

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
APRIL 21, 2022**

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**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**APRIL 20, 2022**

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**UNIVERSITY OF IDAHO**

**SUBJECT**

University of Idaho (UI) Annual Progress Report

**REFERENCE**

April 2021

The Board received the previous University of Idaho annual report in compliance with Board policy I.M.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies and Procedures, Section I.M.4

**BACKGROUND/DISCUSSION**

This agenda item fulfills the requirement established in Board Policy I.M.4 for each institution to provide an annual progress report of the institution's strategic plan, details of implementation, status of goals and objectives, and information on other points of interest in accordance with the schedule and format established by the Board's Executive Director.

The University of Idaho's annual published progress report is attached. Any updates will be provided through the presentation. Annual performance measure reports are presented to the Board at the regular October Board meeting.

The University of Idaho's strategic plan drives the University's integrated planning, programming, budgeting, and assessment cycle and is the basis for the institution's annual budget requests and performance measure reports to the State Board of Education, the Division of Financial Management and the Legislative Services Office.

**IMPACT**

Each institution's annual report provides the Board with an update on the institution's progress in meeting their strategic plan goals and efforts toward program prioritization.

**ATTACHMENTS**

Attachment 1 – University of Idaho Annual Report

Attachment 1 – University of Idaho Presentation - Draft

**BOARD STAFF COMMENTS AND RECOMMENDATIONS**

Board Policy I.M. requires each institution and agency to report to the Board annually on "progress on the approved strategic plan, details of implementation, status of goals and objectives, and expanded information on points of interest and special appropriations."

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**APRIL 20, 2022**

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The institution annual progress report gives the Board the opportunity to discuss advancement toward the institution's strategic plan goals, initiatives the institution may be implementing to meet those goals, barriers identified and progress toward the Board's educational system initiatives. Additionally, this time will be used to update the Board on the institution program prioritization implementation.

**BOARD ACTION**

This item is for informational purposes only.

# IDAHO IMPACT

ANNUAL REPORT | APRIL 2022



**NO. 1**  
**BEST VALUE**  
*Public University*  
*in the West*



University  
of Idaho



# IDAHO IMPACT

The University of Idaho provides incredible value to our students and our state. We produce graduates ready to contribute to industry and the economy, and our research helps Idaho's communities thrive.

It's our mission to build on our rich traditions of access and outreach as Idaho's land grant institution. We educate Idaho's future leaders and disseminate our research to support residents in each of the state's 44 counties.

This 2022 edition of Idaho Impact articulates how we are delivering on our mission. It includes progress on our 10-year strategic plan implemented in 2016. While we continue to monitor the metrics identified in the strategic plan, we are more focused on certain elements. The result is the implementation of our Vandal Hybrid Financial Model and progressing on our three pillars: Supporting student success, prioritizing research and telling our story.

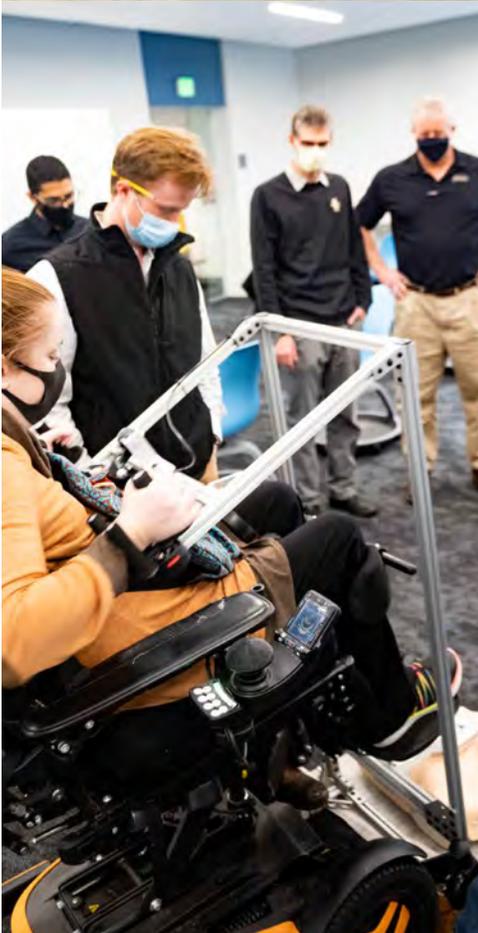
The pandemic greatly affected our 2020-21 strategic plan metrics included in this report. However, we are seeing positive outcomes driven by our financial model and our three pillars. We are more financially sound, are experiencing better enrollment outcomes, have an impressive pipeline of new research awards and are setting new annual philanthropy records. Our positive momentum during this challenging time leads us to believe our most aspirational vision will be fully realized in a non-pandemic setting.

We are a university on the rise. Our collective efforts demonstrate U of I's continued dedication to support a thriving Gem State.

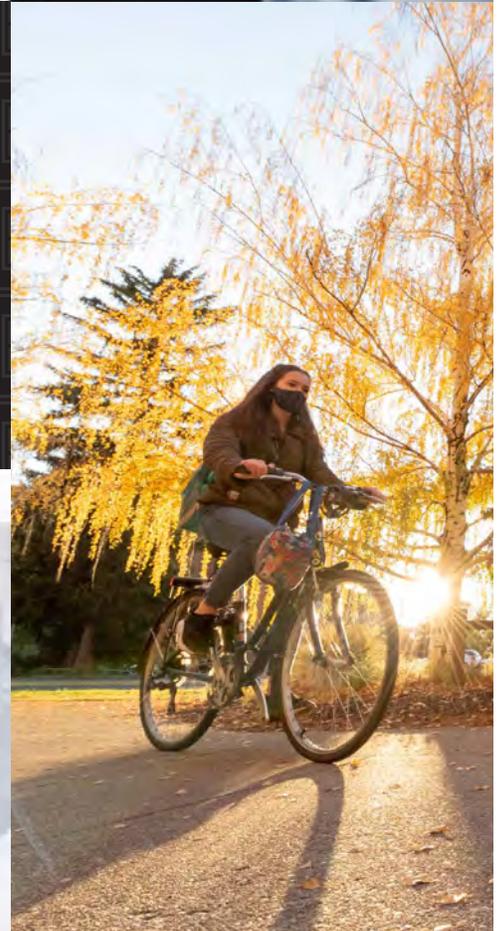
President Scott Green



<b>2</b>	Mission, Vision, Values
<b>4</b>	Pillar 1: Telling Our Story
<b>5</b>	Pillar 2: Supporting Student Success
<b>6</b>	Pillar 3: Prioritizing Research
<b>8</b>	Strategic Plan Goal 1: Innovate
<b>9</b>	Strategic Plan Goal 2: Engage
<b>10</b>	Strategic Plan Goal 3: Transform
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<b>13</b>	Complete College America's Game Changers
<b>14</b>	Fundraising
<b>15</b>	Building Our Future
<b>16</b>	Partnerships
<b>17</b>	Idaho is Our Campus



**MISSION**  
The University of Idaho  
shapes the future through  
innovative thinking,  
community engagement and  
transformative education.



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## VISION

The University of Idaho will expand the institution's intellectual and economic impact and make higher education relevant and accessible to qualified students of all backgrounds.



## VALUES

- Excellence
- Respect
- Integrity
- Perseverance
- Sustainability

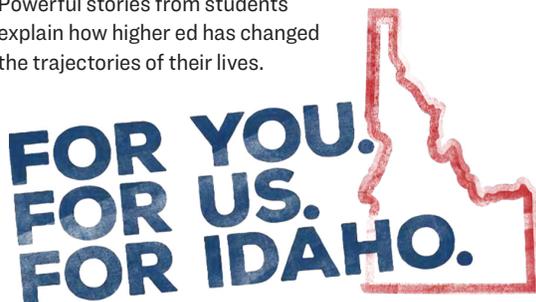




# TELLING OUR STORY

## **ENROLL IDAHO**

Improving Idaho's go-on rate is a top priority for the University of Idaho and our partners in higher education across the state. Idaho's four-year schools are teaming up on the "Education for Idaho" marketing campaign, emphasizing the value of higher education in Idaho and the array of opportunities that college can unlock for Idaho students. This marketing campaign includes television and radio ads, social media, digital signage and billboards. Powerful stories from students explain how higher ed has changed the trajectories of their lives.



## **BEST VALUE IN THE WEST**

The University of Idaho was ranked the No. 1 Best Value in the West among public universities by U.S. News & World Report, and No. 2 nationally, behind only North Carolina. The "Best Value" rankings compare overall quality of the institution related to its price and any need-based aid or discounts given.

## **LEADING IDAHO**

The University of Idaho is providing remarkable value for students and the state. The Bipartisan Policy Center used data from the U.S. Department of Education to calculate the return on investment for students and taxpayers at colleges across the country.

According to the research, the average student's ROI of enrollment at U of I is \$573,297, far outpacing the other four-year public universities in the state.

# STUDENT SUCCESS

**↑ \$50M**  
SCHOLARSHIPS

## U OF I IN ACTION

\$50 million in scholarships and waivers are offered to U of I students.

**5K** IN-PERSON  
COURSE SECTIONS

Nearly 5,000 course sections were held in person in Fall 2020 and Spring 2021 with no cases of COVID-19 traced to the classroom.

## CYBERSECURITY

**↑ 50** CYBERSECURITY  
STUDENTS

45 students are now enrolled in Idaho's first bachelor's degree in cybersecurity, and 5 students are enrolled in the master's degree program, elevating decades of producing students who found careers in the field.

**↑ 51** VANDAL PROMISE  
SCHOLARSHIPS

## VANDAL PROMISE

The need-based Vandal Promise Scholarship helps bridge the \$5,000 gap many students face after Pell grants and available scholarships – and the cost to attend college – are considered. The program grew to more than 50 students in Fall 2021.

**↑ 11,303**  
ENROLLMENT

## ENROLLMENT AND RETENTION: FALL 2021

Enrollment: 11,303 – an increase of 4.7% over the prior year

Largest entering freshmen class since 2015 – up 16.7% over the prior year

Transfer enrollment up 11.7% over the prior year

Western Undergraduate Exchange enrollment up 15% over the prior year

The WUE program provides a tuition discount to students from all 16 Western Interstate Commission for Higher Education (WICHE) states

New graduate student enrollment up 8.2% over the prior year

Non-resident enrollment up 20.7% over the prior year

**72%** FROM  
IDAHO

**41%** FIRST IN  
FAMILY

## RETENTION AND GRADUATION

2020-21 first-year student retention was 76.7%, down from 77.8% in 2020-21.

Six-year graduation rate: 59.1% in FY21, slightly down from 59.5% in FY20.

**↑ 15%** WUE  
PROGRAM

**↑ 8.2%** GRAD  
STUDENTS

## DEGREES

2,284 students earned 2,458 degrees/certificates in 2020-21

**↑** = value is higher than the prior year

# PRIORITIZING RESEARCH



## **INSTITUTIONAL INVESTMENT IN PROFESSIONAL RESEARCH STAFF AND GRADUATE STUDENT RESEARCH**

U of I is investing in its research in capability and doctoral students in support of the university goals to grow research impact and attain a Carnegie R1 classification in 2025. In support of this goal investments from the P3 strategic research fund are increasing institutional support for postdoctoral research fellows and doctoral students by \$3 million per year and additionally are supporting the expansion of professional research staff at U of I by up to 25 positions focused on mission-critical areas such as artificial intelligence, data sciences and high-performance computing.

## **PIONEERING DIGITAL FOREST TECHNOLOGY**

The College of Natural Resources is pioneering the use LIDAR (Light Detection and Ranging) technologies to produce highly accurate digital single-tree inventories of forest and wildlife habitat on the U of I Experimental Forest, the first such application in the country. These innovative approaches allow for a complete census of tree structure and function across thousands of acres to be completed more accurately and rapidly than traditional field-based sampling methods and extrapolation. U of I researchers are working closely with forest industry partners for what will transform the way forests are measured worldwide.

## **CYBERSECURITY PARTNERSHIP WITH SCHWEITZER ENGINEERING LABORATORIES**

U of I and SEL continue to grow their partnership in cybersecurity education and research. The College of Engineering commissioned new laboratories in the U of I Integrated Research Innovation Center (IRIC) focused on developing secure industrial control systems. Recently funded by an additional \$2.5 million infusion from SEL, this partnership continues to support students and fund undergraduate, graduate and faculty research.

## **IDAHO UNIVERSITIES GAIN EXCLUSIVE ACCESS TO FALCON SUPERCOMPUTER**

U of I will assume management of the Falcon supercomputer from Idaho National Laboratory as lead university for the Idaho university consortium. Falcon, which is housed at the new Collaborative Computing Center in Idaho Falls, is one of the 25 fastest academic computers in the nation and provides a profound increase in the high-performance computing power available to Idaho's universities.

## **NIH GRANT ENABLES FACULTY CLUSTER HIRE FOR MODELING TO ADDRESS PUBLIC HEALTH CHALLENGES**

A \$11 million grant from the National Institutes of Health to Principal Investigator Holly Wichman, professor of Biological Sciences and director of the Institute for Modeling Collaboration and Innovation, has enabled U of I to add six faculty positions to increase our strength in the use of mathematical, statistical and computational modeling for biomedical and public health projects. This interdisciplinary cluster will involve appointments in multiple departments and colleges and will leverage critical new assets like the Falcon supercomputer.

## **WOOD WASTE & 3D PRINTING FOR SUSTAINABLE CONSTRUCTION**

The National Science Foundation awarded \$4 million to College of Engineering Professor Michael Maughan and co-workers to further develop and test a process for a 3D printer capable of producing housing from a 100% bio-based wood composite material. This work is attracting diverse industry interest and forms the basis for U of I's first membership-based Industrial Affiliates program, the PrinTimber Industrial Affiliates.

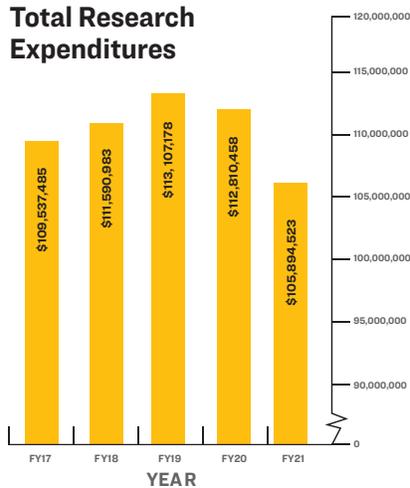
## \$105.9 MILLION IN EXPENDITURES

A university working group focusing on the steps to achieve R-1 status under the Carnegie Classification of Institutions of Higher Education developed a roadmap in 2020. U of I will invest in post-doctoral researchers and graduate students to help faculty accomplish research objectives. The benefit to the university will be a larger share of federal research dollars, higher quality research programs and a greater ability to attract quality faculty and students.

## RESEARCH ACTIVITY AND EXPENDITURES

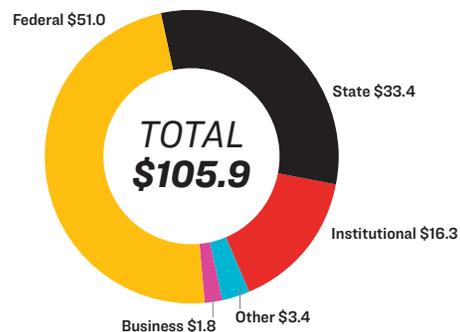
Pending Higher Education Research and Development (HERD) approval

**Total Research Expenditures**



**Total Research Expenditures by Funding Source**

(Dollars in Millions)

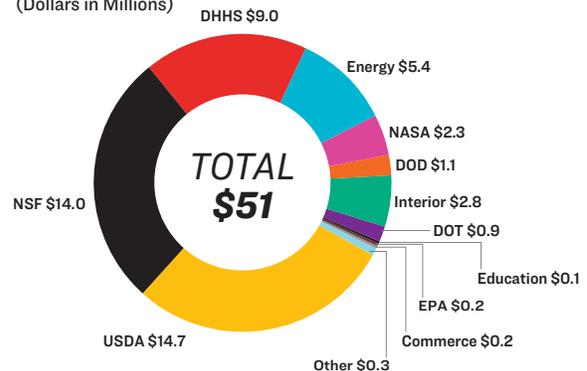


**Summary of Sponsored Project Activity**

SPONSORED PROJECTS	NUMBER	AMOUNT
Proposals Submitted	960	\$331,578,438
AWARDS RECEIVED	NUMBER	AMOUNT
New Awards	443	\$72,389,398
Other Actions	243	\$50,592,794
<b>TOTAL AWARDS</b>	<b>686</b>	<b>\$122,982,192</b>

**Federal Research Expenditures by Sponsoring Agency**

(Dollars in Millions)



**INNOVATE**

**GOAL 1:**

Scholarly and creative products of the highest quality and scope, resulting in significant positive impact for the region and the world.

**SCHOLARLY AND CREATIVE WORK WITH IMPACT**

**Objective A:**

Build a culture of collaboration that increases scholarly and creative productivity through interdisciplinary, regional, national and global partnerships.

Indicators: Increases in research expenditures and scholarly/creative works derived from collaborative partnerships.

**Objective B:**

Create, validate and apply knowledge through the co-production of scholarly and creative works by students, staff, faculty and diverse external partners.

Indicators: Increased number of terminal degrees and non-faculty scholars (e.g. post-doctoral researchers), increased number of undergraduate and graduate students supported on extramural funds and increased percentage of undergraduates participating in research.

**Objective C:**

Grow reputation by increasing the range, number, type and size of external awards, exhibitions, publications, presentations, performances, contracts, commissions and grants.

Indicators: Increase in above measures as well as invention disclosures.

PERFORMANCE MEASURES		Baseline 2014-15	2017-18	2018-19	2019-20	2020-21	Waypt 2 2022	Final Goal 2025
1.1 Terminal Degrees in Given Field (Ph.D., MFA, etc.)	Goal		300	325	325	325	380	425
	Actual	275	231	251	242	322		
1.2 Number of Postdocs and Non-Faculty Research Staff with Doctorates	Goal		75	80	80	80	100	120
	Actual	66	92	83	103	106		
1.3 Research Expenditures* (\$ Million)	Goal		105	115	115	115	135	160
	Actual	95	109	111.6	113.1	112.8*		
1.4 Invention Disclosures	Goal		25	30	30	30	40	50
	Actual	14	24	26	35	29		
1.5 Number of Undergraduate and Graduate Students Paid from Sponsored Projects (PMR)	Goal		610 (UG) & 609 (GR) 1,237 Total	622 (UG) & 621 (GR) 1,268 Total	622 (UG) & 621 (GR) 1,268 Total	622 (UG) & 621 (GR) 1,268 Total	660 (UG) & 659 (GR) 1,320 Total	687 (UG) & 686 (GR) 1,373 Total
	Actual	575 (UG) & 574 (GR) 1,149 Total	765 (UG) & 500 (GR) 1,265 Total	660 (UG) & 467 (GR) 1,127 Total	657 (UG) & 418 (GR) 1,075 Total	660 (UG) & 390 (GR) 1,050 Total		
1.6 % of Students Involved in Undergraduate Research (PMR)	Goal		69%	71%	71%	71%	74%	75%
	Actual	66%	61%	58%	60%	56%		

\*Research Expenditures for FY20 are reported in 20-21 in accordance with SBOE requirements. U of I Research Expenditures are verified by the National Science Foundation's Higher Education Research and Development (HERD) Survey at [nsf.gov/statistics/srvyherd](https://www.nsf.gov/statistics/srvyherd).

**ENGAGE**

**GOAL 2:**

Suggest and influence change that addresses societal needs and global issues, and advances economic development and culture.

**OUTREACH THAT INSPIRES INNOVATION AND CULTURE**

**Objective A:**

Inventory and continuously assess engagement programs and select new opportunities and methods that provide solutions for societal or global issues, support economic drivers and/or promote the advancement of culture.

Indicators: Number of University of Idaho Extension direct contacts with communities.

**Objective B:**

Develop community, regional, national and/or international collaborations that promote innovation and use University of Idaho research and creative expertise to address emerging issues.

Indicators: Number of active responses/programs in progress that seek to address the identified societal issues or collaborate with communities on research, the arts or cultural enhancement as reflected by the percentage of faculty collaboration with communities (reported in Higher Education Research Institute survey) as well as total economic impact assessment (EMSI).

**Objective C:**

Engage individuals (alumni, friends, stakeholders and collaborators), businesses, industry, agencies and communities in meaningful and beneficial ways that support the University of Idaho's mission.

Indicators: National Survey on Student Engagement (NSSE) service learning metric, alumni participation rate and dual-credit engagement.

PERFORMANCE MEASURES		Baseline (2014-15)	2017-18	2018-19	2019-20	2020-21	Waypt 2 2022	Final Goal 2025
2.1 Go-On Impact	Target		40%	42%	45%	45%	43%	45%
	Actual	N/A	40.6%	41.4%	41.4%	41.4%		
2.2 Number of Direct U of I Extension Contacts	Target		359,000	370,000	370,000	430,000	375,000	380,000
	Actual	359,662	405,739	425,128	440,793	220,402		
2.3 % Faculty Collaboration with Communities (HERI)	Target		63%	65%	65%	65%	68%	70%
	Actual	57%	57%	57%	57%	57%		
2.4 NSSE Mean Service Learning, Field Placement or Study Abroad	Target		58%	60%	60%	60%	66%	72%
	Actual	52%	52%	52%	53%	53%		
2.5 Alumni Participation Rate	Target		10%	11%	11%	11%	13%	15%
	Actual	9.0%	10.3%	9.4%	8%	7.4%		
2.6 Economic Impact (\$ Billion)	Target	1.1	1.2	1.3	1.3	1.3	1.7	2
	Actual	1.1	1.1	1.1	1.1	1.01		
2.7 Dual-Credit (PMR) a. Total Credit Hours b. Unduplicated Headcount	Target	a. 6,002 b. 1,178	a. 6,700 b. 1,250	a. 6,700 b. 1,250	a. 6,700 b. 1,250	a. 6,700 b. 1,250	a. 6,700 b. 1,250	a. 6,700 b. 1,250
	Actual	a. 6,002 b. 1,178	a. 12,004 b. 2,755	a. 11,606 b. 2,450	a. 11,504 b. 2,371	a. 8,996 b. 1,886		

**TRANSFORM**

**GOAL 3:**

Increase our educational impact.

**EDUCATIONAL EXPERIENCES THAT IMPROVE LIVES**

**Objective A:**

Provide greater access to educational opportunities to meet the evolving needs of society.

Indicators: Total number of enrolled students and conferred degrees (both undergraduate and graduate).

**Objective B:**

Foster educational excellence via curricular innovation and evolution.

Indicators: Increased retention, numbers of graduates, National Survey on Student Engagement High-Impact Practices score and reductions in remediation via curricular innovation.

**Objective C:**

Create an inclusive learning environment that encourages students to take an active role in their student experience.

Indicators: Measures educational parity and retention rates (for new and for transfer students).

PERFORMANCE MEASURES		Baseline 2014-15	2017-18	2018-19	2019-20	2020-21	Waypt 2 2022	Final Target 2025
<b>3.1 Enrollment</b>	Target		12,500	13,000	13,000	13,000	15,000	17,000
	Actual	11,534	12,072	11,841	11,926	10,791		
<b>3.2 Equity Metric: First Term GPA &amp; Credits (% Equivalent)</b>	Target		85% / 85%	90% / 90%	90% / 90%	90% / 90%	95% / 95%	100% / 100%
	Actual	75% / 75%	75% / 75%	62.5% / 50%	62.5%/62.5%	75%/75%		
<b>3.3 Retention – New Students (PMR)</b>	Target		83%	84%	84%	84%	87%	90%
	Actual	77%	81.6%	80.8%	77.3%	76.7%		
<b>3.4 Retention – Transfer Students (PMR)</b>	Target		78%	79%	79%	79%	82%	85%
	Actual	83%	82.4%	81.3%	82.6%	79.7%		
<b>3.5 Graduates (All Degrees)</b>	Target		2,950	3,000	3,000	3,000	3,500	4,000
	Actual	2,861	2,487	2,561	2,646	2,474		
<b>a) Undergraduate Degree (PMR)</b>	Target		1,800	1,850	1,850	1,850	2,200	2,500
	Actual	1,767	1,570	1,639	1,675	1,568		
<b>b) Graduate / Prof Degree (PMR)</b>	Target		750 / 130	800 / 150	800/150	800/150	850 / 170	1,000 / 200
	Actual	741 / 123	543 / 143	538 / 134	592/132	526/171		
<b>c) % of Enrolled UG That Graduate (PMR)</b>	Target		20%	20%	20%	20%	20%	20%
	Actual	20%	retired by SBOE					
<b>d) % of Enrolled Grad Students That Graduate (PMR)</b>	Target		30%	31%	32%	31%	33%	35%
	Actual	29%	retired by SBOE					
<b>3.6 NSSE High Impact Practices</b>	Target		70%	75%	75%	75%	80%	85%
	Actual	67%	73%	73%	77%	77%		
<b>3.7 Remediation a. Number b. % of First Time Freshman (PMR)</b>	Target		a. 158 b. 14%	a. 142 b. 12%	a. 142 b. 12%	a. 142 b. 12%	a. 124 b. 10%	a. 103 b. 8%
	Actual	a. 162 b. 14%	a. 203 b. 19%	a. 203 b. 21%	a. 220 b. 22%	a. 351 b. 33%		



<b>NEW</b> STATEWIDE PERFORMANCE MEASURES		2017-18	2018-19	2019-20	2020-21
<b>VI. Number of UG degrees/certificates produced annually (Source: IPEDS Completions First and Second Major)</b>	Target		N/A	2000	2000
	Actual	1,798	1,848	1,881	1,738
<b>VII. Percentage of UG degree seeking students taking a remedial course who complete a subsequent credit bearing course with a C or higher within one year of remedial enrollment.</b>	Target		N/A	Math 56% ENGL 77%	Math 56% ENGL 77%
	Actual	Math 50.1% ENGL 79.4%	Math 51.9% ENGL 74.9%	Math 50.0% ENGL 73.4%	Math 52.4% ENGL 69%
<b>VIII. Percentage of first time UG degree seeking students completing a gateway math course within two years of enrollment.</b>	Target		N/A	74%	74%
	Actual	56.6%	59%	59.1%	60.7%
<b>IX. Percentage of students completing 30 or more credits per academic year.</b>	Target		N/A	40%	40%
	Actual	42.4%	43.7%	42%	41.8%
<b>X. Percentage of first-time, full-time UG degree/certificate seeking students who graduate within 100% of time.</b>	Target		N/A	34%	34%
	Actual	37.1%	38.2%	40.7%	41.1%
<b>XI. Percentage of first-time, full-time UG degree/certificate seeking students who graduate within 150% of time (Source: IPEDS).</b>	Target		N/A	58%	58%
	Actual	59.3%	56.1%	59.5%	59.1%
<b>XII. Number of UG programs offering structured schedules.</b>	Target		N/A	155/155	155/155
	Actual	retired by SBOE			
<b>XIII. Number of UG unduplicated degree/certificate graduates.</b>	Target		N/A	2,000	2,000
	Actual	1,570	1,639	1,675	1,568

The above table includes new statewide performance measures as reported to the State Board of Education.

**CULTIVATE**

**GOAL 4:**

Foster an inclusive, diverse community of students, faculty and staff and improve cohesion and morale.

**A VALUED AND DIVERSE COMMUNITY**

**Objective A:**

Build an inclusive, diverse community that welcomes multicultural and international perspectives.

Indicators: Increased multicultural student enrollment, international student enrollment, percent of multicultural faculty and staff.

**Objective B:**

Enhance the University of Idaho's ability to compete for and retain outstanding scholars and skilled staff.

Indicators: Improved job satisfaction scores and reduced staff turnover rate.

**Objective C:**

Improve efficiency, transparency and communication.

Indicators: Invest resources wisely to enhance end-user experiences (e.g. more customer service-oriented) and maintain affordability for students (cost per credit hour and SBOE efficiency measure).

PERFORMANCE MEASURES		Baseline (2014-15)	2017-18	2018-19	2019-20	2020-21	Waypt 2 2022	Final Target 2025
4.1 "Great Colleges to Work For" Survey	Target		Survey Avg in 3rd Group (of 5) (62)	Survey Avg in 4th Group (of 5) (66)	Survey Avg in 4th Group (of 5) (66)	Survey Avg in 4th Group (of 5) (66)	Survey Avg in 4th Group (of 5) (70)	Survey Avg in 4th Group (of 5) (73)
	Actual	N/A	Average in 3rd Group (of 5) (55)	Average in 2nd Group (of 5) (54)	Average in 2nd Group (of 5) (61)	Average in 3rd Group (of 5) (61)		
4.2 Multicultural Student Enrollment (heads)	Target		3,130	3,305	3,305	3,305	4,000	4,300
	Actual	2,415	2,799	2,764	2,613	2,406		
4.3 International Student Enrollment (heads)	Target		950	1,100	1,100	1,100	1,500	2,000
	Actual	712	717	755	662	475		
4.4 Full-Time Staff Turnover Rate	Target		16.0%	15.0%	15.0%	15.0%	12.0%	10.0%
	Actual	17.6%	17.0%	15.8%	23.5%	19.7%		
4.5 % Multicultural a. Faculty and b. Staff	Target		a. 21% b. 14%	a. 22% b. 15%	a. 22% b. 15%	a. 22% b. 15%	a. 23% b. 17%	a. 25% b. 18%
	Actual	a. 19% b. 11%	a. 22.1% b. 12.5%	a. 20.6% b. 12.1%	a. 21.3% b. 13.2%	a. 20.6% b. 13.4%		
4.6 Cost Per Credit Hour (PMR)	Target		\$366	\$377	\$377	\$377	\$412	\$450
	Actual	\$335	\$383	\$412	\$423	\$507		
4.7 Efficiency (Graduates Per \$100K) (PMR)	Target		1.32	1.37	1.37	1.37	1.54	1.70
	Actual	1.20	0.97	0.96	0.97	0.88		

# GAME CHANGERS

The University of Idaho has taken several steps to meet the four metrics of Complete College America's "Game Changers" initiative aimed at closing institutional performance gaps.

## STRUCTURE

Building course road maps that make the path to a degree clear

- Four-year plans in the curriculum inventory management system (2021-22 University Catalog)
- Math Pathways
- Smart Schedules

## SUPPORT

Addressing student needs and removing barriers to academic success through various programs

- Centralized Advising
- Proactive Advising Services
- Career Services
- Career Specific Career Liasons
- Career Readiness Competencies with Hiration & GoInGlobal
- Vandal Mentor Network
- Academic Coaching
- Degree Mapping
- Student Support Services
- Vandal Care/ Case Management

## PURPOSE

Aligning the college experience to each student's goals for the future

- **Degree Finder** – Explore more than 220 U of I majors via an online database
- **Career Finder** – Discover majors and in-demand careers with the EMSI-powered database
- **Student Life** – Students can pick from more than 200 student clubs, 34 Greek chapters and countless other opportunities for engagement

## MOMENTUM

Helping students meet critical early milestones that put them on track to graduate

- **VandalStar Program** - Collaborative Advising provides real-time grade updates and regular communication to help students access support resources
  - Multiple Measures
  - Credit for Competency
- **Momentum Pathways**
  - 15 to finish / 30 credits per year
  - Math and English co-requisite courses
  - Momentum year (In the first year, complete gateway Math and English + 9 credits in the major)
  - Free Online English Placement Tool



**FY21**

**\$22.5M**  
Corps./Orgs./Nonprofits

**\$22.7M**  
Alumni

**\$7.6M**  
Friends/Others

**\$1.4M**  
Faculty/Staff/Retirees

**\$172K**  
Parents

**11,164**  
donors

**\$54.4M**

RAISED AND DESIGNATED FOR:

**\$24.1M**  
STUDENTS

**\$13.6M**  
ACADEMIC AND  
OTHER PROGRAMS

**\$12.7M**  
FACULTY/  
RESEARCH SUPPORT

**\$3.9M**  
FACILITIES

**\$13M**  
Endowments

Donors provided \$13.2 million in endowment contributions to the U of I Foundation in FY21, with almost \$7 million funding 54 new endowments.

**\$7M**  
New Endowments

**FY21 SIGNATURE GIFTS**

**Jeffry '75 and Kristine '75 Stoddard**

**\$9.775 million** gift in kind of furniture, fixtures, computers and servers, and complete library for the new College of Law building in Boise.

**Duward and Susan Huckabay Foundation**

**\$5 million** in scholarship support for students in the Idaho WWAMI Medical Education Program. The Huckabay Foundation has given a total of \$12 million to Idaho WWAMI, establishing U of I's largest single endowment

**David '70 and M.A. '69 Poe**

**\$2.1 million** in blended giving (current and bequest) to support student success through scholarships for music, athletics and general financial need, as well as study abroad experiences.

**J.R. Simplot Company Foundation**

**\$1 million** to support the Saad Hafez endowed chair of nematology at U of I's Parma Research & Extension Center.

**Clint '97 and Kim '97 Marshall**

**\$1 million** to provide funding for the ICCU Arena and the President's Scholarship Fund.

**Micron Technology, Inc. and the Micron Foundation**

**\$500,000** in grants to expand equitable access to education, diversify enrollment and prepare students for productive and fulfilling engineering careers.

**Redox Chemicals, LLC**

**\$500,000** to support the Idaho Center for Food and the Environment (CAFE) project.

**Blue Cross of Idaho Foundation for Health, Inc. and Optum Idaho**

**\$500,000** for support of Idaho WWAMI Project ECHO behavioral health programming to create a dialogue among clinicians about best practices and resources.



### Seed Potato Germplasm Laboratory

Construction of the new Seed Potato Germplasm Laboratory was completed in November 2021. The \$5.2 million project improves facilities where 90% of the state's 300-plus potato varieties trace their roots. The state-of-the-art facility will allow for increased research and production to meet growing demand for plantlets and mini-tubers – a mainstay in Idaho's agricultural economy. Production will increase by three times in the next five years. The revenue will allow the university to invest in technology and research to support student training and education.

### Idaho Center for Plant and Soil Health

Located at the Parma Research and Extension Center, this **\$9.5 million** project will provide increased research space to better equip faculty to address grower concerns and issues facing industry. Construction is anticipated to begin in Summer 2022.

### J.W. Martin Laboratory Deep Soil Ecotron Project

Construction of the NSF-funded Deep Soil Ecotron will begin this year. The **\$18.9 million** facility will be the first of its kind in the world and will allow unprecedented research aimed at exploring deep soils. Construction will continue through Fall 2026.

### Steam Micro-Turbines and Energy Independence

With the installation of three steam micro-turbines, U of I is on its way to energy independence and carbon-neutrality. The steam micro-turbines convert excess steam produced to heat our campus into electricity that powers our buildings. By harnessing this power, the turbines will **reduce annual campus energy costs by up to 10%.**

### ICCU Arena

Idaho Central Credit Union (ICCU) Arena opened its doors in October 2021 as the home of Vandal Basketball and the University of Idaho Alumni Center. This building shines a light on Idaho's valuable wood products industry and will be a showpiece of mass-timber construction.

### Idaho CAFE

Design for the dairy portion of the Idaho Center for Agriculture, Food and the Environment is underway with groundbreaking set for May 2022. The project will span three counties: a 2,000-cow research dairy near Rupert, a discovery complex near Jerome and collaborative food science efforts with other institutions, such as the College of Southern Idaho in Twin Falls. Dairy research will kick off with \$10 million in USDA funding received by the College of Agricultural and Life Sciences in 2020.

**\$10M**  
USDA FUNDING



PPGA



# COMMUNITY PARTNERSHIPS

## **A KEY COMPONENT OF THE SUCCESS OF OUR REGIONAL AIRPORT**

U of I's long standing collaboration with and support for Pullman-Moscow Regional Airport (PUW) benefits the university and the community. In addition to supplying representation on the PUW board of directors, the university has provided \$500,000 in financial support of the PUW's recently-completed \$150,000,000 runway realignment project and has committed \$400,000 to the construction of a new terminal building. The new facilities allow improved air service for students, employees and the wider community and open many possibilities for new direct routes and connections with existing and new airline partners. The university also negotiated with Alaska Airlines for a successful return of service from PUW to Boise, supporting statewide goals for intrastate aviation and benefitting students, employees and the entire community with improved air service to the state capital.

## **GRITMAN MEDICAL CENTER**

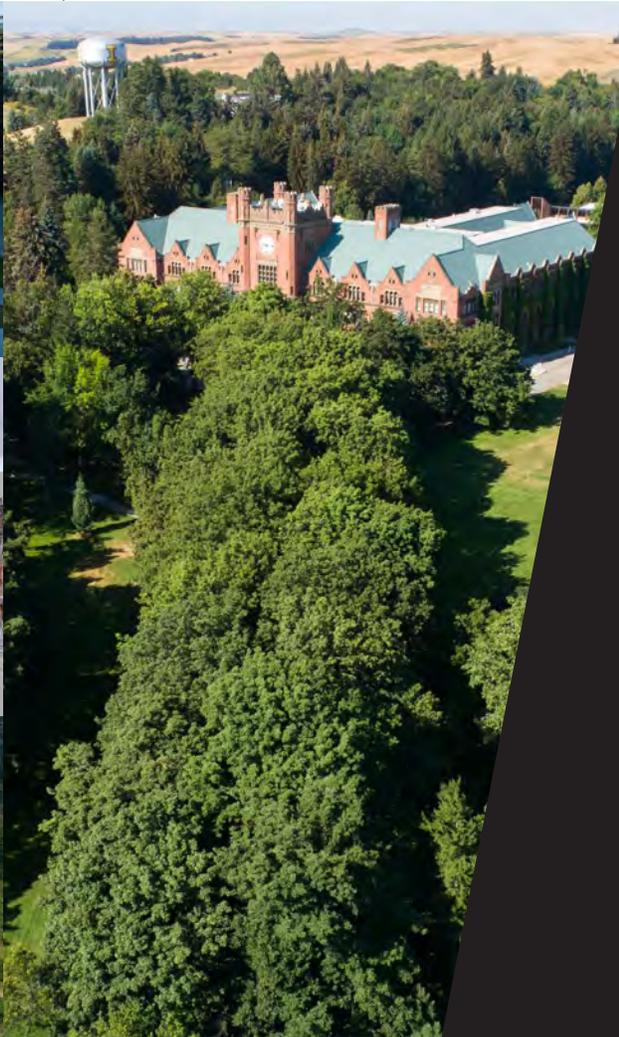
Our relationship with Gritman Medical Center in Moscow and throughout Latah County spans from Gritman's support of university events to our collaboration on Student Health services to shared facilities and programs with the WWAMI medical education program. When times were particularly challenging, Gritman was instrumental in our response to the pandemic, partnering on education, COVID testing on campus and at the hospital, vaccinations and helping us with data and expertise in defining our overall response.





