



Alternative Charter School

Serving 6th-12th Grade Students

Opening August 2027

Serving the cities of Kuna and Meridian Located within the
Kuna and West Ada School District Boundaries

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Executive Summary

Elevate Academy Kuna is a Career Technical Education (CTE), school of choice for students in 6th through 12th grade that are considered at-risk (see at-risk qualifiers on page 42) under the state of Idaho's At-Risk qualifiers. Elevate Academy Kuna has a goal to offer a school option to the Kuna community which is looking to create a pipeline of highly-skilled, employable workers to meet industry and business needs. Elevate Academy Kuna shares the Elevate Academy Network of schools core tenets of Community and Opportunity Driven, Career Technical Education Focused, Beat the Odds for At-Risk Youth, Integrated Purpose Driven Curriculum, and Mastery-Based Education that are empowering students at the first Elevate Academy in Caldwell founded by veteran educators Monica White and Matt Strong. This responsive approach to education meets the short-term needs of its target population, while providing students an educational opportunity that will meet their emotional and academic needs through a comprehensive approach to educating the whole child.

Elevate Academy Kuna will operate on a year-round model. Students at Elevate Academy Kuna will attend four days of traditionally scheduled school. The fifth day of the week will be dedicated to intervention for academically deficient students, enrichment for students that are on or above grade level, and extended CTE opportunities. Elevate Academy Kuna's primary goal is to ensure that every student has the capacity to lead their own life in a positive direction and graduate with a multitude of skills that lead to opportunities. Additionally, dual credit opportunities will be available. These opportunities compliment the mission of Elevate Academy Kuna and open more doors for its graduates.

Elevate Academy Kuna is a CTE focused school with learning opportunities designed to align to local industry work with core academic subjects. John Rezendes, administrator of Elevate Academy Kuna, has served as a school leader at the Elevate Academy Caldwell campus. He has seen firsthand the power of community connection and the impact a strong CTE community connection can have on the students that are served by Elevate Academy and the community as a whole. It is a win-win for all. During his fellowship year, John will interview Kuna businesses to ensure that the CTE programs offered are what makes sense for students and the community to ensure job placement and secure futures for our graduates.

Through community partnerships and an innovative approach to hiring CTE teachers, Elevate Academy Kuna intends to offer multiple CTE industry certifications. This ensures multiple career options for graduates. Collaboration with community members, employers, College of Western Idaho, the City of Kuna and greater Meridian

Idaho area. , City of Kuna and the Regional Economic Development for Kuna Idaho (REDI) has provided the top industry needs in the area and these will be Elevate Academy Kuna's CTE areas of study that will be offered may include a) manufacturing, including high-tech machining; b) welding and fabrication; c) computer science; d) business, including marketing; e) medical arts; f) criminal justice; g) construction, including plumbing and electric; and h) culinary arts. The final trade pathways will be chosen based on extensive interviews and industry partnerships over the next 12 months in the greater Kuna area. All Elevate Academy campuses have been successful in mirroring their programs after what the community needs are. Elevate Academy Kuna will be no exception.

Elevate Academy Kuna, as part of the Elevate Academy Inc. Network, has partnered with the A-game to develop accountability data and measurements for alternative career technical schools serving at-risk youth. This accountability dashboard is aligned with the new charter school performance framework.

Research will continue to ensure that Elevate Academy Kuna students from backgrounds aligned with the local school district, have opportunities and resources needed to inspire hope, learning, and competency in necessary skills, knowledge, and characteristics that will help them live life to its fullest. Elevate Academy Kuna administration, in cooperation with the Elevate Academy Network team, will equip teachers and the school with accountability measures that can be compared across the Elevate network that reflect the true nature of the work being done within the school setting.

Elevate Academy Kuna has been enthusiastically embraced by city and community leaders across the Kuna area. Administrator John Rezendes has begun building partnerships with these local stakeholders, who recognize an urgent need for an alternative school model that addresses the academic and workforce preparation challenges facing Kuna's students. Elevate Academy Kuna is designed to fill a critical gap by serving 6th–12th grade students who are not finding success in their current educational environments. The Kuna School District is currently experiencing significant overcrowding. For example, Kuna High School was built to serve 1,400 students but now enrolls more than 1,800, with many classrooms exceeding 30–40 students (KIVI-TV, 2023). Districtwide enrollment is projected to increase by approximately 67% over the next decade, growing from under 6,000 students to nearly 10,000 (Idaho Ed News, 2023). This growth comes amid limited infrastructure expansion, following the defeat of a \$111 million bond in March 2023 intended to relieve capacity issues (KTVB, 2023).

At the same time, Kuna's population and economy are expanding rapidly. The city is projected to experience over 47% job growth in the next ten years well above the national average of 30.5% with strong demand in sectors such as construction, health

care, manufacturing, and technical trades (BestPlaces, 2025). The region's average annual salary is \$75,700, with an unemployment rate of just 2.5%, indicating a healthy labor market for skilled workers (BestPlaces, 2025). These conditions represent both a challenge and an opportunity: a growing number of students are underserved in traditional models, while thousands of high-wage jobs are projected to be available for trained, job-ready individuals. Elevate Academy Kuna will address this intersection directly, renewing a sense of purpose for at-risk youth through innovative, career-connected learning that meets the needs of students, employers, and the community alike.

Mission Statement

Elevate Academy Kuna is a 6th-12th learning environment committed to serving at-risk students. Through purposeful instruction students will take responsibility for leading their own lives and studying a career track that may include vocational and college paths or a combination thereof. By owning their educational pathway, students will become contributing members of their community and local economy upon graduation.

Vision

Community focused, relevant, personalized education for all.

Core Values

Elevate Academy Inc. network of schools has identified six core values that drive all of the decision making, data collection and operational decisions for Elevate Academy Kuna. They include:

Beat The Odds: We believe in finding a way for every student that meets the at-risk criteria and is disenfranchised in the traditional school model.

Integrated Purpose Driven Curriculum: We believe students should not have to learn information in isolation. All learning will come with a purpose behind it, an explanation of why we are learning it, and content standards are crosswalked with the careers they are studying. We provide purpose and the 'why' behind everything we teach.

Career Technical Education Focus: We believe every kid has a genius within them, however the genius is often not realized in a traditional classroom. Elevate is committed to offer opportunities for students to find that genius. CTE courses that align with local industry not only are a vehicle for a student to find their passion, but also a vehicle for the student to be employable upon graduation.

Mastery Based Personalized Education: We believe that every student should have the opportunity to learn content at a pace that makes sense to them. We believe that taking

ownership of your education is paramount to being successful in school and as an adult. Education at Elevate is offered so students can master content they already know, focus on skills they are learning, and learn to lead their own life when doing so.

Opportunity Driven Focus: We believe in a system that seeks out, creates, and provides opportunities for students that traditionally do not get those opportunities. In all of life, we don't know what we don't know. Elevate values creating systems that allow students to explore outside of their comfort zone, try new things, practice vulnerability, and gain experience beyond the traditional education.

Community Driven Education: We believe we are educating the future workforce and community members in the communities we serve. We believe that the Community must be a driving force in planning, sustaining, and informing what is needed in the workforce as well as what is needed to develop a strong generation of citizens.

Educational Philosophy

Elevate Academy Kuna is founded on the belief that students from all backgrounds deserve the opportunity to engage in an educational program that is meaningful to them, and provides a direction and sense of purpose for their future.

At-risk students are generally lacking the dispositional skills necessary for making good life choices. This makes it difficult for them to advocate for themselves and their future. At-risk students traditionally have reached a point in their academic careers where they chose to close the door to their own opportunities and successes. Once a student chooses this path, they are no longer on a trajectory to becoming a contributing member of their community. Once a student becomes a dropout, odds are they will become a burden to themselves and to the larger society. School dropouts cost the national economy more than \$150 billion annually, and they qualify for fewer than 10% of all jobs (Barnes, 2015).

While Kuna Joint School District currently boasts a four-year graduation rate of approximately 84.5%—surpassing the state average of 82.3%—pockets of academic disparity remain, such as at Initial Point High School where graduation lags around 68.5% (SchoolDigger, 2025). Similarly, West Ada School District—adjacent to our proposed location and serving portions of Kuna city—reports an average graduation rate of about 87% (Niche, 2025).

Elevate Academy Kuna seeks to complement the strengths of these districts by offering a tailored, student-centered alternative for 6th–12th graders who are under-engaged or falling behind. Through individualized goal-setting, interest-based instruction, and opportunities for community contribution, the school will foster hope and purpose. We believe that recognizing students for their unique strengths and guiding them toward

meaningful achievement is essential to helping at-risk learners reengage, graduate, and become contributing members of our community.

Elevate Academy Kuna believes that the more students have the opportunity to engage in school and activities that inspire them, the more likely they are to develop good habits and dispositions that will lead to success in the workforce as well as keep students structured and on a path towards success. Because of this, Elevate Academy Kuna has developed a year-round calendar that utilizes summer school finances from the Idaho State Department of Education allowing students more time for skill development, personal development, and less time to engage in activities that are not positive to their development.

Knowing there is a deficit of skilled workers in the greater Treasure Valley area, the high costs to society of school drop-outs, and the need for hope in the lives of students who are not finding success in school, Elevate Academy Kuna believes there are ways to help students see their value and to become lifelong learners. We know how to provide these young people with the opportunity to train academically and technically and to help them develop the skills and dispositions necessary to become contributing members of their communities. For too many, second chances are hard to come by and if you make mistakes as a young person getting back on track is overwhelming. Elevate Academy Kuna believes that past circumstances and mistakes should not narrow the opportunity of youth to engage in a meaningful education once they make the conscious decision to Elevate.

As a result of the many barriers an at-risk student faces in life, there are multiple considerations that must be made to ensure he or she receives the services and education that will put the student on track to becoming a successful contributing member of society. Research tells us that students at risk of not finishing high school can be identified as early as third-grade (Hoff, Olson, & Reece, 2015). Dropping out of high school is often viewed as a one-time event. Dropping out, however, is in fact a culmination of events.

Disengaged students show a dislike for school at a young age. They find it boring and not relevant to their needs. They display low achievement, poor grades, and academic failure. Young students experiencing these factors in turn engage in behaviors that increase the likelihood of becoming a drop-out. They face academic suspensions for behavioral problems, chronic absenteeism, and an overall disengagement with school. This disengagement comes at a time when a student has lost faith and trust in the adults in his or her life. We commonly see this occur in the middle school grades. As a sixth-grade student the indicators of becoming a high-school dropout are clear to thoughtful observers. The following indicators in the sixth-grade are indicative of a lower graduation rate: failing mathematics, failing English, attending grade six less than 80%

of the minimum required time and receiving a poor final behavior grade in a course (Education, 2011).

As educators, if we know the indicators, we can anticipate the causes of the behaviors that alert us to the indicators. We must take a proactive approach to ensuring that all students have access to choices in their education that are meaningful to them and provide a path to becoming a contributing member of society that can lead their own life with purpose and passion. Through its intervention structures, Elevate Academy Kuna will teach a student math and reading, but at the same time educate the student how to take control of their decisions, how to live life from a responsible perspective versus a victim perspective, how to find purpose in their education, and engage even when it isn't 'fun'.

At-risk students have lost their ability to trust. They do not trust the system, they do not trust the adults around them, and they do not trust themselves. As trust is lost, the cognitive abilities of hope have been dismantled within the student. Snyder, Irving & Anderson (1991, as cited in Snyder, 2000, p.8) define hope as *“a positive motivational state that is based on an interactively derived sense of successful (a) agency (goal-directed energy) and (b) pathways (planning to meet goals).”* Hope is broken down into four categories: 1) goals, 2) pathway thoughts, 3) agency thoughts, and 4) barriers.

Goals are the ability for a student to be able to have clear direction and an endpoint for their thinking. Pathway thoughts are routes students take to achieve desired goals. Agency thoughts refer to the motivation students must undertake to achieve their goals. Barriers are any one or more things that block the attainment of student goals and their efforts to give up or use their pathway thoughts to create new routes.

In schools and society today, we often see the teaching of mindset and grit. For a student that has hope embedded in their personal cognitive makeup, mindset and grit are valuable tools needed to overcome the barriers that are discussed in the hope theory. However, if a student lacks hope overall, a traditional school setting that does not cater to helping students develop a capacity for rebuilding a framework of hope, will fall short in helping students develop academic success.

To restore hope to a student we must intervene early and purposefully. The first step in intervention ensures that a student feels safe and has hope for a better future. We ignite hope in a student by establishing trust and educating the young person in the cognitive processes that are involved for them to move from a victim of their circumstance to a person that has the tools and resources to take responsibility for themselves and their future. While re-establishing the cognitive function of hope we can expose students to a rigorous curriculum that meets them where they are, and connects them to where they should be. By using the strategies employed through the Hope

Theory students will be guided to set goals. This creates agency pathways and thoughts to ensure success in their academics. Once students clearly understand agency and pathway thoughts, they will have increased their cognitive awareness of the effects of a growth mindset, and they are able to better understand the benefits of grit.

The next step in intervention includes increasing a student's awareness of their metacognitive makeup and introducing them to the strategies that meet the needs of their personal learning. One of the discrepancies that are often seen in at-risk students is their personal lack of understanding about how they learn. By intentionally teaching students metacognitive strategies and helping students employ these strategies students improve academically. Meta-cognitive instruction on reading comprehension has a reported effect size $d = 0.71$ (Hattie, 2009). Researcher John Hattie explains, "The effect size of 0.04 sets a level where the effects of innovation enhance achievement in such a way that we can notice real-world differences, and this should be a benchmark of such real-world change" (Hattie, 2009). Understanding this relationship allows us to understand that intentionally teaching meta-cognition will lead to real world changes in a student's equation.

At the core of all learning within a school, is the relationship between the teacher and the students. For a student to learn in the most efficient way, the teacher must establish an environment of care, trust, cooperation, and respect. These conditions are necessary to promote a classroom where error is not only tolerated, but is welcomed. For students to learn best, teachers must establish and build relationships of growth, trust, and rigor. These relationships must include a sense of students knowing that the teacher is passionate about their success and will push them to their cognitive boundaries and beyond.

A school that is designed for students to embrace the cycle of learning, embrace being in cognitive conflict, and embrace the challenges that they are met with daily is where learning best occurs. As educators, it is our duty to foster resilience and build the collective efficacy of each individual student by meeting them where they are and expecting them to reach new heights.

Student Achievement Standards

In developing student outcomes, the Elevate Academy founders researched CTE industry standards and national norms for at-risk youth in math and reading, and consulted with the A Game team and leading education expert, Jody Ernst, board member for the National at Risk Policy Forum to determine measures that aligned with the mission of Elevate Academy Inc. on an academic level and to align rigorous meaningful goals with the whole student goals of Elevate Academy Kuna. A strong performance framework has resulted in this work, and according to preliminary reports of the charter school growth fund, recent data shows that Elevate Students throughout

the network are scoring higher average growth than traditional school peers across the nation in Math and ELA as measured by STAR.. Elevate continues to engage in this work as well as seek guidance from the National Charter School Growth Fund, and the New School Venture Fund. Each of these organizations, as well as local lawmakers have a firm belief that we must learn to measure what matters based on the mission and vision of the program and a one size fits all accountability approach needs to be reevaluated. All of this work is now aligned with the new Idaho Charter School Commission performance frameworks. As Elevate Academy Kuna collaborates with all Elevate Academy Network schools and engages in the collective wisdom of thought leaders both locally and nationally we will continue to enhance our accountability systems to truly measure the success of students beyond graduation.

We are confident that our measures will not only be strong predictors of a student's ability to become successful in the workforce or college, upon graduation, but further that data to capture where a student is, and at what level they are contributing and engaged in society beyond graduation. Careful consideration has been taken to ensure that the goals of Elevate Academy Kuna are balanced, rigorous, and in-line with the mission of Elevate Academy Kuna and the new Idaho Charter Commission accountability system.

Elevate Academy Kuna intends to measure the most important elements of our program with the intent of showing that students, when given the right environment and meaningful instruction, are successful. Academically, Elevate Academy Kuna believes that students must be assessed on a regular basis, however the assessments must be quick and used to inform their day to day instruction. Elevate Academy Kuna will utilize Renaissance Learning Star Math and Reading assessments as a benchmark measure for all students. Students will meet and exceed typical growth goals for at-risk youth. Upon opening Elevate Academy Kuna there will be 9 years of network data which will allow us to set goals more quickly, and to have a larger pool of at risk data. Due to the at-risk specific nature of this research, using STAR data, it is in the best interest of alternative school students to have measures to compare themselves with on a national level. Additionally Elevate Academy Kuna will measure teacher and student satisfaction, graduation rates and certification passage rates, credit completion, and moving students to being on track to graduate.

Reflection and Forward Focus

As a network, Elevate Academy takes seriously the need to reflect on our academic outcomes and continuously improve our instructional model. While we have made significant strides in integrating rigorous academic content with trade-based learning and providing innovative support for students, we recognize that there remain areas where academic achievement can be further strengthened. This reflection has led us to examine our practices closely, identify opportunities for growth, and implement targeted

changes designed to enhance student learning and success. By building on an already strong model, we are committed to refining our curriculum, expanding leadership and instructional support, and providing students with meaningful choice and agency, ensuring that every learner is equipped to achieve at the highest levels academically and professionally.

Integration and Standards

As a network, Elevate Academy has made significant strides in strengthening the integration between our trades-based curriculum and the Idaho Core Standards. We have adopted a targeted and intentional approach that ensures academic content and technical skills are not taught in isolation, but rather are connected in meaningful ways. A major focus has been on refining our learning hooks so that they explicitly align with Idaho State Standards while remaining relevant to the skillsets required in our trade programs. This approach allows students to see the direct application of academic learning to their future careers, making instruction more purposeful and impactful.

To support consistency and excellence across the network, Elevate Academy has invested in two network-level instructional coordinators. These roles are central to creating a connected instructional framework across all Elevate campuses—those currently operating and those in the planning and opening phases. By building systems of collaboration and alignment, these coordinators ensure that best practices, curriculum resources, and instructional strategies are shared and implemented with fidelity across the network.

In addition, Elevate Academy has established a comprehensive leadership pipeline and onboarding process designed to accelerate the readiness of administrators. This system equips school leaders with a deep understanding of the Elevate model prior to and upon entering their buildings. As a result, administrators are positioned to focus more directly on instructional leadership, ensuring that teaching practices within classrooms are continuously improving and aligned with both state standards and Elevate's vision for student success.

Through these initiatives, Elevate Academy continues to enhance the coherence of its instructional model, strengthen leadership capacity, and deepen the alignment between academic and technical learning—all with the goal of better preparing students for success in both college and career pathways.

Improving Rigor

Each Elevate Academy campus has embraced a renewed focus on integrated content with a deliberate emphasis on rigor for all students. This commitment goes beyond simple alignment, seeking to ensure that students are both challenged academically and supported in developing the skills necessary to thrive in their chosen trade pathways. Instruction is designed to provide multiple entry points for learning, allowing students to take ownership of their education by engaging with material in ways that are meaningful and directly connected to their future goals.

A key aspect of this approach has been the intentional identification of opportunities within trade programs to expand upon academic concepts, reinforcing core standards while deepening technical expertise. At the same time, our instructional model prioritizes differentiated supports that address student areas of growth, helping them to extend their strengths while also building resilience in areas where they may struggle. This balance of rigor and support ensures that students are consistently pushed to achieve at higher levels without being left behind.

Furthermore, campuses have increased collaboration between academic and trade instructors, creating a culture where content integration is not only expected but embedded into daily practice. By weaving together academic rigor, technical application, and individualized supports, Elevate Academy continues to position students to graduate with both the confidence and competence to succeed in postsecondary education, the workforce, and life beyond high school.

Credit Recovery

Elevate Academy has developed a new and more intentional approach to credit recovery, designed to both meet students where they are and hold them to high standards of achievement. Unlike traditional models that often limit opportunities for students to recover lost credits, our system allows students to submit work until the end of the academic year. This flexibility ensures that learning is not restricted to a single deadline, and it creates multiple opportunities for success.

In addition, credit recovery is supported by the same instructional staff who originally taught the lessons. This continuity allows for targeted reteaching throughout the year, ensuring students are not only completing assignments but also building true mastery of the content. For students who remain enrolled with Elevate from the start of the year, as

well as for those who enroll credit deficient, we offer standards-aligned credit recovery courses. These courses are designed to identify and address specific skills and standards, providing precise remediation rather than broad or generic review.

At the heart of this approach is a commitment to student choice and agency. By creating structures that allow students to take responsibility for their own progress, we empower them to make informed decisions that impact both their academic growth and their future professional pathways. This process not only supports credit attainment but also builds the habits of persistence, accountability, and self-direction that are critical for long-term success.

Elevate Academy Kuna Accountability Goals Summary

Key Performance Indicators used to determine if our schools are performing at the high levels we are committed to

Category	Goal
STAR	90% of full academic year (FAY) students will either be at or above grade level, meet an SGP of 40, or show at least 1 GLE growth on the STAR 360 assessment in math and reading
LEXILE	90% of all students are either at or above Lexile Level benchmark OR significantly increase their lexile level.
CORE/CTE CREDITS	90% of all students will earn the expected course credit for all courses attempted.
CREDIT RECOVERY	90% of recovery credits attempted are earned.
SELF WORTH	Each year, 90% of students will either score "Hopeful" (according to HOPE Scoring Guide), or showing improvement over the course of the year.
WORKFORCE READINESS	90% of seniors will have the expected amount of job placement/intern hours in their trade of choice by the conclusion of their third block of their senior year.
CTE CERTIFICATION	90% of students will graduate from the school with at least one CTE certifications.
WRA	90% of seniors will earn the expected score on the WRA.
POSITIVE OUTCOMES	90% of students in each graduation cohort will exit the school to contribute in a positive way to society.
POST GRAD WAGES	The average earnings of Elevate Academy graduates will be above the poverty line.
ELIGIBLE GRADUATION RATE	90% of eligible seniors will graduate by the end of the year.

Instructional Practices and Curriculum

Key Design Elements

Elevate Academy Inc. Board approved Key Design Elements include:

1. Elevate Academy Kuna will serve at-risk students.

2. Elevate Academy Kuna will offer multiple pathways that focus on skill attainment.
3. Elevate Academy Kuna will operate on a year round calendar.
4. Elevate Academy Kuna will focus on personal development of each student through a focused curriculum.

Academic Model

Learning at Elevate Academy Kuna will be designed around intentional scaffolding, moving from surface to deep knowledge based on an adaptation of the *Structure of Observed Outcomes* (SOLO taxonomy). “In this model, there are four levels, termed as ‘uni-structural,’ ‘multi-structural,’ ‘relational,’ and ‘extended abstract’ – which simply means ‘an idea,’ ‘many ideas,’ ‘relating ideas,’ and ‘extending ideas,’ respectively.” (Hattie, Visible Learning for Teachers, 2012)

At-risk students traditionally lack the surface level knowledge necessary to be successful in meeting higher level competencies. The use of the SOLO taxonomy enables teachers to activate students’ knowledge in a manner that is not overwhelming; and connects them to deeper learning at a more rapid pace. Students will move through learning progressions defined by anchor standards with the learning occurring in four stages. With the final stage leading students to apply their knowledge to real world problems and/or projects.

The adaptation of SOLO taxonomy has been transformed into the Elevate Academy’s Learning Hook (See Appendix F5). The Elevate Academy Learning Hook is an academic and psychological framework that enhances the engagement and guides the at-risk student to understanding and owning their academic pathway. The Elevate Academy Learning Hook has six distinct components that are relevant to higher levels of learning. Four of the components are a direct relation to the SOLO taxonomy. The other two components are psychological strategies that help students understand the purpose behind the work they are doing and embrace the cognitive struggle that occurs when true learning is happening.

Elevate Academy Kuna will utilize the LiFT platform from LiFT learning. Over the past several years Elevate Academy Inc. had engaged with LiFT to build a proprietary system that meets the standards of SOLO taxonomy and the learning hook. The addition of this platform will give staff and students a quick start to the school year, access to curriculum and direct connection to the academic model.

Four Phases of Learning

The first phase of learning is to get a clear understanding and knowledge of the academic and subject language that is being used within the standards. This is referred to as the *Define/Identify* phase of learning. Students in this phase will know success when they can clearly make sense of words that are important to deeper learning as they progress through the stages of learning.

The second phase of learning is *Do/Create*. Once the students possess basic knowledge they will work on projects to create or do something with the knowledge. Students in this phase have the opportunity to use their thinking and make connections to their surface level learning. All of this happens with the end in mind. Ultimately students will be working to create something that can display their knowledge of the anchor standard.

Once a student has created something, the true test of any knowledge is can they demonstrate their learning. During the third phase, *Explain*, students will have success criteria that includes displaying and educating others on their work. If a student cannot articulate the learning, they have not learned it. The system focuses on students being able to clearly speak to their thinking.

The final phase of the adapted taxonomy is for students to *apply* their knowledge to content and or activities outside of the subject they are learning. Students will also identify how the application phase of the learning will align with the WHY (1st phase of psychology of learning).

Psychology of Learning

In *Start With WHY*, Simon Sinek shows us that everyone finds their purpose and meaning in 'why.' (Sinek, 2009) Often in schools, countless activities are assigned to students every day and students either want to know why they must do the assignment or why they are being asked to learn something. At Elevate Academy Kuna the aim is that every classroom will be a purpose driven classroom where students will understand the 'why,' and the purpose behind the learning and activities. Therefore, with every anchor standard, there will be a 'why' attached to it. As students begin the learning process they will work to create their personal 'why' behind each lesson. This process is essential to students taking ownership of their learning. The final connection is that the 'why' must be directly attached to the apply phase of the learning progressions.

"The mind develops in response to challenge or disequilibrium, so any intervention must provide some *cognitive conflict*." (Hattie, Visible Learning for Teachers, 2012) Understanding cognitive conflict and its importance to learning is the second psychological component of the program. However, cognitive conflict can't be taught in a silo. In order to embrace cognitive conflict, students must understand the

difference between a fixed and a growth mindset. At-risk students are commonly disengaged because of their fixed mindset. Carol Dweck defines a fixed mindset as “intelligence is thought of as set in stone at birth.” (Kaufman, 2013)

When students enter school with a fixed mindset they are firm in their belief that intelligence is static and that they do not have any control over it. Students believe that people were either born to be smart, or they were born to be dumb. To not appear “stupid” in front of their peers’ students will behave in a disengaging manner. It is much easier for students to disrupt class, quit and rush through work than it is to simply ask for help. With the intentional teaching of the concept of cognitive conflict students begin to embrace the struggle of learning. Students are taught how dendrites form, and that the act of learning new material causes your brain to change and adapt. Understanding that this is a difficult process, helps students towards embracing a growth mindset and embracing the struggle that we call cognitive conflict.

As students move through the learning progressions they are made aware that they will dip into cognitive conflict. This process is natural for everyone and if embraced will lead to successes in student learning. The final barrier to embracing cognitive conflict and working on moving to a growth mindset is the willingness to become vulnerable. Brene Brown defines vulnerability as “uncertainty, risk, and emotional exposure.” (Schawbel, 2013) For a student that has come to the time in life where they are considered at-risk, vulnerability requires a culture that fosters trust and hope for it to thrive. When you take a risk in a class you are leaning into a vulnerable state. When we look deeper into why students lack the ability to be vulnerable in the classroom and have a classic fear of failure we understand that in many cases, hope is lost.

“Snyder, Irving and Anderson define hope as a positive motivational state that is based on an interactively derived sense of successful (a) agency (goal-directed energy) and (b) pathways (planning to meet goals.” (Hanson, 2009) The word hope is derived from hopa. Hopa is defined as “confidence in the future.” (Online Etymology Dictionary, n.d.) A deeper look into the etymology of hope leads us to understand that the word originates from the notion of “trust, confidence.” (Online Etymology Dictionary, n.d.)

Since hope is considered a cognitive function of positive psychology it has to be a focus in schools. This is to ensure that education creates an opportunity to have confidence in the school so that students are able to be vulnerable as they design pathways to learning. Students that understand hope begin to trust again and work in an environment that fosters vulnerability as a superhighway to learning will naturally gravitate towards a growth mindset and embrace cognitive conflict.

To break these barriers to learning, a school must develop a culture that fosters failure as a road to success while teaching students to embrace vulnerability, creating a level of trust in all students that will restore hope, and designing authentic learning

experiences that engage students in cognitive conflict. Once those barriers are broken a student's learning potential becomes exponential.

Three main focuses of education must include literacy, mathematics, and workforce readiness. When interviewing business leaders, the main question asked was 'what do you need employees to know to be successful in your environment?'. The common themes included reading/comprehending, communicating, ability to learn and adapt, teamwork, and work ethic. Along with understanding mathematics and problem solving, as these are involved in everyday technical skilled positions, along with the willingness to take instruction, be punctual, and reliable.

Literacy: Elevate Academy Kuna will focus heavily on informational and technical literacy. Students will focus on technical reading and writing as it pertains to the workforce and industry needs. "Research has shown that one of the best ways to help students gain literacy skills is to motivate them with content related to their interests." (Hyslop, 2010) As students work through the integrated curricular approach, which is based on industry standards, student work will align with their interests and future goals.

Another point of interest in literacy at Elevate Academy Kuna is the focus on relevant learning opportunities that meet the needs of industry. Currently, the reading levels required for high school are significantly lower than the reading that is required for entry level occupations. According to the *Reading Skills and Readiness Gap* report, "Occupational reading is changing with time and high school graduates have to be prepared to read any and all nature of texts while on the job." (Daggett, 2014) *Reading Skills and Readiness Gap* shows us that entry level occupational jobs require a reading level between Lexile 1170 to 1424. Common Core state standards for English Language Arts has a Lexile requirement of 960-1220 and high school textbooks are written at the lower limit of the 11th grade common core band (Daggett, 2014).

Informational and technical reading and writing will be a catalyst for the curriculum at Elevate Academy Kuna. We know and understand that when students are interested in the material they study, buy in and engagement is higher. We also know that we are working with students that are behind academically. Technical reading and writing as it relates to a student's chosen field will be a top priority in the academic curriculum that a student receives.

Mathematics: Career Technical Education (CTE) courses rely heavily on mathematics. Elevate Academy Kuna's system integrates industry requirements and standards into all of their CTE programs. Students will learn mathematics in the CTE labs, as well as in the classroom. Teachers from industry and academics work together to create meaningful learning experiences that directly tie industry needs in mathematics to classroom experiences and lessons. Teachers have access to best practice research for Math and CTE. The Math in the CTE Pedagogic Framework will be

a guide to ensuring that students have the scaffolded learning experience that aligns with the Elevate Academy's Learning Hook developed for our at-risk youth (See Appendix F8). Students will meet the Idaho Content Standards for graduation by completing Algebra 1 and Geometry. Skills learned in Algebra and Geometry are taught in conjunction with CTE programs, and direct application of math skills, when appropriate, in each CTE course.

Workforce Readiness: The culture of Elevate Academy Kuna and the expectations in academic areas and in the classroom, will be aligned to Idaho State Board of Education and Idaho Career & Technical Education Workplace Skills for Career Readiness Standards (2016). Statewide there are resounding themes among Idaho employers: many young people don't take initiative to learn, problem solve, or adapt, and many don't have work ethic. Examples shared include: not showing up on time to work, lack of teamwork or engagement in quality work, and not being accountable to their employer. It is the goal of Elevate Academy Kuna to instill in each student the importance of being a good employee and to ensure that all students are competent in employability skills. All students enrolled at Elevate Academy Kuna will be expected to maintain behaviors that are in agreement with the workforce readiness skills. Skills that will be emphasized will include, attendance and punctuality, people skills, collaboration, and communication.

Elevate Academy Kuna will operate on a four days a week schedule for all students, with the fifth day designed for students that need to reach their weekly academic goals, receive academic interventions and/or work on interest-based Career Technical projects. Elevate Academy Kuna will be open with breakfast, lunch and bussing available for students five days a week. The benefits of the four-day schedule with the fifth day being designed for other opportunities, allows time for teachers and students to participate in the following activities on Friday: small group interventions for struggling students or extended Career Technical Education time for students to master their craft. Fridays will also be used for the integration of special programs for students through local partnerships. Examples of these opportunities could include: driver's training, swimming lessons at community pools, hunter's safety, and CTE field trips. As students move into their junior and senior year of high school, Fridays will also be invaluable for internship opportunities. This will allow students to work alongside industry professionals outside of the school.

For the integration of Elevate Academy Kuna's curriculum mapping with the Elevate Academy's Learning Hook, Elevate Academy Kuna's administrator, along with others on the Elevate Academy Network team have crosswalked Idaho Content Standards, CTE standards, Workforce Readiness Standards, and Deep Learning Competencies focus for every unit. Digital Content, created in partnership with the Elevate Academy Network, stored in Elevate Academy's customized Learning Management System and internal website will be available for Elevate Academy Kuna's

teachers to personalize for students upon readiness and need. In order to ensure growth and progress, each student will have a digital portfolio that provides transparency of progress and mastery of each essential anchor standard. As students progress into specialized areas in their high school years, the academics will continue to be integrated into their studies with the needed alignment to all Idaho high school graduation requirements.

