

CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 11th day of October, by and between the Idaho Public Charter School Commission (the “Authorizer”), and Treasure Valley Classical Academy, Inc. (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq*, as amended (the “Charter Schools Law.”)

RECITALS

WHEREAS, on April 25, 2018, Authorizer received a petition to request the creation of a new charter school referred to as Treasure Valley Classical Academy; and

WHEREAS, on August 16, 2018, the Authorizer approved the charter petition (the “Charter”) subject to conditions outlined in Appendix A;

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

SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

- A. Establishment of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the establishment of the School on the terms and conditions set forth in this Charter School Performance Certificate (the “Certificate”). The approved Charter is attached to this Certificate as Appendix D.
- B. Pre-Opening Requirements.** Pursuant to Idaho Code Section 33-5206(6), the Authorizer may establish reasonable pre-opening requirements or conditions (“Pre-Opening Requirements”) to monitor the start-up progress of a newly approved public charter school to ensure that the school is prepared to open smoothly on the date agreed. The School shall not commence instruction until all pre-opening requirements have been completed to the satisfaction of the Authorizer. Pre-opening requirements are attached as Appendix C. If all pre-opening conditions have been completed to the satisfaction of the Authorizer, the School shall commence operations/instruction with the first day of school in Fall 2019. In the event that all pre-opening conditions have not been completed to the satisfaction of the Authorizer, the School may not commence instruction on the scheduled first day of school. In such event, the Authorizer may exercise its authority on or before July 20 to prohibit the School from commencing operation/instruction until the start of the succeeding semester or school year.
- C. Term of Agreement.** This Certificate is effective as of October 11, 2018, and shall

continue through **June 30, 2024**, unless earlier terminated as provided herein.

SECTION 2: SCHOOL GOVERNANCE

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

SECTION 3: EDUCATIONAL PROGRAM

- A. School Mission.** The mission of the School is as follows: **The mission of Treasure Valley Classical Academy is to train the minds and improve the hearts of students through a classical, content-rich curriculum that emphasizes virtuous living, traditional learning, and civic responsibility.**
- B. Grades Served.** The School may serve students in **K-12th grade.**
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:

Academics:

- **A K-12 curriculum that is content-rich, balanced, and rigorous across the four core disciplines of mathematics, science, literature, and history.**
- **The centrality of the Western Tradition in the study of history, literature, philosophy, and the fine arts.**
- **A rich examination of American moral, philosophical, literary, political, and**

historical traditions.

- Explicit phonics instruction in conjunction with strong elementary grammar teaching aimed at English language excellence.
- The study of Spanish in grades K-6, of Latin and Greek roots in grades 4-6, and of Latin in grades 7-9 (plus).

Culture and Ethos:

- The acknowledgement of objective standards of truth, logic, weightiness, and beauty.
- A school culture that fosters virtue, decorum, respect, discipline, and studiousness among faculty and students.
- A school ethos in which well-educated and articulate subject matter experts (teachers) convey real knowledge to students using traditional, teacher-centered methods.
- A school that uses technology effectively but without diminishing the faculty leadership crucial to academic achievement.
- A school with a plan to serve students in grades K-12, opening at grades K-6 and organically building a grade level each year.

D. Standardized Testing. Students of the School shall be tested with the same standardized tests as other Idaho public school students.

E. Accreditation. The School shall be accredited as provided by rule of the state board of education.

SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

A. Oversight Allowing Autonomy. The Authorizer shall comply with the provisions of Charter School Law and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School. The Authorizer's Role will be to evaluate the School's outcomes according to this Certificate and the Performance Framework rather than to establish the process by which the School achieves the outcomes sought.

B. Charter School Performance Framework. The Charter School Performance Framework ("Performance Framework") is attached and incorporated into this agreement as Appendix B. The Performance Framework shall be used to evaluate the School's academic, financial and operational performance, and shall supersede and replace any and all assessment measures, educational goals and objectives, financial operations metrics, and operational performance metrics set forth in the Charter and not explicitly incorporated into the Performance Framework. The specific terms, form and requirements of the Performance Framework, including any required indicators, measures, metrics, and targets, are determined by the Authorizer and will be binding on the School.

C. Authorizer to Monitor School Performance. The Authorizer shall monitor and report

on the School's progress in relation to the indicators, measures, metrics and targets set out in the Performance Framework. The School shall be subject to a formal review of its academic, mission-specific, operational, and financial performance at least annually.

- D. School Performance.** The School shall achieve an accountability designation of *Good Standing* or *Honor* on each of the three sections of the Performance Framework. In the event the School is a party to a third party management contract which includes a deficit protection clause, the School shall be exempt from some or all measures within the financial portion of the Performance Framework. In accordance with Charter School Law, the Authorizer shall renew any charter in which the public charter school met all of the terms of its performance certificate at the time of renewal.
- E. Performance Framework As Basis For Renewal of Charter.** The School's performance in relation to the indicators, measures, metrics and targets set forth in the Academic and Mission-Specific, Operational and Financial sections of the Performance Framework shall provide the basis upon which the Authorizer will decide whether to renew the School's Charter at the end of the Certificate term. As part of the Performance Framework, the Authorizer agrees to consider mission-specific, rigorous, valid, and reliable indicators of the School's performance. These negotiated indicators will be included in the Mission-Specific portion of the Academic and Mission Specific section of the Performance Framework.
- F. Authorizer's Right to Review.** The School will be subject to review of its academics, operations and finances by the Authorizer, including related policies, documents and records, when the Authorizer deems such review necessary. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.
- G. Site Visits.** In addition to the above procedures, the Charter School shall grant reasonable access to, and cooperate with, the Authorizer, its officers, employees and other agents, including allowing site visits by the Authorizer, its officers, employees, or other agents, for the purpose of allowing the Authorizer to fully evaluate the operations and performance of the School. The Authorizer may conduct a site visit at any time if the Authorizer has reasonable concern regarding the operations and performance of the School. The Authorizer will provide the School reasonable notice prior to its annual site visit to the School. The School shall have an opportunity to provide a written response to the site visit report no later than fourteen (14) days prior to the meeting at which the report is to be considered by the Authorizer. If no written response is provided, the School shall have the opportunity to respond orally to the site visit report at the meeting.
- H. Required Reports.** The School shall prepare and submit reports regarding its governance, operations, and/or finances according to the established policies of and upon the request of the Authorizer. However, to the extent possible, the Authorizer shall not request reports from the School that are otherwise available through student information systems or other data sources reasonably available to the Authorizer.

