To further solidify the school's financial standing, DAI will explore opportunities to refinance its existing debt, aiming to secure lower interest rates and reduce overall debt obligations. These proactive measures are part of a broader commitment to achieving long-term financial sustainability while providing an exceptional educational experience for students.

Conclusion

The current debt-to-asset ratio reflects the school's commitment to growth and improvement through strategic investments. This calculated approach ensures that the school can meet current demands while positioning itself for long-term stability and success. Through careful planning, sound financial management, and strategic investments, DAI is confident in its ability to meet current and future financial obligations, ensuring the school's mission and vision remain uncompromised.

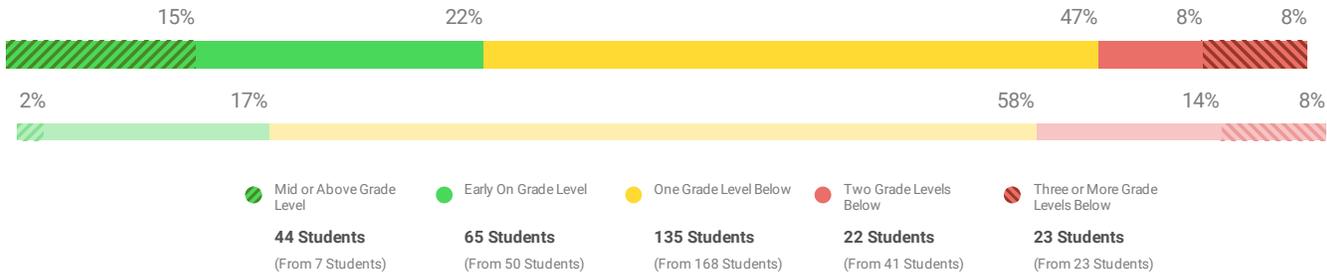
APPENDICES

School	All Schools
Subject	Math
Academic Year	2024 - 2025
Diagnostic	Winter
Prior Diagnostic	Fall (Beginning of Year - November 15)

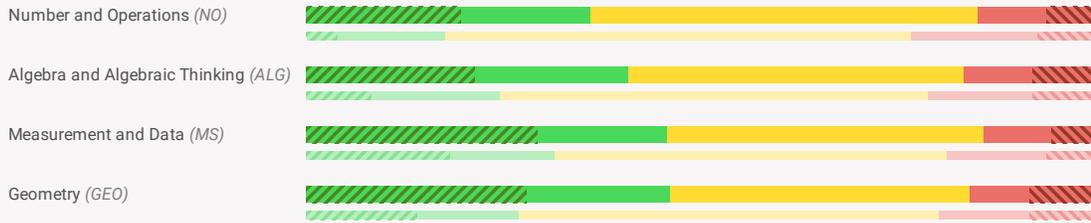
Criterion Referenced

Overall Placement

Students Assessed/Total: **289/330**



Placement by Domain



Switch Table View

Choose to Show Results By

Placement Summary

School

Showing 1 of 1

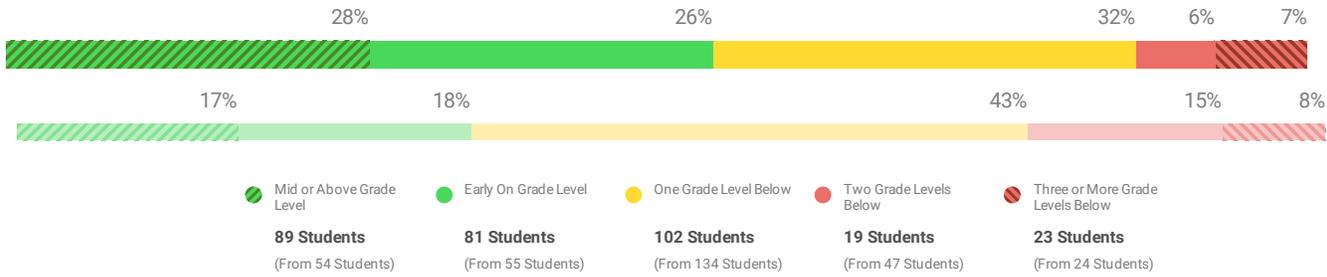
School		Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Doral Academy of Idaho	Winter		15%	22%	47%	8%	8%	289/330
	Fall (Beginning of Year - November 15)		2%	17%	58%	14%	8%	

School: All Schools
 Subject: Reading
 Academic Year: 2024 - 2025
 Diagnostic: Winter
 Prior Diagnostic: Fall (Beginning of Year - November 15)

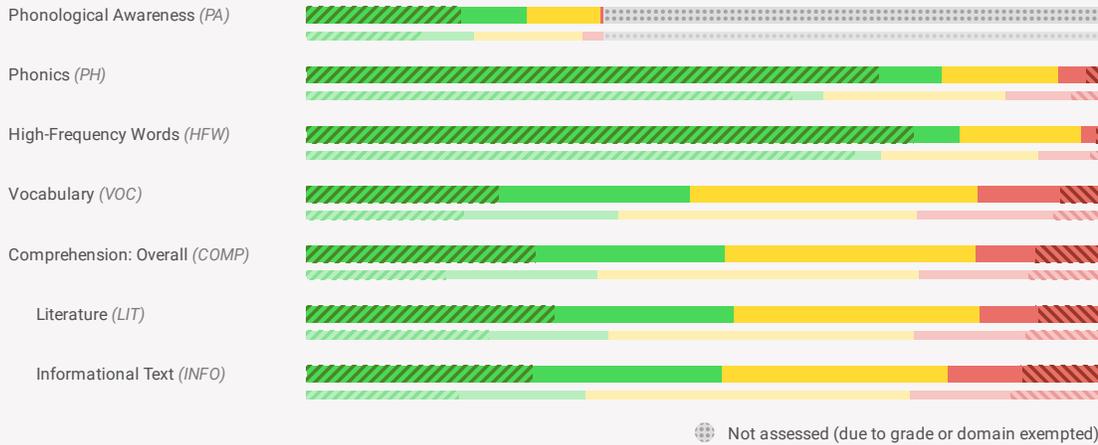
Criterion Referenced

Overall Placement

Students Assessed/Total: 314/330



Placement by Domain



Switch Table View

Choose to Show Results By

Placement Summary

School

Showing 1 of 1

School		Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Doral Academy of Idaho	Winter		28%	26%	32%	6%	7%	314/330
	Fall (Beginning of Year - November 15)		17%	18%	43%	15%	8%	

DORAL ACADEMY OF IDAHO STRATEGIC PLAN

MISSION STATEMENT

Through arts integration, individual student focus, and rigorous academics, Doral Academy of Idaho will place all students on a path for success at the college and career level.

VISION STATEMENT

Doral Academy of Idaho seeks to improve our community by creating students who think critically and analytically, are confident decision makers, utilize problem-solving skills, work collaboratively, and are imaginative and creative thinkers. We are committed to equipping students with the skills and personal growth necessary to be successful scholars throughout life.

GOAL NUMBER 1

Doral Academy of Idaho will focus on improving student achievement in all grade levels and subgroups while reducing achievement gaps.

Objective 1: Doral Academy of Idaho will strive to improve Literacy scores

Strategies:

1. Provide professional development opportunities stressing analyzing student data
2. Ensure the curriculum aligns with the standards
3. Provide appropriate interventions
4. Monitor the IRI domain data to evaluate the effectiveness of instruction

Objective 2: Doral Academy of Idaho will implement procedures to improve both growth and proficiency scores in math

Strategies:

1. Provide appropriate and targeted professional development for all teachers
2. Effectively use data for both targeted interventions and enrichment
3. Increased interventions for students
4. Increased family engagement focused on achievement
5. Consistent curriculum reviews to determine whether curriculum is effectively aligned with state content standards

Objective 3: Doral Academy of Idaho will implement procedures to improve both growth and proficiency scores in ELA

Strategies:

1. Provide appropriate and targeted professional development for all teachers
2. Effectively use data for both targeted interventions and enrichment
3. Increased interventions for students
4. Increased family engagement focused on achievement
5. Consistent curriculum reviews to determine whether curriculum is effectively aligned with state content standards

Objective 4: Doral Academy of Idaho will investigate the feasibility of implementing a program for advanced students.

Strategies:

1. Investigate the academic needs of students who score at the Above Proficiency level in either math, ELA, or both
2. Determine the financial feasibility of instituting enrichment programs
3. Discuss with stakeholder groups the support for the implementation of such a program

GOAL NUMBER 2

Doral Academy of Idaho will be responsible and accountable for school resources while providing transparency and community engagement to support the school's needs and strategic plan.

Objective 1: Doral Academy of Idaho will use all resources in the most efficient way possible

Strategies:

1. Maintain transparency in all fiscal matters
2. Continue to closely examine expenditures during every board meeting
3. Provide clear and current information regarding fiscal matters when asked
4. Provide all required information on the website in a timely manner

Objective 2: Doral Academy of Idaho will focus on sustainability by balancing the budget and increasing the fund balance.

Strategies:

1. Monitor all expenses to ensure school fiscal soundness
2. Increase the Identification of the details of all expenditures
3. Examine all contractual obligations and compare to providing services in house
4. Identify and apply for all appropriate SPED reimbursements
5. Better utilize Medicaid reimbursements and resources
6. Request Medicaid reimbursements in a timely manner
7. Identify and apply for all appropriate grants

GOAL NUMBER 3

Doral Academy of Idaho will provide a safe, secure, and welcoming school environment that are well maintained and efficiently utilized.

Objective 1: Doral Academy of Idaho will continue to maintain the current school facilities and systematically address any deficiencies.

Strategies:

1. Provide facilities that are safe, secure, and allow for optimal learning opportunities
2. Provide facilities that are cost effective and well-maintained
3. Provide technology infrastructure that compliments and enhances instruction
4. Continue to review, practice and improve the school-wide crisis emergency plans

5. Continue the utilization of school security grant opportunities

Objective 2: Doral Academy of Idaho will consider and plan for long term options for remodel or replacement of the school facilities

Strategies:

1. Analyze the suitability of the current structure for its current purposes
2. Analyze any maintenance issues that need to be addressed
3. Analyze any improvements that are necessary for optimal long-term use
4. Analyze options for replacement

Objective 3: Doral Academy of Idaho will improve the outdoor usefulness and appearance of the school

Strategies:

1. Utilize low-cost measures such as murals
2. Make the outdoor play spaces safer and consider the planting of grass
3. Constructing a kindergartener user friendly playground

Objective 4: Doral Academy of Idaho will formulate a safety plan for student transportation

Strategies:

1. Interface with the City of Meridian to address the safety of the pickup and drop off congestion on Cherry Lane
2. Investigate the option of hiring a crossing guard on Cherry Lane
3. Continue to address the feasibility of providing student transportation

GOAL NUMBER 4

Doral Academy of Idaho will effectively communicate, through various means, a consistent message to all stakeholders including patrons and staff in a regular and timely manner.

Objective 1: Doral Academy of Idaho will communicate to patrons in a regular and consistent manner

Strategies:1.

1. Increase use of school website
2. Improve communication with parents/guardians and prospective parents/guardians
3. Focus on positive stories that will increase support for Doral Academy of Idaho on social media
4. Ensure that the communication is timely, clear, well informed and consistent
5. Provide a talking-points type version of current events, issues and successes that is easily communicated to patrons
6. Provide time at the end of each board meeting to highlight the decisions made at the board meeting.

Objective 2: Doral Academy of Idaho will communicate to staff in a regular consistent manner

Strategies:

1. Communicate clearly in a timely and consistent manner
2. Share stories of success in the classrooms and grade levels
3. Focus on providing information that has school wide impacts

Objective 3: Doral Academy of Idaho will establish an atmosphere of safety for all staff members to communicate with the administration and board

Strategies:

1. Design a systematic method of receiving feedback from staff
2. Develop a policy that provides established procedures for addressing school wide concerns

GOAL NUMBER 5

Doral Academy of Idaho will study and implement numerous ways to increase and stabilize its enrollment

Objective 1: Doral Academy of Idaho will examine and implement ways to attract new students

Strategies:

1. Improve the image of the school on social media
2. Increase the visibility of the lottery methods and dates
3. Improve the school appearance
4. Emphasize the benefits of a small school culture
5. Investigate alternative methods of advertising such as yard signs, car magnets etc.
6. Widely publicize student successes

Objective 2: Doral Academy of Idaho will improve its retention of students

Strategies:

1. Solicit information from students and parents/guardians during an exit interview as to the reasons for withdrawal
2. Identify and solve issues timely and proactively
3. Closely monitor middle school enrollment and develop methods of increased retention
4. Work with traditional schools to increase dual enrollment/activity options
5. Investigate the feasibility of MOUs for high school enrollment in other charter schools

GOAL NUMBER 6

Doral Academy of Idaho will closely examine and monitor its governance structure to ensure that informed, appropriate, and effective decisions are being timely made

Objective 1: Provide the board with a more stable method of making decisions

Strategies:

1. Reexamine the structure of the board

2. Reexamine the use of board committees to provide an in-depth analysis of data
3. Consider the establishment of committees or working groups that would include staff and patrons to provide early and meaningful input before board decisions are made

Objective 2: Provide the board members with current governance documents

Strategies:

1. Continually monitor charter requirements including Annual Performance Reports issued by the Idaho Charter Commission
2. Ensure that the school's programs remain consistent with its approved charter
3. Familiarize all board members with the founding documents

Objective 3: Improve communication between the board, staff and parents/guardians

Strategies:

1. Provide a communication from the board describing current issues and engagement opportunities for parents/guardians and staff
2. Provide numerous opportunities for input prior to decisions being made
3. Investigate opportunities to increase trust between the board, staff, and parents/guardians

CONTINUOUS IMPROVEMENT PLAN (2024-2025)

NARRATIVE - TEMPLATE PART 1

LEA	#	Name:	
Superintendent		Name: Michael Shapiro	Phone: 208-639-2459
		E-mail: Michael.shapiro@doralidaho.org	
CIP Contact		Name: Michael Shapiro	Phone: 208-639-2459
		E-mail: Michael.shapiro@doralidaho.org	

Instructions: Your Continuous Improvement Plan must include a mission statement and vision statement. Please provide them in this section.

Mission and Vision - REQUIRED

Mission

Through arts integration, individual student focus, and rigorous academics, Doral Academy of Idaho will place all students on a path for success at the college and career level.

Vision

Doral Academy of Idaho seeks to improve our community by creating students who think critically and analytically, are confident decision makers, utilize problem-solving skills, work collaboratively, and are imaginative and creative thinkers. We are committed to equipping students with the skills and personal growth necessary to be successful scholars throughout life.

Instructions: Per statute, please describe how your school district or charter school considered input from the community in developing or revising your Continuous Improvement Plan.

Community Involvement in Plan Development - REQUIRED

PTSO Monthly Check-ins with Admin

Financial Committee Meetings with Board Members

Strategic Planning Committee Meetings with Board Member (2024-2025 School Year)

Doral Leadership Team (weekly meetings to discuss items in CIP)

Shared IRI/ iReady information with parents regarding student’s academic achievements

Parent/Teacher Conferences in November

August Back to School Night with parents

Review of stakeholder surveys in Spring 2024

CONTINUOUS IMPROVEMENT PLAN (2024-2025)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

LEA # 550	LEA Name: Doral Academy of Idaho
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METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required):	https://idahoschools.org/schools/1443/profile
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Section I: Student Achievement & Growth Metrics - Current & Previous Year Performance Targets
(blue shaded metrics are required)

Goal	Performance Metric	2023-24	2024-25
		Performance Targets (From LEA's 2023-24 CIP)	Performance Targets (LEA's Chosen Goals)
All students will be college and career ready	4-year cohort graduation rate	2023 cohort N/A	2024 cohort N/A
	5-year cohort graduation rate (optional metric)	2022 cohort N/A	2023 cohort N/A
	% of students who meet the college ready benchmark on the college entrance exam (optional metric)	N/A	N/A
All students will be prepared to transition from middle school / junior high to high school	% students who score proficient on the grade 8 Math ISAT	N/A	50.0%
	% students who make adequate growth on the grade 8 Math ISAT	N/A	75.0%
	% students who score proficient on the grade 8 ELA ISAT	N/A	65.0%
	% students who make adequate growth on the grade 8 ELA ISAT	N/A	75.0%
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the grade 6 Math ISAT	65.0%	55.0%
	% students who make adequate growth on the grade 6 Math ISAT	75.0%	75.0%
	% students who score proficient on the grade 6 ELA ISAT	75.0%	60.0%
	% students who make adequate growth on the grade 6 ELA ISAT	75.0%	75.0%

CONTINUOUS IMPROVEMENT PLAN (2024-2025)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Section II: Literacy Proficiency & Growth Metrics - Current & Previous Year Targets (Section II data is required)

Goal	Performance Metric	2023-24 Performance Targets (From LEA's 2023-24 CIP)	2024-25 Performance Targets (LEA's Chosen Goals)
All students will demonstrate the reading readiness needed to transition to the next grade	% students who score proficient on the Kindergarten Spring IRI	80.0%	70.0%
	% students who score proficient on the Grade 1 Spring IRI	85.0%	75.0%
	% students who score proficient on the Grade 2 Spring IRI	70.0%	70%
	% students who score proficient on the Grade 3 Spring IRI	70.0%	75.0%
	% students who score proficient on the Grade 4 ELA ISAT	75.0%	70.0%
	% students who make adequate growth on the Grade 4 ELA ISAT	85.0%	80.0%

CONTINUOUS IMPROVEMENT PLAN (2024-2025)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Section III: How LEA Measures Progress Towards Literacy Goals and Targets (required)

Instructions: To indicate how your LEA intends to measure your progress towards your literacy goals and targets, you may choose to complete either Section III.A or Section III.B. Section III.A allows you to identify at least one LEA Chosen Performance Metric (note that it must be distinctly different than the metrics listed in Sections I and II), which may be consistent with previously chosen LEA chosen metrics. Section III.B allows you to address your plan to measure progress through a short narrative.

Section III.A: Measuring Literacy Progress - LEA Chosen Performance Metrics (at least 1)

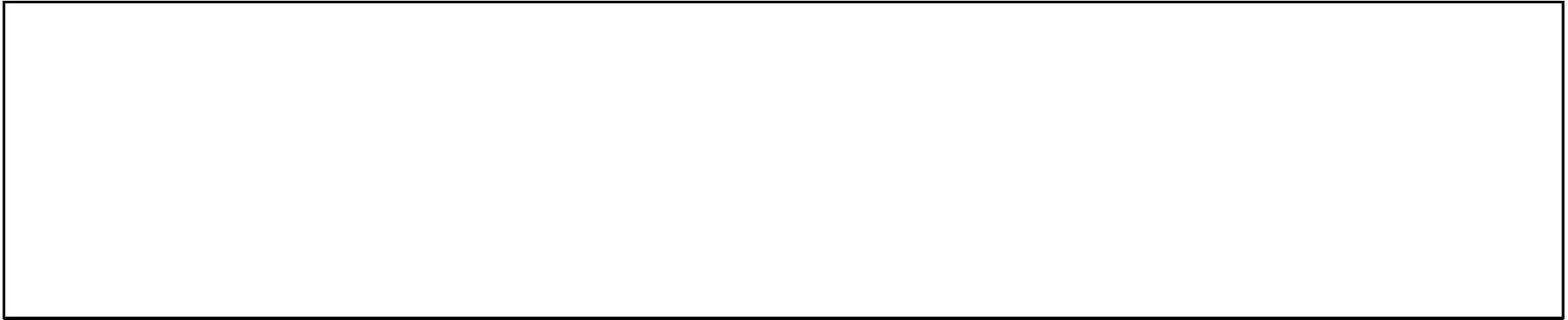
Performance Metric	2023-24 Performance Targets (From LEA's 2023-24 CIP)	SY 2023-24 RESULTS (if available)	2024-25 Performance Targets (LEA's Chosen Goals)
% of students who scored below proficiency on Fall IRI will increase by one performance level as measured by the end of the year IRI in grades K-3.	60.0%	46.00%	50.0%
% of student who scored below proficiency will increase by one performance level as measured by end of year ISAT in grades 3-7.	50.0%	27.90%	40.0%

Section III.B: Narrative on Measuring Literacy Progress

Instructions: If you are choosing to use section III.B to address the Section III requirement, please use the box below to provide a brief narrative describing how your LEA is measuring your progress towards your LEA's literacy goals and targets. Please note that your description *must* include at least one clear performance metric that is measurable, has a performance target / goal for 2024-25, and is distinctly *different* from the required metrics in Sections I and II, above.

CONTINUOUS IMPROVEMENT PLAN (2024-2025)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

A large, empty rectangular box with a black border, occupying the upper half of the page. It is intended for data entry related to metrics and demographics.

CONTINUOUS IMPROVEMENT PLAN (2024-2025)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Section IV: How LEA Measures Progress Towards College & Career Advising & Mentoring Goals (required)

Instructions: To indicate how your LEA intends to measure your progress towards your college and career advising and mentoring goals and targets, you may choose to complete either Section IV.A or Section IV.B. Section V.A allows you to identify at least one LEA Chosen Performance Metric (note that it must be distinctly different than the metrics listed in Sections I and IV), which may be consistent with previously chosen LEA chosen metrics. Section IV.B allows you to address your plan to measure progress through a short narrative.

Section IV.A: College and Career Advising - LEA Chosen Performance Metrics (at least 1)

Performance Metric	2023-24 Performance Targets (From LEA's 2023-24 CIP)	SY 2023-24 RESULTS (if available)	2024-25 Performance Targets (LEA's Chosen Goals)
N/A	N/A	N/A	N/A

Section IV.B: Narrative on Measuring College and Career Advising and Mentoring Progress

Instructions: If you are choosing to use section IV.B to address the Section IV requirement, please use the box below to provide a brief narrative describing how your LEA is measuring your progress towards your LEA's college and career advising and mentoring goals and targets. Please note that your description must include at least one clear performance metric that is measurable, has a performance target / goal for 2024-25, and is distinctly *different* than those required in Section I, above.

N/A

CONTINUOUS IMPROVEMENT PLAN (2024-2025)**METRICS AND DEMOGRAPHICS - TEMPLATE PART 2****Section V: Report of Progress Narrative (required)**

Instructions: In the provided box, please address the progress your LEA made towards your 2023-2024 Performance Targets (as chosen for your 2023-2024 CIP and included in the sections above). We recommend your reflection include a) your successes in meeting performance targets; b) your areas of challenge (including those where previously set performance targets were not met); and c) any plans you have to build on your success and/or address challenges. You may expand the size of the box, if needed.

The previous year's performance targets were not met in the areas of measuring literacy growth and ISAT score measurements for Math and ELA. The IRI growth and goals were near the targets in the grade levels not including Kindergarten and 2nd grade, but some of the difficulty in Kindergarten is adapting to utilizing a computer to complete assessments. Doral Academy added a new middle school class during the last school year and had some staff transitions that had some impact on the scores overall. As a new Admin to the school this year, we are looking at our scores and noticing that there are areas to improve on across the board in various assessments, growth targets, and grade-levels. We have implemented a strong RTI program this school year, which will evaluate student needs and pair interventions up with the student to improve academic growth. We have started a Doral Leadership Team full of teachers in order to evaluate our areas of weakness and points in our curriculum, instruction, and classroom environments where we can better grow to support our teachers. We have built up a strong layered reading intervention program to support students from the IEP or SDI reading level, up to students that are beyond grade-level to encourage high expectations with high levels of support. Teachers are meeting with their grade-level partners on a daily basis to reflect on the curriculum and pacing necessary to meet the standards for the school year and vertical alignment groups to get additional insight from partner teachers. A strong intervention program, leadership team with SMART goals, and teachers who have a plan in place to support the learners will need to a strong year at Doral Academy.

Section VI: Notes (Optional space for contextual information about data and/or target-setting process)

NOTES:

CONTINUOUS IMPROVEMENT PLAN (2024-2025)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Section VII: Staff Performance - Previous Year Results & Current Year Performance Targets

(Section VII is required; metrics should be aggregated by grade and subject, as appropriate)

Important Note: Data should only be provided in the 2023-24 RESULTS column for groups of teachers / staff of 5 or more who use the same assessment tool. If your teacher / staff group is fewer than 5, please enter "n size" in the 2023-24 RESULTS column.

Instructions: Identify the staff group using the Grade(s) and Subject(s) fields. Note that all staff in a group should use the same assessment tool, which you should identify. Provide the 2023-24 Performance Target for that group, as identified in your LEA's 2023-24 CIP. If you did not set a target for that group last year, enter "Not Available." Provide the 2023-24 Results for the group (provided the group is 5+). Then use the far right column to set a 2024-25 Performance Target (goal) for the % of students in that group who will meet their target in the 2024-25 school.

Grade(s)	Subject(s)	Performance Metric	Assessment Tool	2023-24 Performance Targets (From LEA's 2023-24 CIP)	2023-24 RESULTS	2024-25 Performance Targets (LEA's Chosen Goals)
K	All Subjects	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	IRI	80.0%	60.5%	65.0%
1	All Subjects	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	IRI	65.0%	65.9%	70.0%
2	All Subjects	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	IRI	75.0%	57.1%	65.0%
3	All Subjects	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	IRI	65.0%	71.4%	73.0%
4	All Subjects	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	ISAT ELA and Math	65.0%	37.1%/ 17.1%	50.0%

Doral Academy of Idaho

Year Ended June 30, 2024

Audited Financial Statements



DORAL ACADEMY OF IDAHO
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Independent Auditor's Report

Board of Directors
Doral Academy of Idaho

Report on the Audit of the Financial Statements

Qualified and Unmodified Opinions

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Doral Academy of Idaho (the School) as of and for the year ended June 30, 2024, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

Qualified Opinion on the Governmental Activities

In our opinion, except for the effects of the matter described in the Matter Giving Rise to the Qualified Opinion on the Governmental Activities section of our report, the financial statements referred to above present fairly, in all material respects, the financial position of the governmental activities of the School, as of June 30, 2024, and the changes in financial position thereof for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Unmodified Opinions on All Other Opinion Units Described Below

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of each major fund and the aggregate remaining fund information of the School as of June 30, 2024, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Qualified and Unmodified Opinions

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Matter Giving Rise to the Qualified Opinion on the Governmental Activities

Management has elected not to adopt the provisions of GASB 75 *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions*. Accounting principles generally accepted in the United States of America require recognition and measurement of an asset or liability, deferred outflows of resources, deferred inflows of resources, and expenses related to the other postemployment benefits as well as note disclosures and required supplementary information. The amount by which the departure would affect net position, assets, liabilities, deferred outflows of resources, deferred inflows of resources, expenses, note disclosures, and required supplementary information has not been determined.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

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

Auditor's Responsibility for the Audit of the Financial Statements

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

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

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, no such opinion is expressed.