Middle School Students

Students in grades 6-8 will also have access to digital content and workflow within Elevate Academy Kuna's Learning Management System to begin their learning portfolios and establish their learning plans. In addition, middle school students will utilize the *Next Step Ready (NSR)* curriculum, to support them in their social emotional skills and introduce them to essential work and life skills. Students in grades 6-8 will utilize the *NSR* curriculum with additional resources to enhance a student's self efficacy. This curriculum was designed by Elevate Academy Caldwell founder, Monica White in collaboration with teachers, administrators, students and professional life coach, Brett Williams. The curriculum focuses on reinforcing and rewiring behaviors that have led to students being at risk. The *NSR* curriculum was implemented as an intervention for at-risk youth and studied by Dr. Heather Williams at Boise State University (Appendix F7). Traditionally students that meet the at-risk criteria have not had the opportunity to build the personal dispositional skills that are needed to transform into a 21st century work and life skills.

Students will loop through our three pillars of resiliency training. The first pillar is Hope Restoration. Hope Restoration is guided by Hope Theory and understanding that hope is an essential cognitive behavior that is necessary to excel in life and learning. In Hope Restoration training students are assessed on their optimistic behaviors and their ability to believe in themselves. The second pillar is Cognitive Conflict. Beyond learning about the physiology of brain development in the learning process, students will also be challenged in, and assessed on, their ability to adapt to different situations, and their ability to problem solve in and out of the academic setting. The third pillar is Social Responsibility. In Social Responsibility students will be assessed on self-control. This focus will be primarily an inward focus that relates to one's self. Students will work on emotional awareness and empathy training as well as social support. Both extensions of the Social Responsibility pillar are grounded in civics education, and understanding the world beyond ourselves.

Students in grades 6-8 will attend exploratory units that expose them to careers that they can train for once they enter high school. Students will work in a personalized, hands-on learning structure designed with visible learning research to accelerate their academics while emphasizing the skills that are aligned with their career path that they will need to be successful once they reach the high school level.

Students in grades 7-8 may maintain the same team of teachers to support them in core academic areas of math, English language arts, science and social studies for up to three consecutive years depending on when they enroll in Elevate Academy Kuna. This consistency allows teachers to understand the vertical alignment of the curriculum, finite details on each student's learning progress, and appropriate next steps. This will increase learning time an extraordinary amount by eliminating the need for restart and closure that is necessary in the classroom each academic year. Teachers and students after the first part of sixth grade will be familiar with each other, understand routines and classroom expectations, and will allow the establishment of ongoing relationships that are imperative for the success of at-risk students. This will benefit students from a social emotional lens as well as an academic lens. Thus, ensuring students are on a path to high school success.

Middle School students will have a team of three personalized learning teachers. The teachers will roll with the students from 7-8 grade. Sixth grade students will work in more of an elementary setting with two core teachers. Students will study Math, English Language Arts, Science and Social Studies in an integrated approach using problem-based learning that is aligned with career technical application and the *NSR curriculum* (See Appendix F8). Students will spend equal time in 6th-8th grade learning and exploring each Career Technical Opportunity that is offered at Elevate Academy Kuna. When a student completes the 8th grade, in addition to finding their interests, they will also have several life skills they would not have in a traditional setting. Each student will have competencies in cooking, basic construction, welding, fire safety, CPR and first aid. For many students this is also a catalyst for a successful life.

High School Students

Elevate Academy Kuna is an alternative Career Technical Education High school that aims to meet every enrolled at-risk student where they are. Elevate Academy Kuna has designed a three-option program that offers students, regardless of their situation, the opportunity to become skilled workers. A primary goal of Elevate Academy Kuna is to increase the skilled workforce, especially in Ada County by providing students the opportunities they need to take advantage of the options they are offered.

The three options available to students at Elevate Academy Kuna will be the Summit, Peak and Crest programs. Each program is designed to ensure that students leave with sufficient skills to become contributing members of the workforce. Each program will ensure that students leave with industry certification, as well as workforce readiness training. Knowing that students will enter Elevate Academy Kuna with varying levels of education and experience it is important that each program has realistic rigor that is attainable for students regardless of their situation.

Each program is based on the time available for students to complete a program as well as age appropriate opportunities for each student. It is also important to note

that entry into each program is flexible. For example, if a student enters the Peak or Crest program and discovers they are progressing through their content and their industry certifications, it is the goal of Elevate Academy Kuna to transfer students into the Summit program in an effort to be on track to earn a full diploma.

The goal of the tiered program is to ensure that students have educational opportunities available for them, meet each student where they are on their education journey and work with each student to ensure that they are getting the best possible opportunity to graduate with a diploma based on their engagement or re-engagement in their educational journey. The goal is that every student graduates with a diploma and multiple industry certifications.

All classes assigned at Elevate Academy Kuna will be aligned with current ISEE codes that meet state requirements towards graduation. The tiered programs are designed to re-engage students into school and provide a platform that is manageable for each student to obtain success. If a student enters Elevate Academy Kuna and is severely deficient in credits, the team will work with that student and develop a plan with a timeline that will earn the student a diploma. If a student disengages in school and or ages out of school, Elevate Academy Kuna will work with that student and outside organizations to help the student minimally earn their GED. Although the programming for GED is not available at Elevate Academy Kuna, and classes specific to GED prep will not be offered, the courses and curriculum taken during their time in the Peak and Crest programs will be rigorous enough that students will be prepared to pass their GED. In addition, students will have worked toward earning industry certifications to ensure a high quality education for disenfranchised youth.

The Summit Program is designed for students that enter Elevate Academy Kuna and are on track to graduate within 5 years of their high school origination date. Students that complete the Summit Program will graduate from Elevate Academy Kuna having met all State of Idaho graduation requirements. Students will also demonstrate proficiency in the following Deep Learning Competencies: critical thinking, creativity, collaboration, and communication (Fullan, Quinn, and McEachen, 2018). Students in the Summit Program will demonstrate proficiency in Workforce Readiness Standards, as demonstrated by the Workforce Readiness Exam. Each student has the opportunity to earn a minimum of two industry certifications in their chosen fields of study. Students in the Summit program will be required to earn 46 credits to graduate with a diploma. Students will meet the State of Idaho's credit requirements. In addition to required courses, students will receive their elective credits through participation in their CTE course work. Students in the Summit Program will work in pods. Each pod will have four teachers. Students will complete coursework using an integrated approach based on themes that align with workforce readiness standards. Each workforce readiness standard is designed as the anchor and projects are crafted to incorporate core content in a problem-based structure where students use the knowledge to solve problems that

relate to the history and the science behind the industry, as well as the technical skills in math and English language arts that are necessary for a student to become a contributing member of the workforce.

All learning experiences will be focused on meeting the Deep Learning Competencies (Fullan, Quinn, and McEachen, 2018) of communication, collaboration, critical thinking and creativity. In partnership with the Elevate Academy Inc., Elevate Academy Kuna has an integrated curricular approach that aligns CTE and Idaho Content Standards. Students will work in their team for the duration of each school day with the exception of their scheduled shifts for their industry training and Physical Education. During their structured POD time, Students will personally design and schedule their day, with the coaching and mentoring of their instructors and with the consideration of their CTE program shift and physical education time. Pods will be divided so that 9th and 10th grade students will be in one learning pod, and 11th and 12th grade students in the other learning pod. Learning will occur in a structured environment with ample support for struggling learners, however, it will allow for students to work at a personal pace to achieve their learning goals. The nature of the pod allows students to schedule their whole group instruction and their individual needs for intervention based on their industry focus.

Students in the Summit program will meet daily in their homeroom as school starts. During this time, they will do their NSR lessons, review their learning schedule and their goals for the day. Students will be enrolled in a minimum of two core classes each block. Those classes will be the focus of their POD time. Throughout the day, students will schedule their shifts for their industry training and work. Students will leave the POD for their industry work and possibly a physical education class each day.

The Peak Program is designed for students that enter Elevate Academy Kuna with insufficient credits to complete the requirements of the Summit Program within five-years of their high school origination date, and/or before they are age 21. Students enrolled in the Peak Program will demonstrate proficiency in Workforce Readiness and earn a minimum of one industry certificate. Students in the Peak Program will be given a realistic second chance. Too often when a student falls too far behind there is not a solution for them in the traditional school setting. The Peak Program will offer a second chance that is realistic and attainable for students who are ready to engage in a program that will lead them on a path to successful learning. Students entering the Peak Program will enroll in courses that focus on understanding and molding their life after attaining workforce readiness skills. Students in the Peak program will be placed in their age appropriate pods to engage in their personalized academic learning. This will occur during the regular school day. Students will have a similar schedule to students in the Summit program. However, their academic time will focus on the four areas of study to assist students in passage of the GED program while at the same time making progress towards credits that can earn them a diploma. Students will be placed in credit bearing

courses for this work in the hopes that they rekindle their love for school and choose to continue work towards a traditional high school diploma.

Students will prepare to pass the workforce readiness test. This preparation will occur throughout their work in their chosen technical career. Students will have the option to attend school during the school day and/or in collaboration with high school classes when available. Courses will be taken on Elevate Academy's Learning Management System in their grade appropriate pod. For example, a 17 year old student that has freshman credits will take their courses with juniors, or like age students. However, when they are learning new content that is specific to them, live instruction will be available at their instructional level. While students tackle their academic courses, they will choose a CTE program of focus and work towards certification. Within two years, a student will obtain their workforce readiness certification, industry certification, and be prepared to commit to moving to the Summit program. Peak is designed for credit deficient students that want to re-enroll in school. Using the alternative school accountability framework, it is highly possible that students will have access to earn those additional credits and become a 5th or 6th year graduate. Once a student enrolls in the Peak program, finds their passion in the trades, and understands the value of education they will have the opportunity to reintegrate into the Summit program. Elevate Academy Kuna will work with each student on an individual basis to push them, within limits, to reach their full potential and not close a door to any student that is working to achieve.

The Crest program is designed for students that enter Elevate Academy Kuna later in their high school career after several years of being out of school. Crest Program students will demonstrate proficiency in Workforce Readiness, earn one industry certification, and receive basic reading and math intervention to ensure they have the basic skills necessary for success in their chosen industry. The Crest program will be staffed by flexing the time of the CTE industry teachers and partnering with local colleges for continuing education opportunities.

The Crest Program is designed for students over the age of 17 that are seriously deficient in earning credits towards graduation from high school. This program is designed to give students the opportunity to earn an industry certification; and to ensure that students understand the demands of the workforce and the importance of being a good employee that an employer can count on. Crest students will attend industry specific classes beginning at 3:15 pm and have access to Elevate Academy Kuna's Learning Management System which is supported by live teachers in the evening. Elevate Academy Kuna faculty and staff will work to collaborate with local colleges to create a plan that meets the needs of students in the Crest program for both CTE courses and for core content courses. Crest students will enroll in reading and math classes based on their current levels of reading and math skills. These classes will be taught by certified teachers and will be high school credit bearing courses. While these

students may not be earning a high school diploma they will still be program completers under the new accountability framework as they will have the opportunity to learn industry certifications and workplace readiness skills.

Reading and Math instruction will be provided for students using Elevate Academy Kuna's Learning Management System supported by in-person instruction, as needed. In-Person Instruction will be available throughout the day and full blocks of time on Fridays. Students will have availability to Elevate Academy Kuna's Learning Management System outside of the school day to progress through their content at a more rapid pace. This allows students the opportunity to get back on a path toward full graduation. Students will be placed in classes equivalent to the level of instruction based on how they test when they start the program. Students will work with a teacher to set goals in relation to their learning. These goals are designed to set them on a trajectory towards acquiring the reading and math skills needed to be successful in the workplace. These classes will take place in the evenings, on a personalized learning platform, with instructors available throughout the week. Academic training will be based on the needs of the industry for mathematics and will ensure students have reading skills that are needed to be successful in their field of study. Students will leave Elevate Academy Kuna, knowing their current academic level and the areas they need to work on to ensure future success.

Career Technical Education

Elevate Academy Kuna intends to offer eight Career Technical Education programs when it is operating at full capacity with the option to expand as demand indicates is necessary, (See Appendix F8). Full capacity will be reached in the 2025-2026 school year when Elevate Academy Kuna has full enrollment 6-12. In year one and two of operations, students will be exposed to career technical offerings and have the opportunity to take entry level courses that are related to their field of interest. In the third year of operations, Elevate Academy Kuna students will have the opportunity to take the first-year courses in each technical pathway. In year four of operations, Elevate Academy Kuna will be a fully functioning Career Technical with offerings that may include: 1) Welding; 2) Manufacturing; 3) Technology; 4) Business; 5) Medical Arts; 6) Criminal Justice; 7) Construction; and 8) Culinary Arts. Elevate Academy Kuna has intentionally developed a mix of service industry and production industry fields so that students are exposed to a variety of opportunities.

Throughout the treasure valley the elevate academy network has strong working relationships with Western Trailer, Metalcraft, Micron, Western States Cat, BME firetruck, YMC mechanical, primary health, which are close to the projected location of Elevate Kuna. Elevate Academy Kuna will determine the final CTE programs based on industry input and needs through interviewing local community business leaders in the fall of 2025. Elevate Academy Kuna will adapt CTE programming based on local

industry and employee needs in order ensure that skills learned are relevant and support students in being highly skilled, employable workers.

As an alternative to traditional electives, all of Elevate Academy Kuna's electives will be offered through Career Technical Education. Elevate Academy Kuna will have three years to fully phase in the Career Technical Education programming.

Although Elevate Academy Kuna intends to offer all eight programs initially, we will be offering exploratory and first year courses and will phase in the implementation of full CTE pathways, to include capstone classes and internship opportunities, by year four. In an effort to fully implement all CTE pathways with fidelity, Elevate Academy Kuna collaborates with experts in each CTE pathway. Elevate Academy Kuna's board members, local advisory board, and partnerships with industry experts will support the school in the assurance that programs are proper and relevant.

Industry leaders throughout the Treasure Valley have engaged in conversations regarding the needs of each industry, best practices, and what type of education systems they would like to see that would have a positive impact on their industry. Elevate Academy Kuna continues to build relationships and will rely on current relationships of the Nampa and Clidwell industry partners for continued support.

Concerns associated with CTE programs include: staffing, cost, and safety. Measures taken by Elevate Academy Inc. to alleviate any concerns in those areas are included in the following information. As part of Elevate Academy Inc., Elevate Academy Kuna has additional support and guidance available through Elevate Academy founders and their industry partners. Elevate Academy Kuna will work with partners to recruit talent that will ensure the students of Elevate Academy Kuna have a highly qualified instructor that understands the needs of students as well as the needs of the industries. CTE course offerings at Elevate Academy Kuna will be supported by Idaho's CTE programming and Elevate Academy Kuna will apply in February of 2027 for state approval for all eight programs. Once Elevate Academy Kuna is recognized by Idaho's CTE program, state allocations will be made available and Elevate Academy Kuna will be eligible to apply for Federal Perkins grants to supplement the CTE programs. Instructors for Elevate Academy Kuna will be compensated from Elevate Academy Kuna's state allocated general fund. Startup costs for all CTE programs will be supplemented through grant support and donations from industry partners as well as incurred in our start up building budget. All instructors at Elevate Academy Kuna will follow industry protocol and safety measures as part of the curriculum and the day to day work within each program. Schools across the nation are offering similar courses. This type of programming and the safety concerns are not individual to Elevate Academy Kuna. All safety instruction at Elevate Academy is provided in strict alignment with industry standards and state regulations. This includes training on OSHA protocols, SafeServe, and other relevant certifications, ensuring that students not only learn proper

safety practices but also graduate with credentials recognized in their respective industries. By embedding safety education into all trade courses, students develop a strong foundation in workplace safety, risk management, and professional responsibility. This approach ensures compliance with state and federal requirements while preparing students to enter the workforce confidently, competently, and safely.

All CTE courses will be taught in a sequential manner starting in the sixth-grade with exploratory opportunities being a focus for sixth-grade students. Exploratory classes will be aligned to Idaho Content Standards where students will be exposed to the content not only in a CTE class, but through Elevate Academy Kuna's Integrated Purpose Driven Curriculum that is used throughout a student's core subject areas as well. For example, a sixth-grade student could have their year divided into eight blocks for Math. The blocks will be aligned with their CTE exploratory time. In block one the students will be focusing on Manufacturing. During their math instruction, all of their mathematical concepts will be based on manufacturing concepts using math that is aligned to the application of their learning in their manufacturing classes. This same process will be repeated throughout a student's middle school career within each CTE program. As students move closer to high school, they will begin the selection process to specialize their CTE learning path.

Recruitment and Retainment

As stated above, we know that recruiting and retaining teachers is not only difficult but also vital to the success of Elevate Academy Kuna. To address this, we place a strong emphasis on building a supportive and collaborative culture where staff feel valued, developed, and empowered. We prioritize work-life balance to ensure sustainability in the teaching profession and to create an environment where educators can thrive.

Recruitment efforts are rooted in the relationships we have built—both with our staff and with the broader community. We actively leverage these connections to identify and attract talented educators who share our mission. Our commitment to becoming fully integrated into the Kuna community also plays a key role. By joining local clubs, business organizations, and participating in networking events—particularly those tied to the trades—we demonstrate our investment in the community we serve. This approach not only strengthens our recruitment pipeline but also fosters long-term retention by ensuring staff are connected, supported, and bought into both Elevate and Kuna.

Advancing Teaching Practices in Career and Technical Education

After reflecting on our practices and conducting interviews with team members, we identified a critical area for growth: strengthening the training and instructional support of our trade teachers. Trade teachers bring extensive technical expertise to their

classrooms, but many have had limited formal training in pedagogy or strategies for differentiating instruction. Addressing this gap is essential not only for supporting teacher growth but also for ensuring students receive high-quality, engaging instruction that connects academic content to real-world applications.

To address this, we have implemented several targeted strategies. Instructional coaches have been added specifically to support trade programs, providing ongoing mentorship, guidance, and modeling of best practices in instruction. These coaches work collaboratively with trade teachers to refine lesson design, enhance student engagement, and implement effective assessment practices.

Additionally, core academic teachers now co-teach with trade instructors, promoting integration between academic standards and trade content. This partnership allows trade teachers to observe and apply proven instructional strategies in real-time, while also ensuring students see the direct connection between academics and their chosen trades.

Finally, we have developed resources and professional development opportunities tailored for non-traditional educators. These resources include practical teaching tools, instructional frameworks, and skill-building modules that allow trade teachers to rapidly enhance their pedagogy. By providing these supports, we empower trade teachers to expand their instructional repertoire, address diverse learner needs, and increase student achievement. Collectively, these initiatives strengthen instructional capacity, foster collaboration, and ensure that Elevate Academy students receive both rigorous and relevant learning experiences.

Through their certification process trade teachers also have the opportunity to engage in educator pedagogical training through CSI's Non-traditional Educator Preparation Program or University Coursework to qualify for Standard (SOS) or Advanced Occupational Specialist (AOS) Certificate through the Idaho Division of Career Technical Education. They are assigned a Regional Teacher Specialist who serves as a mentor and supports them in their education and route to certification.

Plan for Serving All Students

Elevate Academy Kuna recognizes the individual learning quest of each student and supports the rights of each student in his or her journey. Elevate Academy Kuna will serve all students with different cognitive abilities. This will include: English Language Learners (ELL), students with intellectual and physical disabilities, and Gifted and Talented Learners that meet the at-risk criteria as set forth by IDAPA code. Each student will receive equal access to educational opportunities; no student shall be

excluded from Elevate Academy Kuna or referred to surrounding schools due to unique needs. Elevate Academy Kuna intends to hire a special education teacher dedicated to special education needs in its first year. Elevate Academy Kuna will implement best practice, research-based special education curriculum, and instructional materials specific to each student's needs.

The Elevate Academy Inc. Board of Directors will annually adopt the Idaho Special Education Manual with all subsequent revisions. Special education policies and procedures will be developed and implemented in accordance with the mandates of the Individuals with Disabilities Education Act (IDEA), other federal laws, and Idaho state laws. The Idaho Special Education manual will also be used for identifying, evaluating, programming, developing Individual Education Plans (IEP), planning services, discipline, budgeting, and providing transportation for special needs students, as necessary.

Elevate Academy Kuna will plan and budget to hire or contract with highly qualified special education teachers who meet Idaho state requirements. Elevate Academy Kuna will build physical facilities that are truly accessible to permit access to students with disabilities. All special education personnel will be selected, hired, trained, and in the classroom by the first day of the school year. In addition to highly qualified teachers, Elevate Academy Kuna has full access and oversight from the Elevate Academy Network which employs a full time Special Education director that will oversee all aspects of the program at Elevate Academy Kuna.

Elevate Academy Kuna will establish and put forth an ongoing Child Find system to locate, identify, and evaluate students suspected of having a disability and who may need special education, regardless of the severity of the disability. The Child Find system will similarly serve to increase public awareness of special education programs and to advise the public of the rights of students. This will be done through newsletters and emails sent home, available information on the school's website, registration materials, and throughout social media.

Elevate Academy Kuna will follow the three-step process as outlined in the Idaho Special Education Manual to determine whether a student requires special education services:

1. The school will locate students by establishing and implementing an ongoing Child Find system, which will include referrals by parents, school staff, etc. An individual will be appointed to coordinate the development, revision, implementation, and documentation of the Child Find system.
2. Elevate Academy Kuna's Child Find system will publicize and ensure that staff and constituents are informed of the availability of special education services

through information included in staff orientation, on the school's website, and in registration materials.

3. Elevate Academy Kuna will conduct a thorough and comprehensive evaluation for students referred to determine if the student qualifies for special education services under the Individuals with Disabilities Act. Elevate Academy Kuna will adhere to the guidelines and timelines outlined in the Individuals with Disabilities Act and the Idaho Special Education Manual. As outlined in the Idaho Special Education Manual, an evaluation team, which includes (at a minimum) a special education teacher, a general education teacher, an administrative representative, the student when appropriate and the parent and/or adult student, will review the information from the comprehensive evaluation to determine the student's eligibility for special education. These sources include, but are not limited to, general education interventions, formal and informal assessments, and progress in the general curriculum, and will also include all referrals by parents and/or other adults including teachers, counselors, or other school professionals as outlined in the Idaho Special Education Manual.

Child Find

Elevate Academy Kuna will adopt the Elevate Academy Inc. state approved referral process to RTI. The process will include meeting with teachers, administrators, and educational specialists to problem-solve for students identified as needing to go through the RTI process. The team will use a problem-solving process, which includes parental input, to plan accommodations and interventions within the general education classroom to ensure that referrals of students to be considered for special education evaluation are appropriate. Data will be used to evaluate the effectiveness of alternative strategies and interventions. The student's linguistic and cultural backgrounds will be considered in identifying needs and appropriate strategies. Following the problem-solving process, students suspected of having a disability will be referred to be considered for special education services.

Discipline

Elevate Academy Kuna will use evidence-based, restorative programming and curricula when working with students with disabilities who need supplemental or replacement curricula. Elevate Academy Kuna will follow the guidelines provided by the IDEA and Idaho Special Education Manual regarding the disciplining of a student protected under the IDEA. This will include the consideration of a Functional Behavior Assessment and subsequent Behavior Intervention Plan when the special-education multi-disciplinary team identifies that the behavior of the student impacts his or her learning or the learning of others. When the Behavior Intervention Plan is required, it will be developed with Positive Behavior Interventions and Supports. If the IEP team

determines that such services are needed, they must be included in the IEP and must be implemented.

Resources and Materials

Elevate Academy Kuna CTE teachers and Academic Content teachers will consult with the special education department to ensure appropriate accommodations are made for all students. Materials provided may include virtual manipulatives such as VR welding machines, adapted core content materials, and software that provides a more accessible avenue for students to gain CTE and core content experiences. A portion of the Elevate Academy Kuna's budget will be allocated to ensure these needs are met.

Gifted and Talented

Elevate Academy Kuna will identify students possessing high-performing capabilities in specific academic, intellectual, leadership, creativity, and visual/performing arts talent areas pursuant to Idaho Code 33-2003. The identification in each area will be by a variety of assessments outlined in The Best Practices Manual for Idaho Gifted/Talented Programs. Once identified, Elevate Academy Kuna will implement a modification of curriculum to provide a challenging educational experience.

English Language Learners

Elevate Academy Kuna will apply the federal definition of English Language Learner (ELLs) as defined by Title III and IX of the ESEA. The school will use a home-language survey upon student enrollment. The eligibility criteria (listed below) will be used for a Home Language Survey in order to identify the primary home language other than English. Students for whom English is a second language will be assessed using the ELL placement test.

It is Elevate Academy Kuna's goal to help students reach English proficiency in reading, writing, speaking, and listening. To accomplish this, English Language Learner students will take the ELL placement test upon registering; and parents will need to choose whether their child will participate in services. If the child enters the ELL program, an Educational Learning Plan (ELP) including curriculum, teaching strategies, academic goals, and assessment accommodations will be developed. ELP will be overseen by teachers certified in bilingual education. Due to the personalized nature of Elevate Academy's academic programming, students will be supported across the curriculum. Elevate Academy's ELL students will use curriculum such as the Sheltered Instructional Observation Protocol and other ELL instructional approaches. Additional ELL services may be provided on site or contracted out, depending on need.

Relevant Curriculum Based Measures (CBM) and the Idaho English Language Proficiency Assessment will be used to monitor student growth. Students who meet

state recommended levels of proficiency on the Idaho English Language Proficiency Assessment or other assessments will be exited from the ELL program. Additionally, the program will be evaluated based on collected data and trends. It will be revised as necessary. Evaluation of the program will be based on tracking data on swiftness of intervention, type of intervention, and comparison with peers for student improvement; availability of resources; staff training; and viable sources of assistance.

The following is the ELL program eligibility criteria:

- Registration forms given to every student will include the mandatory questions to identify possible ELL students.
- Administration from Elevate Academy Kuna will review the surveys and determine whether or not a student may be an ELL.
- If the survey comes back indicating that a student may be an ELL, the student will be given an English language proficiency screener test within 30 days of registration or within two weeks of entry into the school. This test will be administered by one of Elevate Academy Kuna's staff members.
- If the student tests less than proficient on the English language proficiency test, then a letter will go home to the parents indicating that their child was identified as needing specific English language services. The parents will be given the opportunity to waive the services, if desired.
- If the parent does not waive the limited English proficiency services for their child, the student will be placed in a program of high-quality language instruction, including:
 - Formative assessments of phonological processing, letter knowledge, and word and text reading.
 - Focused, intensive small-group reading interventions for at-risk students that include phonological awareness, phonics, reading fluency, vocabulary, and comprehension.
 - High-quality vocabulary instruction throughout the school day with essential content words taught in-depth.

An annual summative assessment for English Language Proficiency for all identified ELL students will take place during the spring of each school year. Based on the student score in the spring assessment, students will continue in the ELL program for the following year or exit (with monitoring).

Section 504

Any student attending Elevate Academy Kuna is entitled to a Section 504 Accommodation Plan if he or she has been identified and the evaluation shows that the individual has a mental or physical impairment that substantially limits one or more major life activities. This determination is made by a team of knowledgeable individuals, including the student's parents who are familiar with the student and his or her disability. Section 504 processes are not Special Education.

The school counselor will be the coordinator of the 504 processes at Elevate Academy Kuna. Section 504 responsibilities:

- Student and Parent/Guardian:
 - Be involved in suggesting accommodations
 - Participate in Section 504 meetings
 - Benefit from the accommodations
- School Administrator, Counselor, Certified, and Classified Staff:
 - Conduct non-discriminatory practices in classrooms
 - Refer, identify, and evaluate students as appropriate
 - Encourage parental involvement
 - Develop and implement program modifications and accommodations
 - Coordinate Section 504 processes and training
 - Provide staff and parent training
 - Manage Section 504 grievance procedures
 - Help conduct the self-evaluation
- School Board of Directors
 - Provide written notice to parents, students, school personnel, and community members of the name and contact information of the 504 Coordinator
 - Have an understanding of all civil rights laws
 - Develop grievance procedures

- Develop 504 hearing procedures

Professional Development Plan

Elevate Academy Kuna will benefit from being the sixth startup in the Elevate Academy Network, which now includes a robust support system for new campuses. A full-time training team including CTE, academic, Next Step Ready Curriculum, and principal managers collaborate to provide strong, targeted support for school startups. Principals participate in a one-year fellowship program with continuous training, while teachers begin onboarding in the spring prior to school launch through a network-led bootcamp. This comprehensive training covers Elevate-specific practices including Learning Hooks, classroom management, project collaboration, CTE integration, Elevate philosophy, and special education.

In addition to foundational training, Elevate Academy Kuna will implement ongoing, responsive professional development. School leaders work alongside network staff to design monthly "just-in-time" Friday training tailored to real-time staff and student needs. All staff will have access to Elevate's codified "Elevate Way" documents and an internal resource library to support consistency and instructional excellence.

Elevate Academy Kuna's success depends on building a team of educators equipped not only in instructional best practices but also in real-world, purpose-driven education. Through Elevate Academy Inc., staff will engage in professional development that supports the network's six core values: Beat the Odds for At-Risk Youth, Integrated Purpose Driven Curriculum, Career Technical Education Focus, Mastery-Based Personalized Education, Opportunity Driven Focus, and Community Driven Education. Specialized training and mentorship will be provided by experts from across the network, including staff with backgrounds in CTE, restorative practices, mastery learning, instructional technology, and school culture.

All teachers will be trained on Elevate's proprietary Learning Management System, which houses the Integrated Purpose Driven Curriculum, a 6th–12th grade progression of essential knowledge and skills. Teachers will use this platform to scaffold learning, deliver personalized instruction, and guide students in setting learning goals and curating evidence of mastery through rubrics, checklists, and portfolios. Instructional practices are rooted in frameworks such as SOLO Taxonomy, Hattie's Visible Learning, and Deep Learning competencies (character, citizenship, collaboration, communication, creativity, and critical thinking).

Professional Learning Communities (PLCs) at Elevate Kuna will collaborate with industry experts and Elevate network peers to align instructional practice with workforce needs. CTE teachers, many of whom may come from industry rather than traditional education pathways, will receive targeted onboarding and participate in state-sponsored

training and technical advisory committees to remain current with industry standards. Similarly, traditionally trained teachers will be supported in translating academic content to real-world application through CTE lenses.

To ensure instructional readiness, lead teachers will be hired early and trained on Elevate's mission, curriculum, and instructional framework. They will mentor new teachers and support ongoing curriculum development throughout the year. All staff will receive coaching in feedback loops, communication, and teacher credibility, with performance supported through an Elevate specific evaluation model. This tool, aligned to the Danielson Framework and Hattie's research, reflects the network's mission that students actively own their educational journey and that teacher growth is continuous.

Financial and Facilities Plan

Fiscal Philosophy and Spending Priorities

It is our philosophy that we maximize each dollar that Elevate Academy Kuna will receive to maximize the learning experience for all students. To do this we plan on allocating a significant amount of our budget to staffing. A passionate experienced staff that is committed to educating at-risk youth is the catalyst to student success. Elevate Academy Kuna believes that students must have access to state of the art Career Technical equipment and curriculum. Elevate Academy Kuna also believes that learning must occur outside of the school day. As we develop our programs, additional resources will be allocated to offsite field trips, personal development opportunities, and internships for students. Due to the nature of Elevate Academy Kuna we will allocate a percentage of our budget for these endeavors. It is important to have a building that meets the minimal requirements of Career Technical Programming.

Elevate Academy Kuna will operate on a four-day traditional schedule with the fifth day being designed for student enrichment and professional development for teachers. This model allows incredible opportunities for academic programming while at the same time creating a budget that compensates teachers well and helps to maintain programs that meet the needs of all students through the enrichment and intervention opportunities.

Transportation

Elevate Academy Kuna will offer transportation services for students from the initial opening of the school for students in the primary attendance area in accordance with Idaho code 33-1501-1514. Our priority is to ensure that a lack of transportation will not affect potential students for whom transportation may be a barrier for attendance. These services will be contracted out through a contractor. At the appropriate time, Elevate Academy Kuna will follow the transportation bidding process as per Idaho Code.

Elevate Academy Kuna intends to operate their own transportation service. In the past Elevate has used the Federal CSP grant, which will be the intention again for Elevate Kuna. This will be done in conjunction with BLUUM. If funding does not come available, Elevate Academy Kuna will use funds from the Building Hope Grant. In a last resort option due to funding again not coming in, Elevate will contract with local transportation services. To be eligible for transportation services, students must reside within Elevate Academy Kuna's primary attendance area and they must live more than one and one-half miles from the nearest established bus stop. In accordance with Idaho Code, students who live less than one and one-half miles from the nearest established bus stop must provide their own transportation to the bus stop. That distance shall be determined by the nearest and best route from the junction of the driveway of the student's home and nearest public road to the nearest door of the building or the bus stop. Elevate Academy Kuna may transport any student a lesser distance when in its judgment, the age, health, or safety of the student warrants it.