SECTION 5: SCHOOL OPERATIONS

- A. In General.** The School and the Charter Board shall operate at all times in accordance with all federal and state laws, local ordinances, regulations and Authorizer policies applicable to charter schools.
- B. Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be **702 students**, with per-class and overall enrollment caps as outlined in the approved Charter attached as Appendix D.
- C. Enrollment Policy.** The School shall make student recruitment, admissions, enrollment and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the charter school than there are spaces available, the charter school shall select students to attend using a random selection process that shall be publicly noticed and open to the public.
- D. School Facilities.** **500 SW 3rd Street, Fruitland, ID 83619.** The School shall provide reasonable notification to the Authorizer of any change in the location of its facilities.
- E. Attendance Area.** The School's primary attendance area is as follows: **Located within Payette County the immediate boundaries of Treasure Valley Classical Academy will be all area of Payette County. Those areas of Payette County include the county east of the Snake River extending north to the Washington County line and south to Beverly Avenue. Families on the south side of Cox road at the Washington County line and the north side of Beverly Avenue are included in the boundary area. Families living in the area proceeding south from Beverly Avenue on the east side of Highway 95 to the north side of Pearl Road on the south western boundary and north of Sand Hollow Road on the south east boundary are included in the boundary. Any families east or north of the Canyon County line from Pearl road down to Oasis Road and South of Oasis road, between Pearl Road and the Sand Hollow area, to the Canyon county line are also considered within the boundary. Families in Payette county on the west side of the Gem County border delineated by Labor Camp Road and County line Road as well as any families in the northeast corner of Payette county who are south of the Washington county line and west or north of the Gem county line such as the French Corner area are also included in the school boundary.**
- F. Staff.** Instructional staff shall be certified teachers as provided by rule of the state board of education. All full-time staff members of the School will be covered by the public employee retirement system, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.
- G. Alignment with All Applicable Law.** The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the

effective date of said amendment.

SECTION 6: SCHOOL FINANCE

- A. General.** The School shall comply with all applicable financial and budget statutes, rules, regulations, and financial reporting requirements, as well as the requirements contained in the School Performance Framework incorporated into this contract as Appendix B.
- B. Financial Controls.** At all times, the Charter School shall maintain appropriate governance and managerial procedures and financial controls which procedures and controls shall include, but not be limited to: (1) commonly accepted accounting practices and the capacity to implement them (2) a checking account; (3) adequate payroll procedures; (4) procedures for the creation and review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year; (5) internal control procedures for cash receipts, cash disbursements and purchases; and (6) maintenance of asset registers and financial procedures for grants in accordance with applicable state and federal law.
- C. Financial Audit.** The School shall submit audited financial statements from an independent auditor to the Authorizer no later than November 1 of each year.
- D. Annual Budgets.** The School shall adopt a budget for each fiscal year, prior to the beginning of the fiscal year. The budget shall be in the Idaho Financial Accounting Reporting Management Systems (IFARMS) format and any other format as may be reasonably requested by the Authorizer.

SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION

- A. Termination by the School.** Should the School choose to terminate its Charter before the expiration of the Certificate, it may do so upon written notice to the Authorizer. Any school terminating its charter shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix E.
- B. Nonrenewal.** The Authorizer may non-renew the Charter at the expiration of the Certificate if the School failed to meet one (1) or more of the terms of its Certificate. Any school which is not renewed shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix E.
- C. Revocation.** The School's Charter may be revoked by the Authorizer if the School has failed to meet any of the specific, written renewal conditions attached, if

applicable, as Appendix A for necessary improvements established pursuant to Idaho Code § 33-5209B(1) by the dates specified. Revocation may not occur until the public charter school has been afforded a public hearing, unless the Authorizer determines that continued operation of the public charter school presents an imminent public safety issue. If the School's Charter is revoked, the School shall work with the Authorizer ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix E.

- D. Dissolution.** Upon termination of the Charter for any reason by the Charter Board, or upon nonrenewal or revocation, the Charter Board will supervise and have authority to conduct the winding up of the business and other affairs of the School; provided, however, that in doing so the Authorizer will not be responsible for and will not assume any liability incurred by the School. The Charter Board and School personnel shall cooperate fully with the winding up of the affairs of the School.
- E. Disposition of School's Assets upon Termination or Dissolution.** Upon termination of the Charter for any reason, any assets owned by the School shall be distributed in accordance with Charter Schools Law.

SECTION 8: MISCELLANEOUS

- A. No Employee or Agency Relationship.** None of the provisions of this Certificate will be construed to create a relationship of agency, representation, joint venture, ownership, or employment between the Authorizer and the School.
- B. Additional Services.** Except as may be expressly provided in this Certificate, as set forth in any subsequent written agreement between the School and the Authorizer, or as may be required by law, neither the School nor the Authorizer shall be entitled to the use of or access to the services, supplies, or facilities of the other.
- C. No Third-Party Beneficiary.** This Certificate shall not create any rights in any third parties, nor shall any third party be entitled to enforce any rights or obligations that may be possessed by either party to this Certificate.
- D. Amendment.** This Certificate may be amended by agreement between the School and the Authorizer in accordance with Authorizer policy. All amendments must be in writing and signed by the School and the Authorizer.

IN WITNESS WHEREOF, the Authorizer and the School have executed this Performance Certificate to be effective October 11, 2018.

Alan Reed

Chairman, Idaho Public Charter School Commission

Gonda Baines

Chairman, Treasure Valley Classical Academy School Board

- Appendix A: Conditions of Authorization/Renewal**
- Appendix B: Performance Framework**
- Appendix C: Pre-Opening Requirements**
- Appendix D: Charter**
- Appendix E: Public Charter School Closure Protocol**

Appendix A: Conditions of Authorization / Renewal

Treasure Valley Classical Academy
October 11, 2018

1. No later than May 29, 2019, TVCA will submit to the PCSC a budget that evidences the ability to remain fiscally stable for at least three years of operation based on a documented facility plan including:
 - a. A signed lease or purchase agreement, and
 - b. Written contractor estimates for all required and necessary renovations, if negotiated separately from the lease or purchase agreement.



IDAHO PUBLIC CHARTER SCHOOL COMMISSION

304 North 8th Street, Room 242 • P.O. Box 83720 • Boise, ID 83720-037

208-332-1561 • Fax: 208-334-2632

e-mail: charter@osbe.idaho.gov

Dear Sir or Madam:

Treasure Valley Classical Academy has successfully met the condition authorization established by the Idaho Public Charter School Commission.

As required by the condition, TVCA submitted prior to May 29, 2019, a board-approved budget for FY20, post-lottery enrollment numbers, and an executed lease agreement. Together, these documents evidence that the school will remain fiscally stable for at least three years.

Please feel free to contact our office if additional information is necessary.

Sincerely,

A handwritten signature in blue ink, appearing to read "Tamara L. Baysinger".

Tamara L. Baysinger

Idaho Public Charter School Commission Director

Appendix B: Performance Framework

Treasure Valley Classical Academy

[YEAR] ANNUAL PERFORMANCE REPORT

INTRODUCTION

Each year, Idaho's Public Charter School Commission (PCSC) issues a performance report to every school in its portfolio. The annual report serves several purposes:

1. To provide transparent, data-driven information about charter school quality;
2. To ensure charter school boards have access to clear expectations and are provided maximum opportunity to correct any deficiencies prior to their renewal year; and
3. To inform mid-term authorizing decisions, such as the evaluation of charter amendment proposals.

This report contains an overview of the school, including its mission, leadership, and demographics. The overview is followed by the school's performance framework, including outcomes for the most recently completed school year.

The performance framework clearly sets forth the academic and operational performance indicators, measures, and metrics that will guide the PCSC's evaluations of the school. It contains indicators, measures, and metrics for student academic proficiency, student academic growth, post-secondary readiness (for high schools), and board performance and stewardship.