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

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

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the budgetary comparison schedules and schedule of employer's share of net pension asset and liability and schedule of employer contributions listed in the table of contents be presented to supplement the basic financial statements. Such information is the responsibility of management and, although not part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, and historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Management has not included the management's discussion and analysis information that accounting principles generally accepted in the United States of America require to be presented to supplement the basic financial statements. Such information, although not part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, and historical context. Our opinion on the basic financial statements is not affected by not including this information.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the School's basic financial statements. The accompanying combining and individual nonmajor fund financial statements are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the combining and individual nonmajor fund financial statements are fairly stated in all material respects in relation to the basic financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 28, 2024, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

Quest CPAs PLLC

Meridian, Idaho
October 28, 2024

DORAL ACADEMY OF IDAHO

Statement of Net Position

June 30, 2024

	Governmental Activities
Assets	
Current Assets	
Cash & Investments	\$1,149,849
Receivables:	
Local Sources	74,906
State Sources	153,411
Federal Sources	14,629
Total Current Assets	<u>1,392,795</u>
Noncurrent Assets	
Nondepreciable Capital Assets	1,753,570
Depreciable Net Capital Assets	4,498,689
Total Noncurrent Assets	<u>6,252,259</u>
Total Assets	<u><u>7,645,054</u></u>
Deferred Outflows of Resources	
Pension Items	512,933
Total Deferred Outflows of Resources	<u>512,933</u>
Total Assets and Deferred Outflows of Resources	<u><u>\$8,157,987</u></u>
Liabilities	
Current Liabilities	
Accounts Payable	\$64,468
Salaries & Benefits Payable	92,087
Accrued Interest	193,659
Long-Term Liabilities, Current	25,343
Total Current Liabilities	<u>375,557</u>
Noncurrent Liabilities	
Long-Term Liabilities, Noncurrent	9,397,737
Total Noncurrent Liabilities	<u>9,397,737</u>
Total Liabilities	<u><u>9,773,294</u></u>
Deferred Inflows of Resources	
Pension Items	0
Total Deferred Inflows of Resources	<u>0</u>
Total Liabilities and Deferred Inflows of Resources	<u><u>9,773,294</u></u>
Net Position	
Net Investment in Capital Assets	(2,354,893)
Restricted:	
Special Programs	66,213
Debt Service	794,678
Capital Projects	44,979
Unrestricted	(166,284)
Total Net Position	<u>(1,615,307)</u>
Total Liabilities and Deferred Inflows of Resources and Net Position	<u><u>\$8,157,987</u></u>

See Accompanying Notes

DORAL ACADEMY OF IDAHO

Statement of Activities

Year Ended June 30, 2024

Functions/Programs	Expenses	Program Revenues			Net (Expense)
		Charges For	Operating	Capital	Revenue And
		Services	Grants And	Grants And	Changes in
			Contributions	Contributions	Net Position
					Governmental
					Activities
Governmental Activities					
Instructional Programs					
Elementary School	\$1,891,563		\$154,487		(\$1,737,076)
Special Education	236,223		144,174		(92,049)
Support Service Programs					
Instruction Improvement	0				0
Board of Education	0				0
School Administration	0				0
Business Operation	0				0
Buildings - Care	0				0
Maintenance - Student Occupied	0				0
Security	0				0
Non-Instructional Programs					
Student Activity	28,884	\$40,024			11,140
Capital Assets - Student Occupied	151,462				(151,462)
Debt Service - Principal	0				0
Debt Service - Interest	431,428				(431,428)
Total	\$2,739,560	\$40,024	\$298,661	\$0	(2,400,875)
General Revenues					
Local Revenue					161,944
State Revenue					2,574,389
Federal Revenue					0
Pension Revenue (Expense)					(319,274)
Total					2,417,059
Change in Net Position					16,184
Net Position - Beginning					(1,631,491)
Net Position - Ending					(\$1,615,307)

DORAL ACADEMY OF IDAHO
 Balance Sheet - Governmental Funds
 June 30, 2024

	General Fund	Nonmajor Governmental Funds	Total Governmental Funds
Assets			
Cash & Investments	\$1,107,495	\$42,354	\$1,149,849
Receivables:			
Local Sources	45,588	29,318	74,906
State Sources	153,411	0	153,411
Federal Sources		14,629	14,629
Due From Other Funds	14,629	0	14,629
Total Assets	\$1,321,123	\$86,301	\$1,407,424
Liabilities			
Accounts Payable	\$59,009	\$5,459	\$64,468
Due To Other Funds		14,629	14,629
Salaries & Benefits Payable	92,087	0	92,087
Total Liabilities	151,096	20,088	171,184
Fund Balances			
Restricted:			
Special Programs		66,213	66,213
Debt Service	794,678	0	794,678
Capital Projects	44,979	0	44,979
Unassigned	330,370	0	330,370
Total Fund Balances	1,170,027	66,213	1,236,240
Total Liabilities and Fund Balances	\$1,321,123	\$86,301	\$1,407,424

DORAL ACADEMY OF IDAHO
Balance Sheet - Governmental Funds
June 30, 2024

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

Total Governmental Fund Balances	\$1,236,240
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Amounts reported for governmental activities in the statement of net position are different because:

Capital assets used in governmental activities are not financial resources and therefore are not reported in the funds.	6,252,259
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Long-term liabilities are not due and payable in the current period and therefore are not reported in the funds.	(9,616,739)
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Pension deferred outflows/inflows are not due and payable in the current period and therefore are not reported in the funds.	512,933
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Net Position of Governmental Activities	<u><u>(\$1,615,307)</u></u>
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DORAL ACADEMY OF IDAHO
Statement of Revenues, Expenditures, and Changes in
Fund Balances - Governmental Funds
Year Ended June 30, 2024

	General Fund	Other Governmental Funds	Total Governmental Funds
Revenues			
Local Revenue	\$161,944	\$40,024	\$201,968
State Revenue	2,574,389	71,767	2,646,156
Federal Revenue		226,894	226,894
Total Revenues	2,736,333	338,685	3,075,018
Expenditures			
Instructional Programs			
Elementary School	1,887,459	149,251	2,036,710
Special Education	92,049	144,174	236,223
Support Service Programs			
Instruction Improvement		0	0
Board of Education		0	0
School Administration		0	0
Business Operation		0	0
Buildings - Care		0	0
Maintenance - Student Occupied		0	0
Security		0	0
Non-Instructional Programs			
Student Activity		28,884	28,884
Capital Assets - Student Occupied	56,884	0	56,884
Debt Service - Principal	33,434	0	33,434
Debt Service - Interest	432,753	0	432,753
Total Expenditures	2,502,579	322,309	2,824,888
Excess (Deficiency) of Revenues Over Expenditures	233,754	16,376	250,130
Other Financing Sources (Uses)			
Proceeds from Note	12,000		12,000
Transfers In		0	0
Transfers Out		0	0
Total Other Financing Sources (Uses)	12,000	0	12,000
Net Change in Fund Balances	245,754	16,376	262,130
Fund Balances - Beginning	924,273	49,837	974,110
Fund Balances - Ending	\$1,170,027	\$66,213	\$1,236,240

DORAL ACADEMY OF IDAHO
Statement of Revenues, Expenditures, and Changes in
Fund Balances - Governmental Funds
Year Ended June 30, 2024

Reconciliation of the Statement of Revenues, Expenditures, and Changes in Fund Balances - Governmental Funds to the Statement of Activities

Net Change in Fund Balances - Total Governmental Funds \$262,130

Amounts reported for governmental activities in the statement of activities are different because:

Government funds report capital outlays as expenditures. However, in the statement of activities the cost of those assets is allocated over their estimated useful lives as depreciation expense or allocated over the appropriate term as amortization expense. This is the excess of capital outlays over (under) depreciation/amortization expense in the current period. (94,578)

Proceeds of notes is a financing source in the governmental funds, but increases long-term liabilities in the statement of net position. (12,000)

Repayment of long-term liability principal is an expenditure in the governmental funds, but the repayment reduces long-term liabilities in the statement of net position. 34,759

In the statement of activities, interest is accrued on long-term liabilities, but the expenditure is reported when due in the governmental funds. 0

Changes in net pension asset/liability and related pension deferred outflows/inflows do not provide or require current financial resources and therefore are not reflected in the funds. (174,127)

Change in Net Position of Governmental Activities \$16,184

DORAL ACADEMY OF IDAHO
Notes to Financial Statements

A. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Reporting Entity – Doral Academy of Idaho (the School) is organized as a nonprofit corporation providing public charter school educational services as authorized by Section 33 of Idaho Code.

Idaho Code Section 33-5210(3) requires charter schools to comply with the same financial reporting requirements imposed on school districts, i.e. – on a governmental, rather than nonprofit, basis of accounting. Additionally, enabling legislation creates charter schools as public entities, i.e. – as public schools, subject to provisions common with other governmental entities as set forth in Idaho Code Section 33-5204. Accordingly, the School's basis of presentation follows the governmental, rather than nonprofit, reporting model.

These financial statements are prepared in accordance with generally accepted accounting principles (GAAP) as applied to charter schools. The governmental accounting standards board (GASB) is responsible for establishing GAAP for state and local governments through its pronouncements (statements and interpretations). The more significant accounting policies established in GAAP and used by the School are discussed below.

Basic Financial Statements - Government-Wide Statements – The School's basic financial statements include both government-wide (reporting the School as a whole) and fund financial statements (reporting the School's major funds). Both government-wide and fund financial statements categorize primary activities as either governmental or business type. Currently, all the School's activities are categorized as governmental activities.

In the government-wide statement of net position, the activities columns (a) are presented on a consolidated basis by column, (b) and are reported on a full accrual, economic resource basis, which recognizes all long-term assets and receivables as well as long-term debt and obligations.

The government-wide statement of activities reports both the gross and net cost of each of the School's functions. The functions are also supported by general government revenues as reported in the statement of activities. The statement of activities reduces gross expenses (including depreciation when recorded) by related program revenues and operating and capital grants. Program revenues must be directly associated with the function. Internal activity between funds (when two or more funds are involved) is eliminated in the government-wide statement of activities. Operating grants include operating-specific and discretionary (either operating or capital) grants while the capital grants column reports capital-specific grants.

The net costs (by function) are normally covered by general revenues.

The School reports expenditures in accordance with the State Department of Education's "Idaho Financial Accounting Reporting Management System" (IFARMS). IFARMS categorizes all expenditures by function, program and object. Accordingly, there is no allocation of indirect costs.

The government-wide focus is more on the sustainability of the School as an entity and the change in the School's net position resulting from the current year's activities. Fiduciary funds, when present, are not included in the government-wide statements.

Basic Financial Statements - Fund Financial Statements – The financial transactions of the School are reported in individual funds in the fund financial statements. Each fund is accounted for by providing a

DORAL ACADEMY OF IDAHO
Notes to Financial Statements

separate set of self-balancing accounts that comprises its assets, deferred outflows of resources, liabilities, deferred inflows of resources, fund equity, revenues and expenditures/expenses.

The emphasis in fund financial statements is on the major funds. Nonmajor funds by category are summarized into a single column. Generally accepted accounting principles set forth minimum criteria (percentage of assets and deferred outflows of resources, liabilities and deferred inflows of resources, revenues or expenditures/expenses of the funds) for the determination of major funds.

The focus of the governmental funds' measurement (in the fund statements) is upon determination of financial position and changes in financial position (sources, uses, and balances of financial resources) rather than upon net income. Major governmental funds of the School include:

General Fund – The general fund is the School's primary operating fund. It is used to account for all financial resources except those required to be accounted for in another fund.

Basis of Accounting – Basis of accounting refers to the point at which revenues or expenditures/expenses are recognized in the accounts and reported in the financial statements. It relates to the timing of the measurements made regardless of the measurement focus applied.

Activities in the government-wide and fiduciary fund financial statements are presented on the full accrual basis of accounting. Revenues are recognized when earned and expenses are recognized when incurred.

The governmental funds financial statements are presented on the modified accrual basis of accounting. Under the modified accrual basis of accounting, revenues are recorded when susceptible to accrual (when they become both measurable and available). "Measurable" means the amount of the transaction can be determined and "available" means collectible within the current period or within thirty days after year end. Expenditures are recorded when the related fund liability is incurred. Exceptions to this general rule include principal and interest on long-term debt which, if any, are recognized when due and payable.

Cash and Investments – Nearly all the cash and investment balances of the School's funds are pooled for investment purposes. The individual funds' portions of the pooled cash and investments are reported in each fund as cash and investments. Interest earned on pooled cash and investments is allocated to the various funds based on each fund's respective investment balance. Investments include U.S. government securities and are stated at fair value using quoted market prices (Level 1).

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

Inventories – Material supplies on hand at year end are stated at the lower of cost or net realizable value using the first-in, first-out method.

Capital Assets and Depreciation – Capital assets are stated at cost less accumulated depreciation and amortization. Donated capital assets are stated at their acquisition value as of the donation date. Depreciation and amortization is provided principally on the straight-line method over the estimated useful lives of the assets, which are generally 15 to 40 years for buildings and improvements and 3 to 15 years for furniture, equipment and other. It is the policy of the School to capitalize all capital assets costing more than \$5,000 with an estimated useful life of three or more years, or a significant order of \$5,000 or more in aggregate with items that will have lives of 3 years or more. This policy is also in line with GASB Implementation 2021-1. Improvements are capitalized and depreciated over the remaining useful lives of related capital assets. The cost of normal maintenance and repairs that do not add to the value of the asset

DORAL ACADEMY OF IDAHO
Notes to Financial Statements

or materially extend the asset's life are not capitalized. Expenditures for property improvements and renewals are capitalized. Upon sale or other disposition of depreciable assets, cost and accumulated depreciation are removed from the accounts and any gain or loss is recorded upon disposal.

Management reviews the recoverability of its capital assets in accordance with the provisions of GASB Statement No. 42, *Accounting and Financial Reporting for Impairment of Capital Assets and Insurance Recoveries*. GASB Statement No. 42 requires recognition of impairment of long-lived assets in the event the asset's service utility has declined significantly and unexpectedly. Accordingly, management evaluates assets' utility annually or when an event occurs that may impair recoverability of the asset. No impairments were identified at yearend.

Leases/SBITAs and Amortization – Material long-term leases and subscription-based information technology arrangements (SBITAs) are reported in accordance with the provisions of GASB 87 *Leases* and GASB 96 *SBITAs*. When incurred, amortization over the appropriate lease or SBITA term is recorded using the straight-line method.

Compensated Absences – The School provides certain compensated absences to its employees. The estimated amount of compensation for future amounts is deemed to be immaterial and, accordingly, no liability is recorded. Compensated absences will be paid by the fund in which the employee works.

Other Post-Employment Benefits – The School does not provide benefits to retired employees other than retirement benefits funded through the Public Employees Retirement System of Idaho. However, certain retired employees can remain on the School insurance policy after retirement if the retired employee pays the average monthly cost. The difference between the age-adjusted monthly cost and the average monthly cost is referred to as an “implicit subsidy” since the medical insurance rate of a retired employee is generally higher than the medical insurance rate of a younger employee. GASB 75 requires that employers have actuarial calculations performed for these other post-employment benefits so that an asset or liability, deferred outflows of resources, deferred inflows of resources, and expenses can be recorded in the government-wide financial statements and related notes and required supplementary information can be prepared. Management believes the costs of implementing GASB 75 cannot be justified at this time. Accordingly, the School accounts for the other-post employment benefits for retirees on the pay-as-you-go basis. Other post-employment benefits will be paid by the fund in which the employee works.

Pensions – For purposes of measuring the net pension asset/liability and pension revenue/expense, information about the fiduciary net position of the Public Employee Retirement System of Idaho Base Plan (the Base Plan) and additions to/deductions from the Base Plan's fiduciary net position have been determined on the same basis as they are reported by the Base Plan. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value. Pension obligations will be paid by the fund in which the employee works.

Net Position – Net position is assets plus deferred outflows of resources less liabilities less deferred inflows of resources. The net investment in capital assets component of net position consists of the historical cost of capital assets less accumulated depreciation less any outstanding debt that was used to finance those assets plus deferred outflows of resources less deferred inflows of resources related to those assets. Restricted net position consists of assets that are restricted by creditors, grantors, contributors, legislation, and other parties. All other net position not reported as restricted or net investment in capital assets is reported as unrestricted.

DORAL ACADEMY OF IDAHO
Notes to Financial Statements

Fund Balance Classifications – Restrictions of the fund balance indicate portions that are legally or contractually segregated for a specific future use. Nonspendable portions of the fund balance are those amounts that cannot be spent because they are in a nonspendable form or because they are legally or contractually required to be maintained intact. Committed portions represent amounts that can only be used for specific purposes pursuant to formal action (i.e. board approval) of the reporting entity's governing body. Assigned portions represent amounts that are constrained by the government's intent to be used for a specific purpose. Remaining fund balances are reported as unassigned. When expenditures are incurred that qualify for either restricted or unrestricted resources, the School first utilizes restricted resources. When expenditures are incurred that qualify for either committed or assigned or unassigned resources, the School first utilizes committed resources then assigned resources before using unassigned resources.

Income Taxes – The School is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code except for income, if any, derived from unrelated business activities. The School's tax returns for the current year and prior year are subject to examination by the IRS and state tax authorities, generally for three years after they are filed.

Contingent Liabilities – Amounts received or receivable from grantor agencies are subject to audit and adjustment by grantor agencies. Any disallowed claims, including amounts already collected, may constitute a liability of the applicable funds. The amount, if any, of expenditures which may be disallowed by the grantor cannot be determined at this time although the School expects such amounts, if any, to be immaterial.

Interfund Activity – Interfund activity is reported either as loans, services provided, reimbursements, or transfers. Loans are reported as interfund receivables and payables as appropriate and are subject to elimination upon consolidation. Services provided, deemed to be at market or near market rates, are treated as revenues and expenditures/expenses. Reimbursements are when one fund incurs a cost, charges the appropriate benefiting fund, and reduces its related cost as a reimbursement. All other interfund transactions are treated as transfers.

Use of Estimates – The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

Custodial Credit Risk – The School maintains its cash at insured financial institutions. Periodically, balances may exceed federally insured limits. The School does not have a formal policy concerning custodial credit risk.

Risk Management – The School is exposed to various risks related to its operations. Insurance is utilized to the extent practical to minimize these risks.

Subsequent Events – Subsequent events were evaluated through the date of the auditor's report, which is the date the financial statements were available to be issued.

DORAL ACADEMY OF IDAHO
Notes to Financial Statements

B. CASH AND INVESTMENTS

Cash and investments consist of the following at year end:

Cash - Deposits	\$305,276
Investments - U.S. Government Securities	844,573
Total	<u><u>\$1,149,849</u></u>

Deposits – At year end, the carrying amounts of the School's deposits were \$305,276 and the bank balances were \$319,194. Of the bank balances, \$250,000 was insured and the remainder was uninsured and uncollateralized.

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

Interest rate risk:

	Investment Maturity Schedule (In Years)	
Investment Type	Less Than 1	Total
U.S. Gov't Securities	\$844,573	\$844,573
Total	<u><u>\$844,573</u></u>	<u><u>\$844,573</u></u>

Credit rate risk (Moody's rating scale):

	Investment Rating Schedule	
Investment Type	AAA	Total
U.S. Gov't Securities	\$844,573	\$844,573
Total	<u><u>\$844,573</u></u>	<u><u>\$844,573</u></u>

Investments – State statutes authorize government entities to invest in certain bonds, notes, accounts, investment pools, and other obligations of the state, U.S. Government, and U.S. corporations pursuant to Idaho Code 67-1210 and 67-1210A. These statutes are designed to help minimize the custodial risk that deposits may not be returned in the event of the failure of the issuer or other counterparty, interest rate risk resulting from fair value losses arising from rising interest rates, or credit risks that an issuer or other counterparty will not fulfill its obligations. The School's investment policy complies with state statutes.

DORAL ACADEMY OF IDAHO
Notes to Financial Statements

C. RECEIVABLES

Receivables consist of the following at year end:

	<u>General Fund</u>	<u>Special Revenue Funds</u>	<u>Total</u>
Local Sources			
Reimbursements	\$45,588	\$29,318	\$74,906
Total	<u>\$45,588</u>	<u>\$29,318</u>	<u>\$74,906</u>
State Sources			
Foundation Program	\$153,411		\$153,411
Total	<u>\$153,411</u>		<u>\$153,411</u>
Federal Sources			
Special Programs		\$14,629	\$14,629
Total		<u>\$14,629</u>	<u>\$14,629</u>

D. CAPITAL ASSETS

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

	<u>Beginning Balance</u>	<u>Increases</u>	<u>Decreases</u>	<u>Ending Balance</u>
Nondepreciable Capital Assets				
Land	\$1,917,342		\$163,772	\$1,753,570
Total	<u>1,917,342</u>	<u>\$0</u>	<u>163,772</u>	<u>1,753,570</u>
Depreciable Capital Assets				
Buildings	4,521,704	186,041		4,707,745
Equipment	134,925	34,615		169,540
Subtotal	<u>4,656,629</u>	<u>220,656</u>	<u>0</u>	<u>4,877,285</u>
Accumulated Depreciation				
Buildings	179,910	134,507		314,417
Equipment	47,224	16,955		64,179
Subtotal	<u>227,134</u>	<u>151,462</u>	<u>0</u>	<u>378,596</u>
Total	<u>4,429,495</u>	<u>69,194</u>	<u>0</u>	<u>4,498,689</u>
Net Capital Assets	<u>\$6,346,837</u>	<u>\$69,194</u>	<u>\$163,772</u>	<u>\$6,252,259</u>

Depreciation expense of \$151,462 was charged to the capital assets – student occupied program.

DORAL ACADEMY OF IDAHO
Notes to Financial Statements

E. LONG-TERM LIABILITIES

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

	Outstanding
2021A - \$7,520,000 - facilities revenue bonds (tax exempt) for capital improvements due in semiannual installments with interest at 5% through 2056, secured by real estate, paid through the general fund	\$7,520,000
2021B - \$715,000 - facilities revenue bonds (taxable) for working capital due in semiannual installments with interest at 5.75% through 2031, secured by real estate, paid through the general fund	715,000
Total	\$8,235,000

Maturities on the bonds, exclusive of annual fees, are estimated as follows:

Year Ended	Principal	Interest
6/30/25	\$0	\$417,113
6/30/26	0	417,113
6/30/27	70,000	415,100
6/30/28	115,000	409,781
6/30/29	120,000	403,025
6/30/30-34	735,000	1,900,101
6/30/35-39	955,000	1,683,875
6/30/40-44	1,225,000	1,412,875
6/30/45-49	1,560,000	1,066,250
6/30/50-54	2,000,000	623,750
6/30/55-57	1,455,000	111,625
Total	\$8,235,000	\$8,860,608

Notes Payable – At year end, the School had notes payable as follows:

Note payable - C (from related party - see note G), due when the School has sufficient reserves, (as this note is not anticipated to be paid back in the 2024/25 year, the entire note is classified as noncurrent)	\$110,750
Note payable - Z, due in monthly payments of \$2,940 (with one final payment of \$9,686 due in December 2024) with interest at 4.37% through 2024, secured by equipment, paid through the general fund	24,018
Total	\$134,768

DORAL ACADEMY OF IDAHO
Notes to Financial Statements

Maturities on the notes are estimated as follows:

Year Ended	Principal	Interest
6/30/25	\$24,018	\$368
6/30/26	110,750	0
Total	\$134,768	\$368

Changes in long-term liabilities are as follows:

Description	Beginning Balance	Increases	Decreases	Ending Balance	Due Within One Year
2021A FR Bonds	\$7,520,000			\$7,520,000	\$0
2021B FR Bonds	715,000			715,000	0
Bond Premium	45,050		\$1,325	43,725	1,325
Note Payable - C	98,750	\$12,000		110,750	0
Note Payable - Z	57,452		33,434	24,018	24,018
Net Pension Liability	900,980	108,607		1,009,587	-
Total	\$9,337,232	\$120,607	\$34,759	\$9,423,080	\$25,343

Interest and related costs of \$431,428 were charged to the debt service – interest program in the statement of activities.

F. PENSION PLAN

Plan description

The School contributes to the Base Plan which is a cost-sharing multiple-employer defined benefit pension plan administered by Public Employee Retirement System of Idaho (PERSI or System) that covers substantially all employees of the State of Idaho, its agencies and various participating political subdivisions. The cost to administer the plan is financed through the contributions and investment earnings of the plan. PERSI issues a publicly available financial report that includes financial statements and the required supplementary information for PERSI. That report may be obtained on the PERSI website at www.persi.idaho.gov.

Responsibility for administration of the Base Plan is assigned to the Board comprised of five members appointed by the Governor and confirmed by the Idaho Senate. State law requires that two members of the Board be active Base Plan members with at least ten years of service and three members who are Idaho citizens not members of the Base Plan except by reason of having served on the Board.

Pension benefits

The Base Plan provides retirement, disability, death and survivor benefits of eligible members or beneficiaries. Benefits are based on members' years of service, age, and highest average salary. Members become fully vested in their retirement benefits with five years of credited service (5 months for elected or appointed officials). Members are eligible for retirement benefits upon attainment of the ages specified for

DORAL ACADEMY OF IDAHO
Notes to Financial Statements

their employment classification. The annual service retirement allowance for each month of credited service is 2.0% (2.3% for police/firefighters) of the average monthly salary for the highest consecutive 42 months.

The benefit payments for the Base Plan are calculated using a benefit formula adopted by the Idaho Legislature. The Base Plan is required to provide a 1% minimum cost of living increase per year provided the Consumer Price Index increases 1% or more. The PERSI Board has the authority to provide higher cost of living increases to a maximum of the Consumer Price Index movement or 6%, whichever is less; however, any amount above the 1% minimum is subject to review by the Idaho Legislature.

Member and employer contributions

Member and employer contributions paid to the Base Plan are set by statute and are established as a percent of covered compensation. Contribution rates are determined by the PERSI Board within limitations, as defined by state law. The Board may make periodic changes to employer and employee contribution rates (expressed as percentages of annual covered payroll) that are adequate to accumulate sufficient assets to pay benefits when due.

The contribution rates for employees are set by statute at 60% of the employer rate for general employees and 74% for police and firefighters. As of June 30, 2023 it was 7.16% for general employees and 9.13% for police and firefighters. The employer contribution rate as a percent of covered payroll is set by the Retirement Board and was 11.94% for general employees and 12.28% for police and firefighters. The School's contributions were \$145,147 for the year ended June 30, 2024.

Pension asset/liabilities, pension revenue (expense), and deferred outflows/inflows of resources related to pensions

At June 30, 2024, the School reported a liability for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2023, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of that date. The School's proportion of the net pension liability was based on the School's share of contributions in the Base Plan pension plan relative to the total contributions of all participating PERSI Base Plan employers. At June 30, 2023, the School's proportion was 0.02529869%.

For the year ended June 30, 2024, the School recognized pension revenue (expense) of (\$319,274). At June 30, 2024, the School reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
	<u> </u>	<u> </u>
Differences between expected and actual experience	\$173,051	
Changes in assumptions or other inputs	99,970	
Net difference between projected and actual earnings on pension plan investments	94,765	
Employer contributions subsequent to the measurement date	145,147	
Total	<u><u>\$512,933</u></u>	<u><u>\$0</u></u>

DORAL ACADEMY OF IDAHO
Notes to Financial Statements

\$145,147 reported as deferred outflows of resources related to pensions resulting from School contributions made subsequent to the measurement date will be recognized as an adjustment to the pension revenue (expense) in the year ending June 30, 2025.

The average of the expected remaining service lives of all employees that are provided with pensions through the System (active and inactive employees) determined at July 1, 2023 the beginning of the measurement period ended June 30, 2022 is 4.6 and 4.4 for the measurement period June 30, 2023.

Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension revenue (expense) as follows:

Year Ended	
6/30/25	(\$130,793)
6/30/26	(61,463)
6/30/27	(191,202)
6/30/28	15,672
Total	<u><u>(\$367,786)</u></u>

Actuarial assumptions

Valuations are based on actuarial assumptions, the benefit formulas, and employee groups. Level percentages of payroll normal costs are determined using the Entry Age Normal Cost Method. Under the Entry Age Normal Cost Method, the actuarial present value of the projected benefits of each individual included in the actuarial valuation is allocated as a level percentage of each year's earnings of the individual between entry age and assumed exit age. The Base Plan amortizes any unfunded actuarial accrued liability based on a level percentage of payroll. The maximum amortization period for the Base Plan permitted under Section 59-1322, Idaho Code, is 25 years.

The total pension liability in the June 30, 2023 actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	2.30%
Salary increases including inflation	3.05%
Investment rate of return, net of investment expenses	6.35%
Cost-of-living adjustments	1.00%

Contributing members, service retirement members, and beneficiaries

General Employees and All Beneficiaries - Males	Pub-2010 General Tables, increased 11%
General Employees and All Beneficiaries - Females	Pub-2010 General Tables, increased 21%
Teachers - Males	Pub-2010 Teacher Tables, increased 12%
Teachers - Females	Pub-2010 Teacher Tables, increased 21%
Fire & Police - Males	Pub-2010 Safety Tables, increased 21%
Fire & Police - Females	Pub-2010 Safety Tables, increased 26%
	5% of Fire & Police active member deaths are assumed to be duty related. This assumption was adopted July 1, 2021.

DORAL ACADEMY OF IDAHO
Notes to Financial Statements

Disabled Members - Males	Pub-2010 Disabled Tables, increased 38%
Disabled Members - Females	Pub-2010 Disabled Tables, increased 36%

An experience study was performed for the period July 1, 2015 through June 30, 2020 which reviewed all economic and demographic assumptions other than mortality. The total pension liability as of June 30, 2023 is based on the results of an actuarial valuation date of July 1, 2023.

The long-term expected rate of return on pension plan investments was determined using the building block approach and a forward-looking model in which best estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighing the expected future real rates of return by the target asset allocation percentage and by adding expected inflation.

Even though history provides a valuable perspective for setting the investment return assumption, the System relies primarily on an approach which builds upon the latest capital market assumptions. Specifically, the System uses consultants, investment managers and trustees to develop capital market assumptions in analyzing the System's asset allocation. The assumptions and the System's formal policy for asset allocation are shown below. The formal asset allocation policy is somewhat more conservative than the current allocation of System's assets.

The best-estimate range for the long-term expected rate of return is determined by adding expected inflation to expected long-term real returns and reflecting expected volatility and correlation. The capital market assumptions are as of 2023.

Asset Class	Target Allocation	Long-Term Expected Real Rate of Return
Cash	0%	0.00%
Large Cap	18%	4.50%
Small/Mid Cap	11%	4.70%
International Equity	15%	4.50%
Emerging Markets Equity	10%	4.90%
Domestic Fixed	20%	-0.25%
TIPS	10%	-0.30%
Real Estate	8%	3.75%
Private Equity	8%	6.00%

Discount rate

The discount rate used to measure the total pension liability was 6.35%. The projection of cash flows used to determine the discount rate assumed that contributions from plan members will be made at the current contribution rate. Based on these assumptions, the pension plans' net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension asset. The long-term expected rate of return was determined net of pension plan investment expense but without reduction for administrative expense.

DORAL ACADEMY OF IDAHO
Notes to Financial Statements

Sensitivity of the School's proportionate share of the net pension liability to changes in the discount rate.

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

	1% Decrease	Current Discount Rate	1% Increase
	(5.35%)	(6.35%)	(7.35%)
School's proportionate share of the net pension	<u>\$1,815,784</u>	<u>\$1,009,587</u>	<u>\$350,672</u>

Pension plan fiduciary net position

Detailed information about the pension plan's fiduciary net position is available in the separately issued PERSI financial report.

PERSI issues a publicly available financial report that includes financial statements and the required supplementary information for PERSI. That report may be obtained on the PERSI website at www.persi.idaho.gov.

Impact on the School's net position

Depending on the annual performance of the Base Plan and the various non-financial factors that affect the collective Base Plan net pension liability (as described above), the School may periodically experience a deficit in its net position. This can occur as a result of recording the School's allocable portion of the net pension liability which is an estimated liability that changes substantially from year to year depending on the factors described above but does not currently require cash outflows. As the net pension liability of the Base Plan is closely monitored by PERSI's board (who makes changes to the contribution rates and other terms of the Base Plan when deemed necessary), such deficits are not deemed to be of substantial concern.

G. RELATED PARTY TRANSACTIONS

The School has a management agreement with Academica for back office support including school management, facilities management, accounting, payroll, and human resources. At yearend, the School had a note payable (see note E) with a related party of Academica and therefore this item is classified as related party transaction.

DORAL ACADEMY OF IDAHO
Notes to Financial Statements

H. INTERFUND BALANCES

Interfund balances at year end consist of the following:

	Due From Fund	
Due To Fund	Nonmajor Governmental	Total
General	\$14,629	\$14,629
Total	\$14,629	\$14,629

These interfund balances resulted from the time lag between when expenditures are incurred in a fund and when the fund is reimbursed for such expenditures.