A day care center, family day care home, or a group day care facility, as defined in section 39-1102 of Idaho Code may substitute for the student's residence for student transportation to and from school. Elevate Academy Kuna will not transport students between childcare facilities and home, in accordance with 33-1501 of Idaho Code.

The Elevate Academy Inc. Board of Directors may approve additional transportation services, under its discretion, if fiscally viable under the school budget. Transportation planning will be reconsidered yearly as dictated by student enrollment, the need and/or demand for transportation services, and financing.

Transportation for students with special needs will be provided in accordance with requirements of state and federal law. The service may be contracted following the transportation bidding process as per Idaho Code. Transportation for field trips, excursions, and extracurricular activities will be provided by the school.

Food Service

Elevate Academy Kuna will run a full food service for our students in accordance with federal requirements, beginning the first year of operation. Healthy food service is critical to the physical and academic well-being of students. Elevate Academy Kuna is committed to have a fully operational cafeteria that aligns with the National School Lunch Program.

Financial Management

The Elevate Academy Inc. Board of Directors will be responsible for the financial management of Elevate Academy Kuna. The Board of Directors' role in financial management will include, but not be limited to the following:

- Establishment of operating and capital budgets

- Long-term financial planning and preparations
- Monthly review of budget-to-actual financial performance providing for adequate oversight of financial performance and the opportunity to adjust expenditures as necessary to ensure operation within budget and monthly bank reconciliation sheet.
- Monthly review of cash flow projections
- Establishment of internal financial policies consistent with the requirements of state law and Generally Accepted Accounting Principles to provide for adequate financial controls;
- Approval of all expenditures more than \$10,000.00 coupled with a monthly review of Elevate Academy Kuna's general register to verify compliance with expenditure-related policies established by the Board of Directors
- Engagement on an as needed basis as determined by the Board of Directors of accounting and/or bookkeeping professionals to meet the needs of Elevate Academy Kuna in monitoring financial performance and ensuring financial viability and success.
- Processes and Procedures to ensure no commingling of funds between Elevate Academy Inc. Network schools.

Elevate Academy Kuna will maintain all financial records in accordance with Generally Accepted Accounting Principles (GAAP) and will follow all requirements set forth by the Idaho State Department of Education. Elevate Academy Inc. has a designated CFO that will engage with the Elevate Academy Kuna to be a fiscal planner and reporter to the Board of Directors.

Budget Description

Purchasing

Approved by the Elevate Academy Inc. Board of directors, the governing board of Elevate Academy Kuna, the following policies and procedures have been established in

accordance with Idaho laws.

Book	Policy Manual
Section	Section C - Internal Control Procedures
Title	Internal Control Procedures
Code	C.1
Status	Active

INTERNAL CONTROL PROCEDURES

Divvy Credit Cards: Employee purchases are often initiated through Divvy. Budgets are entered into Divvy and employee cards are attached to these budgets. Divvy cards are generally only used for purchases of less than \$1,000. When an employee wants to make a purchase they request the funds through Divvy and either the Finance Manager or CFO approve or deny this request. The employee does not have access to spend these funds until a request has been approved. Upon approval, the employee makes the purchase. It is the employee's responsibility to upload any supporting documentation to Divvy (Invoices, Receipts, Etc.) after the purchase has been made. The Finance Manager reviews the supporting documentation for accuracy and allowability. Divvy charges are reconciled at month end and entered into the 2M accounting software by the Finance Manager. The Board receives and approves a detailed check register at the monthly Board meetings.

Purchase Orders: For larger purchases, or when required by a vendor, a PO Form is filled out by the employee making the purchase; including description, vendor, and purchase category. This PO is approved or denied by a supervisor within the school before moving on to the finance team. The CFO then must approve the purchase. In the case that the purchase in question is in excess of \$5,000 then the PO must be approved by the network CEO as well as the building administrator. Should the purchase be in excess of \$25,000, the PO must receive board approval at a monthly board meeting along with CEO and building-level approval. Once the purchase order is approved it is received and documented by the Finance Manager. It is then sent to the vendor to place the order. After the item is received, the Finance Manager enters the invoice into accounts payable of the 2M accounting software. Before payment, the CFO reviews the accounts payable and ensures proper documentation is included on file before printing the check. The checks are then signed by the CEO or CGO. The Board receives and approves a detailed check register at the monthly Board meetings.

Recurring Bills/Contracted Invoices: Recurring bills or contracted invoices are entered into accounts payable on receipt of invoice. No Purchase Order is required for documentation of monthly recurring bills (utilities, etc.,) only the itemized invoice and copy of signed contract is necessary. the Finance Manager enters the invoice into accounts payable of the 2M accounting software. Before payment, the CFO reviews the accounts payable and ensures proper documentation is included on file before printing the check. The checks are then signed by the CEO or CGO. The Board receives and approves a detailed check register at the monthly Board meetings.

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Payroll

Payroll Elevate Academy Kuna will contract with Elevate Academy Inc. for back office support which includes payroll. Elevate Academy Inc. CFO, Darren Uranga, has long term experience in school finance including payroll. In addition to Darren Uranga, Patricia Arias has been a payroll professional for 5 years.

Facility Needs

While facilities can be a challenge for charter schools in Idaho, Elevate Academy Kuna is aware that a successful facility is crucial to school success and meeting the goals of Elevate Academy Kuna for every student. Securing a high-quality Industry specific facility that meets the needs of CTE programming is a priority for Elevate Academy Kuna.

At its full capacity, Elevate Academy Kuna will require approximately 54,000 square feet of space. Based on Elevate Academy Kuna's CTE programs, our school will require industry specific space for the following program types: welding, manufacturing, technology, construction, medical arts, firefighting, business, and culinary arts. Each program has specific space and equipment needed to ensure a high-quality program.

Each industry will require a classroom attached to the industry work space. Elevate Academy Kuna will require 19 traditional classrooms that are set up in the pod structure for integrated learning opportunities at every grade level. 19 Classrooms, each approximately 900 square feet

- Manufacturing including CNC, Machining and Fabrication approximately 5,700 square feet
- Welding, approximately 5,700 square feet
- Construction Management; approximately 5700 square feet
- Culinary Arts/ Kitchen approximately 2,400 square feet
- Medical Arts 2,000 square feet
- Firefighting approximately 1000 square feet
- Business, including Graphic Design/Print Area, approximately 3,300 square feet
- Administrative Space 1,200 square feet
- Cafeteria/commons area 2,500 square feet
- Kitchen; 1600 square feet
- Shower area boys and girls 200 square feet
- Fitness/Physical Education rooms 2,000 square feet
- Laundry room; 100 square feet
- 25 percent additional overall square feet for restrooms and circulation

The above-described footprint is the same footprint that is used at each Elevate Academy campus. Elevate has worked with a team of builders (ESI), owner's representatives (Paradigm), and financial advisors on the past four facility financing packages and builds. Upon approval, a pre-development schedule will be created in partnership with the owner's representative and contractors to evaluate current market values and conditions. That analysis will then be matched with our current budget outlooks.

Depending on market conditions, a contingency allotment will be embedded to account for volatility in the construction market. This establishes our base budget. With the guidance of our financial advisors at Raymond James, we ensure that the facility budget aligns with our five-year projections and meets the financial needs of operations.

This includes maintaining 60 days of cash on hand by Year 3 and a debt service ratio acceptable to the financing bank, typically 1.2. We will budget conservatively to ensure that, if enrollment targets are slower to meet or if a state holdback occurs, Elevate is still well positioned to meet its debt obligations. This system has been applied successfully to four campuses and has proven effective.

When developing the construction and operation budget, Elevate builds in contingencies for cost overruns and unexpected expenditures. Furniture, fixtures, and equipment (FF&E) are included in the construction budget, and contingencies are set aside in order to ensure we can equip the CTE classrooms. State added cost funding for CTE covers annual core costs for our CTE programs, and we have consistently demonstrated the ability to spend only what has been allocated. However, additional contingencies are also included to ensure unexpected needs or overruns are addressed without impacting operational stability.

Elevate Academy Kuna will be at full capacity after three years of operation. Due to the specific nature of CTE requirements, all CTE facilities will be built prior to opening in the Fall of 2027. It will also be important that the facility is functional in order to offer exploratory classes to middle school and early high school students so they are able to plan for their path to graduation. Elevate Academy Kuna will start with the minimum equipment needed to operate exploratory options. Elevate Academy Kuna has started engaging in grant writing, fundraising, and developing partnerships with industry to ensure state of the art equipment is available for use in all CTE programs by the third year of operation.

Elevate Academy Kuna will model facility financing after Elevate Academy Twin Falls. Since the Elevate Network is now proven, financing of facilities has become much more affordable and there is access to more financing opportunities. Our most recent deal included PRI funds from Building Hope, and the Charter School Growth fund. We will continue working with Wes Olson, Financial Advisor, to ensure that we are acquiring the most affordable debt and that our facility financing package will help us maintain adequate programming and not strain our budget. Accounted for in the budget are graduated payments in the first three years until full enrollment is reached. This allows for us to increase our payments based on our enrollment schedule. In the budgeting process, approximately 20% is allocated to facilities and maintenance. In working with Building Hope and Wes Olson to secure facility financing it is understood what the budget can support for acquisition of property and development of facilities.

Board Capacity and Governance Structure

Elevate Academy Inc., will be the charter holder (the Board of Directors) and will govern Elevate Academy Kuna LLC. pursuant to Elevate Academy Inc. existing Articles of Incorporation, Bylaws, and Board Policies. Elevate Academy Inc., is a non-profit organization organized and managed under the Idaho Nonprofit Corporation Act. The Corporation is organized exclusively for educational purposes within the meaning of Section 501(c) (3) of the Internal Revenue Code of 1986 ("IRS Code"), or the corresponding provisions of any future federal income tax code.

Elevate Academy Inc. will be the sole member of Elevate Academy Kuna LLC.

Board of Directors: Governance Structure and Responsibilities

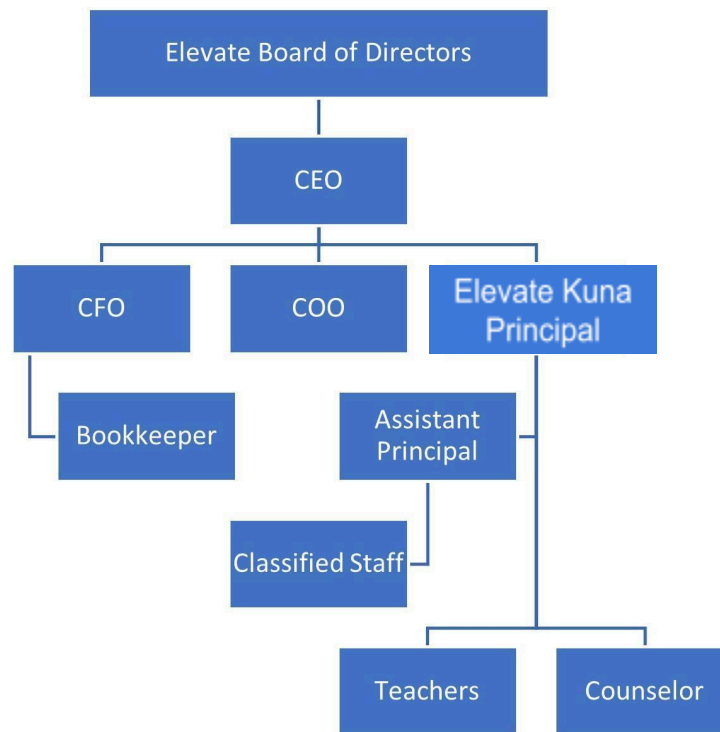
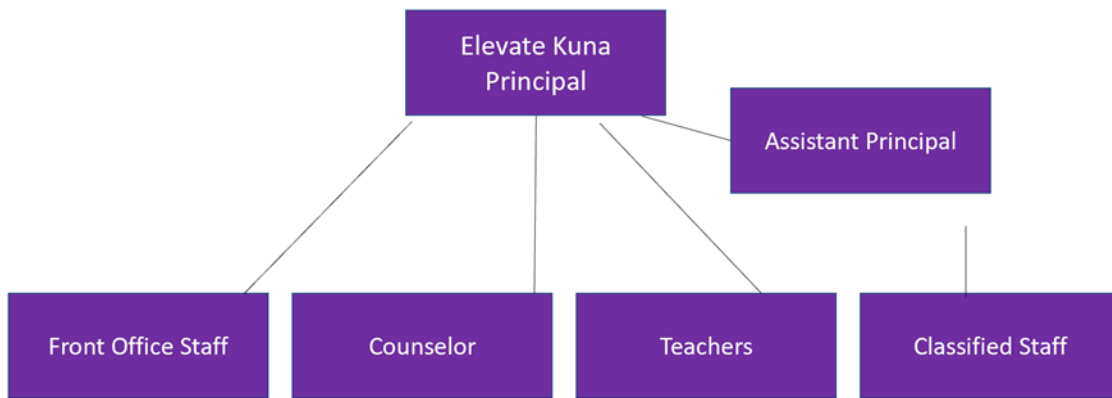
The Board will be responsible for the financial health of the school, managing the school's funds responsibly and prudently while prioritizing spending with consideration given to the school's mission, vision, and educational program goals. The Board will be responsible for hiring the Chief Executive Officer. The Board has established financial practices and reporting that result in accuracy and transparency. Board members will participate in fundraising activities as deemed necessary and appropriate by the Board. Board members will put the interests of the school first and will refrain from using the position for personal or partisan gain.

Board business conducted at Board meetings will be done per the bylaws and applicable laws. Board members will commit to the ethical standards set forth in the Ethical Standards Agreement. The Board is to serve as liaison between the school and the authorizing entity.

Relationship between the Board of Directors and School Administration

Elevate Academy Inc. The Board of Directors is the governing board of the Elevate Academy Kuna school and has ultimate control over the school and all employee and parent concerns. If a parent or employee has a concern, they will first attempt to resolve the issue with the principal. If the issue cannot be resolved with the principal, the parent or employee may attempt a resolution with the Chief Executive Officer. If their concern is still not resolved, it will be brought before the Board of Directors.

The organization chart below demonstrates the reporting and interaction structure for Elevate Academy Kuna.



The Elevate Academy Inc. Board of Directors is responsible for:

- Policy development and review
- The financial health of the school
- Administrative and operational oversight (not day-to-day operations)
- The legal affairs

- Adopting, advocating for, and overseeing a school budget, which is responsive to school goals and meets the needs of all students
- Conducting an annual self-evaluation of its own leadership, governance and teamwork.
- Communicating and interpreting the school's mission and other policy related matters to the public and stakeholders.
- Ensuring there is a supportive, smoothly operating leadership team, which advocates for both children and the community.
- Selecting and evaluating the Chief Executive Officer.

The Chief Executive Officer works under the direction of the Board.

Responsibilities include, but are not limited to:

- Mission alignment among network schools
- Recommend to the Board the hiring of personnel
- Fulfill state charter school requirements
- Ensure Elevate Academy Kuna meets the performance requirements outlined in the performance certificate
- Execute the policies of the Board
- Act as the intermediary between the Board and stakeholders
- Make recommendations to the Board on issues facing the school

The Chief Financial Officer works under the direction of the CEO.

Responsibilities include but are not limited to:

- Monthly and annual financial reporting to the board and outside entities
- Budgeting
- Day to day financial operations and accounting
- Financial records
- Purchasing and contracts

- State reporting requirements
- Payroll
- Insurance
- Benefits
- Accounts Payable

The Chief Operation Officer works under the direction of the CEO.

Responsibilities include but are not limited to:

- Facilities management
- Transportation
- Nutrition
- Building security & student safety
- Project management
- Culture development

The Building Principal works under the direction of the CEO.

Responsibilities include but are not limited to:

- Parent and public relations
- Building wide community and culture
- Student supervision
- Staff evaluation
- Participate in curriculum development
- Academic scheduling
- Local community relations and programming
- Career Technical Education Programming
- Advisory Board relations
- Conduct all staff evaluations

- Hire all staff
- Provide teacher mentoring and coaching
- Resolve personnel issues
- Student Enrollment Records
- Attendance
- Student Data collection
- Develops reports to the Board of Directors with CEO
- Processes and Procedures to ensure no commingling of funds between Elevate Academy Inc. network schools-

Board Member Qualifications

The appointed Elevate Academy Inc. Board of Directors will be legally accountable for the operation of Elevate Academy Kuna. The school is committed to compliance with all federal and state laws and rules and acknowledges its responsibility for identifying essential laws and regulations, and complying with them. The Elevate Academy Inc. Board not only seeks potential board members who support Elevate Academy Kuna students; but also who have the specific skill set needed on the board.

The Elevate Academy Inc. board is composed of talented and seasoned professionals and civic leaders. Board expertise and strength covers all necessary governance areas such as education, law, real estate, strategy, finance, management, community relations, etc. Further strengthening the Board, the current Board Chair has four years of governance experience with Elevate Academy schools, and the Vice-Chair has three years with Elevate Academy and several years in a traditional school district. Board members who represent local communities will be given appointment priority as we develop into the Elevate Academy Inc. network of schools, strengthening representation throughout and state.

Board Transition Plan

The Elevate Academy Inc. Board of Directors has moved past founding board status, has been in governing status, and is now transitioning to expansion status. Through the strategic planning process, strengths and weaknesses of the Board have been identified. Current Board Members are being replaced with Board Members that are well connected throughout the state and understand scaling and developing a network. Additionally, as we transition to an expansion board, members of the Elevate Academy Kuna advisory board will become part of the governing board, when the opportunity presents itself. The Elevate Academy Inc. Board is a member of the Idaho

Schools Boards Association and has actively engaged in strategic planning and board training with Dr. Heather Williams.-As well as Strategic Growth planning with Andrew Bray, an expert in Charter Growth management.

Bylaws have been adopted to promote and retain long-term commitment to the mission of Elevate Academy Inc. by staggering the transition of board members so that no more than four-sevenths of the Board is replaced at any one time. Currently, three of the current board members are on the founding board, the remaining board members have been part of the governing Board, and/or have been added to the Board for their expertise in development.

The diverse skill sets that are represented within the Elevate Academy Inc. Board are powerful in ensuring diverse views, along with an understanding of the populations and industries that Elevate Academy Kuna represents. Elevate Academy Kuna will have technical advisory committees for each CTE industry offered. As part of the transition plan, members of the technical advisory committees will be encouraged to become successors of the original Board Members. This pipeline will be crucial to ensure continued representation from industry. Additionally, through community involvement activities, a list of community members that have shown interest in becoming part of the Elevate Academy Inc. is being generated.

Board Recruitment and Training

Elevate Academy Inc. Board Members are recruited in the best interest of the students and local community. Each member will represent the mission of Elevate Academy Kuna and contribute to the growth of Elevate Academy Schools throughout the state. Elevate Academy Kuna has also secured industry leaders to ensure success with our Professional Technical programs. The diverse skill sets that are represented on the Elevate Academy Inc. Board of Directors are powerful in ensuring diverse views; and an understanding of the populations and industries that Elevate Academy Kuna represents.

Elevate Academy Kuna will have a local advisory board, the local advisory board will act as an incubator for governing board members. Securing adequate and appropriate Board Member leadership and training available through the Idaho School Boards Association or its equivalent including but not limited to training on school finance, ethics, school governance, and strategic planning. The Elevate Academy Inc. Board will annually evaluate its needs relative to training available through ISBA and will enroll and select training programs in which it will participate.

Examples of training for the Elevate Academy Inc. Board of Directors include, but are not limited to, the following topics to ensure the success of Elevate Academy Schools.

- Open Meeting Laws

- Ethics and Governance
- Management & Board Roles
- The Value and Best Use of Committee's
- Academic Excellence, Define and Understand Measurement

Student Demand and Primary Attendance Target

Enrollment & Growth Projections

Elevate Academy Kuna's anticipated class size is approximately 22 students per learning space, with the instructional staff-to-student ratio down to 17:1. Anticipated enrollment for year one will be 332 students. The target enrollment for each grade level varies between middle school and high school. We will have 44 students in sixth grade, 66 students each in 7th and 8th grades, and 78 students in each of the high school grades. This variation of starting with a smaller population of middle school students is based on the knowledge that middle school alternative school choices are new to the area.

Careful planning and consideration has been put into determining enrollment numbers in 9th through 12th grade classes. It has been determined that when starting in 9th and 10th grade, Elevate Academy Kuna will offer a larger enrollment number than our middle school grades, seeking to provide high school students an alternative setting to catch up on required credits, along with helping them fill academic gaps that might be present from their K-8 grades.

When students are able to receive support from where they are in their K-12 learning progression, along with supporting them in hope and opportunities, they can shift from surviving to thriving in school. For each new high school grade, we will offer the same enrollment number giving our students the opportunity to continue learning at Elevate Academy Kuna through their senior year.

By year three, Elevate Academy Kuna will be at full enrollment in all 6th-12th grade levels and we are confident that enrollment projections by grade level can remain constant. Elevate Academy Kuna will have a target enrollment of 488 students at full capacity. In year 2 the projected enrollment of Elevate Academy Kuna is 410. In order to break even for operational costs, Elevate Academy Kuna must enroll 290 students in year one. See table below for a breakdown of enrollment numbers between Year 1 and Year 3.

Grade Level	Year 1 2027-28	Year 2 2028-29	Year 3 2029-30
6 th	44	44	44
7 th	66	66	66
8 th	66	66	66
9 th	78	78	78
10 th	78	78	78
11 th	x	78	78
12 th	x	x	78
Total	332	410	488

Staffing

This staffing model ensures a student to certified staff ratio of less than 15:1, providing the academic and behavioral support necessary to serve all students.

Staffing	Year 1 2027-28	Year 2 2028-29	Year 3 2029-30
Certified Middle School Teachers	8	8	8

Certified High School Teachers	6	9	12
Certified CTE Teachers	8	8	8
Certified Special Education Teachers	2	3	4
Paraprofessionals	1	3	4
Kitchen Staff	2	2	3
Bus Drivers	4	4	4
Counselors	1	1	2
Administrators	2	2	2

Community Need

Kuna is one of the fastest growing cities in the U.S , the Population is around 30,000 people which is a 21% increase since just 2020. Enrollment in Kuna is now 5800 students in the District. As rapid growth ensues, at risk student needs will scale as well. Currently right now Kuna reports: they have 38% low-income, 2% homeless, 3% migrant, 5% English learners, and 15% students with disabilities. These groups will benefit from career-focused, alternative pathways with wraparound supports.

Kuna School district reports a graduation rate of 84 percent, 10% less than the goal set by the state department of education. Initial point H.S there alternative school has a grad rate of only 7038 percent a clear indicator there is a need for Elevates structure in helping students at-risk to not graduate. These numbers would drop if we were to look at only at-risk students in the district. According to an article from Ednews looking at go on rates, Kuna has one of the highest classroom sizes but is in the bottom three with only a 42.9 percent go on rate.

Kuna operates district CTE (recognized as a Career Technical Center regionally) and Swan Falls High lists multiple pathways. Yet the district's <2% industry-credential rate shows a gap between course taking and recognized credentials/work placements. Elevate's mastery-based, work-hour schedules and embedded credentialing directly target that gap. Elevate Academy's model directly addresses Kuna's most pressing gaps by combining credentialing, structured workforce pathways, and wraparound support. Students will graduate with industry-recognized certifications such as OSHA, ServSafe, and CPR/First Aid amongst many more. Beyond credentials. To ensure at-risk students can succeed in these pathways, Elevate offers comprehensive support: alternative scheduling, small advisory groups, on-site counseling, credit recovery options, attendance contracts, and employer mentorship. Together, these strategies transform at-risk learners into credentialed, employable graduates who are aligned with Idaho's fastest-growing industries.

Market Interest

City, education, and industry leaders from Kuna and surrounding areas have warmly welcomed the concept of Elevate Academy Kuna due to student, industry, and community needs (See Appendix F9: Letters of Support). City and education teams see Elevate Academy Kuna as a school that will *fill a gap* by serving 6th-12th grade students who are not finding success in their current school situation.

City, education, and industry leaders from the Kuna and Meridian areas have expressed strong support for Elevate Academy Kuna, recognizing the need for a school that provides targeted support to students who are not thriving in traditional academic environments (see Appendix J: Letters of Support). As one of the fastest-growing regions in Idaho, Kuna and Meridian face increasing pressure on existing school systems and limited access to alternative education options for at-risk youth. Within Elevate Academy Kuna's primary attendance area, only a small number of alternative schools currently operate, serving just a few hundred students in total (Public School Review, 2024). These existing campuses are insufficient to meet the needs of the growing student population, particularly those who struggle academically or behaviorally in conventional settings.

In both Kuna Joint School District and neighboring West Ada School District, students who fall behind in core academic subjects often lose access to elective and Career Technical Education (CTE) opportunities—limiting their engagement and future pathways (Idaho News, 2023). Elevate Academy Kuna will address this gap by offering an integrated, purpose-driven model where CTE is woven into students' daily experience, regardless of academic standing. Through a curriculum aligned with local industry needs and supported by community partnerships, Elevate Academy Kuna will provide students with opportunities to connect their learning to meaningful careers and develop the life skills necessary for long-term success. By focusing on relevance,

relationships, and real-world readiness, Elevate Academy Kuna will be a vital resource in expanding educational opportunity and economic mobility for students in the region.

Elevate Academy Kuna will provide a school option that makes an impact for at-risk students and supports community needs by being in a location that has:

- Concentrations of the existing school-aged population.
- Expected growth in school-age population
- A concentration of permitted housing units
- Concentrations of people living in poverty, or one paycheck away from poverty
- Lack of opportunities for alternative education for all students that qualify as At-Risk.

Strategies for Enrolling Underserved Families

Elevate Academy Kuna's focus and mission is to serve at-risk students. Traditionally at-risk students are an underserved population. The intent of our charter is to focus primarily on underserved youth. Elevate Academy Kuna will be guided by IDAPA code defining at-risk youth. An at-risk youth is any secondary student, grades 6-12, who meets any three of the following criteria in Column A, or any 1 item in Column B.

Column A		Column B	
	Has repeated at Kuna one grade.		Has a documented pattern of substance abuse.
	Has absenteeism that is greater than 10% during the preceding semester.		Is pregnant or a parent.
	Has an overall grade point average that is less than 1.5 (4.0 scale) prior to enrolling in an alternative secondary program.		Is an emancipated or unaccompanied youth.
	Has failed one or more academic subjects in the past year.		Is a previous dropout.
	Is below proficient, based on local criteria and/or state standardized tests.		Has serious personal, emotional, or medical issue(s).

	Are two or more credits per year behind the rate required to graduate or for grade promotion.		Has a court or agency referral.
	Has attended three (3) or more schools within the previous two (2) years, not including dual enrollment.		
	Total Column A		Total Column B

During the enrollment phase, every student interested in attending Elevate Academy Kuna will have a one on one intake meeting with school leaders. This meeting will focus on the individual needs of each student and determine if they qualify as at-risk as determined by the Idaho State at-risk qualifiers.

Elevate Academy Kuna's partnership with local support, along with the connection to Elevate Academy Inc. provides necessary resources, strategies, and experiences to have a strong foundation for students who will attend our school. The support infrastructure will be responsive and adaptive to the needs of Elevate Academy Kuna's students and their families and will be connected to the existing support available through local school districts, juvenile probation, Community Youth in Action, local religious organizations, counseling agencies, and other community outreach organizations that aim to help disenfranchised youth. John Rezendes, Elevate Academy Kuna Administrator will continue to connect these valuable community relationships to establish ongoing pipelines of support and opportunity for Elevate Academy Kuna's students and families. Careful thought was taken when developing the boundaries of Elevate Academy Kuna to ensure that the most vulnerable neighborhoods will have access to attend Elevate Academy Kuna.

Marketing and Outreach Plan

Beginning in July of 2026, Elevate Academy Kuna staff will begin recruitment for the 2027 school year. In response to community interest and needs, Elevate Academy Kuna's location will be accessed by students and families in the cities of Kuna and Meridian either by school or family transportation options. Our recruitment for students will begin in neighborhoods where students can either walk to school or have Elevate Academy Kuna provide bussing. In addition, both potential boundary options, as listed on the maps, are near industry partners, giving employees who commute to work from rural areas a school of choice for their 6th-12th grade children.

Elevate Academy Kuna administrator and team will respond to disenfranchised youth that are either within walking distance or bussing distance to offer this school of choice through a door to door campaign. Parents will receive information about Elevate Academy Kuna's student services along with information about enrollment and lottery

timelines through mailers, social media, our website, and through local community events. Elevate Academy Kuna will continue to work with city, education, industry, and community partners to communicate about the services that our school offers to 6th-12th grade students and their families. In addition, Elevate Academy Kuna will integrate into the existing support and community outreach structure by having a presence at local and community events that are especially geared to support youth and their families. Elevate Academy Kuna will develop a recruitment committee along with receiving support and guidance for additional recruitment strategies through our experienced Elevate Academy Inc. Board of Directors and network staff.

Primary Attendance Area

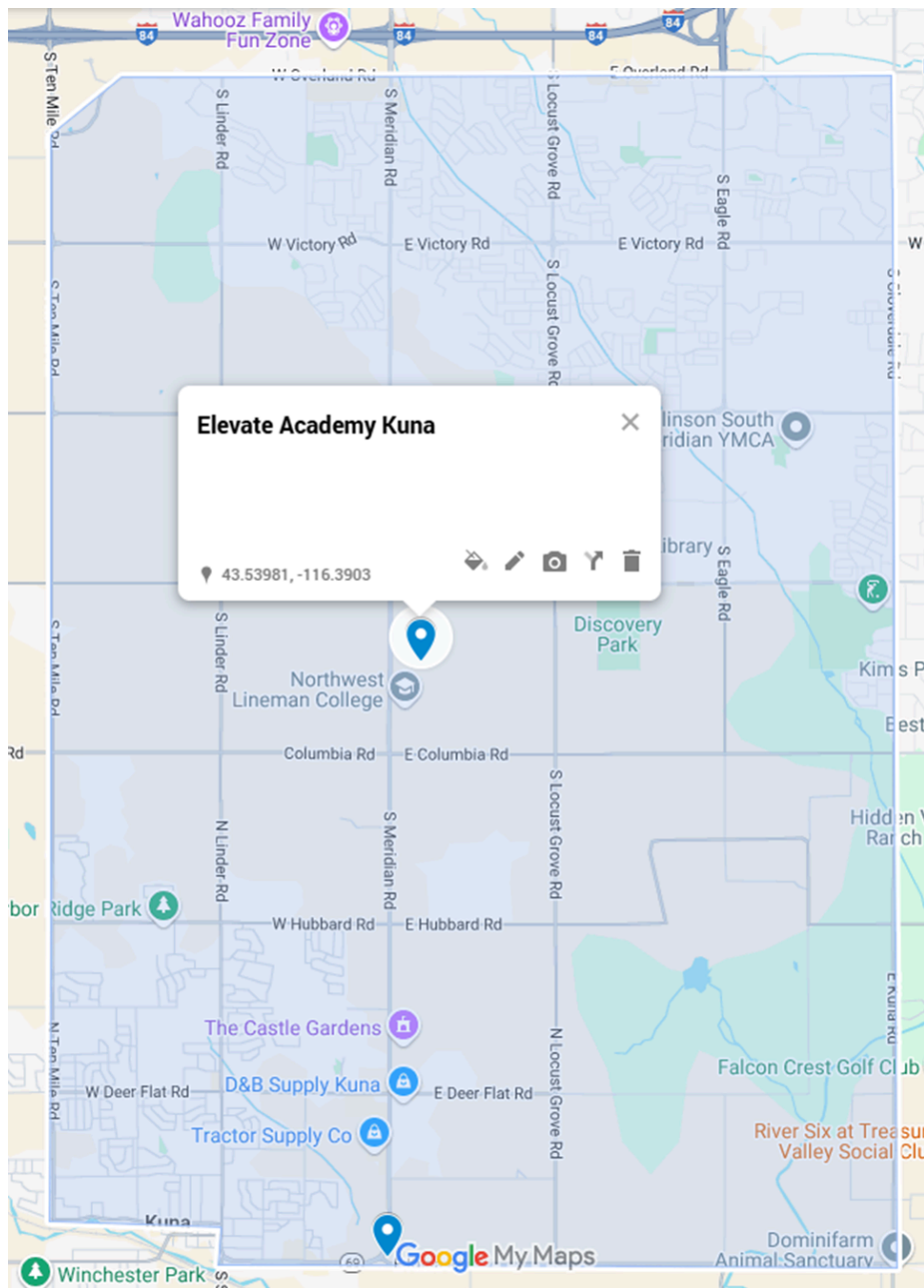
The school is planned to be located in Kuna, along the border of the Meridian and Kuna school districts, and will serve as a school of choice for at-risk students from both communities. Elevate Academy Kuna's primary attendance area is outlined below:

- The northern boundary begins at the corner of Ten Mile Road and Overland Road.
- From there, it follows Ten Mile Road south to 4th Street, which becomes Kuna Road in Kuna, Idaho.
- The southern boundary extends to Cloverdale Road.
- The final boundary follows Cloverdale Road north, from Kuna Road back to Overland Road.
- Kuna Elevate boundaries will include portions of both West Ada School District number 2 and Kuna School District.