# IDAHO IS OUR CAMPUS

Serving all **44** counties



University of Idaho



University  
of Idaho

**2021-22**  
***ANNUAL REPORT***



## **3 PILLARS**

- Supporting Student Success
- Prioritizing Research
- Telling our Story



# ***ENROLLMENT***

- Largest freshman class since 2016
- Overall enrollment up 5%





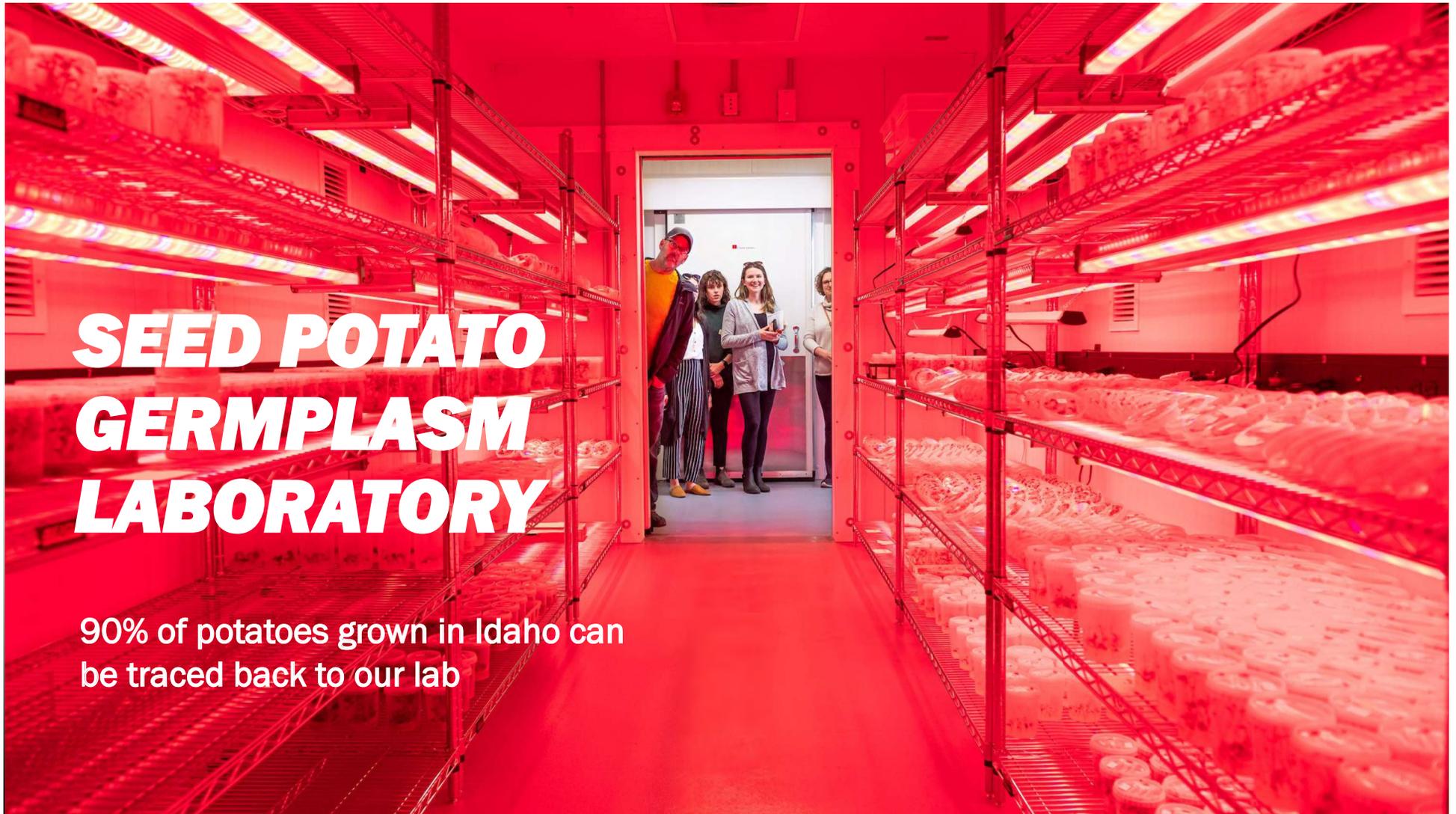


**NO. 1**  
**BEST VALUE**  
**Public University in the West**  
- U.S. NEWS & WORLD REPORT



# **CYBERSECURITY**

One of the original National Centers  
of Excellence in Cyber Defense



# **SEED POTATO GERMPLASM LABORATORY**

90% of potatoes grown in Idaho can  
be traced back to our lab

# DEEP SOIL ECOTRON LABORATORY

\$18.9 million grant from National Science Foundation to fund innovative research on soil at depths up to 10 feet



DEEP SOIL  
ECOTRON



University of Idaho



UNIVERSITY of HAWAII  
MĀNOA



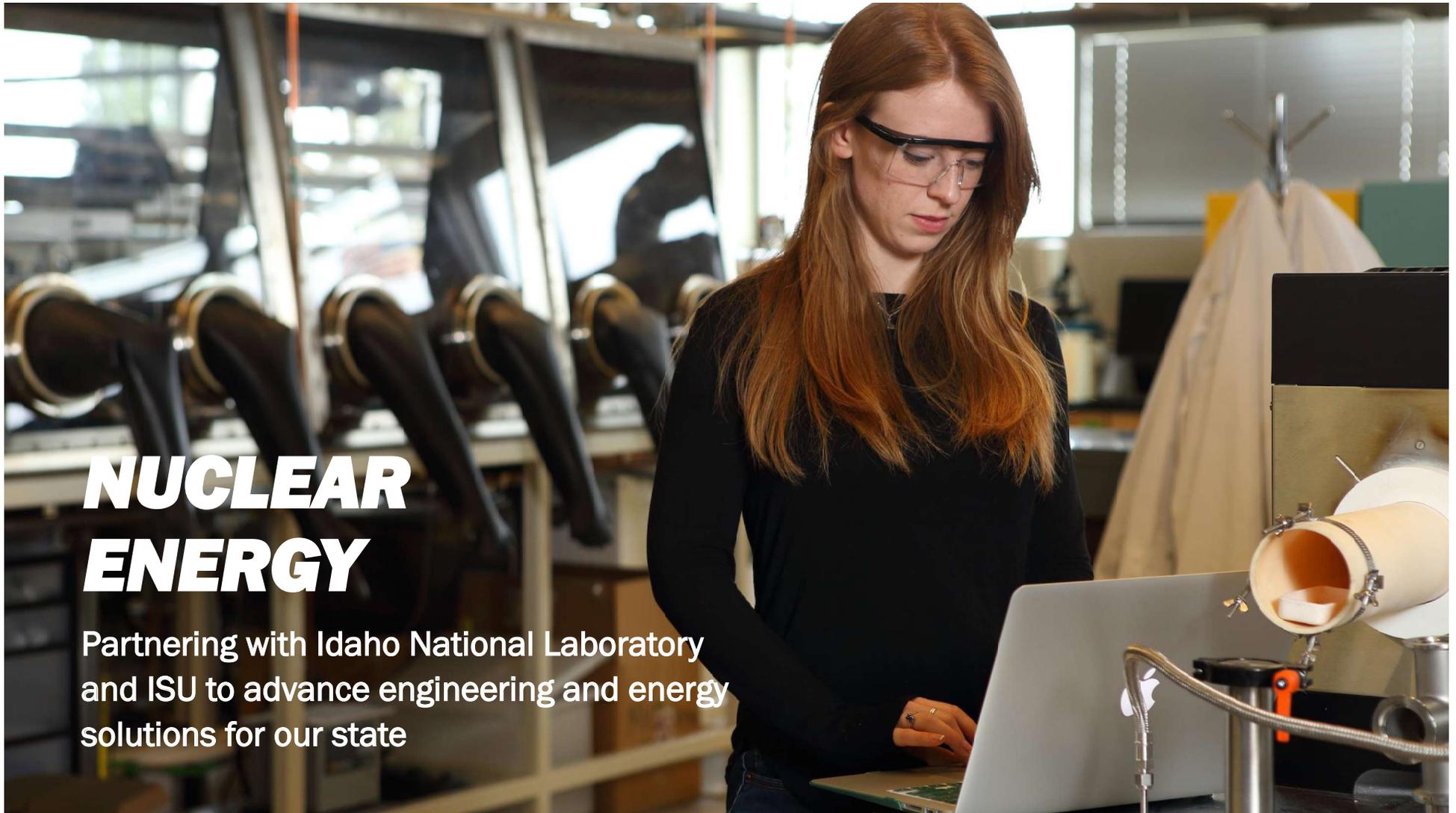
NDSU



UNIVERSITY OF DELAWARE



University of Colorado Boulder



# ***NUCLEAR ENERGY***

Partnering with Idaho National Laboratory  
and ISU to advance engineering and energy  
solutions for our state

# **IDAHO INBRE NETWORK**

A photograph of two scientists in a laboratory setting. In the foreground, a man wearing a white lab coat, blue gloves, and safety glasses is focused on a small vial. In the background, a woman in a white lab coat and glasses is smiling. They are working at a lab bench with various pieces of equipment and petri dishes.

**U of I leads biomedical research and education collaboration with public, private universities and colleges and the Idaho Veterans Research and Education Foundation**

# **TELLING OUR STORY**





# 4-H PROGRAMS

More than 60,000 Idaho youth served through programs in 2021



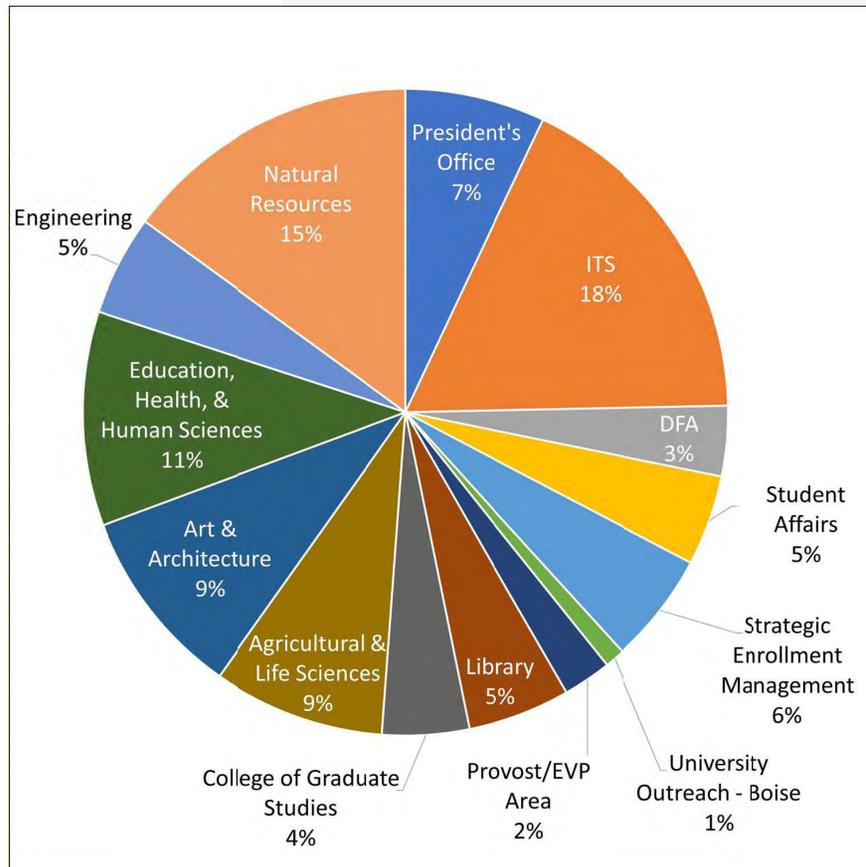
# **UI EXTENSION**

**SERVING ALL 44 COUNTIES**





# VANDAL HYBRID BUDGET MODEL



## FY23 General Education Budget Allocations

Info Technology Services	18%
Natural Resources	15%
Ed, Health & Human Sciences	11%
Art & Architecture	10%
Ag & Life Sciences	9%
President's Office	7%
Strategic Enrollment Mgmt	6%
Engineering	5%
Library	5%
Student affairs	5%
Graduate Studies	4%
Provost/Executive VP	2%
University Outreach	1%

# ***PROGRAM PRIORITIZATION***

- Currently in final stages of program prioritization implementation
- 8 students remain in our materials science program







**THANK YOU  
FOR YOUR  
SUPPORT**

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**APRIL 21, 2022**

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**IDAHO PUBLIC TELEVISION**

**SUBJECT**

Idaho Public Television (IPTV) Annual Report

**REFERENCE**

August 2020	Board received Idaho Public Television's Annual Report.
October 2021	Board appointed Jeff Tucker as the new General Manager of Idaho Public Television.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies and Procedures, Section I.M.3.

**BACKGROUND/DISCUSSION**

This agenda item fulfills the Board's requirement for IPTV to provide a progress report on the agency's strategic plan, details of implementation, status of goals and objectives and information on other points of interest in accordance with a schedule and format established by the Board's Executive Director.

Jeff Tucker, General Manager of Idaho Public Television, will provide an overview of IPTV's progress in carrying out the agency's strategic plan.

**ATTACHMENTS**

Attachment 1 – IPTV Annual Agency Review PowerPoint Presentation  
Attachment 2 – IPTV 10-Year Capital Plan  
Attachment 3 – IPTV FAQ

**STAFF COMMENTS AND RECOMMENDATIONS**

Idaho Public Television serves as a provider of high quality educational content around the state. Idaho Public Television not only provides resources to educators in the classroom, but also to individuals in the home, reaching many areas of the state that have no other access outside of the student's attendance at their local public school. The annual report provides the Board with the opportunity to discuss how Idaho Public Television's efforts support the Board's strategic goals.

Due to the timing around the previous General Manager's retirement and Jeff Tucker's promotion to the General Manager position, the Board did not receive an annual update in 2021. Idaho Public Television's annual report to the Board is now scheduled for April of each year.

**BOARD ACTION**

This item is for informational purposes only.



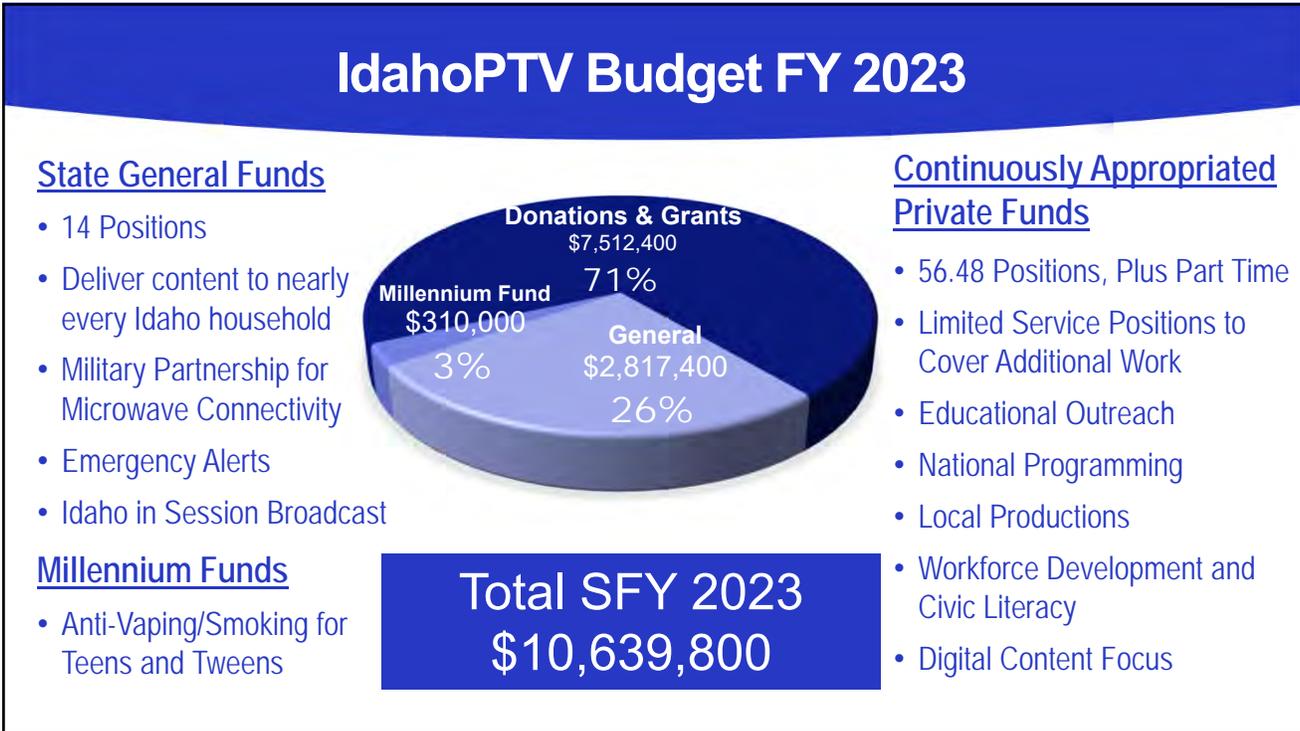
## Agency Overview

Jeff Tucker



We harness the power of public media to encourage lifelong learning,  
connect our communities and enrich the lives of all Idahoans.

**We tell Idaho's stories.**



- ## Continuing Our Tradition
- Update Network and Expand to Emerging Platforms
    - 10-Year Infrastructure Plan
    - Public Safety Focused
  - Enhance and add to Local Production
    - Viewer and Donor Driven with Digital Platform Focus
    - Media and Civic Literacy
    - Work Force Development
    - Art Series
  - Build on Educational Initiatives
    - Increase Partnerships
    - Expand Areas Served

**IDAHO PUBLIC TELEVISION** **PBS**

**IDAHO PLUS WORLD**  
**CREATE KIDS**

- 5 Transmitters
- 46 Translators
- Studios in Each Region
- Feed Cable and Satellite Services
- Emergency Alerts
- Public Safety Communications

## Broadcast and Online

**1,000,000 watch a month\*, 42% watch via an antenna\*\***

**Broadcast and Cable Television 64%**

**Online 24%**

Source: IPI survey 2021, January 2021 Nielsen Company

## 10-Year Infrastructure Plan

- Aging Equipment
- New Broadcast Standard on Horizon
- Public Safety Connection
- Total Estimated Costs



## Something for Everyone



# What We're Known For



## Award Winning Productions

81 International, National & Regional Awards



FY 2021

# PBS EDITORIAL STANDARDS & PRACTICES







## Understanding Each Other



[www.idahoptv.org/civility](http://www.idahoptv.org/civility)



**IDAHO IN SESSION**

Legislature Live   Governor Live   Judiciary Live   Special Events

142,000 Hours Viewed / 387,627 Times Viewed

*A partnership of LSO, Legislature, Governor, Supreme Court & IdahoPTV*

IDAHO PUBLIC TELEVISION   PBS

Operational funding provided by:

- UNION PACIFIC
- BOISE STATE UNIVERSITY SCHOOL OF PUBLIC SERVICE
- UNION PACIFIC FOUNDATION
- isba Idaho State Broadcasters Association
- ICBA
- University of Idaho McClure Center for Public Policy Research
- FRIENDS OF IDAHO OF IDAHO PUBLIC TELEVISION ENDOWMENT

FY 2021

# Educators & Parents Trust Us



- Teachers use PBS content more than any other source
- Parents trust PBS more than any other media brand
- PBS Kids is the #1 educational media brand
- Kids who engage with PBS Kids programming outscored those who didn't in math and literacy skills tests



**Classroom IDAHO: LEARN @ HOME**

Bring the World to Your Classroom

IdahoPTV and PBS have curated FREE, standards-aligned videos, interactives, lesson plans, and more for teachers like you.

Search classroom resources...

Social Studies > AMERICAN ICONS ELIZABETH

English Language Arts >

Science >

The Arts >

Mathematics >

Preschool >

### The Learning Ecosystem

PROMOTING LIFELONG LEARNING

FAMILIES

EDUCATORS

COMMUNITIES

OUR STAFF

FAMILIES

EDUCATORS

COMMUNITIES

Promoting lifelong learning by supporting families, educators, and communities

## Survey Says...

What is your **level of trust** of IdahoPTV?

**93%** agreed  
a **great deal** or **somewhat**

PBS KIDS helps **prepare children** for success in school

**71%** of respondents  
**strongly** or **somewhat** agree

2021 IPI Education Survey

**Idaho Public Television**

State Board of Education Annual Presentation-Outline

March 16, 2022

**Organization/Name/Title**

**Quick Overview of IdahoPTV**

- Entity under SBoE
- Mission
- Friends of Idaho Public Television 501(c)(3) charitable organization

**Statewide Coverage**

**Viewership**

- Online viewing has more than tripled in recent years but we expect to be broadcasting for a very long time to come
- Staff must continue to meet the needs of Idaho viewers in both worlds
- 60% Idahoans watch
- 42 using an antenna
- We see viewers and donors in every county
- 1,000,000 individual people watch in month
- In total there are over 8.5 million views our content

**Major Initiatives**

- Maintain Educational Initiatives, Increase Partnerships and Expand Areas Served
- Position Content on Existing and Emerging Platforms
- Enhance Local Productions
- Media Literacy and Civic Discourse Work

**Budget**

- For FY 2023 it's just over \$2.8 million
- Continuous Appropriation for one year
- Will allow flexibility
- Private side will be approximately \$7.5
- Plan to be transparent
- It amounts to \$7.5 million

**Education**

Team

IdahoPTV Education Survey Results

Learning Ecosystem: supporting families, educators and communities

- **Families**
  - Brave, Strong and Resilient is a program for families
  - Collaboratives and preschools
  - Multiple collabs, American Falls, Pocatello, Marsing
  - Lincoln county community center preschool
- **Educators**-Tech Talk Tuesdays
- **Communities**-Storytime in a Box
- Since September 2021 the Education team has hosted approx. 44 events reaching almost 4000 people

Parents

- Parents have the freedom to choose which programs they watch together

- New campaign with broadcast promotion and website puts all the program descriptions and learning goals for PBS Kids programs in one place

Pandemic Response

- Covid-19 response in spring of 2020 through spring of 2021
- Launched Classroom Idaho, a broadcast service accessed for free over the air that connected Idaho students with certified Idaho teachers
- Lessons for grades K-6.
- 20,000 views of the content
- Continued to help educate with Local Content on PBS LearningMedia,

PBS LearningMedia and Local Productions

- Local content on PBS LearningMedia
- Idaho teachers write lesson plans for the site, using IdahoPTV content to teach a variety of concepts, from science to Idaho history
- Outdoor Idaho and Science Trek for STEM and Idaho Experience and Lewis and Clark for 4<sup>th</sup> grade history

Millennium Fund Anti-Vaping and Smoking Project

**Local Production**

New Art Series

Clips from Idaho Experience, Outdoor Idaho, Science Trek

Idaho in Session

Media and Civic Literacy

- Idaho Listens

**Looking to the Future**

- Continuous Appropriation
- 10 Year Capital Plan
  - ATSC 3.0 transition
  - Federal Grants and Private Funding



## **10-Year Capital Plan for IdahoPTV's Broadcast and Network Operations Center**

### **Idaho Public Television's Network**

Idaho Public Television's broadcast network plays a key role in our ability to reach nearly all Idahoans with local and national content and emergency alerts through our free over-the-air broadcasts from our network of five transmitters and 46 translators. Over 40% of Idahoans receive our signals via an over-the-air antenna. Our broadcast signals are also key to feeding cable and satellite providers. Almost 1 million people watch IdahoPTV within a given month, and in that same month viewers access over 8.5 million pieces of content. As the only statewide broadcaster and producer of local programming we play an essential function in educating citizens of current Idaho issues and its history.

IdahoPTV also plays a key role in helping to keep Idahoans safe and informed in the event of an emergency. The Emergency Alert System (EAS) is a national public warning system. The Federal Communications Commission (FCC) mandates that broadcasters provide the capability for the President to address the public during a national emergency and is commonly used by state and local authorities to deliver important emergency information including weather and AMBER Alerts.

Through a contractual agreement, we partner with the Idaho Military Division Public Safety Communication (IMD PSC) to purchase backbone digital microwave equipment on a 10-year cycle. The agreement allows us to use the needed bandwidth to get our signals around the state and saves the state millions of dollars in bandwidth costs. The network allows for IMD PSC to carry data for first responders and other state agencies.

### **A New Broadcasting Standard**

In early 2000, the FCC established a plan for the mandatory transition of all television broadcasters to a new standard currently known as DTV, which allowed for high definition broadcasts as well as multiple channels for each channel. During this time there were grants to help with the purchase of transmitters, translators, and other network operations equipment to make this transition.

ATSC 3.0 (Advanced Television Systems Committee 3.0) or NextGen TV, is a new broadcasting standard that is currently being rolled out across the U.S. This broadcast system was designed from the ground up to improve the television viewing experience with higher audio and video quality, improved compression efficiency, robust transmission for reception on both fixed and mobile devices, and more accessibility, personalization and interactivity. In a relatively short period of time this is how all consumers will watch and interact with television programs.

A U.S.-based coalition known as the Advanced Warning and Response Network (AWARN) Alliance has advocated for the use of ATSC 3.0 features, including datacasting and digital

network interoperability, in order to provide an emergency alert system with support for embedded rich media and finer geo-targeting.

However, this time there is no mandate and no clear timeline established by the FCC. There are guidelines for broadcasters to share transmitters as the changeover occurs, and there is a defined timeline when both 1.0 and 3.0 transmitters must be simultaneously operated. Knowing that this new standard is coming, any new equipment that we purchase will need to broadcast in the current standard and be ready to transition to ATSC 3.0. Manufacturers are designing equipment in this fashion, and we will take advantage of this as we plan our upgrade strategy.

### **Transition Plan to ATSC 3.0**

IdahoPTV's network of transmitters and translators have served Idahoans well over the years but the network is showing its age. Because of this we are building a 10-year capital replacement plan. We used documents published by the Corporation for Public Broadcasting (CPB) and PBS to gauge our equipment lifespan against industry standards. We have also been in contact with industry technology experts to verify our replacement cycle and equipment list.

Our research shows that much of the hardware that makes up the IdahoPTV network is past its usable life and needs replacing. Key pieces of the network that are at risk include:

- KAID, KIPT, KISU, and KUID transmitters were all purchased in December 2003, putting them at 18 years old. According to a 2002 PBS study, the useful life of a digital transmitter is 15 years.
- In early 2021, while requesting engineering support from the manufacturer, we were notified that amplifiers, low voltage and amplifier power supplies, as well as the transmitter control and monitoring system are no longer supported by the manufacturer and parts are no longer available.
- Each high-power transmitter not only services the city of license but is the hub for a multi-spoke translator network serving rural communities throughout the state. These systems are critical to maintaining licensed power and control as stipulated by the FCC.

We recently negotiated with a local Treasure Valley broadcaster who purchased a new transmitter to acquire their spare parts to keep KAID, KIPT, KISU and KUID transmitters going for a few more years. As we replace each transmitter the retired system will provide non-procurable parts for the other systems awaiting replacement. These are only temporary measures and will not remove the need for new transmitters.

KCDT, in Coeur d'Alene, has already undergone a replacement due to the channel relocation program. It was moved from channel 45 to channel 18. The license date was October of 2019. This system is ATSC 3.0 compatible.

For decades, IdahoPTV has worked with the Idaho Military Division Public Safety Communications (PSC), to acquire backbone statewide digital microwave equipment. This agreement saves the state millions of dollars in bandwidth costs for the life of the agreement. The purchase cycle, which is every 10 years, is built into this plan.

Realizing this is a large investment for the state of Idaho, we are planning to augment with private funding and private grants if available. Recently, with actions taken at the federal level, a new grant fund pool, like the one used to assist in purchasing equipment in the early 2000s, is being created to assist public television stations in making the transition to ATSC 3.0. It is likely that matching funds will be required. These different fund pools will offset reliance on the state general fund.

What follows is a simplified 10-year plan for our work. The estimated costs are list price and toward the higher end of the scale. The 10-year plan will fluctuate in time depending on funding levels. Additional funding covers facilities used by U of I and ISU schools of communication and other production capital assets.

**Total estimated cost is \$5 million**

(\$5.4 million with additional funding for KUID, KISU studios)

**2024 Replacement Capital: \$669,000 (\$796,000 with additional funding)**

- \$500,000 for KAID Transmitter
- \$54,000 for 3 Translators
  - o 45 units must be replaced to be ready for 3.0
  - o could be deferred to 2025 to spread the overall spending
- \$40,000 Engineering Vehicle
- \$25,000 for IT Infrastructure
- \$10,000 for KUID and KISU
- \$40,000 Engineering Vehicle
- Additional Funding
  - o \$52,000 KISU and KUID
  - o \$75,000 Production Equipment-Boise

**2025 Replacement Capital: \$495,000 (with additional funding \$635,000)**

- \$300,000 for KISU Transmitter
- \$75,000 for 5 Translators
- \$50,000 Test Equipment
- \$30,000 for IT Infrastructure
- \$40,000 Engineering Vehicle
- Additional Funding
  - o \$90,000 KISU and KUID
  - o \$50,000 Production Equipment-Boise

**2026 Replacement Capital: \$530,000 (with additional funding \$617,000)**

- \$325,000 for KUID Transmitter
- \$75,000 for 5 Translators
- \$90,000 to expand channel playback system, which is underserved for the two time zones
- \$40,000 Engineering Vehicle
- Additional Funding
  - o \$43,000 KISU and KUID
  - o \$44,000 Production Equipment-Boise

**2027 Replacement Capital: \$415,000 (with additional funding \$469,000)**

- \$20,000 EAS
- \$200,000 for KIPT Transmitter
- \$75,000 for 5 Translators
- \$80,000 Snow Cat for Northern Idaho
- \$40,000 Engineering Vehicle
- Additional Funding
  - o \$44,000 KISU and KUID
  - o \$10,000 Production Equipment-Boise

**2028 Replacement Capital: \$515,000 (with additional funding \$535,000)**

- \$75,000 for 5 Translators
- \$400,000 State Microwave Infrastructure
- \$40,000 Engineering Vehicle
- Additional Funding
  - o \$20,000 Production Equipment-Boise

**2029 Replacement Capital: \$575,000**

- \$100,000 Automation
- \$75,000 for 5 Translators
- \$400,000 State Microwave Infrastructure

**2030 Replacement Capital: \$523,500**

- \$75,000 for 5 Translators
- \$400,000 State Microwave Infrastructure
- \$18,500 UPS Batteries-Orchard Facility
- \$30,000 Light Duty Tracked UTV (Ranger)

**2031 Replacement Capital: \$565,000**

- \$450,000 15 Channel Play to Air Server System
- \$75,000 for 5 Translators
- \$40,000 Studio to Transmitter Link (STL) or Other Internal Microwave System

**2032 Replacement Capital: \$505,000**

- \$350,000 1.0/3.0 Encoding System
- \$75,000 for 5 Translators
- \$40,000 STL or Other Internal Microwave System
- \$40,000 Engineering Vehicle

**2033 Replacement Capital: \$214,000**

- \$54,000 for 3 Translators
- \$40,000 Video Archive Server
- \$40,000 STL or other Internal Microwave System
- \$80,000 Snow Cat Eastern Idaho



## Trust and Viewership

### IDAHO PUBLIC TELEVISION

Nearly 1 million unique viewers watch **Idaho Public Television** broadcast and streaming content each month, resulting in **8.5 million** monthly views. (Nielsen Research, TRAC Media)

Over **60%** of Idahoans regularly watch **Idaho Public Television**.

Viewership comes from every county in Idaho.

Of **Idaho Public Television** viewers, **42%** watch via over-the-air broadcast.

**80%** of **Idaho Public Television** viewers say that the value provided by **Idaho Public Television** to the community is excellent or good.

(2021 IPI viewer survey)

### PBS 2021 TRUST SURVEY

For the 18th year in a row, Americans rank **PBS** and its member stations the most-trusted institution, above courts of law, commercial cable and broadcast television, newspapers, and streaming services.

A vast majority (**76%**) of respondents said they trust **PBS** “a great deal” or “somewhat” compared to other institutions.

**86%** agree that **PBS** stations provide an excellent value to communities. When asked if the funding for public broadcasting was adequate, nearly **90%** said funding was either about right or too little.

## Programming

### LOCAL PRODUCTIONS



**Outdoor Idaho**, **Idaho Experience**, and **Dialogue** showcase Idaho’s history, culture, and scenic beauty.



**Idaho Reports** goes beyond sound bites to provide thoughtful, nonpartisan coverage of the statehouse.

**Science Trek** teaches STEM concepts to grade school students and sees over **2.5 million** visits to its website each year.



**Idaho Public Television** has a long history of providing broadcast time and production support to independent filmmakers.

Independently produced programs include: Hymns of Thanksgiving; University of Idaho Holiday Concert; A BYU-Idaho Christmas; Remembering Bear River; Some Lived: An Idaho POW’s Story; and Ahead of Her Time: Women’s Suffrage in Idaho.

### RURAL PROGRAMMING

**Idaho Public Television** is proud to serve Idaho’s rural communities with programs that explore recreation, agriculture, wildlife, and regional culture. These rural life programming blocks feature programming from Utah, Wyoming, Nevada, Oregon, Montana, and North and South Dakota.

## Federal Funding Statistics

Americans rate **PBS** highly in terms of value for tax dollars. **PBS** ranks high in terms of taxpayer value, with **69%** of respondents calling it a “good” or “excellent” value, falling only behind the country’s military defense (77%) and oversight of food and drug safety (73%). **PBS** rated higher on this measure than other taxpayer-funded benefits such as Social Security (61%), agriculture subsidies (60%), infrastructure (59%) and environmental protection (52%).

## Public Safety

**Idaho Public Television** plays a key role in helping to keep Idahoans safe and informed in the event of an emergency.

### THE EMERGENCY ALERT SYSTEM

FCC mandates ability to broadcast Presidential emergency alerts. All broadcasters can also participate in statewide emergency alerts for Amber Alerts, weather and natural disasters.

Presidential address during national emergencies, weather alerts, and Amber Alerts as mandated by the **FCC**.

**Idaho Public Television** has and will continue to make its studio and transmission capabilities available to state officials in case of these emergency situations.

**Idaho Public Television’s** network operations and broadcasting system is highly complex and capital intensive.

## Education

### GUIDING PRINCIPLES

At Idaho Public Television we believe parents should nurture and direct their children's learning as they see fit. We understand the arguments brought up last year and have read HB377. Nothing in our resources forces parents or children to adopt, affirm, or adhere to any beliefs.

### NEW WEBSITES ENCOURAGE PARENTAL CHOICE

Idaho Public Television Parents puts program descriptions, learning goals, activities, and discussion questions for PBS KIDS programs in one place, allowing parents to customize their child's learning based on their goals and priorities.



### IdahoPTV.org/parents

On the In Your Neighborhood website, parents and educators share how they use PBS KIDS and Idaho Public Television educational material- whether in public, private or homeschool settings- demonstrating ways you can take charge of your child's learning.



### IdahoPTV.org/neighborhood

IdahoPTV\_InfoBrochure\_021622

### LOCAL CONTENT ON PBS LEARNINGMEDIA

Each year, Idaho teachers write lesson plans based on Idaho Public



Television science and history content, which teachers and students around the country can access on PBS LearningMedia, a free website for PreK-12 educators and students containing thousands of digital resources aligned to national and Idaho state standards.



### RESILIENCE: HOPE LIVES HERE

We produced the nationally distributed documentary Resilience: Hope Lives Here, which focuses on Adverse Childhood Experiences.

### CLASSROOM IDAHO



In spring 2020, when schools across Idaho moved to distance learning in response to the COVID-19

pandemic, we launched Classroom Idaho. Thousands of Idaho students without internet access and/or devices viewed lessons for grades K-6 created and presented by certified Idaho teachers and broadcast over the air.

### WORKFORCE DEVELOPMENT

As part of the American Graduate initiative, Idaho Public Television worked closely with Idaho Workforce Development Council and the State Board of Education to produce content that highlights pathways to high-skill, in-demand jobs, focusing on two-year degrees, apprenticeship programs, and certifications. Each year for the past three years we devoted up to 240 hours of broadcast airtime to segments highlighting these pathways.



### PBS KIDS AND IDAHO PUBLIC TELEVISION EDUCATION STATISTICS

PBS KIDS is the #1 educational media brand for children, compared to a host of other children's media providers, including Disney+, Disney Channel, Netflix, and Nick Jr.

(Marketing & Research Resources Inc., February 2020)

81% of parents agreed that PBS KIDS is the most trusted and safe source for children to watch television and play digital games and mobile apps. The brand outranked other choices such as Disney+ (77%), Nick Jr. (73%) and Disney Channel (71%).



(Marketing & Research Resources Inc., February 2020)



**BOARD STAFF COMMENTS AND RECOMMENDATIONS**

The Idaho Digital Learning Academy (IDLA) was established by the legislature in 2002 through the enactment of the Idaho Digital Learning Academy Act of 2002. Pursuant to Section 33-5502, Idaho Code, the IDLA was created as “a public school-choice learning environment which joins the best technology with the best instructional practices. The IDLA as provided for in this chapter, is not a single department of state government unto itself, nor is it a part of any of the twenty (20) departments of state government authorized by section 20, article IV, of the constitution of the State of Idaho, or of the departments prescribed in Section [67-2402](#), Idaho Code. It is legislative intent that the Idaho Digital Learning Academy operate and be recognized not as a state agency or department, but as a governmental entity whose creation has been authorized by the state, much in the manner as other single purpose districts.” The IDLA is further defined in Section 33-5505, Idaho Code as follows:

- (3) "Idaho Digital Learning Academy" means an online educational program organized as a fully accredited school with statewide capabilities for delivering accredited courses to Idaho resident students at no cost to the student unless the student enrolls in additional courses beyond full-time enrollment. Participation in the academy by public school students shall be in compliance with academy and local school district policies. Adult learners and out-of-state students shall pay tuition commensurate with rates established by the State Board with the advice of the superintendent, and such funds shall be included in the budget and audit of the academy's fiscal records.

While the IDLA provides direct instruction to students through online courses and content, it is not considered a school in the same sense as a school that is part of a traditional school district or a public charter school. IDLA provides online courses as a service to our public schools, and students access their courses through the public school in which they are enrolled. In order to access IDLA courses the student must follow the policies established by their school of attendance and only has access to those courses the school district or charter school has identified. IDLA courses are transcribed by students' school of attendance.

**BOARD ACTION**

This item is for informational purposes only.



Proper use and behavior in a distance learning environment will be determined by your school's existing guidelines covered in the district's Acceptable Use Policy (AUP) and the Idaho Digital Learning Academy's Acceptable Use of Technology Policy.

***Idaho Digital Learning Academy Acceptable Use of Technology Policy (AUP)***

Computers, computer networks and the internet provide essential tools that support distance learning and Idaho Digital Learning Academy. All students are expected to use Idaho Digital Learning Academy and the resources provided to access Idaho Digital Learning Academy for purposes appropriate to the education environment.

You must refrain from any use that is not consistent with the policies, purposes or objectives of either the hosting district or Idaho Digital Learning Academy.

**Prohibited uses of technology**

The use of communication tools (email, discussion boards, web pages, chat, and others) should not be used for any communication that is:

- defamatory
- inaccurate
- abusive
- rude
- obscene
- profane
- sexually explicit
- threatening
- harassing
- racially offensive
- illegal
- encouraging the use of illegal materials
- inconsistent with the policies, purposes or objectives of either the hosting district or Idaho Digital Learning Academy

- Impersonating another individual, including, but not limited to, the use of another user's login or password, communicating or completing work on behalf of another individual, or mocking others in a derogatory manner.
- Revealing personal or private information to others such as home address, age, gender, phone number, etc. You should also be cautious when releasing this information about yourself.
- Disrupting the use of technology by another user or service. This includes, but is not limited to, attempts to harm or destroy data, uploading and/or creating computer viruses, uploading and/or downloading information without need, sending or receiving of data with the intent to degrade network performance, etc.
- Violation of any local, state, or federal regulation or statute.
- You will not use Idaho Digital Learning Academy resources to sell or offer to sell any goods or services without prior approval of both the hosting district Board and the Idaho Digital Learning Academy board.

**Idaho Digital Learning Academy Rights and Responsibilities**

- Idaho Digital Learning Academy reserves the right to monitor all activity related to Idaho Digital Learning Alliance courses or sites.
- Idaho Digital Learning Academy reserves the right to block or remove any material that is not consistent with policies, purposes, or objectives of either the host district or Idaho Digital Learning Alliance.
- Opinions, advice, services and all other information expressed by Idaho Digital Learning Academy staff, students, information providers or instructors are those of the individual and do not represent the position of Idaho Digital Learning Academy.

**Discipline**

Student discipline for violation of any part of the policies, rules, or procedures of Idaho Digital Learning Academy shall be based on the severity of the infraction.

- If the Idaho Digital Learning Academy teacher or monitor feels your behavior is not consistent with the policies, purposes, or objectives of the hosting

district, or Idaho Digital Learning Academy, the teacher will notify your site coordinator.

- The site coordinator is then responsible for bringing the matter before the appropriate school administrator(s) for disciplinary action.
- The teacher may also wish to hold a conference with you and your parents.
- The Idaho Digital Learning Academy board of directors also reserves the right to enact additional disciplinary action including the ability to revoke the offending student's privilege of using Idaho Digital Learning Alliance.



**IDAHO DIGITAL LEARNING ACADEMY FEE POLICY**

**Fees for Idaho Digital Learning Academy:** The fee schedule for 2021 -2022 is determined upon a per-enrollment basis. An "enrollment" is defined as one (1) student enrolled into one (1) Idaho Digital Learning Academy course. Idaho Digital Learning Academy enrollment fees outlined in this Fee Policy apply to all courses offered through Idaho Digital Learning Academy unless noted otherwise below.

**Idaho Digital Learning Academy Per-Enrollment Cost:** The cost for one (1) enrollment is \$75 for Idaho students.

**Advanced Placement/Dual Credit Courses:** Courses designated as "Advanced Placement or Dual Credit" will not incur a per-enrollment cost, unless courses are delivered in a custom session (see Custom Session Courses below).

In collaboration with Idaho Digital Learning Academy, School Districts shall assist students with the obtainment of college credit, examinations, and materials such as textbooks (see Textbooks section in District MOU).

**Custom Session Courses:** Any courses requested and implemented through Idaho Digital Learning Alliance’s Custom Course program will incur costs based on the Custom Session Policy (see Idaho Digital Learning Academy website for information and request form). This includes district requests for Hybrid Custom Sessions. Requirements for custom sessions include a minimum enrollment threshold and cost.

**Custom Session Fee Structure:**

Total number of Students in the Section	Standard Cohort Courses & Credit Recovery Courses	AP and DC Courses	Hybrid (with live instruction)	Select Middle School Courses: Keyboarding, Pathways, 8th Grade Career Exploration, Computer Science Discoveries, STEM Careers (8 unit / 4 unit)	K-5 ELA & Math Launch Pad
Minimum of 12 students	\$900	\$900	\$1500 minimum of 20 students	\$360 / \$180	\$360
13 - 25	\$75 each	\$0 additional	\$75 each	\$30 / \$15 each	\$30
26 +	\$60 each	\$0 additional	\$60 each	\$30 / \$15 each	\$30

All Custom Sessions require a minimum of 12 students (20 for Hybrid). Any course requested and implemented through the Idaho Digital Learning Academy Custom Session program will incur costs based on the following fee structure:

**Standard Cohort Courses & Credit Recovery Courses**

\$900: 12 students  
 \$75/each: 13 - 25 students  
 \$60/each: 26 or more students

**AP or DC Courses**

\$900: flat fee for 12 - 30 students  
 Enrollments above 30 may require two sections and two flat fees

**Hybrid Courses (2 days live instruction per week)**

\$1500: 20 student minimum  
 \$75/each: 13 - 25 students  
 \$60/each: 26 or more students

**Credit Recovery Course:**

\$900: 12 students  
 \$75/each: 13 - 25 students  
 \$60/each: 26 or more students

**Select Middle School Courses:**

8th Grade Career Exploration, Computer Science Discoveries, Keyboarding, Pathways to Success, and STEM Careers

\$360: flat fee for 8 unit, 12 students  
 \$30/each: 8 unit version of courses listed above

\$180: flat fee for 4 unit, 12 students  
 \$15/each: 4 unit version of courses listed above

**Reduced Fee Courses:**

Idaho Digital Learning Academy offers select courses at a reduced rate.

Reduced Fee	Courses
\$60 per enrollment	Kindergarten ELA, Kindergarten Math 1st Grade ELA, 1st Grade Math 2nd Grade ELA, 2nd Grade Math 3rd Grade ELA, 3rd Grade Math 4th Grade ELA, 4th Grade Math 5th Grade ELA, 5th Grade Math

<p>\$30 per enrollment</p>	<p>3rd Grade Science &amp; Social Studies                  4th Grade Science &amp; Social Studies                  5th Grade Science &amp; Social Studies                  8th Grade Career Exploration                  Computer Science Discoveries - Middle School                  Keyboarding - Middle School                  Pathways to Success - Middle School                  STEM Careers - Middle School</p>
<p>\$15 per enrollment</p>	<p>8th Grade Career Exploration (4 unit)                  Computer Science Discoveries - Middle School (part 1)                  Computer Science Discoveries - Middle School (part 2)                  Keyboarding - Middle School (4 unit)                  Pathways to Success - Middle School (4 unit)                  STEM Careers - Middle School (4 unit)</p>

*Idaho Digital Learning Academy reserves the right to modify the fee policy. Districts will be notified of any changes.*

**Idaho Digital Learning Academy Refund Policy**

Idaho Digital Learning Academy requires that all drops are requested or confirmed by the Site Coordinator during the school year. Drop requests initiated by a parent or guardian will be accepted for summer courses only. For a course fee to be eligible for refund and for a student to be exempt from a grade report, a drop must be initiated during the following times:

**Orientation:** If the student does not complete orientation, they will not be enrolled in classes and a full refund of fees will be granted.