In accordance with Idaho law, the performance framework requires, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. It is designed to fulfill this requirement while respecting the diverse missions and student populations represented in PCSC portfolio schools. This performance framework was adopted by the Idaho Public Charter School Commission on May 4th, 2017.

To facilitate a clear context for the academic results contained in this report, the demographic, enrollment, and school leadership information provided is from the school year during which the data was gathered. Updated enrollment and school leadership information is available upon request from the school or PCSC office.

The data provided in this report was gathered primarily through the State Board of Education and State Department of Education. An independent financial audit and any applicable mission-specific data were submitted directly by the school. The school had a opportunity to correct or clarify its framework outcomes prior to the publication of this report.

Public charter school operations are inherently complex. For this reason, readers are encouraged to consider the scores on individual measures within the framework as a starting point for gaining a full, contextualized understanding of the school's performance.

PERFORMANCE FRAMEWORK STRUCTURE

The academic section comprises the primary indicators on which most renewal or non-renewal decisions are based. The mission-specific, operational, and financial sections contribute additional indicators that are, except in cases of egregious failure to meet standards, considered secondary.

Academic	The academic section focuses on quantitative academic outcomes. It reflects the PCSC's commitments to considering schools' performance in the context of their communities and student populations. Although some results may not be made publically available in certain cases, in order to protect individually identifiable student information, the PCSC may still use this information for purposes of making authorizing decisions.
Mission-Specific	The mission-specific section provides an opportunity for meaningful acknowledgement of schools' achievements that are not reflected elsewhere in the framework. These measures may be academic or non-academic in nature, but must be objective and data-driven. Mission-specific measures are generally optional; however, inclusion of certain mission-specific measures may be required as a condition of the performance certificate.
Operational	The operational section considers whether schools are operating in compliance with federal and state law, authorizer requirements, and the provisions of their performance certificates.
Financial	The financial section evaluates the near-term and long-term financial status of the school. Schools with management contracts containing deficit protection clauses may be exempted from these indicators.

ACCOUNTABILITY DESIGNATIONS

Calculation of the percentage of eligible points earned for each school determines that school's accountability designation in each section. The accountability designations, in turn, guide authorizing decisions. The PCSC will consider contextual factors affecting a school's accountability designations when making authorizing decisions.

Honor	Schools achieving at this level in all sections are guaranteed renewal. Replication and expansion proposals are likely to succeed.
Good Standing	Schools achieving at this level in the academic section will be recommended for renewal; however, conditional renewal may be recommended if outcomes in other sections are poor. Replication and expansion proposals will be considered.
Remediation	Schools achieving at this level in the academic section may be recommended for non-renewal or conditional renewal, particularly if outcomes in other sections are poor. Replication and expansion proposals are unlikely to succeed.
Critical	Schools achieving at this level in the academic section face a strong likelihood of non-renewal, particularly if outcomes in other sections are also poor. Replication and expansion proposals will not be considered.

SCHOOL OVERVIEW

Mission Statement	The mission of Treasure Valley Classical Academy is to train the minds and improve the hearts of students through a classical, content-rich curriculum that emphasizes virtuous living, traditional learning, and civic responsibility.		
Key Design Elements	<p>Academics:</p> <ul style="list-style-type: none"> • A K-12 curriculum that is content-rich, balanced, and rigorous across the four core disciplines of mathematics, science, literature, and history. • The centrality of the Western Tradition in the study of history, literature, philosophy, and the fine arts. • A rich examination of American moral, philosophical, literary, political, and historical traditions. • Explicit phonics instruction in conjunction with strong elementary grammar teaching aimed at English language excellence. • The study of Spanish in grades K-6, of Latin and Greek roots in grades 4-6, and of Latin in grades 7-9 (plus). <p>Culture and Ethos:</p> <ul style="list-style-type: none"> • The acknowledgement of objective standards of truth, logic, weightiness, and beauty. • A school culture that fosters virtue, decorum, respect, discipline, and studiousness among faculty and students. • A school ethos in which well-educated and articulate subject matter experts (teachers) convey real knowledge to students using traditional, teacher-centered methods. • A school that uses technology effectively but without diminishing the faculty leadership crucial to academic achievement. • A school with a plan to serve students in grades K-12, opening at grades K-6 and organically building a grade level each year. 		
School Location	500 SW 3rd Street, Fruitland, ID 83619	School Phone	
Surrounding District	Fruitland School District		
Opening Year	2019		
Current Term	October 11, 2018 - June 30, 2024		
Grades Served	K-12		
Enrollment (Approved)	702	Enrollment (Actual)	

SCHOOL LEADERSHIP

STUDENT DEMOGRAPHICS

	School	State	Surrounding District	Neighboring District
Non-White				
Limited English Proficiency				
Special Needs				
Free and Reduced Lunch				

ISAT PROFICIENCY RATES

Percentage of students meeting or exceeding proficiency in Math	
Percentage of students meeting or exceeding proficiency in English Language Arts	
Percentage of students meeting or exceeding proficiency in Science	

GO-ON RATE (Post-secondary enrollment within 12 months of graduation)	
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ACADEMIC	Measure	Points Possible	Points Earned	Points Possible	Points Earned	Points Possible	Points Earned	Points Possible	Points Earned
		K-8	K-8	9-12	9-12	K-12	K-12	Alternative	Alternative
State Proficiency Comparison	1a	50	0	50	0	50	0		
	1b	50	0	50	0	50	0		
District Proficiency Comparison	2a	50	0	50	0	50	0	50	0
	2b	50	0	50	0	50	0	50	0
Criterion-Referenced Growth	3a	100	0			50	0		
	3b	100	0			50	0		
Norm-Referenced Growth	4a			100	0	50	0	50	0
	4b			100	0	50	0	50	0
Post-Secondary Readiness	5a			125	0	125	0	100	0
Total Academic Points		400	0	525	0	525	0	300	0
% of Academic Points			0%		0%		0%		0%

MISSION-SPECIFIC	Measure	Points Possible	Points Earned
	1		
	2		
	3		
	4		
	5		
	6		
Total Mission-Specific Points		0	0
% of Mission-Specific Points			#DIV/0!

TVCA has chosen not to include mission-specific measures.

OPERATIONAL	Measure	Points Possible	Points Earned	FINANCIAL	Measure	Points Possible	Points Earned
Educational Program	1a	25	0	Near-Term	1a	50	0
	1b	25	0		1b	50	0
	1c	25	0		1c	50	0
	1d	25	0		1d	50	0
Financial Management & Oversight	2a	25	0	Sustainability	2a	50	0
	2b	25	0		2b	50	0
	2c	25	0		2c	50	0
Governance & Reporting	3a	25	0	Total Financial Points	2d	50	0
	3b	25	0		400	0	
	3c	25	0		% of Financial Points		0%
	3d	25	0				
	3e	25	0				
	3f	25	0				
School Environment	4a	25	0	The financial measures above are based on industry standards. They are not intended to reflect nuances of the school's financial status. Please see the financial section of this framework for relevant contextual information that may alleviate concern.			
Additional Obligations	4b	25	0				
Total Operational Points	5a	25	0				
% of Operational Points		400	0				
			0%				

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

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

ACADEMIC K-12

All proficiency and growth measures will be scored using the ISAT by SBAC, or any state-required standardized test as may replace it. Subject area (math and ELA) may be replaced by similar subject areas if necessary due to statewide changes. On all applicable measures, standard rounding to the nearest whole number will be used for scoring purposes. Measures based on ISAT outcomes exclude alternate ISAT data; as a result, the outcomes shown may differ slightly from those published on the State Department of Education's website.