Elevate Academy Kuna is working with Brighton developers and has acquired property off of Meridian road across the street from the Lineman college. Construction is set to begin in Summer of 2026. This area is part of the fast paced developments in Ada county.

Elevate Academy Kuna Primary Attendance Area Option #1:

This map shows the secured location and attendance boundary breakdown for the Elevate Academy Kuna Campus.



School Leadership and Management

Leadership Team

Elevate Academy Kuna will be led by John Rezendes, a veteran educator with 10 years of service in Idaho's education system beginning with athletics, then moving into

the classroom, and now serving at the administrative level. In his 10 years in the classroom, John has worked in special education resource and co-taught classrooms, as well as served as a 9–12 ELA teacher in the Caldwell School District #132, supporting a wide range of learners. John has spent the past three years at Elevate Academy Caldwell, where he was trained in Elevate’s unique model of project-based learning. During that time, he also participated in Elevate’s Leadership Academy, where he worked on developing his leadership skills. Over the past two years, John has pursued his Educational Specialist degree, building on his master’s in Special Education, while serving as an administrative intern at Elevate Academy Caldwell. He has completed more than 200 hours of administrative duties and will serve as an administrator for the entirety of the 2025–2026 school year at Elevate Academy Caldwell. As a leadership partner with Elevate Academy Caldwell’s co-founders, Monica White and Matt Strong, John has been actively planning and developing the launch of Elevate Academy Kuna, a 6 –12th grade Career Technical school designed to reflect the workforce needs and opportunities in Kuna, Idaho.

The Elevate Academy Inc. network schools administrative services will be provided by the school administrators (state certification required), with support from the Board of Directors. Elevate Academy Kuna will contract with another Idaho charter school, Elevate Academy Inc. LLC. for professional services. Elevate Academy Inc. LLC. will provide a veteran leadership team with over 13 years of school and district leadership experience, including charter start up and building administrator experience. The team is supported by a governance board, which provides expertise in all of the functions and areas needed to run a successful Career Technical Education school for at-risk youth.

The school’s management plan provides the school support from the Elevate Academy Inc. network team with a demonstrated track record of working with at-risk youth to find a way to success for each student. The Elevate Academy Inc. network team will consist of a CEO, CFO, COO. The CEO will report to the Board and directly supervise the Elevate Kuna Idaho Principal (see Appendix D) for Elevate Academy Inc. Network Rapid Framework. The Elevate Academy Inc. network team assists in curriculum development and implementation, obtaining and facilities, fundraising, professional development, preparing budgets and financial reports, back office support, human resources, and marketing. This allows the principal to focus on the instructional and cultural leadership of the school. The principal’s responsibilities include student academic success, building school community and culture, building community partnerships, providing teacher mentoring and coaching, conducting staff evaluations, student discipline, and facilitating parent relations.

Elevate Academy Inc. uses key elements in our approach to ensure a clear and healthy relationship between the central team and Elevate Academy Kuna administration. Elevate Academy Kuna LLC, building leadership will have significant

autonomy around how they customize our Core Tenets to their context. Principals have control over many key areas, including school staff selection, staff evaluation, curriculum, school schedules, and community relations. The CEO holds school leaders accountable, ensures each school is faithful to our Core Tenets, requires standardized operational practices in critical areas, and provides support for many back office functions. Elevate Academy Inc. Board of Directors approved the “RAPID” framework and Elevate Inc. network organizational chart (See Appendix D) that describes organizational structure and decision-rights in detail to ensure alignment and clarity among our team.

The board will review key indicators for the school each month. Key indicators for Elevate Academy Kuna will include enrollment, attendance, academic growth as measured by STAR, quarterly credit completion, stakeholder credit completion, yearly industry certification passage rates, teacher turnover and causes. These reviews allow the board to proactively address concerns as they arise. If concerns arise, administrators may provide context or additional information to address those concerns. If the concern warrants additional action, the board may either send the concern to one of the committees or ask the administration to make a recommendation at the next meeting concerning a resolution. In addition, the CEO is evaluated annually on the performance of the school, which is informed by indicators outlined in the data collection expectations. The board of directors will evaluate the CEO using an evaluation framework permissible by Idaho law. Currently Danielson Evaluation Framework is being used. The board will complete the evaluation of the administrator once per year, as required by Idaho Code. The timeline of evaluation will follow Idaho Code and be written in policy adopted by the Board of Directors upon approval of the charter petition.

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Appendix A1: Financial Summary

Financial Summary					
Worksheet Instructions: This page will auto-populate as you complete the Pre-Operational and Operational Budget tabs.					
Revenue					
Anticipated Enrollment for Each Scenario:		290	330	410	488
	Pre-Operational Budget	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget
Cash on Hand/ Other Revenue Sources	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Child Nutrition Program		\$100,000.00	\$105,000.00	\$110,000.00	\$115,000.00
Federal Funds		\$75,006.00	\$80,006.00	\$103,506.00	\$123,996.00
Grants	\$250,000.00	\$0.00	\$0.00	\$0.00	\$0.00
Base Support	NA	\$847,357.00	\$964,234.00	\$1,359,642.00	\$1,682,193.00
Salary and Benefit Apportionment	NA	\$1,868,139.00	\$2,125,813.00	\$3,088,727.00	\$3,725,687.00
Transportation Allowance	NA	\$80,000.00	\$85,000.00	\$95,000.00	\$110,000.00
Special Distributions	NA	\$267,420.00	\$296,692.00	\$355,245.00	\$406,961.00
REVENUE TOTAL	250,000.00	\$3,237,922.00	\$3,656,745.00	\$5,112,120.00	\$6,163,837.00
Expenditures					
	Pre-Operational Budget	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget
Staff and Benefit Totals	\$233,071.00	\$2,001,015.00	\$2,360,094.00	\$3,345,561.00	\$3,884,512.00
Educational Program Totals	\$12,929.00	\$205,960.00	\$217,500.00	\$285,500.00	\$298,500.00
Technology Totals	\$4,000.00	\$94,415.00	\$103,724.00	\$107,802.00	\$113,836.00
Capital Outlay Totals	\$0.00	\$64,545.00	\$75,000.00	\$86,000.00	\$98,000.00
Board of Directors Totals	\$0.00	\$49,600.00	\$49,600.00	\$57,500.00	\$64,500.00
Facilities Totals	\$0.00	\$673,385.00	\$673,385.00	\$1,016,000.00	\$1,253,500.00
Transportation Totals	\$0.00	\$46,502.00	\$51,002.00	\$53,000.00	\$53,700.00
Nutrition Totals	\$0.00	\$88,000.00	\$98,000.00	\$125,000.00	\$150,000.00
Other	\$0.00	\$14,500.00	\$14,500.00	\$14,500.00	\$14,500.00
EXPENSE TOTAL	250,000.00	\$3,237,922.00	\$3,642,805.00	\$5,090,863.00	\$5,931,048.00
OPERATING INCOME (LOSS)	-	\$0.00	\$13,940.00	\$21,257.00	\$232,789.00
PREVIOUS YEAR CARRYOVER		-	\$0.00	\$13,940.00	\$35,197.00
NET INCOME (LOSS)	-	\$0.00	\$13,940.00	\$35,197.00	\$267,986.00

Appendix A2: Pre-Opening Budget

Idaho Public Charter School Commission Charter Petition: Pre-Operational Budget

Worksheet Instructions: list revenues, expenditures, and Full-Time Equivalencies (FTE) anticipated during the pre-operational year. Insert rows as necessary throughout the document. Include notes specific to start-up costs (details, sources, etc.) in the Assumptions column.

Pre-Operational Revenue

Line Item / Account	Budget	Assumptions / Details / Sources
Donations and Contributions		Only include secured funds. Sum all donations/contributions here. Provide documentation for
Loans		Include documentation that provides the lender, term, rate, and total principal.
Grants	250,000.00	Only include secured grants. Provide documentation of grantor, total amount, and any applicable restrictions or requirements.
Other Revenue		Include details and documentation as necessary.
REVENUE TOTAL	\$250,000.00	

Additional Notes or Details Regarding Revenues: We will apply for a JKAF high performance grant once the Charter has been approved.

Pre-Operational Expenditures

Section 1: Staffing

1a: CERTIFIED STAFF	Budget		Assumptions / Details / Sources
	FTE	Amount	
Classroom Teachers			
Elementary Teachers			
Secondary Teachers			
Specialty Teachers			
Classroom Teacher Subtotals	0.0	-	Average classroom size:
Special Education			
SPED Director / Coordinator			
Special Education Teacher			
Special Education Subtotals	0.0	-	Anticipated % Special Education Students:
Other Certified Staff			
Lead Administrator	1.0	95,000.00	
Assistant Administrator	1.0	78,000.00	
Other Certified Staff Subtotals	2.0	173,000.00	
CERTIFIED STAFF TOTAL	2.0	173,000.00	

1b: CLASSIFIED STAFF		Budget		Assumptions / Details / Sources
Position	FTE	Amount		
Paraprofessionals- General				
Paraprofessionals- SPED				
Admin / Front Office Staff				
CLASSIFIED STAFF TOTAL	0.0	-		

1c: BENEFITS		Budget		Assumptions / Details / Sources
Type	Rate	Amount		
Retirement	11.94%	20,656.00		
Workers comp				
FICA/Medicare	7.65%	13,235.00		
Group insurance		24,000.00	\$1000.00 per month	
Paid time off (provide assumptions)	1.26%	2,180.00		
BENEFITS TOTAL		60,071.00		

CERTIFIED & CLASSIFIED STAFF TOTAL	173,000.00	
TOTAL STAFF & BENEFITS TOTAL	233,071.00	

Section 2: Educational Program			
2a: OVERALL EDUCATION PROGRAM COSTS		Budget	Assumptions / Details / Sources
Professional Development		7,929.00	
SPED Contract Services			Types of anticipated SPED Contractors:
Other Contract Services (i.e. accounting, HR, management)			
Office Supplies			
Membership Dues (if applicable)			
OVERALL EDUCATION PROGRAM TOTAL		7,929.00	

2b: ELEMENTARY PROGRAM		Budget	Assumptions / Details / Sources
Elementary Curriculum			
Elementary Instructional Supplies & Consumables			
Elementary Special Education Curricular Materials			
Elementary Contract Services (provide assumptions)			Types of anticipated Contractors:
ELEMENTARY PROGRAM TOTAL		-	

2c: SECONDARY PROGRAM		Budget	Assumptions / Details / Sources
Secondary Curriculum			
Secondary Instructional Supplies & Consumables		5,000.00	
Secondary Special Education Curricular Materials			
Secondary Contract Services (provide assumptions)			Types of anticipated Contractors:
SECONDARY PROGRAM TOTAL		5,000.00	
EDUCATIONAL PROGRAM TOTAL		12,929.00	

Additional Notes or Details Regarding Educational Program Expenditures:			

Section 3: Technology		
Line Item / Account	Budget	Assumptions / Details / Sources
Internet Access		
Contract Services		
Technology Software & Licenses		
Computers for Staff Use	4,000.00	
Computers for Student Use		
Other Technology Hardware (i.e. document cameras, projectors, etc.)		
TECHNOLOGY TOTAL	4,000.00	
Additional Notes or Details Regarding Technology Expenditures:		

Section 4: Non-Facilities Capital Outlay		
Line Item / Account	Budget	Assumptions / Details / Sources
Furniture (school-wide)		Include only items not covered via FFE, if applicable.
Kitchen Equipment (warming oven, salad bar, etc.)		
Other Capital Outlay (i.e. library, kitchen small wares, maintenance equipment, etc.)		
CAPITAL OUTLAY TOTAL	-	
Additional Notes or Details Regarding Non-Facilities Capital Outlay Expenditures:		

Section 5: Board of Directors		
Line Item / Account	Budget	Assumptions / Details / Sources
Board Training		
Legal		
Insurance (property, liability, E & O, etc.)		
Audit		
BOARD OF DIRECTORS TOTAL	-	
Additional Notes or Details regarding Board of Directors Expenditures:		

Section 6: Facilities Details (consistent with facilities template)		
Line Item / Account	Budget	Assumptions / Details / Sources
Mortgage or Lease		
Construction / Remodeling (if applicable)		
Repairs and Maintenance		
Facilities Maintenance Contracts (i.e. snow removal, lawn care, custodial, security, etc.)		
Utilities (i.e. gas, electric, water, etc.)		
Phone		
Other Facilities Related Costs (specify)		
FACILITIES TOTAL	-	
Additional Notes or Details Regarding Facilities Expenditures:		

Section 7: Transportation		
Line Item / Account	Budget	Assumptions / Details / Sources
Daily Transportation		
Special Transportation (i.e. SPED, field trips, etc.)		
Other Transportation Costs (specify)		
TRANSPORTATION TOTAL	\$0.00	
Additional Notes or Details Regarding Transportation Expenditures:		

Section 8: Nutrition		
Line Item / Account	Budget	Assumptions / Details / Sources
Food Costs		
Non-Food Costs		
OTHER TOTAL	-	
Additional Notes or Details Regarding Transportation Expenditures:		

Section 9: Other Expenditures		
Line Item / Account	Budget	Assumptions / Details / Sources
OTHER TOTAL	-	
Additional Notes or Details Regarding Transportation Expenditures:		

Appendix A3: 3 Year Operating Budget

Idaho Public Charter School Commission Charter Petition: Operational Budgets									
Worksheet Instructions: list revenues, expenditures, and Full-Time Equivalencies (FTE) anticipated during the pre-operational year. Insert rows as necessary throughout the document. Include notes specific to start-up costs (details, sources, etc.) in the Assumptions column.									
Operational Revenue									
Anticipated Enrollment for Each Scenario:	290		330		410		488		
Line Item / Account	Break-Even Year 1 Budget		Full Enrollment Year 1 Budget		Year 2 Budget		Year 3 Budget		Assumptions / Details / Sources
Cash on Hand					\$13,940.00		\$43,085.00		Year 2 and 3 Cash on Hand is cumulative Net Income from the previous years. We will not include cash on hand in the budget but rather use it as a reserve account if needed.
Child Nutrition Program Revenue	\$100,000.00		\$105,000.00		\$110,000.00		\$115,000.00		Paid and Free/Reduced Lunches
Federal Programs (Title I, Title IIA, Title VIB, Title IV)	\$75,006.00		\$80,006.00		\$103,506.00		\$123,996.00		Title IV received in year 2 and 3
Donations and Contributions									Secured funds only; include documentation
Loans									Include documentation for lender, term, rate,
Grants									Provide documentation and details.
Entitlement	\$847,357.00		\$964,234.00		\$1,359,642.00		\$1,682,193.00		Attach the M & O Revenue Template
Salary and Benefit Apportionment	\$1,868,139.00		\$2,125,813.00		\$3,088,727.00		\$3,725,687.00		Attach the M & O Revenue Template
Transportation Allowance	\$80,000.00		\$85,000.00		\$95,000.00		\$110,000.00		
Special Distributions	NA		NA		NA		NA		From the SDE Special Distributions Doc.
Charter School Facilities	\$121,800.00		\$138,600.00		\$172,200.00		\$204,960.00		\$400 per ADA
Continuous Improvement Plans and Training	\$6,000.00		\$6,000.00		\$6,000.00		\$6,000.00		
Gifted Talented	\$0.00		\$0.00		\$0.00		\$0.00		
Math and Science Requirement	\$0.00		\$0.00		\$0.00		\$0.00		
Professional Development	\$18,100.00		\$19,000.00		\$19,880.00		\$20,760.00		
Safe and Drug-Free Schools	\$2,000.00		\$2,000.00		\$5,643.00		\$6,502.00		
Technology (i.e. infrastructure)	\$50,590.00		\$53,982.00		\$61,352.00		\$68,343.00		
Advanced Opportunities	\$0.00		\$0.00		\$0.00		\$0.00		
College and Career Advisors/ Mentors	\$19,430.00		\$22,110.00		\$27,470.00		\$32,696.00		
Career Technical Education (Added Cost Funds)	\$42,000.00		\$45,000.00		\$45,000.00		\$45,000.00		Added Costs from Idaho CTE
Exceptional Contracts, Tuition Equiv, SED	\$7,500.00		\$10,000.00		\$15,000.00		\$20,000.00		
Remediation	NA		NA		\$2,700.00		\$2,700.00		
Limited English Proficient (LEP)	NA		NA		\$0.00		\$0.00		
School Facilities (Lottery)	NA		NA						
REVENUE TOTAL	\$3,237,922.00		\$3,656,745.00		\$5,112,120.00		\$6,163,837.00		

Operational Expenditures									
Section 1: Staffing									
1a: CERTIFIED STAFF	Break-Even Year 1 Budget		Full Enrollment Year 1 Budget		Year 2 Budget		Year 3 Budget		Assumptions / Details / Sources
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
Classroom Teachers									
Elementary Teachers									
Secondary Teachers	14.0	927,420.00	18.00	1,135,320.00	24.00	1,697,290.00	26.00	1,838,731.00	
Specialty Teachers	1.0	64,432.00	1.00	64,432.00	1.00	60,612.00	1.00	65,068.00	
Classroom Teacher Subtotals	15.00	991,852.00	19.00	1,199,752.00	25.00	1,757,902.00	27.00	1,903,799.00	Average classroom size:
Special Education									
SPED Director									
Special Education Teacher	1.0	58,450.00	1.00	58,450.00	2.00	141,440.00	2.00	130,136.00	
Special Education Subtotals	1.00	58,450.00	1.00	58,450.00	2.00	141,440.00	2.00	130,136.00	Anticipated % Special Education Students:
Other Certified Staff									
Lead Administrator	1.0	95,500.00	1.00	95,500.00	1.00	97,850.00	1.00	100,786.00	
Assistant Administrator	1.0	78,000.00	1.00	78,000.00	1.00	92,700.00	1.00	95,481.00	
Other Certified Staff Subtotals	2.00	173,500.00	2.00	173,500.00	2.00	190,550.00	2.00	196,267.00	
CERTIFIED STAFF TOTAL	18.00	1,223,802.00	22.00	\$1,431,702.00	29.00	\$2,089,892.00	31.00	\$2,230,202.00	
1b: CLASSIFIED STAFF	Break-Even Year 1 Budget		Full Enrollment Year 1 Budget		Year 2 Budget		Year 3 Budget		Assumptions / Details / Sources
Position	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
Paraprofessionals- General	1.00	20,000.00	1.00	23,000.00	1.00	25,000.00	4.00	102,000.00	
Paraprofessionals- SPED	1.00	20,000.00	1.00	23,000.00	2.00	46,800.00	3.00	70,500.00	
Admin / Front Office Staff	1.00	31,500.00	1.00	31,500.00	1.00	32,445.00	3.00	96,900.00	
Other	6.00	132,100.00	6.00	155,000.00	8.00	198,880.00	9.00	221,865.00	Bus Drivers, Nutrition Staff & Custodial
CLASSIFIED STAFF TOTAL	9.00	203,600.00	9.00	232,500.00	12.00	303,125.00	19.00	491,265.00	
1c: BENEFITS	Break-Even Year 1 Budget		Full Enrollment Year 1 Budget		Year 2 Budget		Year 3 Budget		Assumptions / Details / Sources
Type	Rate	Amount	Rate	Amount	Rate	Amount	Rate	Amount	
Retirement	11.94%	170,432.00	11.94%	198,706.00	11.94%	285,726.00	11.94%	324,943.00	
Workers comp/ FICA/ Medicare	7.65%	109,196.00	7.65%	127,311.00	7.65%	183,066.00	7.65%	208,192.00	
Group Insurance (Medical/Dental)		276,000.00		348,906.00		453,600.00		595,620.00	\$1000.00 per month per employee Year 1
Paid time off (provide assumptions)	1.26%	17,985.00	1.26%	20,969.00	1.26%	30,152.00	1.26%	34,290.00	
BENEFITS TOTAL		573,613.00		695,892.00		952,544.00		1,163,045.00	
CERTIFIED & CLASSIFIED STAFF TOTAL		1,427,402.00		1,664,202.00		\$2,393,017.00		\$2,721,467.00	
TOTAL STAFF & BENEFITS TOTAL		2,001,015.00		2,360,094.00		\$3,345,561.00		\$3,884,512.00	

Section 2: Educational Program						
2a: OVERALL EDUCATION PROGRAM COSTS	Break-Even Budget	Year 1	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Professional Development		42,500.00	50,000.00	55,000.00	55,000.00	
SPED Contract Services		35,000.00	35,000.00	37,500.00	40,000.00	SLP and Psych Contract Services
Authorizer Fee		7,500.00	7,500.00	8,000.00	8,500.00	
Other Contract Services (i.e. accounting, HR, management)		50,000.00	50,000.00	100,000.00	100,000.00	SRO Contracted Service
Office Supplies						
OVERALL EDUCATION PROGRAM TOTAL		135,000.00	142,500.00	200,500.00	203,500.00	
2b: ELEMENTARY PROGRAM	Break-Even Budget	Year 1	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Elementary Curriculum						
Elementary Instructional Supplies & Consumables						
Elementary Special Education Curricular Materials						
Elementary Contract Services (provide assumptions)						
ELEMENTARY PROGRAM TOTAL		-	-	-	-	
2c: SECONDARY PROGRAM	Break-Even Budget	Year 1	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Secondary Curriculum		23,460.00	25,000.00	30,000.00	35,000.00	
Secondary Instructional Supplies & Consumables		47,500.00	50,000.00	55,000.00	60,000.00	
Secondary Special Education Curricular Materials						
Secondary Contract Services (provide assumptions)						Types of anticipated Contractors:
SECONDARY PROGRAM TOTAL		70,960.00	75,000.00	85,000.00	95,000.00	
EDUCATIONAL PROGRAM TOTAL		205,960.00	217,500.00	285,500.00	298,500.00	
Additional Notes or Details Regarding Educational Program Expenditures:						

Section 3: Technology						
Line Item / Account	Break-Even Budget	Year 1	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Internet Access						
Contracted Services		10,415.00	11,765.00	14,302.00	16,836.00	Include details.
Technology Software & Licenses		15,000.00	15,000.00	17,500.00	20,000.00	
Computers for Staff Use						
Computers for Student Use		59,000.00	66,959.00	62,000.00	60,000.00	
Other Technology Hardware (i.e. document cameras, projectors, etc.)		10,000.00	10,000.00	14,000.00	17,000.00	
TECHNOLOGY TOTAL		94,415.00	103,724.00	107,802.00	113,836.00	
Additional Notes or Details Regarding Technology Expenditures:						

Section 4: Non-Facilities Capital Outlay						
Line Item / Account	Break-Even Budget	Year 1	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Furniture (school-wide)						
CTE Equipment		39,545.00	45,000.00	51,000.00	58,000.00	
Other Capital Outlay (i.e. library, kitchen small wares, maintenance)		25,000.00	30,000.00	35,000.00	40,000.00	
CAPITAL OUTLAY TOTAL		64,545.00	75,000.00	86,000.00	98,000.00	
Additional Notes or Details Regarding Non-Facilities Capital Outlay Expenditures:						
Section 5: Board of Directors						
Line Item / Account	Break-Even Budget	Year 1	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Board Training		6,000.00	6,000.00	6,500.00	6,500.00	
Legal		2,500.00	2,500.00	3,000.00	4,000.00	
Insurance (property, liability, E & O, etc.)		34,500.00	34,500.00	40,000.00	45,000.00	
Audit		6,600.00	6,600.00	8,000.00	9,000.00	
BOARD OF DIRECTORS TOTALS		49,600.00	49,600.00	57,500.00	64,500.00	
Additional Notes or Details Regarding Board of Directors Expenditures:						

Section 6: Facilities Details (consistent with facilities template)

Line Item / Account	Break-Even Budget	Year 1	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Mortgage or Lease		555,000.00	555,000.00	875,000.00	1,090,000.00	
Construction / Remodeling (if applicable)						
Repairs and Maintenance		30,000.00	30,000.00	35,000.00	40,000.00	
Facilities Maintenance Contracts (i.e. snow removal; trash; lawn)		12,000.00	12,000.00	20,000.00	28,500.00	
Utilities (i.e. gas, electric, water, etc.)		76,385.00	76,385.00	86,000.00	95,000.00	
Phone						
Other Facilities Related Costs (specify)						
FACILITIES TOTAL		673,385.00	673,385.00	1,016,000.00	1,253,500.00	
Additional Notes or Details Regarding Facilities Expenditures:						

Section 7: Transportation

Line Item / Account	Break-Even Budget	Year 1	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Fuel Costs		\$23,000.00	\$27,500.00	\$29,500.00	\$30,200.00	
Special Transportation (i.e. SPED, field trips, etc.)						
Other Transportation Costs (specify)		\$23,502.00	\$23,502.00	\$23,500.00	\$23,500.00	Bus Payments / Insurance
TRANSPORTATION TOTAL		\$46,502.00	\$51,002.00	\$53,000.00	\$53,700.00	
Additional Notes or Details Regarding Transportation Expenditures: Bus Drivers are included above in Salary / Benefit Costs under "Other" Classified positions.						

Section 8: Nutrition Program

Line Item / Account	Break-Even Budget	Year 1	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Food Costs		68,000.00	78,000.00	95,000.00	110,000.00	
Non-Food Costs		20,000.00	20,000.00	30,000.00	40,000.00	
NUTRITION TOTAL		88,000.00	98,000.00	125,000.00	150,000.00	
Additional Notes or Details Regarding Other Expenditures: 2 Child Nutrition Staff are included above in the "Other" Classified positions.						

Section 9: Other Expenditures

Line Item / Account	Break-Even Budget	Year 1	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Assumptions / Details / Sources
Testing / Assessment		10,000.00	10,000.00	10,000.00	10,000.00	
Advertising & Other Misc Expenses		4,500.00	4,500.00	4,500.00	4,500.00	
OTHER TOTAL		14,500.00	14,500.00	14,500.00	14,500.00	
Additional Notes or Details Regarding Other Expenditures:						

Appendix A4: Cash Flow Projections

Idaho Public Charter School Commission														
Cash Flow Operational Year 1														
	Year 1 Budgeted	JUL	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	Total
Student Enrollment Capacity	330													
Revenue														
Donations and Contributions	0													\$0.00
Loans	0													\$0.00
Grants	0													\$0.00
Federal Programs/Child Nutrition	185,006			\$18,500.00	\$18,500.00	\$18,500.00	\$18,500.00	\$18,500.00	\$18,500.00	\$18,500.00	\$18,500.00	\$18,500.00	\$18,506.00	\$185,006.00
Entitlement	964,234	\$241,058.50	\$241,058.50			\$192,846.80			\$192,846.80			\$96,423.40		\$964,234.00
Salary and Benefit Apportionment	2,125,813	\$531,453.25	\$531,453.25			\$425,162.60			\$425,162.60			\$212,581.30		\$2,125,813.00
Transportation Allowance	85,000	\$21,250.00	\$21,250.00			\$17,000.00			\$17,000.00			\$8,500.00		\$85,000.00
Special Distributions	296,692									\$74,173.00	\$74,173.00	\$74,173.00	\$74,173.00	\$296,692.00
Total Revenue	\$3,656,745.00	\$793,761.75	\$793,761.75	\$18,500.00	\$18,500.00	\$653,509.40	\$18,500.00	\$18,500.00	\$653,509.40	\$92,673.00	\$92,673.00	\$410,177.70	\$92,679.00	\$3,656,745.00
Expenditures														
Salaries and Benefits (1)	2,360,094.00	\$25,002.00	\$194,591.00	\$194,591.00	\$194,591.00	\$194,591.00	\$194,591.00	\$194,591.00	\$194,591.00	\$194,591.00	\$194,591.00	\$194,591.00	\$194,591.00	\$2,165,503.00
Education Program	217,500.00		\$21,713.00	\$21,713.00	\$21,713.00	\$21,713.00	\$21,713.00	\$21,713.00	\$21,713.00	\$21,713.00	\$21,713.00	\$21,713.00	\$21,713.00	\$370.00
Technology Totals (2)	103,724.00		\$81,959.00	\$2,176.00	\$2,176.00	\$2,176.00	\$2,177.00	\$2,177.00	\$2,177.00	\$2,177.00	\$2,177.00	\$2,177.00	\$2,177.00	\$103,724.00
Capital Outlay Totals (2)	75,000.00		\$59,000.00	\$1,600.00	\$1,600.00	\$1,600.00	\$1,600.00	\$1,600.00	\$1,600.00	\$1,600.00	\$1,600.00	\$1,600.00	\$1,600.00	\$75,000.00
Board of Directors	49,600.00		\$4,509.00	\$4,509.00	\$4,509.00	\$4,509.00	\$4,509.00	\$4,509.00	\$4,509.00	\$4,509.00	\$4,509.00	\$4,509.00	\$4,510.00	\$49,600.00
Facilities	673,385.00	\$15,675.00	\$257,000.00	\$15,675.00	\$15,675.00	\$116,500.00	\$15,675.00	\$15,675.00	\$106,500.00	\$15,675.00	\$15,675.00	\$68,000.00	\$15,660.00	\$673,385.00
Transportation	\$51,002.00		\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$1,002.00	\$51,002.00
Nutrition	98,000.00	\$25,000.00	\$7,200.00	\$7,200.00	\$7,200.00	\$7,200.00	\$7,200.00	\$7,200.00	\$7,200.00	\$7,200.00	\$7,200.00	\$7,200.00	\$1,000.00	\$98,000.00
Other	14,500.00		\$1,318.00	\$1,318.00	\$1,318.00	\$1,318.00	\$1,318.00	\$1,318.00	\$1,318.00	\$1,318.00	\$1,318.00	\$1,318.00	\$1,320.00	\$14,500.00
Total Expenditures	\$3,642,805.00	\$65,677.00	\$632,290.00	\$253,782.00	\$253,782.00	\$354,607.00	\$253,783.00	\$253,783.00	\$344,608.00	\$253,783.00	\$253,783.00	\$306,108.00	\$222,228.00	\$3,448,214.00
Cash Flow														
Operational Cash Flow		\$728,084.75	\$161,471.75	(\$235,282.00)	(\$235,282.00)	\$298,902.40	(\$235,283.00)	(\$235,283.00)	\$308,901.40	(\$161,110.00)	(\$161,110.00)	\$104,069.70	(\$129,549.00)	\$208,531.00
Cash on Hand	\$0.00		\$728,084.75	\$889,556.50	\$654,274.50	\$418,992.50	\$717,894.90	\$482,611.90	\$247,328.90	\$556,230.30	\$395,120.30	\$234,010.30	\$338,080.00	
Cash End of Period		\$728,084.75	\$889,556.50	\$654,274.50	\$418,992.50	\$717,894.90	\$482,611.90	\$247,328.90	\$556,230.30	\$395,120.30	\$234,010.30	\$338,080.00	\$208,531.00	\$208,531.00
(1) \$194,591 of Salaries/Benefits will be accrued in June and paid in July. (staff contracts are August thru July)														
(2) Technology and Capital Outlay has been front loaded to August so staff/student computers, equipment and furniture will be available at the beginning of the school year.														

Appendix A5: Facility Options

IDAHO PUBLIC CHARTER SCHOOL COMMISSION

ELEVATE ACADEMY KUNA PETITION FACILITY OPTIONS

◇ ◇ ◇ ◇ ◇

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

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

Alan Reed, Chairman
Tamara Baysinger, Director

New Charter Petition Facility Option 1

Location Address	Meridian Rd In between Columbia and Lake Hazel Rd Northeast of Meridian Rd North of the Linesmen College on the West side of within the Kuna School District, Part of the Brighton Development #1					
Facility Information	Anticipate Move-In Date	8/1/2027	Facility Type	New Construction	Facility Status	Likely (board preferred site, actively pursuing)
Budget Location	Yes this is reflected in our annual budget.					Break Even -Year 3 Budget
Vendor/ Developer / Contractor Information (if applicable)	Company Name:		Building Hope			
	Physical Address of Home Office:		National Headquarters 910 17 th Street NW Suite 1100 Washington DC 2006			
	Website Address:		Buildinghope.org			
	Company Contact:		Dru Damico			
	Company Contact Phone Number:		1 801 949-1456			

Additional Information - Facility Option 1

This is Brighton's 40 acre development in the city of Meridian, but the Kuna School District. John Wardle the President of Development has assured us that things are moving swiftly and that Elevate Kuna is an important part of their Development.

Facility Option 1 - Details

Please describe the costs involved with this option and the structure of any arrangements the school has made (or intends to make) in order to secure and sustain this facility option. Adjust descriptions and add columns as necessary.