**All cohort sessions:**

- **6, 10, 12 week or Custom Sessions:** The Idaho Digital Learning Academy Office must be notified by Friday of the 2<sup>nd</sup> week of class to receive a full refund and remove the student from the course.
- **16 week session:** The Idaho Digital Learning Academy Office must be notified by Friday of the 3<sup>rd</sup> week of class to receive a full refund and remove the student from the course.

**Flex sessions:**

- The drop deadline for all flex classes is 14 days after the student gains course access.
- If a student is inactive in class for a period of 14 consecutive days, the instructor may initiate a drop process. The Site Coordinator can confirm the drop or request additional time for the student to become active in the course.

**After the drop deadline:** A withdraw (W) option is available to students until the final day of courses. A Grade of W or a percentage grade is reported after the drop deadline, and the full fee will be invoiced to the district.

**Exceptions to the drop-deadline may be requested by the district for extenuating circumstances.**

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
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**SUBJECT**

2022 Legislative Update

**REFERENCE**

June 2021	The Board approved legislative ideas for the 2022 legislative session.
August 2021	The Board approved legislative proposals for the 2022 legislative session.
February 2022	The Board received an update on the education or agency related legislation that had been introduced to date and an update on the Board's administrative rules and where they were in the process. The Board voted to take a position on four introduced bills and two pieces of proposed legislation.
March 3, 2022	The Board received an update on recent legislative activities.

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 33-107(5)(b), Idaho Code

**BACKGROUND/DISCUSSION**

The Idaho State Constitution, Article IX, Section 2, provides that the general supervision of the state educational institutions and public school system of the State of Idaho, "shall be vested in a state board of education, the membership, powers and duties of which shall be prescribed by law." Through responsibilities set in the State Constitution and Idaho statutes, the State Board of Education (Board) is charged with the general supervision, governance and control of all educational institutions and agencies supported in whole or in part by the state. Section 33-107(5)(b), Idaho Code, specifically charges the Board with the responsibility to "Study the educational conditions and needs of the state and recommend to the legislature needed changes in existing laws or additional legislation."

The Board approved three pieces of legislation that passed, HB 506 (2022) Armed Forces/Peace Officer Scholarship, HB 685 (2022) Postsecondary Credit Scholarship, and SB 1247 (2022) Career Technical School Eligibility. Of these, one bill, HB 506 (2022) will require additional clarification regarding the Social Security Administration's disability determination and Veterans Administration disability determination in regard to totally and permanently disabled.

HB 654 (2022) will allow individuals who are licensed professional counselors or licensed professional clinical counselors to serve as school counselors. While not necessarily required, it is anticipated IDAPA 08.02.02 will be amended to include language regarding these two types of counselors, similar to the existing language regarding social workers who are also able to serve as school counselors under the same section of code.

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HB 656 (2022) allows for the placement of teachers from out state being placed on the career ladder based on years of experience when that experience is equivalent to that of Idaho instructional staff.

HB 716 (2022) referencing specific versions of the mathematics, English language arts, science content standards and the initial standards for professional school personnel replace versions previously approved by the Board and incorporated by reference into IDAPA 08.02.02. The way these new versions of standards have been added to statute will make them effective July 1, 2022. In order to comply with the federal Elementary Secondary Education Act accountability requirement, the ISAT will have to be evaluated for alignment with the new version of the standards. Unlike changes to the initial standards for professional school personnel in the past, the new standards included in HB 716 (2022) will take effect July 1, 2022, at which time educator preparation programs will be required to meet them as applicable to the type of program and certification area.

HB 718 (2022) requires participants in the WWAMI and University of Utah medical education programs to enter into contracts to practice in Idaho for limited number of years or reimburse the program. The service requirements go into effect for students matriculating in fall of 2023.

HB 790 (2022) amends distribution methodology to school districts of the funds appropriated for providing literacy intervention. The new methodology moves from distributing funding to schools based on a three year rolling average of the number of students who are identified as not at grade level during the fall administration of the statewide reading assessment (Idaho Reading Indicator) to a methodology that distributes the appropriation where 50% is distributed based on the number of students enrolled in the school in kindergarten through grade three and 50% based on the number of kindergarten through grade 3 students who move a full level or who are proficient from the spring-to-spring administration of the statewide ready assessment in the prior fiscal year. Additional amendments remove the reference tying these funds to literacy intervention for students in only kindergarten through grade three. Additionally, while this funding does not expand funding for optional kindergarten to all students, funding may be used to provide full day kindergarten to students in need of literacy intervention.

SB1255 (2022) creates the Empower Parents program. This program will be administered by the Board Office. Board staff are working with state Division of Purchasing to work through the state procurement process to identify a vendor for administration of the program. Additional rulemaking may be needed to clarify equivalent experience.

SB 1290 (2022) creates the Rural Teacher Incentive Program, this program is limited by the annual appropriation. Board staff is working on bringing forward Board policy on the administrative of the program.

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SB 1399 (2022) transfers the Extended Employment Services program from the Division of Vocational Rehabilitation to the Department of Health and Welfare.

Of the pending education rules approved by the Board and considered by the legislature, the majority of the rules were excepted as submitted. The exceptions are the rejection of the standards reference in HB 716 (2022), the senior math requirement, and including chronic absenteeism in the accountability framework.

**IMPACT**

This update provides the Board with the final status of 2022 introduced education related legislation and any new programs the Board office will be responsible for.

**ATTACHMENTS**

Attachment 1 – Introduced Education Related Legislation

**BOARD STAFF COMMENTS AND RECOMMENDATIONS**

Any Board policies or administrative rules that are impacted by legislation based during the 2022 Legislative Session will be brought back to the Board through the applicable process for Board consideration. Board staff will be available to answer additional questions the Board may have on any of the legislation listed in Attachment 1.

**BOARD ACTION**

This item is for informational purposes only.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
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**ATTACHMENT 1**

Bill No	Description	Last Action	Note
<a href="#">H0443</a>	Ed, leadership premiums, insurance	01/24/2022 – House - <b>PASSED - 55-14-1</b> 02/03/2022 – Senate - <b>PASSED - 32-3-0</b> 02/08/2022 House - Reported <b>Signed</b> by Governor on February 8, 2022	DEPARTMENT OF ADMINISTRATION – Adds to existing law to create the Public School Health Insurance Fund.
<a href="#">H0444</a>	Coronavirus, immunity, sunset	01/31/2022 House - <b>PASSED - 70-0-0</b> 02/21/2022 Senate - <b>PASSED - 32-1-2</b> 02/24/2022 House - Reported <b>Signed</b> by Governor on February 24, 2022	CORONAVIRUS LIMITED IMMUNITY ACT – Amends 2021 session law to extend a sunset date to July 1, 2023.
<a href="#">H0461</a>	Scholarships, armed forces	02/09/2022 House - <b>PASSED: 67-0-3</b> 02/28/2022 Senate – <b>PASSED - 33-0-2</b> 03/08/2022 House - Reported <b>Signed</b> by Governor on March 8, 2022	EDUCATION – Amends existing law to revise eligibility requirements for Armed Forces and Public Safety Officer Scholarships. <b>Board may adopt rules. Look at Board policy on residency requirements.</b>
<a href="#">H0463</a>	Public works projects, costs	02/23/2022 House - <b>PASSED - 68-0-2</b> 03/02/2022 Senate - <b>PASSED - 33-0-2</b> 03/17/2022 House - Reported <b>Signed</b> by Governor on March 17, 2022	DEPARTMENT OF ADMINISTRATION – Amends existing law to increase the authorized limitation for public works projects. <b>Effective 03/17/2022</b>
<a href="#">H0506</a>	Scholarships, armed forces	02/09/2022 House - <b>PASSED - 66-0-4</b> 02/16/2022 Senate - <b>PASSED - 33-0-2</b> 03/07/2022 House - Reported <b>Signed</b> by Governor on March 7, 2022	Education – Amends existing law to provide that for purposes of the Armed Forces and Public Safety Officer Scholarships, a member of the armed forces will be considered totally and permanently disabled if the disability determination is made or recognized by the Idaho Division of Veterans Services. <b>Board may adopt rules.</b>
<a href="#">H0555</a>	PERSI, reemployment	02/25/2022 House – <b>PASSED – 66-0-4</b> 03/22/2022 Senate - <b>PASSED - 35-0-0</b> 03/25/2022 House Reported <b>Signed</b> by Governor on March 24, 2022	PERSI – Amends, adds to, and repeals existing law to provide for the contribution rates and reemployment of school members.
<a href="#">H0594</a>	State employees	02/23/2022 House - <b>PASSED - 68-0-2</b> 03/14/2022 Senate – <b>PASSED - 34-0-1</b>	HUMAN RESOURCES DIVISION – Amends and repeals existing law to provide for consistency of terminology with respect to state employees

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		03/22/2022 House - Reported <b>Signed</b> by Governor on March 22, 2022	
<a href="#"><u>H0634</u></a>	Approp, pub schls teachers, addl	02/21/2022 House – <b>PASSED - 51-17-2</b> 02/28/2022 Senate – <b>PASSED - 32-1-2</b> 03/07/2022 House - Reported <b>Signed</b> by Governor on March 7, 2022	APPROPRIATIONS – PUBLIC SCHOOLS – Relates to the appropriation to the Public Schools Educational Support Program’s Division of Teachers and Division of Children’s Programs for fiscal year 2022. <b>Effective 03/07/2022</b>
<a href="#"><u>H0650aS</u></a>	Curricular materials adoption cmtes	02/28/2022 House - <b>PASSED - 45-23-2</b> 03/18/2022 Senate - <b>PASSED - 30-4-1</b> 03/22/2022 House – <b>PASSED – 56-9-5</b> 03/28/2022 House - Reported <b>Signed</b> by Governor on March 28, 2022	SCHOOL DISTRICT TRUSTEES – Amends existing law to revise provisions regarding curricular materials adoption committees.
<a href="#"><u>H0654</u></a>	School counselors, professional	02/24/2022 House - <b>PASSED - 68-0-2</b> 03/10/2022 Senate - <b>PASSED - 35-0-0</b> 03/22/2022 House - Reported <b>Signed</b> by Governor on March 22, 2022	EDUCATION – Amends existing law to authorize certain professionals to work as school counselors. <b>Board shall adopt rules (existing). May need additional clarification.</b>
<a href="#"><u>H0656</u></a>	Career ladder	02/24/2022 House - <b>PASSED - 68-0-2</b> 03/02/2022 Senate - <b>PASSED - 35-0-0</b> 03/21/2022 House - Reported <b>Signed</b> by Governor on March 21, 2022	EDUCATION – Amends existing law to provide for placement on the career ladder of certain staff for those previously certified. <b>Board shall promulgate rules (existing). May need clarification for out of state teachers.</b>
<a href="#"><u>H0682</u></a>	Election zones, boundary changes	03/11/2022 House – <b>PASSED – 66-0-4</b> 03/23/2022 Senate – <b>PASSED - 35-0-0</b> 03/25/2022 House - Reported <b>Signed</b> by Governor on March 25, 2022	ELECTIONS – Adds to existing law to require notification of boundary changes for election zones, districts, and subdistricts. Districts must notify county clerks within 30 days of any trustee zone boundary change.
<a href="#"><u>H0685</u></a>	Postsecondary credit scholarship	03/03/2022 House - <b>PASSED - 67-0-3</b> 03/21/2022 Senate - <b>PASSED – 35-0-0</b> 03/23/2022 House - Reported <b>Signed</b> by Governor on March 23, 2022	EDUCATION – Amends existing law to revise provisions regarding the postsecondary credit scholarship. Replaces HB 505. <b>May promulgate rules. Remove competitive language from rule.</b>

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<a href="#"><u>H0711</u></a>	Approp, public television, orig	03/03/2022 House - <b>PASSED - 44-26-0</b> 03/14/2022 Senate - <b>PASSED - 26-8-1</b> 03/21/2022 House - Reported <b>Signed</b> by Governor on March 21, 2022	APPROPRIATIONS – IDAHO PUBLIC TELEVISION – Relates to the appropriation to Idaho Public Television for fiscal year 2023.
<a href="#"><u>H0716</u></a>	Education, content standards	03/07/2022 House - <b>PASSED - 66-3-1</b> 03/21/2022 Senate - <b>PASSED – 34-1-0</b> 03/23/2022 House - Reported <b>Signed</b> by Governor on March 23, 2022	EDUCATION – Adds to existing law to provide for the adoption of initial certification and content standards prepared by 2020-2021 work groups. Codifies version of “standards for the initial certification of professional school personnel” dated February 24, 2025 until sunset on June 30, 2027. <b>Remove reference from IDAPA 08.02.02.</b> Codifies ELA, mathematics, and science content standards to versions dated January 3, 2022, expiring June 30, 2027. <b>Remove reference from IDAPA 08.02.03.</b>
<a href="#"><u>H0718</u></a>	Med school, out of state, contract	03/07/2022 House - <b>PASSED - 54-15-1</b> 03/23/2022 Senate - <b>PASSED - 17-17-1</b> 03/28/2022 House - Reported <b>Signed</b> by Governor on March 28, 2022	EDUCATION COMMITTEE HIGHER EDUCATION – Adds to existing law to provide that students who attend medical school through the WWAMI program or who are in an Idaho slot at the University of Utah shall commit to practicing in Idaho or reimburse the state for supporting the student’s medical education. <b>Requires Contracts for services or reimbursement for students matriculating in the WWAMI or U of U program in Fall of 2023.</b>
<a href="#"><u>H0725</u></a>	Approp, edu bd, charter com, orig	03/07/2022 House - <b>PASSED - 69-0-1</b> 03/16/2022 Senate - <b>PASSED - 35-0-0</b> 03/22/2022 House - Reported <b>Signed</b> by Governor on March 22, 2022	APPROPRIATIONS – PUBLIC CHARTER SCHOOL COMMISSION – Relates to the appropriation to the Public Charter School Commission for fiscal year 2023.
<a href="#"><u>H0731</u></a>	Dyslexia interventions	03/08/2022 House - <b>PASSED - 64-0-6</b> 03/21/2022 Senate - <b>PASSED – 35-0-0</b> 03/23/2022 House - Reported <b>Signed</b> by Governor on March 23, 2022	EDUCATION – Amends and adds to existing law to establish provisions regarding certain dyslexia interventions. (No rulemaking authority)
<a href="#"><u>H0743</u></a>	Approp, STEM action center, orig	03/10/2022 House - <b>PASSED - 62-8-0</b> 03/16/2022 Senate - <b>PASSED - 35-0-0</b> 03/22/2022 House - Reported <b>Signed</b> by Governor on March 22, 2022	APPROPRIATIONS – STEM ACTION CENTER – Relates to the appropriation to the STEM Action Center for fiscal year 2023.
<a href="#"><u>H0759</u></a>	Approp, edu bd, comm college, orig	03/14/2022 House - <b>PASSED - 60-8-2</b> 03/17/2022 Senate – <b>PASSED - 33-0-2;</b> 03/22/2022 House - Reported <b>Signed</b> by	APPROPRIATIONS – COMMUNITY COLLEGES – Relates to the appropriation to the State Board of Education for Community Colleges for fiscal year 2023.

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		Governor on March 22, 2022	
<a href="#"><u>H0776</u></a>	Approp, edu bd, college univ, orig	03/16/2022 House - <b>PASSED - 46-22-2</b> 03/21/2022 Senate - <b>PASSED - 30-5-0</b> 03/23/2022 House - Reported <b>Signed</b> by Governor on March 23, 2022	APPROPRIATIONS – COLLEGE AND UNIVERSITIES – Relates to the appropriation to the State Board of Education and the Board of Regents of the University of Idaho for College and Universities and the Office of the State Board of Education for fiscal years 2022 and 2023.
<a href="#"><u>H0779</u></a>	Approp, perm bldg fund, orig	03/22/2022 House – <b>PASSED – 47-23-0</b> 03/24/2022 Senate - <b>PASSED – 32-2-1</b> 03/25/2022 House - Reported <b>Signed</b> by Governor on March 25, 2022	APPROPRIATIONS – DEPARTMENT OF ADMINISTRATION – PERMANENT BUILDING FUND – Relates to the appropriation to the Department of Administration for the Division of Public Works for fiscal years 2022 and 2023. Including projects for ISU, CWI, CSI, CEI, NIC, and UI. <b>Effective 03/25/22</b>
<a href="#"><u>H0788</u></a>	Approp, pub schls children's, orig	03/24/2022 House – <b>PASSED – 47-21-2</b> 03/25/2022 Senate – <b>PASSED – 27-2-6</b> 03/28/2022 House - Reported <b>Signed</b> by Governor on March 28, 2022	APPROPRIATIONS – PUBLIC SCHOOLS – CHILDREN'S PROGRAMS DIVISION – Relates to the appropriation to the Public Schools Educational Support Program's Division of Children's Programs for fiscal year 2023.
<a href="#"><u>H0789</u></a>	Approp, edu department, orig	03/22/2022 House - <b>PASSED – 51-18-1</b> 03/24/2022 Senate - <b>PASSED – 31-3-1</b> 03/25/2022 House - Reported <b>Signed</b> by Governor on March 25, 2022	APPROPRIATIONS – DEPARTMENT OF EDUCATION – Relates to the appropriation to the Department of Education for fiscal year 2023.
<a href="#"><u>H0790</u></a>	Literacy, levies	03/21/2022 House - <b>PASSED – 40-29-1</b> 03/23/2022 Senate - <b>PASSED - 31-3-1</b> 03/25/2022 House - Reported <b>Signed</b> by Governor on March 25, 2022	EDUCATION – Amends and adds to existing law to provide funding for literacy intervention, to provide for a ballot disclosure on the purposes levy funds will be used for at an election to authorize a supplemental levy, and to provide that supplemental levy revenues may be used only for the purposes identified in the disclosure. (No rules)
<a href="#"><u>H0791</u></a>	Approp, perm bldg fund, add'l	03/21/2022 House - <b>PASSED: - 38-31-1</b> 03/23/2022 Senate - <b>PASSED - 25-10-0</b> 03/25/2022 House - Reported <b>Signed</b> by Governor on March 25, 2022	APPROPRIATIONS – DEPARTMENT OF ADMINISTRATION – PERMANENT BUILDING FUND – Relates to the appropriation to the Department of Administration for the Division of Public Works for fiscal year 2022.
<a href="#"><u>H0792</u></a>	Approp, pub schls admin, orig	03/21/2022 House - <b>PASSED – 51-17-2</b> 03/23/2022 Senate - <b>PASSED - 32-2-1</b>	APPROPRIATIONS – PUBLIC SCHOOLS – ADMINISTRATORS DIVISION – Relates to the appropriation to the Public Schools Educational Support Program's Division of Administrators for fiscal year 2023 and fiscal year 2022. <b>Effective 03/25/22</b>

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<a href="#"><u>H0793</u></a>	Approp, pub schls teachers, orig	03/21/2022 House - <b>PASSED – 65-4-1</b> 03/23/2022 Senate - <b>PASSED – 34-0-1</b> 03/25/2022 House - Reported <b>Signed</b> by Governor on March 25, 2022	APPROPRIATIONS – PUBLIC SCHOOLS – TEACHERS DIVISION – Relates to the appropriation to the Public Schools Educational Support Program’s Division of Teachers for fiscal year 2023.
<a href="#"><u>H0794</u></a>	Approp, pub schls deaf blind, orig	03/21/2022 House - <b>PASSED – 68-1-1</b> 03/23/2022 Senate - <b>PASSED – 34-0-1</b> 03/25/2022 House - Reported <b>Signed</b> by Governor on March 25, 2022	APPROPRIATIONS – PUBLIC SCHOOLS – EDUCATIONAL SERVICES FOR THE DEAF AND THE BLIND – Relates to the appropriation to the Public Schools Educational Support Program’s Division of Educational Services for the Deaf and the Blind for fiscal year 2023 and fiscal year 2022
<a href="#"><u>H0795</u></a>	Approp, pub schls cntrl srvs, orig	03/21/2022 House – <b>PASSED – 56-13-1</b> 03/23/2022 Senate - <b>PASSED – 33-2-0</b> 03/25/2022 House - Reported <b>Signed</b> by Governor on March 25, 2022	APPROPRIATIONS – PUBLIC SCHOOLS – CENTRAL SERVICES DIVISION – Relates to the appropriation to the Public Schools Educational Support Program’s Division of Central Services for fiscal year 2023.
<a href="#"><u>H0796</u></a>	Approp, pub schls facilities, orig	03/21/2022 House – <b>PASSED – 67-1-2</b> 03/22/2022 Senate - <b>PASSED – 35-0-0</b> 03/25/2022 House - Reported <b>Signed</b> by Governor on March 25, 2022	APPROPRIATIONS – PUBLIC SCHOOLS – FACILITIES DIVISION – Relates to the appropriation to the Public Schools Educational Support Program’s Division of Facilities for fiscal year 2023.
<a href="#"><u>H0797</u></a>	Approp, pub schls operations, orig	03/21/2022 House - <b>PASSED – 57-11-2</b> 03/23/2022 Senate - <b>PASSED – 32-3-0</b> 03/25/2022 House - Reported <b>Signed</b> by Governor on March 25, 2022	APPROPRIATIONS – PUBLIC SCHOOLS – OPERATIONS DIVISION – Relates to the appropriation to the Public Schools Educational Support Program’s Division of Operations for fiscal year 2023 and for fiscal year 2022. <b>Effective 03/25/22</b>
<a href="#"><u>H0798</u></a>	Public sch staff, admin, salaries	03/24/2022 House - <b>PASSED – 67-0-3</b> 03/24/2022 Senate – <b>PASSED – 34-0-1</b> 03/25/2022 House - Reported <b>Signed</b> by Governor on March 25, 2022	EDUCATION – Amends existing law to revise the base salary for school administrators and classified staff, and to clarify the use of funds for classroom technology. Includes emergency clause to take effect in FY 22, however, amount does not increase until July 1, 2022. <b>Effective 03/25/22</b>
<a href="#"><u>H0799</u></a>	Approp, edu bd, career tech, orig	03/24/2022 House - <b>PASSED – 65-2-3</b>	APPROPRIATIONS – CAREER TECHNICAL EDUCATION – Relates to the appropriation to the Division of Career

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		03/24/2022 Senate – <b>PASSED – 34-0-1</b> 03/25/2022 House - Reported <b>Signed</b> by Governor on March 25, 2022	Technical Education for fiscal year 2023 and fiscal year 2022. <b>Effective 03/25/22</b>
<a href="#"><u>H0804</u></a>	Approp, edu department, add'l	03/24/2022 House - <b>PASSED - 58-10-2</b> 03/24/2022 Senate – <b>PASSED - 34-0-1</b> 03/28/2022 House - Reported <b>Signed</b> by Governor on March 28, 2022	APPROPRIATIONS – DEPARTMENT OF EDUCATION – Relates to the appropriation to the Department of Education for fiscal year 2023.
<a href="#"><u>H0805</u></a>	Approp, pub schls teachers, add'l	03/24/2022 House - <b>PASSED - 68-0-2</b> 03/24/2022 Senate - <b>PASSED - 34-0-1</b> 03/25/2022 House - Reported <b>Signed</b> by Governor on March 25, 2022	APPROPRIATIONS – PUBLIC SCHOOLS – TEACHERS DIVISION – Relates to the appropriation to the Public Schools Educational Support Program's Division of Teachers for fiscal year 2023.
<a href="#"><u>H0807</u></a>	Approp, pub schls, add'l	03/24/2022 House - <b>PASSED - 52-17-1</b> 03/24/2022 Senate – <b>PASSED - 34-0-1</b> 03/30/2022 House - Reported <b>Signed</b> by Governor on March 30, 2022	APPROPRIATIONS – PUBLIC SCHOOLS – Relates to the appropriation to the Public Schools Educational Support Program for the Divisions of Administrators and Operations, and to the Idaho Legislature for fiscal year 2023.
<a href="#"><u>H0809</u></a>	Approp, edu bd, office orig FY23	03/24/2022 House – <b>PASSED - 46-22-2</b> 03/25/2022 Senate – <b>PASSED – 28-3-4</b> 03/28/2022 House - Reported <b>Signed</b> by Governor on March 28, 2022	APPROPRIATIONS – OFFICE OF THE STATE BOARD OF EDUCATION – Relates to the appropriation to the Office of the State Board of Education for fiscal years 2022 and 2023.
<a href="#"><u>HCR029</u></a>	Traumatic childhood experiences	02/03/2022 House - <b>ADOPTED - 42-25-3</b> 02/11/2022 Senate – <b>ADOPTED</b> – voice vote 02/24/2022 House - Delivered to Secretary of State at 10:24 a.m. on February 24, 2022	HEALTH – States findings of the Legislature and encourages certain officers, agencies, and employees of the State to become informed about the impacts of traumatic childhood experiences and implement interventions and practices to develop resiliency in children and adults who suffered from traumatic childhood experiences.
<a href="#"><u>HCR030</u></a>	PANDAS/PANS awareness	01/31/2022 House - <b>ADOPTED – voice vote</b> 03/10/2022 Senate - <b>ADOPTED</b> – voice vote 03/21/2022 House - Delivered to Secretary	HEALTH – States findings of the Legislature and recognizes October 9, 2022, as PANDAS/PANS Awareness Day. Encourages Board and schools to assure accurate information is available.

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		of State at 9:40 a.m. on March 21, 2022	
<a href="#"><u>HCR038</u></a>	WWAMI medical education slots	03/07/2022 House - <b>ADOPTED - 59-7-4</b> 03/21/2022 Senate – <b>ADOPTED – 35-0-0</b> 03/23/2022 House - Delivered to Secretary of State at 9:20 a.m. on March 23, 2022	HIGHER EDUCATION – States findings of the Legislature and encourages the State Board of Education to request funding for additional Idaho slots in the WWAMI Regional Medical Education Program.
<a href="#"><u>HCR039</u></a>	Rule reject, state board of ed	03/07/2022 House - <b>ADOPTED - 60-8-2</b> 03/15/2022 Senate - <b>ADOPTED</b> – voice vote 03/21/2022 House - Delivered to Secretary of State at 9:40 a.m. on March 21, 2022	RULE REJECTION – States findings of the Legislature and rejects certain rules of the State Board of Education relating to Idaho content standards.
<a href="#"><u>HCR045</u></a>	Rule rejection, board of education	03/08/2022 <b>ADOPTED - 63-1-6</b> 03/11/2022 Senate - <b>ADOPTED</b> – voice vote 03/21/2022 House - Delivered to Secretary of State at 9:40 a.m. on March 21, 2022	STATE BOARD OF EDUCATION – RULE REJECTION – States findings of the Legislature and rejects certain rules of the State Board of Education relating to Rules Governing Administration, Rules Governing Uniformity, and Rules Governing Thoroughness.
<a href="#"><u>HCR053</u></a>	Rule approval, education cmtes	03/18/2022 House - <b>ADOPTED - 65-0-5</b> 03/23/2022 Senate - <b>ADOPTED</b> : Voice Vote 03/25/2022 House - Delivered to Secretary of State at 12:21 p.m. on March 25, 2022	FEE RULES – HOUSE AND SENATE EDUCATION COMMITTEES – States findings of the Legislature and approves fee rules reviewed by the House and Senate Education Committees.
<a href="#"><u>S1238</u></a>	Ed, self-directed learners	02/02/2022 Senate - <b>PASSED 32-0-3</b> 02/18/2022 House – <b>PASSED - 64-0-6</b> 03/01/2022 Senate - <b>Signed</b> by Governor on 03/01/22	EDUCATION – Adds to existing law to establish the self-directed learner designation. Allows students to be included for funding purposes even when they are not in attendance or receiving instruction. No rulemaking.
<a href="#"><u>S1247</u></a>	Career Technical School – Added Cost Funding – Coop Serv Agency	02/07/2022 Senate - <b>PASSED - 33-1-1</b> 02/24/2022 House – <b>PASSED - 66-1-3</b> 03/03/2022 Senate - <b>Signed</b> by Governor on 03/03/22	EDUCATION – Amends existing law to provide that a cooperative service agency may establish a career technical school. <b>Effective 03/02/2022</b>
<a href="#"><u>S1255</u></a>	Empowering parents grant program	02//2022 Senate - <b>PASSED - 34-1-0</b> 02/23/2022 House - <b>PASSED - 67-1-2</b>	EDUCATION – Amends existing law to establish the Empowering Parents Grant Program, which provides funds to eligible students for certain education expenses. No rulemaking. <b>Effective 03/01/2022</b>

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		03/01/2022 Senate - <b>Signed</b> by Governor on 03/01/22	
<a href="#"><u>S1290</u></a>	Rural, underserved ed program	02/25/2022 Senate - <b>PASSED - 25-7-3</b> 03/16/2022 House - <b>PASSED - 37-30-3</b> 03/25/2022 Senate - <b>Signed</b> by Governor on 03/25/22	EDUCATION – Adds to existing law to establish the Rural and Underserved Educator Incentive Program. <b>Board may promulgate rules.</b> Intent is to use Board policy (Eligible expenses established by Board and in rule).
<a href="#"><u>S1291a</u></a>	Charter schools, certifications	03/02/2022 Senate - <b>PASSED - 28-7-0</b> 03/16/2022 House - <b>PASSED - 55-11-4</b> 03/24/2022 Senate - <b>Signed</b> by Governor on 03/24/22	CHARTER SCHOOLS – Amends existing law to provide alternative methods of obtaining certain certifications. <b>No new rulemaking outside of existing certification.</b> Provides limited exemption from Board rules.
<a href="#"><u>S1292</u></a>	Approp, edu bd, office, add'l	02/21/2022 Senate - <b>PASSED - 29-4-2</b> 02/25/2022 House – <b>PASSED - 40-27-3</b> 03/07/2022 Senate - <b>Signed</b> by Governor on 03/07/22	APPROPRIATIONS – OFFICE OF THE STATE BOARD OF EDUCATION – Relates to the appropriation to the Office of the State Board of Education for fiscal year 2022. <b>Effective 03/07/2022</b>
<a href="#"><u>S1319</u></a>	School bus, contracts, fed funding	02/25/2022 Senate - <b>PASSED - 32-0-3</b> 03/15/2022 House - <b>PASSED - 37-33-0</b> 03/21/2022 Senate - <b>Signed</b> by Governor on 03/21/22	TRANSPORTATION OF PUPILS – Amends existing law to provide an exception for certain contracts. <b>Effective 03/21/22</b>
<a href="#"><u>S1348</u></a>	Approp, voc rehab, orig	03/04/2022 Senate - <b>PASSED - 34-0-1</b> 03/08/2022 House - <b>PASSED - 69-0-1</b> 03/21/2022 Senate - <b>Signed</b> by Governor on 03/21/22	APPROPRIATIONS – VOCATIONAL REHABILITATION – Relates to the appropriation to the Division of Vocational Rehabilitation for fiscal year 2023.
<a href="#"><u>S1392</u></a>	Approp, edu bd, special prgms, orig	03/15/2022 Senate - <b>PASSED - 35-0-0</b> 03/18/2022 House - <b>PASSED – 57-10-3</b> 03/23/2022 Senate - <b>Signed</b> by Governor on 03/23/22	APPROPRIATIONS – SPECIAL PROGRAMS – Relates to the appropriation to the State Board of Education and the Board of Regents of the University of Idaho for Special Programs for fiscal year 2023.
<a href="#"><u>S1395</u></a>	Approp, millennium fund	03/15/2022 Senate - <b>PASSED - 33-2-0</b> 03/18/2022 House - <b>PASSED – 59-8-3</b> 03/24/2022 Senate - <b>Signed</b> by Governor on 03/24/22	APPROPRIATIONS – MILLENNIUM FUND – Relates to the appropriation from the Idaho Millennium Income Fund for fiscal year 2023. Including, \$310,000 to Idaho Public Television.
<a href="#"><u>S1399</u></a>	Extended employment services	03/17/2022 Senate – <b>PASSED - 35-0-0</b>	EXTENDED EMPLOYMENT SERVICES PROGRAM – Repeals and adds to existing law to establish the Extended

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		03/21/2022 House – <b>PASSED – 67-0-3</b> 03/31/2022 Senate - <b>Signed</b> by Governor on 03/24/22	Employment Services program in the Department of Health and Welfare.
<a href="#"><u>S1403</u></a>	Approp, education related, chg	03/16/2022 Senate - <b>PASSED – 32-2-1</b> 03/25/22 – House – <b>PASSED – 44-16-10</b> 03/28/2022 Senate - <b>Signed</b> by Governor on 03/28/22	APPROPRIATIONS – EDUCATION RELATED – Relates to the appropriation to the Public Schools Educational Support Program’s Division of Children’s Programs, Office of the State Board of Education, STEM Action Center, and Commission for Libraries for fiscal year 2022.
<a href="#"><u>S1404</u></a>	Approp, pub schls, add'l	03/16/2022 Senate - <b>PASSED – 28-5-2</b> 03/21/2022 House – <b>PASSED – 45-24-1</b> 03/24/2022 Senate - <b>Signed</b> by Governor on 03/24/22	APPROPRIATIONS – PUBLIC SCHOOLS – Relates to the appropriation to the Public Schools Educational Support Program for the Division of Administrators, the Division of Teachers, and the Division of Operations for fiscal year 2022. <b>Effective 03/23/22</b>
<a href="#"><u>S1418</u></a>	Approp, edu bd, hlth prgms, orig	03/22/2022 Senate - <b>PASSED – 32-2-1</b> 03/23/2022 House - <b>PASSED – 44-24-2</b> 03/25/2022 Senate - <b>Signed</b> by Governor on 03/25/22	APPROPRIATIONS – HEALTH EDUCATION PROGRAMS – Relates to the appropriation to the State Board of Education and the Board of Regents of the University of Idaho for Health Education Programs for fiscal year 2023 and 2022. <b>Effective 03/25/22</b>
<a href="#"><u>S1419</u></a>	Approp, edu bd, ag research, orig	03/22/2022 Senate - <b>PASSED – 35-0-0</b> 03/23/2022 House – <b>PASSED – 60-7-3</b> 03/25/2022 Senate - <b>Signed</b> by Governor on 03/25/22	APPROPRIATIONS – AGRICULTURAL RESEARCH AND COOPERATIVE EXTENSION SERVICE – Relates to the appropriation to the Agricultural Research and Cooperative Extension Service.
<a href="#"><u>S1425</u></a>	Approp, edu bd, spec prgm, trailers	03/24/2022 Senate - <b>PASSED – 28-4-3</b> 03/24/2022 House – <b>PASSED – 39-30-1</b> 03/28/2022 Senate - <b>Signed</b> by Governor on 03/28/22	APPROPRIATIONS – SPECIAL PROGRAMS – Relates to the appropriation to the to the State Board of Education and the Board of Regents of the University of Idaho for Special Programs for fiscal year 2023.
<a href="#"><u>S1427</u></a>	Approp, health and welfare, trailer	03/24/2022 Senate – <b>PASSED – 35-0-0</b> 03/24/2022 House – <b>PASSED – 68-0-2</b> 03/28/2022 Senate - <b>Signed</b> by Governor on 03/28/22	APPROPRIATIONS – EXTENDED EMPLOYMENT SERVICES PROGRAM – Relates to the appropriation for the Extended Employment Services Program for fiscal year 2023.
<a href="#"><u>S1428</u></a>	Various funds, year-end cash trans	03/24/2022 Senate - <b>PASSED – 34-0-1</b> 03/25/2022 House - <b>PASSED</b> 03/29/2022 Senate - <b>Signed</b> by Governor on 03/29/22	APPROPRIATIONS – Relates to year-end appropriations and transfers. FY 22 PESF \$44M; FY 23 PESF \$77M.

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<a href="#"><u>SCR114</u></a>	Ed Cheff, honoring	02/18/2022 Senate - <b>ADOPTED</b> – voice vote 03/15/2022 House - <b>ADOPTED</b> – voice vote 03/18/2022 Senate - Reported signed by the Speaker & ordered delivered to Secretary of State	EDUCATION – States findings of the Legislature and honors the life and achievements of Ed Cheff, the longtime head baseball coach for Lewis-Clark State College.
<a href="#"><u>SCR115</u></a>	Education, civics standards	02/18/2022 Senate - <b>ADOPTED</b> – voice vote 03/15/2022 House - <b>ADOPTED - 63-0-7</b> 03/18/2022 Senate - Reported signed by the Speaker & ordered delivered to Secretary of State	EDUCATION – Stating findings of the Legislature and supporting the development of civics standards for Idaho students.
<a href="#"><u>SCR118</u></a>	Education, U.S. history	02/23/2022 Senate - <b>ADOPTED</b> – voice vote 03/15/2022 House - <b>ADOPTED - 54-10-6</b> 03/18/2022 Senate - Reported signed by the Speaker & ordered delivered to Secretary of State	EDUCATION – States findings of the Legislature and encourages Idaho schools to teach students the whole and honest history of our nation. Including a requirement to teach natural law.
<a href="#"><u>H0437</u></a>	Ed, content standards, adoption	01/14/2022 House - Reported Printed and Referred to Education	EDUCATION – Adds to existing law to provide for the adoption of the content standards prepared by the 2020-2021 content standards review committees.
<a href="#"><u>H0438</u></a>	School trustees, elections	01/14/2022 House - Reported Printed and Referred to State Affairs	SCHOOL TRUSTEE ELECTIONS – Amends existing law to revise provisions regarding filling vacant school trustee positions following a recall or resignation resulting from a recall petition.
<a href="#"><u>H0488</u></a>	Ed, nondiscrimination, standing	01/31/2022 House - Reported Printed and Referred to Ways & Means	NONDISCRIMINATION IN SCHOOLS – Amends 33-138 existing law to provide for a private cause of action. Any taxpayer against any school district teacher CRT.
<a href="#"><u>H0504</u></a>	State employees, ed reimbursement	01/31/2022 House - Reported Printed and Referred to Commerce & Human Resources	PERSONNEL SYSTEM – Adds to existing law to establish an educational reimbursement program.
<a href="#"><u>H0512</u></a>	Bond elections, failure, 11 months	02/17/2022 House - <b>PASSED</b> - 43-26-1 02/18/2022 Senate - Introduced, read first time; referred to: State Affairs	BOND ELECTIONS – Amends existing law to prohibit holding another bond election within 11 months of a failed bond election.
<a href="#"><u>H0544</u></a>	Career ladder, out of state staff	02/08/2022 House - Reported Printed and Referred to Education	EDUCATION – Amends existing law to provide for placement on the career ladder of certain staff for those previously certified out of state.

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<a href="#"><u>H0545</u></a>	Charter school revolving loan fund	02/17/2022 House - <b>PASSED - 68-1-1</b> 02/18/2022 Senate - Introduced, read first time; referred to: Education	CHARTER SCHOOLS – Repeals and adds to existing law to remove the public charter school debt reserve fund and to provide for a revolving loan fund.
<a href="#"><u>H0595</u></a>	State emp, compensation, increases	02/11/2022 House - Reported Printed and Referred to Commerce & Human Resources	HUMAN RESOURCES DIVISION – Amends existing law to provide for compensation increases based on performance as well as consideration of certain internal and external factors.
<a href="#"><u>H0627</u></a>	Ed, enrollment based, alternative	02/15/2022 House - Reported Printed and Referred to Education	EDUCATION – Amends existing law to provide for enrollment based funding and to allow for alternative education programs.
<a href="#"><u>H0631</u></a>	Mask mandates, prohibition	02/21/2022 House - <b>PASSED - 46-24-0</b> 02/22/2022 Senate - Introduced, read first time; referred to: State Affairs	MASK MANDATES – Adds to existing law to establish provisions regarding the prohibition of mask mandates.
<a href="#"><u>H0639</u></a>	Driver's ed, parents	02/16/2022 House - Reported Printed and Referred to Transportation & Defense	MOTOR VEHICLES – Amends existing law to allow private parental driver's education.
<a href="#"><u>H0649</u></a>	Supplemental curriculum, approval	02/17/2022 House - Reported Printed and Referred to Education	SCHOOL CURRICULUM – Amends existing law to require approval of supplemental curricular material.
<a href="#"><u>H0652</u></a>	Pub sch employees, health insurance	02/17/2022 House - Reported Printed and Referred to Education	PUBLIC SCHOOL EMPLOYEES – Amends and adds to existing law to provide that funds appropriated for employee health insurance shall be used for such insurance and to provide for the payment of certain premiums by the retirement board.
<a href="#"><u>H0653</u></a>	School levies, disclosure, purpose	02/28/2022 House - <b>PASSED - 67-1-2</b> 03/01/2022 Senate - Introduced, read first time; referred to: State Affairs	SCHOOL LEVIES – Adds to existing law to provide that a ballot question for a supplemental levy must be accompanied by a disclosure about the purposes for which the levy revenues will be used and to provide that school districts must use levy revenues for the purposes identified in the disclosure.
<a href="#"><u>H0655</u></a>	Education, dyslexia	02/17/2022 House - Reported Printed and Referred to Education	EDUCATION – Amends existing law to provide for dyslexia intervention and screening programs in certain grades.
<a href="#"><u>H0666</u></a>	Harmful material, minors, defense	03/07/2022 House - <b>PASSED - 51-14-5</b> 03/08/2022 Senate - Introduced, read first time; referred to: State Affairs	MINORS – Amends existing law to remove a provision regarding an affirmative defense to disseminating material harmful to minors.
<a href="#"><u>H0669</u></a>	Hope, opportunity scholarships	02/21/2022 House - Reported Printed and Referred to Education	HOPE AND OPPORTUNITY SCHOLARSHIP ACT – Adds to existing law to establish provisions regarding the Hope and Opportunity Scholarship Act. Creates Hope and Opportunity Scholarships (HOS) accounts for Idaho families with student(s) in Kindergarten through 12th grade. The act would allow education funding dollars to follow students so parents could access the education services and environments that work best for their children. Families can use funds for private

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			tutoring; curriculum, tuition and fees at a private school; among other approved expenses. Funds will be allocated based on the total number of eligible applications received by the State Department of Education. Scholarships are worth eighty percent (80%) of the “most current available statewide average general maintenance and operations fund expenditures per full term average daily attendance as calculated by the department”. This amount is approximately \$5,950 (State Department of Education 2019-2020 Financial Summaries 1 – General M & O fund expenditures per full term A.D.A. is \$7,444)
<a href="#"><u>H0671</u></a>	School board trustee vacancies	03/02/2022 House - <b>PASSED - 54-15-1</b> 03/03/2022 Senate - Introduced, read first time; referred to: State Affairs	SCHOOL TRUSTEES – Amends existing law to provide for the filling of certain school board trustee vacancies.
<a href="#"><u>H0680</u></a>	School clubs, permission	02/25/2022 House - Reported Printed and Referred to Education	EDUCATION – Amends existing law to provide that school boards shall have the authority to adopt policies and procedures regarding student clubs and organizations
<a href="#"><u>H0683</u></a>	Driver's ed, parental instruction	03/07/2022 House - <b>PASSED - 57-11-2</b> 03/08/2022 Senate - Introduced, read first time; referred to: Transportation	MOTOR VEHICLES – Amends existing law to allow private parental driver's education.
<a href="#"><u>H0684</u></a>	Higher ed, free speech	03/04/2022 House - <b>PASSED - 63-2-5</b> 03/10/2022 Senate - Reported out of committee; to 14th Order for amendment	EDUCATION – Adds to existing law to provide for the protection of free speech in higher education.
<a href="#"><u>H0691</u></a>	Education, enrollment-based funding	03/01/2022 House - Reported Printed and Referred to Education	EDUCATION – Amends existing law to provide for enrollment-based funding and to allow for alternative education programs.
<a href="#"><u>H0708</u></a>	Immunization, requirements	03/02/2022 House - <b>PASSED - 54-14-2</b> 03/04/2022 Senate - Introduced, read first time; referred to: State Affairs	HEALTH – Amends existing law to provide that a person shall not be required to be vaccinated for coronavirus or have a vaccine passport to apply for or receive government services, to enter or remain in a government venue, or to be hired by the state or maintain employment with the state.
<a href="#"><u>H0717</u></a>	School age	03/02/2022 House - Reported Printed and Referred to Education	SCHOOL AGE – Amends existing law to provide an alternative means to determine school readiness.
<a href="#"><u>H0732</u></a>	School attendance	03/09/2022 House - U.C. to be placed on General Orders, no objection	EDUCATION – Amends existing law to provide that publicly funded programs shall not be designated as home schooling.
<a href="#"><u>H0733</u></a>	Schools, data collection	03/03/2022 House - Reported Printed and Referred to Education	PUBLIC SCHOOLS – Adds to existing law to prohibit evaluations, questionnaires, surveys, and data collection on a student's behavioral well-being without the approval of the school board and a parent or guardian.
<a href="#"><u>H0734</u></a>	Schools, masks, exemption	03/08/2022 House - <b>PASSED - 53-11-6</b>	SCHOOLS – Amends existing law to revise provisions regarding school-required actions to prevent the spread of infectious disease.