INDICATOR 1: STATE PROFICIENCY COMPARISON		
Measure 1a	Do math proficiency rates meet or exceed the state average?	Result Points Possible Points Earned
Math Proficiency Rate Comparison to State	Exceeds Standard: The school's proficiency rate in math exceeds the state average by 16 percentage points or more.	50 0
	Meets Standard: The school's proficiency rate in math is equal to the state average, or exceeds it by 1 - 15 percentage points.	30 - 45 0
	Does Not Meet Standard: The school's proficiency rate in math is 1 - 10 percentage points lower than the state average.	15 - 29 0
	Falls Far Below Standard: The school's proficiency rate in math is 11 or more percentage points lower than the state average.	0 - 14 0
Notes	The state average will be determined using the same grade set as is served by the public charter school.	0
Measure 1b	Do English Language Arts proficiency rates meet or exceed the state average?	Result Points Possible Points Earned
ELA Proficiency Rate Comparison to State	Exceeds Standard: The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.	50 0
	Meets Standard: The school's proficiency rate in ELA is equal to the state average, or exceeds it by 1 - 15 percentage points.	30 - 45 0
	Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 10 percentage points lower than the state average.	15 - 29 0
	Falls Far Below Standard: The school's proficiency rate in ELA is 11 or more percentage points lower than the state average.	0 - 14 0
Notes	The state average will be determined using the same grade set as is served by the public charter school.	0

INDICATOR 2: DISTRICT PROFICIENCY COMPARISON																				
Measure 2a Math Proficiency Rate Comparison to District	Do math (or similar subject area) proficiency rates meet or exceed the district average? Exceeds Standard: The school's proficiency rate in math either exceeds the district average by 16 percentage points or more, or is at least 80%. Meets Standard: The school's proficiency rate in math is equal to the district average, or exceeds it by 1 - 15 percentage points. Does Not Meet Standard: The school's proficiency rate in math is 1 - 10 percentage points lower than the district average. Falls Far Below Standard: The school's proficiency rate in math is 11 or more percentage points lower than the district average.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0		30 - 45	0		15 - 29	0		0 - 14	0			0
Result	Points Possible	Points Earned																		
	50	0																		
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	15 - 29	0																		
	0 - 14	0																		
		0																		
Notes	The district average will be determined using the same grade set as is served by the public charter school. Fruitland School District will be used for comparison purposes.																			
Measure 2b ELA Proficiency Rate Comparison to District	Do ELA (or similar subject area) proficiency rates meet or exceed the district average? Exceeds Standard: The school's proficiency rate in ELA either exceeds the district average by 16 percentage points or more, or is at least 80%. Meets Standard: The school's proficiency rate in ELA is equal to the district average, or exceeds it by 1 - 15 percentage points. Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 10 percentage points lower than the district average. Falls Far Below Standard: The school's proficiency rate in ELA is 11 or more percentage points lower than the district average.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td>0</td> </tr> <tr> <td></td> <td>30 - 45</td> <td>0</td> </tr> <tr> <td></td> <td>15 - 29</td> <td>0</td> </tr> <tr> <td></td> <td>0 - 14</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0		30 - 45	0		15 - 29	0		0 - 14	0			0
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Notes	The district average will be determined using the same grade set as is served by the public charter school. Fruitland School District will be used for comparison purposes.																			

INDICATOR 3: CRITERION-REFERENCED STUDENT GROWTH (GRADES K-8)																				
Measure 3a Criterion-Referenced Growth Math	Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade? Exceeds Standard: At least 85% of students are making adequate academic growth in math. Meets Standard: Between 70% and 84% of students are making adequate academic growth in math. Does Not Meet Standard: Between 50% and 69% of students are making adequate academic growth in math. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth in math.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>39-50</td> <td>0</td> </tr> <tr> <td></td> <td>26-38</td> <td>0</td> </tr> <tr> <td></td> <td>13-25</td> <td>0</td> </tr> <tr> <td></td> <td>0-12</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		39-50	0		26-38	0		13-25	0		0-12	0			0
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Notes																				
Measure 3b Criterion-Referenced Growth ELA	Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade? Exceeds Standard: At least 85% of students are making adequate academic growth in ELA. Meets Standard: Between 70% and 84% of students are making adequate academic growth in ELA. Does Not Meet Standard: Between 50% and 69% of students are making adequate academic growth in ELA. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth in ELA.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>39-50</td> <td>0</td> </tr> <tr> <td></td> <td>26-38</td> <td>0</td> </tr> <tr> <td></td> <td>13-25</td> <td>0</td> </tr> <tr> <td></td> <td>0-12</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		39-50	0		26-38	0		13-25	0		0-12	0			0
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INDICATOR 4: NORM-REFERENCED STUDENT GROWTH (GRADES 9-12)																				
Measure 4a	Are students making expected academic growth in math compared to their academic peers?	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>39-50</td> <td>0</td> </tr> <tr> <td></td> <td>26-38</td> <td>0</td> </tr> <tr> <td></td> <td>13-25</td> <td>0</td> </tr> <tr> <td></td> <td>0-12</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		39-50	0		26-38	0		13-25	0		0-12	0			0
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Norm-Referenced Growth Math	<p>Exceeds Standard: The school's median student growth percentile in math falls between the 66th and 99th percentile.</p> <p>Meets Standard: The school's median student growth percentile in math falls between the 43rd and 65th percentile.</p> <p>Does Not Meet Standard: The school's median student growth percentile in math falls between the 30th and 42nd percentile.</p> <p>Falls Far Below Standard: The school's median student growth percentile in math falls below the 30th percentile.</p>																			
Notes	<p>Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.</p>																			
Measure 4b	Are students making expected academic growth in English Language Arts compared to their academic peers?	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>39-50</td> <td>0</td> </tr> <tr> <td></td> <td>26-38</td> <td>0</td> </tr> <tr> <td></td> <td>13-25</td> <td>0</td> </tr> <tr> <td></td> <td>0-12</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		39-50	0		26-38	0		13-25	0		0-12	0			0
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Notes	<p>Growth will be calculated using 8th and 10th grade ISAT scores. Individual students' growth will be compared to the growth of other students, statewide, who fell in the same category (below basic, basic, proficient, or advanced) on the 8th grade ISAT.</p>																			