DORAL ACADEMY OF IDAHO
 Budgetary Comparison Schedule -
 General and Major Special Revenue Funds
 Year Ended June 30, 2024

General Fund	Budgeted Amounts		Actual	Final Budget
	(GAAP Basis)			
	Original	Final	Amounts	Variance
				Positive
				(Negative)
Revenues				
Local Revenue	\$213,513	\$213,513	\$161,944	(\$51,569)
State Revenue	2,703,981	2,703,981	2,574,389	(129,592)
Federal Revenue	0	0	0	0
Total Revenues	<u>2,917,494</u>	<u>2,917,494</u>	<u>2,736,333</u>	<u>(181,161)</u>
Expenditures				
Instructional Programs				
Elementary School	1,445,559	1,445,559	1,887,459	(441,900)
Special Education	0	0	92,049	(92,049)
Support Service Programs				
Instruction Improvement	28,972	28,972	0	28,972
Board of Education	6,600	6,600	0	6,600
School Administration	143,213	143,213	0	143,213
Business Operation	490,626	490,626	0	490,626
Buildings - Care	51,433	51,433	0	51,433
Maintenance - Student Occupied	28,500	28,500	0	28,500
Security	4,500	4,500	0	4,500
Non-Instructional Programs				
Student Activity	0	0	0	0
Capital Assets - Student Occupied	21,752	21,752	56,884	(35,132)
Debt Service - Principal			33,434	(33,434)
Debt Service - Interest	353,044	353,044	432,753	(79,709)
Total Expenditures	<u>2,574,199</u>	<u>2,574,199</u>	<u>2,502,579</u>	<u>71,620 *</u>
Excess (Deficiency) of Revenues				
Over Expenditures	343,295	343,295	233,754	(109,541)
Other Financing Sources (Uses)				
Proceeds from Note	0	0	12,000	12,000
Transfers In	0	0	0	0
Transfers Out	(343,295)	(343,295)	0	343,295 *
Total Other Financing Sources (Uses)	<u>(343,295)</u>	<u>(343,295)</u>	<u>12,000</u>	<u>355,295</u>
Net Change in Fund Balances	<u>0</u>	<u>0</u>	<u>245,754</u>	<u>245,754</u>
Fund Balances - Beginning	<u>0</u>	<u>0</u>	<u>924,273</u>	<u>924,273</u>
Fund Balances - Ending	<u>\$0</u>	<u>\$0</u>	<u>\$1,170,027</u>	<u>\$1,170,027</u>

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

\$414,915

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

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

Fiscal Year Ended June 30	Employer's Portion of the Net Pension (Asset) Liability	Employer's Proportionate Share of the Net Pension (Asset) Liability	Covered Payroll	Employer's Proportional Share of the Net Pension (Asset) Liability as a Percentage of Covered Payroll	Plan Fiduciary Net Position as a Percentage of the Total Pension (Asset) Liability
2022	0.01482726%	(\$11,710)	\$617,429	-1.90%	100.36%
2023	0.02287472%	\$900,980	\$900,101	100.10%	83.09%
2024	0.02529869%	\$1,009,587	\$1,082,136	93.30%	83.83%

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

Schedule of Employer Contributions

Fiscal Year Ended June 30	Actuarially Determined Contribution	Contributions in Relation to Actuarially Determined Contribution	Contribution Deficiency (Excess)	Covered Payroll	Contributions as a Percentage of Covered Payroll
2022	\$107,472	\$107,472	\$0	\$900,101	11.94%
2023	\$129,207	\$129,207	\$0	\$1,082,136	11.94%
2024	\$145,147	\$145,147	\$0	\$1,143,790	12.69%

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

DORAL ACADEMY OF IDAHO
Combining Balance Sheet - Nonmajor Governmental Funds
June 30, 2024

Page 1 of 3

	Special Revenue Funds			
	Student Activity	Technology	Substance Abuse	ESSER III
Assets				
Cash & Investments	\$37,118		\$5,236	
Receivables:				
Local Sources	29,318			
State Sources				
Federal Sources				\$3,428
Due From Other Funds				
Total Assets	<u>\$66,436</u>	<u>\$0</u>	<u>\$5,236</u>	<u>3,428</u>
Liabilities				
Accounts Payable	\$5,459			
Due To Other Funds				\$3,428
Salaries & Benefits Payable				
Total Liabilities	<u>5,459</u>	<u>\$0</u>	<u>\$0</u>	<u>3,428</u>
Fund Balances				
Restricted:				
Special Programs	60,977		5,236	
Debt Service				
Capital Projects				
Unassigned				
Total Fund Balances	<u>60,977</u>	<u>0</u>	<u>5,236</u>	<u>0</u>
Total Liabilities and Fund Balances	<u>\$66,436</u>	<u>\$0</u>	<u>\$5,236</u>	<u>\$3,428</u>

DORAL ACADEMY OF IDAHO
Combining Balance Sheet - Nonmajor Governmental Funds
June 30, 2024

	Special Revenue Funds			
	Title I-A ESSA IBP	ESSER II	IDEA Part B 611 School Age 3-21	School Based Medicaid
Assets				
Cash & Investments				
Receivables:				
Local Sources				
State Sources				
Federal Sources	\$11,201			
Due From Other Funds				
Total Assets	<u>11,201</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Liabilities				
Accounts Payable				
Due To Other Funds	\$11,201			
Salaries & Benefits Payable				
Total Liabilities	<u>11,201</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Fund Balances				
Restricted:				
Special Programs				
Debt Service				
Capital Projects				
Unassigned				
Total Fund Balances	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total Liabilities and Fund Balances	<u>\$11,201</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

DORAL ACADEMY OF IDAHO
Combining Balance Sheet - Nonmajor Governmental Funds
June 30, 2024

	Special Revenue Funds		
	IDEA	Title II-A	Total
	Mini Grant	ESSA SEI	
Assets			
Cash & Investments			\$42,354
Receivables:			
Local Sources			29,318
State Sources			0
Federal Sources			14,629
Due From Other Funds			0
Total Assets	<u>\$0</u>	<u>\$0</u>	<u>\$86,301</u>
Liabilities			
Accounts Payable			\$5,459
Due To Other Funds			14,629
Salaries & Benefits Payable			0
Total Liabilities	<u>\$0</u>	<u>\$0</u>	<u>20,088</u>
Fund Balances			
Restricted:			
Special Programs			66,213
Debt Service			0
Capital Projects			0
Unassigned			0
Total Fund Balances	<u>0</u>	<u>0</u>	<u>66,213</u>
Total Liabilities and Fund Balances	<u>\$0</u>	<u>\$0</u>	<u>\$86,301</u>

DORAL ACADEMY OF IDAHO
Combining Statement of Revenues, Expenditures, and Changes in
Fund Balances - Nonmajor Governmental Funds
Year Ended June 30, 2024

	Special Revenue Funds			
	Student Activity	Technology	Substance Abuse	ESSER III
Revenues				
Local Revenue	\$40,024			
State Revenue		\$66,531	\$5,236	
Federal Revenue				\$69,447
Total Revenues	<u>40,024</u>	<u>66,531</u>	<u>5,236</u>	<u>69,447</u>
Expenditures				
Instructional Programs				
Elementary School		66,531		69,447
Special Education				
Support Service Programs				
Instruction Improvement				
Board of Education				
School Administration				
Business Operation				
Buildings - Care				
Maintenance - Student Occupied				
Security				
Non-Instructional Programs				
Student Activity	28,884			
Capital Assets - Student Occupied				
Debt Service - Principal				
Debt Service - Interest				
Total Expenditures	<u>28,884</u>	<u>66,531</u>	<u>0</u>	<u>69,447</u>
Excess (Deficiency) of Revenues Over Expenditures	11,140	0	5,236	0
Other Financing Sources (Uses)				
Transfers In				
Transfers Out				
Total Other Financing Sources (Uses)	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Net Change in Fund Balances	11,140	0	5,236	0
Fund Balances - Beginning	49,837	0	0	0
Fund Balances - Ending	<u>\$60,977</u>	<u>\$0</u>	<u>\$5,236</u>	<u>\$0</u>

DORAL ACADEMY OF IDAHO
Combining Statement of Revenues, Expenditures, and Changes in
Fund Balances - Nonmajor Governmental Funds
Year Ended June 30, 2024

	Special Revenue Funds			
	Title I-A ESSA IBP	ESSER II	IDEA Part B 611 School Age 3-21	School Based Medicaid
Revenues				
Local Revenue				
State Revenue				
Federal Revenue	\$11,201	\$98	\$40,169	\$93,575
Total Revenues	<u>11,201</u>	<u>98</u>	<u>40,169</u>	<u>93,575</u>
Expenditures				
Instructional Programs				
Elementary School	11,201	98		
Special Education			40,169	93,575
Support Service Programs				
Instruction Improvement				
Board of Education				
School Administration				
Business Operation				
Buildings - Care				
Maintenance - Student Occupied				
Security				
Non-Instructional Programs				
Student Activity				
Capital Assets - Student Occupied				
Debt Service - Principal				
Debt Service - Interest				
Total Expenditures	<u>11,201</u>	<u>98</u>	<u>40,169</u>	<u>93,575</u>
Excess (Deficiency) of Revenues				
Over Expenditures	0	0	0	0
Other Financing Sources (Uses)				
Transfers In				
Transfers Out				
Total Other Financing Sources (Uses)	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Net Change in Fund Balances	0	0	0	0
Fund Balances - Beginning	0	0	0	0
Fund Balances - Ending	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

DORAL ACADEMY OF IDAHO
Combining Statement of Revenues, Expenditures, and Changes in
Fund Balances - Nonmajor Governmental Funds
Year Ended June 30, 2024

	Special Revenue Funds		
	IDEA Mini Grant	Title II-A ESSA SEI	Total
Revenues			
Local Revenue			\$40,024
State Revenue			71,767
Federal Revenue	\$10,430	\$1,974	226,894
Total Revenues	<u>10,430</u>	<u>1,974</u>	<u>338,685</u>
Expenditures			
Instructional Programs			
Elementary School		1,974	149,251
Special Education	10,430		144,174
Support Service Programs			
Instruction Improvement			0
Board of Education			0
School Administration			0
Business Operation			0
Buildings - Care			0
Maintenance - Student Occupied			0
Security			0
Non-Instructional Programs			
Student Activity			28,884
Capital Assets - Student Occupied			0
Debt Service - Principal			0
Debt Service - Interest			0
Total Expenditures	<u>10,430</u>	<u>1,974</u>	<u>322,309</u>
Excess (Deficiency) of Revenues Over Expenditures	0	0	16,376
Other Financing Sources (Uses)			
Transfers In			0
Transfers Out			0
Total Other Financing Sources (Uses)	<u>0</u>	<u>0</u>	<u>0</u>
Net Change in Fund Balances	0	0	16,376
Fund Balances - Beginning	0	0	49,837
Fund Balances - Ending	<u>\$0</u>	<u>\$0</u>	<u>\$66,213</u>



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

Board of Directors
Doral Academy of Idaho

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the Doral Academy of Idaho (the School), as of and for the year ended June 30, 2024, and the related notes to the financial statements, which collectively comprise the School’s basic financial statements, and have issued our report thereon dated October 28, 2024. In our report, we expressed a qualified opinion on the governmental activities as management has elected not to adopt the provisions of GASB 75 *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions*.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School’s internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School’s internal control. Accordingly, we do not express an opinion on the effectiveness of the School’s internal control.

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

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that have not been identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School’s financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the

determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance. Accordingly, this communication is not suitable for any other purpose.

Quest CPAs PLLC

Meridian, Idaho
October 28, 2024

THIS IS TO CERTIFY THAT

Doral Academy of Idaho

has met the criteria for educational quality
established by the Cognia Global Commission
and is hereby presented this

Certificate of Accreditation

by the North Central Association Commission on Accreditation and School Improvement, the Northwest Accreditation Commission, and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement.



Mark A. Elgart

Mark A. Elgart, Ed.D.
President and CEO, Cognia

VALID THROUGH 6/30/2030



IPCSC Board Meeting Observation Summary

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

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

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

Observation Date: 3/2/23

Observer: Melissa-Jo Rivera

Director's Name	Office (if applicable)	Present/Remote/Absent
Miquelle Crosland	Board Chair	Present-On Site
Bruce Hobbs	Vice-Chair	Present-On Site
Tyler Heasley	Secretary	Present
Carolyn Baird	Treasurer	Present-On Site
Lindsay Arnett	Board Member	Present-On Site
Rodney Saunders	Board Member	Present-Remote
Talia Sierra	Board Member	Present-Remote
School Leadership	Title	Present/Remote/Absent
Julianna Turley	Principal	Present-On Site
Ada Page	Lead Teacher	Present
Jen Ellison		Present-Remote
Maleesa Ibarra	Business Manager	Present
Dave Lister	Executive Director	Present-On Site

Observation Category	Status	Date
Open Meeting Law	No Concern	3/2/23
Public Participation	No Concern	3/2/23
Operational Efficacy	No Concern	3/2/23
Academic Achievement	No Concern	3/2/23
Financial Health	No Concern	3/2/23

Additional Notes (As Applicable)

Re-election of board members:

- Rodney Saunders

Re-election of Officers:

- Board Chair Nomination: Carolyn Baird
- Board Vice-Chair Nomination: Bruce Hobbs
- Board Secretary Nomination: Talia Sierra
- Board Treasurer Nomination: Tyler Heasley

- Board Chair Miquelle has completed 3-(1 year) terms and according to Bylaws needs to be re-voted. Explained for public (good practice). Miquelle will remain on the board as a regular board member.

- DAI administrator discussed iReady benchmark assessments for math and reading

- Board reviewed board and school policy. *Please provide a copy of new board to IPCSC within 5 days. (Received 2/3/23-MR)

- The board reviewed the equitable selection PSA requirements and practices.

Overall, the program manager did not have any concerns regarding meeting conduct, transparency or agenda items.

IPCSC Lottery Observation Summary

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

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

Observation Date: 3/6/23

Observation Location: Virtual and Onsite

Observer: [Melissa-Jo Rivera](#)

School Personnel Present	Office (if applicable)
Jenn Elison	Academica Representative
David Lister	Executive Director
Angie Story	Academica Representative
Neutral Third-Party Conducting Draw	Title
*Unclear at this time	

Observation Category	Status	Date
Enrollment Deadline Notification	No Concern	3/6/23
Enrollment Form	No Concern	3/6/23
Lottery Process	No Concern	3/6/23

Additional Notes (As Applicable)

Deadline Notification & Enrollment Application |

- The school met the three months-notice of deadline requirement
- Please provide evidence of the school's public service announcement for the notice of deadline. This can be receipts, vendors used to distribute enrollment information, copies of articles, etc. If you have questions please contact Mel.Rivera@osbe.idaho.gov
- The school included a non-discrimination statement along with the enrollment deadline information.
- At this time, it is unclear who filled the role of the neutral-third party requirement. Please provide the name and role of the individual that was considered the neutral third party for selection process.

Equitable Selection Process |

- The school utilized “Lottery Center”, a proprietary software program through Academica.
- The school made available to the public via third party application (Zoom) to observe the equitable selection process.
- The representative of Academica conducting the operations within the program communicated the procedure and steps being taken as selection process was taking place.
- The school provided a grade level breakout of open seats, applications received and the grade levels allowing for all student acceptance.
- The representative informed the community that the Board approved a randomize grade level draw at a previous meeting. This practice should be done by the neutral third party.
- Once the lottery button was selected student first/last name and grade level information were present briefly on the screen. I would guide to work with legal counsel to review FRPA laws and compliance and ensure student data is protected.
- Families were informed they would receive communication from DAI via email, as well as provided families with contact information.

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

- As a reminder, please review the requirements for neutral third party during the equitable selection process. This individual should be someone with whom there is no vested interest in to the outcome of those students selected. Please review [IDAPA 08.02.04.203](#) for further information regarding the requirement for a neutral third party and their roles and responsibilities.
- As a reminder, “In addition, petitioners shall ensure that such process includes the dissemination of press release or public service announcements, to media outlets that broadcast within, or disseminate printed publications within, the area of attendance of the public charter school; petitioners must ensure that such announcements are broadcast or published by such media outlets on not less than three (3) occasions, beginning not later than fourteen (14) days prior to the enrollment deadline each year.” Please see [IDAPA 08.02.04.203](#) for further information.



334
514 W. Jefferson, Ste. 303
Boise, ID 83702
208-332-1561 • pcsc@osbe.idaho.gov

January 24, 2025

Doral Academy of Idaho

Re: Notice and Acknowledgement of Commission Director's Recommendation for Renewal of Charter with Conditions

Delivered via email to:

Board Chair, Sara Frost, sara.frost@doralidaho.org

School Leader, Michael Shapiro, michael.shapiro@doralidaho.org

Dear Doral Academy of Idaho Leaders,

Pursuant to Idaho Code section 33-5209A, the Director of the Idaho Public Charter School Commission ("Commission") recommends that the charter for Doral Academy of Idaho (Doral Academy) be renewed provided that Doral Academy agrees to comply with the conditions listed below in Section I.

If Doral Academy agrees to accept the Director's recommendation as presented below, an authorized representative of Doral Academy must complete the Consent Agreement, attached to this Notice as Attachment A, and return to the Director **by no later than January 31, 2025** to the following email address: pcsc@osbe.idaho.gov.

If Doral Academy does not accept the Director's recommendation as presented herein and wishes to have an administrative hearing before the Commission, an authorized representative of Doral Academy must notify the Director **by no later than January 31, 2025** to the following email address: pcsc@osbe.idaho.gov.

If Doral Academy does not complete the Consent Agreement and return it to the Director **by January 31, 2025**, Doral Academy inaction will be interpreted as a request for administrative hearing for conditions not accepted.

I. DIRECTOR'S RECOMMENDATION TO RENEW WITH CONDITIONS

The Director recommends that Doral Academy charter be renewed subject to the following conditions:

Condition 1: Doral Academy must achieve a minimum 3% year-over-year increase in Math Proficiency for the duration of this Performance Certificate term. If the school achieves a Meets Standard rating in Math Proficiency for two consecutive years this condition is considered met.

Condition 2: Doral Academy must achieve a minimum 3% year-over-year increase in Math Growth. If the school achieves a Meets Standard rating in Math Growth for two consecutive years this condition is considered met.

Condition 3: Doral Academy must achieve a minimum 3% year-over-year increase in English Language Arts Proficiency. If the school achieves a Meets Standard rating in ELA Proficiency for two consecutive years this condition is considered met.

Condition 4: Doral Academy must achieve a minimum 2% year-over-year increase in English Language Arts Growth. If the school achieves a Meets Standard rating in ELA Growth for two consecutive years this condition is considered met.

Condition 5: Doral Academy must achieve a minimum 2% year-over-year increase in Literacy Proficiency. If the school achieves a Meets Standard rating in Literacy Proficiency for two consecutive years this condition is considered met.

Condition 6: Doral Academy must achieve a positive trend in the Debt to Asset Ratio measure annually until this condition is satisfied. If the school achieves a Meets Standard rating in the Debt to Asset Ratio measure for two consecutive years this condition is considered met.



Joshua Whitworth
Director
Idaho Public Charter School Commission

**CONSENT AGREEMENT
ACCEPTING DIRECTOR'S RECOMMENDATION**

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

1. On behalf of Doral Academy, the undersigned authorized representative acknowledges the receipt of the Notice and Acknowledgment of Commission Director's Recommendation for Renewal of Charter with Conditions, dated January 24, 2025 ("Notice").
2. Doral Academy understands and acknowledges the recommendation of the Director, and agrees to accept the conditions as proposed in the Notice and restated below:

Condition 1: Doral Academy must achieve a minimum 3% year-over-year increase in Math Proficiency for the duration of this Performance Certificate term. If the school achieves a Meets Standard rating in Math Proficiency for two consecutive years this condition is considered met.

Condition 2: Doral Academy must achieve a minimum 3% year-over-year increase in Math Growth. If the school achieves a Meets Standard rating in Math Growth for two consecutive years this condition is considered met.

Condition 3: Doral Academy must achieve a minimum 3% year-over-year increase in English Language Arts Proficiency. If the school achieves a Meets Standard rating in ELA Proficiency for two consecutive years this condition is considered met.

Condition 4: Doral Academy must achieve a minimum 2% year-over-year increase in English Language Arts Growth. If the school achieves a Meets Standard rating in ELA Growth for two consecutive years this condition is considered met.

Condition 5: Doral Academy must achieve a minimum 2% year-over-year increase in Literacy Proficiency. If the school achieves a Meets Standard rating in Literacy Proficiency for two consecutive years this condition is considered met.

Condition 6: Doral Academy must achieve a positive trend in the Debt to Asset Ratio measure annually until this condition is satisfied. If the school achieves a Meets Standard rating in the Debt to Asset Ratio measure for two consecutive years this condition is considered met.

3. Doral Academy understands and acknowledges that the Director's recommendation will be presented to the Idaho Public Charter School Commission ("Commission"). Doral Academy

ATTACHMENT A:

CONSENT AGREEMENT
ACCEPTING DIRECTOR'S RECOMMENDATION

further understands and acknowledges that the Commission is under no obligation to agree with the Director's recommendation and is under no obligation to adopt this Agreement.

4. Doral Academy understands and acknowledges that if the Commission approves the renewal of Doral Academy's charter, the Commission and Doral Academy shall execute a new performance certificate, as defined in Idaho Code section 33-5202A(7), by no later than June 30, 2025.
5. Doral Academy understands and acknowledges that by accepting the Director's recommendation as proposed in the Notice and entering into this Agreement, Doral Academy freely and voluntarily waives all further procedural rights with regard to enforcement of this Agreement. The procedural rights waived by signing this agreement include, but are not limited to: a full and complete administrative hearing; the right to present evidence or to call witnesses; the right to confront and cross-examine witnesses, the right to reconsideration, and the right to appeal this matter to district court.
6. By signing below, the authorized representative attests that he or she has authority to sign this Agreement on behalf of Doral Academy.


Sara Proat (Jan 31, 2025 08:04 MST)

Authorized Representative
 Board Chair/President
 [Doral Academy of Idaho]

31/01/2025

Date



Joshua Whitworth
 Director
 Idaho Public Charter School Commission

1/24/2025

Date

IV. CONSIDERATION OF AGREEMENTS TO RENEW CHARTER WITH CONDITIONS

C. Mountain Community School

APPLICABLE STATUTE, RULE, OR POLICY

The Accelerating Public Charter School Act at Idaho Code §33-5201, et seq.

SUMMARY

In 2019, Mountain Community School was approved for operations with a five-year operating contract. The school began operations in fall 2022. The current certificate term is from July 1, 2020 to June 30, 2025.

Mountain Community School has met expectations in both the Operational and Financial categories for the FY24 school year. However, the school did not meet expectations in 4 out of 5 Academic categories. The school is recommended for renewal with conditions.

STAFF RECOMMENDATION OF CONDITIONS

Condition 1: Mountain Community School must achieve a minimum 3% year-over-year increase in Math Proficiency. If the school achieves a Meets Standard rating in Math Proficiency for two consecutive years this condition is considered met.

Condition 2: Mountain Community School must achieve a minimum 2% year-over-year increase in Math Growth. If the school achieves a Meets Standard rating in Math Growth for two consecutive years this condition is considered met.

Condition 3: Mountain Community School must achieve a minimum 3% year-over-year increase in English Language Arts Proficiency. This condition is considered met when the school achieves a Meets Standard rating in English Language Arts Proficiency for two consecutive years.

Condition 4: Mountain Community School must achieve a positive increase from Fall to Spring Literacy Proficiency annually –AND- the school must achieve a minimum 5% year-over-year increase in Literacy Proficiency. This condition is considered met when the school achieves a Meets Standard rating in Literacy Proficiency for two consecutive years.

COMMISSION ACTION

A motion to approve the consent agreement for conditional charter renewal as presented for **[school name]**, thereby approving the school's renewal application and renewing its charter for a **[six-year] [twelve-year]** operational term starting July 1, 2025;

OR

A motion to reject the consent agreement for charter renewal as presented, to conditionally renew the charter for **[school name]**, and to approve the school's renewal application, renewing the school's charter for a **[six-year] [twelve-year]** operational term beginning July 1, 2025, with the following conditions: **[state revised/new condition(s) in full, including the due date(s)]**;

OR

A motion to reject the consent agreement for charter renewal for **[school name]** as presented and to proceed with a charter renewal hearing before March 15, 2025.



Renewal Packet

Mountain Community School

311 Village Dr. PMB 3188

Donnelly, ID 83615

<https://mtncommunityschool.org/>



Mountain Community School, Inc. Performance Summary – 2021-2024

Summary: In 2019, Mountain Community School was approved for operations with a five-year operating contract. The school began operations in fall 2022. The current certificate term is from July 1, 2020 to June 30, 2025.

Mountain Community School has met expectations in both the Operational and Financial categories for the FY24 school year. However, the school did not meet expectations in 4 out of 5 Academic categories. The school is recommended for renewal with conditions.

Mission Statement: To inspire curiosity, engagement, and leadership through transformative place-based education.

Board Chair: Jonas Bean

School Leader: Jenny Schon

Model: Place-based Learning

Demographics:

Grades Served: K-8; Enrollment Capacity: 225

Student Population %	2024	2023	2022	2021
Non-White Mountain Community School	14%	14%	NA	NA
Non-White Mountain Community School Comparison District	13%	12%	NA	NA
Hispanic Mountain Community School	N Size	5%	NA	NA
Hispanic Mountain Community School Comparison District	9%	9%	NA	NA
Students w/Disabilities Mountain Community School	12%	NA	NA	NA
Students w/Disabilities Mountain Community Comparison District	11%	12%	NA	NA
Economically Disadvantaged Mountain Community School	26%	42%	NA	NA
Economically Disadvantaged Mountain Community Comparison District	20%	22%	NA	NA



Mountain Community School, Inc. Performance Summary

Performance Outcomes:

The performance outcomes, by which IPCSC charter schools are evaluated for renewal, are defined in the Commission's [Performance Framework Guidance](#). Mountain Community School's comprehensive Annual Performance Reports and current performance certificate are available at the following link: chartercommission.idaho.gov/schools/mountain-community-school/.

The key to the summary of performance ratings in the following tables is as follows:

Exceeds Standard (E)	Meets Standard (M)	Approaches Standard (A)	Does Not Meet Standard (DNM)	Not Rated Due to Pandemic (NR)	Data Not Available (NA)
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Academics				
Indicator	2024	2023	2022	2021
Math Proficiency	35% DNM	NA	NA	NA
Math Growth	58% DNM	30% DNM	NA	NA
ELA Proficiency	53% DNM	NA	NA	NA
ELA Growth	77% M	58% DNM	NA	NA
Literacy Proficiency	Fall IRI: 49%	Fall IRI: 58%	Fall IRI: NA	NA
	Spring IRI: 30% DNM	Spring IRI: 51% DNM	Spring IRI: NA	
College & Career Readiness/ 4Yr ACGR	NA	NA	NA	NA

Operational Governance				
Indicator	2024	2023	2022	2021
Governance Structure	M	M	NA	NA
Governance Oversight	M	M	NA	NA
Governance Compliance	NA	M	NA	NA
Management				
Indicator	2024	2023	2022	2021
Student Services	M	M	NA	NA
Data Security/Transparency	M	M	NA	NA
Facility & Services	M	M	NA	NA
Operational Compliance	NA	M	NA	NA

Mountain Community School, Inc. Performance Summary

Financial				
Near Term Health				
Indicator	2024	2023	2022	2021
Current Ratio	5.32 E	5.5 E	NA	NA
Unrestricted Days Cash	318 E	179 E	NA	NA
Default	None M	None M	NA	NA
Enrollment Variance	NA	73% A	NA	NA
Sustainable Health				
Indicator	2024	2023	2022	2021
Total Margin	NA	21.3% M	NA	NA
Multi-Year Cash Flow	NA	\$363,548 M	NA	NA
Debt Service Coverage Ratio	6.80 E	3.5 E	NA	NA
Debt Asset Ratio	0.47 M	0.7 M	NA	NA
Financial Compliance	Yes M	Yes M	NA	NA



Mountain Community School 2024-2025

**McCall Community School
DBA Mountain Community School
500 Base Court Rd
Mailing: 311 Village Dr PMB 3188
Donnelly, ID 83615**

Dr. Jennifer Schon
208-325-1593

jschon@mtncommunityschool.org

Board President: Jonas Bean
208-271-6195
jbean@mtncommunityschool.org

Mission Statement: The mission of Mountain Community School is to inspire curiosity, engagement, and leadership through transformative place-based education.

Enrollment as of 11/20/24

K: 5
 1: 7
 2: 8
 3: 11
 4: 11
 5: 8
 6: 10
 7: 7
 8: 3

Improvements at MCS in implementation as of 2024-2025:

We received approval of our initial charter as McCall Community School in 2020, however, we were unable to open until 2022 due to finding an appropriate facility. Hurdles with finding a facility in a rural mountain town include not only finding an appropriate building size, but access to appropriate septic systems and water, and turning lanes off the highway. Eventually we are able to find a facility at the base of Tamarack Resort, outside of McCall, hence needing to change our name to Mountain Community School

Given this, we are only in our third year of operation. We have spent our first two years in operation building our infrastructure and are committed to building our academics this year and beyond. It has taken us this time to find the right staff that is on board with our model and our facilities at the base of a mountain resort. We have had turnover in our staff in the Kindergarten through 3rd grade classes; some of this turnover has been at the detriment of our early readers. This year we have committed, qualified, and excellent teachers in all our classes. We have also completely revamped our reading program. We hired a Title 1 coach to focus on our reading instruction this year; this additional support for our reading program and our teachers has been paramount to our young readers. We have doubled our reading minutes per week and included specific Target Time that includes targeted instruction at three tiered levels to meet our students at their level. As SMART 2.0 participants we are also receiving monthly training, guidance, support, and resources to strengthen our reading program. Needless to say, our reading program looks vastly different this year than it did our first two years of operation, and we are seeing the results already.

Additionally we've had the opportunity to be involved in the Increased Charter Support Program that has provided resources and training opportunities to support our reading, math, and behavior management systems. We have several partnerships that have come from this program that have brought in experts into our classrooms or provided regular guidance to leadership to ensure we are leveraging all our resources appropriately and are moving forward with vetted and reliable plans to improve our reading and math scores. The guidance and support from the Increased Charter Support Program has been impressive, timely, and unifying in our efforts.

As part of our continuous improvement goals, we aim to meet the following this year:

- 90% of students taking the Spring ISAT will increase their scores in Math & ELA by 5% or more from their previous year scores.
- 50% of all students in grades K-3 will score at a "Tier 1" on the Spring IRI Test.
- For students who do not receive a "Tier 1" on the Fall IRI Test, 75% of those students will show improvement on the Spring IRI Test.

We are currently on track to meet or exceed these goals based on iStation IRI reading scores for grades K-5, Easy CBM for reading 6th-8th grade, and Easy CBM K-8 for math. Please see the Exhibits below. We test all our students monthly on reading scores to monitor their progress. Students identified as Tier 2 or 3 for math are also tested monthly. All students are tested three times a year for math, or as needed based on teacher data.

Throughout the past two and half years we have built a strong community of families and volunteers that are committed to our model and our students. Our model is focused on place-based, project-based learning that encourages students to be problem solvers and integral members of our community. Projects begin with a question, include an interdisciplinary approach to gather the needed information, including working with local authorities on the matter, and results in a public sharing of their findings/results. We have dozens of local businesses, agencies, and public works that routinely work with our students on their projects. Our students are becoming creative, engaged, and inspired leaders in our community across the grade spectrum. We look forward to watching them continue to grow and learn and are proud to be working and learning alongside them.