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		03/09/2022 Senate - Introduced, read first time; referred to: Education	
<a href="#"><u>H0736</u></a>	Appropriations, charter schools	03/03/2022 House - Reported Printed and Referred to Education	APPROPRIATIONS – PUBLIC CHARTER SCHOOLS – Appropriates \$30,000,000 to the charter school facilities account created in section 33-5217, Idaho Code.
<a href="#"><u>H0738</u></a>	Community college trustees	03/07/2022 House - <b>PASSED - 62-8-0</b> 03/08/2022 Senate - Introduced, read first time; referred to: Education	COMMUNITY COLLEGES – Amends existing law to provide for filling vacancies on a community college board of trustees and to revise provisions regarding trustee elections.
<a href="#"><u>H0822</u></a>	Education savings account act	03/24/2022 House - Reported Printed and Referred to Ways & Means	EDUCATION – Adds to existing law to establish the Education Savings Account Act.
<a href="#"><u>HCR027</u></a>	Rule rejection, content standards	01/14/2022 House - Reported Printed and Referred to Education	RULE REJECTION – States findings of the Legislature and rejects certain rules of the State Board of Education relating to Idaho content standards.
<a href="#"><u>HR023</u></a>	Libraries, harmful material	03/25/2022 House – <b>Adopted</b> - 57-7 -6	LIBRARIES – States findings of the House of Representatives, affirms the House’s commitment to ensuring that Idaho policy safeguards Idaho children from exposure to material harmful to minors in libraries and K-12 schools, and authorizes House leadership to establish a certain working group.
<a href="#"><u>S1226</u></a>	Self-directed learners	01/19/2022 Senate - Reported Printed; referred to Education	EDUCATION – Adds to existing law to establish the self-directed learner designation.
<a href="#"><u>S1242</u></a>	Empowering parents grant program	01/28/2022 Senate - Reported Printed; referred to Education	EDUCATION – Amends existing law to establish the Empowering Parents Grant Program, which provides funds to eligible students for certain education expenses. Replaced with SB1255.
<a href="#"><u>S1271</u></a>	School districts, state support	02/07/2022 Senate - Reported Printed; referred to Education	EDUCATION – Amends and adds to existing law to provide for state support of discretionary spending by school districts.
<a href="#"><u>S1280</u></a>	Education, dyslexia programs	02/16/2022 Senate – <b>PASSED - 33-0-2</b> 02/17/2022 House - Read First Time, Referred to Education	EDUCATION – Amends and adds to existing law to establish programs for dyslexia.
<a href="#"><u>S1294</u></a>	Sick leave, employees, penalty	02/14/2022 Senate - Reported Printed; referred to Commerce & Human Resources	EMPLOYMENT CONTRACTS – Adds to existing law to provide that an employer may not penalize an employee for using earned or accrued sick leave.
<a href="#"><u>S1302</u></a>	School levies, taxes	02/14/2022 Senate - Reported Printed; referred to Local Government & Taxation	TAXATION – Amends and adds to existing law to provide sales tax revenues to school districts and to revise provisions regarding school levy authority.
<a href="#"><u>S1306</u></a>	Youth athletes, chiropractors	02/14/2022 Senate - Reported Printed; referred to Health & Welfare	YOUTH ATHLETES – Amends existing law to provide that certain chiropractic physicians are qualified health professionals for purposes of returning athletes to play after suspected concussions or head injuries.

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<a href="#"><u>S1314</u></a>	Literacy intervention, funding	02/15/2022 Senate - Reported Printed; referred to Education	EDUCATION – Amends existing law to revise provisions regarding funding for literacy intervention.
<a href="#"><u>S1315</u></a>	Full-time kindergarten	02/15/2022 Senate - Reported Printed; referred to Education	EDUCATION COMMITTEE EDUCATION – Amends existing law to provide for full-day kindergarten and to revise provisions regarding certain support units and funding distributions.
<a href="#"><u>S1316</u></a>	Full-time kindergarten	02/15/2022 Senate - Reported Printed; referred to Education	EDUCATION – Amends and adds to existing law to provide for full-day kindergarten.
<a href="#"><u>S1317</u></a>	Kindergarten savings accounts	02/15/2022 Senate - Reported Printed; referred to Education	EDUCATION – Adds to existing law to establish a kindergarten savings account.
<a href="#"><u>S1318</u></a>	Kindergarten	02/15/2022 Senate - Reported Printed; referred to Education	EDUCATION – Amends existing law to establish provisions regarding certain kindergarten students.
<a href="#"><u>S1329</u></a>	Extended employment srvcs prgm	02/15/2022 Senate - Reported Printed; referred to Health & Welfare	HEALTH AND WELFARE – Repeals and adds to existing law to establish the Extended Employment Services Program in the Department of Health and Welfare.
<a href="#"><u>S1344</u></a>	Rural veterinarians, loan repayment	02/24/2022 Senate - Reported Printed; referred to Agricultural Affairs	RURAL VETERINARIANS LOAN REPAYMENT PROGRAM – Adds to existing law to establish a loan repayment program for rural veterinarians who treat large animals.
<a href="#"><u>S1356</u></a>	Extended employment srvcs prgm	03/01/2022 Senate - Reported Printed; referred to Health & Welfare	EXTENDED EMPLOYMENT SERVICES PROGRAM – Repeals and adds to existing law to move the Extended Employment Services Program from the State Board of Education to the Department of Health and Welfare.
<a href="#"><u>S1379</u></a>	Political subdivisions, purchasing	03/16/2022 Senate - <b>PASSED - 32-2-1</b> 03/17/2022 House - Read First Time, Referred to Commerce & Human Resources	PURCHASING BY POLITICAL SUBDIVISIONS – Amends existing law to revise provisions regarding procuring services or personal property. School districts are political subdivisions.
<a href="#"><u>S1380</u></a>	Rural veterinarians loan repayment	03/14/2022 Senate - <b>PASSED - 28-7-0</b> 03/15/2022 House - Read First Time, Referred to Agricultural Affairs	RURAL VETERINARIANS EDUCATION LOAN REPAYMENT PROGRAM – Adds to existing law to establish a loan repayment program for rural veterinarians who treat large animals.
<a href="#"><u>S1397</u></a>	Negotiated rulemaking, temp rules	03/16/2022 Senate - Reported out of committee; to 14th Order for amendment	IDAHO ADMINISTRATIVE PROCEDURE ACT – Amends existing law to revise provisions regarding temporary rules.
<a href="#"><u>H0482</u></a>	Sales tax, monthly distribution	02/08/2022 House - U.C. to be <b>returned</b> to Revenue & Taxation Committee	SALES TAX – Amends existing law to revise the distribution of sales tax revenue from quarterly to monthly. Amends distribution amount to schools from 1/4 to 1/12.
<a href="#"><u>H0505</u></a>	Postsecondary credit scholarship	02/14/2022 House - U.C. to be <b>returned</b> to Education Committee	EDUCATION – Amends existing law to revise provisions regarding the postsecondary credit scholarship.
<a href="#"><u>H0514</u></a>	Mask mandates	02/16/2022 House - U.C. to be <b>returned</b> to	MASK MANDATES – Adds to existing law to establish provisions regarding the prohibition of mask mandates.

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<a href="#"><u>H0533</u></a>	Master educator premiums	02/16/2022 House - <b>PASSED - 52-15-3</b> 03/07/2022 Senate - <b>PASSED - 32-3-0</b> 03/17/2022 Returned from Governor <b>Vetoed</b> on March 16, 2022 03/21/2022 House - U.C. previously held until March 21, 2022, be Held at the Desk	PUBLIC SCHOOLS – Amends existing law to allow for certain employees to continue to receive master educator premiums.
<a href="#"><u>H0571a</u></a>	School buses, speed limit	02/23/2022 House - <b>PASSED - 69-0-1</b> 03/21/2022 Senate - <b>FAILED - 16-19-0</b>	SCHOOL BUSES – Amends existing law to allow school buses to travel up to 70 miles per hour on the interstate.
<a href="#"><u>H0645</u></a>	Community college trustee elections	03/03/2022 House - U.C. to be returned to State Affairs Committee	COMMUNITY COLLEGES – Amends existing law to provide for filling vacancies on a community college board of trustees and to revise provisions regarding trustee elections.
<a href="#"><u>H0651</u></a>	Teachers, drug testing	03/03/2022 House - <b>FAILED - 31-38-1</b> , Filed in Office of Chief Clerk	EDUCATION – Amends existing law to require drug testing and criminal background tests for certain teachers.
<a href="#"><u>H0723aS</u></a>	Pub sch funding, enrollment, cmte	03/04/2022 House - <b>PASSED - 39-26-5</b> 03/18/2022 Senate - <b>PASSED - 31-0-4</b> 03/22/2022 House – <b>PASSED – 39-31-0</b> , Engrossed 03/31/2022 Returned from Governor <b>vetoed</b> on March 30, 2022 03/31/2022 House - U.C. to be Held at Desk	EDUCATION – Adds to existing law to provide that enrollment shall replace average daily attendance in funding formulas for fiscal years 2023 and 2024 and to provide for a study committee on the public school funding formula. <b>Board may promulgate rules – Would require rulemaking.</b>
<a href="#"><u>S1287</u></a>	Rural nursing loan repayment prgm	02/23/2022 Senate - <b>FAILED – 14-17-4</b>	RURAL NURSING LOAN REPAYMENT PROGRAM – Adds to existing law to establish the rural nursing loan repayment program.
<a href="#"><u>S1373</u></a>	Literacy Funding Distribution	03/10/2022 Senate - <b>PASSED - 31-2-2</b> 03/22/2022 House - U.C. to be <b>returned</b> to Education Committee	EDUCATION – Amends existing law to provide for certain state funding distributions.
<a href="#"><u>S1374</u></a>	Career exploration courses	03/07/2022 Senate - <b>PASSED - 33-0-2</b> 03/21/2022 House - <b>FAILED – 24-45-1</b>	EDUCATION – Adds to existing law to provide for career exploration courses.
<a href="#"><u>S1390</u></a>	Approp, edu bd, office, orig	03/15/2022 Senate - <b>PASSED - 24-10-1</b> 03/22/2022 House - <b>FAILED – 24-46-0</b>	APPROPRIATIONS – OFFICE OF THE STATE BOARD OF EDUCATION – Relates to the appropriation to the Office of the State Board of Education for fiscal years 2022 and 2023.

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**SUBJECT**

Board Policy - Bylaws – Second Reading

**REFERENCE**

June 2016	The Board approved the first reading of proposed amendments to the Board Bylaws regarding actions at meetings that were not in existing Board policy and amendments to the Audit Committee.
August 2016	The Board approved the second reading of amendments to the Board Bylaws.
August 2019	The Presidents' Council presented to the Board a new proposed role for the Council and proposed changes to the name of the Council.
December 2019	Board approved the first reading of proposed amendments to the Board Bylaws eliminating non-functioning committees and restructuring the Presidents Council reporting.
February 2020	Board approved second reading of proposed amendments.
February 2022	Board approved the first reading of proposed amendments to the Board Bylaws, clarifying Board committee roles.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies and Procedures - Bylaws  
Idaho Code Chapter 2, Title 74, Transparent and Ethical Government

**BACKGROUND/DISCUSSION**

Idaho's open meeting laws are premised on the policy that the formation of public policy is a public business and must be conducted in public. In 2015, Idaho's requirements pertaining to meetings conducted by governing bodies were updated and consolidated into a new Title 74, Transparent and Ethical Government. The open meeting law requirements are codified in Chapter 2 of that Title.

The Board, as a governing body may only act as a whole in open meetings that have been properly noticed. The Board's bylaws set out the Board's operating procedures including the establishment of the Board's standing committees and the purpose of the standing committees. Board policies established in Section I of the Board's Governing Policies and Procedures further establish Board procedures for Board meeting requirements as well as parameters for additional "ad hoc" committees of the Board and the associated standing committee through which they report to the Board.

The Board's bylaws require agenda items come to the Board through one of the standing committees. This provides the opportunity for those Board members that sit on the committees to ask questions, direct staff on additional information that

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may be provided to the Board and to gain greater insight on the issues that may be coming to the Board through the specific committees. This process helps to better inform the discussion at the Board meetings. Additionally, the Board's standing committees are used to: (i) provide updates to the Board on various matters, as applicable to the committee; (ii) gather feedback from the standing committee's working groups; (iii) direct staff at institutions and agencies under the Board's governance on information that needs to come to the Board; and (iv) provide oversight on the implementation of Board actions as may be delegated by the Board as whole.

**IMPACT**

The proposed amendment to the Board bylaws update the language used to describe the purpose of the Board's standing committees in alignment with the language in the state open meeting laws.

**ATTACHMENTS**

Attachment 1 – Bylaws – Second Reading

**BOARD STAFF COMMENTS AND RECOMMENDATIONS**

There were no comments received between the first and second reading. There was one non-substantive edit to the proposed amendments since the first reading, correcting a typo.

Staff recommends approval.

**BOARD ACTION**

I move to approve the second reading of Board policy - Bylaws as submitted in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

Idaho State Board of Education  
**GOVERNING POLICIES AND PROCEDURES**

SECTION: I. BYLAWS (Operational Procedures)

~~February 2020~~ April 2022

**A. Office of the State Board of Education**

The Board maintains an Office of the State Board for the purpose of carrying out the administrative, financial, and coordinating functions required for the effective operation of the institutions and agencies under the governance of the Board. The staff of the Office of the State Board serve under the direction of the Executive Director, who is responsible directly to the Board.

**B. Meetings**

1. The Board will maintain a 12-month rolling meeting schedule. To accomplish this, the Board will, at each of its regularly scheduled meetings, update its 12-month rolling schedule of Board meetings, provided, however, that the Board by majority vote, or the Board president after consultation with Board members, may reschedule or cancel any meeting.
2. The Board may hold special meetings by vote of a majority of the Board taken during any regular meeting or by call of the Board president.
3. All meetings of the Board are held at such place or places as may be determined by the Board.
4. Actions that impact ongoing future behavior of agencies and institutions shall be incorporated into Board policy. Actions limited to a specific request from an institution or agency, if not acted on within one year of approval, must be brought back to the Board for reconsideration prior to action by the institution or agency. This requirement does not apply to program approval time limits.

**C. Rules of Order**

1. Meetings of the Board are conducted in accordance with controlling statutes and applicable bylaws, regulations, procedures, or policies. In the absence of such statutes, bylaws, regulations, procedures, or policies, meetings are conducted in accordance with the current edition of *Robert's Rules of Order, Newly Revised*.
2. A quorum of the Board consists of five (5) Board members.
3. With the exception of procedural motions, all motions, resolutions, or other propositions requiring Board action will, whenever practicable, be reduced to writing before submission to a vote.

4. A roll-call vote of the Board is taken on all propositions involving any matters of bonded indebtedness; convening an executive session of the Board; or on any other action at the request of any Board member or upon the advice of legal counsel. The first voter is rotated on each subsequent roll-call vote.

**D. Officers and Representatives**

1. The officers of the Board include:
  - a. A president, a vice president, and a secretary, who are members of the Board.
  - b. An executive secretary, who is the state superintendent of public instruction.
2. The president, vice president, and secretary are elected at the organizational meeting for one (1) year terms and hold office until their successors are elected. Vacancies in these offices are filled by election for the remainder of the unexpired term.
3. Board representatives to serve on other boards, commissions, committees, and similar bodies are appointed by the Board president.
4. The executive director is appointed by and serves at the pleasure of the Board unless the contract of employment specifies otherwise. The executive director serves as the chief executive officer of the Office of the State Board of Education.

**E. Duties of Board Officers**

1. Board President
  - a. Presides at all Board meetings, with full power to discuss and vote on all matters before the Board.
  - b. Submits such information and recommendations considered proper concerning the business and interests of the Board.
  - c. Signs, in accordance with applicable statutes and Board action, all contracts, minutes, agreements, and other documents approved by the Board, except in those instances wherein the Board, by its procedures, has authorized the Board president to designate or has otherwise designated persons to sign in the name of or on behalf of the Board.
  - d. Gives prior approval for any official out-of-state travel of seven (7) days or more by Board members, institution heads, and the executive director.
  - e. Subject to action of the Board, gives notice and establishes the dates and locations of all regular Board meetings.
  - f. Calls special Board meetings at any time and place designated in such call in accordance with the Open Meeting Law.
  - g. Establishes screening and selection committees for all appointments of agency and institutional heads.
  - h. Appoints Board members to all standing and interim committees of the Board.
  - i. Establishes the Board agenda in consultation with the executive director.
  - j. Serves as chief spokesperson for the Board and, with the executive director,

carries out the Board's policies between meetings.

2. Vice President

- a. Presides at meetings in the event of absence of the Board president.
- b. Performs the Board president's duties in the event of the Board president's inability to do so.
- c. Becomes the acting Board president in the event of the resignation or permanent inability of the Board president until such time as a new president is elected.

3. Secretary

- a. Presides at meetings in the event of absence of the Board president and vice president.
- b. Signs, in accordance with applicable statutes and Board action, all minutes, contracts, agreements, and other documents approved by the Board except in those instances wherein the Board, by its procedures, has authorized or has otherwise designated persons to sign in the name of or on behalf of the Board secretary.

4. Executive Secretary

The state superintendent of public instruction, when acting as the executive secretary, is responsible for:

- a. Carrying out policies, procedures, and duties prescribed by the Constitution of the State of Idaho, and Idaho Code or established by the Board for all elementary and secondary school matters.
- b. Presenting to the Board recommendations concerning elementary and secondary school matters and matters of the State Department of Education.

5. Executive Director

The executive director serves as the chief executive officer of the Board, as chief administrative officer of Office of the State Board of Education, and as chief executive officer of such federal or state programs as are directly vested in the State Board of Education. The position description for the executive director, as approved by the Board, defines the scope of duties for which the executive director is responsible and is accountable to the Board.

**F. Committees of the Board**

The Board may organize itself into standing and other committees as necessary. Committee members are appointed by the Board president after informal consultation with other Board members. Any such standing ~~or other~~ committee ~~may make recommendations to the Board~~ is responsible for performing work pursuant to Board policy or delegation. ~~Such committees, but~~ may not take any action, except when authority to act has been delegated by the Board. The Board president may serve as

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an ex-officio member of any standing or other committee. The procedural guidelines for Board committees appear in the Board Governing Policies and Procedures.

For purposes of the bylaws, the University of Idaho, Boise State University, Idaho State University, Lewis-Clark State College, College of Eastern Idaho, College of Western Idaho, College of Southern Idaho, and North Idaho College are included in references to the “institutions;” and Idaho Public Television, the Division of Vocational Rehabilitation, the Division of Career Technical Education, and the State Department of Education, are included in references to the “agencies.”\* An institution or agency may, at its option and with concurrence of the Board president, comment on any committee report or recommendation.

1. Planning, Policy and Governmental Affairs Committee

a. Purpose

The Planning, Policy and Governmental Affairs Committee is a standing advisory committee of the Board. It is responsible for developing and presenting recommendations guidance to the agencies and institutions under the Board on the implementation of Board action on matters of policy, planning, and governmental affairs. The committee, in conjunction with the chief executive officers and chief administrators of the Board governed agencies and institutions, will develop ~~and recommend to the Board~~ future guidance on the implementation of the Board’s planning initiatives and goals. This committee shall also ~~advise~~ provide more detailed information to the Board on collaborative and cooperative measures for all education entities and branches of state government necessary to provide for the general supervision, governance and control of the state educational institutions, agencies and public schools, with the goal of producing a seamless educational system.

b. Composition

The Planning, Policy and Governmental Affairs Committee is composed of two (2) or more members of the Board, appointed by the president of the Board, who designates one (1) member to serve as the chairperson and spokesperson of the committee, and is staffed by the Board’s Chief Planning and Policy Officer. The Planning, Policy and Governmental Affairs Committee may form working unit or units, as necessary, to advise the committee. The chairperson presents all committee and working unit recommendations updates to the Board.

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\* Definition provided for purposes of the Bylaws only. Recognizing the Board governance relationship varies with each of these entities, the intent in including representatives of each of the agencies and institutions as much as possible in the committee structure is to ensure proper and adequate representation, but is not intended to obligate or interfere with any other local boards or governing entities.

c. Responsibilities and Procedures

The Planning, Policy and Governmental Affairs Committee is responsible for ~~making recommendations~~providing updates to the Board in the following general areas:

- i. Long range planning and coordination;
- ii. Initial discussions and direction on strategic policy initiatives and goals;
- iii. Legislative proposals and administrative rules for Board agencies and institutions;
- iv. Coordination and communication with the Governor, the Legislature, and all other governmental entities with regard to items of legislation, Board policy and planning initiatives;
- v. Review and revision of Board policies, administrative rules and education-related statutes for consistency and compatibility with the Board's strategic direction;
- vi. Reports and recommendations from workgroups and committees pertaining to education policy, planning and governmental affairs, including career technical education;
- vii. Other matters as assigned by the Board.

At the direction of the Board President, any matter before the Board may be removed to the Planning, Policy and Governmental Affairs Committee for initial action or consideration.

The Planning, Policy and Governmental Affairs Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures. The Board's Chief Planning and Policy Officer, under the direction of the chairperson, prepares the agenda for the Planning, Policy and Governmental Affairs Committee work that is under consideration at each meeting of the Board.

2. Instruction, Research and Student Affairs Committee

a. Purpose

The Instruction, Research and Student Affairs Committee is a standing advisory committee of the Board. It is responsible for implementing Board action and developing ~~and presenting recommendations~~guidance to the Board institutions and agencies on matters of policy and procedure concerning instruction, research and student affairs.

b. Composition

The Instruction, Research and Student Affairs Committee is composed of two (2) or more members of the Board, appointed by the president of the Board,

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who designates one (1) member to serve as chairperson and spokesperson of the committee, and is staffed by the Board's Chief Academic Officer. The Instruction, Research and Student Affairs Committee may appoint a working unit or units, as necessary, to advise the committee. One such working unit shall be the Council on Academic Affairs and Programs (CAAP), which shall be composed of the Board's Chief Academic Officer and the chief academic officers of the institutions and agencies. The chairperson presents all committee and working group recommendations to the Board.

c. Responsibilities and Procedures

The Instruction, Research and Student Affairs Committee is responsible for making recommendations updates to the Board in the following general areas:

- i. Agency and institutional instruction, research and student affairs agenda items;
- ii. Instruction, academic or career technical program approval;
- iii. Instruction, academic or career technical program review, consolidation, modification, and discontinuance, and course offerings;
- iv. Outreach, technology and distant learning impacting programs and their delivery;
- v. Long-range instruction, academic and career technical planning;
- vi. Registration of out-of-state institutions offering programs or courses in Idaho;
- vii. Continuing education, professional development, workforce training, programs for at-risk populations, career guidance;
- viii. Student organizations' activities and issues; and
- ix. Other matters as assigned by the Board.

The Instruction, Research and Student Affairs Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures. The Board's chief academic officer, under the direction of the chairperson, prepares the agenda for the Instruction, Research and Student Affairs Committee work that is under consideration at each meeting of the Board.

3. Business Affairs and Human Resources Committee

a. Purpose

The Business Affairs and Human Resources Committee is a standing advisory committee of the Board. It is responsible for developing and presenting recommendations updates to the Board on matters of policy and procedures concerning business affairs and human resources affairs.

b. Composition

The Business Affairs and Human Resources Committee is composed of two (2) or more members of the Board appointed by the president of the Board, who designates one (1) member to serve as chairperson and spokesperson of the committee, and is staffed by the Board's Chief Fiscal Officer. The Business Affairs and Human Resources Committee may appoint a working unit or units, as necessary, to advise the committee. One such working unit shall be the Financial Vice Presidents council, which shall be composed of the Board's Chief Fiscal Officer and the chief financial officers of the institutions and agencies. The chairperson presents all committee ~~recommendations~~ updates to the Board.

c. Responsibilities and Procedures

The Business Affairs and Human Resources Committee is responsible, through its various working unit or units, for ~~making recommendations to the Board~~ providing guidance on the implementation of Board action to the institutions and agencies under the Board in the following general areas:

- i. Agency and institutional financial agenda items;
- ii. Coordination and development of guidelines and information for agency and institutional budget requests and operating budgets;
- iii. Long-range fiscal planning;
- iv. Fiscal analysis of the following:
  - 1) New and expanded financial programs;
  - 2) Establishment, discontinuance or change in designation of administrative units;
  - 3) Consolidation, relocation, or discontinuance of programs;
  - 4) New facilities and any major modifications to facilities which would result in changes in programs or program capacity;
  - 5) Student fees and tuition; and
  - 6) Other matters as assigned by the Board.

The Business Affairs and Human Resources Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures. The Board's chief fiscal officer, under the direction of the chairperson, prepares the agenda for the Business Affairs and Human Resources Committee work that is under consideration at each meeting of the Board.

4. Audit Committee

a. Purpose

The Audit Committee is a standing committee of the Board. The Audit Committee provides oversight to the organizations under its governance (defined in Idaho State Board of Education, Policies and Procedures, Section I. A.1.) for: financial statement integrity, financial practices, internal control systems, financial management, and standards of conduct.

b. Composition

The Audit Committee members shall be appointed by the Board and shall consist of five or more members. Three members of the Committee shall be current Board members and at least two members shall be independent non-Board members who are familiar with the audit process and permanent residents of the state of Idaho. No employee of an institution or agency under the governance of the Board shall serve on the Audit Committee. Each Audit Committee member shall be independent, free from any relationship that would interfere with the exercise of her or his independent judgment. Audit Committee members shall not be compensated for their service on the Committee, and shall not have a financial interest in, or any other conflict of interest with, any entity doing business with the Board, or any institution or agency under the governance of the Board. Audit Committee members who are Board members may be compensated for Board service. The Audit Committee may appoint a working unit or units, which could include the chief financial officers of the institutions and financial officers of the Board office.

All members shall have an understanding of the Committee and financial affairs and the ability to exercise independent judgment, and at least one member of the Committee shall have current accounting or related financial management expertise in the following areas:

- i. An understanding of generally accepted accounting principles, experience in preparing, auditing, analyzing, or evaluating complex financial statements, and;
- ii. The ability to assess the general application of such principles in the accounting for estimates, accruals, and reserves, and;
- iii. Experience in preparing or auditing financial statements and;
- iv. An understanding of internal controls.

Members may be reappointed. The Audit Committee chair shall be appointed by the Board President and shall be a Board member.

c. Responsibilities and Procedures

It is not the Committee's duty to plan or conduct audits or to determine that the institution's financial statements are complete, accurate and in accordance with generally accepted accounting principles. Management of the applicable institutions and agencies shall be responsible for the preparation, presentation,

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**ATTACHMENT 1**

and integrity of the financial statements and for the appropriateness of the accounting principles and reporting policies used. The following shall be the principle duties and responsibilities of the Committee:

- i. Recommend the appointment and compensation to the Board of the independent auditors for Board action. Evaluate and oversee the work of the independent auditors. The Committee must approve any services prior to being provided by the independent auditor. The independent auditing firm shall report directly to the Committee as well as the Board and the auditor's "engagement letter" shall be addressed to the Committee and the President of each institution. The Committee shall have the authority to engage the Board's legal counsel and other consultants necessary to carry out its duties.
- ii. Discuss with the independent auditors the audit scope, focusing on areas of concern or interest;
- iii. Review the financial statements, adequacy of internal controls and findings with the independent auditor. The independent auditor's "management letter" shall include management responses and be addressed to the Audit Committee and President of the institution.
- iv. Ensure the independent auditor presents the financial statements to the Board and provides detail and summary reports as appropriate.
- v. Oversee standards of conduct (ethical behavior) and conflict of interest policies of the Board and the institutions and agencies under its governance including establishment of confidential complaint mechanisms.
- vi. Monitor the integrity of each organization's financial accounting process and systems of internal controls regarding finance, accounting and stewardship of assets;
- vii. Monitor the independence and performance of each organization's independent auditors and internal auditing departments;
- viii. Provide general guidance for developing risk assessment models for all institutions.
- ix. Provide an avenue of communication among the independent auditors, management, the internal audit staff and the Board.
- x. Maintain audit review responsibilities of institutional affiliates to include but not limited to foundations and booster organizations.

The Audit Committee will meet as needed. The Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures. The Board's Chief Fiscal Officer, under the direction of the chair, prepares the agenda for work that is under consideration at each meeting of the Board.

**G. Committee Presentations**

1. The agenda for each regular meeting of the Board shall be organized using the areas of responsibility provided for in regard to each permanent standing committee of the Board, as described in Subsection F above, with the exception of the Audit Committee.
2. The Board member who is the chair of the permanent standing advisory committee and spokesperson shall present the agenda items in the area of the committee's responsibility. This presentation may include calling on institutional/agency representatives and/or other individuals. In the event of an absence or conflict with respect to the committee chairperson, the Board President may designate a substitute Board member or Board officer to present the agenda items.

**H. Presidents Leadership Council**

1. Purpose

The Presidents Leadership Council convenes to serve the public good by providing a common leadership voice to educate, innovate, advocate and advance a vision and blueprint for higher education in Idaho at the direction of the Board. The Presidents Leadership Council may also choose or be directed by the Board to meet with other workgroups and committees for exchanges of information or to discuss projects of benefit to the entire system. The Presidents Leadership Council reports to the Board in the manner directed by the Board President.

2. Composition

The Presidents Leadership Council is composed of the presidents of the University of Idaho, Idaho State University, Boise State University, Lewis-Clark State College; and the presidents of North Idaho College, College of Eastern Idaho, College of Western Idaho and the College of Southern Idaho, each of whom has one (1) vote. One (1) of the voting members shall serve as chair of the Council, with a chair selected each academic year generally rotating among the respective members. The administrator of the Division of Career Technical Education and the Board's Executive Director shall be ex-officio members of the Council.

3. Duties of the Chair

The Chair:

- a. Presides at all Presidents Leadership Council meetings with full power to discuss and vote on all matters before the Council;
- b. Establishes the Presidents Leadership Council agenda in consultation with the Executive Director; and

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**ATTACHMENT 1**

- c. Maintains open communications with the Board on agenda matters through the Planning, Policy and Governmental Affairs Committee.
4. The Executive Director will communicate openly and in a timely manner with the Presidents Leadership Council.

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**SUBJECT**

Board Policy I.P. Idaho Indian Education Committee – Second Reading

**REFERENCE**

December 6-7, 2007	The Board was provided an update on the Native American Higher Education Committee's progress.
June 20, 2008	The Board approved the Committee moving forward with scheduling future meetings with each of the Tribes and charged the Committee with reviewing how Board policy can meet the underserved need in the communities through advanced opportunities.
February 21, 2013	The Board approved the first reading of Board Policy I.P.
April 18, 2013	The Board approved the second reading of Board Policy I.P.
April 14, 2016	The Board approved the first reading of Board Policy I.P, which removed sections covering logistical and meeting requirements and development of meeting materials to proposed new bylaws.
June 16, 2016	The Board approved the second reading of Board Policy I.P.
February 17, 2022	The Board approved the first reading of Board Policy I.P. adding one additional ad-hoc member to the committee

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies and Procedures, Section I.P.  
Idaho Indian Education Committee

**BACKGROUND/DISCUSSION**

The Idaho Indian Education Committee serves as an advisory committee to the State Board of Education (Board) and the State Department of Education (Department) on educational issues and how they impact opportunity, success, and access for Idaho's American Indian student population.

Board Policy I.P. outlines the role and purpose of the committee, committee structure, and terms of membership. Currently the Idaho Indian Education Committee is comprised of one representative from each of Idaho's eight public postsecondary institutions, two representatives from each of the five tribes of Idaho, one representative from each of the two Bureau of Indian Education/tribal schools and one representative from the State Board of Education. Based on a member self-evaluation of the Idaho Indian Education Committee conducted in September 2021, it was determined by the committee that an important piece to this committee was missing -- representation of Indian Education subject matter experts in the areas of educator preparation programs, in-service educators,

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school administrators, tribal experts, and researchers. Proposed amendments to Board Policy I.P. would add two at-large members to the current membership.

**IMPACT**

Approval of amendments will provide additional expertise on a consistent and ongoing basis as the committee works on educational issues impacting American Indian students across the K-20 system.

**ATTACHMENTS**

Attachment 1 – Board Policy I.P. Idaho Indian Education Committee Second Reading

**BOARD STAFF COMMENTS AND RECOMMENDATIONS**

There were no comments received between the first and second readings of the policy. There have been no changes to the proposed amendments to the policy.

Staff recommends approval.

**BOARD ACTION**

I move to approve the second reading of amendments to Board Policy I.P. Idaho Indian Education Committee, as provided in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

Idaho State Board of Education  
**GOVERNING POLICIES AND PROCEDURES**

SECTION: I. General Policies

SUBSECTION: P. Idaho Indian Education Committee

~~June 2016~~April 2022

1. Purpose

The purpose of the Idaho Indian Education Committee (Committee) is to advocate for American Indian students, act as an advisory body to the State Board of Education and the State Superintendent of Public Instruction, and serve as a link between the five Idaho tribes. The mission of the Committee is to create the conditions for and support of the efforts of raising the bar and eliminating the academic achievement gap.

2. Roles and Responsibilities

In order to ensure all American Indian students in Idaho thrive, reach their full potential, and have access to educational services and opportunities, the scope of responsibilities shall include the following:

- a. Advocate and inform stakeholders and make recommendations for educational policy as it relates to American Indian student access, retention, graduation, and achievement.
- b. Review and make recommendations on instructional materials to ensure inclusion of tribal cultural knowledge and context at all education levels.
- c. Review and make recommendations on educator certification and recertification programs to ensure inclusion of tribal cultural knowledge and context.
- d. Review and make recommendations on educator preparation program standards to ensure inclusion of tribal cultural knowledge and context.
- e. Review and make recommendations to ensure integration and use of tribal cultural knowledge and context as a component of instructional practice in schools that serve predominantly American Indian students.
- f. Review and make recommendations on funding and programs that serve American Indian students.
- g. Review relevant education data to make recommendations on statewide policies, procedures, and to collaborate with Idaho tribes to reflect accurate statistics for making policy recommendations.
- h. Identify and promote best practices in supporting the success of American Indian students.

i. The Committee shall meet at a minimum quarterly.

### 3. Membership

The Idaho Indian Education Committee membership shall be composed of the following:

- One representative from each of the eight public postsecondary institutions
  - Nominations will be submitted from the Institution President
- One representative from each of the five tribal chairs or designee
- One representative from each of the five tribal education departments
- One representative from each of the two Bureau of Indian Education schools
  - Representatives must be a school board member, administrator, or designee
- One representatives from the State Board of Education
- Two at-large members

Original appointments shall be for terms that are initially staggered to provide a rolling renewal of appointments. Thereafter, appointments shall be for five years, commencing on July 1st. All members of the Committee shall have equal voting privileges. Appointments to vacant positions during the previous incumbent's term shall be for the remainder of the open term.

The Committee shall elect officers, to include a chairperson and vice-chairperson. Officers are elected to a two (2) year term at a regularly scheduled spring meeting. No elected officer may serve more than two (2) consecutive terms.

Staff support will come from the State Department of Education through the Indian Education Coordinator position and the Office of the State Board of Education and will include the following:

- Advisor to the Chair and Committee
- Liaison between Committee and the State Board of Education, State Department of Education, Colleges and Universities, and other stakeholders
- Preparation of the agenda with input from the Committee
- Notification to Committee of upcoming meetings and other communications
- Compilation of records, publications and disseminating minutes of meetings

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**SUBJECT**

FY 22 Accountability Oversight Committee Recommendations Report

**REFERENCE**

June 2017	Board adopted the Idaho College and Career Readiness Competencies.
August 2017	Board approved Idaho's ESSA Plan, including a new state and federal accountability system that utilizes multiple measures to identify schools for recognition and support, including a high school measure on college and career readiness.
December 2018	Board received the AOC's fiscal year 2019 report, including student achievement data and an analysis on the first year of implementation of the state's new K-12 school accountability system.
February 2019	Board approved amendments to the ESSA Plan, based on recommendations from the Assessment and Accountability team at the SDE and the AOC.
June 2020	Board received the AOC's fiscal year 2020 report with recommendations regarding assessment and accountability, as related to analysis of the data in the SDE's 2018-2019 Student Achievement Report.
February 2021	Board adopted recommendations from the AOC related to the state's high school accountability assessment, thus initiating the negotiated rulemaking process for IDAPA 08.02.03 – Section 111, Assessment in the Public Schools.
April 2021	Board adopted recommendations from the AOC related to the K-8 school quality measure used for school identification, thus initiating the negotiated rulemaking process for IDAPA 08.02.03 – Section 112, Accountability.
June 2021	Board received the AOC's fiscal year 2021 report with recommendations regarding restructuring future reports to include special focus data relevant to the Board's current discussions and needs.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies and Procedures, Section I.Q.  
Accountability Oversight Committee  
Section 33-110, Idaho Code  
Idaho Administrative Code, IDAPA 08.02.03.111, 112, and 114

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**BACKGROUND/DISCUSSION**

The Board's Accountability Oversight Committee (AOC) was established in April 2010 as an ad-hoc committee. Board policy I.Q. assigns two responsibilities to the committee:

- a. Provide recommendations to the Board on the effectiveness of the statewide student achievement system and make recommendations on improvements and/or changes as needed.
- b. Develop and review an annual report of student achievement. This report shall be compiled collaboratively by Board and State Department of Education (Department) staff and submitted to the committee for review. The committee will forward the report to the Board with recommendations annually.

In summer 2021, the AOC, Board staff, and Department staff determined the appropriate collaborative approach for the fiscal year 2022 report and identified the student achievement data the AOC would review, with an emphasis on data designed to identify impacts of the Covid-19 pandemic on student achievement. The AOC presented its plans to the Board at its June 2021 meeting. The Department compiled these data into the 2020-2021 Student Achievement Report, and presented it in pieces to the AOC on January 19 and 20, February 14, and March 1, 2022. Each data review included a time for analysis and development of related recommendations to improve outcomes. The data analysis and recommendations make up the FY 22 Accountability Oversight Committee Recommendations Report, as provided as Attachment 1. The 2020-2021 Student Achievement Report is provided as Appendix A to the committee's report. The AOC Recommendations Report includes one other appendix: Appendix A, which recommends additional data to be considered for inclusion in future iterations of the Student Achievement Report or in independent review, as appropriate.

Due to the substantial amount of data requested by the AOC for their review, some of the most complex data were not available for inclusion in the 2020-2021 Student Achievement Report. Thus, the AOC will work with the Department to gather these additional data and will provide an Addendum to their report in summer or early fall 2022. The Addendum will include analyses and recommendations related to the following: 8<sup>th</sup> and 9<sup>th</sup> grade math course completion, high school course completion and/or credit recovery, and the impact of instructional mode (in-person, hybrid, virtual) on student outcomes.