INDICATOR 5: COLLEGE & CAREER READINESS (GRADES 9-12)				
Measure 5a	Are students graduating from high school on time?	Result	Points Possible	Points Earned
Four-Year Adjusted Cohort Graduation Rate	Exceeds Standard: The school's four-year ACGR was at least 90%.		125	
	Meets Standard: The school either: a) had a four-year ACGR of 80% - 89% OR b) had a four-year ACGR of at least 66% AND met its progress goal.		100	
	Does Not Meet Standard: The school met its progress goal but had a four-year ACGR below 66%.		75	
	Falls Far Below Standard: The school did not meet its progress goal and had a four-year ACGR below 66%.		0-65	0
				0
	<p>The school's graduation rate progress goal will be established by the state accountability system. If such goals are not established by the state accountability system in any given year, the school's graduation rate progress goal will be established as follows: The progress goal will represent the school's most recent four-year ACGR plus one-sixth of the amount of growth needed to decrease the rate of non-graduates by 50% within 6 years, using the most recent school year as the baseline year. If the school does not have baseline data, its progress goal will initially be based on the surrounding district average graduation rate.</p>			
Notes	<p>Graduation rates are calculated on a 4-year-plus-summer cohort; for this reason, data availability will always run one year behind (that is, annual reports will contain graduation rate data from the cohort preceding the most recent school year. For example, 2015-16 ACGRs will be reflected in 2017 reports.)</p> <p>The 66% "floor" established by the bottom two categories is based on ESSA's mandatory inclusion in Targeted Support of any school that graduates fewer than 2/3 of its students on time.</p>			

INDICATOR 1: EDUCATIONAL PROGRAM																	
<p>Measure 1a Implementation of Educational Program</p>	<p>Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?</p> <p>Meets Standard: The school implements the material terms of the mission, vision, and educational program in all material respects, and the implementation of the educational program reflects the essential elements outlined in the charter and performance certificate. A cohesive professional development program is utilized.</p> <p>Partially Meets Standard: The school partially implements the material terms of the mission, vision, and educational program. However, implementation is incomplete, not cohesive, inconsistent, unclear, and/or unsupported by adequate resources and professional development.</p> <p>Does Not Meet Standard: The school has deviated from the material terms of the mission, vision, and/or essential elements of the educational program as described in the performance certificate, without an approved amendment, such that the program provided differs substantially from the program described in the charter and performance certificate.</p> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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<p>Measure 1b Educational Requirements</p>	<p>Is the school complying with applicable educational requirements?</p> <p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements, including but not limited to: Instructional time requirements, graduation, and promotional requirements, content standards including the Common Core State Standards, the Idaho State Standards, state assessments, and implementation of mandated programming related to state or federal funding.</p> <p>Partially Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to educational requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p> <p>Notes</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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Measure 1c	Is the school protecting the rights of students with disabilities?	Result	Points Possible	Points Earned
Students with Disabilities	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral, appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provisions of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to school's facility and programs; appropriate use of all available applicable funding.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
Notes				0
Measure 1d	Is the school protecting the rights of English Language Learner (ELL) students?	Result	Points Possible	Points Earned
English Language Learners	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting students from ELL services; and ongoing monitoring of exited students.</p> <p>Partially Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
Notes				0

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT																	
<p>Measure 2a Financial Reporting and Compliance</p>	<p>Is the school meeting financial reporting and compliance requirements?</p> <p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable) periodic financial reports as required by PCSC, and any reporting requirements if the board contracts with an Education Service Provider; on-time completion and submission of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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<p>Measure 2b GAAP</p>	<p>Is the school following General Accepted Accounting Principles (GAAP)</p> <p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit opinion, an audit devoid of significant findings and conditions, material weakness, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit. Any matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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<p>Measure 2c Enrollment Variance</p>	<p>Is the school successfully enrolling the projected number of students?</p> <p>Meets Standard: Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year.</p> <p>Partially Meets Standard: Enrollment variance was between 90 and 95 percent in the most recent fiscal year.</p> <p>Does Not Meet Standard: Enrollment variance was less than 90 percent in the most recent fiscal year.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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<p>Notes</p>	<p>Enrollment variance is calculated by dividing actual mid-term enrollment by the enrollment projection in the school's board-approved budget, as submitted to the SDE at the beginning of the fiscal year.</p>																

INDICATOR 3: GOVERNANCE AND REPORTING																	
Measure 3a	Is the school complying with governance requirements?	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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Governance Requirements																	
<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.</p>																	
<p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p>																	
<p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>																	
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Measure 3b	Is the board fulfilling its oversight obligations?	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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Board Oversight																	
<p>Meets Standard: The school's board practices consistent, effective oversight of the school, including but not limited to frequent review of the school finances and academic outcomes. Board meeting agendas, packets, and minutes reflect competent oversight practices and actions to foster academic, operational, and financial strength of the school, including ongoing board training, policy review, and strategic planning. The school's board has adopted and maintains a complete policy book.</p>																	
<p>Partially Meets Standard: Some of the school board's oversight practices are underdeveloped, inconsistent, incomplete, or reflect a need for additional training. Board meeting agendas, packets, and minutes reflect meaningful efforts toward self-evaluation and improvement. The school's policy book may be substantially complete but require additional maintenance.</p>																	
<p>Does Not Meet Standard: The school's board fails to practice consistent, effective oversight of the school, and/or documentation of competent oversight practices and actions is not maintained. The school's policy book may be incomplete, unmaintained, or non-existent.</p>																	
Notes																	

<p>Measure 3c Reporting Requirements</p>	<p>Is the school complying with reporting requirements?</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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<p>Measure 3d Public Transparency</p>	<p>Is the school complying with public transparency requirements?</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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<p>Measure 3e Credentialing & Background Checks</p>	<p>Is the school meeting employee credentialing and background check requirements?</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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<p>Measure 3f Information Handling</p>	<p>Is the school handling information appropriately?</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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<p>INDICATOR 4: SCHOOL ENVIRONMENT</p>																	
<p>Measure 4a Transportation</p>	<p>Is the school complying with transportation requirements?</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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<p>Notes</p>																	
<p>Measure 4b Public Transparency</p>	<p>Is the school complying with facilities requirements?</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>25</td> <td></td> </tr> <tr> <td></td> <td>15</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
Result	Points Possible	Points Earned															
	25																
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<p>Notes</p>																	

INDICATOR 5: ADDITIONAL OBLIGATIONS				
Measure 5a	Is the school complying with all other obligations?	Result	Points Possible	Points Earned
Additional Obligations	<p>Meets Standard: The school materially complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to statute and administrative rule; requirements of the State Department of Education; and requirements of the accrediting body.</p> <p>Partially Meets Standard: The school largely complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
				0
Notes				

FINANCIAL

INDICATOR 1: NEAR-TERM			Result	Points Possible	Points Earned
Measure 1a Current Ratio Current Ratio: Current Assets divided by Current Liabilities Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i> Does Not Meet: Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative. Falls Far Below Standard: Current ratio is less than or equal to 0.9. Notes				50	
				10	
				0	0
Measure 1b Cash Ratio Current Ratio: Cash divided by Current Liabilities Meets Standard: Cash Ratio is greater than 1.0 OR Cash Ratio is equal to 1.0 and one-year trend is positive (current year ratio is higher than last year's). Does Not Meet: Cash Ratio is between 0.9 and 1.0 OR Cash Ratio equals 1.0 and one-year trend is negative. Falls Far Below Standard: Cash ratio is equal to or less than 0.9. Notes				50	
				10	
				0	0
Measure 1c Unrestricted Days Cash Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense/365) Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i> Does Not Meet: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative. Falls Far Below Standard: Fewer than 15 Days Cash. Notes				50	
				10	
				0	0
Measure 1d Default Default Default Meets Standard: School is not in default of financial obligations. Financial obligations include, but are not limited to: nonpayment, breach of financial representation, non-reporting, non-compliance, financial judgements, loan covenants, and/or tax obligations. Does Not Meet: School is in default of financial obligations. Notes				50	
				0	0