Our location, at the base of a ski resort, twenty minutes from the nearest town, thirty minutes from McCall or Cascade, puts our rural school in an even more remote location. In our county, there has never been a public school of choice before, this coupled with our location has made marketing and garnering awareness of our school extra challenging. We have engaged with family events, local parades, public events, published advertisements in local newspapers and magazines, and routinely post information about our school on social media. We currently have a parent who is skilled in making documentaries that is helping us create a video about our school. Word is getting out there about MCS and we feel confident with a few more years and with our current plans in place we will see interest in MCS and our enrollment grow.

Additional Evidence List

Exhibit 1	Table of areas of improvement and plan
Exhibit 2	K-8th grade iStation Reading scores as of January 2025
Exhibit 3	K-8th grade Easy CBM Math scores as of January 2025

Exhibit 1: Table of areas of improvement and plan

The following table shows the three areas of improvement, our action plan, and timeline to improve in these areas.

Area of improvement	Action Plan	Timeline
Reading program	Hired a Title 1 Coach SMART 2.0 Doubled weekly reading time Tiered out intervention for all classes K-8 with Target Time	Started all at beginning of 2024-25 school year. Ongoing meeting and support from SMART.
Math Program	Purchase digital and	Focus on stations at levels based

	manipulative resources via Increased Charter Support Utilizing state accessed Imagine Learning Math program	on fall data. Designated training in January to learn new online resources. All teachers have access as of 11/25/24..
Behavior	Utilize retired teacher experts in the area to observe and train in our classrooms. Register for Idaho Tiered Behavior Supports. Utilize experts and resources from SESTA as needed.	Several teachers have visited and provided feedback and suggestions. We have been accepted to ITBS for training in June. Ongoing communication with SESTA.

Exhibit 2: Reading Scores from iStation as of 1/16/25 for K-8th grade
This includes students that are on IEPs.

% Students at Level in Reading as January 16th, 2025

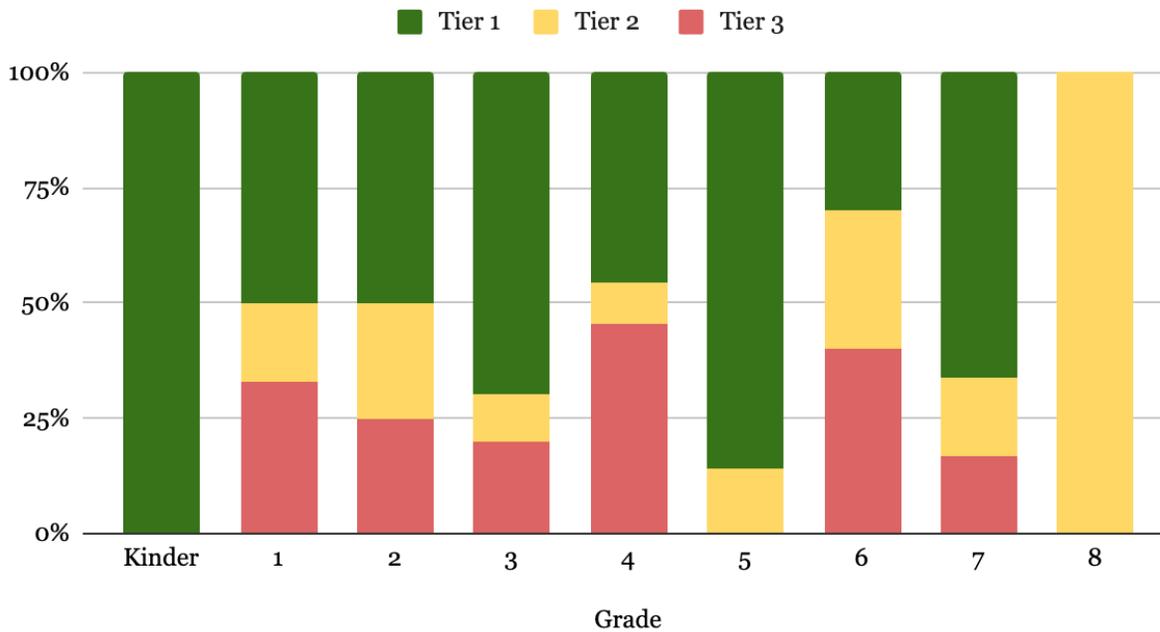
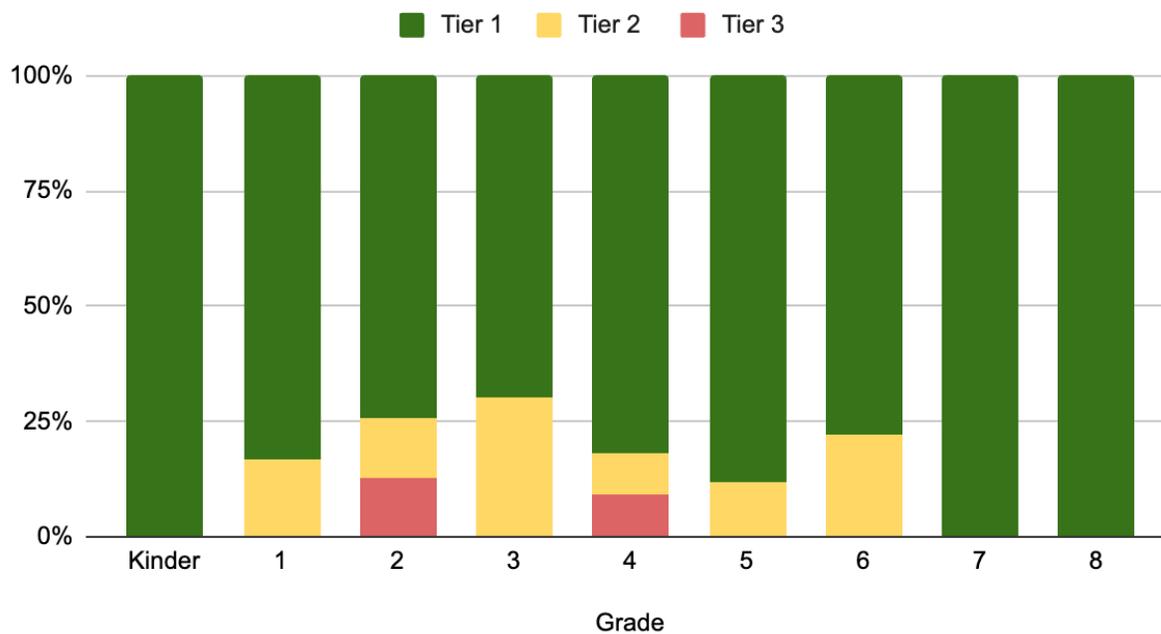


Exhibit 3: Math Scores from Easy CBM as of January 16th, 2025 for K-8th grade.

% Students at Level in Math as of January 16th, 2025



Mountain Community School

Year Ended June 30, 2024

Audited Financial Statements



MOUNTAIN COMMUNITY SCHOOL
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Independent Auditor's Report

Board of Directors
Mountain Community School

Report on the Audit of the Financial Statements

Qualified and Unmodified Opinions

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Mountain Community School (the School) as of and for the year ended June 30, 2024, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

Qualified Opinion on the Governmental Activities

In our opinion, except for the effects of the matter described in the Matter Giving Rise to the Qualified Opinion on the Governmental Activities section of our report, the financial statements referred to above present fairly, in all material respects, the financial position of the governmental activities of the School, as of June 30, 2024, and the changes in financial position thereof for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Unmodified Opinions on All Other Opinion Units Described Below

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of each major fund and the aggregate remaining fund information of the School as of June 30, 2024, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Qualified and Unmodified Opinions

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Matter Giving Rise to the Qualified Opinion on the Governmental Activities

Management has elected not to adopt the provisions of GASB 75 *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions*. Accounting principles generally accepted in the United States of America require recognition and measurement of an asset or liability, deferred outflows of resources, deferred inflows of resources, and expenses related to the other postemployment benefits as well as note disclosures and required supplementary information. The amount by which the departure would affect net position, assets, liabilities, deferred outflows of resources, deferred inflows of resources, expenses, note disclosures, and required supplementary information has not been determined.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

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

Auditor's Responsibility for the Audit of the Financial Statements

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

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

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, no such opinion is expressed.

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

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

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the budgetary comparison schedules and schedule of employer contributions listed in the table of contents be presented to supplement the basic financial statements. Such information is the responsibility of management and, although not part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, and historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Management has not included the management's discussion and analysis information that accounting principles generally accepted in the United States of America require to be presented to supplement the basic financial statements. Such information, although not part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, and historical context. Our opinion on the basic financial statements is not affected by not including this information.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the School's basic financial statements. The accompanying combining and individual nonmajor fund financial statements are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the combining and individual nonmajor fund financial statements are fairly stated in all material respects in relation to the basic financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 25, 2024, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

Quest CPAs PLLC

Meridian, Idaho
October 25, 2024

MOUNTAIN COMMUNITY SCHOOL

Statement of Net Position

June 30, 2024

	Governmental Activities
Assets	
Current Assets	
Cash	\$590,308
Receivables:	
State Sources	51,205
Federal Sources	25,424
Prepaid Expenses	34,032
Total Current Assets	<u>700,969</u>
Noncurrent Assets	
Depreciable Net Capital Assets	308,878
Total Noncurrent Assets	<u>308,878</u>
Total Assets	<u><u>1,009,847</u></u>
Deferred Outflows of Resources	
Pension Items	156,442
Total Deferred Outflows of Resources	<u>156,442</u>
Total Assets and Deferred Outflows of Resources	<u><u>\$1,166,289</u></u>
Liabilities	
Current Liabilities	
Accounts Payable	\$33,189
Salaries & Benefits Payable	51,877
Unspent Grant Allocation	5,782
Long-Term Liabilities, Current	41,028
Total Current Liabilities	<u>131,876</u>
Noncurrent Liabilities	
Long-Term Liabilities, Noncurrent	641,511
Total Noncurrent Liabilities	<u>641,511</u>
Total Liabilities	<u><u>773,387</u></u>
Net Position	
Net Investment in Capital Assets	(78,644)
Restricted:	
Special Programs	12,450
Unrestricted	459,096
Total Net Position	<u>392,902</u>
Total Liabilities and Net Position	<u><u>\$1,166,289</u></u>

MOUNTAIN COMMUNITY SCHOOL

Statement of Activities
Year Ended June 30, 2024

Functions/Programs	Expenses	Program Revenues		Net (Expense) Revenue And Changes in Net Position
		Charges For Services	Operating Grants And Contributions	
				Governmental Activities
Governmental Activities				
Instructional Programs				
Elementary School	\$318,864		\$16,302	(\$302,562)
Secondary School	9,012			(9,012)
Vocational-Technical	0			0
Special Education	23,477		423	(23,054)
School Activity	198			(198)
Support Service Programs				
Attendance - Guidance - Health	0			0
Special Education Support Services	15,504		15,504	0
Instruction Improvement	42,017		39,339	(2,678)
Instruction-Related Technology	15,049		14,998	(51)
Board of Education	27,487			(27,487)
District Administration	0			0
School Administration	129,897		7,126	(122,771)
Business Operation	18,360			(18,360)
Central Service	3,894			(3,894)
Administrative Technology	16,559		28,991	12,432
Buildings - Care	0			0
Maintenance - Student Occupied	21,685			(21,685)
Maintenance - Grounds	0			0
Security	0			0
Pupil-To-School Transportation	16,708			(16,708)
Pupil-Activity Transportation	0			0
General Transportation	909			(909)
Non-Instructional Programs				
Child Nutrition	496			(496)
Capital Assets - Student Occupied	10,611			(10,611)
Capital Assets - Non-Student Occupied	0			0
Debt Service - Principal	0			0
Debt Service - Interest	17,356			(17,356)
Total	\$688,083	\$0	\$122,683	\$0
General Revenues				
Local Revenue				35,405
State Revenue				897,233
Federal Revenue				0
Pension Revenue (Expense)				(226,098)
Total				706,540
Change in Net Position				141,140
Net Position - Beginning				251,762
Net Position - Ending				\$392,902

MOUNTAIN COMMUNITY SCHOOL

Balance Sheet - Governmental Funds

June 30, 2024

	General Fund	CSP Grant	Nonmajor Governmental Funds	Total Governmental Funds
Assets				
Cash	\$568,837	\$8,653	\$12,818	\$590,308
Receivables:				
Local Sources			0	0
State Sources	51,205		0	51,205
Federal Sources			25,424	25,424
Prepaid Expenditures	34,032		0	34,032
Due From Other Funds	19,373		0	19,373
Total Assets	\$673,447	\$8,653	\$38,242	\$720,342
Liabilities				
Accounts Payable	\$31,769	\$1,052	\$368	\$33,189
Due To Other Funds			19,373	19,373
Salaries & Benefits Payable	44,007	7,601	269	51,877
Unspent Grant Allocation			5,782	5,782
Total Liabilities	75,776	8,653	25,792	110,221
Fund Balances				
Nonspendable	34,032		0	34,032
Restricted:				
Special Programs			12,450	12,450
Unassigned	563,639		0	563,639
Total Fund Balances	597,671	0	12,450	610,121
Total Liabilities and Fund Balances	\$673,447	\$8,653	\$38,242	\$720,342

MOUNTAIN COMMUNITY SCHOOL
 Balance Sheet - Governmental Funds
 June 30, 2024

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

Total Governmental Fund Balances	\$610,121
Amounts reported for governmental activities in the statement of net position are different because:	
Capital assets used in governmental activities are not financial resources and therefore are not reported in the funds.	308,878
Long-term liabilities are not due and payable in the current period and therefore are not reported in the funds.	(682,539)
Pension deferred outflows are not due and payable in the current period and therefore are not reported in the funds.	156,442
Net Position of Governmental Activities	\$392,902

MOUNTAIN COMMUNITY SCHOOL
Statement of Revenues, Expenditures, and Changes in
Fund Balances - Governmental Funds
Year Ended June 30, 2024

	General Fund	CSP Grant	Nonmajor Governmental Funds	Total Governmental Funds
Revenues				
Local Revenue	\$47,623		\$0	\$47,623
State Revenue	897,233		38,378	935,611
Federal Revenue		\$44,321	27,766	72,087
Total Revenues	944,856	44,321	66,144	1,055,321
Expenditures				
Instructional Programs				
Elementary School	362,403	1,052	3,032	366,487
Secondary School	10,358		0	10,358
Vocational-Technical			0	0
Special Education	23,054		423	23,477
School Activity	198		0	198
Support Service Programs				
Attendance - Guidance - Health			0	0
Special Education Support Services			15,504	15,504
Instruction Improvement	2,678	27,500	11,839	42,017
Instruction-Related Technology	51	14,329	669	15,049
Board of Education	27,487		0	27,487
District Administration			0	0
School Administration	122,771	1,440	5,686	129,897
Business Operation	18,360		0	18,360
Central Service	12,438		0	12,438
Administrative Technology	18		16,541	16,559
Buildings - Care			0	0
Maintenance - Student Occupied	21,685		0	21,685
Maintenance - Grounds			0	0
Security			0	0
Pupil-To-School Transportation	16,708		0	16,708
Pupil-Activity Transportation			0	0
General Transportation	909		0	909
Non-Instructional Programs				
Child Nutrition	496		0	496
Capital Assets - Student Occupied	20,497		0	20,497
Capital Assets - Non-Student Occupied			0	0
Debt Service - Principal	39,324		0	39,324
Debt Service - Interest	17,356		0	17,356
Total Expenditures	696,791	44,321	53,694	794,806
Excess (Deficiency) of Revenues Over Expenditures	248,065	0	12,450	260,515
Other Financing Sources (Uses)				
Transfers In			0	0
Transfers Out			0	0
Total Other Financing Sources (Uses)	0	0	0	0
Net Change in Fund Balances	248,065	0	12,450	260,515
Fund Balances - Beginning	349,606	0	0	349,606
Fund Balances - Ending	\$597,671	\$0	\$12,450	\$610,121

MOUNTAIN COMMUNITY SCHOOL
Statement of Revenues, Expenditures, and Changes in
Fund Balances - Governmental Funds
Year Ended June 30, 2024

**Reconciliation of the Statement of Revenues, Expenditures, and
Changes in Fund Balances - Governmental Funds to the Statement of**

Net Change in Fund Balances - Total Governmental Funds \$260,515

Amounts reported for governmental activities in the statement of activities
are different because:

Government funds report capital outlays as expenditures. However, in
the statement of activities the cost of those assets is allocated over their
estimated useful lives as depreciation expense or allocated over the
appropriate term as amortization expense. This is the excess of capital
outlays over (under) depreciation/amortization expense in the current
period. 18,430

Repayment of debt principal is an expenditure in the governmental
funds, but the repayment reduces long-term liabilities in the statement of
net position. 39,324

Changes in net pension asset/liability and related pension deferred
outflows/inflows do not provide or require current financial resources
and therefore are not reflected in the funds. (177,129)

Change in Net Position of Governmental Activities \$141,140

MOUNTAIN COMMUNITY SCHOOL
Notes to Financial Statements

A. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Reporting Entity – Mountain Community School (the School) is organized as a nonprofit corporation providing public charter school educational services as authorized by Section 33 of Idaho Code.

Idaho Code Section 33-5210(3) requires charter schools to comply with the same financial reporting requirements imposed on school districts, i.e. – on a governmental, rather than nonprofit, basis of accounting. Additionally, enabling legislation creates charter schools as public entities, i.e. – as public schools, subject to provisions common with other governmental entities as set forth in Idaho Code Section 33-5204. Accordingly, the School's basis of presentation follows the governmental, rather than nonprofit, reporting model.

These financial statements are prepared in accordance with generally accepted accounting principles (GAAP) as applied to charter schools. The governmental accounting standards board (GASB) is responsible for establishing GAAP for state and local governments through its pronouncements (statements and interpretations). The more significant accounting policies established in GAAP and used by the School are discussed below.

Basic Financial Statements - Government-Wide Statements – The School's basic financial statements include both government-wide (reporting the School as a whole) and fund financial statements (reporting the School's major funds). Both government-wide and fund financial statements categorize primary activities as either governmental or business type. Currently, all the School's activities are categorized as governmental activities.

In the government-wide statement of net position, the activities columns (a) are presented on a consolidated basis by column, (b) and are reported on a full accrual, economic resource basis, which recognizes all long-term assets and receivables as well as long-term debt and obligations.

The government-wide statement of activities reports both the gross and net cost of each of the School's functions. The functions are also supported by general government revenues as reported in the statement of activities. The statement of activities reduces gross expenses (including depreciation when recorded) by related program revenues and operating and capital grants. Program revenues must be directly associated with the function. Internal activity between funds (when two or more funds are involved) is eliminated in the government-wide statement of activities. Operating grants include operating-specific and discretionary (either operating or capital) grants while the capital grants column reports capital-specific grants.

The net costs (by function) are normally covered by general revenues.

The School reports expenditures in accordance with the State Department of Education's "Idaho Financial Accounting Reporting Management System" (IFARMS). IFARMS categorizes all expenditures by function, program and object. Accordingly, there is no allocation of indirect costs.

The government-wide focus is more on the sustainability of the School as an entity and the change in the School's net position resulting from the current year's activities. Fiduciary funds, when present, are not included in the government-wide statements.

Basic Financial Statements - Fund Financial Statements – The financial transactions of the School are reported in individual funds in the fund financial statements. Each fund is accounted for by providing a

MOUNTAIN COMMUNITY SCHOOL
Notes to Financial Statements

separate set of self-balancing accounts that comprises its assets, deferred outflows of resources, liabilities, deferred inflows of resources, fund equity, revenues and expenditures/expenses.

The emphasis in fund financial statements is on the major funds. Nonmajor funds by category are summarized into a single column. Generally accepted accounting principles set forth minimum criteria (percentage of assets and deferred outflows of resources, liabilities and deferred inflows of resources, revenues or expenditures/expenses of the funds) for the determination of major funds.

The focus of the governmental funds' measurement (in the fund statements) is upon determination of financial position and changes in financial position (sources, uses, and balances of financial resources) rather than upon net income. Major governmental funds of the School include:

General Fund – The general fund is the School's primary operating fund. It is used to account for all financial resources except those required to be accounted for in another fund.

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

Basis of Accounting – Basis of accounting refers to the point at which revenues or expenditures/expenses are recognized in the accounts and reported in the financial statements. It relates to the timing of the measurements made regardless of the measurement focus applied.

Activities in the government-wide and fiduciary fund financial statements are presented on the full accrual basis of accounting. Revenues are recognized when earned and expenses are recognized when incurred.

The governmental funds financial statements are presented on the modified accrual basis of accounting. Under the modified accrual basis of accounting, revenues are recorded when susceptible to accrual (when they become both measurable and available). "Measurable" means the amount of the transaction can be determined and "available" means collectible within the current period or within thirty days after year end. Expenditures are recorded when the related fund liability is incurred. Exceptions to this general rule include principal and interest on long-term debt which, if any, are recognized when due and payable.

Cash – Nearly all the cash balances of the School's funds are pooled for investment purposes. The individual funds' portions of the pooled cash are reported in each fund as cash. Interest earned on pooled cash is paid to the general fund unless Idaho Code specifies otherwise.

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

Capital Assets and Depreciation – Capital assets purchased or acquired with an original cost of \$5,000 or more are reported at historical cost or estimated historical cost. Contributed assets are reported at acquisition value as of the date received. Additions, improvements and other capital outlays that significantly extend the useful life of an asset are capitalized. Other costs incurred for repairs and maintenance are expensed as incurred. When incurred, depreciation over the estimated useful lives of depreciable assets is recorded using the straight line method.

Leases/SBITAs and Amortization – Material long-term leases and subscription-based information technology arrangements (SBITAs) are reported in accordance with the provisions of GASB 87 *Leases* and

MOUNTAIN COMMUNITY SCHOOL
Notes to Financial Statements

GASB 96 *SBITAs*. When incurred, amortization over the appropriate lease or SBITA term is recorded using the straight-line method.

Compensated Absences – The School provides certain compensated absences to its employees. The estimated amount of compensation for future amounts is deemed to be immaterial and, accordingly, no liability is recorded. Compensated absences will be paid by the fund in which the employee works.

Other Post-Employment Benefits – The School does not provide benefits to retired employees other than retirement benefits funded through the Public Employees Retirement System of Idaho. However, certain retired employees can remain on the School insurance policy after retirement if the retired employee pays the average monthly cost. The difference between the age-adjusted monthly cost and the average monthly cost is referred to as an “implicit subsidy” since the medical insurance rate of a retired employee is generally higher than the medical insurance rate of a younger employee. GASB 75 requires that employers have actuarial calculations performed for these other post-employment benefits so that an asset or liability, deferred outflows of resources, deferred inflows of resources, and expenses can be recorded in the government-wide financial statements and related notes and required supplementary information can be prepared. Management believes the costs of implementing GASB 75 cannot be justified at this time. Accordingly, the School accounts for the other-post employment benefits for retirees on the pay-as-you-go basis. Other post-employment benefits will be paid by the fund in which the employee works.

Pensions – For purposes of measuring the net pension asset/liability and pension revenue/expense, information about the fiduciary net position of the Public Employee Retirement System of Idaho Base Plan (the Base Plan) and additions to/deductions from the Base Plan’s fiduciary net position have been determined on the same basis as they are reported by the Base Plan. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value. Pension obligations will be paid by the fund in which the employee works.

Net Position – Net position is assets plus deferred outflows of resources less liabilities less deferred inflows of resources. The net investment in capital assets component of net position consists of the historical cost of capital assets less accumulated depreciation less any outstanding debt that was used to finance those assets plus deferred outflows of resources less deferred inflows of resources related to those assets. Restricted net position consists of assets that are restricted by creditors, grantors, contributors, legislation, and other parties. All other net position not reported as restricted or net investment in capital assets is reported as unrestricted.

Fund Balance Classifications – Restrictions of the fund balance indicate portions that are legally or contractually segregated for a specific future use. Nonspendable portions of the fund balance are those amounts that cannot be spent because they are in a nonspendable form or because they are legally or contractually required to be maintained intact. Committed portions represent amounts that can only be used for specific purposes pursuant to formal action (i.e. board approval) of the reporting entity’s governing body. Assigned portions represent amounts that are constrained by the government’s intent to be used for a specific purpose. Remaining fund balances are reported as unassigned. When expenditures are incurred that qualify for either restricted or unrestricted resources, the School first utilizes restricted resources. When expenditures are incurred that qualify for either committed or assigned or unassigned resources, the School first utilizes committed resources then assigned resources before using unassigned resources.

Income Taxes – The School is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code except for income, if any, derived from unrelated business activities. The School’s tax returns for the

MOUNTAIN COMMUNITY SCHOOL
Notes to Financial Statements

current year and prior year are subject to examination by the IRS and state tax authorities, generally for three years after they are filed.

Contingent Liabilities – Amounts received or receivable from grantor agencies are subject to audit and adjustment by grantor agencies. Any disallowed claims, including amounts already collected, may constitute a liability of the applicable funds. The amount, if any, of expenditures which may be disallowed by the grantor cannot be determined at this time although the School expects such amounts, if any, to be immaterial.

Interfund Activity – Interfund activity is reported either as loans, services provided, reimbursements, or transfers. Loans are reported as interfund receivables and payables as appropriate and are subject to elimination upon consolidation. Services provided, deemed to be at market or near market rates, are treated as revenues and expenditures/expenses. Reimbursements are when one fund incurs a cost, charges the appropriate benefiting fund, and reduces its related cost as a reimbursement. All other interfund transactions are treated as transfers.

Use of Estimates – The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

Custodial Credit Risk – The School maintains its cash at insured financial institutions. Periodically, balances may exceed federally insured limits. The School does not have a formal policy concerning custodial credit risk.

Risk Management – The School is exposed to various risks related to its operations. Insurance is utilized to the extent practical to minimize these risks.

Subsequent Events – Subsequent events were evaluated through the date of the auditor's report, which is the date the financial statements were available to be issued.

B. CASH

Cash consists of the following at year end:

Cash - Deposits	\$590,308
Total	<u><u>\$590,308</u></u>

Deposits – At year end, the carrying amounts of the School's deposits were \$590,308 and the bank balances were \$590,308. Of the bank balances, \$250,000 was insured, and the balance was uninsured and uncollateralized.

Investments – State statutes authorize government entities to invest in certain bonds, notes, accounts, investment pools, and other obligations of the state, U.S. Government, and U.S. corporations pursuant to Idaho Code 67-1210 and 67-1210A. These statutes are designed to help minimize the custodial risk that deposits may not be returned in the event of the failure of the issuer or other counterparty, interest rate risk resulting from fair value losses arising from rising interest rates, or credit risks that an issuer or other counterparty will not fulfill its obligations. The School's investment policy complies with state statutes.

MOUNTAIN COMMUNITY SCHOOL
Notes to Financial Statements

C. RECEIVABLES

Receivables consist of the following at year end:

	General Fund	Special Revenue Funds	Total
State Sources			
Foundation Program	\$51,205		\$51,205
Total	<u>\$51,205</u>		<u>\$51,205</u>
Federal Sources			
Special Programs		\$25,424	\$25,424
Total		<u>\$25,424</u>	<u>\$25,424</u>

D. CAPITAL ASSETS

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

	Beginning Balance	Increases	Decreases	Ending Balance
Depreciable Capital Assets				
Buildings	\$250,220	\$29,041		\$279,261
Equipment	50,258			50,258
Subtotal	<u>300,478</u>	<u>29,041</u>	<u>\$0</u>	<u>329,519</u>
Accumulated Depreciation				
Buildings	5,004	5,585		10,589
Equipment	5,026	5,026		10,052
Subtotal	<u>10,030</u>	<u>10,611</u>	<u>0</u>	<u>20,641</u>
Total	<u>290,448</u>	<u>18,430</u>	<u>0</u>	<u>308,878</u>
Net Capital Assets	<u>\$290,448</u>	<u>\$18,430</u>	<u>\$0</u>	<u>\$308,878</u>

Depreciation expense of \$10,611 was charged to the capital assets – student occupied program.

MOUNTAIN COMMUNITY SCHOOL
Notes to Financial Statements

E. LONG-TERM LIABILITIES

Note Payable – At year end, the School’s note payable was as follows:

	Outstanding
Note payable CSDC-1 for operations and facilities acquisition, due in monthly payments of \$4,691, with interest at 3.15% through 2027/28, secured by equipment and other assets, paid through the general fund	\$387,522
Total	\$387,522

Maturity on the note is estimated as follows:

Year Ended	Principal	Interest
6/30/25	\$41,028	\$15,260
6/30/26	42,758	13,530
6/30/27	44,560	11,728
6/30/28	259,176	881
Total	\$387,522	\$41,399

Changes in long-term liabilities are as follows:

Description	Beginning Balance	Increases	Decreases	Ending Balance	Due Within One Year
Note Payable CSDC-1	\$426,846		\$39,324	\$387,522	\$41,028
	0	\$295,017		295,017	-
Total	\$426,846	\$295,017	\$39,324	\$682,539	\$41,028

Interest and related costs during the year amounting to \$17,356 were charged to the debt service – interest program.

F. PENSION PLAN*Plan description*

The School contributes to the Base Plan which is a cost-sharing multiple-employer defined benefit pension plan administered by Public Employee Retirement System of Idaho (PERSI or System) that covers substantially all employees of the State of Idaho, its agencies and various participating political subdivisions. The cost to administer the plan is financed through the contributions and investment earnings of the plan. PERSI issues a publicly available financial report that includes financial statements and the required supplementary information for PERSI. That report may be obtained on the PERSI website at www.persi.idaho.gov.

Responsibility for administration of the Base Plan is assigned to the Board comprised of five members appointed by the Governor and confirmed by the Idaho Senate. State law requires that two members of the

MOUNTAIN COMMUNITY SCHOOL
Notes to Financial Statements

Board be active Base Plan members with at least ten years of service and three members who are Idaho citizens not members of the Base Plan except by reason of having served on the Board.

Pension benefits

The Base Plan provides retirement, disability, death and survivor benefits of eligible members or beneficiaries. Benefits are based on members' years of service, age, and highest average salary. Members become fully vested in their retirement benefits with five years of credited service (5 months for elected or appointed officials). Members are eligible for retirement benefits upon attainment of the ages specified for their employment classification. The annual service retirement allowance for each month of credited service is 2.0% (2.3% for police/firefighters) of the average monthly salary for the highest consecutive 42 months.