The recommendations within the AOC's fiscal year 2022 Recommendations Report are divided between policy recommendations for the Board and implementation recommendations for the Department. To support prioritization in implementing the recommendations, they are separated between short-term and long-term actions. A summary of the recommended short-term actions by topic area follow:

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**Cross-Sectional**

Policy Recommendations for the Board (short-term):

- Expand partnerships with stakeholder groups that focus on specific populations to engage in coordinated efforts to identify short- and long- term strategies to address performance differentials (in English Language Arts / Literacy, Mathematics, and high school outcomes including graduation and go on rates).

Implementation Recommendations for the State Department of Education (short-term):

- In coordination with the Board, expand partnerships with stakeholder groups committed to serving specific student populations.
- In alignment with Recommendation #1 in the December 2018 AOC Report, present an adjusted ISAT Growth Trajectory model to the Board that will establish differentiated targets for students who are proficient or advanced that ensure they continue to show growth beyond proficiency.

**English Language Arts / Literacy**

Policy Recommendations for the Board (short-term):

- Maintain the commitment to accelerated learning for K-4 Literacy, with an emphasis on the cohorts of students that currently available data indicates were most impacted by the pandemic (2021 grades 1 and 2).

Implementation Recommendations for the State Department of Education (short-term):

- Provide focused professional development to districts, schools, administrators, and other educational leaders on how to interpret IRI and ISAT data (particularly at the domain and claim levels) and use it to make instructional and curriculum decisions.
- In alignment with an AOC recommendation from the 2020 report, provide direction to districts and schools regarding identifying and reporting students participating in either part-time or full-time kindergarten (including disaggregation by free or fee-based participation).
- Identify highly effective districts and schools performing above expectations, particularly with specific subgroups of students. Recognize and reward them and share their strategies.
- In alignment with Recommendation #1 in the December 2018 AOC Report, by spring 2023, present an adjusted ISAT Growth Trajectory model to the Board that establishes differentiated targets for students who are proficient or advanced that ensure they continue to show growth beyond proficiency.

**Mathematics**

Policy Recommendations for the Board (short-term):

- Use stimulus funds to launch a Math Initiative, first focused on grades 5-9 (as aligned to Board's commitment to accelerated learning), and expanding

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to other grades long-term. Establish a K-12 Math Work Group to oversee the Math Initiative.

Implementation Recommendations for the State Department of Education (short-term):

- Engage in the Math Initiative and expand partnerships with stakeholder groups committed to serving specific student populations.
- As recommended by the AOC in the 2020 Report, build upon previous efforts to engage districts and schools in quality, ongoing, focused professional development to improve math instruction.
- Identify highly effective districts and schools with math performance above expectations. Recognize / reward them and share their strategies.

**High School - College Readiness, Graduation, and Go On Rates**

Policy Recommendations for the Board (short-term):

- Continue to expand efforts to use Next Steps Idaho, college and career advising, and other initiatives to encourage students to graduate from high school and pursue postsecondary education.
- Review research from the Department regarding early warning systems and develop plans to address dropout prevention.

Implementation Recommendations for the State Department of Education (short-term):

- Gather evidence regarding Idaho districts' initiatives focused on early warning systems / dropout prevention and identify best practices used outside of Idaho. Present this research and accompanying recommendations to the Board.
- Identify highly effective districts and schools with graduation rates above expectations. Recognize / reward them and share their strategies.

**Enrollment, Attendance, and Engagement**

Policy Recommendations for the Board (short-term):

- Use stimulus funds (in alignment with the state's ARP ESSER Plan) to support districts and schools in launching specific efforts to improve student attendance, in alignment with the tiered model developed by [Attendance Works](#).
- Given the drops seen in attendance, engagement, and achievement at the middle school level, establish a Middle Grades Work Group to examine issues and make recommendations to the Board to improve middle grades (6-9) education. The Middle Grades Work Group should be established within or in direct partnership with the K-12 Math Work Group.

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Implementation Recommendations for the State Department of Education (short-term):

- Provide districts and schools with professional development and data regarding the impact attendance has on student outcomes and strategies they can use to improve attendance (in alignment with the Attendance Works model).
- Identify effective models for addressing educator and student mental health. Share models with districts and encourage them to use stimulus funds to launch those efforts quickly.

**Measuring Mastery of College and Career Readiness Competencies**

In early 2022, based on comments generated during negotiated rulemaking in 2021, the Board staff tasked the AOC with additional work to gather and analyze information and make recommendations to the Board regarding measuring students' mastery of the College and Career Readiness Competencies. Since the AOC has confidence in the use of the ISAT to measure college readiness, the committee focused its efforts on identifying an appropriate tool to measure career readiness. The AOC met with staff from the Idaho Division of Career Technical Education (IDCTE) to discuss their process of gauging career readiness of CTE students, including use of the Workforce Readiness Assessment (WRA). The AOC then identified a need to better understand measuring career readiness of non-CTE students.

The following reflect the summarized version of the Accountability Oversight Committee's recommendations related to measuring the College and Career Competencies, which the AOC recommends be considered as a package:

- In its communications related to this issue, the Board and Department should intentionally remind Idaho's local education agencies (LEAs) that implementation of the Idaho College and Career Readiness Competencies is already an expectation for all high schools;
- Recognize the work of the Division of Career Technical Education and local CTE programs and confirm that CTE students are appropriately demonstrating mastery of the competencies through their CTE coursework and the Workforce Readiness Assessment;
- Develop a system of multiple measures for districts to use to demonstrate students' mastery of the College and Career Readiness Competencies; and
- Implement a small-scale field test to review the value of the Workforce Readiness Assessment as an option for non-CTE track students to demonstrate mastery of the College and Career Readiness Competencies.

**IMPACT**

The recommendations outlined in the AOC Recommendations Report are intended to guide the Board and Department to adjust policies and practices in an effort to develop structures that support improved student achievement. Recommendations need to be reviewed individually to identify appropriate next

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steps. Recommendations impacted by Administrative Code will be brought back for Board consideration through the negotiated rulemaking process.

If the Board moves forward with the AOC's recommendations related to measuring students' mastery of the College and Career Readiness Competencies, the Board and Department will need to identify an appropriate budget and timeline to implement the small-scale field test of the Workforce Readiness Assessment with non-CTE students. If existing funding is not available for the small-scale field test, the Board or Department will need to make the appropriate budgetary request to the 2023 legislature. Additionally, the Board and Department will need to identify an appropriate entity to conduct outreach to districts to identify any other measures of career readiness currently in use and provide a report to the AOC and the Board.

**ATTACHMENTS**

Attachment 1 – FY 22 Accountability Oversight Committee Recommendations Report, March 2022

Attachment 2 – College and Career Readiness Measurement Recommendation

**BOARD STAFF COMMENTS AND RECOMMENDATIONS**

Due to the varying types of recommendations within the report, individual recommendations, as necessary and based on Board direction, will be brought back to the Board after being vetted through their applicable processes.

During the 2021 Legislative Session HB 175 (2021) was enacted amending Section 33-1612, Idaho Code, requiring “student progress is monitored and measured in all required courses of instruction.” The required courses and instruction are established in IDAPA 08.02.03 and include, in addition to social studies, humanities, and other core academic subjects, the College and Career Readiness Competencies. Idaho's College and Career Readiness Competencies were adopted by the Board in June, 2017. However, to date, the state has not had a clear process for ensuring the competencies are being implemented statewide and that students are mastering them. The AOC's recommendations take a measured approach to better understanding current implementation of the competencies by districts and whether the Workforce Readiness Assessment represents a valuable tool for measuring mastery of the competencies with non-CTE students. Staff supports the recommendations made by the AOC and recommends adoption.

**BOARD ACTION**

This item is for informational purposes.

# ACCOUNTABILITY OVERSIGHT COMMITTEE



## Recommendations Report March 2022

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## ACCOUNTABILITY OVERSIGHT COMMITTEE - RECOMMENDATIONS REPORT

## BACKGROUND

The Accountability Oversight Committee (AOC) was created in 2010 as an ad hoc committee of the State Board of Education (Board). The committee's membership is provided at the end of this report.

Per Board policy, the AOC is tasked with providing the Board with recommendations regarding the effectiveness of or need for changes to the statewide student achievement system. Additionally, the committee is expected to annually review student achievement data and provide recommendations to the board. In summer 2021, the AOC, Board staff, and SDE staff determined the appropriate collaborative approach for this year's report and identified the student achievement data the AOC would review, with an emphasis on data designed to identify impacts of the Covid-19 pandemic on student achievement. The AOC presented its plans to the Board at its June 2021 meeting. The SDE compiled this data into the 2020-2021 Student Achievement Report (Appendix A).

On January 19 and 20, February 14, and March 1, 2022, the AOC reviewed the data included in the 2020-2021 Student Achievement Report and began developing this report. Each data review included a time for analysis and development of related recommendations to improve outcomes. Additionally, AOC members made a number of requests regarding potential data analyses to be considered for future reports, as provided in Appendix B.

This report is intended to build upon other data sources to aid the Board in understanding K-12 student achievement, and to present the Board with short-term and long-term recommendations regarding how the state can continue to make progress. Per the AOC's FY 21 Recommendations Report, as approved by the Board in June 2021, the AOC will now be alternating some data between years, with attention given to certain content areas (particularly English language arts (ELA) or math) each year. This is done in order to add special focus data based on relevant interests of the Board.

The AOC is presenting this report to the State Board of Education for consideration at the April 2022 meeting.

## ACCOUNTABILITY OVERSIGHT COMMITTEE - RECOMMENDATIONS REPORT

## REPORT STRUCTURE

The following report is structured around key metrics of student achievement. Where relevant, sections begin by revisiting the midterm and long-term goals set in Idaho's Every Student Succeeds Act (ESSA) Consolidated State Plan. Revisiting the goals contextualizes for the Board current Idaho student achievement relative to the original goals set in the Consolidated State Plan.

Section 1 of the report is focused on the AOC's recommendations, split between policy recommendations for the Board and implementation recommendations for the SDE. To aid in prioritization, the recommendations are further divided between short-term and long-term actions. Where relevant, recommendations from the AOC's previous reports (December 2018 and February 2020) are revisited in this report.

The AOC's recommendations are based on the AOC's data analysis provided in Section 2, which reflects the committee's interpretations of the data provided in the State Department of Education's 2020-2021 Student Achievement Report (Appendix A). The FY 22 report has an ELA emphasis in the primary report, and separate sections focused on additional data to identify the impacts of the Covid-19 pandemic on student achievement, within the following three Board-approved categories: K-4 Literacy; 5-9 Mathematics; and High School Course Recovery and Graduation. In addition to these special foci, there are sections on related ELA and mathematics data (outside of the specified grades), as well as data on attendance, graduation rates, go-on rates, college readiness, enrollment, assessment administration, and student, staff, and parent engagement.

## DISCLAIMER

This report is an internal working document of the Accountability Oversight Committee (AOC), an ad hoc committee of the Idaho State Board of Education. The recommendations presented here are the opinions of the AOC and not necessarily that of the Board unless explicitly accepted by them.

## ACCOUNTABILITY OVERSIGHT COMMITTEE - RECOMMENDATIONS REPORT

## EXECUTIVE SUMMARY

Prior to 2021, Idaho had made small gains on nearly all metrics. Of particular note was the increasing number of students with Idaho Standards Achievement Test (ISAT) scores in the top achievement level (Advanced) in both English Language Arts (ELA) and mathematics. Unfortunately, and probably due to instructional disruptions caused by the Covid-19 pandemic, many of these gains were lost between 2019 and 2021. Overall, the losses were not great, and this is a positive and commendable finding. Recognition should be given to our state's educators (administrators, teachers, and staff), parents, and policymakers. On the other hand, we must recognize that the current data may not give us the full picture of the impacts of the pandemic, as the number of students included in the 2020-21 data sources is notably less than previous years, despite Idaho being widely recognized as one of the fastest growing states in the nation. At this time, it is unclear the extent to which students temporarily or permanently left the state's public education system, and the return of those who did not participate in 2020-21 assessments may affect scores in future years.

While academic achievement losses were not substantial in most content areas reviewed, it is important to note that the amount of loss varied depending on the particular assessment and group or subgroups analyzed, with some race/ethnicity groups or other student subgroups losing ground more than others. Such performance differentials are not new to Idaho and have been noted before in previous AOC reports, both because of their persistence and also their magnitude. Important insights into the nature and scope of these performance differentials, however, are emerging from new cohort and longitudinal analyses of data from the past 5-7 years. These analyses reveal continuing structural problems within the educational system that appear to have not been addressed through past interventions. What this means going forward is that approaches to regain lost ground and accelerate growth for "all students" may not be the most cost-effective, strategic, and successful means to address current challenges. Instead, what is needed is development of strategic interventions targeted at specific content areas, grade levels, and student subgroups based on in-depth analyses of the data and intensive work with educators in the field, stakeholder groups, and parents/caregivers. Going forward, it will be important for the Board to carefully monitor this work so that when commonalities, synergies, and efficiencies emerge, they are coordinated and leveraged to maximize outcomes.

Though this is not an Idaho-only phenomenon, it is notable that mathematics proficiency rates are consistently lower than English Language Arts. Further, ISAT Math scores were more negatively impacted by the pandemic. ISAT Math performance decreases as students move through the system. Cohort analyses revealed distinct inflection points at specific grade levels where ISAT Mathematics performance diverged from proficiency expectations. Additionally, ISAT Math claim level analysis revealed that students perform better on some claims than others, and appears to indicate that students may grasp foundational functions but struggle with deeper mathematical thinking. All of these findings present an opportunity for strategically-focused professional development, curriculum development, and instructional changes.

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Unfortunately, performance differentials between student subgroups persist on virtually all reviewed metrics including ISAT Math and ELA, IRI, and attendance and graduation rates. Additionally, it is concerning that student performance remains static over time on many metrics, with students in lower performance categories oftentimes remaining at the same performance level for most or all of their educational careers, and too many students who regress to lower performance categories as they move through the grades. Furthermore, since students in some subgroups are more likely to fall into lower performance categories, an expanded emphasis should be put on efforts to support students within subgroups to improve equity in the system.

Following are additional key recommendations developed from the AOC's work thus far:

- Since performance differentials exist across metrics, the Board should expand existing partnerships with stakeholder groups who represent specific student subgroups and work with them to identify new strategies to support students based on their specific needs.
- The Board should continue its support of the governor's ongoing K-3 literacy initiative while also pursuing their expanded focus on accelerated learning for K-4 literacy. These efforts should be focused on cohorts of students that appear to be most affected by the pandemic and continue into 4<sup>th</sup> grade to ensure that struggling students continue to receive the support they need to reach literacy proficiency.
- Given current mathematics performance, Idaho needs to immediately launch a sustained, intensive math initiative to address the structural problems in current systems. Fortuitously, the Board's current focus on Grades 5-9 math should fit nicely within this initiative since another key recommendation from the AOC is to convene a specific workgroup charged with addressing systemic mathematics weaknesses in the middle grades.
- The middle grades (roughly 5-9 but primarily 6-9) reveal inflection points for student outcomes. Most often these are the grades where student growth noticeably slows. Granted, the antecedents for this begin in the upper elementary grades, but middle school appears to be the place where all of the forces coalesce. Thus, a middle school work group should be convened to review all available data and formulate recommendations to improve middle school outcomes.
- The Board and SDE should support districts and schools in their efforts to plan, develop, initiate, and sustain their work to implement best practices to address chronic absenteeism.
- Idaho's overall graduation rate has not substantially improved and was impacted by the pandemic. Students often fall off-track in much earlier grades, so data can help to identify students who are exhibiting risk factors. Thus, early warning systems for school failure and non-completion need to be employed in all Idaho districts and schools so that students are closely monitored for early warning signals. Chronic absenteeism is

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one of these signals, so Idaho's new emphasis on this as a school quality indicator dovetails well with this recommendation.

In closing, the pandemic affected Idaho student performance, but the sky did not fall. There is consistent evidence in the data of mild to moderate downturns in achievement scores across 2019 and 2021. Attendance rates, student engagement, graduation rates, and go on rates also eroded. There is ground to be regained on almost all fronts. But in a more positive vein, for the most part, the journey begins from levels seen from two to four years ago. Given Idaho's historical tendency to make modest (one to three percentage point) yearly gains on most metrics, accelerating growth will require resources and strategically focused efforts. But perhaps with renewed efforts to address the challenges now faced along with guidance from the data currently at our disposal the system can be reset to address persistent structural problems so that robust growth becomes the norm for all Idaho students regardless of their grade, race, or subgroup to which they belong.

## SECTION 1: RECOMMENDATIONS

### English Language Arts/Literacy and English Language Learning

Associated Analysis: AOC Recommendations Report, pages 23-34 (below)

Associated Data: 2020-2021 Student Achievement Report (Appendix A), pages 15-54

#### Conclusions

It is a credit to Idaho students, educators, parents, and guardians that substantial, negative impacts on English Language Arts (ELA) outcomes due to the Covid-19 pandemic did not occur. Additionally, the finding that the three “all student” cohorts whose ISAT ELA data was analyzed longitudinally over numerous years of schooling had median scores at or above the proficiency cut score line by the late elementary or middle school grades was a highly positive finding.

On the other hand, some pandemic effects were seen, and those need immediate and sustained attention. Most notably, impacts occurred in grades 1-3 reading as measured by the IRI. Additionally, ongoing monitoring of student performance will be necessary to identify any delayed effects of the pandemic that might emerge.

The persistent and significant differential performance between student groups is a cause for concern. Learning gaps between groups remain too large and show little signs of narrowing. Too many students proficient or below remain in the same performance category over time, too many drop into lower performance categories (including advanced students), and too few move upwards.

Additionally, disaggregating the ISAT ELA assessment into its component parts and looking longitudinally at cohorts of students, revealed informative trends that provide insight into what might be occurring with curriculum and instruction across the grade span. If future cohort analyses show similar trends in student subgroup performance, strategic interventions are possible to remediate weaknesses and leverage successes in the systems serving these students.

## Recommendations - ELA/Literacy and English Learning

### Policy Recommendations – State Board of Education

#### Short-term Actions

1. Maintain the commitment to accelerated learning for K-4 Literacy.
  - a. Focus should be put on cohorts of students most impacted by the pandemic: 2021 Grades 1 and 2, and students in subgroups.
  - b. Implement a short-term focus on supports through 4<sup>th</sup> grade for students who were in K-3 during the school years impacted by the pandemic.
  - c. Ensure the state’s new professional development platform has an effective mechanism for identifying and sharing best practices in K-4 Literacy.
2. Expand partnerships with stakeholder groups that focus on specific populations to engage in coordinated efforts to identify short- and long- term strategies to address performance differentials.

#### Long-term Actions

1. Based on recommendations from appropriate stakeholder groups, develop plans to reduce performance differentials between subgroups.

### Implementation Recommendations – State Department of Education

#### Short-term Actions

1. Provide focused professional development to districts, schools, administrators, and other educational leaders on how to interpret IRI and ISAT data (particularly at the domain and claim levels) and use it to make instructional and curriculum decisions.
  - a. Support districts and schools in identifying how to use IRI and ISAT data to formulate strategic interventions for specific populations of students (subgroups, etc.).
2. In alignment with an AOC recommendation from the 2020 report,

#### Long-term Actions

1. Continue implementation support to the K-4 Literacy Initiative.
2. Maintain high quality professional development on K-4 Literacy, use of IRI data, and use of ISAT Claim level data.

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- provide direction to districts and schools regarding identifying and reporting students participating in either part-time or full-time kindergarten (including disaggregation by free or fee-based participation).
3. In coordination with the Board, expand partnerships with stakeholder groups committed to serving specific student populations.
  4. Identify highly effective districts and schools performing above expectations, particularly with specific subgroups of students. Recognize / reward them and share their strategies.
  5. In alignment with Recommendation #1 in the December 2018 AOC Report, by spring 2023, present an adjusted ISAT Growth Trajectory model to the Board that establishes differentiated targets for students who are proficient or advanced that ensure they continue to show growth beyond proficiency.

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## Mathematics

Associated Analysis: AOC Recommendations Report, pages 34-40 (below)

Associated Data: 2020-2021 Student Achievement Report (Appendix A), pages 55-68

### Conclusions

Overall math performance is substantially lower than comparable English Language Arts performance. Unfortunately, this trend is not new, and is not unique to Idaho. However, given the long-term challenges Idaho has had in improving math outcomes, we must consider the extent to which mathematics curriculum and instruction are effective for students across all grade levels, and in particular, for students in subgroups.

Modest gains made between 2017 and 2019 were lost during the pandemic (2021). For all grade levels except high school, percentages of below basic performers increased to their highest levels during 2021.

With the exceptions of English Learners, all other student subgroups experienced a decline in scores during the pandemic. The magnitude of the losses was similar between student subgroups and their relevant reference groups; thus, gaps neither substantially expanded or decreased during the pandemic, but historical differentials in performance persisted. English Learners improved across all of the years analyzed and the performance differential between ELs and non- ELs continued to lessen during the pandemic.

The pandemic appears to have been an equalizer across the rural/non-rural and school type divides. Over the pandemic years of 2019 to 2021, historically persistent and quite substantial, in some cases, achievement gaps between classes within these categories were reduced, and in some instances quite substantially. In the case of school types, the reductions might be due to shifting student populations as more students enrolled in virtual schools of all types at the height of the pandemic.

ISAT Math longitudinal cohort analyses at claim and composite score levels reveal substantial divergences from expected performance at what appear to be key grade levels. The degree to which these divergences were exacerbated by the pandemic is unknown at this time. The same troubling trends occurred consistently before the pandemic, so it is likely the data reflects persistent challenges with mathematics curriculum and/or instruction at specific grade levels.

There are slight but consistent performance differentials across the claims with student performance being highest on “Concepts” and lower on both “Solve Problems” and “Reason, Communicate.” This valuable data should be further mined, as it may reflect that students are understanding basic math concepts, but struggle with deeper mathematical reasoning.

## Recommendations – Mathematics

### Policy Recommendations – State Board of Education

#### Short-term Actions

1. Use stimulus funds to expand the existing Math Initiative (I.C. 33-1627) and add a focus on grades 5-9 (as aligned to Board’s commitment to accelerated learning).
  - a. As aligned to the AOC’s 2020 Recommendation, establish a K-12 Math Work Group.
  - b. Task the K-12 Math Group with overseeing the expansion of the Math Initiative.
  - d. The K-12 Math Work Group should include representatives from the following: Board, SDE, Division of CTE, STEM Action Center, math content experts, educators, and others as deemed appropriate by the Board.
  - e. The K-12 Math Work Group should do or consider the following:
    - Conduct a scope and sequence analysis and use ISAT claim data to identify specific grades and math content where issues arise to target changes,
    - Time spent on math instruction, relative to other disciplines
    - Successes and challenges in providing quality math instruction and curriculum,
    - Structure of interventions and supports provided in math,
    - Impact of challenges that occur in middle school / junior high in regards to school culture, engagement, curriculum, and instruction and their impact on student achievement,
    - Whether the state should consider an early math assessment to

#### Long-term Actions

1. Based on recommendations from the Math Work Group, develop plans to address issues related to math instruction, professional development (etc.), and to expand the Math Initiative when appropriate.

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- provide more data regarding students’ skills,
  - Whether the process of certifying teachers K-8 has an impact on math performance (particularly in grades 4-8),
  - Performance of other states and any strategies used by other states to improve stagnated math performance,
  - Make specific recommendations regarding instruction, professional development, etc.
- 2. Expand partnerships with stakeholder groups that focus on specific populations to engage in coordinated efforts to identify short- and long- term strategies to address performance differentials.

**Implementation Recommendations – State Department of Education**

**Short-term Actions**

1. Engage in the Math Initiative and expand partnerships with stakeholder groups committed to serving specific student populations.
2. As recommended by the AOC in the 2020 Report, build upon previous efforts to engage districts and schools in quality, ongoing, focused professional development to improve math instruction.
  - a. Professional development efforts need to be embedded and connected to relevant content.
  - b. Ensure math performance data (as provided in the 2020-2021 Student Achievement Report) is widely shared.
    - The State, districts, and schools need to use claim and target level analyses to guide professional development and curricular and instructional changes.

**Long-term Actions**

1. Work closely with the Board to develop and implement a strategic plan for the expanded Math Initiative and support the recommendations of the K-12 Math Work Group.
2. Work with the Math Work Group to review the wording of I.C. 33-1627 to determine if statutory language matches current needs in mathematics education, and submit suggested edits to the Board.

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- c. Ensure teachers are engaging in the depth and rigor of the standards.
  - We believe most districts and schools are teaching the standards, but the claim level math analysis reveals that teachers may not be consistently addressing deeper math skills, such as reasoning.
3. Identify highly effective districts and schools with math performance above expectations. Recognize / reward them and share their strategies.
4. In alignment with Recommendation #1 in the December 2018 AOC Report, by spring 2023, present an adjusted ISAT Growth Trajectory model to the Board that establishes differentiated targets for students who are proficient or advanced that ensure they continue to show growth beyond proficiency.

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## High School - College Readiness, Graduation, and Go On Rates

Associated Analysis: AOC Recommendations Report, pages 40-50 (below)

Associated Data: 2020-2021 Student Achievement Report (Appendix A), pages 83-99

### Conclusions

In reviewing the college entrance exam data, no trends are detectable in PSAT scores across 2019, 2020, and 2021. Instead, student performance across all categories was quite stable. Across the three years, an average of 32% met both benchmarks and thus would be considered on-track for college and career readiness. It is likely that this stability is at least in part because the PSAT is optional (not universally administered).

SAT scores over five years consistently show that less than a third of Idaho students meet college and career benchmarks and that there was no evidence of a significant pandemic impact on scores. From 2016 to 2021, there was a downward trend in the percentages of students who met both the math and evidence-based reading and writing college readiness benchmarks. The reasons for this are unknown, and may reflect a mix of aptitude and attitude (as fewer colleges and universities require the test for admission).

College and Career Readiness (participation in higher level math in middle school and in advanced and/or CTE coursework in high school) declined between 2019 and 2021 to all time lows. Gaps between subgroups and their relevant reference groups, except for English Learners, grew to the largest levels since 2018, and all groups fell to new lows.

Four year graduation rates increased very slowly between 2017 and 2020, increasing by a total of 2.4 percentage points over the four years. These gains were mostly lost in 2021 when graduation rates dropped back to pre-2018 levels. The five year graduation rate between 2017 and 2020 was 2.0 to 2.6 percentage points per year higher than the four year graduation rate, but at the subgroup level the effect of the five year graduation rate was more substantial, ranging from 0 to 6 percentage points depending on the subgroup and year. The five year graduation rate is particularly beneficial in understanding the impact of alternative schools, for whom the five year graduation rates were as much as 10 percentage points higher than the four year graduation rates. There were some substantial impacts on specific subgroup graduation rates that may have been caused by the pandemic.

Go on rates for all groups and subgroups declined between 2018 and 2020. The All Students group declined by 10 percentage points.

## Recommendations – High School (College Readiness, Graduation, and Go On Rates)

### Policy Recommendations – State Board of Education

#### Short-term Actions

1. Continue to expand efforts to use Next Steps Idaho, college and career advising, and other initiatives to encourage students to graduate from high school and pursue postsecondary education.
2. Review research from the SDE regarding early warning systems and develop plans to address dropout prevention.
3. Utilize partnerships with stakeholder groups focused on specific student subgroups to develop strategies to address differentials in graduation rates between student groups.

#### Long-term Actions

1. Consider use of Grade 11 ISAT Scores in the state’s Direct Admissions framework.

### Implementation Recommendations – State Department of Education

#### Short-term Actions

1. Gather evidence regarding Idaho districts’ initiatives focused on early warning systems / dropout prevention and identify best practices used outside of Idaho. Present research and recommendations to the Board.
2. Identify highly effective districts and schools with graduation rates above expectations. Recognize / reward them and share their strategies.

#### Long-term Actions

1. Implement dropout prevention plan developed by Board.

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## Enrollment, Attendance, and Engagement

Associated Analysis: AOC Recommendations Report, pages 51-63 (below)

Associated Data: 2020-2021 Student Achievement Report (App A), pages 11-14 and 100-120

### Conclusions

Adequate attendance and engagement were negatively impacted during the pandemic, but the negative effects were not evenly distributed across grades and subgroups. For example, from 2019 to 2021, adequate attendance (91-100% attendance) for elementary grades (K-5) only decreased by 2 percentage points, but it decreased by 9 points for grades 9 to 12.

Some race/ethnicity subgroups (all grades) had a more substantial drop in adequate attendance, with American Indians or Alaskan Natives, Blacks / African Americans, and Native Hawaiians, Other Pacific Islanders experiencing a decrease of 10 percentage points between 2019 and 2021. The Hispanic / Latinx group decreased at a similar rate, with a 9 percentage point drop.

The steady march toward student disengagement (from elementary to high school) continued unabated across the pandemic years. The trend for lower and lower student engagement as grade level increases is well-established in Idaho's data, and has been reported in national research literature. Student engagement positively correlates with a number of student outcome variables. While grades 3-5 had engaged percentages between 2019 and 2021 that were similar or increased slightly, in all other grades, student engagement dropped substantially (decreases of 9 to 11 percentage points) during the pandemic. There are a number of other differential effects like these depending on the grade and engagement domain being examined.

It is possible that the pandemic affected enrollments, however, at this time the extent of the effects is unclear. Current data reviews enrollment in the years before and during the pandemic, but does not include information regarding population growth or demographics. Additional analyses will be needed to fully understand how enrollment shifted in the years during and after the pandemic.

An important take away from these analyses is that attendance and engagement were differentially impacted between grades and student subgroups. Thus, as plans are developed to address unfinished learning that may have occurred, scarce resources should be strategically targeted to maximize their impact.

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**Recommendations – Enrollment, Attendance, and Engagement****Policy Recommendations – State Board of Education****Short-term Actions**

1. Use stimulus funds (in alignment with the state’s ARP ESSER Plan) to support districts and schools in launching specific efforts to improve student attendance, in alignment with the tiered model developed by [Attendance Works](#).
2. Given the drops seen in attendance, engagement, and achievement at the middle school level, establish a Middle Grades Work Group to examine issues and make recommendations to the Board to improve middle grades (6-9) education.
  - a. The Middle Grades Work Group should be established within or in direct partnership with the Math Work Group.

**Long-term Actions**

1. Due to the clear relationship between student achievement and absenteeism, develop budget plans that address sustainability of funding support to districts for implementing strategies to reduce chronic absenteeism (Attendance Works model).

**Implementation Recommendations – State Department of Education****Short-term Actions**

1. Provide districts and schools with professional development and data regarding the impact attendance has on student outcomes and strategies they can use to improve attendance (in alignment with the Attendance Works model).
  - a. Given that pandemic effects on attendance varied by student subgroups, ensure districts and schools have the information they need to strategically target resources.
2. Identify effective models for addressing educator and student mental health. Share models with districts and encourage them to use stimulus funds to launch those efforts quickly.
3. Identify models to support student engagement, particularly in the secondary grades (6-12). Distribute engagement

**Long-term Actions**

1. Work with the Board to support development of budgets to sustain funding to districts for implementation of strategies (at the district level) to address attendance, mental health, and engagement.

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data and models to districts for implementation.

4. Encourage districts and schools to continue to use school culture and/or engagement surveys (after the statewide administration is concluded) to inform their decision-making.

## ISAT Assessment Remote Proctoring

Associated Analysis: AOC Recommendations Report, pages 63-65 (below)

Associated Data: 2020-2021 Student Achievement Report (Appendix A), pages 69-82

### Conclusions

For both the ISAT ELA and ISAT Mathematics assessments, test administration formats followed what would be expected based on school type. Brick-and-mortar schools overwhelmingly administered the assessments in the in-person format while online schools administered them using remote administration.

Across all races, ethnicities, subgroups, grade levels, rurality, and gender, for both the ISAT ELA and ISAT Math, no patterns emerged showing differential or problematic assessment administration patterns. Overall, relatively small percentages of students in all of these categories took the assessment remotely. In-person administration remained the dominant form of administration in Idaho.

In the case of both ISAT ELA and Math, depending on the grade level, race, ethnicity, or subgroup being compared, some differences did emerge in student performance between in-person and remote administration. Depending on what variables were examined, there were instances where remote administration resulted in higher performance and others where the opposite occurred. For example, for this report, 38 individual comparisons were made between groups across all of the figures. Twenty-three resulted in higher scores for remote administration, 13 higher for in-person, and 2 showed no difference. Additional years of data are needed to verify or refute these initial findings. Also, and importantly, it is not known at this time what the underlying causes might be for these differences. However, since the differences vary in their direction, it is possible to be random effect (particularly given some limited group sizes) and is not reason for substantial concern at this time.

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## Recommendations – ISAT Assessment Remote Proctoring

### Policy Recommendations – State Board of Education

#### Short-term Actions

1. Continue allowing districts (particularly those that are virtual) to remote proctor the ISAT, provided appropriate security measures are used.

#### Long-term Actions

1. Regularly re-evaluate the ISAT remote administration policy based on updated data.

### Implementation Recommendations – State Department of Education

#### Short-term Actions

1. Continue to support remote administration, as requested by districts and following appropriate security protocols.

#### Long-term Actions

1. Provide annual data regarding remote proctoring of the ISAT, including student characteristics and ISAT performance disaggregated by assessment administration (remote vs. in-person proctored).

## SECTION 2 - DATA ANALYSIS

### English Language Arts/Literacy

#### Data Considerations

- During the past decade or so, consistent and accurate identification of Economically Disadvantaged students has become increasingly difficult because of the increase in the number of schools identified as schoolwide Title I schools. Additionally, during the pandemic, free and reduced lunch has been provided to all students. These changes have made it more challenging for schools to accurately identify students as economically disadvantaged.
- The first year of full administration of the Idaho Reading Indicator (IRI) by Istation was 2018-19. The assessment was not universally administered in Spring 2020 due to pandemic-related school closures, making that year of data unavailable. As a result, at this time, we have just two years of data (2019 and 2021) with a year in-between. Thus, any conclusions drawn from the data should be considered preliminary, as additional years of data are needed for trends to be clear.
- For all ISAT ELA data, please note that 2017 scores are low relative to other years. This occurred during the early years of the exam when the assessment was undergoing a series of adjustments which may have negatively impacted scores.
- As noted in the Student Achievement Report, in 2017 and again in 2019-20, Idaho lowered the scores an English Learner (EL) must attain on the English Language Proficiency Assessment (the ACCESS). During the years prior to 2019-20, the scores required for exit were quite high and very few students exited the program. This resulted in an increase in the number of EL students. Thus, the 2018-19 ISAT data for ELs and English Learner Proficiency Assessment data should be understood with that expanded population in mind. In 2019-20, an additional 12% of ELs exited the program. Thus, the population of ELs in 2020-21 were more likely to be students genuinely in need of services, and any group size increases are more reflective of growth in the number of English Learners, rather than a lack of exits.

### K-4 Literacy – Data Analysis and Interpretation

#### Idaho Reading Indicator (IRI)

The following interpretations pertain to Figure 6: IRI Fall to Spring Performance in Three Years on page 16 of the 2020-2021 Student Achievement Report, which shows fall and spring IRI performance for the last three school years, as available.

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- The pandemic appears to have had a negative impact on IRI performance, as the percent of students at grade level fell 4.6 percentage points between Spring 2019 and Spring 2021.
  - There were 2,013 more students who performed below grade level in 2021 and an additional 1,925 students who performed near grade level.
  - Similarly, there were 4,027 fewer students who performed at grade level in spring 2021 when compared to spring 2019.

And additional graph provides more detail concerning possible pandemic effects and their magnitude. The following interpretations pertain to Figure 7 on page 17 of the 2020-2021 Student Achievement Report, showing fall and spring IRI performance for the past three school years, broken down by grade.

- Looking across the 2018-19, 2019-20, and 2020-21 years, kindergarten was not appreciably affected. Percentages in each performance category fluctuated but these changes are within the range of expected year-over-year changes in performance. This holds true for both fall and spring assessments.
- 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> grades appear to have been negatively impacted by the pandemic. In all three grades, Fall 2020 IRI scores were the lowest of the three years, and Spring 2021 scores were also the lowest of the two years of available data. The percentages of students performing at grade level in spring went down in all three grades between 2019 and 2021.
  - 1<sup>st</sup> grade dropped 7.2 percentage points;
  - 2<sup>nd</sup> grade dropped 6.1 percentage points; and
  - 3<sup>rd</sup> grade dropped 3.1 percentage points.

The following interpretations pertain to Figures 8-10 and Figures 16-23 on pages 18-19 and 23-26 of the 2020-2021 Student Achievement Report, which review IRI scores by Race / Ethnicity, Subgroups, and Gender and examine differential scores between student groups and their reference group (students not a part of the subgroup).

- With the exception of Asian or Pacific Islanders and Females, all subgroups performed lower on the Spring 2021 IRI than in Spring 2019. Percentages of students performing below grade level and near grade level increased across all subgroups.
- Figures 16-23 provide additional information about subgroup performance. The graphs compare subgroups of students to relevant reference groups. In all instances, subgroups and their reference groups performed lower Spring 2021 than Spring 2019.
  - With the exception of Students with Disabilities and Economically Disadvantaged Students, performance gaps between subgroups and reference groups slightly increased by 1-2 percentage points.

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- The IRI score gap between Students with Disabilities and those without closed slightly between 2019 and 2021. The gap between these groups was 42.7 percentage points in 2019 and decreased to 39.4 percentage points in 2021.
  - The percentage of Students with Disabilities who scored at grade level on the IRI was only a 1.5 percentage points lower in 2021, while the at grade level rate for the reference group was 4.8 percentage points lower.
  - This may be a result of a shift in student population that tested or it may reflect that some of the individualized support provided to Students with Disabilities allowed them to experience less disruption to instruction during the pandemic than their peers. Additional years of data will reveal whether the gap closure between these groups can be maintained.
- The gap between Economically Disadvantaged students and their reference group decreased by .6 percentage point. Although this is a small amount of gap closure and only for one year, it is still a positive finding. Again, it is important to note the population change (fewer students in the Economically Disadvantaged group) that has happened in recent years related to tracking free and reduced lunch status.

The following interpretations pertain to Figure 11 on page 20 of the 2020-2021 Student Achievement Report, which is a new way of looking at IRI data. It examines two years of data and provides the percentages of students who scored in the same performance category or had their performance go up or down the following year.

- Student IRI performance from 2018-19 to 2020-21 was quite consistent.
  - Sixty-six percent of second graders, 75% of third graders, and 71% of all students scored in the same performance category in Spring 2021 that they were at when tested in Spring 2019. This means that a student who was below grade level in Spring 2019 had a high probability of remaining below grade level when tested again in Spring 2021. The same holds for the other two performance categories.
  - There was some movement between performance categories. Fifteen percent of 2<sup>nd</sup> graders and 11% of 3<sup>rd</sup> graders in spring 2021 had dropped one or more performance categories over the time interval, and 19% and 14% respectively had increased one or more performance categories.

The following interpretations pertain to Figures 12-15 on pages 21-22 of the 2020-2021 Student Achievement Report. These graphs provide information about full-time versus part-time kindergarten in Idaho.

Definitions:

- ✓ Part-time kindergarteners: Students who attend kindergarten a partial day, 4 to 5 days per week or for a full school day 2 to 3 days per week.

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- ✓ Full-time kindergarteners: Students who attend kindergarten for a full school day, 4 to 5 days per week, thus completing similar instructional hours as other elementary students in their LEA.

## Additional Data Considerations:

- The state has not had a defined process for collecting data regarding students attending kindergarten part-time vs. full-time.
- The state has not provided training to LEAs regarding reporting this data or checking it for accuracy.
- As the data currently stands, it is difficult to disaggregate the data by student characteristics (race/ethnicity, student subgroup, etc.).
- Currently, the full-time kindergarten data cannot be separated by students receiving full-time kindergarten for free versus those whose parents are paying a fee. This critical contextual information to understand the performance results is lacking.

## Analysis:

- During both 2018-19 and 2020-21, students who attended full-time kindergarten demonstrated more growth on the IRI from fall-to-spring than their part-time kindergarten peers.
- In spring 2019, the IRI proficiency rate for full-time kindergartners (67.2%) was 4.6 percentage points higher than for those who attended part-time.
- In 2021, the proficiency rates for the groups only differed by .5 percentage point. Given the challenges with the 2021 data, it is impossible to know if this is due to changes in the student populations represented, impacts of the pandemic, a flaw in the data, or some other mitigating factor.

**Idaho Standards Achievement Test (ISAT) ELA, Grades 3 and 4**

The following interpretations pertain to Figures 31, 32, and 34 on pages 34-35 and 37 of the 2020-2021 Student Achievement Report. These figures take a closer look at the ISAT ELA by grade, with a particular emphasis on grades 3 and 4 (in alignment with the Board's priority for accelerated learning).

- Figure 31 and 34 reveal that ISAT ELA scores fluctuate year-over-year. When this natural movement is taken into consideration, the pandemic does not appear to have impacted 3<sup>rd</sup> and 4<sup>th</sup> grade ISAT ELA scores over the three-year time span.
  - There was an increase in 3<sup>rd</sup> grade below basic students over the three years, but the higher percentage in this category in 2021 might fit a trend starting in 2018.

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- 4<sup>th</sup> grade score profiles show no clear up or down trends.
- When mean scores are examined (Figure 32), there does appear to be a modest pandemic effect. Both 3<sup>rd</sup> and 4<sup>th</sup> graders’ 2021 scores regressed to 2017 and 2018 levels respectively. In both grades, this regression halted three year upward trends in mean scores.
  - It is likely that the variation between these graphs (differences between the score categories shown in Figures 31 and 34 vs. the mean scale scores shown in Figure 32) is reflective of students’ yearly scale scores increasing or decreasing within their score categories, but these changes not often shifting them out of the category.
  - Thus, while the impact of the Covid-19 pandemic on 3<sup>rd</sup> and 4<sup>th</sup> grade students’ ISAT ELA scores was not substantial, it is important to remain vigilant in accelerating instruction for all students in order to address disrupted instruction.

**Related English Language Arts Data – Data Analysis and Interpretation**

**ESSA Consolidated State Plan Goals – English Language Arts, All Grades**

Table 1 revisits the long-term goals established for the ESSA Consolidated State Plan for ISAT English Language Arts performance. The long-term goals were calculated using the 2016 proficiency rates as a baseline and setting targets to reduce the percentage of non-proficient students by one third by 2022. Given that Idaho’s first administration of the ISAT by Smarter Balanced was in 2014-15, the process was completed with limited data.