Description of Start-Up Costs	Cost Estimate (Refer to appropriate documentation in Attachments)	Responsible Party (Board or Name of Contractor)
Land purchase (if applicable)	\$750,000	Cole Coba Owners Rep
Land development (include grading, utilities, etc.)	\$15,000,000	Cole Coba Owners Rep
Parking, curb, lighting (if applicable)	\$158,705	Cole Coba Owners Rep
Permits and applicable studies (as applicable)	\$251,000	Cole Coba Owners Rep
Delivery and set up of modular units (if applicable)		
Remodel estimate (if applicable)		
Other		
Total One-Time Costs		
Description of Lease/Rent/Purchase Plan	Details (Refer to appropriate documentation in Attachments)	
Annual Lease / Rent / Mortgage Payment		
Lease term	5	
Interest rate	5	
Rate escalator (if applicable, please describe)	We will escalate for the first three years, then look to refinance long term.	
In which operating year does the school intend to purchase (if option to purchase is applicable)	Operating Year 4	
Capitalization rate at purchase (if applicable)		
Other		
<p>Please include any additional narrative here.</p> <p>We will work with Raymond James to build the best financing package available. We will utilize Building Hope, Charter School Growth Fund and go out to bid with local banks. All of the assumptions in the budget are in alignment with our last several projects assuming a small increase for construction escalation costs.</p>		

New Charter Petition Facility Option 2

Location Address	Corner of Columbia and Meridian Rd South of the Linesmen College on the West side also within the Kuna School District, Part of the Brighton Development #2					
Facility Information	Anticipate Move-In Date	8/1/2027	Facility Type	New Construction	Facility Status	Possible (research in progress)
Budget Location	Yes reflected in our annual budget			Break Even -Year 3 Budget		
Vendor/ Developer/ Contractor Information (if applicable)	Company Name:		Building Hope			
	Physical Address of Home Office:		National Headquarters 910 17 th Street NW Suite 1100 Washington DC 2006			
	Website Address:		Buildinghope.org			
	Company Contact:		Dru Damico			
	Company Contact Phone Number:		1 801 949-1456			

Additional Information - Facility Option 2

After a call with Brighton's development team, they noted that they have two developments within Columbia and Lake Hazel Road that surround the linesmen college. They note we are a big part of their current development and if construction issues become problematic we have this second location within their second development in the area where we would be able to build.

Facility Option 2 - Details

Please describe the costs involved with this option and the structure of any arrangements the school has made (or intends to make) in order to secure and sustain this facility option. Adjust descriptions and add columns as necessary.

Description of Start-Up Costs	Cost Estimate (Refer to appropriate documentation in Attachments)	Responsible Party (Board or Name of Contractor)
Land purchase (if applicable)	750,000	Cole Coba Owners Rep
Land development (include grading, utilities, etc.)	15,000,000	Cole Coba Owners Rep
Parking, curb, lighting (if applicable)	158,705	Cole Coba Owners Rep
Permits and applicable studies (as applicable)	251,000	Cole Coba Owners Rep
Delivery and set up of modular units (if applicable)		
Remodel estimate (if applicable)		
Other		
Total One-Time Costs		
Description of Lease/Rent/Purchase Plan	Details (Refer to appropriate documentation in Attachments)	
Annual Lease / Rent / Mortgage Payment		
Lease term	5	
Interest rate	5	
Rate escalator (if applicable, please describe)	We will escalate for the first 3 years, then look to refinance long-term	
In which operating year does the school intend to purchase (if option to purchase is applicable)	Operating Year 4	
Capitalization rate at purchase (if applicable)		
Other		
Please include any additional narrative here. We will work with Raymond James to build the best financing package available. We will utilize Building Hope, Charter School Growth Fund and go out to bid with local banks. All of the assumptions in the budget are in alignment with our last several projects assuming a small increase for construction escalation costs.		

Appendix B: Articles of Incorporation and Bylaws

BYLAWS OF ELEVATE ACADEMY FOUNDATION, LLC

Effective as of November 19, 2020

BYLAWS
OF
ELEVATE ACADEMY FOUNDATION, INC.

KNOW ALL MEN BY THESE PRESENTS: that Elevate Academy Foundation, Inc. (the "Foundation"), an Idaho non-profit Foundation duly organized and existing under the laws of the State of Idaho, has adopted, and by these presents does adopt, its Bylaws for the conduct and control of its corporate affairs:

ARTICLE I
FORMATION OF THE FOUNDATION

Section 1.1 Organization. The Foundation was formed upon the filing of the Articles of Incorporation (the "Articles") with the Idaho Secretary of State on November 18, 2020. All actions taken by the Person who executed and filed the Articles are hereby adopted and ratified, such Person being an "authorized person" under the Idaho Nonprofit Corporation Act (the "Act").

Section 1.2 Foundation Name. The business of the Foundation shall be conducted under the name "Elevate Academy Foundation, Inc." or such other name as the Board of Directors shall hereafter designate.

Section 1.3 Filing of Articles and Amendments. The Board of Directors are hereby authorized to appoint an officer or other representative of the Foundation to execute, deliver, file and record all such Articles and documents, including amendments to, or restatements of, the Articles, and to do such other acts as may be appropriate to comply with all requirements for the formation, continuation and operation of a nonprofit corporation, the ownership of property, and the conduct of business under the laws of the State of Idaho and any other jurisdiction in which the Foundation may own property or conduct business.

Section 1.4 Term of Foundation. The Foundation's term commenced on the date the Articles were filed with the Idaho Secretary of State. The Foundation may be terminated in accordance with the terms and provisions hereof, and will continue unless and until dissolved as provided in Article VIII. The existence of the Foundation as a separate legal entity will continue until its dissolution as provided in the Act.

Section 1.5 Registered Agent and Office. The Foundation's initial registered agent and office in the State of Idaho is Darren Uranga, [ADDRESS], Wilder, ID 83676. The Board of Directors may designate another registered agent and/or registered office from time to time in accordance with the then-applicable provisions of the Act and any other applicable laws.

Section 1.6 Principal Place of Business. The Foundation's principal place of business shall be at such place within or outside of the State of Idaho as determined by the Directors. The location of the Foundation's principal place of business may be changed by the Board of

Directors from time to time in accordance with the then-applicable provisions of the Act and any other applicable laws. The Foundation may have other offices as the Board of Directors may from time to time deem necessary or advisable.

Section 1.7 Qualification in Other Jurisdictions. Any authorized person of the Foundation may execute, deliver and file any Articles (and any amendments and/or restatements thereof) necessary for the Foundation to qualify to do business in any jurisdiction in which the Foundation may wish to conduct business.

Section 1.8 Fiscal Year; Taxable Year. The fiscal year of the Foundation for financial accounting and income tax purposes will end June 30 unless otherwise required by law.

Section 1.9 Covenants Regarding Organization. The Directors shall take such steps as are necessary to (a) maintain the Foundation's status as a nonprofit corporation formed under the laws of the State of Idaho and its qualification to conduct business in any jurisdiction where the Foundation does business and is required to be qualified, and (b) ensure that the Foundation shall continue to be treated as a charitable organization for federal, state and local income tax purposes.

ARTICLE II PURPOSE AND POWERS OF THE FOUNDATION

Section 2.1 Purpose. The Foundation is organized exclusively for charitable, scientific, literary, and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code"), or within corresponding provisions of any subsequent federal tax laws, including the provision of management services to charter schools and charter school systems. Specifically, the Foundation is established to support the operations of Elevate Academy, Inc., a public charter school. The broadest discretion is vested in and conferred upon the Directors for the accomplishment of these purposes.

Section 2.2 Powers of the Foundation. The Foundation will have the power and authority to take any and all actions that are necessary, appropriate, advisable, convenient or incidental to or for the furtherance of the purposes set forth in Section 2.1.

Section 2.3 Failure to Observe Formalities. A failure to observe any formalities or requirements of these Bylaws, the Articles, or the Act shall not be grounds for imposing personal liability on the Directors for liabilities of the Foundation.

ARTICLE III MEMBERS

Section 3.1 No Members. The Foundation shall have no members. Any action, which would otherwise by law require approval of a majority of all members, or approval by the members,

shall require only approval of the Board of Directors. All rights, which would otherwise by law vest in the members, shall vest in the Board of Directors.

Section 3.2 Limited Liability of the Sole Member. Notwithstanding anything to the contrary in these Bylaws, the debts, obligations and liabilities of the Foundation, whether arising in contract, tort or otherwise, will be solely the debts, obligations and liabilities of the Foundation and the members of the Board will not be obligated personally for any such debt, obligation or liability solely by reason of being a Director of the Foundation.

ARTICLE IV MANAGEMENT

Section 4.1 Management of the Foundation by Board of Directors. Subject to the provisions of this Article relating to actions to be approved by the Chairman of the Board, the business, property and affairs of the Foundation shall be managed and all powers of the Foundation shall be exercised by or under the direction of the Board of Directors.

Section 4.2 Meetings of Board of Directors.

- A. Meetings. A meeting of the Board of Directors may be called by any Director or the Chairman of the Board. Meetings of Board of Directors shall be held at the principal office of the Foundation or any other place specified by the Board of Directors. Directors may participate in a meeting through use of conference telephone, electronic video screen communication or other communications equipment, so long as all Directors participating in such meeting can hear one another.
- B. Notice of Meeting. Notice of the date, time and place of each meeting of the Board of Directors shall be given to each Director no less than three (3) calendar days before the meeting date. The notice must include a brief description of the purpose or purposes for which the meeting is called, though failure to do so shall not affect the validity of any action duly taken at such meeting provided a quorum is present.
- C. Quorum. A majority of the Directors then in office constitutes a quorum of the Board of Directors for the transaction of business. Except to the extent that these Bylaws or any other agreement by the Foundation expressly requires the approval of all Directors, every act or decision done or made by a majority of the Directors present at a meeting duly held at which a quorum is present is the act of the Board of Directors. A meeting at which a quorum is initially present may continue to transact business notwithstanding the withdrawal of Directors, if any action taken is approved by at least a majority of the required quorum for such meeting.
- D. Action without a Meeting. Any action required or permitted to be taken by the Board of Directors may be taken by the Board of Directors without a meeting, if all of the Directors

consent in writing to such action. Such action by unanimous written consent shall have the same force and effect if taken at meeting of the Board of Directors.

- E. No Meetings Required. The provisions of this Section 4.2 govern meetings of the Board of Directors if such meetings are called. However, nothing in this Section 4.2 or in these Bylaws is intended to require that meetings of Board of Directors be held, it being the intent that meetings of the Board of Directors are not required and that the Board of Directors may make decisions in any manner deemed appropriate so long as proper evidence of the decision is maintained.

Section 4.3 Election of Directors.

- A. Number, Term and Qualifications. A Director may, but need not be, an employee or director of the Sole Member. The number of Directors of the Foundation shall be not less than three (3) nor more than seven (9), and shall initially be seven (9). The initial Board of Directors is set forth on Exhibit A-1. Thereafter, the number may be changed by the affirmative vote or written consent of the Board of Directors.

Each Director shall serve until the earlier of (i) the appointment of such Director's successor, (ii) the removal of such Director in accordance with these Bylaws, such Director's resignation, or (iii) such Director's death. Except for the filling of vacancies as set forth in clause (D) below, the Directors (other than the designation of the initial Directors) shall be appointed by the affirmative vote or written consent of the majority of the Board of Directors.

- B. Resignation. Any Director may resign at any time by giving written notice to the Sole Member and remaining Directors. The resignation of any Director shall take effect upon receipt of that notice or at such later time as shall be specified in the notice. Unless otherwise specified in the notice, the acceptance of the resignation shall not be necessary to make it effective.
- C. Removal. Any Director may be removed at any time, with or without cause, by the affirmative vote or written consent of a majority of the Board of Directors.
- D. Vacancies. Any vacancy occurring for any reason on the Board of Directors shall be filled by the affirmative vote or written consent of a majority of the Board of Directors.

Section 4.4 Powers of Directors and Chairman of the Board.

- A. Powers of the Chairman of the Board. Subject to the provisions of Section 4.4(C), and except as may be otherwise expressly stated in these Bylaws, the Chairman of the Board is hereby granted, under and subject to the supervision of the Board of Directors or any limitation imposed from time to time by the Board of Directors (and subject to any Foundation policies or procedures which may be adopted or approved by the Board of

Directors from time to time), the right, power and authority to manage the day-to-day operations of the Foundation and to do on behalf of the Foundation all things determined by the Chairman of the Board to be necessary or desirable to carry out his duties and responsibilities, including (without limitation) the right, power and authority from time to time to do the following:

To borrow money in the name and on behalf of the Foundation, and to secure any such loans by a mortgage, pledge or other encumbrance upon any assets of the Foundation;

To cause to be paid all amounts due and payable by the Foundation to any person or entity;

To employ such agents, employees, Directors, accountants, attorneys, consultants and other persons necessary or appropriate to carry out the business and affairs of the Foundation, to delegate by express action any powers of the Chairman of the Board enumerated herein, and to pay to such persons such fees, expenses, salaries, wages and other compensation as he shall in his sole discretion determine; provided that the approval of the Board of Directors shall be required to (1) enter into any employment or other agreement relating to the CEO; (2) to employ, promote, terminate or change the compensation of any person in any "C-level" or officer capacity or (3) enter into any agreement to establish or increase the annual salary of any other employee by greater than twenty percent (20%) above the current market rate;

To pay, extend, renew, modify, adjust, subject to arbitration, prosecute, defend or compromise, upon such terms as he may determine and upon such evidence as he may deem sufficient, any obligation, suit, liability, cause of action or claim, including taxes, either in favor of or against the Foundation;

To pay any and all fees and to make any and all expenditures which he deems necessary or appropriate in connection with the organization of the Foundation, the management of the affairs of the Foundation and the carrying out of his obligations and responsibilities under these Bylaws;

To the extent that funds of the Foundation are, in the Chairman of the Board's judgment, not immediately required for the conduct of the Foundation's business, temporarily to deposit the excess funds in such bank account or accounts, or invest such funds in such interest-bearing taxable or nontaxable investments, as the Chairman of the Board shall deem appropriate;

To acquire, prosecute, maintain, protect and defend or cause to be protected and defended all patents, patent rights, trade names, trademarks, copyrights and service marks, all applications with respect thereto and all proprietary information which may be held by the Foundation;

To enter into, execute, acknowledge and deliver any and all contracts, agreements or other instruments necessary or appropriate to carry on the business of the Foundation as set forth herein; and

To cause to be paid any and all taxes, charges and assessments that may be levied, assessed or imposed upon any of the assets of the Foundation, unless the same are contested by the Foundation;

Notwithstanding the foregoing but subject to the limitations set forth in Section 4.4(C), unless and until the Board of Directors establishes a new limitation, the entrance of the Foundation into any lease for real property, loan agreement, or other material agreement of an amount in excess of \$100,000 shall require the approval of the Board of Directors.

B. Powers of Board of Directors. Each Director shall participate in the direction, management and control of the business of the Foundation to the best of such Director's ability. The Directors shall in all cases act as a group and shall have no authority to act individually, unless such authority is expressly delegated to one or more Directors or a committee thereof by the Board of Directors. Without limiting the generality of Section 4.1, but subject to Section 4.4(C) and to the express limitations set forth elsewhere in these Bylaws, the Board of Directors shall have all necessary powers to manage and carry out the purposes, business, property, and affairs of the Foundation, including, without limitation, the power to exercise on behalf and in the name of the Foundation all of the powers of a "Director" described in the Act.

C. Limitations on the Power of the Chairman of the Board. Notwithstanding any other provisions of these Bylaws, the Chairman of the Board shall not have any authority hereunder to cause the Foundation to engage in the following transactions without first obtaining the affirmative vote or written consent of the Board of Directors:

The sale, exchange or other disposition of all, or substantially all, of the Foundation's assets occurring as part of a single transaction or plan, or in multiple transactions over a twelve (12) month period;

The merger or consolidation of the Foundation with another Person;

A material change to the Foundation's purpose as specified in Section 2.1; and

The voluntary dissolution of the Foundation.

Section 4.5 Officers. The officers of the Foundation shall consist of such officers as may be established by the Board of Directors. Officers shall be appointed by the Board of Directors and shall hold office until their successors are appointed or their earlier resignation or removal. The officers of the Foundation shall only have such duties and powers as are expressly provided for in these Bylaws, in a separate written agreement with the Foundation, or the additional duties

and powers as may from time to time be granted by the Board of Directors. Any officer may be removed, either with or without cause, at the direction of the Board of Directors. Any officer may resign at any time by giving written notice to the Board of Directors. Any resignation shall take effect at the date of the receipt of such notice or at any later time specified in such notice; and, unless otherwise specified in such notice, the acceptance of the resignation shall not be necessary to make it effective. Any removal or resignation is without prejudice to the rights, if any, of the Officer or the Foundation (as applicable), including, without limitation, under any contract or other arrangement to which such Officer and the Foundation are party. A vacancy in any office because of death, resignation, removal, disqualification or any other cause shall be filled in the manner prescribed in these Bylaws for regular appointments to that office. In furtherance of the foregoing:

- A. Chairman of the Board. The Chairman of the Board shall have the general powers and duties of management usually vested in the office of Chairman of the Board and general Director of a Foundation, and shall have such other powers as may be prescribed by the Board of Directors. The Chairman of the Board shall preside at all meetings of the Board. The Chairman of the board has the general management powers and duties usually vested in the office of President and General Manager of a corporation as well as such other powers and duties as may be prescribed from time to time by the Board. The Chairman of the Board has authority to sign all papers and documents as required by law as authorized action of the Board.
- B. Vice Chairman. In the absence or disability of the Chairman of the Board, the Vice Chairman will perform all the duties of the Chairman of the Board and, when so acting, shall have all the powers of, and be subject to all the restrictions upon, the Chairman of the Board. The Vice Chairman shall have such other powers and perform such other duties as the Board may prescribe from time to time.
- C. Treasurer. The Treasurer shall, subject to the control of the Board of Directors and the Chairman of the Board, keep and maintain, or cause to be kept and maintained, adequate and correct books and records of accounts of the properties and business transactions of the Foundation, including accounts of its assets, liabilities, receipts, disbursements, gains, losses, capital and retained earnings.
- D. Secretary. The Secretary shall keep or cause to be kept, at the principle office or such other place as the Board may order, a book of minutes of all meetings of the Board and its committees, including the following information for all such meetings: the time and place of holding; whether regular or special; if special, how authorized; the notice thereof given; the names of those present and absent, and the proceedings thereof. The Secretary shall keep, or cause to be kept, at the principle office in the State of Idaho the original or a copy of the Foundation's Articles of Incorporation and Bylaws, as amended to date, and a register showing the names of all Directors and their respective addresses.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and any committees thereof required by these Bylaws or by law to be given, and shall distribute the minutes of meetings of the Board to all its members promptly after the meetings; shall see that all reports, statements and other documents required by law are properly kept or filed except to the extent the same are to be kept or filed by the Treasurer; and shall have such other powers and perform such duties as may be prescribed from time to time by the Board.

- E. Executive Director. The Board may appoint and Executive Director who shall, at under the authority of the Board of Directors and the Chairman of the Board, exercise the day-to-day control of the Foundation.

Section 4.6 Limitation on Liability; Indemnification.

- A. To the maximum extent permitted under the Act, the Foundation hereby eliminates the personal liability of the Directors and officers for monetary damages for breach of a duty set forth in the Act.
- B. The Foundation shall indemnify the Directors and officers in accordance with Article VI, below.
- C. Subject to the restrictions that may be imposed from time to time by these Bylaws or applicable law, only the officers of the Foundation and no Director individually (unless otherwise authorized by the Board of Directors) shall be agents of the Foundation with authority to bind the Foundation in the ordinary course of its business, and except as may be otherwise expressly stated in these Bylaws and subject to the supervision of the Board of Directors, shall have authority to control the Foundation's day-to-day operations.

Section 4.7 Transactions between the Foundation and the Directors. Notwithstanding that it may constitute a conflict of interest, a Director may engage in any transaction (including, without limitation, the purchase, sale, lease, or exchange of any property or the rendering of any service, or the establishment of any salary, other compensation, or other terms of employment) with the Foundation so long as (i) such transaction is not expressly prohibited by these Bylaws, (ii) the terms and conditions of such transaction, on an overall basis, are fair and reasonable to the Foundation and are at least as favorable to the Foundation as those that are generally available from Persons capable of similarly performing them and in similar transactions between parties operating at arm's length, and (iii) such transaction has been consented to in writing by the Board of Directors.

Section 4.8 Reliance on Signature. Every contract, deed, mortgage, lease and other instrument executed by the Chairman of the Board or other appropriate and duly authorized officer shall be conclusive evidence in favor of every Person or entity relying thereon or claiming thereunder that, at the time of the delivery thereof, (a) the Foundation was in existence and (b) neither these

Bylaws nor the Articles had been amended in any manner so as to restrict the delegation of authority to the Chairman of the Board or other appropriate officers as provided herein.

Section 4.9 Reliance Upon Advisors. The Directors and/or Officers may consult with legal counsel chosen by them and any act or omission suffered or taken by them on behalf of the Foundation or in furtherance of the interests of the Foundation in good faith in reliance upon and in accordance with the advice of such counsel shall be full justification for any such act or omission and the Directors and/or officers shall be fully protected in so acting or omitting to act, provided such counsel was chosen with reasonable care.

Section 4.10 Bank Accounts. The funds of the Foundation shall be deposited in such bank account or accounts, or invested in such interest-bearing or non-interest bearing investments, as shall be designated by the Chairman of the Board, the Executive Director, the Treasurer or the other Directors, as authorized. Foundation funds shall be separately identifiable from and not commingled with those of any other Person.

ARTICLE V BOOKS AND RECORDS

Section 5.1 Books, Records and Financial Statements. At all times during the continuance of the Foundation, the Foundation will maintain, at its principal place of business, separate books of account in which complete entries will be made that will show a true and accurate record of all costs and expenses incurred, all charges made, all credits made and received and all U.S. income derived in connection with the operation of the Foundation's business and reflecting all financial transactions of the Foundation in accordance with these Bylaws. Such books of account, together with a copy of these Bylaws and the Articles, will at all times be maintained at the principal place of business of the Foundation and will be open to inspection and examination at reasonable times, within ten (10) business days following receipt by the Foundation of a request by a Director, for any purpose.

Section 5.2 Corporate Existence. The Foundation will maintain its respective legal existence.

ARTICLE VI LIABILITY, EXCULPATION AND INDEMNIFICATION

Section 6.1 Liability. Except as otherwise provided by the Act, the debts, obligations and liabilities of the Foundation, whether arising in contract, tort or otherwise, will be solely the debts, obligations and liabilities of the Foundation, and no Covered Person will be obligated personally for any such debt, obligation or liability of the Foundation solely by reason of being a Covered Person.

Section 6.2 Exculpation. No Covered Person will be liable to the Foundation or any other Covered Person or Member for any loss, damage or claim incurred by reason of any act or omission performed or omitted by such Covered Person in good faith on behalf of the

Foundation, and in a manner believed to be within the scope of authority conferred on such Covered Person by these Bylaws, except that a Covered Person will be liable for any such loss, damage or claim which is found by a court of competent jurisdiction, not subject to further appeal, to have been incurred by reason of such Covered Person's gross negligence, willful misconduct or willful breach of these Bylaws.

Section 6.3 Standard of Care; Fiduciary Duties. Each Director, Officer or employee of the Foundation (i) is to perform his, her or its duties in good faith on behalf of the Foundation, in a manner that he, she or it reasonably believes to be within the scope of authority conferred upon such Director, Officer or employee, in a manner that such Director, Officer or employee reasonably believes to be in the best interests of the Foundation, and with such care as an ordinarily prudent person in a like position would use under similar circumstances, and, (ii) except to the extent expressly modified by these Bylaws, shall have the same fiduciary duties to the Foundation as a director or officer, as the case may be, of an Idaho nonprofit corporation would have to such nonprofit corporation under the Act, as the same may be amended from time to time.

Each Director, Officer or employee of the Foundation, in the performance of his, her or its duties, is entitled to rely in good faith on information, opinions, reports or other statements, including financial statements, books of account and other financial data, if prepared or presented by: (i) one or more other Directors, Officers or employees of the Foundation if the Person relying on the statements reasonably believes that the Person preparing or presenting the material is reliable and competent in that matter; or (ii) legal counsel, public accountants or other Persons as to matters that the Person relying on the statements reasonably believes are within the Person's professional or expert competence.

Section 6.4 Indemnification. To the fullest extent permitted by applicable law, a Covered Person will be entitled to indemnification from the Foundation for any loss, damage or claim incurred by such Covered Person by reason of any act or omission performed or omitted by such Covered Person in good faith on behalf of the Foundation and in a manner believed to be within the scope of authority conferred on such Covered Person by these Bylaws, except that no Covered Person will be entitled to be indemnified in respect of any loss, damage or claim which is found by a court of competent jurisdiction, not subject to further appeal, to have been incurred by such Covered Person by reason of such Covered Person's gross negligence, willful misconduct or willful breach of these Bylaws with respect to such acts or omissions provided, that any indemnity under this Section 6.4 will be provided out of and to the extent of Foundation assets only, and no Covered Person will have any personal liability on account thereof.

Section 6.5 Advancement of Expenses. To the fullest extent permitted by applicable law, expenses (including, without limitation, reasonable attorneys' fees, disbursements, fines and amounts paid in settlement) incurred by a Covered Person in defending any claim, demand, action, suit or proceeding relating to or arising out of such Covered Person's performance of such Covered Person's duties on behalf of the Foundation will, from time to time, be advanced

by the Foundation prior to the final disposition of such claim, demand, action, suit or proceeding, upon receipt by the Foundation of an undertaking by or on behalf of such Covered Person to repay such amount if it is ultimately determined by a court of competent jurisdiction, not subject to further appeal, that such Covered Person is not entitled to be indemnified as authorized in this Article VI.

Section 6.6 Indemnification Severability. To the fullest extent permitted by applicable law, if any portion of this Article VI is invalidated on any ground by any court of competent jurisdiction, then the Foundation will nevertheless indemnify each Covered Person as to costs, charges and expenses (including reasonable attorneys' fees), judgments, fines and amounts paid in settlement with respect to any action, suit or proceeding, whether civil, criminal, administrative or investigative, including an action by or in the right of the Foundation, to the fullest extent permitted by any applicable portion of this Article VI that has not been invalidated.

ARTICLE VII DISSOLUTION, LIQUIDATION AND TERMINATION

Section 7.1 Dissolving Events. The Foundation will be dissolved and its affairs wound up in the manner hereinafter provided upon the happening of any of the following events:

The Sole Member elects to dissolve the Foundation pursuant to Section 4.4(c);

The sale or liquidation of all, or substantially all, of the Foundation's assets pursuant to Section 4.4(C);

The bankruptcy of the Foundation; or

The occurrence of any event which, under applicable law, would cause the dissolution of the Foundation; provided, however, that, unless required by applicable law, the Foundation will not be wound up as a result of any such event and the business of the Foundation will continue.

Section 7.2 Dissolution and Winding-Up. Upon the dissolution of the Foundation, the assets of the Foundation will be liquidated or distributed under the direction of, and to the extent determined by, the Board of Directors in accordance with the provisions of the Articles and .

Section 7.3 Termination. The Foundation will terminate when the winding up of the Foundation's affairs has been completed, all of the assets of the Foundation have been distributed, and the Articles has been canceled, all in accordance with the Act.

Section 7.4 No Personal Liability. The Directors shall be not personally liable for any debts, liabilities or obligations of the Foundation, whether to the Foundation or to the creditors of the Foundation.

ARTICLE VIII
MISCELLANEOUS

Section 8.1 Notices. All notices, requests, demands and other communications (collectively, "Notices") given pursuant to these Bylaws shall be in writing, and shall be delivered by personal service, courier, facsimile transmission (which must be confirmed), electronic mail transmission (which must be confirmed) or by United States first class, registered or certified mail, postage prepaid, to the addresses, facsimile numbers and/or electronic mail addresses set forth in the Foundation's files. All Notices shall be deemed given when received.

Section 8.2 Headings. Captions contained in these Bylaws are inserted only as a matter of convenience and in no way define, limit or extend the scope or intent of these Bylaws or any provision thereof.

Section 8.3 Severability. Whenever possible, each provision of these Bylaws shall be interpreted in such manner as to be effective and valid under applicable law, but if any provision of these Bylaws, or the application of such provision to any Person or circumstances shall be held invalid, the remainder of these Bylaws, or the application of such provision to Persons or circumstances other than those to which it is held invalid, shall not be affected hereby.

Section 8.4 Amendments. New Bylaws may be adopted or these Bylaws may be amended or repealed by a majority vote of the Board. Whenever any amendment or new Bylaws are adopted, copies shall be placed in the Book of Bylaws with the original Bylaws. If any Bylaws are repealed, the fact of the repeal with the date of the meeting at which the repeal was enacted must be stated in the book and until so stated, the repeal must not take effect. Whenever any provision of the Bylaws is either amended or repealed, a marginal note shall be made thereon indicating the place or page where the amendment or repeal may be found.

Section 8.5 Governing Law. These Bylaws and the rights of the parties hereunder shall be governed by and interpreted in accordance with the laws of the State of Idaho. All terms used herein shall have the meaning given them under the Act, as such may be amended from time to time, except as otherwise provided herein.

CERTIFICATE OF BYLAWS

I certify that I am the initial chairman of the board of Elevate Academy Foundation, Inc., an Idaho Nonprofit Corporation, and that the foregoing Bylaws constitute the Bylaws of such corporation.

IN WITNESS WHEREOF, I have signed my name to this Certificate.

By: Kelley Foreman
Name: Kelley Foreman
Title: Chairman of the Board

EXHIBIT A-1

DIRECTORS

Date of Exhibit A-1: As of November 19, 2020

Name and Address
Kellie Foreman 21395 Chicago St. Caldwell, ID 83607
Brad Ward 2421 Windsor Dr. Caldwell, ID 83605
Erick Bullock 15701 Palomino Ln. Murphy, ID 83650
Amy Rojas 1215 Fillmore St. Caldwell ID 83605
Becki Woodbury 1885 W. Sheep Hill Ct. Meridian, ID 83646
Amia Vicandi Bow 222 N. 12 th Ave Caldwell, ID 83606
Brooke Stevenson 2301 Nordic Ave. Middleton, ID 83644



STATE OF IDAHO

Lawrence Denney | Secretary of State

Business Office

450 North 4th Street

PO Box 83720

Boise, ID 83720

Elevate Academy Foundation, Inc.
114 W CHICAGO ST
CALDWELL, ID 83605-3202

November 18, 2020

Filing Acknowledgment

Please review the filing information below and notify our office immediately of any discrepancies.

File #:	4070381	Filing Date:	11/18/2020
Filing Type:	Non-Profit Corporation (D)	Annual Report Due:	11/30/2021
Status:	Active-Good Standing	Image #:	80554-9500
Duration Term:	Perpetual	Receipt #:	000408788

Registered Agent:

DARREN URANGA
23802 GARRETT RANCH WAY
WILDER, ID 83676

Mailing Address:

114 W CHICAGO ST
CALDWELL, ID 83605-3202

Congratulations on the successful filing of your **Articles of Incorporation Non-Profit** for **Elevate Academy Foundation, Inc.** in the state of Idaho on the date shown above.

You must file an Annual Report with this office on or before the Annual Report Due Date noted above and maintain a Registered Office and Registered Agent. Failure to do so will subject the business to Administrative Dissolution/Revocation.

Lawrence Denney
Idaho Secretary of State

Processed By: Business Division

Phone: 208-334-2301 * Email: business@sos.idaho.gov * Website: sosbiz.idaho.gov

BYLAWS OF ELEVATE ACADEMY, INC.

1. Name and offices

1. Name

The name of the corporation shall be Elevate Academy, Inc.

2. Mission and Vision

Vision: Community focused, rigorous, personalized education for all.

Mission: **Engage** students in meaningful education that will contribute to success in their future career, **Ignite** a passion within each student to lead their life in a positive direction, **Inspire** students to become engaged, contributing members of their community.

3. Principal office

The principal office of the corporation shall be located in Canyon County, Idaho. The Corporation may have such other offices, either within or without the State of Idaho, as the Board of Directors may designate or as the business of the corporation may require from time to time.

4. Registered office

The registered office of the corporation required by the Idaho Business Corporation Act to be maintained in the State of Idaho may be, but need not be, identical with the principal office in the State of Idaho, and the address of the registered office may be changed from time to time by the board of directors.

5. Purpose

The corporation is organized and shall be operated exclusively for the specific purposes set forth in the corporation's Articles of Incorporation, namely educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code.

2. Board of Directors

1. General powers

The business and affairs of the corporation shall be managed by its Board of Directors.

2. Number, tenure and qualification

The number of directors of the corporation shall consist of not less than 5 nor more than 9 persons and each directorship shall have a numerical designation as follows: Director 1, Director 2, Director 3 and so on. The number of directors serving on the Board of Directors may be increased from time to time by resolution adopted at a regular or special meeting of the Board of Directors. During the initial year of operation, the Board shall be comprised of the Directors listed in the Articles of Incorporation and any other Directors elected by the then current Board or appointed in accordance with these bylaws.