The benefit payments for the Base Plan are calculated using a benefit formula adopted by the Idaho Legislature. The Base Plan is required to provide a 1% minimum cost of living increase per year provided the Consumer Price Index increases 1% or more. The PERSI Board has the authority to provide higher cost of living increases to a maximum of the Consumer Price Index movement or 6%, whichever is less; however, any amount above the 1% minimum is subject to review by the Idaho Legislature.

Member and employer contributions

Member and employer contributions paid to the Base Plan are set by statute and are established as a percent of covered compensation. Contribution rates are determined by the PERSI Board within limitations, as defined by state law. The Board may make periodic changes to employer and employee contribution rates (expressed as percentages of annual covered payroll) that are adequate to accumulate sufficient assets to pay benefits when due.

The contribution rates for employees are set by statute at 60% of the employer rate for general employees and 74% for police and firefighters. As of June 30, 2023 it was 7.16% for general employees and 9.13% for police and firefighters. The employer contribution rate as a percent of covered payroll is set by the Retirement Board and was 11.94% for general employees and 12.28% for police and firefighters. The School's contributions were \$48,969 for the year ended June 30, 2024.

Pension asset/liabilities, pension revenue (expense), and deferred outflows/inflows of resources related to pensions

At June 30, 2024, the School reported a liability for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2023, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of that date. The School's proportion of the net pension liability was based on the School's share of contributions in the Base Plan pension plan relative to the total contributions of all participating PERSI Base Plan employers. At June 30, 2023, the School's proportion was 0.00739267%.

MOUNTAIN COMMUNITY SCHOOL
Notes to Financial Statements

For the year ended June 30, 2024, the School recognized pension revenue (expense) of (\$226,098). At June 30, 2024, the School reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	\$50,568	
Changes in assumptions or other inputs	29,213	
Net difference between projected and actual earnings on pension plan investments	27,692	
Employer contributions subsequent to the measurement date	48,969	
Total	\$156,442	\$0

\$48,969 reported as deferred outflows of resources related to pensions resulting from School contributions made subsequent to the measurement date will be recognized as an adjustment to the pension revenue (expense) in the year ending June 30, 2025.

The average of the expected remaining service lives of all employees that are provided with pensions through the System (active and inactive employees) determined at July 1, 2023 the beginning of the measurement period ended June 30, 2022 is 4.6 and 4.4 for the measurement period June 30, 2023.

Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension revenue (expense) as follows:

Year Ended		
6/30/25		(\$38,220)
6/30/26		(17,960)
6/30/27		(55,872)
6/30/28		4,580
Total		(\$107,472)

Actuarial assumptions

Valuations are based on actuarial assumptions, the benefit formulas, and employee groups. Level percentages of payroll normal costs are determined using the Entry Age Normal Cost Method. Under the Entry Age Normal Cost Method, the actuarial present value of the projected benefits of each individual included in the actuarial valuation is allocated as a level percentage of each year's earnings of the individual between entry age and assumed exit age. The Base Plan amortizes any unfunded actuarial accrued liability based on a level percentage of payroll. The maximum amortization period for the Base Plan permitted under Section 59-1322, Idaho Code, is 25 years.

MOUNTAIN COMMUNITY SCHOOL
Notes to Financial Statements

The total pension liability in the June 30, 2023 actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	2.30%
Salary increases including inflation	3.05%
Investment rate of return, net of investment expenses	6.35%
Cost-of-living adjustments	1.00%

Contributing members, service retirement members, and beneficiaries

General Employees and All Beneficiaries - Males	Pub-2010 General Tables, increased 11%
General Employees and All Beneficiaries - Females	Pub-2010 General Tables, increased 21%
Teachers - Males	Pub-2010 Teacher Tables, increased 12%
Teachers - Females	Pub-2010 Teacher Tables, increased 21%
Fire & Police - Males	Pub-2010 Safety Tables, increased 21%
Fire & Police - Females	Pub-2010 Safety Tables, increased 26%
	5% of Fire & Police active member deaths are assumed to be duty related. This assumption was adopted July 1, 2021.
Disabled Members - Males	Pub-2010 Disabled Tables, increased 38%
Disabled Members - Females	Pub-2010 Disabled Tables, increased 36%

An experience study was performed for the period July 1, 2015 through June 30, 2020 which reviewed all economic and demographic assumptions other than mortality. The total pension liability as of June 30, 2023 is based on the results of an actuarial valuation date of July 1, 2023.

The long-term expected rate of return on pension plan investments was determined using the building block approach and a forward-looking model in which best estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighing the expected future real rates of return by the target asset allocation percentage and by adding expected inflation.

Even though history provides a valuable perspective for setting the investment return assumption, the System relies primarily on an approach which builds upon the latest capital market assumptions. Specifically, the System uses consultants, investment managers and trustees to develop capital market assumptions in analyzing the System's asset allocation. The assumptions and the System's formal policy for asset allocation are shown below. The formal asset allocation policy is somewhat more conservative than the current allocation of System's assets.

The best-estimate range for the long-term expected rate of return is determined by adding expected inflation to expected long-term real returns and reflecting expected volatility and correlation. The capital market assumptions are as of 2023.

MOUNTAIN COMMUNITY SCHOOL
Notes to Financial Statements

Asset Class	Target Allocation	Long-Term Expected Real Rate of Return
Cash	0%	0.00%
Large Cap	18%	4.50%
Small/Mid Cap	11%	4.70%
International Equity	15%	4.50%
Emerging Markets Equity	10%	4.90%
Domestic Fixed	20%	-0.25%
TIPS	10%	-0.30%
Real Estate	8%	3.75%
Private Equity	8%	6.00%

Discount rate

The discount rate used to measure the total pension liability was 6.35%. The projection of cash flows used to determine the discount rate assumed that contributions from plan members will be made at the current contribution rate. Based on these assumptions, the pension plans' net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension asset. The long-term expected rate of return was determined net of pension plan investment expense but without reduction for administrative expense.

Sensitivity of the School's proportionate share of the net pension liability to changes in the discount rate.

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

	1% Decrease (5.35%)	Current Discount Rate (6.35%)	1% Increase (7.35%)
School's proportionate share of the net pension liability	<u>\$530,600</u>	<u>\$295,017</u>	<u>\$102,472</u>

Pension plan fiduciary net position

Detailed information about the pension plan's fiduciary net position is available in the separately issued PERSI financial report.

PERSI issues a publicly available financial report that includes financial statements and the required supplementary information for PERSI. That report may be obtained on the PERSI website at www.persi.idaho.gov.

Impact on the School's net position

Depending on the annual performance of the Base Plan and the various non-financial factors that affect the collective Base Plan net pension liability (as described above), the School may periodically experience a deficit in its net position. This can occur as a result of recording the School's allocable portion of the net

MOUNTAIN COMMUNITY SCHOOL
Notes to Financial Statements

pension liability which is an estimated liability that changes substantially from year to year depending on the factors described above but does not currently require cash outflows. As the net pension liability of the Base Plan is closely monitored by PERSI's board (who makes changes to the contribution rates and other terms of the Base Plan when deemed necessary), such deficits are not deemed to be of substantial concern.

G. INTERFUND BALANCES

Interfund balances at year end consist of the following:

Due To Fund	Due From Fund	
	Nonmajor Governmental	Total
General	\$19,373	\$19,373
Total	\$19,373	\$19,373

These interfund balances resulted from the time lag between when expenditures are incurred in a fund and when the fund is reimbursed for such expenditures.

MOUNTAIN COMMUNITY SCHOOL
 Budgetary Comparison Schedule -
 General and Major Special Revenue Funds
 Year Ended June 30, 2024

General Fund	Budgeted Amounts		Actual	Final Budget
	(GAAP Basis)			Amounts
	Original	Final		Positive
				(Negative)
Revenues				
Local Revenue	\$0	\$0	\$47,623	\$47,623
State Revenue	904,338	904,338	897,233	(7,105)
Federal Revenue	0	0	0	0
Total Revenues	904,338	904,338	944,856	40,518
Expenditures				
Instructional Programs				
Elementary School	366,841	366,841	362,403	4,438
Secondary School	45,858	45,858	10,358	35,500
Vocational-Technical	0	0	0	0
Special Education	0	0	23,054	(23,054)
School Activity	0	0	198	(198)
Support Service Programs				
Attendance - Guidance - Health	0	0	0	0
Special Education Support Services	0	0	0	0
Instruction Improvement	16,500	16,500	2,678	13,822
Instruction-Related Technology	0	0	51	(51)
Board of Education	31,333	31,333	27,487	3,846
District Administration	0	0	0	0
School Administration	148,867	148,867	122,771	26,096
Business Operation	18,000	18,000	18,360	(360)
Central Service	12,409	12,409	12,438	(29)
Administrative Technology	27,500	27,500	18	27,482
Buildings - Care	15,000	15,000	0	15,000
Maintenance - Student Occupied	37,300	37,300	21,685	15,615
Maintenance - Grounds	2,500	2,500	0	2,500
Security	0	0	0	0
Pupil-To-School Transportation	89,866	89,866	16,708	73,158
Pupil-Activity Transportation	20,000	20,000	0	20,000
General Transportation	10,000	10,000	909	9,091
Non-Instructional Programs				
Child Nutrition	0	0	496	(496)
Capital Assets - Student Occupied	0	0	20,497	(20,497)
Capital Assets - Non-Student Occupied	0	0	0	0
Debt Service - Principal	34,718	34,718	39,324	(4,606)
Debt Service - Interest	18,815	18,815	17,356	1,459
Total Expenditures	895,507	895,507	696,791	198,716 *
Excess (Deficiency) of Revenues				
Over Expenditures	8,831	8,831	248,065	239,234
Other Financing Sources (Uses)				
Transfers In	0	0	0	0
Transfers Out	0	0	0	0 *
Total Other Financing Sources (Uses)	0	0	0	0
Net Change in Fund Balances	8,831	8,831	248,065	239,234
Fund Balances - Beginning	234,319	234,319	349,606	115,287
Fund Balances - Ending	\$243,150	\$243,150	\$597,671	\$354,521
				\$198,716

*Total expenditures (over) under appropriations.

MOUNTAIN COMMUNITY SCHOOL
 Budgetary Comparison Schedule -
 General and Major Special Revenue Funds
 Year Ended June 30, 2024

CSP Grant	Budgeted Amounts		Actual	Final Budget
	(GAAP Basis)			Amounts
	Original	Final		Positive
				(Negative)
Revenues				
Local Revenue	\$0	\$0	\$0	\$0
State Revenue	0	0	0	0
Federal Revenue	0	0	44,321	44,321
Total Revenues	<u>0</u>	<u>0</u>	<u>44,321</u>	<u>44,321</u>
Expenditures				
Instructional Programs				
Elementary School	0	0	1,052	(1,052)
Secondary School	0	0	0	0
Vocational-Technical	0	0	0	0
Special Education	0	0	0	0
School Activity	0	0	0	0
Support Service Programs				
Attendance - Guidance - Health	0	0	0	0
Special Education Support Services	0	0	0	0
Instruction Improvement	0	0	27,500	(27,500)
Instruction-Related Technology	0	0	14,329	(14,329)
Board of Education	0	0	0	0
District Administration	0	0	0	0
School Administration	0	0	1,440	(1,440)
Business Operation	0	0	0	0
Central Service	0	0	0	0
Administrative Technology	0	0	0	0
Buildings - Care	0	0	0	0
Maintenance - Student Occupied	0	0	0	0
Maintenance - Grounds	0	0	0	0
Security	0	0	0	0
Pupil-To-School Transportation	0	0	0	0
Pupil-Activity Transportation	0	0	0	0
General Transportation	0	0	0	0
Non-Instructional Programs				
Child Nutrition	0	0	0	0
Capital Assets - Student Occupied	0	0	0	0
Capital Assets - Non-Student Occupied	0	0	0	0
Debt Service - Principal	0	0	0	0
Debt Service - Interest	0	0	0	0
Total Expenditures	<u>0</u>	<u>0</u>	<u>44,321</u>	<u>(44,321) *</u>
Excess (Deficiency) of Revenues				
Over Expenditures	0	0	0	0
Other Financing Sources (Uses)				
Transfers In	0	0	0	0
Transfers Out	0	0	0	0 *
Total Other Financing Sources (Uses)	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Net Change in Fund Balances	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Fund Balances - Beginning	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Fund Balances - Ending	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

*Total expenditures (over) under appropriations.

(\$44,321)

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

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

Fiscal Year Ended June 30	Employer's Portion of the Net Pension (Asset) Liability	Employer's Proportionate Share of the Net Pension (Asset) Liability	Covered Payroll	Employer's Proportional Share of the Net Pension (Asset) Liability as a Percentage of Covered Payroll	Plan Fiduciary Net Position as a Percentage of the Total Pension (Asset) Liability
2024	0.00739267%	\$295,017	\$314,316	93.86%	83.83%

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

Schedule of Employer Contributions

Fiscal Year Ended June 30	Actuarially Determined Contribution	Contributions in Relation to Actuarially Determined Contribution	Contribution Deficiency (Excess)	Covered Payroll	Contributions as a Percentage of Covered Payroll
2024	\$48,969	\$48,969	\$0	\$385,887	12.69%

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

MOUNTAIN COMMUNITY SCHOOL
Combining Balance Sheet - Nonmajor Governmental Funds
June 30, 2024

	Special Revenue Funds			
	Technology	Substance Abuse	IDEA Part B 611 School Age 3-21	IDEA Part B 619 Pre-School Age 3-5
Assets				
Cash	\$12,818			
Receivables:				
Local Sources				
State Sources				
Federal Sources			\$15,773	\$423
Prepaid Expenditures				
Due From Other Funds				
Total Assets	<u>\$12,818</u>	<u>\$0</u>	<u>\$15,773</u>	<u>\$423</u>
Liabilities				
Accounts Payable	\$368			
Due To Other Funds			\$15,504	\$423
Salaries & Benefits Payable			269	
Unspent Grant Allocation				
Total Liabilities	<u>368</u>	<u>\$0</u>	<u>15,773</u>	<u>423</u>
Fund Balances				
Nonspendable				
Restricted:				
Special Programs	12,450			
Unassigned				
Total Fund Balances	<u>12,450</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total Liabilities and Fund Balances	<u>\$12,818</u>	<u>\$0</u>	<u>\$15,773</u>	<u>\$423</u>

MOUNTAIN COMMUNITY SCHOOL
Combining Balance Sheet - Nonmajor Governmental Funds
June 30, 2024

	Special Revenue Funds		
	Title II-A		
	ESSA SEI	Cultivating Readers	Total
Assets			
Cash			\$12,818
Receivables:			
Local Sources			0
State Sources			0
Federal Sources	\$3,446	\$5,782	25,424
Prepaid Expenditures			0
Due From Other Funds			0
Total Assets	<u>\$3,446</u>	<u>\$5,782</u>	<u>\$38,242</u>
Liabilities			
Accounts Payable			\$368
Due To Other Funds	\$3,446		19,373
Salaries & Benefits Payable			269
Unspent Grant Allocation		\$5,782	5,782
Total Liabilities	<u>3,446</u>	<u>5,782</u>	<u>25,792</u>
Fund Balances			
Nonspendable			0
Restricted:			
Special Programs			12,450
Unassigned			0
Total Fund Balances	<u>0</u>	<u>0</u>	<u>12,450</u>
Total Liabilities and Fund Balances	<u>\$3,446</u>	<u>\$5,782</u>	<u>\$38,242</u>

MOUNTAIN COMMUNITY SCHOOL
Combining Statement of Revenues, Expenditures, and Changes in
Fund Balances - Nonmajor Governmental Funds
Year Ended June 30, 2024

	Special Revenue Funds			
	Technology	Substance Abuse	IDEA Part B 611 School Age 3-21	IDEA Part B 619 Pre-School Age 3-5
Revenues				
Local Revenue				
State Revenue	\$35,346	\$3,032		
Federal Revenue			\$15,504	\$423
Total Revenues	<u>35,346</u>	<u>3,032</u>	<u>15,504</u>	<u>423</u>
Expenditures				
Instructional Programs				
Elementary School		3,032		
Secondary School				
Vocational-Technical				
Special Education				423
School Activity				
Support Service Programs				
Attendance - Guidance - Health				
Special Education Support Services			15,504	
Instruction Improvement				
Instruction-Related Technology	669			
Board of Education				
District Administration				
School Administration	5,686			
Business Operation				
Central Service				
Administrative Technology	16,541			
Buildings - Care				
Maintenance - Student Occupied				
Maintenance - Grounds				
Security				
Pupil-To-School Transportation				
Pupil-Activity Transportation				
General Transportation				
Non-Instructional Programs				
Child Nutrition				
Capital Assets - Student Occupied				
Capital Assets - Non-Student Occupied				
Debt Service - Principal				
Debt Service - Interest				
Total Expenditures	<u>22,896</u>	<u>3,032</u>	<u>15,504</u>	<u>423</u>
Excess (Deficiency) of Revenues Over Expenditures	12,450	0	0	0
Other Financing Sources (Uses)				
Transfers In				
Transfers Out				
Total Other Financing Sources (Uses)	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Net Change in Fund Balances	<u>12,450</u>	<u>0</u>	<u>0</u>	<u>0</u>
Fund Balances - Beginning	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Fund Balances - Ending	<u><u>\$12,450</u></u>	<u><u>\$0</u></u>	<u><u>\$0</u></u>	<u><u>\$0</u></u>

MOUNTAIN COMMUNITY SCHOOL
Combining Statement of Revenues, Expenditures, and Changes in
Fund Balances - Nonmajor Governmental Funds
Year Ended June 30, 2024

	<u>Special Revenue Funds</u>		<u>Total</u>
	<u>Title II-A</u>		
	<u>ESSA SEI</u>	<u>Cultivating Readers</u>	
Revenues			
Local Revenue			\$0
State Revenue			38,378
Federal Revenue	\$3,446	\$8,393	27,766
Total Revenues	<u>3,446</u>	<u>8,393</u>	<u>66,144</u>
Expenditures			
Instructional Programs			
Elementary School			3,032
Secondary School			0
Vocational-Technical			0
Special Education			423
School Activity			0
Support Service Programs			
Attendance - Guidance - Health			0
Special Education Support Services			15,504
Instruction Improvement	3,446	8,393	11,839
Instruction-Related Technology			669
Board of Education			0
District Administration			0
School Administration			5,686
Business Operation			0
Central Service			0
Administrative Technology			16,541
Buildings - Care			0
Maintenance - Student Occupied			0
Maintenance - Grounds			0
Security			0
Pupil-To-School Transportation			0
Pupil-Activity Transportation			0
General Transportation			0
Non-Instructional Programs			
Child Nutrition			0
Capital Assets - Student Occupied			0
Capital Assets - Non-Student Occupied			0
Debt Service - Principal			0
Debt Service - Interest			0
Total Expenditures	<u>3,446</u>	<u>8,393</u>	<u>53,694</u>
Excess (Deficiency) of Revenues Over Expenditures	0	0	12,450
Other Financing Sources (Uses)			
Transfers In			0
Transfers Out			0
Total Other Financing Sources (Uses)	<u>0</u>	<u>0</u>	<u>0</u>
Net Change in Fund Balances	<u>0</u>	<u>0</u>	<u>12,450</u>
Fund Balances - Beginning	<u>0</u>	<u>0</u>	<u>0</u>
Fund Balances - Ending	<u>\$0</u>	<u>\$0</u>	<u>\$12,450</u>



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

Board of Directors
Mountain Community School

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Mountain Community School (the School), as of and for the year ended June 30, 2024, and the related notes to the financial statements, which collectively comprise the School’s basic financial statements, and have issued our report thereon dated October 25, 2024. In our report, we expressed a qualified opinion on the governmental activities as management has elected not to adopt the provisions of GASB 75 *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions*.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School’s internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School’s internal control. Accordingly, we do not express an opinion on the effectiveness of the School’s internal control.

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

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that have not been identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School’s financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the

determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance. Accordingly, this communication is not suitable for any other purpose.

Quest CPAs PLLC

Meridian, Idaho
October 25, 2024

Key Design Elements (Observation)

AUTHORITY: IPCSC Policy: Section VII Public Charter School Oversight

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

Observation Date: May 3, 2024

Observer: Jen Coffey and Jared Dawson

School Board Director’s Name	Office (if applicable)
Jonas Bean	Chair
School Leadership	Title
Patrick Berg	Head of School
Jenny Schon	Director of Academics

Observation Category	Status
Key Design Elements Implementation	No Concern

Observation Summary:

Class sessions, lunch break, and ISAT testing were observed. Two yurts serve as instructional spaces. Facilities pose as the school’s main challenge, and they are actively working through plans for their future location. There are no concerns regarding the school’s adherence to its Key Design Elements.

Key Design Elements:

- *Project Based learning* – MCS integrates this KDE through interdisciplinarity projects involving the personal project for 8th graders and community projects. Here are some examples of different community projects during the 2023-2024 school year:
 1. Kindergarten and first-grade students delved into the principles of “leave no trace” and crafted signs to post around the ski resort. Additionally, they are studying the essential role of snow in Valley County.
 2. Second and third-grade students created a community garden. Concurrently, they are collaborating with the Donnelly library to develop another garden space.
 3. Fourth and fifth-grade students are exploring taking care of their place through ecology, economy, and culture. Additionally, they are embarking on camping trips aimed at environmental stewardship, including cleanup efforts of fishing sites on the Salmon River.

4. Sixth, seventh, and eighth–grade students conducted an inquiry about community initiatives and identified food insecurity as the biggest concern. As a response, they organized a community feast and participated in volunteering activities at the food bank. These activities serve to enhance students’ communication and social skills, event planning, and deepen their understanding of the significance of food insecurity in Idaho.
- *Personalized: literacy, math, and technology pathways* - Students remain within their grade-level cohorts throughout the day, participating in various station rotations and receiving differentiated assessments tailored to their individual skill levels. They have the opportunity to revisit, expand upon, and progress at their own pace based on their assessment results.
 - *Mastery: competency-based assessment* – Students are evaluated on a scale of 4, 3, 2, 1 that assesses them on skills-based criterion. The grading scale is used for all core classes and Profile of Graduate. All scores are reported on the report cards.
 - *Habits of Success: Leadership and self-awareness* - MCS incorporates Profile of a Graduate characteristics in their daily instruction, with students being evaluated on these characteristics in every class. Additionally, WeCare! posters are displayed throughout the school and in various rooms, showing different methods of leadership and self-awareness. WeCare! is part of the daily announcements, factored into personal project, and embedded into daily lessons and unit planners.

IPCSC Board Meeting Observation Summary

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

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

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

Observation Date: 8/19/2022

Observer: Jared Dawson

School Board Director’s Name	Office (if applicable)	Present/Remote/Absent
Jonas Bean	President	Present
Jeremy Humphrey	Secretary	Present
School Leadership	Title	Present/Remote/Absent
Patrick Berg	Head of School	Present
Jenny Schon	Director of Academics	Present

Observation Category	Status	Date
Open Meeting Law	No Concern	8/19/2022
Public Participation	No Concern	8/19/2022
Operational Efficacy	No Concern	8/19/2022
Academic Achievement	No Concern	8/19/2022
Financial Health	No Concern	8/19/2022

Additional Notes (As Applicable)

IPCSC Lottery Observation Summary

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

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

Observation Date: 03/06/2024

Observation Location: Google Meets, Mountain Community School On-site

Observer: Jen Coffey and Jared Dawson

School Personnel Present	Office (if applicable)
Dr. Jenny Schon	Director of Academics
Neutral Third-Party Conducting Draw	Title
N/A	

Observation Category	Status	Date
Enrollment Deadline Notification	Concern	3/7/2024
Enrollment Form	No Concern	3/7/2024
Lottery Process	Not Applicable	3/7/2024

Additional Notes (As Applicable)

Deadline Notification & Enrollment Application |

- Non-discrimination statement included on admissions website and PSA.
- The enrollment form included the following fields: name of student, address of student, phone number, and grade level.
- PSA/Press Release went out in the local paper and social media.
- Open enrollment for MCS, Feb. 1, 2024-Feb. 29,2024, and the lottery date March 6, 2024.

Equitable Selection Process |

- The order of the grade levels was to be selected by choosing a notecard.
- In Excel, students in each grade level were assigned a number and a random number generator was to be used to select the students.
- Sibling preference would have been adjusted retroactively.
- The waitlist will be made based on the order in which students applied after the admissions deadline.
- School has combined classes; K-1, 2-3, 4-5, 6-8.

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

A few reminders for next lottery:

- Concrete evidence that the board voted to approve the enrollment deadline more than 3 months before the deadline.
- The notice of the deadline should be published at least 3 months prior to the deadline.
- Enrollment deadline posted on the admissions website.

The lottery was not required due to the number of students enrolled, but school leader, Dr. Jenny Schon, walked us through the process for compliance.

Thank you for taking the time to review your preliminary annual report results. If you would like to correct factual errors or provide contextual information, please complete this form and return it to the IPCSC office by December 15th, 2024.

Instructions

- A. Please select the correlating measure under “Choose an Item” that directly relates to the need for correction/contextual information.
- B. Label and attach supporting documentation as applicable.

<i>PERFORMANCE FRAMEWORK</i>	<i>CORRECTION or CONTEXTUAL INFORMATION</i>
	<i>*Please provide a brief description of correction or contextual information.</i>
	<i>*Please provide a brief description of correction or contextual information.</i>
<i>Ex.-Supporting Documentation</i>	<i>Example: Attachment A.- “July 2024 Bank Statement”</i>
<i>#1-Supporting Documentation</i>	
<i>#2-Supporting Documentation</i>	
<i>#3-Supporting Documentation</i>	
<i>#4-Supporting Documentation</i>	
<i>#5-Supporting Documentation</i>	
<i>#6-Supporting Documentation</i>	

<i>PERFORMANCE FRAMEWORK</i>	<i>CORRECTION or CONTEXTUAL INFORMATION</i>
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**Please provide a brief description of correction or contextual information.*

**Please provide a brief description of correction or contextual information.*

**Please provide a brief description of correction or contextual information.*

<i>Ex.-Supporting Documentation</i>	<i>Attachment A.- "July 2024 Bank Statement"</i>
<i>#7-Supporting Documentation</i>	
<i>#8-Supporting Documentation</i>	
<i>#9-Supporting Documentation</i>	
<i>#10-Supporting Documentation</i>	
<i>#11-Supporting Documentation</i>	
<i>#12-Supporting Documentation</i>	



January 24, 2025

Hayden Canyon Charter School

Re: Notice and Acknowledgement of Commission Director's Recommendation for Renewal of Charter with Conditions

Delivered via email to:

Board Chair, Nathan Wright, nwright@haydencanyoncharter.org

School Leader, Bill Rutherford, brutherford@haydencanyoncharter.org

Dear Hayden Canyon Charter School Leaders,

Pursuant to Idaho Code section 33-5209A, the Director of the Idaho Public Charter School Commission ("Commission") recommends that the charter for Hayden Canyon Charter School (Hayden Canyon) be renewed provided that Hayden Canyon agrees to comply with the conditions listed below in Section I.

If Hayden Canyon agrees to accept the Director's recommendation as presented below, an authorized representative of Hayden Canyon must complete the Consent Agreement, attached to this Notice as Attachment A, and return to the Director **by no later than January 31, 2025** to the following email address: pcsc@osbe.idaho.gov.

If Hayden Canyon does not accept the Director's recommendation as presented herein and wishes to have an administrative hearing before the Commission, an authorized representative of Hayden Canyon must notify the Director **by no later than January 31, 2025** to the following email address: pcsc@osbe.idaho.gov.

If Hayden Canyon does not complete the Consent Agreement and return it to the Director **by January 31, 2025**, Hayden Canyon inaction will be interpreted as a request for administrative hearing for conditions not accepted.

I. DIRECTOR'S RECOMMENDATION TO RENEW WITH CONDITIONS

The Director recommends that Hayden Canyon charter be renewed subject to the following conditions:

Condition 1: Hayden Canyon must achieve a minimum 3% year-over-year increase in Math Proficiency. If the school achieves a Meets Standard rating in Math Proficiency for two consecutive years this condition is considered met.

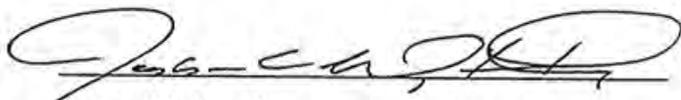
Condition 2: Hayden Canyon must achieve a minimum 2% year-over-year increase in Math Growth. If the school achieves a Meets Standard rating in Math Growth for two consecutive years this condition is considered met.

Condition 3: Hayden Canyon must achieve a minimum 3% year-over-year increase in English Language Arts Proficiency. If the school achieves a Meets Standard rating in ELA Proficiency for two consecutive years this condition is considered met.

Condition 4: Hayden Canyon must achieve a minimum 3% year-over-year increase in English Language Arts Growth. If the school achieves a Meets Standard rating in ELA Growth for two consecutive years this condition is considered met.

Condition 5: Hayden Canyon must achieve a minimum 4% year-over-year increase in Literacy Proficiency. If the school achieves a Meets Standard rating in Literacy Proficiency for two consecutive years this condition is considered met.

Condition 6: Hayden Canyon must achieve a Meets Standard rating on all financial measures of the Commission's performance framework by fiscal year 2027, -AND- have a positive trend in all financial measures annually until this condition is satisfied. Financial measures include: Financial Default, Financial Compliance, Current Ratio, Days Unrestricted Cash on Hand, Debt Service Coverage Ratio, and Debt to Asset Ratio. Financial measures are defined in the performance framework and shall be incorporated into Hayden Canyon's 2025-2031 performance certificate.



Joshua Whitworth
Director
Idaho Public Charter School Commission

ATTACHMENT A:

CONSENT AGREEMENT
ACCEPTING DIRECTOR'S RECOMMENDATION

**CONSENT AGREEMENT
ACCEPTING DIRECTOR'S RECOMMENDATION**

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

1. On behalf of Hayden Canyon, the undersigned authorized representative acknowledges the receipt of the Notice and Acknowledgment of Commission Director's Recommendation for Renewal of Charter with Conditions, dated January 24, 2025 ("Notice").
2. Hayden Canyon understands and acknowledges the recommendation of the Director, and agrees to accept the conditions as proposed in the Notice and restated below:

Condition 1: Hayden Canyon must achieve a minimum 3% year-over-year increase in Math Proficiency. If the school achieves a Meets Standard rating in Math Proficiency for two consecutive years this condition is considered met.

Condition 2: Hayden Canyon must achieve a minimum 2% year-over-year increase in Math Growth. If the school achieves a Meets Standard rating in Math Growth for two consecutive years this condition is considered met.