It is important to note that the student achievement percentages in the 2019 Actual Performance and 2021 Actual Performance columns represent continuously enrolled students and not all students. Thus, the values will not exactly match the data in the corresponding Student Achievement Report (the 2021 Actual data will not align exactly to the 2020-21 data in Appendix A), as that data represents all students, not just those continuously enrolled.

<b>Table 1: ESSA Consolidated State Plan Long-term Goals for English Language Arts</b>						
<b>Student Group</b>	<b>2016 Baseline</b>	<b>2019 Interim Target</b>	<b>2019 Actual Performance</b>	<b>2021 Interim Target</b>	<b>2021 Actual Performance</b>	<b>2022 Long-Term Goal</b>
<b>All Students (Grades 3-8 and 10)</b>	<b>53.0%</b>	<b>60.8%</b>	<b>55.6%</b>	<b>66.1%</b>	<b>54.5%</b>	<b>68.7%</b>
Economically Disadvantaged	40.6%	50.5%	42.7%	57.1%	40.4%	60.4%
Students with Disabilities	15.0%	29.2%	14.2%	38.6%	13.6%	43.3%
English Learners	6.9%	22.4%	18.9%	32.8%	23.3%	37.9%
Asian or Pacific Islander	65.0%	70.8%	66.2%	74.7%	66.9%	76.7%

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American Indian or Alaskan Native	30.6%	42.2%	32.0%	49.9%	29.7%	53.7%
Black / African American	34.1%	45.1%	32.1%	52.4%	31.2%	56.1%
Hispanic or Latino	33.6%	44.7%	36.9%	52.0%	36.2%	55.7%
Native Hawaiian / Other Pacific Islander	46.7%	55.6%	52.8%	61.5%	48.3%	64.5%
White	57.9%	64.9%	60.5%	69.6%	59.5%	71.9%
Two or More Races	54.5%	62.1%	57.4%	67.1%	57.1%	69.7%

- No student group met ESSA Consolidated State Plan 2021 Interim Targets for English Language Arts. Additionally, no student group is currently on target to meet 2022 long-term goals.
- Actual 2021 student group performance averaged 14.6 percentage points (range 7.8-25.0) below interim targets.
- Possible reasons for not meeting interim and long-term goals include initially setting goals based on limited data and pandemic effects. But even before the pandemic years, Idaho was not on track to reach long-term goals. This was a consequence of inadequate year-over-year growth in scores across all groups (relative to the established goals).

**Idaho Standards Achievement Test ELA, All Grades**

The following interpretations pertain to Figures 33-38 on pages 36-41 of the 2020-2021 Student Achievement Report.

- With English Learners being the only exception, there were no appreciable trends up or down and no substantial COVID impacts on ISAT ELA performance categories, whether considering results across all grades and all students (Figure 33), individual grades with all students (Figure 34), students subgrouped by race/ethnicity (Figure 35), students grouped by subgroup (Figures 36-37), or students grouped by gender (Figure 38).
- Although the Idaho public education system continues to be challenged to steadily increase the number of students in higher performance categories and to close achievement gaps, in considering students’ ELA performance, the system appears to have been, at least in the near term, relatively resilient to a shock like the pandemic.
- As shown in Figure 36, between 2018 and 2021, English Learners experienced steadily increasing performance. The EL subgroup was the only subgroup that experienced such a substantial, positive trend in assessment performance.
  - Students performing at Proficient and Advanced levels increased nearly 11 percentage points from 12.5% to 23.4%.
  - Students performing Below Basic decreased by 13.6 percentage points from 62.7% in 2018 to 49.1% in 2021.

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The following interpretations pertain to Figures 48-51 on pages 51-54 of the 2020-2021 Student Achievement Report. This section reviews ISAT ELA performance differentials (gaps) between subgroups and their relevant reference groups from 2017 to 2021 to reveal trends and any changes to them from 2017 to 2019 or during the pandemic.

- As previously stated, there is evidence the gap between English Learners and native English speakers is narrowing due to improved EL performance. This is a significant positive finding.
- Figure 48 shows a small reduction in the gap between students who are Economically Disadvantaged and their peers. However, as previously noted, analyzing this data is particularly challenging due to changes in how students are being identified as economically disadvantaged.
- Figure 49 reveals a trend that needs attention. Over the four assessments administered between 2017 and 2021, the gap between Students with Disabilities and their reference group steadily increased each year, and over the period of the pandemic this trend did not change.
  - This is particularly interesting given that it conflicts with the gap closure seen between these two groups on the IRI. The 2021-22 performance data for both the IRI and ISAT assessments will be essential in understanding the gap between these groups.
- Figure 51 shows a reduced gap between rural and non-rural students. This may be reflective of fewer school closures and less remote and hybrid learning in Idaho's rural communities during the pandemic.
- Figure 51 reveals substantial changes in gaps between types of schools. The pandemic appears to have been the "great equalizer" across school type.
  - In the past, the largest gap had been between charter schools and district virtual schools with gaps of 20 percentage points or more. In 2021, this gap was reduced to 9 percentage points.
  - Traditional schools, district virtual schools, and virtual charter schools all performed roughly equally on the 2021 assessment. Prior to 2021, the gaps between these three school types ranged from 1 to 14 percentage points.
  - The cause for these reductions might be shifts in school populations resulting from the pandemic (see the Enrollment analysis). Thus, school types that might have historically enrolled lower performing populations may have had more varied populations due to enrollment shifts caused by the pandemic. If higher performing students entered their student populations, it could have caused higher average scores.

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- No other gaps narrowed or widened appreciably between 2017 and 2021. What did occur was a slight suppression of scores between 2019 and 2021 that affected subgroups and their relevant reference groups for the most part similarly.

The following interpretations pertain to Figure 39 on page 42 of the 2020-2021 Student Achievement Report.

- There is movement between performance levels, with some students improving performance between 2019 and 2021.
  - Approximately 38% of students who were Basic in 2019 moved into higher performance categories, demonstrating that students who are closer to proficiency may reach it in a reasonable period of time.
  - Of students who scored Below Basic in 2019, 30% moved to Basic, and 9% moved to Proficient or Advanced.
  - 20% of students who scored Proficient in 2019 scored Advanced in 2021.
- Student scores sometimes remained stagnant or worsened between 2019 and 2021.
  - 60% of students who scored Below Basic in 2019 remained Below Basic in 2021.
  - For the Basic and Proficient performance categories, roughly 20-25% of students fell into lower performance categories by 2021.
  - For Advanced students in 2019, 41% dropped into lower performance categories, with a large majority of those performing at Proficient.
- It is interesting to note that the percentages of students moving up from Below Basic and down from Advanced between 2019 and 2021 was roughly the same. About 40% of both groups moved.

Cohort analyses provided additional insights. The following interpretations pertain to Figures 40-42 on pages 43-45 of the 2020-2021 Student Achievement Report. In these graphs, three cohorts of students (students in grades 10, 8, and 7 in 2021) were longitudinally analyzed at the All Student group level by claim score, composite score, and grade.

- These graphs reflect positively on Idaho students, teachers, administrators, and parents/guardians. In all three cohorts, students grow over time on all claims and the composite and their mean scores surpass the proficiency cut. While not all students perform above the cut score, the group averages reflect that a majority do. This accomplishment should be recognized.
- Figures 40-42 do not reveal apparent pandemic effects on mean ISAT ELA scores of these cohorts, either in the composite or individual claims.
  - In general, across all the cohorts reviewed (students in grades 7, 8, and 10 in 2021), growth rates for ISAT ELA were maintained for all claims and the composite.

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The following interpretations pertain to Figures 43-47 on pages 46-50 of the 2020-2021 Student Achievement Report. These graphs provide longitudinal cohort data by ELA claims and subgroups. Please note, these graphs represent only one cohort of students, those who were in third grade in 2016 and had progressed to eighth grade in 2021.

- With only a few exceptions, when looking across claims and the composite score, and regardless of the subgroup considered, if a group's mean score falls below the black Proficiency Cut Score line in 3<sup>rd</sup> grade, it is unlikely that the group will ever reach the Proficiency Cut Score line in any of the remaining grades.
- Economically Disadvantaged Students and English Learners have solid growth up through 5<sup>th</sup> or 6<sup>th</sup> grade (on all claims and the composite) and then their performance begins to level off.
  - If the strong relative growth that occurs in early elementary were sustained, these two groups would most likely achieve proficiency at some point in their K-12 academic career.
- ISAT ELA mean scores for the Listening and Writing Claims for all race / ethnicity and other student subgroups (Figures 45 and 46) show a slowing of the growth rate between 5<sup>th</sup> and 8<sup>th</sup> grades.
  - This cohort of students does not have 7<sup>th</sup> grade scores because of the pandemic, so it is unknown at this time how instructional disruptions caused by the pandemic might have influenced these scores.
- ELA Research Claim score profiles for student groups and race / ethnicity (Figure 47) show an increase in growth rates between 4<sup>th</sup> and 5<sup>th</sup> grades. After the 5<sup>th</sup> grade, however, the growth rates decrease.
  - Asian / Pacific Islanders; Hawaiian / Other Pacific Islanders; and Black / African Americans are exceptions. Their slow down occurs after the 6<sup>th</sup> grade.
  - This cohort of students does not have 7<sup>th</sup> grade scores because of the pandemic, and the pandemic may have had an effect on their mean claim scores.

### **ESSA Consolidated State Plan Goals – English Learners' Progress in Achieving English Proficiency**

Table 2 revisits the long-term goals established for the ESSA Consolidated State Plan for English Learners' Progress in Achieving English Language Proficiency, as measured using the English Language Proficiency Assessment. The long-term goals were calculated to reduce the number of English Learners who are not making expected progress towards English language proficiency by one third by 2023.

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Additional Data Considerations:

- Idaho introduced new proficiency and progress measures for English Learners (ELs) in 2020, so the 2021 data cannot be compared to prior years.
- As previously noted, Idaho adjusted the scores required for ELs to exit the program in both 2017 and again in 2019-20. The latter shift was more substantial, and should be kept in mind when reviewing the data.
- The English language proficiency performance distribution in the 2020-21 Student Achievement Report will not match the data provided in Table 2 below. The data in the Student Achievement Report shows the percentage of students with scores in each performance category on the English language proficiency assessment (the ACCESS 2.0). On the other hand, Table 2 reflects the percentage of students making adequate growth towards proficiency based on targets established using a calculation outlined in the ESSA Consolidated State Plan. Due to changes in cut scores on the assessment used, these targets were updated in 2019 through an amendment to the Consolidated State Plan.

<b>Table 2: ESSA Consolidated State Plan Long-term Goals for English Learners’ Progress in Achieving English Language Proficiency*</b>						
<b>Student Group</b>	<b>2018 Baseline</b>	<b>2019 Interim Target</b>	<b>2019 Actual Performance</b>	<b>2021 Interim Target</b>	<b>2021 Actual Performance</b>	<b>2023 Long-Term Goal</b>
English Learners (Grades K-12)	74.1%	75.8%	76.2%	79.3%	48.1%	82.7%

- English Learners did not meet ESSA Consolidated State Plan 2021 Interim Targets for English Language Arts. Additionally, English Learners are not on target to meet 2022 long-term goals.
- The group scored 31.2 percentage points below the target.
- Possible reasons for not meeting interim and long-term goals include initially setting goals based on limited data, pandemic effects, and changes to the assessment cut scores and the EL exit criteria (which affected the population identified as EL).

**English Language Proficiency Assessment**

The following interpretations pertain to Figure 24 on page 28 of the 2020-2021 Student Achievement Report.

- In 2020-21, Idaho EL students spoke 114 native languages, down from 134 in 2018-19. Spanish is the most common (83%). The other four most common languages are Swahili, Arabic, Russian, and Kinyarwanda, with 3% or less speaking each of these languages.

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The following interpretations pertain to Figures 25 and 26 on page 29 of the 2020-2021 Student Achievement Report.

- EL performance (all grades) on the English Language Proficiency Assessment was consistent in 2018-19 and 2019-20, but lower in 2020-21, with higher percentages of students falling into the the Entering (1), Emerging (2) and Developing (3) categories than the prior two years.
  - While English Learners had strong performance on the ISAT ELA in 2021, their performance on the EL assessment may reflect a slight pandemic effect
- Over the 3 years represented in Figure 26, the percentages of “Waived” students performing at the “Developing” level increased markedly with a decrease in the number of students performing at the “Expanding” level.
  - The “Waived” column represents students who qualified for EL services but whose parents/guardians opted them out.
  - This is a cause for concern, as it may reflect that students who need services are not receiving them.
- The 2020-21 class had a higher number of “1<sup>st</sup> Year” students who scored at the lowest performance category (“Entering”) than was seen in previous years. These students have rudimentary English skills and will need sustained, intensive EL instruction to grow their language skills.
- The “Continuing” columns display the performance of students who have received EL services for more than one year. Student performance was highly consistent across 2018-19 and 2019-20, but performance dropped at the 2020-21 assessment point.
  - The percentage of students performing at the “Expanding” level dropped by 9% from 26% to 17%.
  - All performance categories below “Expanding” increased and those above decreased revealing a widespread deterioration in performance.

The following interpretations pertain to Figure 27 on page 30 of the 2020-2021 Student Achievement Report, which shows the number of EL students who exited per grade in 2021, as well as the length of time they were in the program prior to exiting.

- Most EL students exited in the upper elementary grades, with grade 4 having the highest number of exiters (511) in 2021.
  - Sixty-nine percent (n=1,233) of all exits occurred between 2<sup>nd</sup> and 5<sup>th</sup> grade. Of this group, 55% exited after five or more years in the program, 23% exited after four years, and 17% exited after three years.

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- o Prior to the 4<sup>th</sup> grade, and as would be expected, a large majority of the exits occur at the three and four year points, whereas during and after the 4<sup>th</sup> grade, a large majority of exiters have been in the program for five or more years.
- o By adding up all of the exiters for 2020-21 (approximately 1,797) and dividing the sum by the total 2020-21 EL population (n=17,753), roughly 10% of the 2020-21 EL population exited. This percentage of exiters is not particularly concerning at this time, as it aligns to national trends.

## Mathematics

### Data Considerations

- During the past decade or so, consistent and accurate identification of Economically Disadvantaged students has become increasingly difficult because of the increase in the number of schools identified as schoolwide Title I schools. Additionally, during the pandemic, free and reduced lunch has been provided to all students. These changes have made it more challenging for schools to accurately identify students as economically disadvantaged.

## 5-9 Math – Data Analysis and Interpretation

### Idaho Standards Achievement Test (ISAT), Grades 5-8

The following interpretations pertain to Figure 56 on page 59 of the 2020-2021 Student Achievement Report. This graph focuses solely on 5<sup>th</sup> through 8<sup>th</sup> grades across 2017 to 2021.

- Between 2017 and 2019, the percentage of students performing at the Advanced level increased by roughly 2 to 3 percentage points, but these gains were lost in 2021. 2021 Advanced percentages regressed to levels slightly lower than those in 2017. This likely reflects an impact of the Covid-19 pandemic.
- Between 2017 and 2019, 5<sup>th</sup>, 6<sup>th</sup>, and 7<sup>th</sup> grades each experienced a little over 2 percentage point decreases in the Basic category, but the percent of students who scored Basic returned to 2017 or 2018 levels in 2021.
- For grades 5-8 across the pre-pandemic years 2017-2019, no notable changes occurred in either the Below Basic or Proficient categories.
- Percentages of students who scored Below Basic jumped to their highest levels ever in 2021, and percentages in the Proficient category dropped to their lowest levels ever.

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**Grades 8 and 9 Math Course Completion**

Data analyses, conclusions, and recommendations regarding 8<sup>th</sup> and 9<sup>th</sup> grade course completion data will be covered in an addendum available in summer 2022.

**Related Mathematics Data – Data Analysis and Interpretation**

**ESSA Consolidated State Plan Goals - Mathematics, All Grades**

Table 3 revisits the long-term goals established for the ESSA Consolidated State Plan for ISAT Mathematics performance. The long-term goals were calculated using the 2016 proficiency rates as a baseline and setting targets to reduce the percentage of non-proficient students by one third by 2022. Given that Idaho’s first administration of the ISAT by Smarter Balanced was in 2014-15, the process was completed with limited data.

It is important to note that the student achievement percentages shown in Table 3 in the 2019 Actual Performance and 2021 Actual Performance columns represent continuously enrolled students and not all students. Thus, the values will not exactly match the data in the Student Achievement Reports for the corresponding years (the 2021 Actual Performance will not match Appendix A), because the data in the Student Achievement Report represents all students, not just those who are continuously enrolled.

Student Group	2016 Baseline	2019 Interim Target	2019 Actual Performance	2021 Interim Target	2021 Actual Performance	2022 Long-Term Goal
<b>All Students (Grades 3-8 and 10)</b>	<b>41.6%</b>	<b>51.3%</b>	<b>45.1%</b>	<b>57.8%</b>	<b>40.3%</b>	<b>61.1%</b>
Economically Disadvantaged	30.3%	41.9%	32.8%	49.7%	27.6%	53.5%
Students with Disabilities	15.2%	29.3%	12.8%	38.8%	9.1%	43.5%
English Learners	7.1%	22.6%	15.7%	32.9%	14.6%	38.1%
Asian or Pacific Islander	56.8%	64.0%	60.1%	68.8%	57.7%	71.2%
American Indian or Alaskan Native	19.4%	32.8%	22.1%	41.8%	17.8%	46.3%
Black / African American	22.2%	35.2%	19.8%	43.8%	16.8%	48.1%
Hispanic or Latino	22.0%	35.0%	25.9%	43.7%	21.4%	48.0%
Native Hawaiian / Other Pacific Islander	33.6%	44.7%	38.3%	52.0%	32.9%	55.7%
White	46.6%	55.5%	50.3%	61.4%	45.5%	64.4%
Two or More Races	42.2%	51.8%	46.0%	58.3%	40.7%	61.5%

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- No student group met ESSA Consolidated State Plan 2021 Interim Targets for mathematics. Additionally, no student group is on target to meet 2022 long-term goals.
- Actual 2021 student group performance averaged 20.4 percentage points (range 11.1-29.7) below interim targets.
- Possible reasons for not meeting interim and long-term goals include initially setting goals based on limited data and pandemic effects. But even before the pandemic years, Idaho was not on track to reach long-term goals. This was a consequence of inadequate year-over-year growth in scores across all groups (relative to the established goals).

**Idaho Standards Achievement Test - Math, All Grades**

The following interpretations pertain to Figure 52 and 57 on pages 55 and 60 of the 2020-2021 Student Achievement Report, which provides the all students, all grades ISAT Math data from 2014-15 to 2020-21 and the ISAT Math Performance by Grade for 2018 through 2021.

- The “All Students, All Grades” group made incremental progress between 2014-15 and 2018-19. However, between 2018-19 and 2020-21, the gains eroded.
  - From 2014-15 to 2018-19, the percentage of students scoring Advanced increased by 6 percentage points. In 2021, the percent Advanced fell back to 2016-17 levels.
  - The percent for Proficient remained relatively stable from 2014-15 to 2018-19, but decreased by 1.8 percentage points between 2018-19 and 2020-21.
  - The percent of students scoring Basic decreased by about 4 percentage points from 2014-15 to 2018-19. In 2021, the percentage performing Basic returned to roughly the levels found during the two years prior to the pandemic (i.e., 2017-18 and 2018-19).
  - While the percentage of students scoring Below Basic remained relatively stable from 2014-15 to 2018-19, it increased by 3.1 percentage points in 2020-21 to the highest level ever since the start of administering the ISAT by Smarter Balanced assessment. This equates to an additional 4,839 students scoring Below Basic when compared to the number who would have done so if the historical average was applied.
- Figure 57 displays student scores by grade. For all grades except high school, 2020-21 resulted in the lowest percentages of students performing at Proficient and Advanced levels over the 2017-18 to 2020-21 time interval. Reductions from 2019 levels ranged from 1.9 to 3.4 percentage points.
- Percentages at the Basic level changed very little over this period, but Below Basic percentages did. From 2019 to 2021, students scoring Below Basic increased from 1.1 percentage points (high school) to 4.8 percentage points (grade 4).

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- Percentages of high school students scoring Proficient or Advanced remained stable from 2019 to 2021.

The following interpretations pertain to Figures 58-64 on pages 61-67 of the 2020-2021 Student Achievement Report. These graphs provide ISAT Math data by grade, race/ethnicity, student subgroups, and gender, and compare scores between the student groups and their reference groups (students not a part of the subgroup).

- Figure 58 displays scores across 2018 to 2021 for race/ethnicity. Across all subgroups, percentages of students scoring Below Basic increased between 2019 and 2021 after holding relatively steady in 2018 and 2019. Increases ranged from 1.5 to 10.6 percentage points.
  - The Native Hawaiian, Pacific Islander group experienced the 10.6 percentage point increase in students scoring Below Basic. With no intent to minimize the magnitude and importance of this change, it is notable that this is the smallest race/ethnicity group (approximately 500 students statewide), resulting in the possibility of substantial variation in the group's year-over-year statistics.
  - The American Indian or Alaskan Native and Hispanic/Latinx groups experienced increases in the percentage of students scoring Below Basic of 5.4 and 5.2 percentage points, respectively.
- As shown in Figures 59-60 and 62-64, with the exception of English Learners, performance differentials between student subgroups (Economically Disadvantaged, Students with Disabilities, Migrant, and Foster) remained the same or slightly worsened during the pandemic.
  - English Learners substantially improved in performance between 2018 and 2019 and then sustained all of those improvements in 2021 (Figure 59). The comparison of ELs to their reference group (Figure 62) further indicates that the gap between these groups is closing, even through the pandemic. This is exceptional performance that should be recognized.
  - After stable performance during 2018 and 2019, Economically Disadvantaged students performing Below Basic increased 4.6 percentage points (Figure 59). While the ISAT Math proficiency rate for Economically Disadvantaged students decreased in 2021, the gap between these students and their peers closed slightly (Figure 62).
  - Students with Disabilities experienced a steady but a small deterioration in performance across all three years (Figure 59). The percentages of Students with Disabilities scoring Below Basic increased from 69.7% in 2018 to 71.3% in 2019 and then to 73.2% in 2021.
    - ISAT Math performance of Students with Disabilities does not appear to have been impacted by the pandemic, and ISAT Math performance

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differential between Students with Disabilities and their peers closed slightly between 2019 and 2021 (Figure 64).

- Migrant students appear to have been impacted by the pandemic. After improved scores in 2019 (fewer students in basic and below basic and more students proficient), Migrant students lost ground in 2021.
  - The percentage who scored proficient or advanced decreased by over 4 percentage points, while the below basic category grew by 6.6 percentage points (Figure 60).
  - The differential in ISAT Math proficiency rates between Migrant students and their peers grew slightly in 2021 (Figure 63).
- Students in Foster Care have had a slight increase in the percentage of students scoring Basic or Below Basic in 2021 when compared to the two prior years (Figure 60). ISAT Math proficiency rates were also down for both Students in Foster Care and their reference group, but the differential between them closed slightly between 2019 and 2021 (Figure 63).
- Figure 61 displays 2018-2021 scores by gender. After stable performance across 2018 and 2019, male and female performance slightly dropped in 2021.
  - The percent of females who scored Below Basic increased by 4.8 percentage points in 2021; the percent of males performing Below Basic went up by 2.2 points.
  - Basic performance remained stable between 2019 and 2021, but percentages of students performing at Proficient and Advanced went down slightly.

The following interpretations pertain to Figure 65 on page 68 of the 2020-2021 Student Achievement Report, which compares the ISAT Math performance of schools based on school type and by rural / non-rural from 2017 to 2021.

Additional Data Considerations:

- Concerning rural/non-rural performance changes, these may be reflective of fewer school closures and less remote and hybrid learning in Idaho's rural communities during the pandemic; however, further research is needed to support or refute this hypothesis.
- Concerning performance by school type, it is important to consider shifts in student populations, particularly since some student mobility was driven by the pandemic and was probably temporary. Thus changes in performance might be due to an influx of students from district schools during (and due to) the pandemic which may have altered the population characteristics in these schools; however, further research is needed to support or refute this hypothesis.

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Analysis:

- It appears the pandemic served as an equalizer of performance across these groups since most historical differences between them substantially decreased.
- The pre-pandemic historical gap between rural and non-rural districts of about 8 percentage points decreased to 4.6 percentage points in 2021.
- The pre-pandemic historical range of 26-35 percentage point gaps between charter schools and virtual schools and virtual charter schools decreased to 10-15 percentage points in 2021.
- The pre-pandemic historical range of 13-21 percentage point gaps between traditional schools and virtual schools and virtual charter schools decreased in 2021 to 0 percentage points for virtual charter schools and 5 points for virtual schools.
- The only school types that did not experience a substantial change in gap was between charter schools and traditional schools. The pre-pandemic historical gap had been decreasing each year 1-2 percentage points from a 14 point high in 2017. This trend continued during the pandemic when the gap hit a low of 10 percentage points.
- Math proficiency in virtual charter schools and virtual schools most likely benefited from the pandemic. Math proficiency increased 10-14 percentage points between 2019 and 2021.
- Math proficiency in traditional schools and charter schools was most likely negatively impacted by the pandemic. Math proficiency decreased 5-6 percentage points between 2019 and 2021.

The following interpretations pertain to Figures 53-55 on pages 56-58 of the 2020-2021 Student Achievement Report. These graphs provide a longitudinal analysis of ISAT Math composite and claim scores for the cohorts of students in grades 7, 8, and 10 in 2020-21.

- Figures 53 and 54 follow two cohorts from their 3<sup>rd</sup> grade year to 2021 (when they were in 7<sup>th</sup> and 8<sup>th</sup> grade, respectively). Between 3<sup>rd</sup> and 4<sup>th</sup> grades, both cohorts grew at rates similar to the black Proficiency Line on all claims and the composite score. Then between 4<sup>th</sup> and 5<sup>th</sup> grades, both cohorts diverge from the Proficiency Line and begin underperforming on all claims and the composite.
  - The divergence between the cohorts’ mean performance and the proficiency cut (for all claims and the composite score) continues and becomes more pronounced throughout the later grades.
  - While both cohorts experienced substantial divergence between their mean performance and the proficiency cut pre-pandemic, it is likely instructional disruptions during the pandemic exacerbated this trend in 2021 (though the extent is not yet fully clear).

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- Figure 55 displays results by claim and composite score for the 10<sup>th</sup> grade cohort. The 10<sup>th</sup> grade cohort exhibited a noticeable decrease in performance relative to the Proficiency Cut Line (for all claims and the composite) after the 4<sup>th</sup> grade.
  - From the 5<sup>th</sup> grade to the 8<sup>th</sup> grade, both composite and claim scores tracked roughly parallel to the Proficiency Line but consistently underperformed it.
  - After the 8<sup>th</sup> grade, there was a substantial downturn in the composite and claim scores resulting in negatively sloped lines, meaning that on average achievement scores decreased between 8<sup>th</sup> and 10<sup>th</sup> grades. How much this decrease was caused or exacerbated by the pandemic is unknown at this time.
  - Please keep in mind that this cohort's 4<sup>th</sup> grade year was 2015. Idaho adopted the Idaho Core Standards in 2011 but it took Idaho educators 3-4 years to implement the significant curricular and instructional changes required by the new, more rigorous standards. Additionally, the 2014-15 year was the first full administration of the ISAT by Smarter Balanced assessment. Thus, this cohort probably did not receive as closely aligned curriculum and instruction to the new standards that the previously discussed 7<sup>th</sup> and 8<sup>th</sup> grade cohorts received.
- No matter the cohort, there are slight but consistent performance differentials across the claims with student performance being highest on "Concepts" and lower on both "Solve Problems" and "Reason, Communicate."

## College and Career Readiness, Graduation, and Go On

### College and Career Readiness

An important outcome of Idaho's K-12 public education system is College and Career Readiness. The following information provides results of analyses of a series of figures in the 2020-2021 Student Achievement Report displaying College and Career Readiness data.

#### Data Considerations

- College and Career Readiness is measured differently at different grade levels. The data provided in the Student Achievement Report combines the data for all students, grades 8 to 12, so multiple metrics are included. For grades 8 and 9, the measure calculates participation in advanced math. For high school students, the measure indicates participation in advanced and CTE coursework, including AP courses, IB courses, dual credit courses, apprenticeships, and qualifying for a CTE technical competency credit.
- Group sizes for Foster students, Migrant students, and to a lesser degree English Language Learners are quite small so the yearly statistics for these groups may vary more than they would if the group sizes were larger. This makes comparisons over shorter spans of time more unreliable.

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- No disruptions in collecting this data occurred because of the pandemic.

The following interpretations pertain to Figures 83-85 on pages 84-86 of the 2020-2021 Student Achievement Report. These graphs provide College and Career Readiness data for 2018 to 2021 for all students and also disaggregated by a number of subgroups.

- College and Career Readiness for the All Students group (grades 8-12) fell to an all-time low of 81.5 % during the pandemic years of 2020 and 2021. The low was 7.1 percentage points below the all time high, 88.6%, attained in 2019.
- With the exception of Migrant and Foster Students, all other groups represented in these figures experienced decreases during the pandemic years. Decreases from pre-pandemic highs averaged 10.2 percentage points.
  - Following is decrease in College and Career Readiness by student subgroup: English Learners (7.1), Economically Disadvantaged (12.7), Students with Disabilities (22.0), Hispanic or Latino (6.9), Females (5.4), and Males (8.8).
  - After having increased from 73.0% in 2018 to 82.4% in 2019, Migrant Students held relatively steady across 2020 (79.9%) and 2021 (83.8%). This is a quite small group of students so statistics may fluctuate more.
  - After having decreased from 78.1% in 2018 to 71.4% in 2019, Foster Students held relatively steady across 2020 (68.6%) and 2021 (70.0%). This is a very small group of students so statistics may fluctuate more.
- Between 2018 and 2021, the size of performance differentials between student subgroups and their reference groups varied depending on the group. Some increased, some remained the same, and some decreased.
  - The gap in scores between Economically Disadvantaged students and their peers expanded from roughly 8 percentage points prepandemic to 11.9 in 2021.
  - The differential for Students with Disabilities expanded from roughly 25-30 percentage points prepandemic to 41.3 in 2021.
  - The differences between genders expanded from roughly 2.5-3.5 percentage points prepandemic to 6.8 in 2021.
  - After a 7 percentage point reduction between 2018 and 2019, the differential for Migrant Students continued to decrease during the pandemic so that the group was 2.4 percentage points *higher* than their reference group in 2021. The 2021 percentage of 83.8% is an all-time high for this group. This is a small group of students so statistics will have greater variability year-over-year, but if this trend continues in future years, this will be a very positive finding.
  - After expanding 9 percentage points to a 17.2 point difference between 2018 and 2019, the differential for Foster Students decreased to 11.5 percentage points in 2021. This reduction, however, was mostly due to decreases in

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reference group performance instead of improved scores for Foster Students, which were stable during 2020 and 2021. This is a very small group of students so statistics may fluctuate more.

- English Learner differentials appeared to cycle up and down between 2018 and 2021. The differential expands one year to 21-22 percentage points and then decreases the next to 17.0. This cycle occurred twice between 2018 and 2021. Additional years of data are needed to establish trends in this data.
- Hispanic or Latino student differentials remained in a tight range of 2-3 percentage points across 2018 to 2021. This is a very positive finding and should be recognized and celebrated. But having said this, renewed efforts are needed so even a differential this small is rapidly closed in the coming years.

The following interpretations pertain to Figure 86 on page 87 of the 2020-2021 Student Achievement Report. This graph provides College and Career Readiness data for 2018 to 2021 disaggregated by school type and rural/non-rural.

- Percentages of College and Career Readiness for Charter Schools steadily decreased by one percentage point each year from 94% in 2018 to 91% in 2021.
- Traditional Schools hit an all-time low of 85% in 2021 after remaining between 89% to 92% the previous three years.
- College and Career Readiness percentages for a small group of Virtual School students (less than 100 in size) grew from a low in 2018 of 58% to 72% in 2020. Between 2020 and 2021, this group's size more than tripled and the percentage participating increased to 85%, on par with Charter Schools and Traditional Schools.
- College and Career Readiness percentages for Virtual Charter Schools increased from 57% and 56% in 2018 and 2019 to 63% in 2020. The percentage then fell back to 60% in 2021. There might have been a slight upward trend in this data that was then attenuated by the pandemic, but given the relatively small size of this group and no strong trends, additional years of data are needed.
- Rural School percentages of College and Career Ready students held steady at 91% for 2018 and 2019. This percentage dropped to 88% in 2020 and then to 80% in 2021. It appears this group of students may have been negatively impacted by the pandemic.
  - From 2018 to 2020, Rural Schools had higher percentages of College and Career Ready students when compared to Non-Rural Schools, but the differential was decreasing each year. It dropped from a high of 7.8 percentage points in 2018 to 3.0 percentage points in 2020. Between 2020 and 2021, however, Non-Rural Schools began to outperform Rural Schools by 2.2 percentage points.

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- Non-Rural School percentages increased from 83% to 87% between 2018 and 2019, decreased to 85% in 2020, and then decreased again to 82% in 2021. It appears this group of students was also negatively impacted by the pandemic.

## College Entrance Exams – Data Analysis and Interpretation

### PSAT

Additional Data Considerations:

- The PSAT is fully optional for students. Thus, results should not be generalized to all high school students in Idaho.
- The SAT college entrance exam has historically been required for graduation, so students taking it were likely doing so with the assumption it was required.

The following interpretations pertain to Figure 88 on page 89 of the 2020-2021 Student Achievement Report, which shows the state's PSAT results for 10<sup>th</sup> grade students in 2019 to 2021. Please note, the PSAT was administered during the pandemic year of 2020, however, the number of students tested that year was less than normally expected (16,822 in 2020 vs. 19,899 in 2019).

- No trends are detectable in PSAT scores across 2019, 2020, and 2021. Instead, student performance across all categories was quite stable.
- Each year, 31% to 37% of students met one of the following benchmark categories: both benchmarks, the math benchmark, and neither benchmark.
- The percentage of students across all three years meeting the "Evidence-based Reading, Writing" benchmark was highly consistent and varied between 61% and 62%.
- Across the three years, an average of 32% met both benchmarks and thus would be considered on-track for college and career readiness.

### SAT

The following interpretations pertain to Figure 87 on page 88 of the 2020-2021 Student Achievement Report, showing the percentage of 11<sup>th</sup> grade students who met the college readiness scores on the SAT from 2016 to 2021. Please note that universal, state-wide administration of this assessment was not done in 2020.

- The percentage of students meeting both SAT college readiness benchmarks started in 2016 at 33% and by 2019 had dropped to 31%. Between 2019 and 2021, the percentage further dropped to 29%.

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- Whether this additional two percentage point drop was due to the pandemic is unknown.
- It appears that the pandemic did not worsen the downward trend of SAT performance. Trends that were already established prior to the pandemic years (i.e., 2020 and 2021) continued. For example, a clear trend downward in percentage of students meeting “Evidence-based Reading, Writing” continued, with the trend beginning at 62% in 2016 and dropping consistently over time to a low of 53% in 2021.
  - This score dropped 3 percentage points during the pandemic, but a similar 3 percentage point decrease occurred between 2017 and 2018, well in advance of the pandemic. The other year-over-year drops were 1 to 2 percentage points.
- The percentage of students not meeting either benchmark increased between 2016 and 2021. In 2016, 36% didn’t meet either benchmark. This percentage steadily increased over the years, gaining 1 to 3 percentage points per year, to 45% in 2021, with no interruption by the pandemic.
  - While the percentage increased by 3 percentage points during the pandemic between 2019 and 2021, a 3 percentage point increase had previously occurred from 2017 to 2018.
- About a third of Idaho students meet the math benchmark. This score has also trended slightly downward over time. This low performance correlates with the low performance of Idaho high school students on the 10<sup>th</sup> grade ISAT Math assessment.

## 4 and 5 Year Graduation Rates – Data Analysis and Interpretation

### Definitions

- ✓ Four Year Cohort Graduation Rate = The four year cohort graduation rate calculation is defined in federal law. Students are assigned to their cohort when they enter 9<sup>th</sup> grade. The four year cohort graduation rate measures the percentage of students who graduate within four years of beginning 9<sup>th</sup> grade (including the summer after the fourth year). Students who transfer into districts are assigned into the appropriate cohort based on when they entered 9<sup>th</sup> grade (regardless of the grade of transfer). Students are removed from the cohort (for the state of Idaho) only if they transfer out to be educated out-of-state or homeschooled.
- ✓ Five Year Cohort Graduation Rate = The five year cohort graduation rate maintains the same cohort as the four year cohort and gives them an additional year to graduate (until the summer after the fifth year). Thus, the five year cohort graduation rate includes all students who graduate within four years and those who graduate when given an additional year to complete.

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Tables 4 and 5 review the long-term goals established for the ESSA Consolidated State Plan for the 4 year and 5 year Cohort Graduation Rates. The long-term goals for the 4 year graduation rate were set using the Board’s Strategic Plan goal of a 95% graduation rate (for all students) as a guide. The calculation used reduces the percentage of non-graduates by approximately 75% by the Class of 2022. The 5 year Cohort Graduation Rate goals were established through the 2019 amendment to Idaho’s Consolidated State Plan, with an expectation that the state’s 5 year rates should be slightly higher than the 4 year rates.

**ESSA Consolidated State Plan Goals – 4 Year and 5 Year Cohort Graduation Rates**

**Table 4: ESSA Consolidated State Plan Long-term Goals for 4-year Cohort Graduation Rates**

Student Group	Class of 2016 Baseline	Class of 2019 Interim Target	Class of 2019 Actual	Class of 2021 Interim Target	Class of 2021 Actual	Class of 2022 Long-Term Goal
All Students	79.7%	87.3%	80.7%	92.4%	80.1%	94.9%
Economically Disadvantaged	71.9%	82.4%	72.5%	89.5%	70.0%	93.0%
Students with Disabilities	60.5%	75.3%	56.1%	85.2%	56.0%	90.1%
English Learners	73.3%	83.3%	74.4%	90.0%	61.0%	93.3%
Asian or Pacific Islander	83.1%	89.4%	88.9%	93.7%	86.0%	95.8%
American Indian or Alaskan Native	58.5%	74.1%	67.6%	84.4%	69.0%	89.6%
Black / African American	77.8%	86.1%	73.6%	91.7%	68.0%	94.5%
Hispanic or Latino	73.7%	83.6%	73.9%	90.1%	72.0%	93.4%
Native Hawaiian / Other Pacific Islander	69.7%	81.1%	76.5%	88.6%	75.0%	92.4%
White	81.3%	88.3%	82.6%	93.0%	83.0%	95.3%
Two or More Races	77.3%	85.8%	79.0%	91.5%	77.0%	94.3%

- No student group met ESSA Consolidated State Plan 2021 Interim Targets for 4-year Cohort Graduation Rate. Additionally, no student group is on target to meet 2022 long-term goals.
- Actual 2021 student group performance averaged 17.6 percentage points (range 7.7-29.2) below interim targets.
- Possible reasons for not meeting interim and long-term goals include initially setting goals based on expectations for rapid growth that were not realistic and pandemic effects. However, Idaho was not on track to reach long-term goals prior to the pandemic due to inadequate year-over-year growth in 4-year graduation rates.

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**Table 5: ESSA Consolidated State Plan Long-term Goals for 5-year Cohort Graduation Rates\***

Student Group	Class of 2017 Baseline	Class of 2020 Interim Target	Class of 2020 Actual	Class of 2022 Long-Term Goal
All Students	82.0%	90.1%	84.1%	95.5%
Economically Disadvantaged	75.0%	86.3%	77.0%	93.8%
Students with Disabilities	65.5%	81.0%	62.0%	91.4%
English Learners	79.3%	88.6%	69.0%	94.8%
Asian or Pacific Islander	88.0%	93.4%	90.0%	97.0%
American Indian or Alaskan Native	67.5%	82.1%	68.0%	91.9%
Black / African American	75.6%	86.6%	73.0%	93.9%
Hispanic or Latino	78.4%	88.1%	79.0%	94.6%
Native Hawaiian / Other Pacific Islander	79.7%	88.8%	76.0%	94.9%
White	83.1%	90.7%	86.0%	95.8%
Two or More Races	79.3%	88.6%	82.0%	94.8%

\*2019 data is not provided, as this indicator was added through a 2019 amendment to Idaho’s Consolidated State Plan; and due to timing of data being available, was not included in the AOC’s February 2020 Recommendations Report.

- No student group met ESSA Consolidated State Plan 2020 Interim Targets for 5-year Cohort Graduation Rate. Additionally, no student group is on target to meet 2022 long-term goals.
- Actual 2020 student group performance averaged 10.8 percentage points (range 3.4-19.6) below interim targets.
- Possible reasons for not meeting interim and long-term goals include initially setting goals based on limited data (and with high expectations) and pandemic effects. Due to inadequate year-over-year growth in 5-year graduation rates (in comparison to interim targets), Idaho has not been on track to reach long-term goals since the goals were established in 2019.

**4 Year and 5 Year Cohort Graduation Rates**

The following interpretations pertain to Figure 89 on page 90 of the 2020-2021 Student Achievement Report. Please note, there was no pandemic data interruption for this metric.

- 4 year cohort graduation rates slowly increased between 2017 and 2020 (by a total of 2.4 percentage points). These gains were mostly lost in 2021 when graduation rates dropped back to pre-2018 levels.
- The 5 year cohort graduation rates between 2017 and 2020 were 1.2 to 4.0 percentage points per year higher than the 4 year graduation rates.

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The following interpretations pertain to Figures 90 and 94 Graduation Rates (four and five year) by School Type on pages 91 and 94 of the 2020-2021 Student Achievement Report, illustrating graduation rates by school type. There was no pandemic disruption to data collection of this metric.