FINANCIAL

INDICATOR 2: SUSTAINABILITY			Result	Points Possible	Points Earned
Measure 2a Total Margin and Aggregated 3-Year Total Margin	Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues. Meets Standard: Aggregated 3-yr Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the</i> Does Not Meet: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard". Falls Far Below Standard: Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR the most recent year Total Margin is less than -10 percent.			50 30 0	0
Notes					
Measure 2b Debt to Asset Ratio	Debt to Asset Ratio: Total Liabilities divided by Total Assets Meets Standard: Debt to Asset Ratio is less than 0.9. Does Not Meet: Debt to Asset Ratio is between 0.9. and 1.0 Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0			50 30 0	0
Notes					
Measure 2c Cash Flow	Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One -Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash Meets Standard: Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their fist or second year of operation must have positive cash flow.</i> Does Not Meet: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard" Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative.			50 30 0	0
Notes					
Measure 2d Debt Service Coverage Ratio	Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments) Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1 Does Not Meet: Debt Service Coverage Ratio is less than 1.1			50 0	0
Notes					

Appendix C: Pre – Opening Requirements

New School Pre-Opening Requirements

The following items must be collected by the PCSC for your school's files.

ITEM	COLLECTION BY PCSC
Performance Certificate Executed	
Bylaws Executed	
Articles of Incorporation	
Conflict of Interest and/or Code of Ethics Statement	
Facility Lease or Mortgage Executed	
Annual Board Approved Budget	
501c3 Approval Letter	
Org Chart	
Board Member and School Leader Contact Information (PCSC Dashboard)	
Emergency Incident Team Communication Plan	

The tasks referenced below are detailed on the following pages. The lists include tasks related to requirement for opening as well as tasks representing best practices in new school launch. While each school's pre-opening process is expected to be different, all schools must satisfactorily address all tasks listed.

ITEM	PCSC Verification
Enrollment is Sufficient for Operation	
Meeting 1 Tasks (see "Pre-Opening Checklist", "Meeting 1 - October" tab)	
Meeting 2 Tasks (see "Pre-Opening Checklist", "Meeting 2 - December" tab)	
Meeting 3 Tasks (see "Pre-Opening Checklist", "Meeting 3 - February" tab)	
Meeting 4 Tasks (see "Pre-Opening Checklist", "Meeting 4 - April" tab)	
Meeting 5 Tasks (see "Pre-Opening Checklist", "Meeting 5 - June" tab)	
Final Tasks and Facilities Visit (See "Pre-Opening Checklist", "Final Facilities Visit - August" tab)	

Certificate is hereby given that all facts and representations on this assurance document are true and correct.

Printed Name and Title of Authorized Charter School Representative

Signature

Date

Printed Name of PCSC Representative

Signature

Date

Public Charter School Commission Pre-Operational School Meeting #1

	Date of Meeting:	School Attendees:	PCSC Attendees:
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Facilities plan is on track for opening Y / N	Facilities Notes:
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CATEGORY	TOPIC	COPY FOR PCSC	EVIDENCE FOR REVIEW	COMMENTS	VERIFICATION
Finance	Performance Certificate Executed	Y	Fully Executed Copy on File at PCSC and School		
Governance	Bylaws	Y	Executed Copy and Meeting Minutes evidencing Adoption		
Governance	Articles of Incorporation (to be filed with Secretary of State)	Y	Executed Copy and Meeting Minutes evidencing Adoption		
Governance	Conflict of Interest Statement / Code of Ethics (33-5200 ; 74-404)	Y	Signed by Each Board Director		
Governance	Independent Legal Counsel Secured		Meeting Minutes evidencing Approval of Engagement		
Governance	501c3 (file the IRS 1023 form, extensive application and approx. \$1K cost, recommend you work with your legal counsel to review) (Application will require board establishment documentation such as executed bylaws, conflict, articles, etc.)	Y	Approval or Interim Approval letter from the IRS (the final letter can take months to arrive, for most purposes the interim letter is sufficient)		
Governance	File with Secretary of State (will need executed articles of incorporation)		Verified by PCSC staff at: https://www.accessidaho.org/public/sos/corp/search.html		

LOOKING FORWARD

Registrar	Comprehensive Recruitment Plan		Discussion of Plan		
Registrar	Compliant and Accessible Student Enrollment Application (considers potential language barriers a/o access to technology as well as efficiency and security of data collection)		Discussion of Plan		
Technology	5 Year IT plan (you'll need this for E-rate applications. Good to start early as this will take time and could affect facilities work late winter/early spring)		Discussion of Plan		
Transportation	It is recommended that you start this plan early as you'll need to utilize the procurement process		Discussion of Plan		
Nutrition	Wellness Plan (required for NSLP compliance, but not until July after first op year. Recommended that you get this in place asap as it can be positive leverage for grants and will be easier to implement from the beginning)		Discussion of Plan		

Public Charter School Commission Pre-Operational School Meeting #2

	Date of Meeting:	School Attendees:	PCSC Attendees:	
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Facilities plan is on track for opening	Facilities Notes:	
Y / N		

CATEGORY	TOPIC	COPY FOR PCSC	EVIDENCE FOR REVIEW	COMMENTS	VERIFICATION
Policy	Employee Handbook (Summary of applicable policies, see policy list tab for requirements and recommendations)		Document Review		
Finance	Bank Account Established		Discussion		
Finance	Signatories Identified (best practice is 2 required, but 3 identified)		Meeting minutes evidencing appointment.		
Finance	salary scale developed (considers fair hiring practices and local hiring competition)		Discussion of Plan		
Finance	EIN number established (state Tax ID number)		Verify Number exists		
Finance	DUNS number established (required for eligibility to receive government dollars)		Verify Number exists		
Registrar	Comprehensive Recruitment Plan		Discussion of Plan		
Registrar	Compliant and Accessible Student Enrollment Application (considers potential language barriers a/o access to technology as well as efficiency and security of data collection)		Discussion of Plan		
HR	Staffing Plan Established and comprehensive (should reflect enrollment projections, anticipated demographics, model specific needs, and budgets)		Discussion of Plan (recording on dashboard tab)		
HR	job descriptions for general positions are generally representative of duties		Document Review		
Technology	5 Year IT plan (you'll need this for E-rate applications. Good to start early as this will take time and could affect facilities work late winter/early spring)		Discussion of Plan	Erate Flow chart	
Stakeholders	Org Chart (stakeholders have adequate access to personnel) (Occasionally we receive calls from concerned parents. Access to this information will help us refer parents to your adopted procedures.)	Y	If this document is not provided on your website, a copy will need to be provided to the PCSC for our files.		
Stakeholders	Curriculum Selection Process (should evidence research and stakeholder input as well as a plan for regular review regarding efficacy)		Discussion of Plan	consider: IC 33-512A	
Assessment	data analysis / Assessment plan		Discussion of Plan		
Special Populations	Home Language Survey (a section of the registration paperwork)		Document Review		
Governance	Board Meeting Calendar (high level evidence that the board is planning for key work such as, administrator evaluation process, academic performance review, the audit report, etc.)		Document Review		
Governance	Board Meeting Training - outlining topics, calendar, resources, and facilitator.		Document Review		
Governance	Job Descriptions for Board Officers (chair, secretary, treasurer, etc.) and Committees (governance, academic, finance, etc.)		Document Review		
Governance	Meeting Agendas posted Accurately		Process and Document Review	Open Meetings Law	
Governance	Board Meeting Minutes (format consistent, content sufficient, see open meetings law)	Y	Several Examples will be required throughout the pre-operational year		
Governance	Board Member Succession, Orientation, and Termination Process		Process review		
LOOKING FORWARD					
HR	Business Manager Hired		Discussion		
Operations	Review the LEA Request Form for SDE		Discussion		
HR	Administrator hired (process needs to evidence fair hiring practices)		Process or Policy Review		