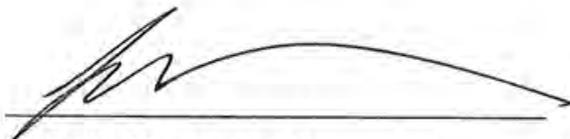
Condition 3: Hayden Canyon must achieve a minimum 3% year-over-year increase in English Language Arts Proficiency. If the school achieves a Meets Standard rating in ELA Proficiency for two consecutive years this condition is considered met.

Condition 4: Hayden Canyon must achieve a minimum 3% year-over-year increase in English Language Arts Growth. If the school achieves a Meets Standard rating in ELA Growth for two consecutive years this condition is considered met.

Condition 5: Hayden Canyon must achieve a minimum 4% year-over-year increase in Literacy Proficiency. If the school achieves a Meets Standard rating in Literacy Proficiency for two consecutive years this condition is considered met.

Condition 6: Hayden Canyon must achieve a Meets Standard rating on all financial measures of the Commission's performance framework by fiscal year 2027, -AND- have a positive trend in all financial measures annually until this condition is satisfied. Financial measures include: Financial Default, Financial Compliance, Current Ratio, Days Unrestricted Cash on Hand, Debt Service Coverage Ratio, and Debt to Asset Ratio. Financial measures are defined in the performance framework and shall be incorporated into Hayden Canyon's 2025-2031 performance certificate.

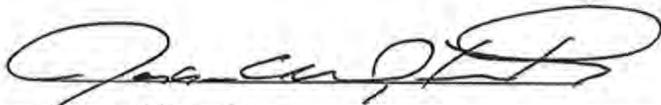
3. Hayden Canyon understands and acknowledges that the Director's recommendation will be presented to the Idaho Public Charter School Commission ("Commission"). Hayden Canyon further understands and acknowledges that the Commission is under no obligation to agree with the Director's recommendation and is under no obligation to adopt this Agreement.
4. Hayden Canyon understands and acknowledges that if the Commission approves the renewal of Hayden Canyon's charter, the Commission and Hayden Canyon shall execute a new performance certificate, as defined in Idaho Code section 33-5202A(7), by no later than June 30, 2025.
5. Hayden Canyon understands and acknowledges that by accepting the Director's recommendation as proposed in the Notice and entering into this Agreement, Hayden Canyon freely and voluntarily waives all further procedural rights with regard to enforcement of this Agreement. The procedural rights waived by signing this agreement include, but are not limited to: a full and complete administrative hearing; the right to present evidence or to call witnesses; the right to confront and cross-examine witnesses, the right to reconsideration, and the right to appeal this matter to district court.
6. By signing below, the authorized representative attests that he or she has authority to sign this Agreement on behalf of Hayden Canyon.



Authorized Representative
Board Chair/President
[Hayden Canyon Charter School]

1.28.2025

Date



Joshua Whitworth
Director
Idaho Public Charter School Commission

1/24/2025

Date

IV. CONSIDERATION OF AGREEMENTS TO RENEW CHARTER WITH CONDITIONS

D. Hayden Canyon Charter

APPLICABLE STATUTE, RULE, OR POLICY

The Accelerating Public Charter School Act at Idaho Code §33-5201, et seq.

SUMMARY

In 2019, Hayden Canyon Charter School was approved for operations with a five-year operating contract. The school began operations in fall 2020. The current certificate term is from July 1, 2020 to June 30, 2025.

Hayden Canyon Charter School has met all of the Operational measures and three out of six Financial measures for the FY24 school year. The school did not meet any of the Academic measures in the FY24 school year. The school is recommended for renewal with conditions.

STAFF RECOMMENDATION OF CONDITIONS

Condition 1: Hayden Canyon must achieve a minimum 3% year-over-year increase in Math Proficiency. If the school achieves a Meets Standard rating in Math Proficiency for two consecutive years this condition is considered met.

Condition 2: Hayden Canyon must achieve a minimum 2% year-over-year increase in Math Growth. If the school achieves a Meets Standard rating in Math Growth for two consecutive years this condition is considered met.

Condition 3: Hayden Canyon must achieve a minimum 3% year-over-year increase in English Language Arts Proficiency. If the school achieves a Meets Standard rating in ELA Proficiency for two consecutive years this condition is considered met.

Condition 4: Hayden Canyon must achieve a minimum 3% year-over-year increase in English Language Arts Growth. If the school achieves a Meets Standard rating in ELA Growth for two consecutive years this condition is considered met.

Condition 5: Hayden Canyon must achieve a minimum 4% year-over-year increase in Literacy Proficiency. If the school achieves a Meets Standard rating in Literacy Proficiency for two consecutive years this condition is considered met.

Condition 6: Hayden Canyon must achieve a Meets Standard rating on all financial measures of the Commission's performance framework by fiscal year 2027, -AND- have a positive trend in all financial measures annually until this condition is satisfied. Financial measures include: Financial Default, Financial Compliance, Current Ratio, Days Unrestricted Cash on Hand, Debt Service Coverage Ratio, and Debt to Asset Ratio. Financial measures are defined in the performance framework and shall be incorporated into Hayden Canyon's 2025-2031 performance certificate.

COMMISSION ACTION

A motion to approve the consent agreement for conditional charter renewal as presented for **[school name]**, thereby approving the school's renewal application and renewing its charter for a **[six-year] [twelve-year]** operational term starting July 1, 2025;

OR

A motion to reject the consent agreement for charter renewal as presented, to conditionally renew the charter for **[school name]**, and to approve the school's renewal application, renewing the school's charter for a **[six-year] [twelve-year]** operational term beginning July 1, 2025, with the following conditions: **[state revised/new condition(s) in full, including the due date(s)]**;

OR

A motion to reject the consent agreement for charter renewal for **[school name]** as presented and to proceed with a charter renewal hearing before March 15, 2025.



Renewal Packet

Hayden Canyon Charter School

13782 N Government Way

Hayden, ID 83835

<https://haydencanyoncharter.org/>



Hayden Canyon Charter School Performance Summary – 2021-2024

Summary: In 2019, Hayden Canyon Charter School was approved for operations with a five-year operating contract. The school began operations in fall 2020. The current certificate term is from July 1, 2020 to June 30, 2025.

Hayden Canyon Charter School has met all of the Operational measures and three out of six Financial measures for the FY24 school year. The school did not meet any of the Academic measures in the FY24 school year. The school is recommended for renewal with conditions.

Mission Statement: Hayden Canyon Charter is dedicated to achieving breakthroughs in academic excellence and character development by inspiring passion for inquiry and life-long learning utilizing hands-on discovery, real world application, collaboration, and community; preparing each student for engagement in productive, thoughtful citizenship.

Board Chair: Nathan Wright

School Leader: Bill Rutherford

Model: Expeditionary Learning

Demographics:

Grades Served: K-8; Enrollment Capacity: 668

Student Population %	2024	2023	2022	2021
Non-White Hayden Canyon	10%	8%	10%	8%
Non-White Hayden Canyon Comparison District	15%	14%	14%	
Hispanic Hayden Canyon	6%	3%	6%	Nsize
Hispanic Hayden Canyon Comparison District	8%	8%	7%	
Students w/Disabilities Hayden Canyon	Nsize	7%	10%	9%
Students w/Disabilities Hayden Canyon Comparison District	12%	11%	11%	
Economically Disadvantaged Hayden Canyon	17%	25%	21%	22%
Economically Disadvantaged Hayden Canyon Comparison District	28%	30%	26%	

Performance Outcomes:

The performance outcomes, by which IPCSC charter schools are evaluated for renewal, are defined in the Commission's [Performance Framework Guidance](#). Hayden Canyon's comprehensive Annual



Hayden Canyon Charter School, Inc. Performance Summary

Performance Reports and current performance certificate are available at the following link:
chartercommission.idaho.gov/schools/hayden-canyon-charter-school/.

The key to the summary of performance ratings in the following tables is as follows:

Exceeds Standard (E)	Meets Standard (M)	Approaches Standard (A)	Does Not Meet Standard (DNM)	Not Rated Due to Pandemic (NR)	Data Not Available (NA)
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Academics				
Indicator	2024	2023	2022	2021
Math Proficiency	38% A	34% A	43% A	NR
Math Growth	50% A	39% DNM	NA	NR
ELA Proficiency	51% A	59% A	66% M	NR
ELA Growth	59% DNM	65% M	NA	NR
Literacy Proficiency	Fall IRI: 53%	Fall IRI: 59%	Fall IRI: 58%	NR
	Spring IRI: 57% DNM	Spring IRI: 61% DNM	Spring IRI: 74% M	
College & Career Readiness/ 4Yr ACGR	NA	NA	NA	NR

Operational				
Governance				
Indicator	2024	2023	2022	2021
Governance Structure	M	E	M	M
Governance Oversight	M	E	M	M
Governance Compliance	NA	M	A	M
Management				
Indicator	2024	2023	2022	2021
Student Services	M	M	DNM	M
Data Security/Transparency	M	E	M	M
Facility & Services	M	E	M	M
Operational Compliance	NA	M	A	M



Hayden Canyon Charter School, Inc. Performance Summary

Financial				
Near Term Health				
Indicator	2024	2023	2022	2021
Current Ratio	2.05 E	3.9 E	9.02 E	NR
Unrestricted Days Cash	54 A	102 E	518 E	NR
Default	None E	None M	None M	NR
Enrollment Variance	NA	100% M	93.3% A	NR
Sustainable Health				
Indicator	2024	2023	2022	2021
Total Margin	NA	4.0% M	-7.7% DNM	NR
Multi-Year Cash Flow	NA	\$642,502 A	\$4,193,812 M	NR
Debt Service Coverage Ratio	0.33 DNM	1.3 M	0.69 DNM	NR
Debt Asset Ratio	1.15 DNM	1.1 DNM	1.1 DNM	NR
Financial Compliance	Yes M	Yes M	Yes A	NR



Hayden Canyon Charter Charter Renewal Application

Legal Name: Hayden Canyon Charter School, Inc.

Physical Address: 13590 N Government Way
Hayden, ID 83835

LEA Number: 508

Building Number: 1411

Primary School Leader:

William Rutherford

(208) 446-9013

brutherford@haydencanyoncharter.org

Board Chair:

Nathan Wright

(435) 650-8389

nwright@haydencanyoncharter.org

School's Mission Statement:

Achieving breakthroughs in academic excellence and character development by inspiring passion for inquiry and lifelong learning—utilizing hands-on discovery, real world application, collaboration and community; preparing each student for engagement in productive, thoughtful citizenship.

Current Enrollment by Grade:

½ Day Kindergarten: 34

Full Day Kindergarten: 36

1st Grade: 81

2nd Grade: 81

3rd Grade: 70

4th Grade: 72

5th Grade: 52

6th Grade: 47

7th Grade: 51

8th Grade: 36

Administrative History of Hayden Canyon Charter (HCC)

In April 2019, Cynthia Lamb was appointed as the Administrator of Hayden Canyon Charter (HCC), a position she held until her resignation in June 2022.

In 2021, during her tenure, Ms. Lamb faced health challenges and was advised by medical professionals to take an extended leave of absence. During her absence, the HCC Board of Directors appointed Brianna Pearson, an HCC staff member with administrative credentials, as Acting Administrator. Ms. Pearson effectively served in this capacity until Ms. Lamb's return in October 2021. Upon her return, the Board restructured the administrative responsibilities, dividing them between Ms. Lamb and Ms. Pearson to accommodate Ms. Lamb's health needs while maintaining leadership continuity.

In June 2022, Ms. Lamb formally announced her retirement due to ongoing medical concerns. Following her resignation, the Board initiated a search for her successor and, in July 2022, hired William Rutherford as the Charter Administrator. Ms. Pearson continued in her role as Educational Director until her resignation in September 2022. Mr. Rutherford completed his first year as Charter Administrator without additional administrative support. In June 2023, Mica Clarkson was hired as Vice Principal and Special Education Director. However, she resigned in September 2024 to care for her injured son. Subsequently, in October 2024, Carla Zimmermann was hired as Vice Principal. Together, Ms. Zimmermann and Mr. Rutherford formed a cohesive administrative team, working collaboratively to support student learning and ensure the continued success of the school.

Throughout this period of leadership transitions, Ms. Lamb, Ms. Pearson, and Mr. Rutherford demonstrated a shared commitment to the Expeditionary Learning and Project-Based Learning instructional models. Each leader built upon their predecessor's accomplishments, establishing a strong operational foundation. Their efforts have contributed to the creation of a well-managed and focused school environment with systems designed for continual growth and long-term sustainability.

Academic Performance and Improvement at Hayden Canyon Charter (HCC)

Hayden Canyon Charter (HCC) is making significant strides in meeting state standards, with progress in math proficiency, math growth, and English Language Arts (ELA) proficiency. However, the school acknowledges the need for continued improvement in ELA growth and literacy proficiency.

In the winter of 2023, HCC staff and administration collaboratively developed a strategic plan aimed at improving student outcomes. This plan emphasizes academic rigor, data-driven interventions, and alignment of curriculum and assessments. These efforts, combined with a focus on retaining highly effective educators, position HCC to meet or exceed state standards in the 2024–2025 academic year.

Key Strategies for Academic Improvement

- **Aligned Curriculum:**

During the 2023–2024 school year, teachers and administrators piloted math and ELA curricula designed to integrate the Expeditionary Learning philosophy with explicit instruction in foundational skills such as phonics and math. After receiving curriculum committee approval in the summer of 2024, the new materials were implemented across all K–8 classrooms in the fall. Early assessments indicate promising growth, and state assessment results are anticipated to reflect this progress.

- **Multi-Tiered Systems of Support (MTSS):**

To address individual student needs, HCC adopted a robust MTSS framework.

- Students are assessed monthly to determine grade-level performance.
- Targeted interventions are provided during daily WIN (What I Need) sessions, led by classroom teachers and paraprofessionals.
- Weekly progress checks ensure the effectiveness of these interventions, with adjustments made as necessary. Grade-level teams meet with the MTSS team every four weeks to review intervention success, make necessary changes, and celebrate student progress.

- **Aligned Assessments:**

HCC has aligned its internal assessments with state standards, including the Idaho Reading Indicator (IRI) and Idaho Standards Achievement Test (ISAT). This alignment allows teachers to monitor student readiness for high-stakes testing and implement targeted interventions throughout the year, ensuring that students are well-prepared for end-of-year assessments.

Focus on Educator Retention and Professional Development

HCC understands the critical role of teacher retention in achieving academic success. Recent efforts to improve staff satisfaction include increasing pay, introducing bereavement leave, and enhancing professional development opportunities. These changes have significantly reduced staff turnover, with only three educators leaving for personal reasons in the 2024–2025 school year—none due to job dissatisfaction.

The school has also transitioned to an educator-focused model, empowering teachers to lead and collaborate. Teachers design and facilitate professional development seminars, observe and provide feedback on each other's instruction, and work in Professional Learning Communities (PLCs) to align curriculum and instructional strategies. Recent teacher-led seminars have addressed topics such as effective interventions, classroom management, and integrating calming techniques for students. By fostering a culture of collaboration and ownership, HCC ensures that its educators feel valued and supported, which translates to better outcomes for students.

Commitment to Excellence

HCC is committed to creating a safe, nurturing, and academically rigorous environment.

Through its focus on aligned curricula, data-driven interventions, and a dedicated teaching staff, the school is well-equipped to achieve substantial improvements in academic performance and provide a high-quality education for all students.

Finance Overview and Strategic Plan

Findings: Hayden Canyon Charter (HCC) currently exceeds standards for its current ratio and default measures and meets financial compliance standards. Unrestricted daily cash approaches standards, but the debt service coverage ratio and debt-to-asset ratio fall short.

To address these challenges, the administration and finance committee have developed a comprehensive plan focused on increasing revenue and reducing costs. These efforts aim to achieve financial stability while maintaining alignment with the school's mission and values.

Growth and Financial Challenges

HCC has experienced rapid growth since opening in 2020, increasing enrollment from 298 students to a projected 620 students in 2025, with a maximum capacity of 668 students. This growth reflects the school's success but also presents challenges. These include difficulties hiring qualified staff, maintaining community cohesion with 80–100 new students annually, and adapting to significant changes in state funding from enrollment-based models to Average Daily Attendance (ADA). The new funding model has required careful budget realignment to reflect mid-year enrollment fluctuations and the delayed reimbursement structure for students added after January.

Financial Oversight and Adjustments

HCC has implemented robust financial oversight practices to manage these challenges. The administration and Board of Directors review the budget monthly, with the Business Manager and Charter Administrator presenting detailed financial reports. Additionally, weekly meetings with key financial personnel ensure close monitoring of spending and revenue. Recent efforts have balanced fiscal responsibility with the need to deliver a rigorous, culturally enriching education.

To ensure financial stability, the following adjustments were made:

1. Cost Reductions:

- Eliminated the in-house HR/Payroll/Billing position, transitioning responsibilities to the Charter Administrator.
- Converted paraprofessional and teacher assistant roles to part-time, non-benefited positions.
- Replaced the executive assistant with a receptionist.
- Hired a substitute teacher for the music program and eliminated stipends.
- Replaced the contracted custodial team with in-house staff at a significant savings.

2. Non-Personal Savings:

- Renegotiated contracts for snow removal and supplies.
- Reduced classroom budgets, with PTA fundraising efforts offsetting cuts.
- Deferred playground and building improvement projects to reduce expenses.

Revenue Generation and Opportunities

To increase revenue, HCC has introduced several strategies, including implementing a profitable school lunch program and raising tuition for full-day kindergarten starting in 2025–2026. Additionally, the school is leveraging its facilities as a rental space for the community and expanding fundraising efforts, including a spring gala projected to raise \$70,000. HCC is also proactively managing enrollment to maximize ADA funding. Following the December lottery, waitlisted families are invited to enroll immediately to secure seats. This approach successfully increased enrollment from 495 to 574 in the past year. With a capacity of 668, increasing enrollment to capacity would significantly enhance revenue without adding costs.

Grant Funding Initiatives

HCC has successfully secured several grants to support its programs and operational needs. Key examples include:

- Coeur d’Alene Tribe Grant: \$19,680 for outdoor and camping equipment.
- Cultivating Readers Grant: \$74,000 to support early literacy.
- Positive Behavior Interventions and Supports Training Grant: \$18,000 to improve student culture.
- Securing Our Futures Grant: \$15,500 for playground fencing.
- Restraint and Seclusion Grant: \$4,500 for staff training on safe student management. In total, these grants enable HCC to enhance its learning environment, strengthen student culture, and support Expeditionary Learning.

Future Considerations

HCC is positioned to grow enrollment without incurring additional costs for furniture or technology, as all classrooms are fully equipped. Each additional student contributes directly to increased revenue while maintaining current expense levels. Additionally, the new Foundation Board and contracted grant writer are expected to secure further funding to support the school’s mission-driven approach to education. Through these efforts, HCC remains committed to providing a high-quality, culturally enriching educational experience while achieving its financial goals.

The Past, the Present, and the Future

Hayden Canyon Charter (HCC) has a bright and promising future, driven by a commitment to continual growth and innovation. Projections for the 2025–2026 school year estimate enrollment nearing or reaching the school’s full capacity of 668 students. With an enrollment of 640 students, HCC can establish a robust financial reserve to fund future expansion projects and provide additional educational opportunities. Achieving full capacity at 668 students would position the school to explore the feasibility of adding a high school or introducing Career Technical Education (CTE) programs, all while maintaining a healthy fund balance.

HCC operates as a 100% commuter school, with families traveling from surrounding communities such as Coeur d'Alene, Post Falls, and Rathdrum. This dynamic often results in commutes ranging from 30 to 45 minutes. However, this demographic is poised for a significant shift with the development of the Hayden Canyon neighborhood, which is planned to include 1,820 residential units comprising single-family homes and townhouses. As this neighborhood grows, HCC will transition from a commuter school to a residential community hub. This shift will enhance access for working families, enable students to walk or bike to school, and create a more predictable and sustainable enrollment model.

HCC continues to prioritize safety, as reflected in the hiring of an armed security guard in response to parent feedback. This measure has strengthened the school's culture of security and played a role in student retention, with many parents citing it as a key factor in their decision to enroll their children at HCC.

The school is also collaborating with the City of Hayden to develop a city park adjacent to the campus. HCC will have exclusive access to a portion of the park during school hours, providing much-needed space for outdoor recreation, sports, and hands-on learning to enhance Project-Based Learning (PBL) experiences.

To address barriers to enrollment, such as transportation and food access, HCC has implemented innovative solutions. A self-funded school lunch program was launched for the 2024–2025 school year, offering affordable and nutritious meals. The program has been profitable within its first months and will expand to include a smoothie station in January, funded by a Dairy West grant. Additionally, the school has contracted for the construction of two new buses to provide transportation routes starting in the 2025–2026 school year. These measures will ease burdens on families, improve attendance and punctuality, and enhance overall access to HCC.

Recent campus improvements include the construction of a new playground, completed in 2023 as part of a fourth-grade class project, and a major building addition completed in 2022. The new facilities nearly doubled the school's square footage, adding a library, STEM lab, music room, cafetorium, and eight middle school classrooms. These enhancements have improved learning environments, created collaborative spaces for teachers, and fostered a stronger sense of community among students.

Conclusion

The Administration and Board of Directors at Hayden Canyon Charter are dedicated to ensuring the school's long-term success and sustainability. Significant progress has been made in addressing challenges, aligning operations with high standards, and fostering a culture of academic excellence. Through strategic initiatives such as curriculum alignment, implementation of the MTSS process, and investment in highly qualified and effective educators, HCC is well-positioned to achieve continued improvement in student outcomes.

Financial stability remains a cornerstone of the school's vision. With careful budget management and proactive planning, HCC is not only maintaining fiscal responsibility but also creating a solid financial foundation for future growth and innovation. By establishing reserves, reducing the school's debt ratio, and adapting to enrollment fluctuations, HCC is ensuring a sustainable future while maintaining its commitment to providing high-quality education. Above all, the Administration, Board of Directors, and staff remain steadfast in their dedication to HCC's mission.

The school continues to embody its vision of "learning by doing," fostering critical thinkers in rigorous academic environments, and cultivating students who are equipped to make meaningful contributions to the world. With a clear path forward, Hayden Canyon Charter looks forward to ongoing collaboration with the Charter School Commission to build on its successes and fulfill its promise to students and families.

Hayden Canyon Charter School

Year Ended June 30, 2024

Audited Financial Statements



HAYDEN CANYON CHARTER SCHOOL
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Independent Auditor's Report

Board of Directors
Hayden Canyon Charter School

Report on the Audit of the Financial Statements

Qualified and Unmodified Opinions

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Hayden Canyon Charter School (the School) as of and for the year ended June 30, 2024, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

Qualified Opinion on the Governmental Activities

In our opinion, except for the effects of the matter described in the Matter Giving Rise to the Qualified Opinion on the Governmental Activities section of our report, the financial statements referred to above present fairly, in all material respects, the financial position of the governmental activities of the School, as of June 30, 2024, and the changes in financial position thereof for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Unmodified Opinions on All Other Opinion Units Described Below

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of each major fund and the aggregate remaining fund information of the School as of June 30, 2024, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Qualified and Unmodified Opinions

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Matter Giving Rise to the Qualified Opinion on the Governmental Activities

Management has elected not to adopt the provisions of GASB 75 *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions*. Accounting principles generally accepted in the United States of America require recognition and measurement of an asset or liability, deferred outflows of resources, deferred inflows of resources, and expenses related to the other postemployment benefits as well as note disclosures and required supplementary information. The amount by which the departure would affect net position, assets, liabilities, deferred outflows of resources, deferred inflows of resources, expenses, note disclosures, and required supplementary information has not been determined.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

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

Auditor's Responsibility for the Audit of the Financial Statements

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

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

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, no such opinion is expressed.

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

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

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the budgetary comparison schedules and schedule of employer's share of net pension asset and liability and schedule of employer contributions listed in the table of contents be presented to supplement the basic financial statements. Such information is the responsibility of management and, although not part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, and historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Management has not included the management's discussion and analysis information that accounting principles generally accepted in the United States of America require to be presented to supplement the basic financial statements. Such information, although not part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, and historical context. Our opinion on the basic financial statements is not affected by not including this information.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the School's basic financial statements. The accompanying combining and individual nonmajor fund financial statements are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the combining and individual nonmajor fund financial statements are fairly stated in all material respects in relation to the basic financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 11, 2024, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

Quest CPAs PLLC

Meridian, Idaho
October 11, 2024

HAYDEN CANYON CHARTER SCHOOL

Statement of Net Position

June 30, 2024

	Governmental Activities
Assets	
Current Assets	
Cash & Investments	\$767,151
Receivables:	
Local Sources	656
State Sources	394,315
Federal Sources	19,573
Prepaid Expenses	29,972
Total Current Assets	1,211,667
Noncurrent Assets	
Nondepreciable Capital Assets	1,224,466
Depreciable Net Capital Assets	10,088,733
Total Noncurrent Assets	11,313,199
Total Assets	12,524,866
 Deferred Outflows of Resources	
Pension Items	846,232
Total Deferred Outflows of Resources	846,232
Total Assets and Deferred Outflows of Resources	\$13,371,098
 Liabilities	
Current Liabilities	
Accounts Payable	\$41,219
Salaries & Benefits Payable	489,115
Long-Term Liabilities, Current	60,000
Total Current Liabilities	590,334
Noncurrent Liabilities	
Long-Term Liabilities, Noncurrent	15,282,228
Total Noncurrent Liabilities	15,282,228
Total Liabilities	15,872,562
 Deferred Inflows of Resources	
Pension Items	0
Total Deferred Inflows of Resources	0
Total Liabilities and Deferred Inflows of Resources	15,872,562
 Net Position	
Net Investment in Capital Assets	(2,586,801)
Restricted:	
Special Programs	2,242
Capital Projects	105,412
Debt Service	550,755
Unrestricted	(573,072)
Total Net Position	(2,501,464)
Total Liabilities and Net Position	\$13,371,098

See Accompanying Notes

HAYDEN CANYON CHARTER SCHOOL

Statement of Activities
Year Ended June 30, 2024

Functions/Programs	Expenses	Program Revenues			Net (Expense)
		Charges For	Operating	Capital	Revenue And
		Services	Grants And	Grants And	Changes in
			Contributions	Contributions	Net Position
					Governmental
					Activities
Governmental Activities					
Instructional Programs					
Elementary School	\$2,386,729		\$235,715		(\$2,151,014)
Secondary School	255,861				(255,861)
Special Education	201,561		14,349		(187,212)
Special Education Preschool	0				0
School Activity	27,921	\$19,626			(8,295)
Support Service Programs					
Attendance - Guidance - Health	82,767		8,647		(74,120)
Special Education Support Services	143,730		42,613		(101,117)
Instruction Improvement	75,904		46,140		(29,764)
Instruction-Related Technology	33,254		24,542		(8,712)
Board of Education	45,254				(45,254)
District Administration	0				0
School Administration	389,722		23,984		(365,738)
Business Operation	52,848				(52,848)
Central Service	135,420		15,660		(119,760)
Administrative Technology Service	60,505		27,656		(32,849)
Buildings - Care	48,352				(48,352)
Maintenance - Non-Student Occupied	0				0
Maintenance - Student Occupied	195,597				(195,597)
Maintenance - Grounds	18,045				(18,045)
Security	46,332				(46,332)
Pupil-To-School Transportation	24,282				(24,282)
Pupil-Activity Transportation	0				0
General Transportation	8,389				(8,389)
Non-Instructional Programs					
Child Nutrition	47,708				(47,708)
Community Services	0				0
Capital Assets - Student Occupied	215,879				(215,879)
Capital Assets - Non-Student Occupied	0				0
Debt Service - Principal	0				0
Debt Service - Interest	836,020				(836,020)
Total	\$5,332,080	\$19,626	\$439,306	\$0	(4,873,148)
General Revenues					
Local Revenues					161,068
State Revenues					4,334,449
Federal Revenues					0
Pension Revenue (Expense)					(382,071)
Total General Revenues					4,113,446
Change in Net Position					(759,702)
Net Position - Beginning					(1,741,762)
Net Position - Ending					(\$2,501,464)

HAYDEN CANYON CHARTER SCHOOL

Balance Sheet - Governmental Funds

June 30, 2024

	General Fund	Bond R & I Fund	Capital Construction Fund	Plant Facilities Fund
Assets				
Cash & Investments	\$108,742	\$550,755		\$105,412
Receivables:				
Local Sources	656			
State Sources	394,315			
Federal Sources				
Due From Other Funds	19,573			
Prepaid Expenditures	29,972			
Total Assets	<u>\$553,258</u>	<u>\$550,755</u>	<u>\$0</u>	<u>\$105,412</u>
Liabilities				
Accounts Payable	\$41,219			
Due To Other Funds				
Salaries & Benefits Payable	489,115			
Unspent Grant Allocation				
Total Liabilities	<u>530,334</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Fund Balances				
Nonspendable	22,924			
Restricted:				
Special Programs				
Capital Projects				105,412
Debt Service		550,755		
Unassigned				
Total Fund Balances	<u>22,924</u>	<u>550,755</u>	<u>0</u>	<u>105,412</u>
Total Liabilities and Fund Balances	<u>\$553,258</u>	<u>\$550,755</u>	<u>\$0</u>	<u>\$105,412</u>

HAYDEN CANYON CHARTER SCHOOL

Balance Sheet - Governmental Funds

June 30, 2024

	Nonmajor Governmental Funds	Total Governmental Funds
	<u> </u>	<u> </u>
Assets		
Cash & Investments	\$2,242	\$767,151
Receivables:		
Local Sources	0	656
State Sources	0	394,315
Federal Sources	19,573	19,573
Due From Other Funds	0	19,573
Prepaid Expenditures	0	29,972
Total Assets	<u>\$21,815</u>	<u>\$1,231,240</u>
Liabilities		
Accounts Payable	\$0	\$41,219
Due To Other Funds	19,573	19,573
Salaries & Benefits Payable	0	489,115
Unspent Grant Allocation	0	0
Total Liabilities	<u>19,573</u>	<u>549,907</u>
Fund Balances		
Nonspendable	0	22,924
Restricted:		
Special Programs	2,242	2,242
Capital Projects	0	105,412
Debt Service	0	550,755
Unassigned	0	0
Total Fund Balances	<u>2,242</u>	<u>681,333</u>
Total Liabilities and Fund Balances	<u>\$21,815</u>	<u>\$1,231,240</u>