- 4 year graduation rates for traditional schools varied slightly from 2018 to 2021, but the fluctuations are probably due to random variation. Thus, there appears to have been no pandemic effect on graduation rates for traditional schools.
- All the other school types experienced noticeable trends up or down between 2018 and 2021. These trends were evident during 2018 and 2019, the two years prior to 2020 when the pandemic began. The trends either continued through 2020 and 2021, the two pandemic years, or leveled off.
  - Charter schools' 4 year graduation rates decreased by 13 percentage points over the four years.
  - Alternative schools increased by 9 percentage points.
  - Virtual charters increased 24 percentage points and continued to grow during the pandemic years.
  - Alternative virtual charter schools grew 8 percentage points and continued to grow during the pandemic.
  - District-run virtual schools grew 37 percentage points and continued to make progress during the pandemic years. It is important to note that district-run virtual schools had significant increases in student enrollment during the pandemic, as many districts created virtual schools as a response to feedback from families or in expectation of potential closures.
- Five year graduation rates (Figure 94) followed the trends outlined above for 4 year graduation rates by school type. Only 3 years of data were included (versus 4 years of data for the 4 year rates), as the 2021 cohort's 5 year rate cannot yet be calculated.
- The 5 year graduation rate is a critical metric for alternative schools, given that the students they serve enter their schools off-track for four year completion.
  - For alternative schools (typically district-run), the 5 year graduation rates were 8 to 10 percentage points higher than the 4 year graduation rates for the same cohorts. This is a substantial increase in the number of students who graduated and should be recognized.
  - Similarly, alternative virtual charter schools experienced 2 to 8 percentage point increases in their 5 year graduation rates.
  - These 5 year graduation rates reveal the importance of these schools to their students' likelihood of graduation.

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The following interpretations pertain to Figures 91 and 95 Graduation Rates by Race/Ethnicity on pages 92 and 95 of the 2020-2021 Student Achievement Report. There was no pandemic disruption to collection of this data.

- American Indians or Alaskan Natives made significant gains in their 4 year cohort graduation rates between 2018 and 2021, increasing by 8 percentage points. This is exceptional progress and should be recognized. 5 year graduation rates for this group were 2 to 3 percentage points higher than the 4 year rates between 2018 and 2020.
- The Native Hawaiians / Other Pacific Islander group made a 4 percentage point gain between 2018 and 2019, sustained it in 2020, and lost only 1 percentage point in 2021. 5 year graduation rates were 0 to 5 percentage points higher than the 4 year rates.
- The Two or More Races group had a similar profile, with a 5 percentage point gain from 2018 to 2019, which was sustained in 2020, and only a 2 point drop in 2021. From 2018 to 2020, the 5 year graduation rates were 2 to 3 percentage points higher.
- The graduation rate trends of both Native Hawaiians/Other Pacific Islander and Two or More Races represent strong performance worth celebrating.
- The 4 year graduation rates of the Asian and Black / African American groups increased by a few points from 2018 to 2020, but fell back in 2021 to 2018 levels (Asian) or lower (Black / African American). During 2018 to 2020, 5 year graduation rates were 1 to 3 percentage points higher than the 4 year rates for Asians and 3 to 5 percentage points higher for Black / African Americans.
- Prior to the pandemic, the 4 year graduation rates for the Hispanic or Latino group went up and down by two percentage points per year. The group's 4 year rate dropped 4 percentage points between 2020 and 2021. The group's 5 year graduation rates from 2018 to 2020 were 3 to 4 percentage points higher than the 4 year rates.
- The largest race/ethnicity group in Idaho is White, thus, its statistics will usually have smaller random fluctuations. From 2018 to 2020, graduation rates increased by 1 percentage point per year. The group's 4 year graduation rate was 1 percentage point lower for 2021. The White group's 5 year graduation rates from 2018 to 2020 were 2 percentage points higher than the 4 year rates.

The following interpretations pertain to Figures 92-93 and 96-97 Graduation Rates by Student Subgroups on pages 92-93 and 95-96 of the 2020-2021 Student Achievement Report. Please note that continuous data is available leading up to and during the pandemic.

- The 4 year and 5 year graduation rates of Students with Disabilities, Females, and Males did not appear to be significantly impacted by the pandemic.
  - The 4 year graduation rate for Students with Disabilities decreased by 3 percentage points from 2020 to 2021, but an identical drop had occurred across

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- 2018 and 2019 so the pandemic effect, if there was one, was no greater than previous fluctuations.
- 5 year graduation rates for these groups were 1 to 5 percentage points higher than their 4 year rates.
  - Students of Military Families and Students Who are Homeless appeared to experience substantial negative pandemic effects.
    - For Students of Military Families, 4 year graduation rates were stable across 2018 and 2019, but during both 2020 and 2021 rates dropped 4 to 5 percentage points each year.
    - The Homeless Student graduation rate dropped to its lowest level during the past 4 years in 2021, about 4.5 percentage points below the average of the previous 3 years and 7 percentage points lower than its highest point. This is a relatively small group of students so statistics will fluctuate over time, but it is probable that this low was influenced by the pandemic.
    - 5 year graduation rates from 2018 to 2020 were higher than 4 year rates by 1 to 3 percentage points for Students of Military Families and 3 to 5 percentage points for Students Who are Homeless.
  - Students in Foster Care did not appear to experience a significant pandemic effect on their graduation rates (4 year or 5 year). However, both the 4 and 5 year cohort graduation rates for this group show a significant drop from 2018 to 2019.
    - The 4 year rate dropped from 47% to 39% between 2018 and 2019. The 5 year rates similarly fell from 52% in 2018 to 41% in 2019.
    - Additional analysis, particularly in regards to whether there were data collection or student population changes, is needed to determine whether this is truly concerning.
  - During 2021, the 4 year graduation rates for Economically Disadvantaged, English Learners, and Migrant Students all decreased to the lows of the previous 3 years or to new lows.
    - Economically Disadvantaged students' 4 year graduation rate dropped 2.6 percentage points below the average of the previous three years in 2021. 5 year graduation rates were 3 to 4 percentage points higher than 4 year rates between 2018 and 2020.
    - The 4 year graduation rate of English Learners decreased substantially in 2020 and 2021, the two years impacted by the pandemic. In 2018, the group had a 76% 4 year graduation rate. This fell by 2 points in 2019, 9 points in 2020, and an additional 4 points in 2021 to 61%. This 15 percentage point drop should be investigated. The group's 5 year graduation rates from 2018 to 2020 were 3 to 5 percentage points higher than the 4 year rates.

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- The 4 year graduation rate drop for Migrant Students was from 70% in 2020 to 64% in 2021, but this amount of decrease also occurred between 2018 and 2019, so it may reflect normal year-over-year fluctuation in these statistics due to the size and composition of the group. 5 year graduation rates from 2018 to 2020 were 3 to 6 percentage points higher than the group's 4 year rates.

## Go On Rates – Data Analysis and Interpretation

The following interpretations pertain to Figures 98 and 99 on pages 97-98 of the 2020-2021 Student Achievement Report, which show the percentage of students who pursued postsecondary education within one year of high school graduation, including all students, by race/ethnicity, and by student subgroup for the graduating classes of 2018 through 2020 (the most recent year of data available).

- Go on rates for all groups and subgroups declined between 2018 and 2020.
- The All Students group declined 9.8 percentage points from 51.2% in 2018 to 41.4% in 2020.
- All other groups and subgroups declined between 2018 and 2020 within a range of 1.9 to 23.4 percentage points.
  - There was a 23.4 percentage point drop for Native Hawaiian/Pacific Islander. However, this is a very small group (62 to 79 students over the three years of data). Small samples can experience much larger variations in descriptive statistics such as these.
- Larger group sizes including Hispanic or Latino, Economically Disadvantaged, and Students with Disabilities declined an average 7.3 percentage points between 2018 and 2020.

The following interpretations pertain to Figures 100 and 101 on page 99 of the 2020-2021 Student Achievement Report, illustrating the percentage of students who pursued postsecondary education within two years of graduation, for the graduating classes of 2017 through 2019 (the most recent available).

- Two year go on rates for the All Students group increased from the one year rates by an average of 4.8 percentage points.
- Two year go on rates for all other groups and subgroups increased an average of 4.5 percentage points above the one year rates. Please note: the Native Hawaiian/Pacific Islander was not included in the average calculation, as it was considered an outlier (the 2018 increase was 0 percentage points and the 2019 increase was 8.9 percentage points). This large fluctuation is probably due to the small group size.

## Enrollment, Attendance, and Engagement

### Enrollment—Data Analysis and Interpretation

#### Data Considerations

- The extent to which any enrollment changes reflect pandemic effects is unclear. To fully understand the impact, additional analyses, including population changes (inflows and outflows) and demographic changes, would need to be incorporated into comparisons between enrollments prior to, during, and after the pandemic.

#### Analysis

The following interpretations pertain to Figure 2 on page 12 of the 2020-2021 Student Achievement Report, which outlines enrollment for fall, winter, and spring for 2019-20 and 2020-21 for the elementary grades (K-5).

- There is evidence of negative pandemic effects on kindergarten through 5<sup>th</sup> grade same grade enrollments between fall 2019 and fall 2020.
  - Kindergarten through 5<sup>th</sup> grade 2019 fall enrollments by grade were consistently higher than fall enrollments in 2020 in the same grades. Same grade enrollments dropped on average 598 students (range: 242-857).
- During 2019-20, grade level enrollments across fall, winter, and spring remained constant.
- During 2020-21, grade level enrollments increased slightly and systematically across fall, winter, and spring. The average grade level growth was 259 students from fall to spring (range: 180 to 323).
- When fall-to-fall enrollments for a class of students are compared, relatively small changes in class sizes occur.
  - For example, the difference between fall 2019 Kindergarten enrollments and fall 2020 1<sup>st</sup> grade enrollments shows a gain of 52 students. When the same comparisons are done with 1<sup>st</sup> through 5<sup>th</sup> grades, however, they lost an average of 134 students over the same time interval.

The following interpretations pertain to Figure 3 on page 13 of the 2020-2021 Student Achievement Report, which shows fall, winter, and spring enrollment data for 2019-20 and 2020-21 for the middle school grades (6-8).

- Possible pandemic effects on same grade enrollments varied by grade level between fall 2019 and fall 2020.

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- When the fall 2019 6<sup>th</sup> grade class is compared to the fall 2020 6<sup>th</sup> grade class, enrollments decreased by 1,089 students.
- Fall to fall 7<sup>th</sup> grade enrollments decreased by 124 students and 8<sup>th</sup> grade increased by 515 students.
- 2019-20 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade enrollments decreased an average of 95 students across fall, winter, and spring (Range: 69-119).
- 2020-21 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade enrollments increased an average of 93 students across fall, winter, and spring (Range: 63-113).
- When fall-to-fall enrollments for a class of students are compared, relatively small changes in class sizes occur.
  - For Fall 2019 6<sup>th</sup> grade vs. Fall 2020 7<sup>th</sup> grade enrollment, there is a gain of 6 students.
  - For Fall 2019 7<sup>th</sup> grade vs. Fall 2020 8<sup>th</sup> grade, a loss of 118 students occurs.
  - For Fall 2019 8<sup>th</sup> grade vs. Fall 2020 9<sup>th</sup> grade, a gain of 122 students occurs.

The following interpretations pertain to Figure 4 on page 13 of the 2020-2021 Student Achievement Report, showing the fall, winter, and spring enrollment for 2019-20 and 2020-21 for the high school grades (9-12).

- When the Fall 2019 9<sup>th</sup> grade class is compared to the Fall 2020 9<sup>th</sup> grade class, enrollments decreased by 129 students. When the same comparisons are made for 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> graders, class sizes increase 643, 121, and 557, respectively.
- 2019-20 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade enrollments decreased an average of 532 students across fall, winter, and spring (Range: 189-902). 2020-21 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade enrollments decreased an average of 680 students across fall, winter, and spring (Range: 163-1261).
- Enrollments declined when classes of students are followed across grade levels fall-to-fall.
  - Fall 2019 9<sup>th</sup> grade vs. Fall 2020 10<sup>th</sup> grade enrollments show a decrease of 344 students.
  - Fall 2019 10<sup>th</sup> grade vs. Fall 2020 11<sup>th</sup> grade shows a loss of 876 students.
  - Fall 2019 11<sup>th</sup> grade vs. Fall 2020 12<sup>th</sup> grade shows a loss of 380 students.

The following interpretations pertain to Figure 5, Enrollment by School Type on page 14 of the 2020-2021 Student Achievement Report. This graph shows the fall, winter, and spring enrollments for 2019-20 and 2020-21 based on school type (traditional district schools, charter schools, district-run virtuals, charter virtual schools).

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- Changes in enrollment from Fall 2019 to Fall 2020 varied by school type.
  - The school type with the largest influx of students was District-run Virtual Schools, with a gain of over 10,800 students from Fall 2019 to Fall 2020. This likely reflects the creation of new district-run virtuals in response to the pandemic.
  - Charter Virtual Schools had the second highest gain, with an increase of over 3,700 students from Fall 2019 to Fall 2020.
  - Charter Schools (typically brick-and-mortar) gained almost 1,800 students.
  - Traditional district schools had an enrollment decrease of nearly 19,000 students from Fall 2019 to Fall 2020. This decrease appears to have been mostly absorbed by the other school types.
- Changes during both the 2019-20 and 2020-21 school years (from fall to spring) varied by school type.
  - In 2019-20, Charter Virtual Schools and District-run Virtual Schools had small increases in enrollments from fall to spring.
  - In 2019-20, Charter Schools and Traditional District Schools had small decreases in enrollments from fall to spring.
  - In 2020-21, Charter Virtual Schools saw a slight increase from fall to winter (73 students), but a dropoff of 552 students in spring.
  - In 2020-21 District-run Virtual Schools experienced attrition from fall to winter (684 students) and winter to spring (an additional 265 students).
  - Charter Schools also experienced decreasing enrollment during 2020-21, losing 528 students over the course of the year.
  - Traditional District Schools gained students from fall to spring, with an increase of 718 students from fall to winter and an additional 259 students in spring. However, even with these gains district schools still had a Spring 2021 enrollment that was over 15,000 lower than Spring 2020.

## Attendance – Data Analysis and Interpretation

It is important to understand the potential impact of the pandemic on attendance since research indicates that attendance correlates well with a host of student outcomes. Thus, if the pandemic negatively impacted attendance, then it follows that important student outcomes may be negatively impacted also.

## ACCOUNTABILITY OVERSIGHT COMMITTEE - RECOMMENDATIONS REPORT

**Definitions**

For the following analyses, the following definitions related to attendance are used:

- ✓ Adequate Attendance: 91% to 100% attendance
- ✓ Chronically Absent: 81 to 90% attendance
- ✓ Severely Chronically Absent: 80% or lower attendance

**Data Considerations**

- The definition of “chronically absent” and “severely chronically absent” include absences for any reason, including those who would have been considered excused by the school (based on district or school policy).
  - Since absences for medical reasons (including contracting Covid-19 or being quarantined due to a close contact) are included, the population of students identified as chronically absent during the 2020-21 school year likely includes students who would not have had similar absenteeism pre-pandemic.
  - The correlation between absenteeism and performance may be lower during the pandemic than at other times, since the group could include higher performing students who are more likely to maintain proficiency despite their absences.
- As indicated in previous sections, the reduced group size for Economically Disadvantaged is likely a result of the changes in how students are being identified. Since we do not know the impact this population change has had on the data, this caveat should be kept in mind when reviewing any analysis of data pertaining to the Economically Disadvantaged subgroup.
- The AOC chose not to review 2019-20 school year attendance data because of pandemic disruptions that happened late in the year. The data reviewed here is designed to examine a school year disrupted by the pandemic in comparison to a year that was impacted for the full school year.

**Attendance Changes by Group and Subgroup 2019-2021**

The following interpretations pertain to Figures 102 Attendance, All Students All Grades and Figure 103 Attendance by Grade on pages 101-102 of the 2020-2021 Student Achievement Report. These graphs show the percentage of students whose attendance falls into the following categories: 91-100% (adequate attendance), 81-90% (chronically absent), 71-80% (severely chronically absent), 70% or lower (severely chronically absent).

- The percentage of students with adequate attendance dropped 5 percentage points between 2019 and 2021 from 87% to 82%. Most likely this drop was due to the pandemic.

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- The percentage of students who had adequate attendance deteriorated from 2019 to 2021 across grade level groupings. K-5 only decreased by 2 percentage points, whereas grades 6-8 decreased by 5 points and grades 9-12 by 9 points.

The following interpretations pertain to Figures 104-109 on pages 103-106 of the 2020-2021 Student Achievement Report. These graphs compare the attendance in 2018-19 and 2020-21 for students in a target group (Economically Disadvantaged, English Learners, Migrant, Foster, and Students with Disabilities) to students not in that group.

- Economically Disadvantaged students doubled the decrease in adequate attendance from 2019 to 2021 compared to the reference group, dropping 8 percentage points versus 4.
- The drops in adequate attendance experienced by English Learners and Migrants from 2019 to 2021 more than doubled the drops in their reference groups.
  - English Learners (ELs) dropped 10 percentage points while non-ELs dropped 4.
  - Migrant students dropped 9 percentage points; their reference group dropped 4.
- Students in Foster Care and Students with Disabilities had adequate attendance rates that decreased less than their reference groups.
  - Students in Foster Care dropped 3 percentage points, while their reference group dropped 5.
  - Students with Disabilities dropped 4 points; their reference group dropped 5.
  - These are small divergences from the reference groups so it is possible this could reflect random fluctuations that occur over time in data such as this.

The following interpretations pertain to Figure 110 on page 107 of the 2020-2021 Student Achievement Report, which outlines attendance in 2018-19 and 2020-21 by race/ethnicity.

- The following race/ethnicity student groups (all grades) experienced a 10 percentage point drop in their adequate attendance rate:
  - American Indian or Alaskan Native
  - Black/African American
  - Native Hawaiian, Other Pacific Islander
- Idaho’s largest minority group, Hispanic, Latinx had an adequate attendance rate reduction of 9 percentage points in 2021.
- Adequate attendance for Asian / Pacific Islander, Multiple (2 or More Races), and Whites dropped 2, 4, and 4 percentage points, respectively.

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The following interpretations pertain to Figures 112 and 113 on pages 108-109 of the 2020-2021 Student Achievement Report. These graphs show attendance in 2018-19 and 2020-21 for rural and non-rural schools and by school type (traditional, charter, virtual, etc.).

- Adequate attendance rates for rural schools decreased 2 percentage points whereas non-rural schools decreased by 6.
  - These are large blocks of students and the group sizes remained similar across the two years, so a 4 point difference is probably meaningful.
  - The differential might be due to differing amounts of pandemic impact on the schools or perhaps due to differences in the ways rural and non-rural schools responded to the pandemic through school closures, remote and/or hybrid learning, etc.
- Adequate attendance for charter schools and virtual charter schools decreased by 2 percentage points. Adequate attendance for district schools decreased by 5 percentage points.
- District virtual schools *increased* their adequate attendance rates by 7 percentage points.
  - This might be due to an influx of students from district schools during (and due to) the pandemic which may have altered the population characteristics in these schools; however, further research is needed to support or refute this hypothesis.

### **Impact of Attendance on ISAT ELA**

The following interpretations pertain to Figure 114 on page 110 of the 2020-2021 Student Achievement Report, which shows the median ISAT ELA scale score by rate of attendance (60%, 70%, 80%, 90% and 100% attendance).

- ISAT ELA median scale scores in all tested grades clearly increase with increasing attendance.
- At all grade levels, there is a distinct drop in median scores between 90% and 80% attendance.
- In 3<sup>rd</sup> and 4<sup>th</sup> grades, only median scores for students who had 100% attendance met or exceeded the minimum proficiency cut score. Median scores for 3<sup>rd</sup> and 4<sup>th</sup> graders who had 90% attendance were only 8 and 2 points, respectively, below minimum proficiency cut scores, however.
- In 5<sup>th</sup> through 10<sup>th</sup> grades, all median scores first fell below minimum grade level proficiency scores at the 80% attendance rate. In other words, those students at 90%

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and 100% attendance attained median scores at or above minimum proficiency cut scores for their grade.

The following interpretations pertain to Figure 116 on page 112 of the 2020-2021 Student Achievement Report, which breaks down median ISAT ELA scale scores based on the “chronically absent” flag.

- ISAT ELA median scores are much higher across all tested grades for students who are not chronically absent.
  - To put this in perspective, across all tested grades, except 3<sup>rd</sup> grade, median scores for students who are not chronically absent are at or above minimum proficiency cut scores. In contrast, median scores for chronically absent students range between 28 and 45 points below grade level proficiency cut scores.
  - The 3<sup>rd</sup> grade median score for students who are not chronically absent is only 6 points below the cut score, whereas the median score for chronically absent 3<sup>rd</sup> graders is 44 points below.

### **Impact of Attendance on ISAT Mathematics**

The following interpretations pertain to Figure 115 on page 111 of the 2020-2021 Student Achievement Report, which shows median ISAT Math scale scores by attendance rate.

- ISAT Math median scale scores in all tested grades clearly increase with improved attendance.
- At all grade levels, there is a distinct drop in median scores between 90% and 80% attendance.
- In all grades, no attendance level achieved a median scale score at or above the proficiency score cut off, but the 90% and 100% categories were closest to this criterion.
  - At 3<sup>rd</sup> and 4<sup>th</sup> grades, the 90% attendance category median scores were within 6 and 11 points, respectively, of the minimum proficiency cut score.
  - The distance between the 90% attendance median scores and proficiency cut scores dramatically expanded in all subsequent grades, ranging from 24 to 49 points below the proficiency cut score.

The following interpretations pertain to Figure 117 on page 113 of the 2020-2021 Student Achievement Report, which demonstrates median ISAT Math scale scores by the “chronically absent” flag.

- ISAT Math median scores are much higher across all tested grades for students who are not chronically absent.

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- To put this in perspective, across all tested grades median scores for students who are not chronically absent are within 5 to 45 points of the minimum grade level proficiency cut scores. This rather large range is smallest at 3<sup>rd</sup> grade (i.e., 5 points) and then expands with increasing grades to 45 at 10<sup>th</sup> grade.
- In contrast, median scores for chronically absent students range between 47 and 114 points below grade level proficiency cut scores, with again the smallest differential at 3<sup>rd</sup> grade expanding to the largest at 10<sup>th</sup>.

**Analysis: Impact of Attendance on Course Failure**

Although we attempted to review these data, there were a number of data issues that prevented us from completing the analysis.

**Analysis: Impact of Attendance on Graduation**

The following interpretations pertain to Figure 118 on page 114 of the 2020-2021 Student Achievement Report. In an effort to understand the use of attendance as a predictor of later success, this graph explores the percentage of the 2021 cohort of 12<sup>th</sup> graders broken down by their 9<sup>th</sup> grade attendance rates (91-100%, 81-90%, and 80% or lower attendance) and whether they graduated in 4 years or not.

- Of 2021 graduates, nearly 94.7% **had adequate attendance (91% or more) during their 9<sup>th</sup> grade year. Only 5.3% of 2021 graduates had attendance rates of 90% or below in 9<sup>th</sup> grade.**
- Of 2021 non-graduates, 28.1% had attendance of 90% or below in 9<sup>th</sup> grade. This indicates that students who do not have adequate attendance are more likely not to graduate within their four year cohort.

**Engagement Surveys – Data Analysis and Interpretation****Definitions**

For the following analyses, the following definitions related to attendance are used:

- ✓ Committed: Engaged. Demonstrating an “invested” or “immersed” level of engagement.
- ✓ Compliant: Not fully engaged, but willing to do as expected. Demonstrating a “strategic” or “ritual” level of engagement.
- ✓ Disengaged: Not engaged. Demonstrating a “retreatism” or “rebellion” level of engagement.

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**Data Considerations**

- The first year of administration of the surveys was 2017-2018, when they were given to K-8 students only. The surveys were expanded to high school, parents, and school staff in 2018-19.
- In 2017-2018, the surveys were administered in the late spring, after spring break. In 2018-19, survey administration was moved to earlier in the year, prior to spring break. This change in administration may account for some of the decrease in the levels of engagement that happened between 2017-18 and 2018-19.
- The analysis below includes data on engagement by domain in the survey. To better understand the domains, you may review the survey questions on the SDE website (<https://sde.idaho.gov/assessment/surveys/>).
- The population that completed the parent survey is unclear, as is the percentage of students' parents that it reflects. The survey is not limited to a single participation per household or even per person, to allow for reflections on students in different grades.
- Staff and parent survey questions are also available online (<https://sde.idaho.gov/assessment/surveys/>).

**Student Engagement Surveys**

The following interpretations pertain to Figure 119 and 120 regarding Student Engagement (Grades 3-8 All Students and By Grade) on pages 115-116 of the 2020-2021 Student Achievement Report.

- Overall student engagement (Figure 119) decreased over the reported years. The drop between 2018 and 2019 was 7 percentage points. An additional 5 percentage point drop occurred between 2019 and 2021, and may be due to the pandemic.
- As shown in Figure 120, in all grades 3 through 8, engagement dropped between 2018 and 2019, which lends support to the hypothesis articulated in the Data Considerations that the change in administration may have negatively impacted scores.
- Student engagement is highest when students are young (grades 3 and 4) and then steadily decreases as students progress through the educational system.
  - The lowest rates of student engagement across all years of data are grade 8 and high school.
  - This trend for lower and lower student engagement as grade level increases is well-established in the data, and aligns to national norms.
- In grades 3-5 between 2019 and 2021, student engagement remained the same (grade 3) or increased (by 2 percentage points in grades 4 and 5).

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- In grades 6 to 12, student engagement dropped substantially from 2019 to 2021, with decreases of 9 to 11 percentage points.
  - While middle school and high school students have had lower engagement levels than elementary students since Idaho began collecting this data (and in line with expected trends based on national data), this reflects an acceleration of this pattern.

The following interpretations pertain to Figures 121 Student Engagement by Grade Emotional domain on page 117 of the 2020-2021 Student Achievement Report.

- Grades 3-8 experienced decreases in percentages of emotionally engaged (committed) students between 2018 and 2019 that might be attributable to a change in the administration window (dates). These decreases ranged from 3 to 6 percentage points.
- Between 2019 and 2021 3<sup>rd</sup> grade did not experience a decrease in emotionally engaged (committed) students, and 4<sup>th</sup> grade committed students dropped by only 1 percentage point, which might be due to random fluctuation.
- All upper grades decreased in the percentage of students identified as emotionally engaged (committed) between 2019 and 2021. This likely reflects a pandemic impact, as it aligns to other reports of increased issues with students' mental health. Following are the decreases by grade level:
  - Grade 5 emotionally engaged students dropped 4 percentage points;
  - Grade 6 dropped 14 points;
  - Grade 7 dropped 16 points;
  - Grade 8 dropped 16 points;
  - Grade 9 dropped 14 points;
  - Grade 10 dropped 13 points;
  - Grade 11 dropped 9 points; and
  - Grade 12 dropped 8 points.
- Interestingly, across all grades, the percentages of emotionally disengaged students did not markedly increase from 2019 to 2021.
  - The only increases were at Grades 5 and 12, where the percentages of disengaged students increased by 1 and 3 percentage points respectively.
  - The category that grew, especially after the 5<sup>th</sup> grade, was the emotionally compliant category.

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The following interpretations pertain to Figures 122 Engagement by Grade Cognitive domain on page 118 of the 2020-2021 Student Achievement Report.

- For grades 3-8 substantial decreases in cognitively engaged (committed) students occurred between 2018 and 2019. Decreases ranged from 10 to 16 percentage points.
- Between 2019 and 2021, percentages of cognitively engaged students substantially decreased after 5<sup>th</sup> grade. Drops ranged from 8 to 23 percentage points. Again, this likely reflects a concerning pandemic affect on students in the upper grades.
  - All of the high school grades dropped 20 points or more.
  - Grade 6 dropped nine and grades 7 and 8 each dropped eight.
  - It is possible some of this change is due to remote and hybrid learning and school closures during the 2020-21 school year, so 2021-22 survey results will aid the state in understanding if this issue has been addressed by a return to in-person learning across the state during the current school year.
- The disengaged category did not change appreciably anytime between 2018 and 2021. The category that grew because of the large decreases in committed students was the compliant category.

The following interpretations pertain to Figures 123 Engagement by Grade Behavior domain on page 119 of the 2020-2021 Student Achievement Report.

- The “Mixed” identification for students in the behavioral engagement domain reflects students whose responses were so mixed that the student could not be placed into the committed, compliant, or disengaged category. At this time, staff do not have clarity regarding why this category only appears in the state’s results in the behavior domain, or why it is only reported in the 2018 and 2019 data.
- The percentage of behaviorally engaged (committed) students in each of the grades 3-8 decreased between 2018 and 2019. The largest losses occurred in Grades 3 and 4, with 8 and 6 percentage point drops respectively.
- Between 2019 and 2021, behaviorally engaged percentages increased in the elementary grades, with a 2 percentage point increase for 3<sup>rd</sup> grade, a 5 point increase for 4<sup>th</sup>, and a 7 point increase for 5<sup>th</sup>.
- Between 2019 and 2021, the percentages of behaviorally engaged (committed) students decreased for middle school students.
  - 6<sup>th</sup> grade behavioral engagement dropped 9 percentage points.
  - 7<sup>th</sup> grade behavioral engagement dropped 8 points.
  - 8<sup>th</sup> grade behavioral engagement dropped 3 points.

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- In grades 3-8 as percentages of students in the engaged (committed) category changed over time, most of the change was absorbed by the compliant category, which expanded quite dramatically for these grades between 2018 and 2021.
- Between 2019 and 2021, behaviorally engaged percentages in grades 9-12 held stable.
  - Two of the high school grades did not change, while the other two shifted by only 1 percentage point.
  - There was similar stability in the compliant and disengaged categories.
  - Given that there have been apparent pandemic effects on high school students within the other domains of engagement, this is an interesting finding.

### Staff Engagement Surveys

The following interpretations pertain to Figures 124 Staff Satisfaction and Engagement on page 120 of the 2020-2021 Student Achievement Report.

- Staff satisfaction and engagement increased between 2019 and 2021 for all grade groupings including elementary, middle, and high school.
  - This finding is not aligned to other anecdotal evidence indicating that the pandemic has had a substantially negative impact on educator morale and retention. These include feedback from educators as well as reports of educators retiring early or leaving the profession (even sometimes breaking contracts mid-year) and current challenges districts are facing in recruitment.
  - The finding may be impacted by the wording of the staff survey questions, which focus on school culture and resources available at the school, rather than reflections on the individual educator's level of engagement or mindset.

### Parent Engagement Surveys

The following interpretations pertain to Figures 124 Parent Satisfaction and Engagement on page 120 of the 2020-2021 Student Achievement Report.

- Elementary and middle school parent satisfaction and engagement remained stable across 2019 to 2021.
- High school parent satisfaction and engagement increased 3 percentage points across 2019 to 2021.
- Survey participation at elementary, middle, and high school increased dramatically between 2019 and 2021, with thousands more parents completing the survey in 2021.
- The survey results do not fully align to other anecdotal evidence regarding parents' satisfaction with schools (i.e. parents providing negative feedback at board meetings,

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school board member recalls, etc.). This may be due to the population that took the survey, the questions themselves, or some other mitigating factor.

## ISAT Assessment Remote Proctoring

During the 2020-21 school year, remote administration of the ISAT assessments was available to all Idaho schools and students for the first time. Because of the substantial differences in testing environments between in-person and remote administration, Idaho undertook a comparison of scores across the two environments to determine if systematic effects occurred.

### Data Considerations

- The “Mixed” category in these figures will not be included in the interpretations because of a low group size for that category.
- These analyses represent only one year of ISAT data. Additional years of data are needed to reveal the stability and magnitude of any meaningful differences that might emerge.
- When the assessment administration format data is disaggregated by subgroup, some small n sizes (group sizes) occur. The separation of the data is intended to provide clarity regarding which students took the assessment in different formats. However, small n sizes result in more instability in results, so additional years of data will be needed to understand whether certain subgroups are impacted by taking the test in-person or remote.

## ISAT Administration by Proctoring Type – Data Analysis and Interpretation

The following interpretations pertain to Figures 74 and 75 on pages 78 of the 2020-2021 Student Achievement Report.

- For both the ISAT ELA and ISAT Mathematics assessments, test administration formats followed what would be expected based on school type.
  - Bricks-and-mortar schools overwhelmingly did in-person administration.
  - Virtual Charter Schools and Virtual Schools (district-run) primarily used remote administration.
    - Enrollments in the category called Virtual Schools dramatically increased during 2020-21 because of the pandemic.
    - Because Virtual Schools are administered within a traditional school district, neighborhood school buildings were available for testing. This is

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likely the reason that 42% of students in these schools took the test in-person.

The following interpretations pertain to Figures 76-82 on pages 79-82 of the 2020-2021 Student Achievement Report, which show the percentages of students in different groups who took the ISAT ELA and/or ISAT Math test in-person or remotely.

- Across both ISAT tests (ELA and math), no patterns emerged showing differential or problematic differences in the way students took the ISAT. This was true across grade levels and student groups, including by race / ethnicity, subgroup, grade level, rurality, or gender.
  - Overall, relatively small percentages of students in all of these categories took the assessment remotely.
  - In-person administration remained the dominant form of administration.

The following interpretations pertain to Figures 66-69 on pages 70-72 of the 2020-2021 Student Achievement Report. These graphs show ISAT ELA and Math performance comparing students who tested in-person vs. remotely. Figures 66 and 67 show the performance for all grades (3-8 and 10) broken down by score categories. Figures 68 and 69 display the median ISAT scale scores for ELA and math by grade and by administration type.

- ISAT ELA (Figure 66) shows no substantial differences in student performance between in-person and remote assessment administration; however, percentages of advanced and below basic students were 1 percentage point lower and percentages of proficient were 2 percentage points higher for remote administration.
- ISAT Math (Figure 67) shows no substantial differences in student performance between in-person and remote assessment administration; however, percentages of advanced students were 3 percentage points lower and percentages of basic students were 3 percentage points higher in the remote assessment group.
- Figures 68 and 69 shed some light on the small differences in ISAT ELA and Math student performance by grade between in-person and remote administration.
  - For ISAT ELA, 3 grades favored in-person administration with an average differential of 3 percentage points. On the other hand, 4 grades favored remote administration with an average differential of 7.8 percentage points.
  - For ISAT Math, 4 grades favored in-person with an average differential of 13 percentage points. Only 2 favored remote with an average differential of 1.5 percentage points. For grade 6, there was no difference.
  - There are a number of potential explanations for these differences. Three of which follow and are provided as examples.

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- The differences could be artifacts of the two different forms of the assessments, since the remote assessments were fixed-form tests and the in-person assessments were adaptive.
- The differences could represent different strengths and weaknesses of the particular students who took the tests and have nothing to do with the administration format or forms of the assessments themselves.
- The differences could be the result of different strengths and weaknesses of the curricula and instruction used in the two predominant but different environments where the assessments were administered: (1) mostly in-person administration in what is referred to as “bricks-and-mortar schools and (2) mostly remote administration in virtual schools.

The following interpretations pertain to Figures 70 and 72 on pages 73 and 75 of the 2020-2021 Student Achievement Report, which show the median ISAT ELA scale scores by student subgroups and race/ethnicity and by administration type (in-person vs. remote).

- These two figures represent 12 student groups. Within these groups, there was variation in ISAT ELA median scores by administration type (in-person vs. remote). Note that small groups sizes occurred in this data.
  - 8 groups had scores that were higher for remote administration (mean difference=27.5 points; Range: 14-45).
  - 3 groups had scores that were higher for in-person (mean difference=16.0 points; Range: 10-25).
  - 1 group had similar performance (a 2 point difference) across administration types.

The following interpretations pertain to Figures 71 and 73 on pages 74 and 76 of the 2020-2021 Student Achievement Report, which show the median ISAT Math scores by student subgroups and race/ethnicity and by administration type (in-person vs. remote).

- These two figures represent 12 student groups. Within these groups, there was variation in ISAT Math median scores by administration type (in-person vs. remote). Note that small groups sizes occurred in this data.
  - 9 groups had scores that were higher for remote administration (mean difference=28.6 points; Range: 8-50).
  - 3 groups had scores that were higher for the in-person assessment (mean difference=26.3 points; Range: 14-46).

ACCOUNTABILITY OVERSIGHT COMMITTEE - RECOMMENDATIONS REPORT

# ACCOUNTABILITY OVERSIGHT COMMITTEE (AOC)

## Membership

### Chair

Roger Stewart, Ph.D. Retired Professor, College of Education, Boise State University  
Designated Seat: Student Achievement Assessment and Data

### Ex-Officio Members

Linda Clark, Ed.D Secretary, Idaho State Board of Education  
Retired Superintendent, West Ada School District #2

Cindy Siddoway Member, Idaho State Board of Education  
Owner, Siddoway Sheep Co.  
Former School Board Trustee, West Jefferson School District #253

Peter McPherson, Ph.D. Chief Deputy Superintendent, Idaho State Department of Education

### Designated Members

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Designated Seat: School Level Administrator

Julian Duffey, M.Ed. Owner, Balance Point, LLC.  
Former Special Education Director, Bonneville School District #93  
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Jodie Mills, Ed.S. Administrator of Teaching and Learning, Boise School District #1  
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Rob Sauer, Ed. S. Superintendent, Homedale School District #370  
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### At-Large Members

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Former School Board Trustee, West Ada School District #2

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REPORT

# 2020-2021 Student Achievement Report



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## INTRODUCTION

The Assessment and Accountability Department, on behalf of the Idaho State Department of Education, presents Idaho’s 2020-2021 annual Student Achievement Report. The information presented is a compilation of the results of the summative assessments for all students, unless otherwise noted. The data presented may not match reports published to fulfill accountability requirements.<sup>1</sup> Student demographic designations represent information that districts and charters provided through the Idaho System for Educational Excellence (ISEE).

The observations provided represent the reflections, understanding, and experience of the Assessment and Accountability Department staff, as well as reflections from other department staff.

Questions about the data or observations presented can be directed to Kevin Chandler, Director of Assessment and Accountability for the Idaho State Department of Education.

Contact information: [kchandler@sde.idaho.gov](mailto:kchandler@sde.idaho.gov), 208-332-6893.

Special thanks to:

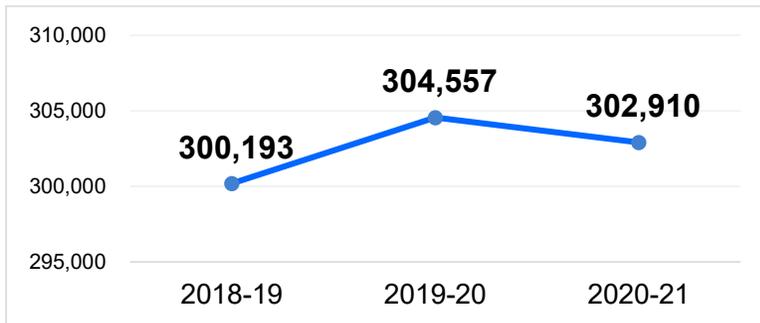
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<sup>1</sup> Inclusion and weighting rules vary depending on the accountability metric and requirement.

## ENROLLMENT

This report reviews the achievements of the 302,910 students in Idaho’s public schools in 2021. As seen in Figure 1, enrollment has varied by about 4,400 students over the past three years, with the current enrollment down 0.5% from last year’s high.

**Figure 1: Idaho Public School Enrollment over Three Years**



We situate our focus on school year 2020-21 in the historical context recent years. The next three figures review enrollment snapshots at three points per school year for each of the past two years. The Fall, Winter, and Spring counts were taken at the same time each year: Fall – 1<sup>st</sup> Friday in November; Winter – 1<sup>st</sup> Friday in March (in line with the Child Nutrition Program’s schedule); Spring – 1<sup>st</sup> Friday in May (corresponding to the data extraction for the accountability Report Card).

As seen in Figure 2 through Figure 4

- Kindergarten through 5<sup>th</sup> grade had lower enrollments in 2021 than 2020 but showed little difference in pattern or counts across the three seasonal measures within the school year.
- The high school enrollment trend reflected the decline seen in elementary grades.
  - Grades 9 and 10 declined in enrollment from 2020 to 2021, although the declines were smaller than in the elementary grades.
  - By contrast, grades 11 and 12 experienced small enrollment gains in 2021, compared to 2020.
- The middle school pattern resembles features seen in both the elementary and high-school patterns. In 2020, 8<sup>th</sup> grade had the lowest enrollments of middle school grades, but in 2021, 6<sup>th</sup> grade had the lowest enrollments.
  - Enrollments rose in 2021 slightly for 7<sup>th</sup> grade and strongly for 8<sup>th</sup> grade.
  - By contrast, enrollments declined dramatically for 6<sup>th</sup> grade in 2021.