Public Charter School Commission Pre-Operational School Meeting #3

	Date of Meeting:	School Attendees:	PCSC Attendees:
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Facilities plan is on track for opening	Facilities Notes:	
Y / N		

CATEGORY	TOPIC	COPY FOR PCSC	EVIDENCE FOR REVIEW	COMMENTS	VERIFICATION
Policy	Finance Manual Review (Summary of applicable policies, see policy list tab for requirements and recommendations)	Y	Document Review		
Finance	PO Process Outlined (for admin, board, and staff if different)		Discussion of Plan		
Finance	reimbursement request forms and process established		Discussion of Plan		
Finance	Procurement procedures in place		need to determine what about this process is required.		
Registrar	Records Request process		Document Review		
Finance	Kitchen Capital Purchases (warming ovens, smallwares, etc.)		Discussion		
Registrar	Notification of lottery date posted		PCSC Staff will verify this on school's webiste		
Registrar	First Offer Notification and Expiration Process		Discussion/Document Review		
Registrar	Registration Paperwork Complaint		Document Review		
HR	salaried contract established and compliant		Document Review		
HR	hourly contract established and compliant		Document Review		
HR	Time-off request forms/ process developed		Document Review		
HR	Administrator hired (process needs to evidence fair hiring practices - see policy tab)		Process or Policy Review		
Safety	playground safe practices outlined (student expectations for outdoor play and supervision plan/expectations. Document should reflect how this information is presented to teachers/students or playground attendants)		Document Review	Resources: https://schoolsafety.dbs.idaho.gov/repository/playgrounds/	
Finance	Maintenance Capital Purchases (lawn mower, floor scrubber)		Discussion in June; Site Visit Observation in Aug		
Safety	medical administration plan (policy recommended; documents should include statement of policy, administration tracking chart, and parent signature line. Options for nurse/admin administration as well as student self admin - i.e. diabetes, inhaler, or epi pen)		Document and Process review		
Safety	Materials Safety Data Sheet (MSDS) utilized appropriately through the school (any chemicals need to be stored appropriately and usage must be tracked according to these guidelines. Mostly applies to chemistry supplies, but may also apply to janitorial or art supplies. This will matter for fire safety and health inspections. verify that your school is compliant if applicable)		Document and Process review (if applicable)		
LOOKING FORWARD					
Finance	Facility Lease or Mortgage Executed	Y	Fully Executed Copy on File at PCSC and School		
Finance	Accounting System Secured and Set up		Discussion		
Registrar	Records tracking for special services process				
Asset Management	Asset tracking and Materials Receipt Process		Discussion		
Registrar	Student File Compliance Check		Student File plan review/feedback; file spot check in August		
Safety	facilities safety checklists (indoor and outdoor) established		Document Review		
Safety	Crisis Management Plan (review with your local emergency responders the summer before opening; start early as a quality plan will take several months to develop) (plan should include training materials, quick reference guide, evacuation maps, recovery plan, roles of incident team personnel, communication plan, and drill tracking document)	Y	PCSC will need a copy of your "Incident Team" org chart with roles defined and your "Recovery Plan" timeline. We will also need to be included on your emergency notification system (whether that is text system, phone tree, or email distribution system).	Resources: https://schoolsafety.dbs.idaho.gov/training/	
Safety	drop off and dismissal procedures established (evidence should reflect how this information is shared with families as well as supervision expectations)		Document Review		

Public Charter School Commission Pre-Operational School Meeting #4

	Date of Meeting:	School Attendees:	PCSC Attendees:
Facilities plan is on track for opening	Facilities Notes:		

CATEGORY	TOPIC	COPY FOR PCSC	EVIDENCE FOR REVIEW	COMMENTS	VERIFICATION
Policy	Student/Family Handbook Review (Summary of applicable policies, see policy list tab for requirements and recommendations)	Y	Document Review		
Finance	check printing ability secured		Discussion		
Registrar	SIS System acquired		Discussion		
HR	payroll and timecard systems adopted		Discussion		
HR	Substitute process established		Discussion		
HR	Health Benefits Secured		Discussion		
HR	Retirement Benefits Secured		Discussion		
HR	New Hire Process Established (paperwork, legal, payroll, benefits, etc.)		Document Review. A sample new-hire checklist is sufficient.		
HR	New Hire Orientation Established (should consider certified and classified staff and evidence plans for beginning of year as well as mid-year hires)		Discussion		
HR	Business Manager Hired		Discussion		
Reporting	PCSC Reporting Calendar Reviewed		Discussion		
Reporting	SDE Reporting Calendar Reviewed		Discussion		
Reporting	Stakeholder Reporting Calendar Established (should evidence report cards, state of the school address, stakeholder survey timelines, etc.)		If this type of information is embedded in your published school calendar, no further evidence is necessary.		
Reporting	Principal's Repot (to Board) Plan (i.e. data dashboard) Best practices include a standard set of data reported to the governing board by the school principal each meeting. This data should reflect progress toward established goals, and attempt to reflect the board's administrator evaluation process.		Discussion of Plan/ Document Review		
Culture	Community Meeting Plan (assemblies)		If this information is embedded in your daily schedule, no further evidence is required. If not, discussion.		
Stakeholders	Community Event Plan (student work showcases, conferences, etc.)		if this information is embedded in your published school calendar, no further evidence is necessary. If not, discussion.		
Instruction	school-wide professional development plan (should include plcs with time sufficiently reflected in the calendar and daily schedule)		Document Review		
Instruction	Teacher coaching plan (reflecting how individual needs will be met beyond the school-wide PD plan)		Document Review		
Instruction	Teacher formal evaluation tools are developed		Document Review		
Special Populations	Special Education Director Identified		Discussion regarding qualifications, start date, and plan for student intake and paras.		
Special Populations	504 coordinator identified		Discussion regarding qualifications, start date, and time allocation		
Nutrition	NSLP application approved (if applicable)		Discussion		
Culture	common behaviors description (transitions, bathrooms, cafeteria, etc.)		Document Review		
Culture	Positive Behavior Plan (this is in extension of the formal discipline policies and should evidence the school's day to day philosophy and procedures for classroom management)		Document Review		
Culture	Annual Calendar	Y	Board Approved Final Copy		
Culture	Daily Schedule	Y	Board Approved Final Copy		
Culture	Extra Curricular Plan Established (if applicable)		Discussion		
Culture	After school Care Plan Established (if applicable)		Discussion		
Technology	Website Compliance Check		PCSC will verify online at various times		
LOOKING FORWARD					
Instruction	Curriculum Map for first year (minimally)		Document Review		
Finance	Consolidated Federal and State Grant Applications		Contact SDE (due 5/1)		
Governance	New Charter School Bootcamp		Contact SDE		
Instruction	First two weeks curriculum plan process		Document Review		