HAYDEN CANYON CHARTER SCHOOL
Balance Sheet - Governmental Funds
June 30, 2024

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

Total Governmental Fund Balances \$681,333

Amounts reported for governmental activities in the statement of net position are different because:

Capital assets used in governmental activities are not financial resources and therefore are not reported in the funds. 11,313,199

Long-term liabilities are not due and payable in the current period and therefore are not reported in the funds. (15,342,228)

Pension deferred outflows/inflows are not due and payable in the current period and therefore are not reported in the funds. 846,232

Net Position of Governmental Activities (\$2,501,464)

HAYDEN CANYON CHARTER SCHOOL
Statement of Revenues, Expenditures, and Changes in
Fund Balances - Governmental Funds
Year Ended June 30, 2024

	General Fund	Bond R & I Fund	Capital Construction Fund	Plant Facilities Fund
Revenues				
Local Revenue	\$48,972	\$47,404		\$3,975
State Revenue	4,334,449			
Federal Revenue	4,833			
Total Revenues	<u>4,388,254</u>	<u>47,404</u>	<u>\$0</u>	<u>3,975</u>
Expenditures				
Instructional Programs				
Elementary School	2,384,904			
Secondary School	286,925			
Special Education	187,212			
Special Education Preschool				
School Activity	10,537			
Support Service Programs				
Attendance - Guidance - Health	74,120			
Special Education Support Services	101,117			
Instruction Improvement	29,764			
Instruction-Related Technology	8,712			
Board of Education	45,254			
District Administration				
School Administration	365,738			
Business Operation	52,848			
Central Service	170,048			
Administrative Technology Service	32,849			
Buildings - Care	48,352			
Maintenance - Non-Student Occupied				
Maintenance - Student Occupied	195,597			
Maintenance - Grounds	18,045			
Security	46,332			
Pupil-To-School Transportation	24,282			
Pupil-Activity Transportation				
General Transportation	8,389			
Non-Instructional Programs				
Child Nutrition	47,708			
Community Services				
Capital Assets - Student Occupied				
Capital Assets - Non-Student Occupied				
Debt Service - Principal		85,000		
Debt Service - Interest		836,020		
Total Expenditures	<u>4,138,733</u>	<u>921,020</u>	<u>0</u>	<u>0</u>
Excess (Deficiency) of Revenues Over Expenditures	249,521	(873,616)	0	3,975
Other Financing Sources (Uses)				
Transfers In		876,275		101,437
Transfers Out	(857,430)		(120,282)	
Total Other Financing Sources (Uses)	<u>(857,430)</u>	<u>876,275</u>	<u>(120,282)</u>	<u>101,437</u>
Net Change in Fund Balances	(607,909)	2,659	(120,282)	105,412
Fund Balances - Beginning	630,833	548,096	120,282	0
Fund Balances - Ending	<u>\$22,924</u>	<u>\$550,755</u>	<u>\$0</u>	<u>\$105,412</u>

HAYDEN CANYON CHARTER SCHOOL
Statement of Revenues, Expenditures, and Changes in
Fund Balances - Governmental Funds
Year Ended June 30, 2024

	Nonmajor Governmental Funds	Total Governmental Funds
Revenues		
Local Revenue	\$96,630	\$196,981
State Revenue	110,747	4,445,196
Federal Revenue	307,439	312,272
Total Revenues	<u>514,816</u>	<u>4,954,449</u>
Expenditures		
Instructional Programs		
Elementary School	291,599	2,676,503
Secondary School	0	286,925
Special Education	14,349	201,561
Special Education Preschool	0	0
School Activity	17,384	27,921
Support Service Programs		
Attendance - Guidance - Health	8,647	82,767
Special Education Support Services	42,613	143,730
Instruction Improvement	46,140	75,904
Instruction-Related Technology	24,542	33,254
Board of Education	0	45,254
District Administration	0	0
School Administration	23,984	389,722
Business Operation	0	52,848
Central Service	15,660	185,708
Administrative Technology Service	27,656	60,505
Buildings - Care	0	48,352
Maintenance - Non-Student Occupied	0	0
Maintenance - Student Occupied	0	195,597
Maintenance - Grounds	0	18,045
Security	0	46,332
Pupil-To-School Transportation	0	24,282
Pupil-Activity Transportation	0	0
General Transportation	0	8,389
Non-Instructional Programs		
Child Nutrition	0	47,708
Community Services	0	0
Capital Assets - Student Occupied	0	0
Capital Assets - Non-Student Occupied	0	0
Debt Service - Principal	0	85,000
Debt Service - Interest	0	836,020
Total Expenditures	<u>512,574</u>	<u>5,572,327</u>
Excess (Deficiency) of Revenues Over Expenditures	2,242	(617,878)
Other Financing Sources (Uses)		
Transfers In	0	977,712
Transfers Out	0	(977,712)
Total Other Financing Sources (Uses)	<u>0</u>	<u>0</u>
Net Change in Fund Balances	2,242	(617,878)
Fund Balances - Beginning	<u>0</u>	<u>1,299,211</u>
Fund Balances - Ending	<u>\$2,242</u>	<u>\$681,333</u>

HAYDEN CANYON CHARTER SCHOOL
Statement of Revenues, Expenditures, and Changes in
Fund Balances - Governmental Funds
Year Ended June 30, 2024

**Reconciliation of the Statement of Revenues, Expenditures, and
Changes in Fund Balances - Governmental Funds to the Statement of
Activities**

Net Change in Fund Balances - Total Governmental Funds (\$617,878)

Amounts reported for governmental activities in the statement of activities are different because:

Government funds report capital outlays as expenditures. However, in the statement of activities the cost of those assets is allocated over their estimated useful lives as depreciation expense or allocated over the appropriate term as amortization expense. This is the excess of capital outlays over (under) depreciation/amortization expense in the current period. (165,591)

Repayment of long-term liability principal is an expenditure in the governmental funds, but the repayment reduces long-term liabilities in the statement of net position. 85,000

Changes in net pension asset/liability and related pension deferred outflows/inflows do not provide or require current financial resources and therefore are not reflected in the funds. (61,233)

Change in Net Position of Governmental Activities (\$759,702)

HAYDEN CANYON CHARTER SCHOOL
Notes to Financial Statements

A. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Reporting Entity – Hayden Canyon Charter School (the School) is organized as a nonprofit corporation providing public charter school educational services as authorized by Section 33 of Idaho Code.

Idaho Code Section 33-5210(3) requires charter schools to comply with the same financial reporting requirements imposed on school districts, i.e. – on a governmental, rather than nonprofit, basis of accounting. Additionally, enabling legislation creates charter schools as public entities, i.e. – as public schools, subject to provisions common with other governmental entities as set forth in Idaho Code Section 33-5204. Accordingly, the School's basis of presentation follows the governmental, rather than nonprofit, reporting model.

These financial statements are prepared in accordance with generally accepted accounting principles (GAAP) as applied to charter schools. The governmental accounting standards board (GASB) is responsible for establishing GAAP for state and local governments through its pronouncements (statements and interpretations). The more significant accounting policies established in GAAP and used by the School are discussed below.

Basic Financial Statements - Government-Wide Statements – The School's basic financial statements include both government-wide (reporting the School as a whole) and fund financial statements (reporting the School's major funds). Both government-wide and fund financial statements categorize primary activities as either governmental or business type. Currently, all the School's activities are categorized as governmental activities.

In the government-wide statement of net position, the activities columns (a) are presented on a consolidated basis by column, (b) and are reported on a full accrual, economic resource basis, which recognizes all long-term assets and receivables as well as long-term debt and obligations.

The government-wide statement of activities reports both the gross and net cost of each of the School's functions. The functions are also supported by general government revenues as reported in the statement of activities. The statement of activities reduces gross expenses (including depreciation when recorded) by related program revenues and operating and capital grants. Program revenues must be directly associated with the function. Internal activity between funds (when two or more funds are involved) is eliminated in the government-wide statement of activities. Operating grants include operating-specific and discretionary (either operating or capital) grants while the capital grants column reports capital-specific grants.

The net costs (by function) are normally covered by general revenues.

The School reports expenditures in accordance with the State Department of Education's "Idaho Financial Accounting Reporting Management System" (IFARMS). IFARMS categorizes all expenditures by function, program and object. Accordingly, there is no allocation of indirect costs.

The government-wide focus is more on the sustainability of the School as an entity and the change in the School's net position resulting from the current year's activities. Fiduciary funds, when present, are not included in the government-wide statements.

Basic Financial Statements - Fund Financial Statements – The financial transactions of the School are reported in individual funds in the fund financial statements. Each fund is accounted for by providing a

HAYDEN CANYON CHARTER SCHOOL
Notes to Financial Statements

separate set of self-balancing accounts that comprises its assets, deferred outflows of resources, liabilities, deferred inflows of resources, fund equity, revenues and expenditures/expenses.

The emphasis in fund financial statements is on the major funds. Nonmajor funds by category are summarized into a single column. Generally accepted accounting principles set forth minimum criteria (percentage of assets and deferred outflows of resources, liabilities and deferred inflows of resources, revenues or expenditures/expenses of the funds) for the determination of major funds.

The focus of the governmental funds' measurement (in the fund statements) is upon determination of financial position and changes in financial position (sources, uses, and balances of financial resources) rather than upon net income. Major governmental funds of the School include:

General Fund – The general fund is the School's primary operating fund. It is used to account for all financial resources except those required to be accounted for in another fund.

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

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

Basis of Accounting – Basis of accounting refers to the point at which revenues or expenditures/expenses are recognized in the accounts and reported in the financial statements. It relates to the timing of the measurements made regardless of the measurement focus applied.

Activities in the government-wide and fiduciary fund financial statements are presented on the full accrual basis of accounting. Revenues are recognized when earned and expenses are recognized when incurred.

The governmental funds financial statements are presented on the modified accrual basis of accounting. Under the modified accrual basis of accounting, revenues are recorded when susceptible to accrual (when they become both measurable and available). "Measurable" means the amount of the transaction can be determined and "available" means collectible within the current period or within thirty days after year end. Expenditures are recorded when the related fund liability is incurred. Exceptions to this general rule include principal and interest on long-term debt which, if any, are recognized when due and payable.

Cash and Investments – Nearly all the cash and investment balances of the School's funds are pooled for investment purposes. The individual funds' portions of the pooled cash and investments are reported in each fund as cash and investments. Interest earned on pooled cash and investments is allocated to the various funds based on each fund's respective investment balance. Investments include the local government investment pool, reported and measured at amortized cost following the provisions of GASB 79 which provide for consistent measurement of investment value amongst pool participants. Investments also include U.S. government securities and are stated at fair value using quoted market prices (Level 1) or best available estimate.

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

HAYDEN CANYON CHARTER SCHOOL
Notes to Financial Statements

Inventories – Material supplies on hand at year end are stated at the lower of cost or net realizable value using the first-in, first-out method.

Capital Assets and Depreciation – Capital assets purchased or acquired with an original cost of \$5,000 or more are reported at historical cost or estimated historical cost. Contributed assets are reported at acquisition value as of the date received. Additions, improvements and other capital outlays that significantly extend the useful life of an asset are capitalized. Other costs incurred for repairs and maintenance are expensed as incurred. Depreciation over the estimated useful lives of depreciable assets is recorded using the straight line method.

Leases/SBITAs and Amortization – Material long-term leases and subscription-based information technology arrangements (SBITAs) are reported in accordance with the provisions of GASB 87 *Leases* and GASB 96 *SBITAs*. When incurred, amortization over the appropriate lease or SBITA term is recorded using the straight-line method.

Compensated Absences – The School provides certain compensated absences to its employees. The estimated amount of compensation for future amounts is deemed to be immaterial and, accordingly, no liability is recorded. Compensated absences will be paid by the fund in which the employee works.

Other Post-Employment Benefits – The School does not provide benefits to retired employees other than retirement benefits funded through the Public Employees Retirement System of Idaho. However, certain retired employees can remain on the School insurance policy after retirement if the retired employee pays the average monthly cost. The difference between the age-adjusted monthly cost and the average monthly cost is referred to as an “implicit subsidy” since the medical insurance rate of a retired employee is generally higher than the medical insurance rate of a younger employee. GASB 75 requires that employers have actuarial calculations performed for these other post-employment benefits so that an asset or liability, deferred outflows of resources, deferred inflows of resources, and expenses can be recorded in the government-wide financial statements and related notes and required supplementary information can be prepared. Management believes the costs of implementing GASB 75 cannot be justified at this time. Accordingly, the School accounts for the other-post employment benefits for retirees on the pay-as-you-go basis. Other post-employment benefits will be paid by the fund in which the employee works.

Pensions – For purposes of measuring the net pension asset/liability and pension revenue/expense, information about the fiduciary net position of the Public Employee Retirement System of Idaho Base Plan (the Base Plan) and additions to/deductions from the Base Plan’s fiduciary net position have been determined on the same basis as they are reported by the Base Plan. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value. Pension obligations will be paid by the fund in which the employee works.

Net Position – Net position is assets plus deferred outflows of resources less liabilities less deferred inflows of resources. The net investment in capital assets component of net position consists of the historical cost of capital assets less accumulated depreciation less any outstanding debt that was used to finance those assets plus deferred outflows of resources less deferred inflows of resources related to those assets. Restricted net position consists of assets that are restricted by creditors, grantors, contributors, legislation, and other parties. All other net position not reported as restricted or net investment in capital assets is reported as unrestricted.

HAYDEN CANYON CHARTER SCHOOL
Notes to Financial Statements

Fund Balance Classifications – Restrictions of the fund balance indicate portions that are legally or contractually segregated for a specific future use. Nonspendable portions of the fund balance are those amounts that cannot be spent because they are in a nonspendable form or because they are legally or contractually required to be maintained intact. Committed portions represent amounts that can only be used for specific purposes pursuant to formal action (i.e. board approval) of the reporting entity's governing body. Assigned portions represent amounts that are constrained by the government's intent to be used for a specific purpose. Remaining fund balances are reported as unassigned. When expenditures are incurred that qualify for either restricted or unrestricted resources, the School first utilizes restricted resources. When expenditures are incurred that qualify for either committed or assigned or unassigned resources, the School first utilizes committed resources then assigned resources before using unassigned resources.

Income Taxes – The School is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code except for income, if any, derived from unrelated business activities. The School's tax returns for the current year and prior two years are subject to examination by the IRS and state tax authorities, generally for three years after they are filed.

Contingent Liabilities – Amounts received or receivable from grantor agencies are subject to audit and adjustment by grantor agencies. Any disallowed claims, including amounts already collected, may constitute a liability of the applicable funds. The amount, if any, of expenditures which may be disallowed by the grantor cannot be determined at this time although the School expects such amounts, if any, to be immaterial.

Interfund Activity – Interfund activity is reported either as loans, services provided, reimbursements, or transfers. Loans are reported as interfund receivables and payables as appropriate and are subject to elimination upon consolidation. Services provided, deemed to be at market or near market rates, are treated as revenues and expenditures/expenses. Reimbursements are when one fund incurs a cost, charges the appropriate benefiting fund, and reduces its related cost as a reimbursement. All other interfund transactions are treated as transfers.

Use of Estimates – The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

Custodial Credit Risk – The School maintains its cash at insured financial institutions. Periodically, balances may exceed federally insured limits. The School does not have a formal policy concerning custodial credit risk.

Risk Management – The School is exposed to various risks related to its operations. Insurance is utilized to the extent practical to minimize these risks.

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

HAYDEN CANYON CHARTER SCHOOL
Notes to Financial Statements

B. CASH AND INVESTMENTS

Cash and investments consist of the following at year end:

Cash - Deposits	\$110,984
Investments - U.S. Government Securities	<u>656,167</u>
Total	<u><u>\$767,151</u></u>

Deposits – At year end, the carrying amounts of the School's deposits were \$110,984 and the bank balances were \$109,470. Of the bank balances, \$109,470 was insured, and the remainder was uninsured and uncollateralized.

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

Interest rate risk:

	Investment Maturity Schedule (In Years)	
Investment Type	Less Than 1	Total
U.S. Gov't Securities	<u>\$656,167</u>	<u>\$656,167</u>
Total	<u><u>\$656,167</u></u>	<u><u>\$656,167</u></u>

Credit rate risk (Moody's rating scale):

	Investment Rating Schedule	
Investment Type	AAA	Total
U.S. Gov't Securities	<u>\$656,167</u>	<u>\$656,167</u>
Total	<u><u>\$656,167</u></u>	<u><u>\$656,167</u></u>

Investments – State statutes authorize government entities to invest in certain bonds, notes, accounts, investment pools, and other obligations of the state, U.S. Government, and U.S. corporations pursuant to Idaho Code 67-1210 and 67-1210A. These statutes are designed to help minimize the custodial risk that deposits may not be returned in the event of the failure of the issuer or other counterparty, interest rate risk resulting from fair value losses arising from rising interest rates, or credit risks that an issuer or other counterparty will not fulfill its obligations. The School's investment policy complies with state statutes.

HAYDEN CANYON CHARTER SCHOOL
Notes to Financial Statements

C. RECEIVABLES

Receivables consist of the following at year end:

	<u>General Fund</u>	<u>Special Revenue Funds</u>	<u>Total</u>
Local Sources			
Other Local Sources	\$656		\$656
Total	<u>\$656</u>		<u>\$656</u>
State Sources			
Foundation Program	\$394,315		\$394,315
Total	<u>\$394,315</u>		<u>\$394,315</u>
Federal Sources			
Special Programs		\$19,573	\$19,573
Total		<u>\$19,573</u>	<u>\$19,573</u>

D. CAPITAL ASSETS

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

	<u>Beginning Balance</u>	<u>Increases</u>	<u>Decreases</u>	<u>Ending Balance</u>
Nondepreciable Capital Assets				
Land	\$1,224,466			\$1,224,466
Construction in Progress	1,663,870	\$50,288	\$1,714,158	0
Total	<u>2,888,336</u>	<u>50,288</u>	<u>1,714,158</u>	<u>1,224,466</u>
Depreciable Capital Assets				
Buildings	8,869,556	1,714,158		10,583,714
Equipment	136,366			136,366
Subtotal	<u>9,005,922</u>	<u>1,714,158</u>	<u>0</u>	<u>10,720,080</u>
Accumulated Depreciation				
Buildings	386,289	211,674		597,963
Equipment	29,179	4,205		33,384
Subtotal	<u>415,468</u>	<u>215,879</u>	<u>0</u>	<u>631,347</u>
Total	<u>8,590,454</u>	<u>1,498,279</u>	<u>0</u>	<u>10,088,733</u>
Net Capital Assets	<u>\$11,478,790</u>	<u>\$1,548,567</u>	<u>\$1,714,158</u>	<u>\$11,313,199</u>

Depreciation expense of \$215,879 was charged to the capital assets – student occupied program.

HAYDEN CANYON CHARTER SCHOOL
Notes to Financial Statements

E. LONG-TERM LIABILITIES

Bonded Debt – At year end, the School’s bonded debt was as follows:

	Outstanding
2020A - \$7,270,000 - facilities revenue bonds (tax-exempt issuance) for capital acquisition, due in annual installments with interest at 6.95% through 2054/55, secured by real estate, paid through the bond redemption & interest fund	\$7,270,000
2020B - \$1,005,000 - facilities revenue bonds (taxable issuance) for capital acquisition, due in annual installments with interest at 7.15% through 2030/31, secured by real estate, paid through the bond redemption & interest fund	485,000
2022A - \$5,910,000 - facilities revenue bonds (tax-exempt issuance) for facilities expansion, due in annual installments with interest at 4.25% through 2061/62, secured by real estate, paid through the bond redemption & interest fund	5,910,000
2022B - \$235,000 - facilities revenue bonds (taxable issuance) for facilities expansion, due in annual installments with interest at 4.75% through 2028/29, secured by real estate, paid through the bond redemption & interest fund	235,000
Total	\$13,900,000

Maturities on the bonds are estimated as follows:

Year Ended	Principal	Interest
6/30/25	\$60,000	\$804,426
6/30/26	130,000	800,136
6/30/27	140,000	792,450
6/30/28	140,000	784,196
6/30/29	160,000	775,938
6/30/30-34	960,000	3,728,607
6/30/35-39	1,375,000	3,393,543
6/30/40-44	1,850,000	2,933,815
6/30/45-49	2,480,000	2,307,132
6/30/50-54	3,350,000	1,453,258
6/30/55-59	2,160,000	461,060
6/30/60-62	1,095,000	102,629
Total	\$13,900,000	\$18,337,190

HAYDEN CANYON CHARTER SCHOOL
Notes to Financial Statements

Changes in long-term liabilities are as follows:

<u>Description</u>	<u>Beginning Balance</u>	<u>Increases</u>	<u>Decreases</u>	<u>Ending Balance</u>	<u>Due Within One Year</u>
2020A F.R. Bonds	\$7,270,000			\$7,270,000	
2020B F.R. Bonds	570,000		\$85,000	485,000	\$60,000
2022A F.R. Bonds	5,910,000			5,910,000	
2022B F.R. Bonds	235,000			235,000	
Net Pension Liability	1,414,724	\$27,504		1,442,228	-
Total	<u>\$15,399,724</u>	<u>\$27,504</u>	<u>\$85,000</u>	<u>\$15,342,228</u>	<u>\$60,000</u>

Interest and related costs of \$836,020 were charged to the debt service – interest program.

F. PENSION PLAN

Plan description

The School contributes to the Base Plan which is a cost-sharing multiple-employer defined benefit pension plan administered by Public Employee Retirement System of Idaho (PERSI or System) that covers substantially all employees of the State of Idaho, its agencies and various participating political subdivisions. The cost to administer the plan is financed through the contributions and investment earnings of the plan. PERSI issues a publicly available financial report that includes financial statements and the required supplementary information for PERSI. That report may be obtained on the PERSI website at www.persi.idaho.gov.

Responsibility for administration of the Base Plan is assigned to the Board comprised of five members appointed by the Governor and confirmed by the Idaho Senate. State law requires that two members of the Board be active Base Plan members with at least ten years of service and three members who are Idaho citizens not members of the Base Plan except by reason of having served on the Board.

Pension benefits

The Base Plan provides retirement, disability, death and survivor benefits of eligible members or beneficiaries. Benefits are based on members' years of service, age, and highest average salary. Members become fully vested in their retirement benefits with five years of credited service (5 months for elected or appointed officials). Members are eligible for retirement benefits upon attainment of the ages specified for their employment classification. The annual service retirement allowance for each month of credited service is 2.0% (2.3% for police/firefighters) of the average monthly salary for the highest consecutive 42 months.

The benefit payments for the Base Plan are calculated using a benefit formula adopted by the Idaho Legislature. The Base Plan is required to provide a 1% minimum cost of living increase per year provided the Consumer Price Index increases 1% or more. The PERSI Board has the authority to provide higher cost of living increases to a maximum of the Consumer Price Index movement or 6%, whichever is less; however, any amount above the 1% minimum is subject to review by the Idaho Legislature.

HAYDEN CANYON CHARTER SCHOOL
Notes to Financial Statements

Member and employer contributions

Member and employer contributions paid to the Base Plan are set by statute and are established as a percent of covered compensation. Contribution rates are determined by the PERSI Board within limitations, as defined by state law. The Board may make periodic changes to employer and employee contribution rates (expressed as percentages of annual covered payroll) that are adequate to accumulate sufficient assets to pay benefits when due.

The contribution rates for employees are set by statute at 60% of the employer rate for general employees and 74% for police and firefighters. As of June 30, 2023 it was 7.16% for general employees and 9.13% for police and firefighters. The employer contribution rate as a percent of covered payroll is set by the Retirement Board and was 11.94% for general employees and 12.28% for police and firefighters. The School's contributions were \$320,838 for the year ended June 30, 2024.

Pension asset/liabilities, pension revenue (expense), and deferred outflows/inflows of resources related to pensions

At June 30, 2024, the School reported a liability for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2023, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of that date. The School's proportion of the net pension liability was based on the School's share of contributions in the Base Plan pension plan relative to the total contributions of all participating PERSI Base Plan employers. At June 30, 2023, the School's proportion was 0.03614000%.

For the year ended June 30, 2024, the School recognized pension revenue (expense) of (\$382,071). At June 30, 2024, the School reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	\$247,209	
Changes in assumptions or other inputs	142,811	
Net difference between projected and actual earnings on pension plan investments	135,374	
Employer contributions subsequent to the measurement date	320,838	
Total	<u>\$846,232</u>	<u>\$0</u>

\$320,838 reported as deferred outflows of resources related to pensions resulting from School contributions made subsequent to the measurement date will be recognized as an adjustment to the pension revenue (expense) in the year ending June 30, 2025.

The average of the expected remaining service lives of all employees that are provided with pensions through the System (active and inactive employees) determined at July 1, 2023 the beginning of the measurement period ended June 30, 2022 is 4.6 and 4.4 for the measurement period June 30, 2023.

HAYDEN CANYON CHARTER SCHOOL
Notes to Financial Statements

Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension revenue (expense) as follows:

Year Ended	
6/30/25	(\$186,842)
6/30/26	(87,802)
6/30/27	(273,139)
6/30/28	22,388
Total	<u><u>(\$525,395)</u></u>

Actuarial assumptions

Valuations are based on actuarial assumptions, the benefit formulas, and employee groups. Level percentages of payroll normal costs are determined using the Entry Age Normal Cost Method. Under the Entry Age Normal Cost Method, the actuarial present value of the projected benefits of each individual included in the actuarial valuation is allocated as a level percentage of each year's earnings of the individual between entry age and assumed exit age. The Base Plan amortizes any unfunded actuarial accrued liability based on a level percentage of payroll. The maximum amortization period for the Base Plan permitted under Section 59-1322, Idaho Code, is 25 years.

The total pension liability in the June 30, 2023 actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	2.30%
Salary increases including inflation	3.05%
Investment rate of return, net of investment expenses	6.35%
Cost-of-living adjustments	1.00%

Contributing members, service retirement members, and beneficiaries

General Employees and All Beneficiaries - Males	Pub-2010 General Tables, increased 11%
General Employees and All Beneficiaries - Females	Pub-2010 General Tables, increased 21%
Teachers - Males	Pub-2010 Teacher Tables, increased 12%
Teachers - Females	Pub-2010 Teacher Tables, increased 21%
Fire & Police - Males	Pub-2010 Safety Tables, increased 21%
Fire & Police - Females	Pub-2010 Safety Tables, increased 26%
	5% of Fire & Police active member deaths are assumed to be duty related. This assumption was adopted July 1, 2021.
Disabled Members - Males	Pub-2010 Disabled Tables, increased 38%
Disabled Members - Females	Pub-2010 Disabled Tables, increased 36%

An experience study was performed for the period July 1, 2015 through June 30, 2020 which reviewed all economic and demographic assumptions other than mortality. The total pension liability as of June 30, 2023 is based on the results of an actuarial valuation date of July 1, 2023.

HAYDEN CANYON CHARTER SCHOOL
Notes to Financial Statements

The long-term expected rate of return on pension plan investments was determined using the building block approach and a forward-looking model in which best estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighing the expected future real rates of return by the target asset allocation percentage and by adding expected inflation.

Even though history provides a valuable perspective for setting the investment return assumption, the System relies primarily on an approach which builds upon the latest capital market assumptions. Specifically, the System uses consultants, investment managers and trustees to develop capital market assumptions in analyzing the System's asset allocation. The assumptions and the System's formal policy for asset allocation are shown below. The formal asset allocation policy is somewhat more conservative than the current allocation of System's assets.

The best-estimate range for the long-term expected rate of return is determined by adding expected inflation to expected long-term real returns and reflecting expected volatility and correlation. The capital market assumptions are as of 2023.

Asset Class	Target Allocation	Long-Term Expected Real Rate of Return
Cash	0%	0.00%
Large Cap	18%	4.50%
Small/Mid Cap	11%	4.70%
International Equity	15%	4.50%
Emerging Markets Equity	10%	4.90%
Domestic Fixed	20%	-0.25%
TIPS	10%	-0.30%
Real Estate	8%	3.75%
Private Equity	8%	6.00%

Discount rate

The discount rate used to measure the total pension liability was 6.35%. The projection of cash flows used to determine the discount rate assumed that contributions from plan members will be made at the current contribution rate. Based on these assumptions, the pension plans' net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension asset. The long-term expected rate of return was determined net of pension plan investment expense but without reduction for administrative expense.

HAYDEN CANYON CHARTER SCHOOL
Notes to Financial Statements

Sensitivity of the School's proportionate share of the net pension liability to changes in the discount rate.

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

	1% Decrease	Current Discount Rate	1% Increase
	(5.35%)	(6.35%)	(7.35%)
School's proportionate share of the net pension liability	<u>\$2,593,907</u>	<u>\$1,442,228</u>	<u>\$500,947</u>

Pension plan fiduciary net position

Detailed information about the pension plan's fiduciary net position is available in the separately issued PERSI financial report.

PERSI issues a publicly available financial report that includes financial statements and the required supplementary information for PERSI. That report may be obtained on the PERSI website at www.persi.idaho.gov.

Impact on the School's net position

Depending on the annual performance of the Base Plan and the various non-financial factors that affect the collective Base Plan net pension liability (as described above), the School may periodically experience a deficit in its net position. This can occur as a result of recording the School's allocable portion of the net pension liability which is an estimated liability that changes substantially from year to year depending on the factors described above but does not currently require cash outflows. As the net pension liability of the Base Plan is closely monitored by PERSI's board (who makes changes to the contribution rates and other terms of the Base Plan when deemed necessary), such deficits are not deemed to be of substantial concern.

G. INTERFUND BALANCES AND TRANSFERS

Interfund balances at year end consist of the following:

	Due From Fund	
Due To Fund	Nonmajor Governmental	Total
General	\$19,573	\$19,573
Total	\$19,573	\$19,573

These interfund balances resulted from the time lag between when expenditures are incurred in a fund and when the fund is reimbursed for such expenditures.