The Directors stated in the Articles shall hold office until the 2020 annual meeting of the Board of Directors, or until they shall have appointed successors, whichever shall first occur, or until their earlier death, resignation, or removal. The Directors stated in the Articles may, at any time prior to the 2020 annual meeting of the Board of Directors, appoint successors and/or additional directors up to the

maximum number of directors allowed under these Bylaws and such directors shall serve until the 2020 annual meeting of the corporation.

Thereafter, all directors shall serve until replaced by a duly elected replacement or otherwise removed pursuant to these Bylaws. The term of service between elections shall be a term of 3 years except that for Directors serving from the date of the 2019 annual meeting of the Board of Directors, whose seats shall be staggered to ensure staggered transitions going forward. After the initial term of each seat, directors shall serve for a term of 3 years so that up to, but no more than, 3 directors may be replaced each year at the annual meeting of the Corporation as set forth in these Bylaws.

3. Election of Directors

During the initial year of operations, the Board shall consist of those Directors appointed pursuant to the terms of these Bylaws. After the initial year of operations Directors will continue to be appointed by a majority vote of Directors Elevate Academy's annual meeting or as needed as per Board-approved nominating policy.

4. Vacancies

Any vacancy occurring in the Board of Directors may be filled by the affirmative vote of a majority of the remaining directors though less than a quorum of the Board of Directors. A Director elected to fill a vacancy shall be elected for the un-expired term of his/her predecessor in office. Any directorship to be filled by reason of an increase in the number of directors may be filled by election by the Board of Directors for a term of office continuing only until the next election of directors.

5. Compensation

By resolution of the Board of Directors, each director may be paid his/her expenses, if any, of attendance at each meeting of the Board of Directors. There shall be no salary or fixed sum paid to any director other than expenses of attending meetings or other authorized functions.

6. Presumption of assent

A Director of the Corporation who is present at a meeting of the Board of Directors at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless his/her dissent shall be entered in the minutes of the meeting or unless he/she shall file his/her written dissent to such action with the person acting as the secretary of the meeting before the adjournment thereof or shall forward such dissent by registered mail to the Secretary of the Corporation immediately after the adjournment of the meeting. Such right to dissent shall not apply to a director who voted in favor of such action.

7. Removal of Director

Any board member may be removed with or without cause by majority vote of the board. A Director may be removed only at a meeting of the Board of Directors called for the purpose of removing one or more Director(s). Any vacancy in the Board of Directors caused by removal, death, resignation, or an increase in the number of Directors by reason of amendment of the Bylaws shall be filled as specified in Section 2.4 herein.

8. Meetings by telephone / Internet

Members of the Board of Directors or any Committee may participate in a meeting of the Board or Committee by means of conference telephone, online video chat, or similar communications equipment by which all persons participating in the meeting can hear each other at the same time as allowed through the state open meetings laws. Such participation shall constitute presence in person at the meeting. As public must be able to attend phone meetings, at least one Board member must be present at the posted meeting location.

9. Committees

The Board of Directors may create one or more committees and appoint members of the Board of Directors to chair them. Members of the committees other than the chairperson need not be directors. Each committee may have two or more members, who shall serve at the pleasure of the Board of Directors. The provisions of this Article which govern meetings, action without meetings, and quorum and voting requirements of the Board of Directors, shall apply to committees and their members as well.

3. Board Meetings

1. Annual meeting

The annual meeting of the Board of Directors shall be held at the time and date established by the Board of Directors. In the absence of a designation from the Board of Directors, the annual meeting shall be held on the 2nd Tuesday in November. The failure to hold the meeting at the time stated shall not affect the validity of any corporate action.

2. Regular meetings

The Board of Directors may establish, by action at a meeting or unanimous written consent, the time and place for holding subsequent regular meetings of the Board of Directors and they shall be held without the need of further notice. Agenda's for regular meetings will be posted for the public to review a minimum of 24 hours before the scheduled board meeting.

3. Special meetings

Special meetings of the Board of Directors may be called by or at the request of the president or at least 2 directors. The person or persons authorized to call special meetings of the Board of Directors shall fix any place, either within or without the State of Idaho, as the place for holding any special meeting of the Board of Directors called by them.

4. Public Meetings

Except as otherwise set forth in these Bylaws, all meetings shall be open to the public. Pursuant to Title 33, Chapter 52 of the Idaho Code, all other provisions of Title 67, Chapter 23 of the Idaho Code shall be applicable to meetings called by the Directors of the Corporation in the same manner that a traditional school and the boards of trustees are subject to those provisions.

5. Notice and Agendas

Not less than 24 hours prior to any regular meeting, including the annual meeting of the Board of Directors, agenda notice shall be published. Agenda items may be added subsequent to notice provided a good faith effort was made to include all known agenda items in the published notice at the time of its publication.

Notice of any special meeting shall be given at least 24 hours prior thereto by written notice, which could include text message, e-mail, fax or letter (either mailed or personally delivered) at his/her mailing address. If mailed, such notice shall be deemed to be delivered when deposited in the United States mail, so addressed, with postage thereon prepaid. Any e-mail is deemed to be delivered the day it was sent. Any director may waive notice of any meeting. The attendance of a director at a meeting shall constitute a waiver of notice of such meeting, except where a director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. Neither the business to be transacted at, nor the purpose of, any regular or special meeting of the board of directors' need be specified in the notice or waiver of notice of such meeting.

6. Quorum

A majority of the number of directors then in office shall constitute a quorum for the transaction of business at any meeting of the board of directors, but if less than such majority is present at a meeting, a majority of the directors' present may adjourn the meeting without further notice.

7. Manner of taking action

The act of the majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors. Action required or permitted to be taken by the laws of the State of Idaho at a meeting of the Board of Directors may be taken without a meeting. If all the Directors consent to taking such action without a meeting, the affirmative vote of all of the Directors shall be the act of the Board. The action must be evidenced by one (1) or more written consents describing the action taken, signed by each Director in one (1) or more counterparts, indicating each signing Director's vote or abstention on the action, and included in the minutes or filed with the corporate records reflecting the action taken. Action taken under this section shall be effective when the last Director signs the consent, unless the consent specifies a different effective date. A consent signed under the section shall have the effect of a meeting vote and may be described as such in any document.

8. Meeting Minutes

Written minutes shall be maintained at all meetings of the Board of Directors. Neither a full transcript nor a recording of the meeting is required. Minutes shall be available to the public within a reasonable time after the meeting, including: (a) Members of the Directors present; (b) Motions, resolutions, orders, or ordinances proposed and their disposition; (c) Results of all votes. Minutes of any executive sessions held by the Directors of the Corporation under Title 67, Chapter 23 of the Idaho Code may be limited to material, the disclosure of which is not inconsistent with the provisions of section 67-2345, Idaho Code, but must contain sufficient detail to convey the general tenor of the meeting.

9. Executive Sessions

Executive sessions, closed to any persons for deliberation on specified matters, may be held by the Board of Directors for those reasons outlined and specified in Title 67, Chapter 23 of the Idaho Code. Unless otherwise allowed by law, no Director may disclose the content of an executive session to an outside source.

4. Officers

1. Numbers

In addition to the Board Chair and Board Vice Chair identified in Section 2, the officers of the corporation shall a treasurer. In the discretion of the Board of Directors, Vice-Chair (the number thereof to be determined by the Board of Directors) may be elected by the Board of Directors. Such other officers and assistant officers as may be deemed necessary may be elected or appointed by the Board of Directors. Any two or more offices may be held by the same person, except the offices of Board Chair and Treasurer.

2. Election and term of office

The officers of the corporation shall be selected from the members of the Board of Directors and shall be elected annually by the Board of Directors at the annual meeting of the Board of Directors held after the annual meeting of the stakeholders of the Corporation. The initial Board of Directors shall select initial officers who shall serve until the first annual meeting. If the election of officers shall not be held at such meeting, such election shall be held as soon thereafter as conveniently may be. Each officer shall hold

office until his/her successor shall have been duly elected and shall have qualified or until his/her death or until he/she shall resign or shall have been removed in the manner hereinafter provided.

3. Removal

Any officer or agent may be removed by the Board of Directors whenever, in its judgment, the best interests of the corporation will be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the person so removed. Election or appointment of an officer or agent shall not of itself create contract rights.

4. Vacancies

A vacancy in any office because of death, resignation, removal, disqualification or otherwise, may be filled by the Board of Directors for the un-expired portion of the term.

5. Chair

At its annual meeting, the Board of Directors shall elect from among its members a Board Chair who shall, when present, preside at all meetings of the Board of Directors and ensure the Board of Directors follows appropriate parliamentary procedures. The Chair shall be the principal executive officer of the corporation and, subject to the control of the Board of Directors, shall be responsible to establish the agenda for all meetings of the stakeholders of the Corporation and all meetings of the Board of Directors and ensure that all participants in such meetings have access to the materials necessary to their participation. The Chair shall serve as the chief liaison between the Board of Directors and the school administration and as the primary signing agent for all official board documents. The Chair shall also be responsible to ensure compliance by the Board of Directors with the performance certificate, the board manual, if any, and these corporate Bylaws.

6. Vice Chair

In the absence of the Chair or in the event of his/her death, inability or refusal to act, the Vice Chair, if any, or in the event there be more than one Vice Chair, the Vice Chairs in the order designated at the time of their election, (or in the absence of any designation, then in the order of their election) shall perform the duties of the Chair, and when so acting, shall have all the powers of and be subject to all the restrictions upon the Chair.

7. Secretary

The Secretary shall: (a) keep the minutes of the proceedings of the members and of the Board of Directors in one (1) or more books provided for that purpose; (b) see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law; (c) be custodian of the corporate records, excepting the financial records; (d) keep a register of the post office address of each board member which shall be furnished to the secretary by such board member; and (e) in general perform all duties incident to the office of secretary.

8. Treasurer

The Treasurer shall: (a) serve as custodian of all financial records and inventory lists of the corporation; (b) track and record deposits from any source whatsoever in the name of the Corporation in such banks, trust companies or other depositories as shall be selected in accordance with the provisions of Article III of these bylaws; (c) serve as the chief liaison with the business manager for the school; and (d) in general perform all of the duties incident to the office of treasurer.

9. Salaries

Unless otherwise determined by action of the Board in a properly notice meeting or by written consent, the officers shall serve without compensation other than reimbursement for expenses.

5. Contracts, loans, checks, and deposits

1. Contracts

The Board of Directors may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

2. Loans

No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board of Directors. Such authority may be general or confined to specific instances.

3. Checks, drafts, etc.

All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation, shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board of Directors.

4. Deposits

All funds of the Corporation shall be deposited from time to time to the credit of the Corporation and in such banks, trust companies or other depositories as the Board of Directors may select.

6. Fiscal year

The fiscal year of the Corporation shall begin on July 1 and shall end on June 30.

7. No private inurement

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its directors, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in the Articles of Incorporation. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provisions, the corporation shall not carry on any other activities not permitted to be carried on

- (a) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, as amended; or
- (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, as amended.

8. Corporate seal

The corporation shall not have a corporate seal.

9. Waiver of notice

Whenever any notice is required to be given to any member of the Board of Directors of the corporation under the provisions of these Bylaws or under the provisions of the Act, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice.

10. Amendments

These Bylaws may be altered, amended or repealed and new Bylaws may be adopted by a majority vote of the Board of Directors at any regular or special meeting. Bylaw amendments must also be approved by the Idaho Public Charter School Commission.

11. Indemnification

The corporation shall indemnify its directors, officers, employees and agents fully permitted under Idaho Code 30-3-88.

12. Dissolution

Upon dissolution, and once appropriate assets have been used to pay creditors, the school will donate or redistribute the remaining assets to the Public School Income Fund or other non-profits, in accordance with the requirements of Idaho Code 33-5212(2). Any assets bought with federal funds will be returned to the Idaho Public Charter School Commission and will not be used to pay creditors.

13. Severability

The invalidity of any provision of these bylaws shall not affect the other provisions.

Appendix C: Board of Directors & Petitioning Group

Elevate Academy, Inc. Board of Director

Board Member Name	Career Connection	Law, Compliance Operations	Real Estate Facilities	Strategy	Accounting Finance	Business Management	Politics External Relations	Years of Service	Current Term
Deidre Walters	x			x		x	x	From 9/1/2024	6/4/2025-6/4/2027
Amy Rojas Vice Chair	x	x			x		x	From 12/10/18	6/4/2025-6/4/2027
Adolfo Valdez	x		x	x	x	x		From 10/18/2021	6/4/2025-6/4/2027
Gilbert Longoria	x	x					x	From 3/1/2023	6/4/2025-6/4/2027

Erik Bullock Chair							x	From 5/13/2019	6/4/2025- 6/4/2027
Brooke Stevenson	x		x					From 5/13/2019	6/4/2025- 6/4/2027
Becki Woodbury Treasurer	x			x			x	From 9/21/2020	6/4/2025- 6/4/2027

Becki Woodbury, Treasurer. is the Executive Director of CLM Marketing in Boise, Idaho. Becki has 20 years of experience in marketing and advertising leadership, including 14 years at CLM. She has worked on business, marketing and media strategy for a wide array of clients in industries including retail, healthcare, financial, manufacturing, mining, entertainment, hospitality, automotive and gaming. Her clients have been local, regional and national in scope. In her role at CLM, Becki has been instrumental in helping the Idaho Lottery return the largest to-date dividend to the State of Idaho and was on the team that helped grow Idaho Central Credit Union from hundreds of millions in assets to billions in assets. She pioneered the CLM embedded-team model that seasonally manages Western Idaho Fair's award-winning marketing and advertising programs. She worked extensively with Pizza Hut across many markets throughout the West to test concepts and promotions for National rollout. Becki is an analytic with a knack for numbers, but she often uses non-traditional methodologies to find solutions.

Erik Bullock, Chair, is a highly successful and visionary YMCA Team Leader. He demonstrates exceptional skills through program progression, staff training and management, fundraising, and nurturing community relations. Erik has a passion for enhancing youth development, establishing community relationships, and elevating the overall experience. Eric

has experience in staff hiring, training, fiscal management, volunteer recruitment, marketing, fundraising, facility management, and overall program delivery. Known for integrity and character, developing staff, and producing quality programs that are engaging and align with the mission. Erik is visible and highly regarded in the community as a devoted servant and respected YMCA leader.

Amy Rojas, Vice Board Chair, is the owner and book keeper for Nu Look carwash in Ontario, Oregon and has been a lifelong Caldwell, Idaho resident. Amy has served in the capacity of School Board chairman for the Caldwell School District and has years of experience managing a large district with multi schools. Amy understands the needs of the at-risk students and engages all of the community to ensure all voices are being heard. Amy has a strong business foundation and as a business owner contributes to the Elevate Board through her experience as an owner and a community minded person.

Deidre Walters is the Assistant Vice President of Development at The College of Idaho, where she started in 2015 as the Director of Special Events. In her current role, she is responsible for developing and executing development strategies, all major fundraising events and managing the development team. Before arriving at CoId, Deidre worked at the Nampa Civic Center for eight years, most recently as the Operations Manager where she supervised the floor and facility staff to maximize efficiencies and revenue. Deidre also serves as the treasurer for the Canyon County Festival of Trees, a volunteer board that raises funds for Canyon County Meals on Wheels programs. In her spare time, Deidre enjoys being outdoors, cooking, bourbon tasting and spending time with her three grown children.

Brooke Stevenson is a team-oriented detailing manager dedicated to being a leader in the Structural Steel industry by producing an innovative top quality product. Driven to utilize cutting edge technology and a continual desire to learn new and more efficient practices with the specialized real-world knowledge in the steel fabrication industry. In her role at Rule Steel she is tasked to manage and train the detailing staff of 11 to follow industry protocols, standards and practices. Collaborate with design teams on design-build projects, delivering cost effective processes and procedures that positively affect the overall construction process. Continually integrate cutting edge technology with a focus of keeping her division ahead of the competition. Brooke also takes on client development and education on the company capabilities. Projects Brooke has led include: Micron Building 50, Micron Nano-Fab, Zion Bank 18 Story Tower – 8th & Main, JUMP (Jacks Urban Meeting Place), Chobani Yogurt Plant, Melaleuca WHQ, City Center Plaza, Simplot WHQ, Scentsy WHQ.

Gilbert Longoria Gilbert Longoria is the longest tenured member of the Canyon County Sheriff's Department.

He has been with the department for 33 years. Gilbert is the lead community liaison for the department and engages business and the community creating partnerships that benefit all. Gilbert is the leader of “shop with a cop” a program that has been running for 19 years and serves the underserved children of Canyon County.

Ado Valdez is a process manager for Nunhems USA Inc. BASF. He is tasked with managing three departments in the seed processing facility. He has expertise with managing people, facility development, and budget managing. Ado understands working within policy and procedures based on corporate organization. In addition to managing Nunhems Ado has been a business owner and operator and managed his own site within the company. He is a people person, a solid communicator who pays attention to detail. He has a keen understanding for budgeting and finance. He is a family oriented person that enjoys being outdoors with his family. He coaches baseball and basketball and volunteers throughout the community.

Elevate AcademyNetwork Founders

Monica White

Co-Founder & CEO, Elevate Academy Network

Monica White is a visionary educator with over 25 years of experience across diverse K-12 settings—spanning teaching, coaching, school administration, and district leadership. In 2019, alongside fellow educator Matt Strong and as part of the Idaho New School Fellowship, she co-founded Elevate Academy in Caldwell, a year-round, career-technical public charter school designed to reengage at-risk students through hands-on learning and a supportive community. As CEO of the rapidly growing Elevate Academy Network, Monica champions a model that merges core academics with career technical education, from culinary arts to manufacturing, with the goal of preparing students for meaningful, gainful employment upon graduation. Under her leadership, Elevate has expanded to multiple locations across Idaho—including Caldwell, Nampa, Post Falls, Idaho Falls, Twin Falls and soon Kuna—serving more than 1,700 students and counting.

Driven by her conviction that “there is genius in all of us,” Monica builds an educational culture centered on empathy, empowerment, and restoration. She leverages Spark Brilliance for Educators—a program she co-created—to combat teacher burnout and promote sustainable, trust-based school environments. Through this approach, Monica has fostered enriching learning spaces where students are supported holistically—academically, emotionally, and socially.

Monica earned an Ed.S. in Educational Leadership from the University of Idaho and is a frequent speaker on blended academic-career technical education models. As executive director and board member of the Idaho Charter School Association, she

continues to influence state-level policy and support for charter innovation

Matt Strong

Matt Strong has been an educator since 1995. His tenure includes time at Weiser Middle School, Skyview High School and Caldwell High School before becoming the assistant principal at Canyon Springs High School. Matt has been deeply involved in athletics; coaching football at every level, including his current position as an assistant football coach at the College of Idaho. He was formerly a District 3 basketball referee. Matt is very community minded and serves with Caldwell Proud, a community improvement organization, and Go Purple, a College/Community collaboration initiative. As an assistant principal, Matt has been an instrumental part in transforming Canyon Springs High School from a school in need of restructuring to a school that has become a model throughout the state of Idaho.

Matt is a master at working with and reaching at-risk students. He has a gift for making them believe in their potential, and providing them the opportunity and resources necessary to reach it. Matt's strengths lie in community relations and recruitment, classroom management and school culture.

Matt is Co-Founder of [Elevate Academy](#), a network of charter schools. Which trains highly-skilled, employable workers that meet the needs of Idaho industry and business, while empowering students to be leaders in their own lives. Matt has been on the ground floor of starting 4 Elevate Academy Schools throughout Idaho.

Elevate Academy Kuna Founder

John Rezendes

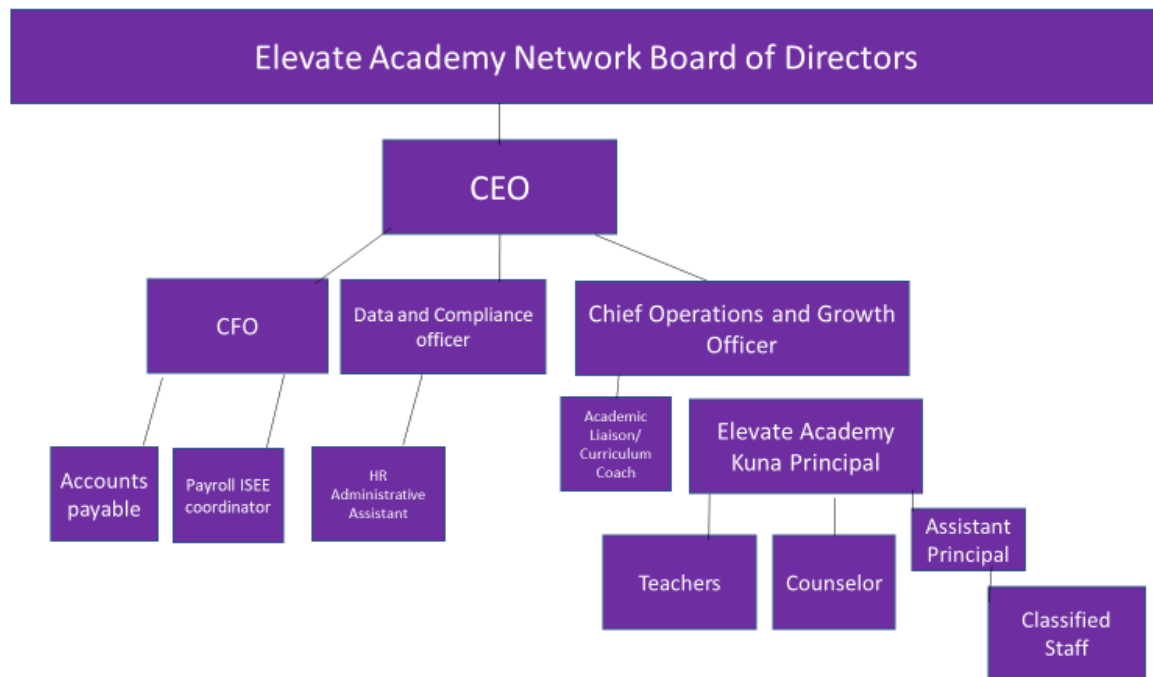
John Rezendes is a dedicated educator with over a decade of experience serving Idaho's students across athletics, special education, and ELA classrooms. Beginning his career in coaching at Bishop Kelly, John transitioned into teaching and coaching baseball at Caldwell High School, where he spent 7 years working in both resource and co-taught special education settings, as well as leading ELA instruction for grades 9–12, serving learners with a wide range of needs.

John joined Elevate Academy Caldwell in 2022, where he contributed to the school's mission of re-engaging students through hands-on, career-focused education. Now serving as the founding principal of Elevate Academy Kuna, John brings a student-first mindset rooted in high expectations, relationships, and opportunity.

At Elevate Kuna, John will lead with a commitment to cultivating a school culture grounded in relationships, tough love, and collective efficacy. He works closely with staff and families to ensure students are supported both academically and emotionally, and that every learner has a clear path to graduation and career readiness.

He is passionate about restoring student belief, modeling resilience, and leading with purpose as Elevate Kuna opens its doors to the next generation of Idaho learners through community driven education through our career technical focus. .

Appendix D: School Administration Org Chart & Elevate Academy Inc. Roles/Responsibilities (Rapid Framework)



“RAPID” Framework Overview



Recommend. “R” stands for “recommender”—the person who initiates or drives the process. The “R” is the “go to” person who sticks with the process from start to finish, ensures that others understand what they need to do, and keeps things moving along. In other words, the “R” does most of the work to secure the decision.

Agree. “A” stands for an individual who needs to “agree with” or “approve” a recommendation. An “A” is essentially an “I” with more power; an “A” has a stronger voice during the recommendation process. An “A” who raises concerns with a proposal must work with the recommender to develop an alternative or elevate the issue to the person who will decide. Generally, the more people with an “A,” the more time and effort it takes to make a decision.

Perform. “P” stands for “perform.” “Ps” are the people who carry out the decision once it has been made.

Input. “I” stands for “input.” An “I” must be consulted on a recommendation before a decision is made. Although an “I” has the right to be heard, he or she does not have a vote or a veto. Including someone as an “I” says that the organization values the facts and perspectives he or she brings to the decision.

Decide. “D” means “decide.” The “D” has final authority and is the only individual who can commit the organization to action. Generally, the D is one person.

“RAPID” Framework: Part Two



Domain	Function	CEO/CAO	CGO	COO	CFO	Principals	Board	Notes
Operations	Data Collection & Management	D		RP		P		
	Facilities Management					RDP		
	Safety (Safe School)					RDP		
	Technology (Google, LIFT, Infinite Campus)	D		RP		P		
	School Start-Up	RDP	P	P	P	P		
	Transportation Implementation	A		RD		P		
	Food Service Implementation	A		RD		P		
	Federal Programs Implementation	A		RD		P		
	ISEE Implementation	A		RD		P		
	Compliance and Reporting	A		RDP				
	School Look (uniforms, mascots, logo, etc.)	A		RDP		P		
	Alumni Tracking			RDP		P		
	Legal Matters	A		RDP				

“RAPID” Framework: Part Three



Domain	Function	CEO/CAO	CGO	COO	CFO	Principals	Board	Notes
People	Teacher Recruiting	RDP				PI		
	Teacher Onboarding	RDP				PI		
	Teacher Hire/Fire/Management					RDP		
	Principal Hire/Fire/Management	RDP						
	Other School Staff Hire/Fire/Management					RDP		
	Central Staff Hire/Fire/Management	RDP						
	CEO Hire/Fire						RDP	
	School Org Chart					RDP		
	Central Org Chart	RDP						
	Teacher Professional Development					RDP		
	Teacher Evaluation					RDP		
	Setting Compensation					RDP		
	HR policies and procedures							TBD

“RAPID” Framework: Part Four



Domain	Function	CEO/CAO	CGO	COO	CFO	Principal s	Board	Notes
Finance	School budgeting	D			RP	RP	A	
	Eagles Nest budgeting	D			RP		A	
	Facilities Financing	D			RP		A	
	Long-term planning	D			RP		A	
	Audit	D			RP		A	
	AP/AR/Bookkeeping				RDP			
External Relations	Board of Directors	RPD	I				A	
	Authorizing	D	RP					
	Branding/Marketing		RPD					
	Family Engagement					RPD		
	Student Recruiting					RPD		
	Industry Partnerships							TBD
	Fundraising	D	RP			RPD		
	Local Community Relations					RPD		
	Statewide Advocacy	D	RP					

Appendix F3: Timeline and Support for Facilities

Elevate Academy Kuna will follow the same timeline for facilities that all of the previous schools followed. We will start our preconstruction and financing in October, secure Financing by April. Start construction in Early June. This facility will be slightly different during the construction phase because the land will be delivered pad ready by Brighton Construction.

Appendix F4: Elevate Academy Action Research



STEP 1: MAP PROBLEM	SET FOCUS
<p>Idaho Career and Technical Education (CTE) Standards are written as general program standards and are lacking a clear progression for 6th-12th CTE Pathways.</p> <p>Elevate Academy is a free public charter school of choice for students who qualify as at risk, according to the State of Idaho's criteria, and are not finding success in a traditional education setting. Elevate Academy's mastery-based program is designed to align industry work with core academic subjects so that students will find purpose behind everything that is learned in the classroom.</p> <p>Having a crosswalk for CTE offerings and core academic subjects in the form of a 6th-12th learning progression will provide Elevate Academy students, families, and staff with a needed tool to determine relevant connections, learning growth, and mastery of essential skills.</p>	<p>The culture of Elevate Academy and the expectations in academic areas in the classroom, will be based on the Workforce Readiness Standards. In addition to industry certification, all students will be expected to graduate from Elevate Academy with their Workforce Readiness Certificate.</p> <p>Elevate Academy opened in the 2019-2020 school year with 320 students (67% Hispanic, 30% White, and 3% Other) and a staff of 40 (core teachers, CTE teachers, support staff). Elevate Academy provides free meals for all students, as 80% qualify for free/reduced.</p> <p>For the 2020-2021 school year, we will have 44 students in the 6th grade class. The 7th and 8th grade classes will be 66 students. The 9th, 10th, 11th grade classes will have 78 students. Elevate Academy will eventually carry 462 students. Our staff size allows for a 17:1 student/teacher ratio and provides opportunity to personalize and offer needed support for each student.</p>

STEP 2: FUNDS OF KNOWLEDGE	CLARIFY YOUR THEORY
<p>Elevate Academy offers both production and service CTE Pathways.</p> <p>CTE Production Pathways: Welding and Manufacturing, Construction, Culinary Arts, and Graphic Arts.</p> <p>CTE Service Pathways: Medical Arts, Criminal Justice, Firefighting (Land and Civic) and Business/Marketing.</p>	<p>The expectation at Elevate Academy is for all students to earn two Industry Certificates, along with their High School Diploma upon graduation, therefore the 6-12th grade CTE Program Standards and 6th-12th Idaho Content Standards will be aligned and incorporated into the hands-on learning opportunities for students. Resources and support will be offered to ensure mastery of these essential standards.</p>

STEP 3: TURN PROBLEM INTO A QUESTION
<p>What resource can serve as a 6th-12th grade learning progression that aligns CTE pathways (offered at Elevate Academy) and Idaho Content Standards?</p>
STEP 4: GATHER DATA
<p>https://cte.idaho.gov/</p> <p>https://cte.idaho.gov/assignment-manual-course-codes/</p> <p>https://www.sde.idaho.gov/academic/standards/</p> <p>https://nextsteps.idaho.gov/program-focus/education-career-pathways/</p> <p>https://sites.google.com/view/idaho-mastery-education/building-a-shared-vision/vision-for-a-k-12-grade</p>

STEP 5: SORT AND ANALYZE DATA
<p>We spent a lot of time navigating the above websites in order to bring clarity to the Idaho CTE and State Content Standards requirements. We found some outdated resources, and some that didn't align. After reaching out to SDE staff, studying Idaho Statute and IDAPA, we were able to begin alignment and create the 6th-12th learning progressions, specific to Elevate Academy's CTE offerings. Elevate Academy's 6th-12th Learning Progressions</p>

STEP 6: TELL THE STORY OF YOUR RESEARCH

Elevate Academy Middle School CTE Pathways

CTE Program Area	Elevate CTE Pathways	Science/Social Studies	6th Grade	7th Grade	8th Grade
Business Management & Marketing	Marketing	Social Studies	Computer Applications	Computer Applications	Computer Applications
Public Safety Education	Criminal Justice	Social Studies	6th Grade Criminal Justice	7th Grade Criminal Justice	8th Grade Criminal Justice
Skilled & Technical Sciences	Construction	Science	6th Grade Construction	7th Grade Construction	8th Grade Construction
Family & Consumer Sciences	Culinary Arts	Science	6th Grade Culinary Arts	7th Grade Culinary Arts	8th Grade Culinary Arts
Public Safety Education	Firefighting	Science	6th Grade Fire Science	7th Grade Fire Science	8th Grade Fire Science
Engineering					
Technology Education	Graphic Arts	Social Studies	6th Grade Graphic Arts	7th Grade Graphic Arts	8th Grade Graphic Arts
Skilled & Technical Sciences	Manufacturing - Welding	Social Studies	6th Grade Manufacturing	7th Grade Manufacturing	8th Grade Manufacturing
Health Professions	Medical Arts	Science	6th Grade Medical Arts	7th Grade Medical Arts	8th Grade Medical Arts
Skilled & Technical Sciences	Precision Machining	Science	6th Grade Precision Machining	7th Grade Precision Machining	8th Grade Precision Machining

Elevate Academy High School CTE Pathways

CTE Program Area	Elevate CTE Pathways	Science/Social Studies	9th Grade	10th Grade	11th Grade	12th Grade
Business Management & Marketing	Marketing	Social Studies	Business Computer Applications	Business Essentials	Marketing Economics	Business Marketing/School Based Enterprise
Public Safety Education	Criminal Justice	Social Studies	Orientation (10 wk)	Orientation (10 wk)	Law Enforcement, Detention Correction (40 wk)	Law Enforcement, Detention, Correction II (40 wk)
Skilled & Technical Sciences	Construction	Science	Residential A Level 1 (10 wk)	Residential B Level 1 (10 wk)	Residential II (3 wk), Residential 1 (10 wk)	Residential III (40 wk) - SRB
Family & Consumer Sciences	Culinary Arts	Science	Nutrition and Foods	Nutrition and Foods	Introduction to Culinary Arts - Food Program Management	Advanced Culinary Arts - SRB
Public Safety Education	Firefighting	Science	Orientation (10 wk)	Orientation (10 wk)	Essentials of Fire	Fire Fighting II
Engineering						
Technology Education	Graphic Arts	Social Studies	Media Technology Fundamentals A (10 wk)	Media Technology Fundamentals B (10 wk)	Graphic Communications I (20 wk) Graphic Communications II (20 wk)	Graphic Communications III- SRB
Skilled & Technical Sciences	Manufacturing - Welding	Social Studies	Welding Level 1A	Welding Level 1B	Welding Level 1C (10 wk) Welding II (30 wks)	Welding III (40 wks) - SRB
Health Professions	Medical Arts	Science	Fundamental Health	Fundamental Health (2 - 10 wk blocks) Mid-Term (1 block)	A & P (11th grade) Medical Terminology	Emergency Medical Technician- Capstone
Skilled & Technical Sciences	Precision Machining	Science	Precision Machining Level 1A	Precision Machining Level 1B	Precision Machining Level 2	Precision Machining Level 3

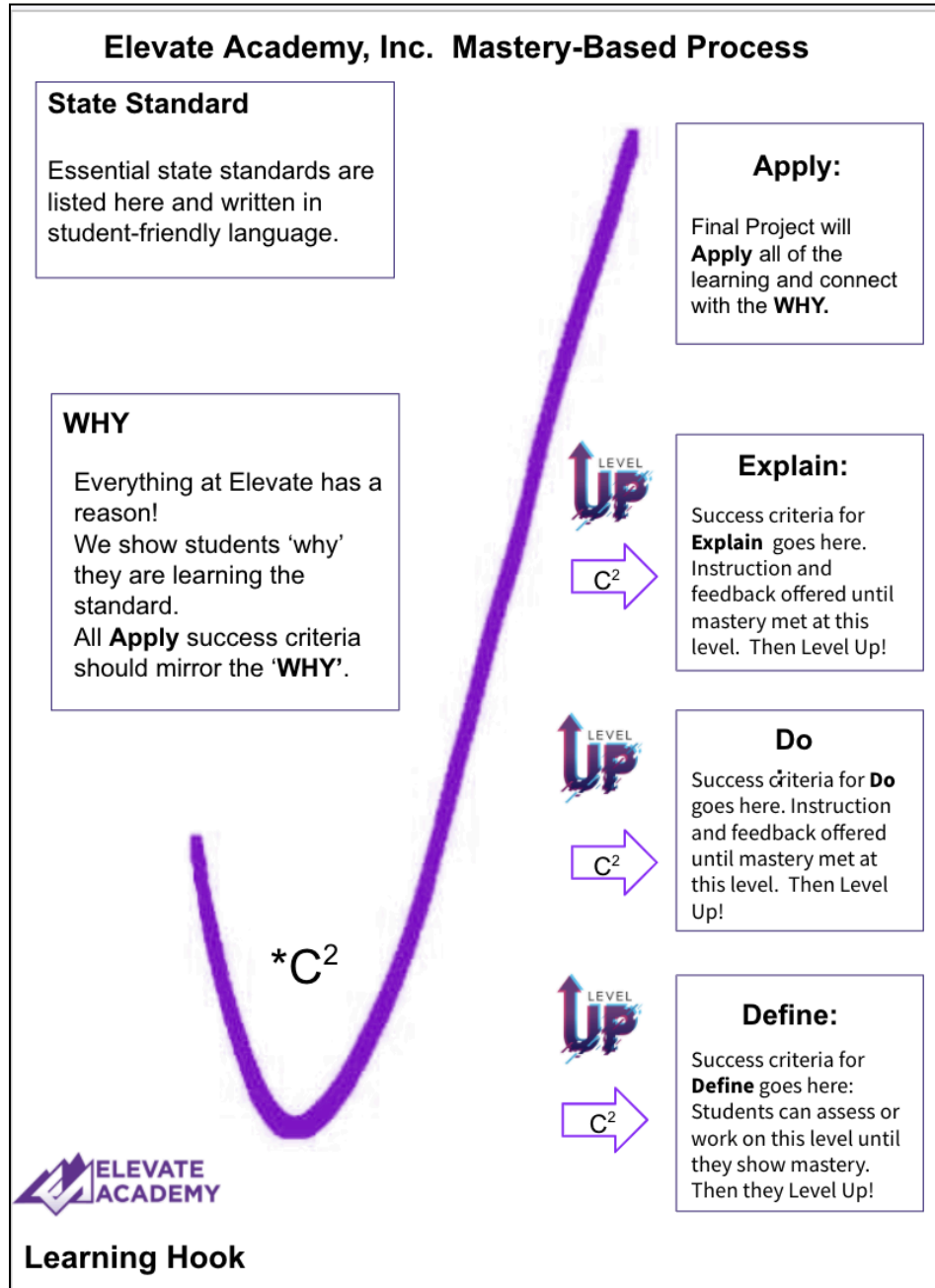
The visuals above show the 6th-12th CTE pathways for Elevate Academy. Each CTE Pathway has a live Google Spreadsheet that CTE teachers and Core Standards teachers are using to map out learning opportunities and projects. Having a resource, like the above, that shows the overarching expectations helps grade level teams to determine levels of mastery for all required standards. Required standards are student-facing and displayed in their Learning Management System, LIFT.