Public Charter School Commission Pre-Operational School Meeting #5

Public Charter School Commission Pre-Operational School Meeting #5					
	Date of Meeting:	School Attendees:	PCSC Attendees:		
Facilities plan is on track for opening	Facilities Notes:				
CATEGORY	TOPIC	COPY FOR PCSC	EVIDENCE FOR REVIEW	COMMENTS	VERIFICATION
Special Populations	Identifying and serving at-risk students		Discussion of Plan/ Document Review		
Special Populations	Child Find Procedures in place		Discussion of Plan		
Governance	School Leader Evaluation Tools	Y	Document (if modified from SDE)		
Finance	Transportation Contract Executed		Meeting Minutes evidencing contract award or authorization for signatory		
Finance	Landscaping/Snow Removal Contract Executed		Meeting Minutes evidencing contract award or authorization for signatory		
Finance	Special Services (speech, OT, etc.) Identified and retained		Meeting Minutes evidencing contract award or authorization for signatory		
Finance	Independent Auditor Contract Executed		Meeting Minutes evidencing contract award or authorization for signatory		
Finance	IT Contract Executed (if applicable)		Meeting Minutes evidencing contract award or authorization for signatory		
Finance	D&O Insurance Policy Secured		Meeting Minutes evidencing contract award or authorization for signatory		
Finance	Property and Liability Insurance Secured		Meeting Minutes evidencing contract award or authorization for signatory		
Finance	Workers Compensation Insurance Secured		Meeting Minutes evidencing contract award or authorization for signatory		
Finance	Facility Lease or Mortgage Executed	Y	Fully Executed Copy on File at PCSC and School		
Finance	Accounting System Secured and Set up		Discussion		
Finance	monthly finance reports established for board		Document Review		
Registrar	Family orientation process		Discussion		
Registrar	New student beginning of year process		Discussion		
Registrar	New student mid-year process		Discussion		
Registrar	Records tracking for special services process		Discussion		
Assessment	Assessment Coordinator Identified		Discussion regarding qualifications, start date, and sufficient time allocation.		
Asset Management	Asset tracking and Materials Receipt Process		Discussion		
Special Populations	ELL coordinator identified		Discussion regarding qualifications, start date, and plans for reviewing student records.		
Safety	drop off and dismissal procedures established		Discussion		
Nutrition	FRL application process established		Discussion		
Finance	Vended Program Contract Executed or Food and Milk Vendors Contracts Executed		Discussion		
Safety	Crisis Management Plan (review with your local emergency responders the summer before opening; start early as a quality plan will take several months to develop) (plan should include training materials, quick reference guide, evacuation maps, recovery plan, roles of incident team personnel, communication plan, and drill tracking document)	Y	PCSC will need a copy of your "Incident Team" org chart with roles defined and your "Recovery Plan" timeline. We will also need to be included on your emergency notification system (whether that is text system, phone tree, or email distribution system).		
Finance	Charter School Advanced Payment Request Awareness		Contact SDE		
Finance	Transportation Advance Payment Request Awareness		Contact SDE		
Special Populations	Special Education Assurances Filed with SDE Awareness		Contact SDE		
Special Populations	RTI Process Established		Document Review		
LOOKING FORWARD					
Finance	Primary Curriculum Materials (for core subjects and model specific)		Discussion in June; Site Visit Observation in Aug		
Finance	Curriculum Support Materials (counters, etc.)		Discussion in June; Site Visit Observation in Aug		
Finance	Classroom Consumables (markers, paper)		Discussion in June; Site Visit Observation in Aug		
Finance	Maintenance Consumables (cleaning supplies, paper towels)		Discussion in June; Site Visit Observation in Aug		
Finance	Office Consumables (paper, folders)		Discussion in June; Site Visit Observation in Aug		
Finance	Kitchen non-food consumables (napkins, disposable products, gloves)		Discussion in June; Site Visit Observation in Aug		
Registrar	Student Data uploaded to SIS		Discussion		
HR	Background Checks are completed for all staff		Handbook		
HR	Teacher License verification		Discussion of Process and record keeping.		
Special Populations	Record Keeping plan is established for Special Education		Document Review		
Reporting	Annual Budget Submitted to SDE/PCSC	Y	meeting minutes documenting approval	33-801	

Public Charter School Commission Pre-Operational School Meeting #6

Date of Meeting:		School Attendees:		PCSC Attendees:	
CATEGORY	TOPIC	COPY FOR PCSC	EVIDENCE FOR REVIEW	COMMENTS	VERIFICATION
Finance	Primary Curriculum Materials (for core subjects and model specific)		Observation		
Finance	Curriculum Support Materials (counters, etc.)		Observation		
Finance	Classroom Consumables (markers, paper)		Observation		
Finance	Maintenance Consumables (cleaning supplies, paper towels)		Observation		
Finance	Office Consumables (paper, folders)		Observation		
Finance	Kitchen non-food consumables (napkins, disposable products, gloves)		Observation		
Registrar	Student Data uploaded to SIS and compatibility with ISEE verified		Review		
HR	Background Checks are completed for all staff and volunteer background check procedures are outlined for a parent audience		Document Review (excerpts from employee and family handbook)		
HR	Teacher License verification (this is due to SDE via ISEE by 10/17)		Discussion of Process and record keeping.		
HR	Variance request/ hard to fill positions		Contact SDE if necessary		
Instruction	Curriculum Map for first year		Document Review / Discussion		
Instruction	First two weeks curriculum plan process		Document Review / Discussion		
Technology	IT coordinator is identified and sufficiently trained or Contracted Services has been retained		Discussion regarding qualifications and duties.		
Technology	Classroom equipment is operational for teacher use (computers, projectors, doc cams, etc.)		Observation		
Technology	Equipment is operational for student use (computers, network, logins set up, etc.)		Observation		
Technology	Internet Access functional and sufficient		Observation		
Safety	facilities safety checklists (indoor and outdoor) established		Document Review		
Nutrition	allergies accounted for		Document Review / Observation of any accommodated eating space		
Facilities	Health Inspection Passed and Filed		Document Review		
Facilities	Fire Inspection Passed and Filed		Document Review		
Facilities	Occupancy Certificate Posted		Document Review		
Facilities	Building Safety Inspection Posted		Document Review		
Facilities	Security Plan as applicable (cameras, secured areas/doors, doors labeled for visitors, etc.)		Observation		
Facilities	Key Distribution Record		Document Review		
Facilities	student space staging is complete prior to back to school night (classrooms and common spaces), age appropriate, and meets needs of model		Observation		
Facilities	special populations areas are prepared (variety of spaces and record security)		Observation		
Facilities	employee work room prepared		Observation		
Facilities	outdoor play space prepared		Observation		
Registrar	Student File Compliance Check		Student file spot check		