HAYDEN CANYON CHARTER SCHOOL
Notes to Financial Statements

Interfund transfers during the year consist of the following:

<u>Fund</u>	<u>Transfer In</u>	<u>Transfer Out</u>	<u>Purpose</u>
General		\$857,430	Debt Service
Bond R & I	\$876,275		Debt Service
Capital Construction		120,282	Debt Service, Maintenance
Plant Facilities	101,437		Maintenance
Total	<u>\$977,712</u>	<u>\$977,712</u>	

HAYDEN CANYON CHARTER SCHOOL
 Budgetary Comparison Schedule -
 General and Major Special Revenue Funds
 Year Ended June 30, 2024

General Fund	Budgeted Amounts (GAAP Basis)		Actual Amounts	Final Budget Variance
	Original	Final		Positive (Negative)
Revenues				
Local Revenue	\$0	\$0	\$48,972	\$48,972
State Revenue	4,443,604	4,443,604	4,334,449	(109,155)
Federal Revenue	0	0	4,833	4,833
Total Revenues	4,443,604	4,443,604	4,388,254	(55,350)
Expenditures				
Instructional Programs				
Elementary School	1,876,699	1,876,699	2,384,904	(508,205)
Secondary School	0	0	286,925	(286,925)
Special Education	128,023	128,023	187,212	(59,189)
Special Education Preschool	0	0	0	0
School Activity	25,000	25,000	10,537	14,463
Support Service Programs				
Attendance - Guidance - Health	253,079	253,079	74,120	178,959
Special Education Support Services	0	0	101,117	(101,117)
Instruction Improvement	19,000	19,000	29,764	(10,764)
Instruction-Related Technology	0	0	8,712	(8,712)
Board of Education	55,754	55,754	45,254	10,500
District Administration	0	0	0	0
School Administration	460,352	460,352	365,738	94,614
Business Operation	63,648	63,648	52,848	10,800
Central Service	42,786	42,786	170,048	(127,262)
Administrative Technology Service	60,000	60,000	32,849	27,151
Buildings - Care	47,000	47,000	48,352	(1,352)
Maintenance - Non-Student Occupied	0	0	0	0
Maintenance - Student Occupied	130,000	130,000	195,597	(65,597)
Maintenance - Grounds	20,000	20,000	18,045	1,955
Security	50,000	50,000	46,332	3,668
Pupil-To-School Transportation	42,955	42,955	24,282	18,673
Pupil-Activity Transportation	0	0	0	0
General Transportation	10,000	10,000	8,389	1,611
Non-Instructional Programs				
Child Nutrition	5,000	5,000	47,708	(42,708)
Community Services	0	0	0	0
Capital Assets - Student Occupied	0	0	0	0
Capital Assets - Non-Student Occupied	0	0	0	0
Debt Service - Principal	0	0	0	0
Debt Service - Interest	906,570	906,570	0	906,570
Total Expenditures	4,195,866	4,195,866	4,138,733	57,133 *
Excess (Deficiency) of Revenues Over Expenditures				
	247,738	247,738	249,521	1,783
Other Financing Sources (Uses)				
Transfers In	0	0	0	0
Transfers Out	0	0	(857,430)	(857,430) *
Total Other Financing Sources (Uses)	0	0	(857,430)	(857,430)
Net Change in Fund Balances	247,738	247,738	(607,909)	(855,647)
Fund Balances - Beginning	582,260	582,260	630,833	48,573
Fund Balances - Ending	\$829,998	\$829,998	\$22,924	(\$807,074)

*Total expenditures (over) under appropriations are: (\$800,297)

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

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

Fiscal Year Ended June 30	Employer's Portion of the Net Pension (Asset) Liability	Employer's Proportionate Share of the Net Pension (Asset) Liability	Covered Payroll	Employer's Proportional Share of the Net Pension (Asset) Liability as a Percentage of Covered Payroll	Plan Fiduciary Net Position as a Percentage of the Total Pension (Asset) Liability
2022	0.02782790%	(\$21,978)	\$1,038,501	-2.12%	100.36%
2023	0.03591802%	\$1,414,724	\$1,416,407	99.88%	83.09%
2024	0.03614000%	\$1,442,228	\$1,536,574	93.86%	83.83%

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

Schedule of Employer Contributions

Fiscal Year Ended June 30	Actuarially Determined Contribution	Contributions in Relation to Actuarially Determined Contribution	Contribution Deficiency (Excess)	Covered Payroll	Contributions as a Percentage of Covered Payroll
2022	\$169,119	\$169,119	\$0	\$1,416,407	11.94%
2023	\$183,467	\$183,467	\$0	\$1,536,574	11.94%
2024	\$320,838	\$320,838	\$0	\$2,528,274	12.69%

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

HAYDEN CANYON CHARTER SCHOOL
Combining Balance Sheet - Nonmajor Governmental Funds
June 30, 2024

	<u>Special Revenue Funds</u>			
	<u>Kindergarten</u>	<u>Student Activity</u>	<u>Technology</u>	<u>Substance Abuse</u>
Assets				
Cash & Investments		\$2,242		
Receivables:				
Local Sources				
State Sources				
Federal Sources				
Due From Other Funds				
Prepaid Expenditures				
Total Assets	<u>\$0</u>	<u>\$2,242</u>	<u>\$0</u>	<u>\$0</u>
Liabilities				
Accounts Payable				
Due To Other Funds				
Salaries & Benefits Payable				
Unspent Grant Allocation				
Total Liabilities	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Fund Balances				
Nonspendable				
Restricted:				
Special Programs		2,242		
Capital Projects				
Debt Service				
Unassigned				
Total Fund Balances	<u>0</u>	<u>2,242</u>	<u>0</u>	<u>0</u>
Total Liabilities and Fund Balances	<u>\$0</u>	<u>\$2,242</u>	<u>\$0</u>	<u>\$0</u>

HAYDEN CANYON CHARTER SCHOOL
Combining Balance Sheet - Nonmajor Governmental Funds
June 30, 2024

	Special Revenue Funds			
	Securing Our Future	ESSER III	Title I-A ESSA IBP	IDEA Part B 611 School Age 3-21
Assets				
Cash & Investments				
Receivables:				
Local Sources				
State Sources				
Federal Sources		\$6,971	\$500	
Due From Other Funds				
Prepaid Expenditures				
Total Assets	<u>\$0</u>	<u>\$6,971</u>	<u>\$500</u>	<u>\$0</u>
Liabilities				
Accounts Payable				
Due To Other Funds		\$6,971	\$500	
Salaries & Benefits Payable				
Unspent Grant Allocation				
Total Liabilities	<u>\$0</u>	<u>6,971</u>	<u>500</u>	<u>\$0</u>
Fund Balances				
Nonspendable				
Restricted:				
Special Programs				
Capital Projects				
Debt Service				
Unassigned				
Total Fund Balances	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total Liabilities and Fund Balances	<u>\$0</u>	<u>\$6,971</u>	<u>\$500</u>	<u>\$0</u>

HAYDEN CANYON CHARTER SCHOOL
Combining Balance Sheet - Nonmajor Governmental Funds
June 30, 2024

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

HAYDEN CANYON CHARTER SCHOOL
Combining Balance Sheet - Nonmajor Governmental Funds
June 30, 2024

	Special Revenue Funds			Total
	Title II-A		Title V-B	
	ESSA SEI	Cultivating Readers	ESSA REI	
Assets				
Cash & Investments				\$2,242
Receivables:				
Local Sources				0
State Sources				0
Federal Sources	\$3,234	\$8,868		19,573
Due From Other Funds				0
Prepaid Expenditures				0
Total Assets	\$3,234	\$8,868	\$0	\$21,815
Liabilities				
Accounts Payable				\$0
Due To Other Funds	\$3,234	\$8,868		19,573
Salaries & Benefits Payable				0
Unspent Grant Allocation				0
Total Liabilities	3,234	8,868	\$0	19,573
Fund Balances				
Nonspendable				0
Restricted:				
Special Programs				2,242
Capital Projects				0
Debt Service				0
Unassigned				0
Total Fund Balances	0	0	0	2,242
Total Liabilities and Fund Balances	\$3,234	\$8,868	\$0	\$21,815

HAYDEN CANYON CHARTER SCHOOL
Combining Statement of Revenues, Expenditures, and Changes in
Fund Balances - Nonmajor Governmental Funds
Year Ended June 30, 2024

	<u>Special Revenue Funds</u>			
	<u>Kindergarten</u>	<u>Student Activity</u>	<u>Technology</u>	<u>Substance Abuse</u>
Revenues				
Local Revenue	\$77,004	\$19,626		
State Revenue			\$86,440	\$8,647
Federal Revenue				
Total Revenues	<u>77,004</u>	<u>19,626</u>	<u>86,440</u>	<u>8,647</u>
Expenditures				
Instructional Programs				
Elementary School	77,004		34,800	
Secondary School				
Special Education				
Special Education Preschool				
School Activity		17,384		
Support Service Programs				
Attendance - Guidance - Health				8,647
Special Education Support Services				
Instruction Improvement				
Instruction-Related Technology				
Board of Education				
District Administration				
School Administration			23,984	
Business Operation				
Central Service				
Administrative Technology Service			27,656	
Buildings - Care				
Maintenance - Non-Student Occupied				
Maintenance - Student Occupied				
Maintenance - Grounds				
Security				
Pupil-To-School Transportation				
Pupil-Activity Transportation				
General Transportation				
Non-Instructional Programs				
Child Nutrition				
Community Services				
Capital Assets - Student Occupied				
Capital Assets - Non-Student Occupied				
Debt Service - Principal				
Debt Service - Interest				
Total Expenditures	<u>77,004</u>	<u>17,384</u>	<u>86,440</u>	<u>8,647</u>
Excess (Deficiency) of Revenues Over Expenditures	0	2,242	0	0
Other Financing Sources (Uses)				
Transfers In				
Transfers Out				
Total Other Financing Sources (Uses)	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Net Change in Fund Balances	0	2,242	0	0
Fund Balances - Beginning	0	0	0	0
Fund Balances - Ending	<u>\$0</u>	<u>\$2,242</u>	<u>\$0</u>	<u>\$0</u>

HAYDEN CANYON CHARTER SCHOOL
Combining Statement of Revenues, Expenditures, and Changes in
Fund Balances - Nonmajor Governmental Funds
Year Ended June 30, 2024

	Special Revenue Funds			
	Securing Our Future	ESSER III	Title I-A ESSA IBP	IDEA Part B 611 School Age 3-21
Revenues				
Local Revenue				
State Revenue	\$15,660			
Federal Revenue		\$65,829	\$50,492	\$67,162
Total Revenues	<u>15,660</u>	<u>65,829</u>	<u>50,492</u>	<u>67,162</u>
Expenditures				
Instructional Programs				
Elementary School		58,828	50,492	36,805
Secondary School				
Special Education		7,001		
Special Education Preschool				
School Activity				
Support Service Programs				
Attendance - Guidance - Health				
Special Education Support Services				30,357
Instruction Improvement				
Instruction-Related Technology				
Board of Education				
District Administration				
School Administration				
Business Operation				
Central Service	15,660			
Administrative Technology Service				
Buildings - Care				
Maintenance - Non-Student Occupied				
Maintenance - Student Occupied				
Maintenance - Grounds				
Security				
Pupil-To-School Transportation				
Pupil-Activity Transportation				
General Transportation				
Non-Instructional Programs				
Child Nutrition				
Community Services				
Capital Assets - Student Occupied				
Capital Assets - Non-Student Occupied				
Debt Service - Principal				
Debt Service - Interest				
Total Expenditures	<u>15,660</u>	<u>65,829</u>	<u>50,492</u>	<u>67,162</u>
Excess (Deficiency) of Revenues Over Expenditures	0	0	0	0
Other Financing Sources (Uses)				
Transfers In				
Transfers Out				
Total Other Financing Sources (Uses)	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Net Change in Fund Balances	0	0	0	0
Fund Balances - Beginning	0	0	0	0
Fund Balances - Ending	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

HAYDEN CANYON CHARTER SCHOOL
Combining Statement of Revenues, Expenditures, and Changes in
Fund Balances - Nonmajor Governmental Funds
Year Ended June 30, 2024

	Special Revenue Funds			
	IDEA Part B 619 Pre-School Age 3-5	School Based Medicaid	Title IV-A ESSA SS & AE	IDEA Mini Grants
Revenues				
Local Revenue				
State Revenue				
Federal Revenue	\$3,098	\$12,256	\$10,000	\$4,250
Total Revenues	<u>3,098</u>	<u>12,256</u>	<u>10,000</u>	<u>4,250</u>
Expenditures				
Instructional Programs				
Elementary School			10,000	
Secondary School				
Special Education	3,098			4,250
Special Education Preschool				
School Activity				
Support Service Programs				
Attendance - Guidance - Health				
Special Education Support Services		12,256		
Instruction Improvement				
Instruction-Related Technology				
Board of Education				
District Administration				
School Administration				
Business Operation				
Central Service				
Administrative Technology Service				
Buildings - Care				
Maintenance - Non-Student Occupied				
Maintenance - Student Occupied				
Maintenance - Grounds				
Security				
Pupil-To-School Transportation				
Pupil-Activity Transportation				
General Transportation				
Non-Instructional Programs				
Child Nutrition				
Community Services				
Capital Assets - Student Occupied				
Capital Assets - Non-Student Occupied				
Debt Service - Principal				
Debt Service - Interest				
Total Expenditures	<u>3,098</u>	<u>12,256</u>	<u>10,000</u>	<u>4,250</u>
Excess (Deficiency) of Revenues Over Expenditures	0	0	0	0
Other Financing Sources (Uses)				
Transfers In				
Transfers Out				
Total Other Financing Sources (Uses)	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Net Change in Fund Balances	0	0	0	0
Fund Balances - Beginning	0	0	0	0
Fund Balances - Ending	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

HAYDEN CANYON CHARTER SCHOOL
Combining Statement of Revenues, Expenditures, and Changes in
Fund Balances - Nonmajor Governmental Funds
Year Ended June 30, 2024

	Special Revenue Funds			Total
	Title II-A	Cultivating Readers	Title V-B	
	ESSA SEI		ESSA REI	
Revenues				
Local Revenue				\$96,630
State Revenue				110,747
Federal Revenue	\$10,155	\$35,985	\$48,212	307,439
Total Revenues	<u>10,155</u>	<u>35,985</u>	<u>48,212</u>	<u>514,816</u>
Expenditures				
Instructional Programs				
Elementary School			23,670	291,599
Secondary School				0
Special Education				14,349
Special Education Preschool				0
School Activity				17,384
Support Service Programs				
Attendance - Guidance - Health				8,647
Special Education Support Services				42,613
Instruction Improvement	10,155	35,985		46,140
Instruction-Related Technology			24,542	24,542
Board of Education				0
District Administration				0
School Administration				23,984
Business Operation				0
Central Service				15,660
Administrative Technology Service				27,656
Buildings - Care				0
Maintenance - Non-Student Occupied				0
Maintenance - Student Occupied				0
Maintenance - Grounds				0
Security				0
Pupil-To-School Transportation				0
Pupil-Activity Transportation				0
General Transportation				0
Non-Instructional Programs				
Child Nutrition				0
Community Services				0
Capital Assets - Student Occupied				0
Capital Assets - Non-Student Occupied				0
Debt Service - Principal				0
Debt Service - Interest				0
Total Expenditures	<u>10,155</u>	<u>35,985</u>	<u>48,212</u>	<u>512,574</u>
Excess (Deficiency) of Revenues Over Expenditures	0	0	0	2,242
Other Financing Sources (Uses)				
Transfers In				0
Transfers Out				0
Total Other Financing Sources (Uses)	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Net Change in Fund Balances	0	0	0	2,242
Fund Balances - Beginning	0	0	0	0
Fund Balances - Ending	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$2,242</u>



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

Board of Directors
Hayden Canyon Charter School

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the Hayden Canyon Charter School (the School), as of and for the year ended June 30, 2024, and the related notes to the financial statements, which collectively comprise the School’s basic financial statements, and have issued our report thereon dated October 11, 2024. In our report, we expressed a qualified opinion on the governmental activities as management has elected not to adopt the provisions of GASB 75 *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions*.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School’s internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School’s internal control. Accordingly, we do not express an opinion on the effectiveness of the School’s internal control.

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

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that have not been identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School’s financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the

determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance. Accordingly, this communication is not suitable for any other purpose.

Quest CPAs PLLC

Meridian, Idaho
October 11, 2024

Key Design Elements (Observation)

AUTHORITY: IPCSC Policy: Section VII Public Charter School Oversight

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

Observation Date: May 29, 2024

Observer: Jen Coffey and Jared Dawson

School Board Director’s Name	Office (if applicable)
N/A	
School Leadership	Title
Bill Rutherford	Operational Director/Principal

Observation Category	Status
Key Design Elements Implementation	No Concern

Observation Summary:
 We toured various classrooms and observed different classes in session. Third-grade students were engaged in a book discussion, seventh-grade students were working on their science projects, and kindergarten students were busy coloring and tracing in art class. That evening, the school held an exhibition, showcasing a variety of student projects. The school recently expanded its facilities and plans to start offering food service next year. Currently, there is one bus available for student expeditions, but the school will acquire an additional bus in April 2025 to serve regular bus routes.

The school will implement an instructional model inspired by Expeditionary Learning Design Principles.

Students play outside every day, with access to six different hiking trails right outside the school. This enables middle and elementary school students to go on weekly hikes. The school also has a new outdoor playground designed by fourth graders as part of a project-based assessment.

The school utilizes Project-Based Learning Works for various projects at each grade level. Each project includes a project card detailing the project's overall goal, the fieldwork involved, Idaho Standards, a guiding question, and milestones of outcomes. Here are a few examples:

- Eighth grade: Architectural Design in math and Sassywood Theme Park in science.
- Seventh grade: Scaling Up: Candy Bar Project in math and Ancient Engineering in social studies.
- Sixth grade: Cultivating Croft Colonies in science.
- Third grade: Freaky Frog Adaptation in ELA, science, and social studies.

- Fourth grade: Animal Design Project in science, ELA, communications, and visual and material arts.

The school's primary instructional approach will facilitate educational environments that focus on student centered learning experiences.

Each grade level has specific guiding questions that are integrated into classroom activities over the next 4 to 6 weeks. Each classroom features a project board displaying these guiding questions, which are addressed according to the students' approach to answering them.

The school will support student achievement in the Three Domains of Achievement: Scholarly Habit and Character Development; High Quality Work; Mastery of Conceptual Understanding and Skills

The students participate in CREW every morning. Each week, students who demonstrate outstanding teamwork and kindness receive a CREW card, which is displayed on the CREW board in the hallway. One student from each grade level is then selected weekly to receive a small reward.

Teachers collaborate across grade levels to facilitate students' transitions from year to year.

Students are assessed using mastery-level grading on formative assessments, without traditional letter grades or percentages.

Student work is displayed throughout the school. If a student submits work that doesn't meet their full potential, it is returned for revision.

IPCSC Board Meeting Observation Summary

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

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

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

Observation Date: 6/20/2024

Observer: Jen Coffey

School Board Director’s Name	Office (if applicable)	Present/Remote/Absent
Nathan Wright		Present
Julie Tellian		Present
Violet Rudd		Present
Kathy Jones		Virtual
Alex Tull		Present
School Leadership	Title	Present/Remote/Absent
Bridgette Dahlstrom	Board Clerk	Present
Bill Rutherford	Operational Director (Principal)	Present
Joshua Dahlstrom	Board Advisor	Present
Matt Lovell	Business Manager	Present

Observation Category	Status	Date
Open Meeting Law	No Concern	6/20/24
Due to sound issues, was not able to hear if the meeting was adjourned properly. Please ensure this meeting is officially closed and voted on properly.		
Public Participation	No Concern	6/20/24
Time was given for public comment, and the rules from the bylaws, prohibiting personal attacks or slander, were read beforehand. During the public comment, a speaker discussed improving the board member election process but was interrupted and reminded to avoid criticizing specific individuals in the Hayden community. They were allowed to continue, provided they adhered to the bylaws.		
Operational Efficacy	No Concern	6/20/24

Academic Achievement	No Concern	6/20/24
Financial Health	No Concern	6/20/24

Additional Notes (As Applicable)

TEMPLATE



IPCSC Lottery Observation Summary

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

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

Observation Date: March 6th, 2024

Observation Location: Remote

Observer: Jared Dawson

School Personnel Present	Office (if applicable)
Bill Rutherford	Administrator
Bridgette Dahlstrom	Board Clerk
Neutral Third-Party Conducting Draw	Title

Observation Category	Status	Date
Enrollment Deadline Notification	No Concern	3/6/2024
Enrollment Form	No Concern	3/6/2024
Lottery Process	No Concern	3/6/2024

Additional Notes (As Applicable)

Deadline Notification & Enrollment Application |

Equitable Selection Process |

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



January 24, 2025

Hayden Canyon Charter School

Re: Notice and Acknowledgement of Commission Director's Recommendation for Renewal of Charter with Conditions

Delivered via email to:

Board Chair, Nathan Wright, nwright@haydencanyoncharter.org

School Leader, Bill Rutherford, brutherford@haydencanyoncharter.org

Dear Hayden Canyon Charter School Leaders,

Pursuant to Idaho Code section 33-5209A, the Director of the Idaho Public Charter School Commission ("Commission") recommends that the charter for Hayden Canyon Charter School (Hayden Canyon) be renewed provided that Hayden Canyon agrees to comply with the conditions listed below in Section I.

If Hayden Canyon agrees to accept the Director's recommendation as presented below, an authorized representative of Hayden Canyon must complete the Consent Agreement, attached to this Notice as Attachment A, and return to the Director **by no later than January 31, 2025** to the following email address: pcsc@osbe.idaho.gov.

If Hayden Canyon does not accept the Director's recommendation as presented herein and wishes to have an administrative hearing before the Commission, an authorized representative of Hayden Canyon must notify the Director **by no later than January 31, 2025** to the following email address: pcsc@osbe.idaho.gov.

If Hayden Canyon does not complete the Consent Agreement and return it to the Director **by January 31, 2025**, Hayden Canyon inaction will be interpreted as a request for administrative hearing for conditions not accepted.

I. DIRECTOR'S RECOMMENDATION TO RENEW WITH CONDITIONS

The Director recommends that Hayden Canyon charter be renewed subject to the following conditions:

Condition 1: Hayden Canyon must achieve a minimum 3% year-over-year increase in Math Proficiency. If the school achieves a Meets Standard rating in Math Proficiency for two consecutive years this condition is considered met.

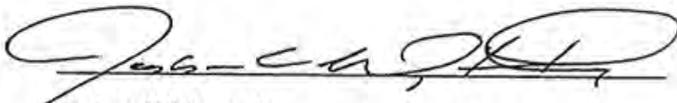
Condition 2: Hayden Canyon must achieve a minimum 2% year-over-year increase in Math Growth. If the school achieves a Meets Standard rating in Math Growth for two consecutive years this condition is considered met.

Condition 3: Hayden Canyon must achieve a minimum 3% year-over-year increase in English Language Arts Proficiency. If the school achieves a Meets Standard rating in ELA Proficiency for two consecutive years this condition is considered met.

Condition 4: Hayden Canyon must achieve a minimum 3% year-over-year increase in English Language Arts Growth. If the school achieves a Meets Standard rating in ELA Growth for two consecutive years this condition is considered met.

Condition 5: Hayden Canyon must achieve a minimum 4% year-over-year increase in Literacy Proficiency. If the school achieves a Meets Standard rating in Literacy Proficiency for two consecutive years this condition is considered met.

Condition 6: Hayden Canyon must achieve a Meets Standard rating on all financial measures of the Commission's performance framework by fiscal year 2027, -AND- have a positive trend in all financial measures annually until this condition is satisfied. Financial measures include: Financial Default, Financial Compliance, Current Ratio, Days Unrestricted Cash on Hand, Debt Service Coverage Ratio, and Debt to Asset Ratio. Financial measures are defined in the performance framework and shall be incorporated into Hayden Canyon's 2025-2031 performance certificate.



Joshua Whitworth
Director
Idaho Public Charter School Commission

ATTACHMENT A:

**CONSENT AGREEMENT
ACCEPTING DIRECTOR'S RECOMMENDATION**

**CONSENT AGREEMENT
ACCEPTING DIRECTOR'S RECOMMENDATION**

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

1. On behalf of Hayden Canyon, the undersigned authorized representative acknowledges the receipt of the Notice and Acknowledgment of Commission Director's Recommendation for Renewal of Charter with Conditions, dated January 24, 2025 ("Notice").
2. Hayden Canyon understands and acknowledges the recommendation of the Director, and agrees to accept the conditions as proposed in the Notice and restated below:

Condition 1: Hayden Canyon must achieve a minimum 3% year-over-year increase in Math Proficiency. If the school achieves a Meets Standard rating in Math Proficiency for two consecutive years this condition is considered met.

Condition 2: Hayden Canyon must achieve a minimum 2% year-over-year increase in Math Growth. If the school achieves a Meets Standard rating in Math Growth for two consecutive years this condition is considered met.

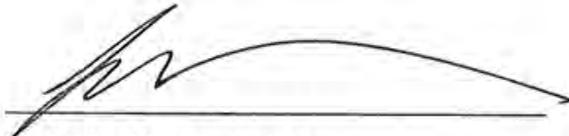
Condition 3: Hayden Canyon must achieve a minimum 3% year-over-year increase in English Language Arts Proficiency. If the school achieves a Meets Standard rating in ELA Proficiency for two consecutive years this condition is considered met.

Condition 4: Hayden Canyon must achieve a minimum 3% year-over-year increase in English Language Arts Growth. If the school achieves a Meets Standard rating in ELA Growth for two consecutive years this condition is considered met.

Condition 5: Hayden Canyon must achieve a minimum 4% year-over-year increase in Literacy Proficiency. If the school achieves a Meets Standard rating in Literacy Proficiency for two consecutive years this condition is considered met.

Condition 6: Hayden Canyon must achieve a Meets Standard rating on all financial measures of the Commission's performance framework by fiscal year 2027, -AND- have a positive trend in all financial measures annually until this condition is satisfied. Financial measures include: Financial Default, Financial Compliance, Current Ratio, Days Unrestricted Cash on Hand, Debt Service Coverage Ratio, and Debt to Asset Ratio. Financial measures are defined in the performance framework and shall be incorporated into Hayden Canyon's 2025-2031 performance certificate.

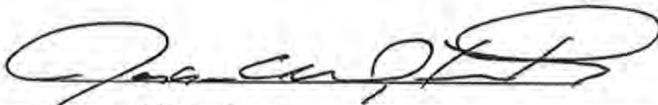
3. Hayden Canyon understands and acknowledges that the Director's recommendation will be presented to the Idaho Public Charter School Commission ("Commission"). Hayden Canyon further understands and acknowledges that the Commission is under no obligation to agree with the Director's recommendation and is under no obligation to adopt this Agreement.
4. Hayden Canyon understands and acknowledges that if the Commission approves the renewal of Hayden Canyon's charter, the Commission and Hayden Canyon shall execute a new performance certificate, as defined in Idaho Code section 33-5202A(7), by no later than June 30, 2025.
5. Hayden Canyon understands and acknowledges that by accepting the Director's recommendation as proposed in the Notice and entering into this Agreement, Hayden Canyon freely and voluntarily waives all further procedural rights with regard to enforcement of this Agreement. The procedural rights waived by signing this agreement include, but are not limited to: a full and complete administrative hearing; the right to present evidence or to call witnesses; the right to confront and cross-examine witnesses, the right to reconsideration, and the right to appeal this matter to district court.
6. By signing below, the authorized representative attests that he or she has authority to sign this Agreement on behalf of Hayden Canyon.



Authorized Representative
Board Chair/President
[Hayden Canyon Charter School]

1.28.2025

Date



Joshua Whitworth
Director
Idaho Public Charter School Commission

1/24/2025

Date

V. CONSIDERATION OF AMENDMENT TO PERFORMANCE CERTIFICATE

BACKGROUND

Rolling Hills Public Charter School is seeking an amendment to the Performance Certificate that would allow them to work with North Star Charter School and potentially merge schools and consolidate facilities.

DISCUSSION

The specific request to amend the current Performance Certificate(s) of Rolling Hills Public Charter School and North Star Charter School is not currently addressed in either Idaho Statute or IPCSC policy.

SPEAKERS

Joshua Whitworth, IPCSC Director

Marcus Young, North Star Charter School Board Chair

Andy Horning, North Star Charter School Administrator

Marc Hamilton, Rolling Hills Public Charter School Board Chair

Tara Handy, Rolling Hills Public Charter School Administrator

IMPACT

If the IPCSC approves the amendment, the IPCSC will have 30 days in which to execute an amendment to the performance certificate.

COMMISSION ACTION

1. A motion to approve the amendment as presented; OR
2. A motion to deny the amendment proposal; OR
3. A commission-developed motion

VII. INCREASED CHARTER SCHOOL SUPPORT PRESENTATION

BACKGROUND

The creation and implementation of the Accelerating Public Charter Schools Act focused on the need to provide additional layers of support for charter schools across the state. After the passage of House Bill 422 in February 2024, funding was appropriated to the State Department of Education to facilitate increased support directed at academically struggling charter schools. The state allocated about \$300,000 of one-time funds to create and deliver the support mechanisms to schools identified in collaboration with the IPCSC Director.

Charter schools to be supported in the 2024-2025 school year: Blackfoot Charter, Rolling Hills Charter, Peace Valley Charter, and Mountain Community Charter.

The State Department of Education has contracted with Dr. Mary Gervase to lead the selected charter school leaders in assessing, mentoring, and strategizing a schoolwide action plan that will encourage systemic improvements focused on increasing academic outcomes.

SPEAKERS

Rachel Burk, Parent Engagement and School Choice Coordinator, Idaho State Department of Education

VIII. ALTERNATIVE FRAMEWORK UPDATE

BACKGROUND

All charter schools, regardless of their program or student demographics, receive performance measures in Academics, Operations/Governance, and Finance. Charter schools that provide education to students in an alternative setting are evaluated on **additional** academic measures that take into consideration the students' at-risk profile, mobility, and progress toward graduation.

SPEAKERS

Dr. Jody Ernst, VP of Research and Policy Analytics, Momentum Strategy & Research

Dr. Jody Ernst is the founding Vice President of Research and Policy Analytics for Momentum Strategy & Research (Momentum). For over 15 years, Dr. Ernst's work has centered on using the best available data to research and inform school accountability policy and practice. Dr. Ernst has been the primary investigator for four federally funded projects, including Building Charter School Quality, the Charter School Facilities Initiative, Advancing Great Authorizing and Modeling Excellence (A-GAME), and A-GAME: Measure What Matters. Together with her team at Momentum, Dr. Ernst has worked to build a one-of-a-kind database housing performance and accountability data and policy on over 5000 alternative school options from across the country, as well as databases of rural charter schools, and charter school policy. Currently, Dr. Ernst and her team are working on innovative accountability solutions that are responsive to the students' and schools' needs.

IX. PUBLIC COMMENT

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 MST on Wednesday, February 26, 2025.