STEP 7: TAKE INFORMED ACTION AND ASK NEXT QUESTION

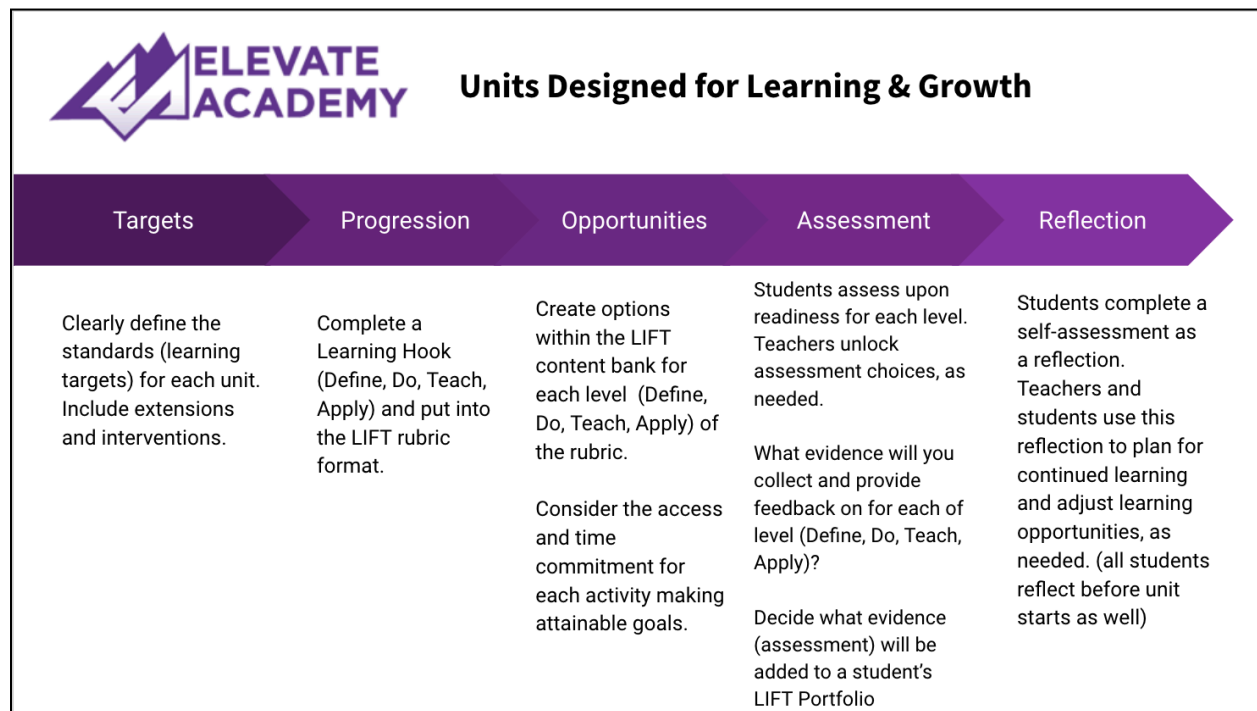
As Elevate Academy is mastery-based, opportunity and community driven, career tech focus, with an integrated purpose driven curriculum the 6th-12th grade CTE/Core Standards Learning Progression will provide the needed crosswalk to support our team with focusing on how to measure and provide feedback for individual student growth.

Elevate Academy's 2019-2020 Action Research has provided a 6th-12th grade learning progression that aligns with CTE pathways and Idaho Content Standards. Our next question will involve how we provide feedback and offer support along this learning progression.

Appendix F5: Elevate Academy Inc. Learning Hook and Learning Management System



Elevate Academy, Inc. Learning Management System - Unit Design



Appendix F6: Elevate Academy Network Academic Data 2024-2025

Full Academic Year Students: Fall to Spring Student Growth Percentiles. AEC campus goals are SGP of 40. This data supports our alignment with the new framework developed by the IPCSC. The National average on STAR at the time of setting the targets was an SGP of 30. We increased that goal by 10 SGP and as you can see by the data below as a network we are far exceeding those targets. Elevate Academy Kuna is monitored by the same measures to ensure quality.

Math Fall to Spring SGP's

School Year	2024 - 2025	
School Name	Count of Student Identifier	Average of Current SGP
☐ Elevate Academy - Nampa	293	50.49
☐ Elevate Academy Caldwell	313	55.65
☐ Elevate Academy East	226	41.64
☐ Elevate Academy North	205	50.04
Total	1037	50.28

ELA Fall to Spring SGP's

School Year	2024 - 2025	
School Name	Count of Student Identifier	Average of Current SGP
☐ Elevate Academy - Nampa	315	54.98
☐ Elevate Academy Caldwell	359	54.83
☐ Elevate Academy East	225	55.93
☐ Elevate Academy North	242	55.90
Total	1141	55.29

Full Academic Year Students: Spring Scaled Score Average by Grade

Grade Level	Average of Spring Scaled Score ELA	Average of Spring Scaled Score MATH
6	674.11	707.54
7	766.64	740.47
8	815.52	760.96
9	860.94	758.32
10	969.36	783.10
11	965.94	795.06
12	979.17	804.53

* National comparison for SGP and Scaled Score can be found at - <https://www.renaissance.com/resources/how-kids-are-performing/>


Appendix F7: NSR curriculum Sample

Table of Contents

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Pre-Unit Teacher Reflection	2
Define: I can define what a leader is.	2
Relationship Building - 1 Day	2
Scavenger hunt - 3 Days	3
Introduce NSR & Leadership Learning Hook: 1 Day	4
Define in Notebook - CHECKPOINT	5
Do: I can identify the behaviors, habits, and mannerisms of a leader.	6
Class Norms - 2 Days	6
Hook Review - 2 Days	8
Do in Notebook - CHECKPOINT	8
Explain: I can explain how my behaviors, habits and mannerisms create different outcomes.	9
Spark Brilliance - Discover - 2 Days	9
E + R = O - 2 Days	10
Choice Chart Review - 1 day	10
Explain in Notebook - CHECKPOINT	11
Apply: I can be accountable for my behaviors, habits, and mannerisms and reflect upon their impacts.	11
Mindmap - 1 Day	11
What is a Leader Article - 4 Days	12
Mind Map Revision - 2 Days	14
Apply in Notebook - CHECKPOINT	14
End of Module Reflections 2 Days	15
Post-Unit Teacher Reflection	16
Sample Schedule	16
Have a great activity or lesson?	16

Pre-Unit Teacher Reflection

Fill out the following reflection with your team before the module starts.

 Leadership Module Pre- Reflection

Appendix F8: Elevate Academy Inc. Integrated Purpose Driven Curriculum and Sample Schedules



Math-in-CTE Curriculum Map: Manufacturing (Welding)

CTE Course/Unit	CTE Concepts	Math Concepts	Common Core Math Standards Middle School	Common Core Math Standards High School
Tank Safety	Start up (shut down); 100% accuracy; 1/7 th rule; Adjust regulator; Max pressure; Dangers (hazards) (explosions, rupture); Tachometer analogy; Shielding gas mixtures	Reading gauges, scales; Finding numbers on a line (scale); Volume of cylinder; Order of operations; Lbs/ft ³ estimate; Vocabulary; Ratio-PSI; Percent; Multiplication	6.NS.2; 6.NS.3; 7.NS.1; 7.EE.3; 6.G.2; 6.G.3; 7.G.6; 8.G.9; 6.EE.2; 7.G.1; 6.RP.1; 6.RP.2; 6.RP.3; 7.RP.1; 7.RP.2; 7.RP.3	A.APR.1; A.APR.7; N.RN.3; N.Q.1; G.GMD.1; G.GMD.3; G.MG.2; G.MG.3
Grinder Safety	Keep hands out of the wheel; Drop wheel throw away; Check condition; Chunk off wheel; Cutting vs grinding; Know RPM; Match rpm to grinder	Circumference (diameter/ radius); Rpm to mph; Reaction time; Average each student (online reaction test); Change in size effects of speed at edge	6.NS.2; 6.NS.3; 7.NS.1; 7.EE.3; 6.G.1; 7.G.4; 7.G.6; 8.F.3	A.APR.1; A.APR.7; N.RN.3; N.Q.1; G.C0.5; G.GMD.1
Linear Measurement	Read to 1/16"; Read metric (millimeter, centimeter, meter); Estimating size	Reading a ruler; Reducing fractions; Equivalent fractions; Comparing fractions; Reasonable dimensions; Tolerance	6.NS.2; 6.NS.3; 7.NS.1; 7.EE.3; 6.NS.1; 6.EE.2; 7.NS.2; 7.NS.3	A.APR.1; A.APR.7; N.RN.3; N.Q.1; N.Q.3

manuf_weld_map_01

Manufacturing Curriculum Map

1

Sample Schedules

CTE Grade Level Progressions

CTE GRADE LEVEL PROGRESSION								
** CTE'S will have 11th and 12th graders all year, in addition to the grades below.								
	Aerospace	Business	Construction	Manufacturing/Welding	Culinary Arts	Technology	Medical Arts	Law Enforcement
MS Block 1A/HS Block 1	9th		10th	9th	6th	7th	8th	10th
MS Block 1B	9th	6th	10th	9th		8th	7th	10th
MS Block 2A/HS Block 2	7th	9th	8th		10th	9th	10th	6th
MS Block 2B	8th	9th	7th	6th	10th	9th	10th	
MS Block 3A/HS Block 3	10th	8th	9th	10th	7th		6th	9th
MS Block 3B	10th	7th	9th	10th	8th	6th		9th
MS Block 4A/HS Block 4	6th	10th		7th	9th	10th	9th	8th
MS Block 4B		10th	6th	8th	9th	10th	9th	7th

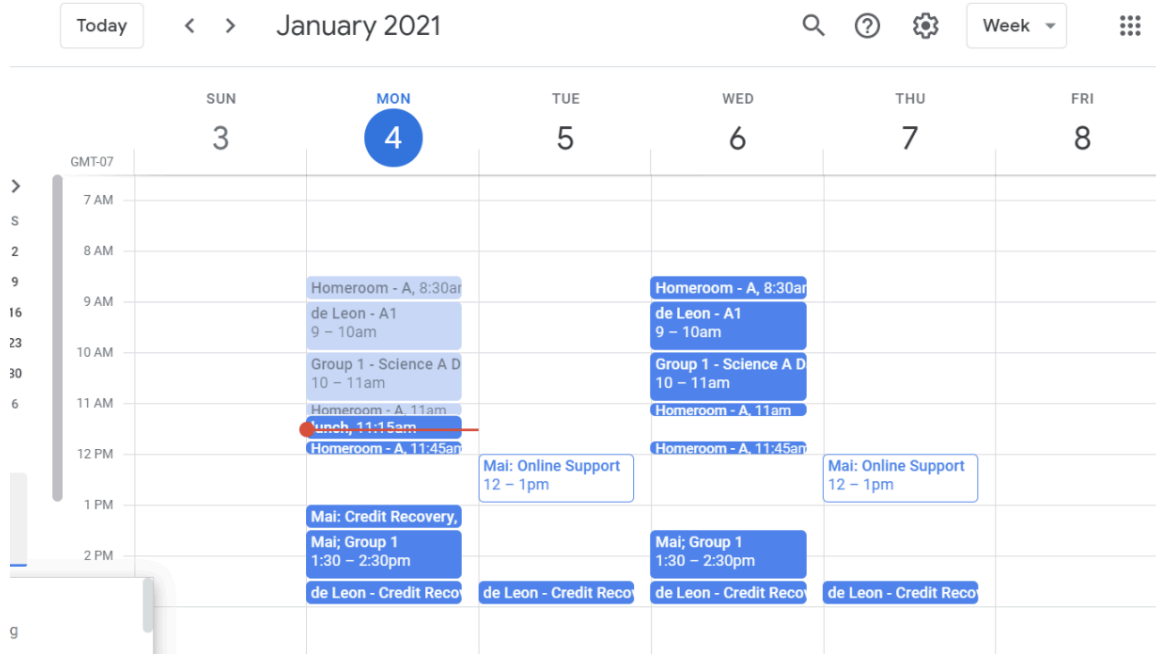
Middle School and High School - Sample Block Schedule

MIDDLE SCHOOL - SAMPLE SCHEDULE - OVERVIEW FOR CTE and CORE SUBJECTS										
MS Block 1A										
		6th Grade Teacher	6th Grade Teacher	7th Grade Teacher	7th Grade Teacher	7th Grade Teacher	8th Grade Teacher	8th Grade Teacher	8th Grade Teacher	
8:15 Homeroom	6th	6th	7th	7th	7th	8th	8th	8th		
9:05 Shift 1	Cul Math 6	Cul ELA 6	CJ History 7	CJ ELA 7	CJ Math 7	EMT ELA 8	EMT Sci 8	EMT Math 8		
10:08 Shift 2	Cul Math 6	Cul ELA 6	CJ History 7	CJ ELA 7	CJ Math 7	EMT ELA 8	EMT Sci 8	EMT Math 8		
11:11 Lunch										
11:44 Shift 3	Cul Science 6	Cul ELA 6	History Support	ELA Support	Math Support	ELA Support	Science Support	Math Support		
12:47 Shift 4	Cul Science 6	PBL	CJ History 7	CJ ELA 7	CJ Math 7	EMT ELA 8	EMT Sci 8	EMT Math 8		
1:50 Shift 5	Cul Math 6	PBL	CJ History 7	CJ ELA 7	CJ Math 7	EMT ELA 8	EMT Sci 8	EMT Math 8		
2:53 Homeroom	6th	6th	7th	7th	7th	8th	8th	8th		
HIGH SCHOOL - SAMPLE SCHEDULE - OVERVIEW FOR CTE and CORE SUBJECTS										
HS Block 1										
		9th Grade Teacher	9th Grade Teacher	9th Grade Teacher	10th Grade Teacher	10th Grade Teacher	10th Grade Teacher	11th Grade Teacher	11th Grade Teacher	11th Grade Teacher
8:15 Homeroom	9th	9th	9th	10th	10th	10th	Support HS	Support HS	Support HS	
8:48 PBL	ELA 9 Support	Math 9 Support	Work Support	ELA 10 Support	Math 10 Support	Science 10 Support	Work Support	Work Support	Science Support	
9:05 Shift 1	ELA 9	Integ. Math I	Part. Topics	ELA 10	Integ. Math II	Science 10		Government	Envi. Science	
10:08 Shift 2	ELA 9	Integ. Math I	Part. Topics	ELA 10	Integ. Math II	Science 10		Government	A & P	
11:11 Shift 3	ELA 9	Integ. Math I	Part. Topics	ELA 10	Integ. Math II	Science 10		Government	Envi. Science	
12:14 Lunch										
12:47 Shift 4	ELA 9	Integ. Math I	Part. Topics	ELA 10	Integ. Math II	Science 10	ELA 11		A & P	
1:50 Shift 5	ELA 9	Integ. Math I	Part. Topics	ELA 10	Integ. Math II	Science 10	ELA 11		Envi. Support	
2:53 Shift 6	ELA 9	Integ. Math I	Part. Topics	ELA 10	Integ. Math II	Science 10	ELA 11		A & P	

Sample Daily Schedule - Teacher

<div> Today < > January 2021 <div> Q ? ⚙ Week </div> </div>						
	SUN	MON	TUE	WED	THU	FRI
	3	4	5	6	7	8
GMT-07						
7 AM						
8 AM						
9 AM		A Homeroom, 8:30am	B Homeroom, 8:30am	A Homeroom, 8:30am	B Homeroom, 8:30am	
10 AM		Mai: Group 2 9 – 10am	Mai: Group 2 9 – 10am	Mai: Group 2 9 – 10am	Mai: Group 2 9 – 10am	
11 AM		Mai: Group 3 10 – 11am	Mai: Group 3 10 – 11am	Mai: Group 3 10 – 11am	Mai: Group 3 10 – 11am	
12 PM		A Homeroom, 11am	B Homeroom, 11am	A Homeroom, 11am	B Homeroom, 11am	
1 PM		A Homeroom, 11:45am	B Homeroom, 11:45am	A Homeroom, 11:45am	B Homeroom, 11:45am	
2 PM		Online Support 12 – 1pm	Mai: Online Support 12 – 1pm	Online Support 12 – 1pm	Mai: Online Support 12 – 1pm	
3 PM		Mai: Credit Recovery,	Mai: Credit Recovery,	Mai: Credit Recovery,	Mai: Credit Recovery,	
4 PM		Mai: Group 1 1:30 – 2:30pm	Mai: Group 1 1:30 – 2:30pm	Mai: Group 1 1:30 – 2:30pm	Mai: Group 1 1:30 – 2:30pm	
		Mai: Study Hall, 2:30p	Mai: Study Hall, 2:30p	Mai: Study Hall, 2:30p	Mai: Study Hall, 2:30p	
			MA IEP meeting 3 – 4pm			

Sample Daily Schedule - Student (Updated daily, as per need)



Appendix F9: Resumes for Leadership & Governance

ADOLFO A. VALDEZ

19077 Upper Pleasant Ridge Road, Caldwell, Idaho - 208-571-5583

adolfo.valdez@vegetableseeds.basf.com

EXPERIENCE

2007 – PRESENT

PROCESSING MANAGER, NUNHEMS USA, INC., BASF

Manage three sub departments in a vegetable seed processing facility and responsibilities include the development of personnel, process improvement with lean manufacturing, budget managing and activities within Warehousing, Conditioning, Disinfection. I have 3 direct reports and 27 fulltime personnel within the departments along with 30 seasonal employees. Adhere to all company policies and procedures.

MAY 2020 – PRESENT

INTERIM SITE MANAGER, BASF, CALDWELL FACILITY

Oversee all site activities, development of personnel, report site KPIs to VP, ensure BASF Responsible Care requirements are followed, HSE requirements are adhered to

1997 – 2007

OWNER, OPERATOR, A. VALDEZ DRYWALL, INC.

Owned and operated a drywall construction company. I created and submitted proposals for residential and commercial structures, scheduled personnel to complete work per timeline, budget management, payroll, personnel development and followed all regulations.

EDUCATION

MAY 1995

INDUSTRIAL MECHANICS AND AUTOMATION, BOISE STATE UNIVERSITY VOTECH

Completed a vocational program through BSU. Course was focused on repair of equipment, design of systems and implementation.

MAY 1991

HIGH SCHOOL DIPLOMA, CALDWELL HIGH SCHOOL

Graduated with 3.5 GPA

SKILLS

- People skills, communication skills, attentive to details
- Meta communion skills
- Able to create a positive working environment
- Attentive listener
- Hard working and dependable

Erik A. Bullock
15701 Palomino Ln.
Murphy, Idaho 83650
404-783-2474
erik.bullock@ymcatvidaho.org

PERSONAL QUALIFICATIONS:

Highly successful and visionary YMCA Team Leader ready for VP Executive Leadership position. Demonstrates exceptional skills through program progression, staff training and management, fundraising, and nurturing community relations. Passion for enhancing youth development, establishing community relationships, and elevating the overall member experience. Accomplished in staff hiring, training, fiscal management, volunteer recruitment, marketing, fundraising, facility management, and overall program delivery. Known for integrity and character, developing staff, and producing quality programs that are engaging and align with the YMCA mission. Visible and highly regarded in the community as a devoted servant and respected YMCA leader.

EXPERIENCE:

Executive Director – Caldwell YMCA Branch and Y Camp at Horsethief Reservoir **2015 to Present**

- ◆ Complete operation responsibilities of two facilities totaling \$10.4 mill. gross annual budgets.
- ◆ 14,000 members / 250 staff.
- ◆ Increased and achieved total Annual Campaign Goals by \$100,000 for a current ytd of \$324,000.
- ◆ Increased membership growth by 15%.
- ◆ Increased resident camp registration by 48%.
- ◆ Reduced Insurance claims and MOD rates through focused area of safety and training culture.
- ◆ Achieved Capital Campaign \$800,000 for new weight room installation (90 days)
- ◆ Secured \$1 million in Grants to date.

Senior Program Director - Cherokee Outdoor YMCA and Pruett YMCA **2007 to 2015**

- ◆ Accountable for \$900,000 annual gross budget with complete operations and growth of 7 successful programs at 2 branches consisting of large (+600) summer day camps, school break camps, group retreats, outdoor education and teens.
- ◆ Supervise 2 full time staff and 85 seasonal camp staff.
- ◆ Established strong community partnerships along with fundraising for Why It Matters Annual Campaign and value based volunteer opportunities, while exceeding overall expectations of funds raised through community, member, and WIM Golf Tournament.
- ◆ Demonstrated facility risk assessment knowledge on 225 acre outdoor branch on Lake Allatoona and indoor Pruett facility.
- ◆ Ensured relationship building and enhancement through membership service experience.
- ◆ Provided measurable results through programs serving the community's needs. Implemented visionary programs that are sustainable and impacting the community through youth development and healthy living.

Assistant Camp Director – Cherokee Outdoor YMCA **2006 to 2007**

- ◆ Served exceptional leadership through budget management, summer staff development, member service, and program delivery.
- ◆ Managed summer day camp for approximately (+400) campers and supervised 65 counselors.
- ◆ Conducted weekly staff meeting and training sessions.
- ◆ Handled member concerns and delegated authority on high stress situations.
- ◆ Provided staff feedback and document evaluations.
- ◆ Demonstrated the responsibility of primary lead over camp when director was off site.

Day Camp Unit Leader – Cherokee Outdoor YMCA **2005 to 2006**

- ◆ Managed day camp for approximately 120 campers and supervised 12 counselors.
- ◆ Wrote weekly lesson plans and scheduled activities through duration of summer.
- ◆ Operated a safe, inclusion based program that was beneficial to YMCA, staff and members of camp.

Site Coordinator – Treasure Valley Family YMCA**1998 to 2000**

- ◆ Operated successful summer day camp and after school program.
- ◆ Responsible for daily programing of 65 children and 5 staff.
- ◆ Conducted training with staff through YMCA mission and guidelines.
- ◆ Established an efficient program from the ground up and generated awareness in the community through marketing initiatives.
- ◆ Primary lead supervisor over the facility and handled all parent concerns with timely resolution.
- ◆ Procured extension of annual site contract through presentation to Kuna City Council.

EDUCATION:

- ◆ Reinhardt University / Criminal Justice / Graduate 2015
- ◆ Attended Borah High School / Graduate 1994

COMMUNITY INVOLVEMENT:

- ◆ Caldwell Kiwanis 2015-Present (Board Member 2019-Present)
- ◆ Caldwell School District Superintendent Ad-Hoc Search Committee 2015-16
- ◆ Treasure Valley Community College Advisory Committee 2015-Present
- ◆ Caldwell Chamber of Commerce Education Committee 2016-Present
- ◆ Advocates Against Family Violence 2018 Man in Top Tier Award
- ◆ YMCA Campfire Conference Chair 2013-15

REFERENCES:

- ◆ John Hicks (Professional)
Executive Director
Cherokee Outdoor YMCA/Pruett Indoor YMCA
678-880-3500
johnh@ymcaatlanta.org
- ◆ Shane Brown (Professional)
Executive Director
Camp Kanata
919-270-8149
Shane.brown@campkanata.org
- ◆ Wes Bender (Professional)
Senior Consultant
Daxko T2 Consulting
770-490-4946
wbender@daxko.com
- ◆ Carolyn Holly (Personal)
News Anchor
KTVB Channel 7
208-283-6007
cholly@ktvb.com

Brooke Stevenson

11650 Willis Rd. Middleton, ID 83644
(208) 869-2295 brooke.stevenson@rulesteel.com

PROFESSIONAL SUMMARY

Team-oriented detailing manager dedicated to being a leader the Structural Steel industry by producing an innovative top quality product. Driven to utilize cutting edge technology and a continual desire to learn new and more efficient practices with the specialized real-world knowledge in the steel fabrication industry.

EDUCATION

Certificate of Completion: Tekla Structures and Steel Detailing
Dowco Consultants Ltd – Burnaby, BC

Nov 2002

AutoCad Drafting

Treasure Valley Community College – Ontario, OR

Jun 2000

High School Diploma

Middleton High School – Middleton, ID

May 1999

SKILLS

- Software Knowledge:
 - Tekla Structures
 - Auto Cad
 - Blue Beam
 - Office 365
- Valued consultant in connection design, installation efficiencies, and 3D model capabilities
- Experienced in construction general practices, processes, means and methods
- Extensive experience Design Build and BIM collaboration on high profile complex construction projects
- Versatile background in project phasing and Levels of Development for General Construction

PROFESSIONAL EXPERIENCE

Rule Steel, Caldwell, ID, Feb 2002 – Present

- Manage and train our detailing staff of 11 to follow industry protocols, standards and practices.
- Collaborate with design teams on design-build projects, delivering cost effective processes and procedures that positively affect the overall construction process.
- Continually integrate cutting edge technology with a focus of keeping my division ahead of our competition
- New client development and education on our company capabilities.

Weld Tech, Caldwell, ID, May 1992 – Feb 2002

- Pre-fab – creating cut lists, operating cutting equipment and fabrication of detail parts.
- Welder – interpretation of fabrication drawings and responsible for the layout, fit up and final welding of steel handrail systems and white water rafting frames.
- Estimating – responsible for providing quantity take offs for structural and miscellaneous steel providing accurate and timely estimates for customers.
- Detailing – Created fabrication documents that can be used in the fabrication shop for the fit up, and final fabrication on construction projects

SUCCESSFUL PROJECTS

- Micron Building 50
- Micron Nano-Fab
- Zion Bank 18 Story Tower – 8th & Main
- JUMP (Jacks Urban Meeting Place)
- Chobani Yogurt Plant
- Melaleuca WHQ
- City Center Plaza
- Simplot WHQ
- Scentsy WHQ

Becki Woodbury is the Executive Director of CLM Marketing in Boise, Idaho. Becki has 20 years of experience in marketing and advertising leadership, including 14 years at CLM. She has worked on business, marketing and media strategy for a wide array of clients in industries including retail, healthcare, financial, manufacturing, mining, entertainment, hospitality, automotive and gaming. Her clients have been local, regional and national in scope.

In her role at CLM, Becki has been instrumental in helping the Idaho Lottery return the largest to-date dividend to the State of Idaho and was on the team that helped grow Idaho Central Credit Union from hundreds of millions in assets to billions in assets. She pioneered the CLM embedded-team model that seasonally manages Western Idaho Fair's award-winning marketing and advertising programs. She worked extensively with Pizza Hut across many markets throughout the West to test concepts and promotions for National rollout. Becki is an analytic with a knack for numbers, but she often uses non-traditional methodologies to find solutions.

Becki was born and raised in Emmett, Idaho. She attended Idaho State University and graduated with a Bachelor of Arts in Advertising/Public Relations with a Minor in Music. Becki studied with the National Media Buying Academy on all forms of media. In addition, she recently completed an Executive Education program from Northwestern's Kellogg School of Business on Digital Marketing Transformation. She loves to volunteer, read, travel, bake and be a mom to her three kids.

A few things you should know about Becki if you work with her. She can help you develop complex competitive advantage, but she can't be your road trip navigator – she has no sense of direction. You will rarely see her take notes because she has excellent recall, but if you ask her about a movie reference from pop culture, she won't know it or won't remember it. She is a huge Notre Dame fan, even when they are losing and she'll let everyone know, "it's just a rebuilding year."



Deidre Walters

Assistant Vice
President of
Development

 dtfriedli@gmail.com

 208.965.7617

 Meridian, ID

 [Linkedin.com/in/deidrewalters](https://www.linkedin.com/in/deidrewalters)

SKILLS

Fundraising Campaign
Management

Process Improvement

Project & Event Logistics

Improving Efficiency

Resource Management

Communication

Time Management

Leadership

Adaptability

CAREER SUMMARY

Experienced fundraising and event professional with a wide variety of experience in team management, business administration, and event logistics with a proven track record of building strategic partnerships, cultivating donor relationships, and driving sustainable growth. I am efficient, innovative, outgoing, motivated and very passionate. With strong communication and organizational skills, I am adept at energizing and engaging volunteers, achieving fundraising goals, and implementing effective strategies for revenue generation.

PROFESSIONAL EXPERIENCE

Director of Development

03/20204 - Present

The College of Idaho, Caldwell, ID

Manage a highly successful fundraising team, coordinating all logistics for annual fundraising and a \$150M comprehensive campaign including all aspects of prospect management, event planning, and stewardship efforts.

- Utilize moves management strategies leading prospects and donors through identification, engagement, cultivation, solicitation, and stewardship.
- Manage comprehensive development programs, including direct mail, major gift solicitation, and special events.
- Led an annual fundraising effort that exceeded its goal by \$6 million and resulted in the most successful fundraising fiscal year to date.
- Built and maintained strategic partnerships with corporate and community partners, resulting in a 30% increase in fundraising revenue.
- Successfully grew the annual scholarship gala from \$530k to over \$1M.
- Developed and executed strategic plans to secure the involvement of high-level donors, resulting in a 25% increase in individual philanthropic support.
- Successfully lead the team through a CMR transition.

Director of Development

11/2019 - 03/2024

The College of Idaho, Caldwell, ID

Track record of successfully developing and growing fundraising events and strategies. Seasoned relationship developer with individual, corporate, and foundation donors. Positive and effective manager of cohesive, mission-driven teams.

- Identified, cultivated, and managed corporate sponsorship relationships, resulting in a 20% increase in funding for the annual scholarship gala.
- Developed and implemented year-round cultivation plans for individual donors, leading to a 15% growth in individual contributions.
- Collaborated with internal and external partners to drive campaign growth and integration across initiatives, resulting in improved donor engagement and support.

Deidre Walters

Assistant Vice
President of
Development

TECHNICAL SKILLS

Canva

CRM Software (Raiser's Edge)

Adobe Pro

Colleague Advancement

Leadership

STAFF ASSOCIATION PRESIDENT

The College of Idaho
2022-2023

LEADERSHIP NAMPA

Nampa Civic Center
2014

PROFESSIONAL EXPERIENCE *continued*

Director of Events

05/2015 - 11/2019

The College of Idaho, Caldwell, ID

Responsible for executing annual events, including venue research, contract negotiation, food and beverage selection, audiovisual, signage, entertainment, décor, transportation, delegate registration and speaker communications

- Supervised a team of four in all aspects from conception, planning and execution.
- Assisted in growing the annual scholarship gala from \$185k to \$430K
- Planned inauguration activities for a newly hired President in 2016 and again in 2018 for newly hired Co-Presidents.
- Managed cross-functional teams, providing leadership and mentorships to achieve project objectives on time and within budget.
- Conducted post event evaluations and analysis, identifying areas for improvement and implementing actionable strategies for future events.

Operations Manager

2009 - 2015

Nampa Civic Center, Nampa, ID

- Managed all aspects of operations, from maintenance contracts, event staff logistics and event settlements.
- Managed all AP and AR for facility.
- Managed event staff to achieve all event logistics from planning and execution.
- Responsible for all hiring and employee management for the facility.

Community Involvement

ELEVATE ACADEMY BOARD OF TRUSTEES

June 2024-Present

Board of Directors - Treasurer

CANYON COUNTY FESTIVAL OF TREES

2021-Present

Board of Directors - Treasurer

I was invited to join the board in 2021 and elected Treasurer in 2022. I assist with coordination, planning and budget management for the annual Festival of Trees which includes the annual gala and a budget of \$250K.

SAINT ALPHONSUS WOMEN OF VISION

2022-2024

Member

Women of Vision is a membership group of women that meets four times per year to learn something new, to support each other, our families and our communities, to network together and to, most of all, uplift each other and make an IMPACT on our

Amy Rojas

EDUCATION	1986 Diploma	Caldwell Senior High School	Caldwell, ID
	1986 – 1987	ITT Technical Institute	Boise, ID
	Automation Secretarial Diploma		
	<u>Courses:</u>		
	Business Law	Dictation & Transcription	
	Electronic Calculations	Legal Procedures	
	Payroll Accounting	Accounting I	
	Progressive Filing	Proofreading Skills	
	Business Communications	Advanced Word Processing	
	Speedwriting	Public Relations	
PROFESSIONAL EXPERIENCE	1993-Present	Looks Nu, Inc.	Ontario, OR
	Owner/Bookkeeper		
	■ Maintaining a complete accounting system; Accounts Receivable/Accounts Payable; processing payroll, payroll taxes and reports; sending monthly invoices; compiling monthly financial reports; answering phones; filing; data entry; reconciling checkbooks and communicating with customers and businesses regarding accounts.		
	1989 - 1998	Canyon County Courthouse	Caldwell, ID
	Pre-Trial Release Officer/Misdemeanor Probation Officer		
	■ Conducted pre-sentence and special investigations, personal interviews and made release recommendations of an inmate. NCIC certified and made extensive background and criminal research. Attended court hearings to determine release of inmate to our programs. Made collateral contacts with family members, law enforcement agencies, attorneys, etc. Extensive data entry; answering phones; typing subpoenas and warrants; supervision of clients and files. Served as interpreter and translated documents. Assistant Supervisor to the Pre-Trial Release Supervisor. Assisted in the set up of the computer programs.		
	1988 – 1989	Goicoechea Law Offices	Boise, ID
	Accounts Receivable/Bookkeeper		
	■ Bookkeeping duties; handling the accounts receivables, helping clients, translation of documents and extensive filing.		
REFERENCES	Richard Comstock (208) 454-7596	Kathy Vanscoy (208) 454-7495	
	Alicia Brown (208) 454-4101	Rebecca Lovelace (208) 459-2743	
	Carol Hoadley (208) 454-7300	Susie Greenfield (208) 459-0673	

Gilberto Longoria, Jr.
20070 Linda Lane Caldwell, ID 83607
208-989-7559

1. EDUCATION

Vallivue High School Class of 1987
Boise State University 1989-1991
Idaho P.O.S.T Academy Class #107

2. LAW ENFORCEMENT TRAINING

P.O.S.T. Basic Certificate
P.O.S.T. Advanced Certificate
P.O.S.T. Masters Certificate
Civil Process School 2006
First Line Supervision 2007
First Line Supervision 2016
Civil Process School 2021
1399.5 P.O.S.T Training Hours

1399.5 Hours of P.O.S.T Training Hours

3. LAW ENFORCEMENT EXPERIENCE

32 Years With The Canyon County Sheriff's Office
1991-1996 Daile Haile Detention Center
1996-2003 Warrants Unit
2003-2006 City County Narcotics Unit
2006-2023 Civil Section Supervisor

Assisted Criminal Investigations Division with Spanish speaking
defendants and victims in the following:

Homicides
Sex Crimes
Drug Possession/Trafficking
Domestic Violence
Burglaries
Financial/Fraud
Kidnapping

Assisted various other Police Agencies with civil issues, primarily with Civil Protection
Orders and landlord/tenant guidelines.

Monica White

23906 Garret Ranch Way Wilder, ID 83676 | 208-407-4963 | mwhite@elevate2c.org

Monica White has been in the education profession for 19 years. During this time, she has served as a teacher, coach, principal and assistant superintendent. She believes that there is genius in all of us and that the best way to create success is to ensure that people have the tools to work and live with passion and purpose. Monica is an inspired and passionate educator who is committed to being an advocate for teachers, and even more importantly, students. She's a problem-solver who will work tirelessly with her team to find opportunities and resources to help all students become successful. Monica is deeply involved in the Caldwell community and the education community. She currently serves on the Caldwell YMCA leadership circle and the Teach for America regional board. In both of these roles she aids in finding ways to better serve the youth of the communities she impacts. Professionally she is strong in visionary leadership, professional development, budgeting, and advocating for those that cannot advocate for themselves. Monica is Co-Founder of [Elevate Academy](http://ElevateAcademy.org), a public charter school designed to train and create a pipeline of highly-skilled, employable workers that meet the needs of Idaho industry and business, while empowering students to be leaders in their own lives.

EDUCATION

University of Idaho ED.S Education Leadership Superintendent Focus	2014
Montana State University, Bozeman MT M.A. Education Leadership School Principal Focus	2007
Boise State University, Boise, ID B.S. Kinesiology Physical Education	1999

AWARDS

2006 Teacher of the Year, New Plymouth High School
2005 Carol M. White Physical Education for Progress, Federal grant awardee: New Plymouth School District
2008 Carol M. White Physical Education for Progress, Federal grant awardee: Caldwell School District
2017 Lifetime Service 3rd District Coaches Association
2019 Idaho Juvenile Justice Commitment to Service Award

EDUCATION LEADERSHIP EXPERIENCE

Founder & Director of Elevate Academy At-Risk Charter School Opened Fall 2019 Designed, Developed and implemented an innovative approach to reaching at risk youth.	2017- Current
Principal, Canyon Springs High School, Caldwell, ID School Improvement, Turn Around Status School Developed systems and culture that inspired at-risk youth.	2013-2017
Central Office Administrator, Caldwell School District, Caldwell, ID Developed budget, advised on curriculum and federal programs, managed human resources, supervised principals and other central office staff as well as grounds, maintenance, and nutrition services.	2011-2013
Principal, Syringa Middle School Managed day to day operations of Syringa Middle School including teacher evaluation and supervision, curriculum and budgets	2009-2011
Assistant Principal, Syringa Middle School Managed day to day operations with a focus on school safety and discipline.	2007-2009

RELATED EXPERIENCE

New School Entrepreneur**2017 – 2019**

Research and develop a charter school designed to meet the economic, social emotional and academic needs of at risk youth in Canyon County.

Western Governors

Student Teacher Supervisor**2014-2019**

Evaluate and mentor aspiring teachers in their final semester with Western Governors.

Idaho Leads

Professional Development Consultant**2016-2018**

Engage teachers and administrators in training to enhance their practice.

MEMBERSHIPS

Association of Supervision and Curriculum Development, ASCD 2007-2017

American Association of Health Physical Education Recreation and Dance, AAHPERD 2001-2009

National Association of Secondary School Principals, NASSP 2007-2017

Idaho 3rd District Coaches Association 2004-2007

Idaho Alternative Schools Network 2015-2016

PROFESSIONAL SPEAKING ENGAGEMENTS

2008 Lobby Team for Sports Equipment USA, Advocating for continued support of Carole M. White program, Washington D.C.

2009 ASCD National Convention, Philadelphia, PA

2013 National Drop Out Prevention Conference, Louisville, KY

2013 National At-Risk Youth Conference, San Antonio, TX

2017 Idaho At-Risk Youth Conference, Sun Valley, ID

VOLUNTEER EXPERIENCE

2001-2007 2A Representative 3rd District coaches board

2018-Current Board Member Teach for America

2018-Current YMCA Leadership Circle

REFERENCES

Heather Williams

Program Coordinator of Executive Educational Leadership

Boise State University

208-316-6205

Mayor Garrett Nancolas

Mayor

Caldwell Idaho

208-455-3011

Terry Ryan

CEO

BLUUM

202-341-4575

Matt Strong

BIO

I have been an educator since 1995, my tenure includes time at Weiser Middle School, Skyview High School and Caldwell High School before becoming the assistant principal at Canyon Springs High School. I have been deeply involved in athletics; coaching football at every level, including an assistant football coach at the College of Idaho. I am community minded and serve with Caldwell Proud, a community improvement organization, and Go Purple, a College/Community collaboration initiative. As an assistant principal, I was an instrumental part in transforming Canyon Springs High School from a school in need of restructuring to a school that has become a model throughout the state of Idaho. I believe my true gift is working with at risk students and making them believe in their potential, while providing them the opportunity and resources necessary to reach it. My strengths lie in community relations and recruitment, fundraising, classroom management and school culture.

Experience

- | | |
|---|---------------------|
| 2019-Present Principal Elevate Academy | Caldwell, ID |
| 2017- 2019 Elevate Academy (BLUUM) | Boise, ID |
| <ul style="list-style-type: none">Co-Founder, Innovator of Elevate Academy | |
| 2014 – 2019 College of Idaho Football | Caldwell, ID |
| <ul style="list-style-type: none">Coach Defensive Line, Linebackers and Defensive Backs. Started a community booster group that supports College of Idaho athletics called Go Purple. | |
| 2010- 2017 Canyon Springs High School | Caldwell, ID |
| <ul style="list-style-type: none">Vice Principal at Canyon Springs High School | |
| 2003 – 2010 Caldwell High School | Caldwell, ID |
| <ul style="list-style-type: none">Physical Education/Weight Training teacher at Caldwell High SchoolHead Football Coach 2003 – 2009Head Track Coach 2004 – 2007Assistant Track Coach 2007 – 2009 | |
| 1999 – 2003 Skyview High School | Nampa, Id |
| <ul style="list-style-type: none">Physical Education/Weight TrainingHead Football Coach & Assistant Track Coach | |
- Compiled a 31-10 record
District Champions 2001
State Playoffs 1999-2001
2X Girl's State Track Champions

1996-1999 Weiser Middle School Weiser, ID.
Health & P.E. Instructor 7-8

Head 7th Grade basketball Coach 1996-1999

8th Grade Girl's Basketball Coach 1996

1996-1999 Weiser High School Weiser, ID.
Assistant Football Coach/ Assistant Track Coach

State Champions 1997 State Semi-finals 1998

1997-1998 District Champions

Education

Carroll College Helena, MT.
Eastern Oregon State College LaGrande, OR.

B.S., Physical Education and Health

Boise State University Boise, ID.

Secondary Education Teaching Certificate

University of Phoenix Meridian, ID.

Masters in Educational Leadership

References

Monica White
Principal at Canyon Springs High School 208-407-4963

Reagan Rossi
Athletic Director at the College of Idaho 208-989-6457

Mike Moroski
Head Football Coach at College of Idaho 208-615-0776

Garrett Nancolas
Mayor of Caldwell, Idaho 208-250-9022

Appendix G: Performance Framework

Financial Goals: The following metrics are intended to ensure the financial health of Elevate Academy Kuna. Elevate will be moved into formal corrective action status if 2 or more areas are in need of improvement status. If one area is in need of improvement, Elevate will have 90 days to regain compliance before formal corrective action is initiated by the district.

1. The school will maintain **60 days unrestricted cash on hand by year of operations.**
2. The school has a **current debt services coverage ratio 1.1 or shows a positive trend from year to year.**
3. The school is not in default of any financial obligations, and did not experience any instances of default during the fiscal year. Financial obligations include, but are not limited to, making payments to vendors and utility services on time, complying with all loan covenants, filing any reports required for maintenance of grants or philanthropic funds, meeting all tax obligations, and operating without financial judgements or property liens.
4. Enrollment variance is equal to or greater than 90%. Based on the Charter approved enrollment table.
5. Annual Audit with unqualified opinion

	Meets	Exceeds	Needs Improvement
1. Cash on hand	60 Days or trending toward 60 days by year 3	>60 Days or trending toward >60 days by year 3	<60 Days or trending toward <60 days by year 3
2. Debt Service Coverage	Ratio of 1.1 or a positive trend	Ration above 1.1	Negative trend and a Ratio below 1.1
3.	0 Defaults on any financial obligations.	NA	Any Default on Financial Obligation.
4. Enrollment Variance	90% of students enrolled in	>90% of students enrolled in	>90% of students enrolled in

	relation to enrollment table	relation to enrollment table	relation to the enrollment table.
Annual Audit	Audit completed on time with an unqualified opinion.	NA	Audit completed outside of deadline and or completed on time with findings.

Academic Goals: Proposed Goals for Elevate Academy Charter School

Background

Over the few months, leaders from Elevate Academy participated in the A-GAME (Assessing – Global access, Academics, Mission, and Equity) process to establish charter goals for continuous improvement and to be able to tell their school’s story using more than anecdotes. This process included regular meetings with school leadership teams and the A-GAME team’s directors, Naomi DeVeaux and Dr. Jody Ernst. As Elevate Academy collects data on these goals, they may need to be adjusted to adequately present the learning occurring in the school’s middle and high school.

While many of the proposed goals apply across the entire student body, some are differentiated based on the number of life challenges and engagement behaviors a student possess upon enrolling in the school. Research supports the conclusion that students with more life challenges have more difficulty engaging in school, even when present in online classrooms or in the school building¹. Thus, students’ engagement levels are defined as follows:

¹ See detailed article summarizing all the research that has been done on the number of traumatic events and their relationship to both the identified risk factors and educational, health, and economic outcomes of people here: <https://acestoohigh.com/2012/10/03/the-adverse-childhood-experiences-study-the-largest-most-important-public-health-study-you-never-heard-of-began-in-an-obesity-clinic/>.

Cluster:	Disengaged	Partially Engaged	Engaged	Idaho At-Risk Qualifications	
Attendance	Attends school less than 80% of required days.	Attends school between 80% and 90% of required days.	Attends school 90% or more of the required days.	b. Has absenteeism that is greater than ten percent during the preceding semester.	
Credits	HS: "Is behind" in more than 6 credits.	HS: "Is behind" in 3-6 credits.	HS: "Is behind" in less than 3 credits.	d. Has failed one or more academic subjects in the past year.	f. Is two or more semester credits per year behind the rate required to graduate or for grade promotion.
	MS: Has failed or is incomplete in 50% or more of the previous year's attempted course work.	MS: Has failed or is incomplete in 25% or more (but less than 50%) of the previous year's attempted coursework.	MS: Has failed or is incomplete in less than 25% of the previous year's coursework.		
STAR Data	Urgent Intervention in both Math and ELA. (10th percentile)	Between 10th and 35th percentile in Either Math or ELA (or both)	35th percentile (or higher) in both ELA and Math	e. Is below proficient, based on local criteria or standardized test or both.	
	OR 1st Percentile in EITHER math or ELA				
Life Effects	Hits two or more criteria on the Life Effects	Hits one criteria on the Life Effects	Doesn't hit any criteria on the Life Effects	All criteria h-n on Idaho At-risk Student Qualification Form plus a few additional criteria.	Elevate Network At-Risk Behavioral Factors Check Sheet
Hope Scale	Student scores 6-15 on the Hope Scale	Student scores 16-24 on the Hope Scale	Student scores a 25-36 on the Hope Scale	Hope Scale Data	Children's Hope Scale

The final phase for each student is based on how they “score” on each of the five data points examined. A student may fall into the engaged category on one indicator, or data point, partially engaged on two indicators and disengaged on two. An “overall” placement is determined by the mode placement between the five clusters. In the event of a tie, credits will be the tiebreaker to determine overall placement. We recommend weighing school

engagement higher than risk factors and assessment data, as these actions are more indicative of their actual attitude and engagement with school.

Students' engagement phases are determined using prior school, prior year (if continuing), and beginning of year observations. Students' engagement phases are to be determined by the end of the fall count window and should not be changed, for purposes of accountability, until the following year. Engagement phases for students enrolling after the fall count window are to be reported at the end of the spring count window. However, for any goal requiring FAY (full academic year) enrollment, late enrolling (and early exiting) students will not be included in the accountability formula.

Proposed Goals

The table below outlines the benchmark for each of the specific goals outlined afterwards. Elevate will be moved into formal corrective action status if 2 or more areas are in need of improvement status. If one area is in need of improvement, Elevate will have 90 days to regain compliance before formal corrective action is initiated by the district.

Goal(s)	Exceeds	Meets	Needs Improvement
M1 – M2 – H1 – H2 (STAR)	90%	70%	Less than 70%
M3 – H3 (LEXILE)	90%	70%	Less than 70%
M4 – M6 – H4 – H7 (CORE/CTE Credits)	90%	70%	Less than 70%
H11 (WRA)	90%	70%	Less than 70%

The following tables present the specific goals designed for Elevate Academy.

Elevate Middle School Goals

		Goal	
Academic M1	Math	<p>XX% of full academic year (FAY) students will either be at or above grade level, meet an SGP of 40, or show at least 1 GLE growth on the STAR 360 assessment in math.</p> <p>* will review fall to winter if spring results show drop in performance</p>	<p>Definition of FAY students: Students who attend the school for the full academic year as counting in the fall enrollment count and enrolled during the state testing window in the spring.</p> <p>Numerator:</p> <ul style="list-style-type: none"> • # of students who score at or above their GLE on STAR 360 PLUS • # of students with a GLE below their current grade level who had an SGP of 40 or higher PLUS • # of students with a GLE below their current grade level, with an SGP below 40, and who showed one GLE improvement from fall to spring PLUS • # of students with a GLE below their current grade level, with an SGP below 40 from fall to spring, and who did not grow 1 GLE from fall to spring, and showed 40 SGP or higher from fall to winter <p>Denominator: All FAY students</p> <p>Data source: STAR 360 reports, enrollment files</p>
Academic M2	English/ Reading	<p>XX% of full academic year (FAY) students will either be at or above grade level, meet an SGP of 40, or show at least 1 GLE growth on the STAR 360 assessment in reading.</p>	<p>Definition of FAY students: Students who attend the school for the full academic year as counting in the fall enrollment count and enrolled during the state testing window in the spring.</p> <p>Numerator:</p>

		Goal	
		* will review fall to winter if spring results show drop in performance	<ul style="list-style-type: none"> ● # of students who score at or above their GLE on STAR 360 PLUS ● # of students with a GLE below their current grade level who had an SGP of 40 or higher PLUS ● # of students with a GLE below their current grade level, with an SGP below 40, and who showed one GLE improvement from fall to spring PLUS ● # of students with a GLE below their current grade level, with an SGP below 40 from fall to spring, and who did not grow 1GLE from fall to spring, and showed an SGP of 40 or higher from fall to winter <p>Denominator: All FAY students</p> <p>Data source: STAR 360 reports, enrollment files</p>
Academic M3	Reading	XX% of all students are either at or above Lexile Level 800 OR significantly increase their lexile level.	<p>Numerator:</p> <ul style="list-style-type: none"> ● # of students reading at or above Lexile Level 800 by the end of the year ● # of Disengaged students below lexile level 800 increasing their lexile level by 40 points or more ● # of Partially Engaged students below lexile level 800 increasing their Lexile Level by 55 points or more ● # of Engaged students below 800 increasing their Lexile level of 70 points or more

		Goal	
			Denominator: All FAY students Data source: STAR 360
Academic M4	Credits earned	XX% of all MS students will earn the expected course credit for all core content courses attempted	Numerator: <ul style="list-style-type: none"> • # of Disengaged students earning at lKuna 10 core content course credits PLUS • # of Partially engaged students with at lKuna 14 core content credits PLUS • # of Engaged students with at lKuna 18 core content credits Denominator: # of FAY MS students Data Source: Transcripts/Student information system
Global Access M6	Career and Technical Education	XX% of 6th, 7th, and 8th grade students who take a CTE course earn the expected CTE credits	Numerator: <ul style="list-style-type: none"> • # of Disengaged students who earn at lKuna 4 (50%) of their attempted CTE credits PLUS • # of Partially engaged students who earn at lKuna 5 (62.5%) of their attempted CTE credits PLUS • # of Engaged students who earn at lKuna 6 (75%) of their attempted CTE credits Denominator: # middle school students taking at lKuna 8 CTE courses

		Goal	
			Data Source: Transcripts/student information system

Elevate High School Goals

		Goal	
Academic H1	Math	<p>XX% of full academic year (FAY) students will either be at or above grade level, meet an SGP of 40, or show at least 1 GLE growth on the STAR 360 assessment in math.</p> <p>* will review fall to winter if spring results show drop in performance</p>	<p>Definition of FAY students: Students who attend the school for the full academic year as counting in the fall enrollment count and enrolled during the state testing window in the spring.</p> <p>Numerator:</p> <ul style="list-style-type: none"> • # of students who score at or above their GLE on STAR 360 PLUS • # of students with a GLE below their current grade level who had an SGP of 40 or higher PLUS • # of students with a GLE below their current grade level, with an SGP below 40, and who showed one GLE improvement from fall to spring PLUS • # of students with a GLE below their current grade level, with an SGP below 40 from fall to spring, and who did not grow 1GLE from fall to spring, and showed 40 SGP or higher from fall to winter <p>Denominator: All FAY students</p> <p>Data source: STAR 360 reports, enrollment files</p>

		Goal	
Academic H2	English/Reading	<p>XX% of full academic year (FAY) students will either be at or above grade level, meet an SGP of 40, or show at least 1 GLE growth on the STAR 360 assessment in reading.</p> <p>* will review fall to winter if spring results show drop in performance</p>	<p>Definition of FAY students: Students who attend the school for the full academic year as counting in the fall enrollment count and enrolled during the state testing window in the spring.</p> <p>Numerator:</p> <ul style="list-style-type: none"> • # of students who score at or above their GLE on STAR 360 PLUS • # of students with a GLE below their current grade level who had an SGP of 40 or higher PLUS • # of students with a GLE below their current grade level, with an SGP below 40, and who showed one GLE improvement from fall to spring PLUS • # of students with a GLE below their current grade level, with an SGP below 40 from fall to spring, and who did not grow 1GLE from fall to spring, and showed an SGP of 40 or higher from fall to winter <p>Denominator: All FAY students</p> <p>Data source: STAR 360 reports, enrollment files</p>

		Goal	
Academic H3	Reading	XX% of students will graduate able to enter their profession of choice or college as measured by having a Lexile Level of 1210 or higher or show improvement.	<p>Numerator:</p> <ul style="list-style-type: none"> • # of 9th and 10th grade students with a lexile level at or above 1000 PLUS • # of 11th and 12th grade students with a lexile level of 1210 or higher PLUS • # of Disengaged Students below 1000/1210 with an increase in lexile of 20 or more PLUS • # of partially engaged students below 1000/1210 with an increase in lexile of 35 or more points PLUS • # of engaged students below 1000/1210 with an increase in lexile of 50 or more. <p>Denominator: All FAY students</p> <p>Data source: STAR 360</p>
Academic H4	Credits earned	XX% of all students will earn the expected course credit for all courses attempted	<p>Numerator:</p> <ul style="list-style-type: none"> • # of Disengaged students with 6 core content credits or more PLUS • # of Partially engaged students with 8 or more core content credits PLUS • # of Engaged students with 10 or more core content credits <p>Denominator: # of FAY students</p>

		Goal	
			Data Source: Transcripts/Student information system
Global Access H7	Career and Technical Education	XX% of 9th and 10th graders who take a CTE course earn the expected CTE credits	<p>Numerator:</p> <ul style="list-style-type: none"> • # of Disengaged students who earn 2 CTE credits PLUS • # of partially engaged and engaged students who earn 3 CTE credits. <p>Denominator: # of 9th and 10th grade students</p> <p>Data Source: Transcripts/student information system</p>
Global Access H11	Workforce Readiness Assessment	XX% of seniors will earn the expected score on the WRA	<p>Numerator:</p> <ul style="list-style-type: none"> • # of Disengaged seniors with two valid WRA scores PLUS • # of Partially engaged seniors with a score of 70% or higher PLUS • # of Engaged seniors with a score of 75% or higher. <p>Denominator: # of seniors</p> <p>Note: Each senior will take the WRA two times.</p> <p>Data Source: WRA results</p>

Appendix H: Enrollment Policy

SF1.3 Enrollment

Per the Admissions process defined in the charter contract and bylaws, Elevate Academy will not make any distinction based on disability, race, creed, color, gender, national origin, religion, or ancestry of any student who seeks admission. Furthermore, admission will be offered publicly with an effort to invite all families in Elevate Academy Inc. network school's primary attendance area to carefully review the charter and enroll their children if the parents value Elevate Academy's philosophy and educational offering.

SF1.3.1 Admission Procedures

Vacancies exist whenever the number of students enrolled in a class falls below that class's capacity. As vacancies occur, those vacancies will be filled using a lottery system as defined in the charter contract and implementing the following lottery enrollment procedures:

1. To be included in the enrollment pool for the initial enrollment for the upcoming school year, Parents must apply to the lottery pool during the open enrollment period ending determined by the Elevate Academy Inc. Board on an annual basis. The lottery drawing is held within [2] week(s) after the Open Enrollment period ends. This lottery determines the initial enrollment for the upcoming School Year.
2. Enrollment priority may be given to students in a manner consistent with State law and as defined in the charter contract.
3. Wait lists: Once the equitable selection process is conducted each year, wait lists for each grade will be developed. Students will be placed on the list according to the order they were drawn for each priority group. These lists will be used to fill available spots until the next equitable selection process is conducted. If a student does not accept an offer for enrollment, or a parent does not respond to the offer by the designated date in said offer, the student's name will be removed from the list and the next eligible student will be offered the seat. Any written requests for admission received after the lottery has been conducted will be added to the bottom of the wait- list for the appropriate age group.
4. Wait lists will not carry over from one year to the next.

5. When a vacancy occurs during the school year, that vacancy may or may not be filled at the school's discretion. If Elevate Academy Inc. network school chooses to fill the vacancy, the space will be filled by the next person on the waitlist for that grade level.

Appendix I: School Closure

A. Termination by the School. Should the School choose to terminate its Charter before the expiration of the Certificate, it may do so upon written notice to the Authorizer. Any school terminating its charter shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer

B. Nonrenewal. The Authorizer may non-renew the Charter at the expiration of the Certificate if the School failed to meet one (1) or more of the terms of its Certificate. Any school which is not renewed shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer.

C. Dissolution. Upon termination of the Charter for any reason by the Charter Board, or upon nonrenewal, the Charter Board will supervise and have authority to conduct the winding up of the business and other affairs of the School; provided, however, that in doing so the Authorizer will not be responsible for and will not assume any liability incurred by the School. The Charter Board and School personnel shall cooperate fully with the winding up of the affairs of the School.

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

Appendix J: Letters of Support



August 27, 2025

Idaho Public Charter School Commission
P.O. Box 83720
Boise, ID 83720-0027

Re: Elevate Academy – SH 69 and Lake Hazel

Dear Commissioners,

Brighton is pleased to offer its full support for Elevate Academy's application to establish a new campus within the boundary of Kuna School District.

Since its founding in 1968, Brighton has focused on "creating places of lasting value for our community" through thoughtful, high-quality communities. In addition, Brighton is committed to assisting Treasure Valley organizations that provide and support life-enriching programs for children. We are excited to continue this commitment to community-building by including Elevate Academy within the Pinnacle neighborhood.

Brighton has committed to major improvements within Pinnacle, which bring retail, office, medical uses, housing and public services such as schools, parks, library and emergency services closer to the Kuna-Meridian corridor. This is just one example of our dedication to enhancing local infrastructure, commercial accessibility, and workforce alignment—principles that align strongly with Elevate's mission.

Brighton firmly believes in partnerships that contribute to tangible community benefit. Elevate reinforces the economic foundations valued by our company and the community. Supporting Elevate Academy is consistent with our commitment to quality, inclusive growth, and long-term regional impact. A Kuna campus has the potential to uplift academic outcomes and to fuel local workforce readiness—a meaningful outcome for students, families, employers, and community alike.

Sincerely,

Brighton Corporation



Robert L. Phillips
President



ENGINEERED STRUCTURES, INC.
GENERAL CONTRACTOR | CONSTRUCTION MANAGER | DESIGN-BUILDER

2200 S. Cobalt Point Way, Meridian, ID 83642 | Phone (208) 362-3040 | www.esiconstruction.com

August 6, 2025

Dear Commissioners,

I wholeheartedly support Elevate Academy's charter application to establish a new school in Kuna, ID. As an Executive Vice President in Idaho's largest general contracting and construction management firm, I have led numerous school construction projects throughout the Treasure Valley. My experience working with facility design and construction has given me a deep appreciation for the role that innovative, career-focused education programs play in preparing young people for bright futures.

Elevate Academy's innovative model combines rigorous academics with hands-on career and technical education (CTE), aligning with Idaho's evolving workforce needs. The proposed Kuna campus would offer local students unique opportunities to sharpen their skills in fields like construction, among others, which are critical to the region's economic growth. By integrating contextualized academics with practical CTE experiences and fostering strong industry partnerships, Elevate Academy exemplifies the forward-thinking, collaborative approach that drives ESI to make an enduring impact in every community we touch.

I commend their industry-informed curriculum, responsive programming, and inclusive support for students from diverse backgrounds. These outcomes not only increase graduation rates but also contribute tangible benefits to employers and the local economy.

ESI has formed deep relationships with educators and community leaders because we believe that everyone succeeds together. It's our stated purpose. Helping organizations like Elevate Academy realize their vision and achieve their goals directly benefits our team and their families. Going beyond material benefits, this enduring partnership makes our community stronger.

The leaders and educators of Elevate Academy share our dedicated, dependable, and dynamic core values. I am confident these values will guide Elevate Academy Kuna to thrive and become a critical contributor to student success and workforce development in Ada County.

Sincerely,

A handwritten signature in black ink, appearing to read 'Joe Jackson', is written over a horizontal line.

Joe Jackson, Executive Vice President
Engineered Structures, Inc. (ESI)

Appendix K: Building Hope Letter of Support



September 11, 2025

Ms. Monica White
Chief Executive Officer
Elevate Academy
107 S. Kimble
Caldwell, ID 83605

Re: Letter of Financing Support–Elevate Academy-Kuna

Dear Ms. White:

I am writing to express my strong support for and desire to finance Elevate Academy's next school to be located in Kuna, ID. As you are well aware, Building Hope is a strong supporter of the Elevate Academy Network, having financed all four of Elevate's operating schools and having financed its new project under construction. We are eager to provide similar financial support for the new Kuna project, subject to our normal credit underwriting process.

Please let me know if you have any other questions about this matter. We look forward to helping you open another great Elevate Academy in Kuna!

Sincerely,



Robin Odland
President

Building Hope | 1730 Pennsylvania Ave NW, Suite 250, Washington, DC 20006 | (202) 457-1999 |
www.buildinghope.org