Figure 2: 2020-21 Enrollment Counts in Kindergarten – 5<sup>th</sup> Grade

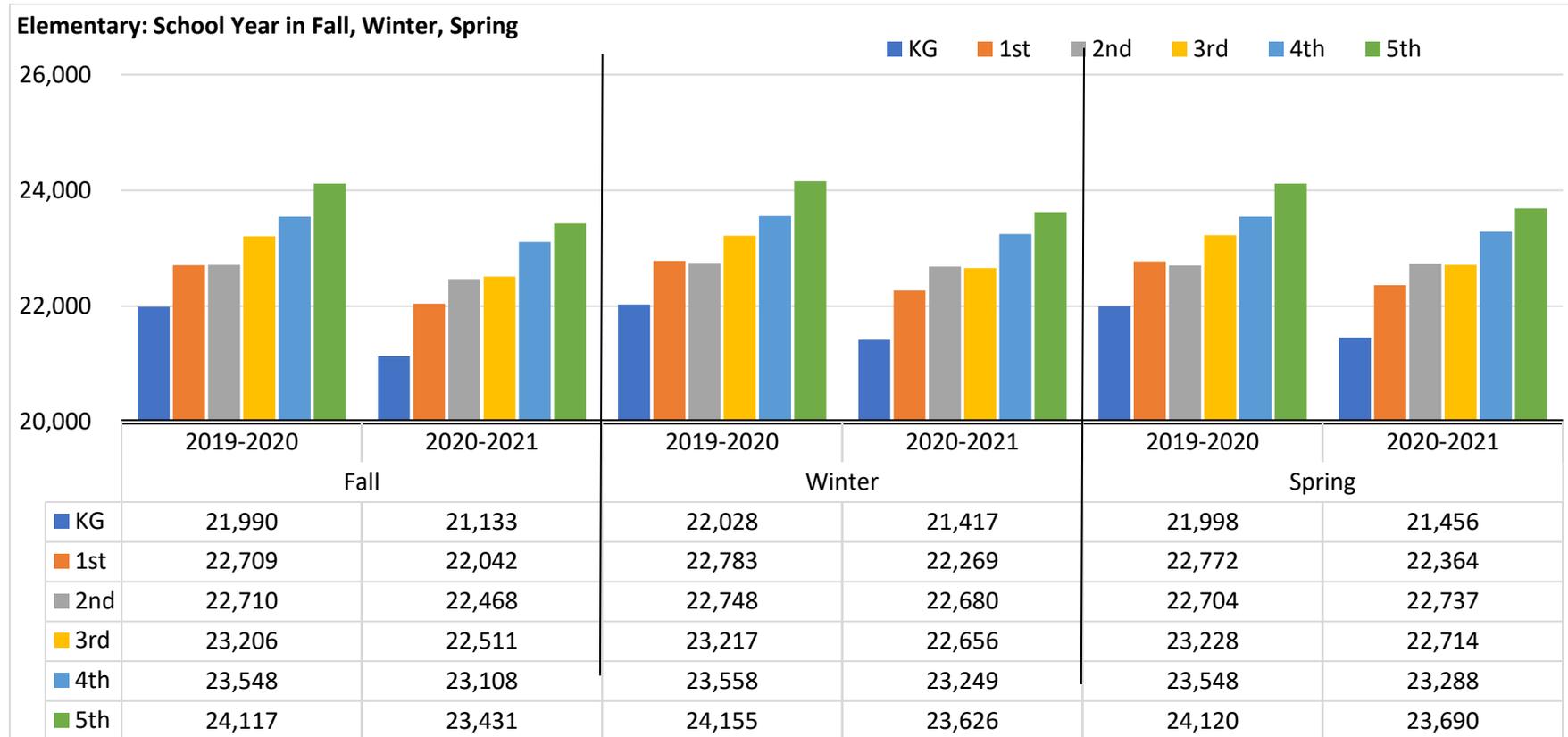


Figure 3: 2020-2021 Enrollment Counts in 6<sup>th</sup> – 8<sup>th</sup> Grades

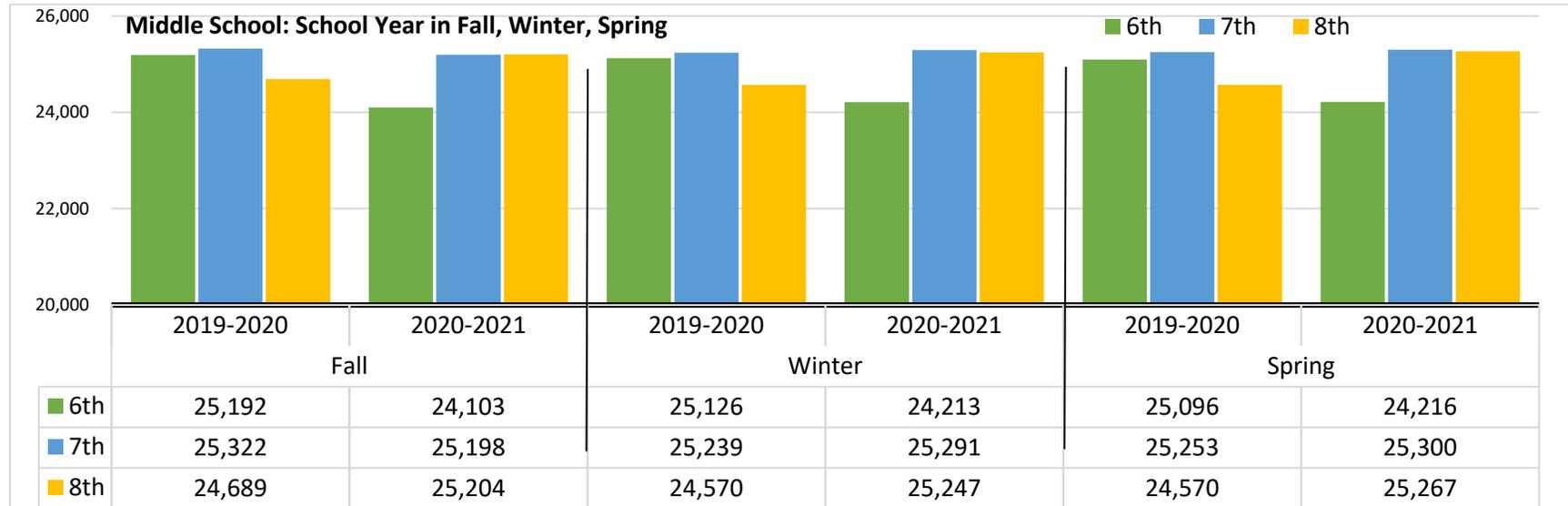
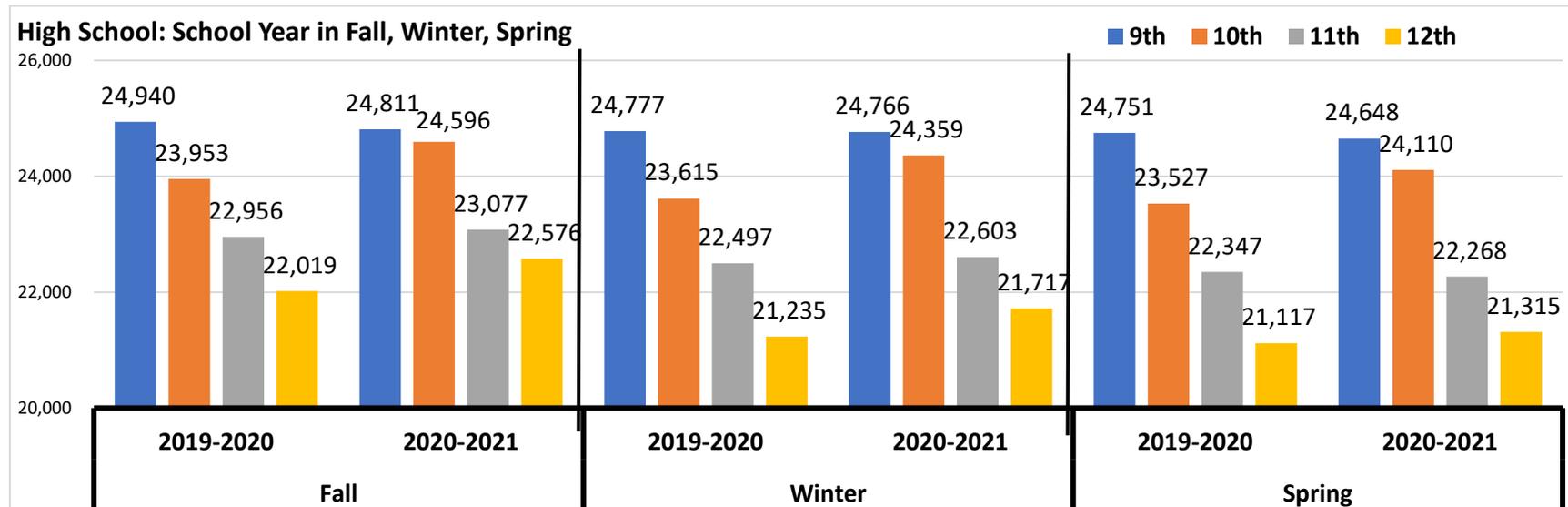


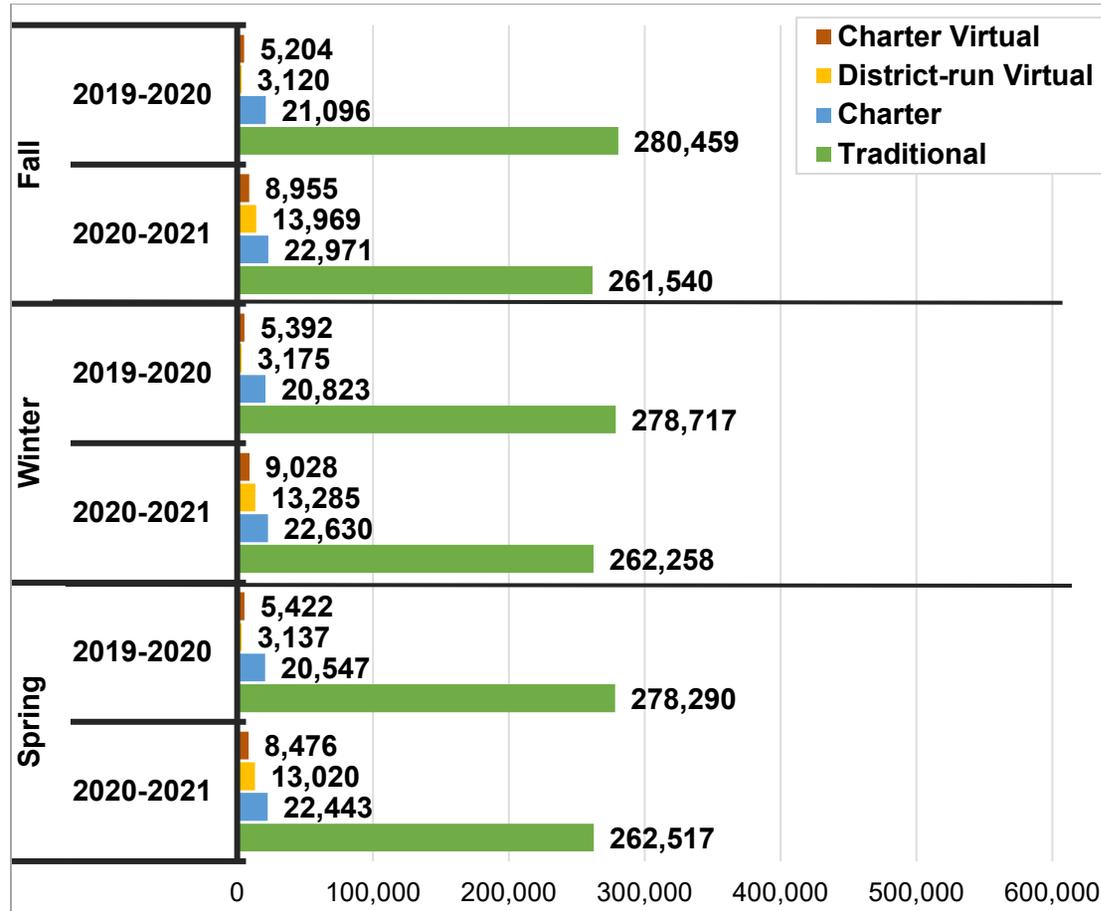
Figure 4: 2020-2021 Enrollment Counts in 9<sup>th</sup> – 12<sup>th</sup> Grades



The distribution of student enrollments across school types changed during the past two years, showing growth in virtual school enrollments and a decline in traditional school enrollment. Specifically, Figure 5 shows that:

- The enrollment in virtual schools grew in 2021, quadrupling for district-run virtual schools and increasing by 50%-70% for charter virtual schools.
- The enrollment in charter schools grew 8%-9%; whereas the enrollment in traditional schools declined by about 6%.

Figure 5: Enrollment Counts and School Type



## ENGLISH LANGUAGE ARTS AND LITERACY; ENGLISH LEARNERS

This section reviews Idaho students' performance on reading assessments including the Idaho Reading Indicator (IRI) for students in kindergarten through grade 3; the ACCESS 2.0 assessment for English learning students in kindergarten through grade 12; and the Idaho Standards Achievement Test (ISAT/IDAA) for students in grades 3-8 and 10.

### Early Literacy – Kindergarten through 4<sup>th</sup> Grade

Early literacy is measured by the IRI, the ISAT ELA, and the ACCESS for English Learners.

#### Idaho Reading Indicator

School year 2018-19 was the first year of the statewide implementation of the new Idaho Reading Indicator. Legacy IRI scores could not be compared directly with scores from the new IRI, for two reasons. First, the legacy IRI testing procedure was a one-on-one assessment between the proctor and student. It was approximately one minute in length and measured only one aspect of literacy – oral fluency.

By contrast, the new IRI is a computer-adaptive screener and diagnostic assessment taken on a tablet or computer. It uses multiple, short tests to measure the foundational skills of literacy: Listening Comprehension, Letter Knowledge, Phonemic Awareness, Vocabulary, Spelling, and Text Fluency. Students in each grade complete a specific combination of these sub-assessments. For example, kindergarteners are not assessed on spelling. The assessment reports scores for each subtest and for overall literacy ability.

As seen in Figure 6, COVID-19 appears to have taken a toll:

- Scores showed both:
  - a weaker start in Fall 2020 than either of the prior falls, and
  - weaker progress in the subsequent spring than was seen in school year 2018-19, before COVID-19.

**Figure 6: IRI Fall-to-Spring Performance in Three Years**

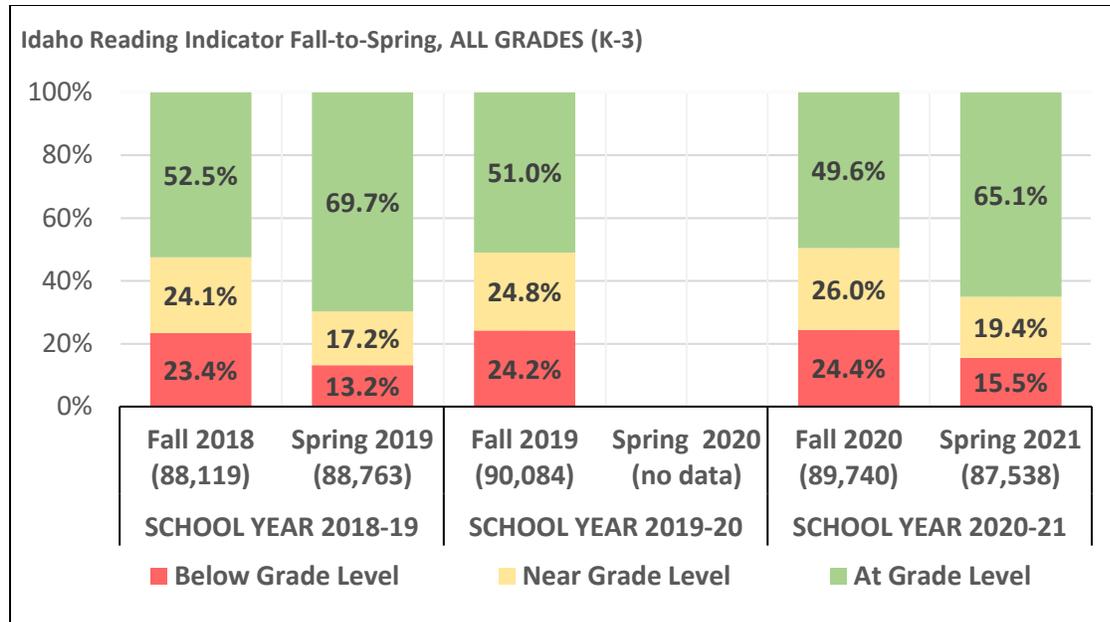


Figure 7 shows that:

- The fall percent of grades 1-3 students At Grade Level rose in 2018-19 and fell in 2020-21.
- Fall-to-Spring growth was less in 2021 than 2019.
- Kindergarten and 1<sup>st</sup>-grade students made the greatest Fall-to-Spring improvements, compared to students in grades 2 and 3, whose improvements were steady but smaller.
- The proportion reading Below Grade Level decreased from fall to spring in all grades and both years.

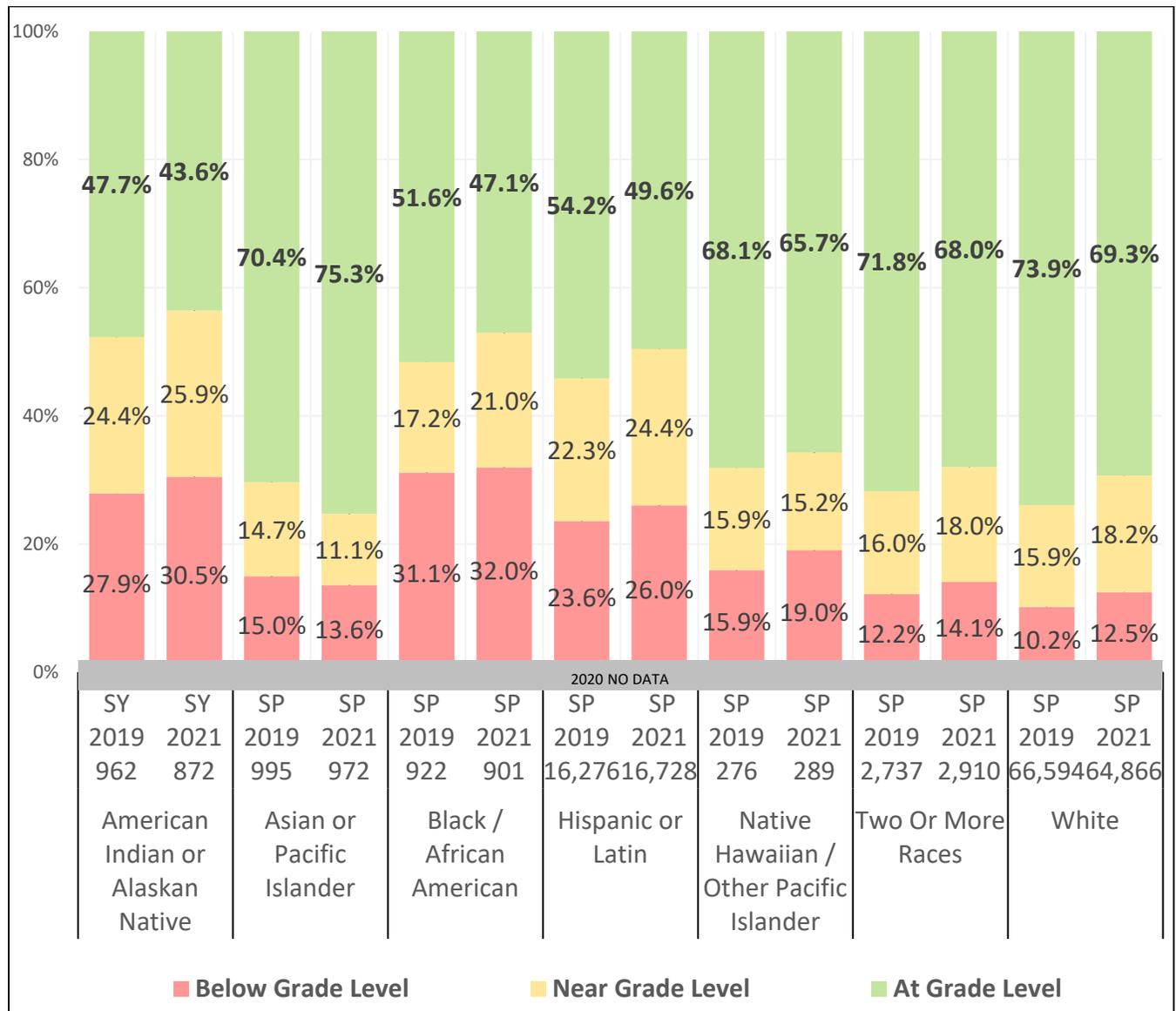
Figure 7: IRI Comparing Fall and Spring across Three School Years



**IRI Performance by Race/Ethnicity – ALL GRADES**

IRI performance for all race/ethnicity groups declined from 2019 to 2021 in the proportion At Grade Level and increased in the proportion Below Grade Level, except for one group. Asian/Pacific Islanders’ proportions went in the opposite direction, gaining nearly 4 percentage points At Grade Level, and decreasing more than 2 points Below Grade Level.

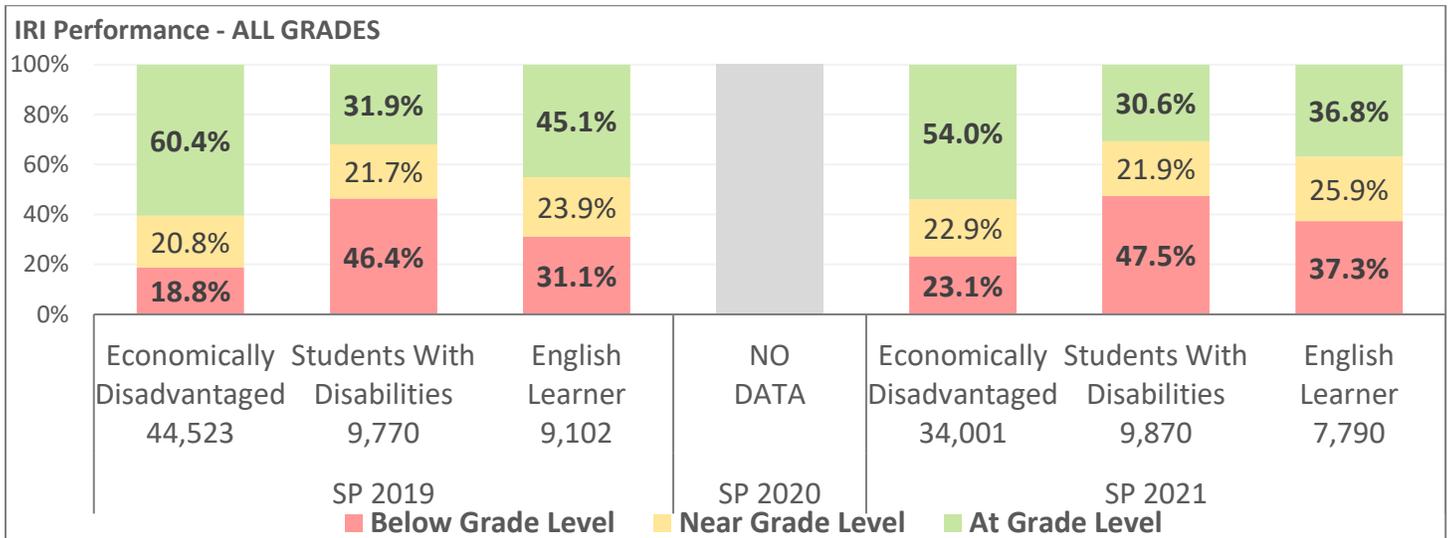
**Figure 8: Spring IRI by Race and Ethnicity in 2019, 2021**



**IRI Performance by Subgroup – ALL GRADES**

- All three student groups declined in the proportion performing At Grade Level, and increased in the proportions Below Grade Level from Spring 2019 to Spring 2021.
- Students with disabilities experienced the least decline in performance At Grade Level of the three groups, compared to 6 and 8 percentage-point declines for the other two groups.

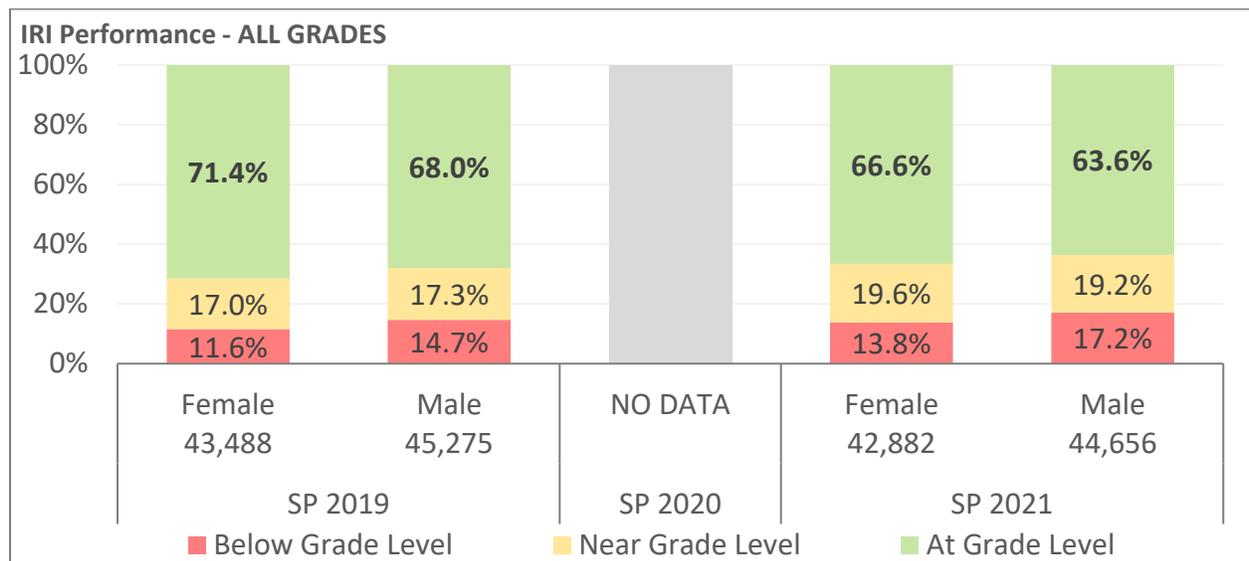
**Figure 9: Spring IRI Performance Levels of Student Groups**



**IRI Performance by Gender – ALL GRADES**

Girls performed better on the IRI than boys in both assessment years, with 3 percentage points more At Grade Level and at least 3 points fewer Below Grade Level than boys. Both groups lost 4 percentage points At Grade Level from 2019 to 2021.

**Figure 10: Spring IRI Performance Levels and Gender**



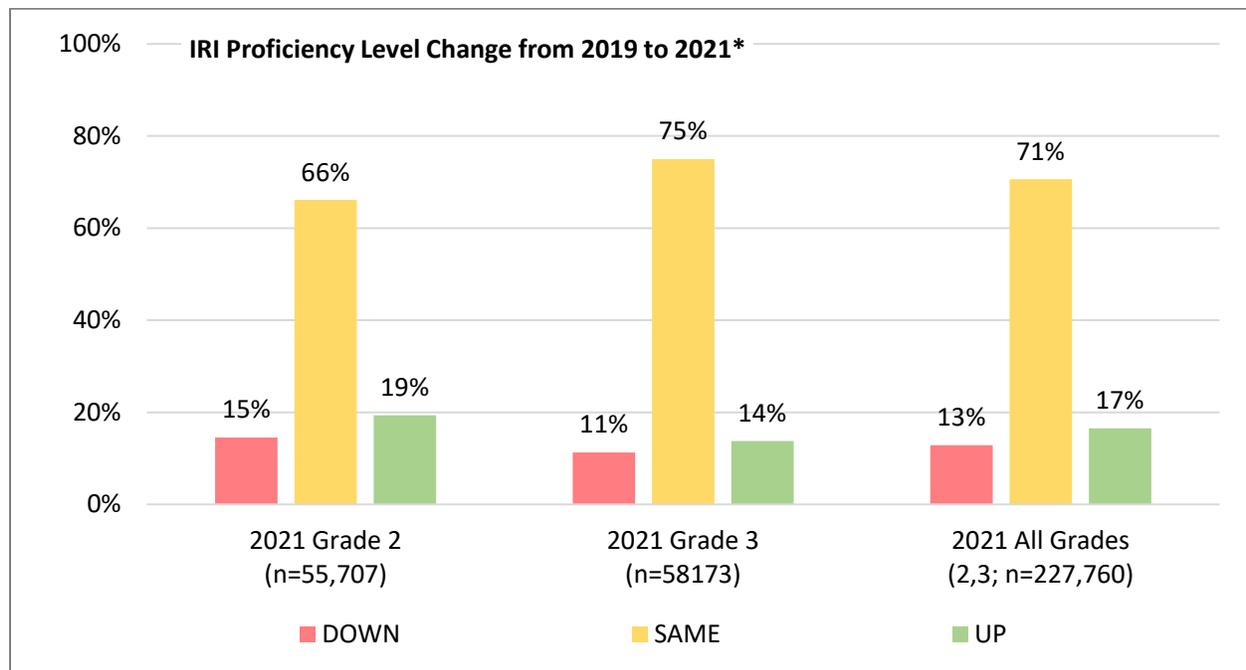
**Longitudinal Cohort Analysis: IRI Performance Change from Spring 2019 to Spring 2021**

This analysis looked at the Spring 2019 IRI proficiency levels of two cohorts – kindergarten and 1<sup>st</sup> grade. It compared their IRI proficiency levels in Spring 2019 with their levels two years later in Spring 2021. Spring 2020 scores were unavailable because of the COVID-19-related testing lapse.

As seen in Figure 11:

- More students moved upward in IRI performance tiers from 2019 to 2021, than downward.
- More students in 2<sup>nd</sup> grade than 3<sup>rd</sup> grade moved upward in IRI performance tiers, and more 3<sup>rd</sup>- than 2<sup>nd</sup>-graders stayed the same.
- Overall, 71% remained in the same category from Spring 2019 to Spring 2021.

**Figure 11: IRI Proficiency Level Changes from Spring 2019 to Spring 2021**



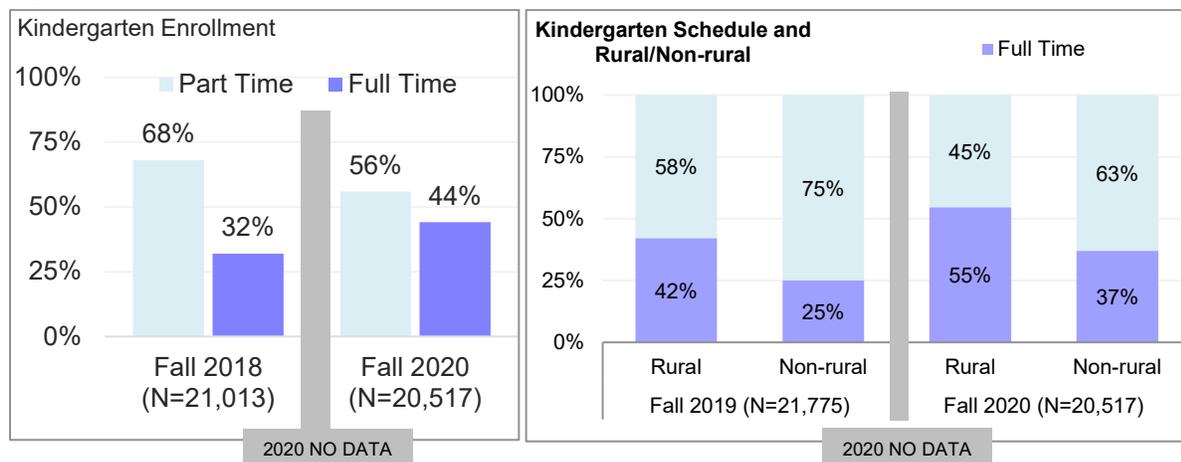
*\*Students' proficiency level changes are compared across two years instead of one, because COVID-19 closures prevented testing in Spring 2020. Students in 2<sup>nd</sup> grade in 2021 were in kindergarten in 2019; those in 3<sup>rd</sup> grade in 2021 were in 1<sup>st</sup> grade in 2019.*

### IRI and the Relation to Full-Time and Part-Time Kindergarten

Similar to schools operating on a four-day school week, many districts and charter schools are offering full-time kindergarten schedules to all students, to a group of students, or as a fee-based program. This analysis counts children as participating in full-time kindergarten if they were identified in ISEE files as attending both AM and PM and attending every day. Part-time refers to students attending half days or all day, every other day - and we recognize that the data may be incomplete. The analysis also reports kindergarten type in rural versus non-rural schools. Rural and non-rural schools were identified applying Idaho State code ([Section 33-319 – Idaho State Legislature](#)), which invokes the U.S. Census Bureau and NCES codes ([Rural Education in America - Definitions](#)). This analysis shows findings for the 2018 and 2021 school years.

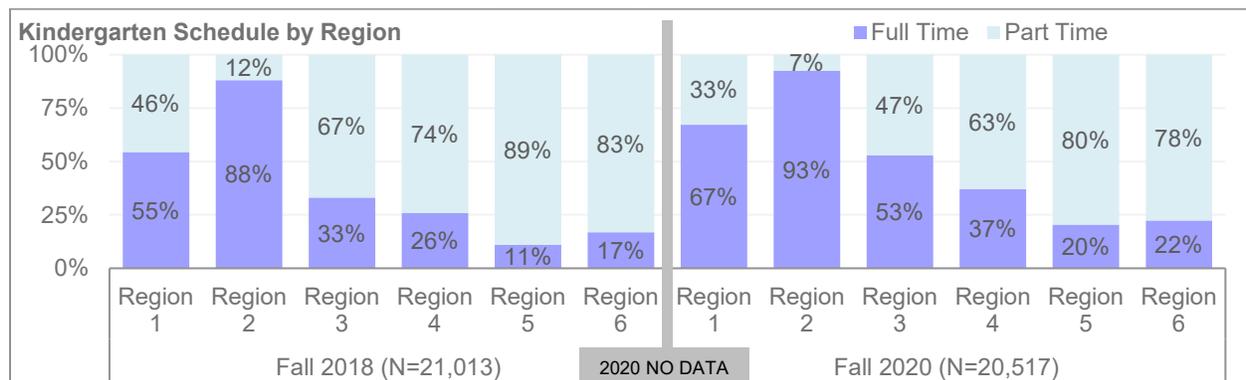
- The proportion of full-time attendance increased by more than one-third from 2019 to 44% in 2021.
- The share of full-time schools increased in rural and non-rural by 13 and 12 percentage points, respectively, a proportionally larger growth for non-rural schools, which started at a lower ratio.

**Figure 12: Part-versus Full-time Kindergarten**



- All regions increased their proportions of students attending full-time kindergarten from 2019 to 2021. More than half of Region 1, 2, and 3 students attended kindergarten full time compared to with only about one-fifth of students in Region 5 and 6.

**Figure 13: Part- versus Full-time Kindergarten by Region**

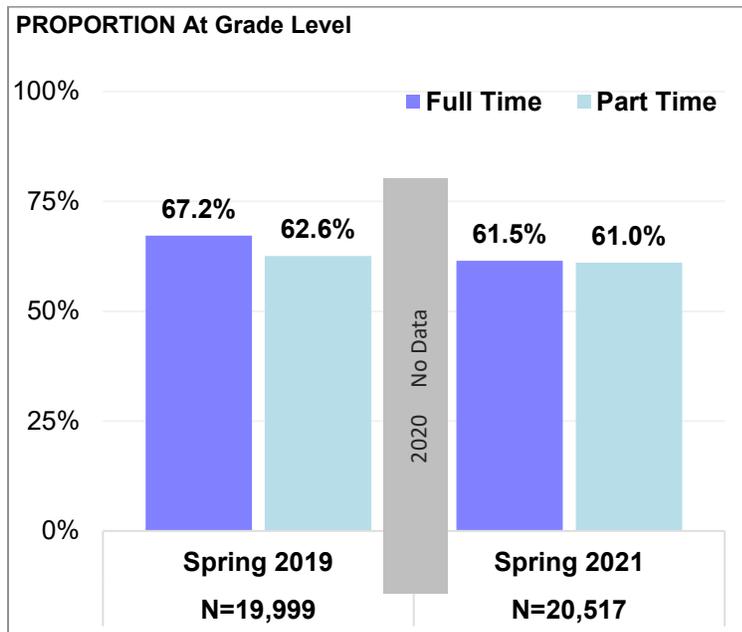


**IRI Performance by Kindergarten Attendance and Schedule**

Students attending kindergarten full time learned more than those attending part-time, an effect seen more both before and after COVID-19 closures.

Figure 14 and Figure 15 show two views of kindergarten IRI performance depending on whether students attended full- versus part-time.

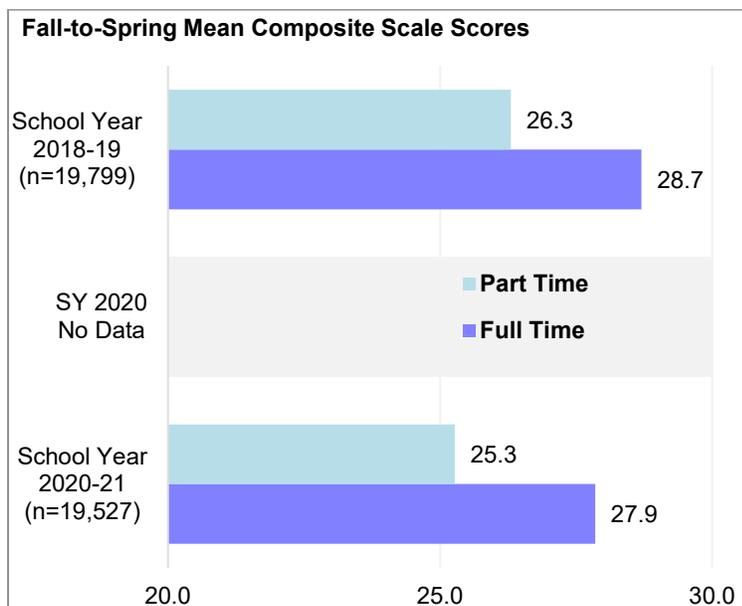
**Figure 14: Spring IRI Performance by Kindergarten Schedule**



The percentage of kindergartners At Grade Level on the Spring 2019 IRI was nearly 5 percentage points higher among those attending kindergarten full-time than part-time. This advantage shrank to 0.5 percentage points in 2021.

The graph showing scale score differences below reveals a much stronger difference.

**Figure 15: IRI Mean Fall-to-Spring Scale Score Increase by Kindergarten Schedule**



The mean Fall-to-Spring scale score increase among students in part-time versus full-time kindergarten reveals that:

Full-time kindergartners gained 28.7 scale score points Fall to Spring in 2019 compared to 26.3 points among part-time students – a 2.3 scale points advantage for full-time kindergartners.

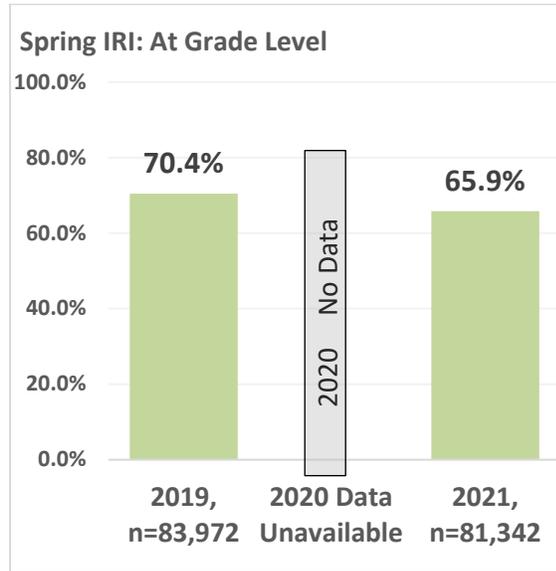
Gains were less for both groups in 2021, though the full-time kindergarten advantage was greater – 2.6 scale points.

The differing conclusions points from the two graphs point to the shortcomings of using the performance tiers to measure growth.

**IRI Proficiency All Students, All Grades - Springs 2019 and 2021; and Group Differences**

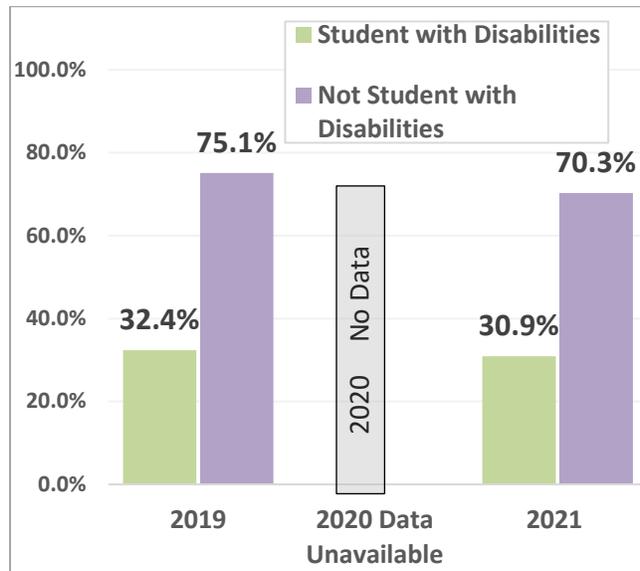
This section reviews IRI proficiency proportions among all students, and among student groups.

**Figure 16: Spring IRI Percentages At Grade Level, ALL STUDENTS, K-3**



The proportion of ALL STUDENTS in all grades (K-3) performing At Grade Level in the Spring IRI declined by 4.5 percentage points from 2019 to 2021.

**Figure 17: Spring IRI Percentages At Grade Level by Disability**

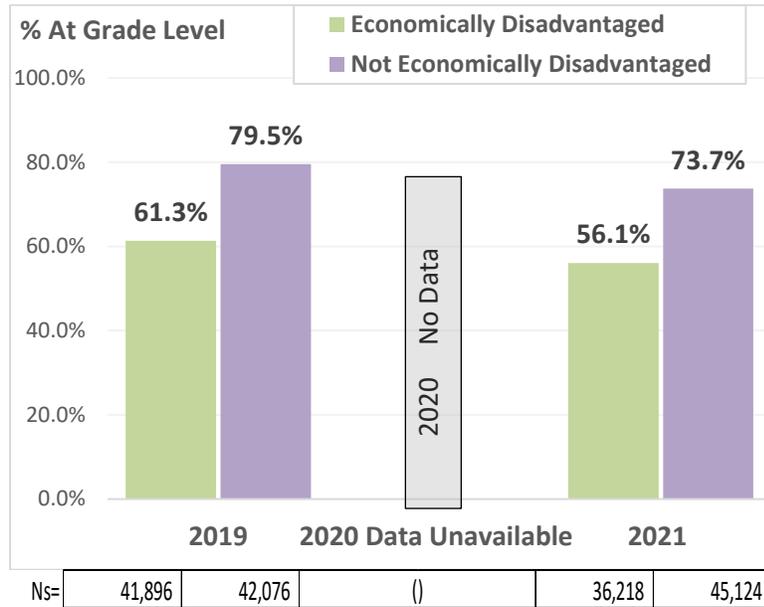


The Spring IRI proficiency-rate-gap between students with disabilities and others decreased more than 3 percentage points from 2019 to 2021.

The 2021 gap: 39.4 points.

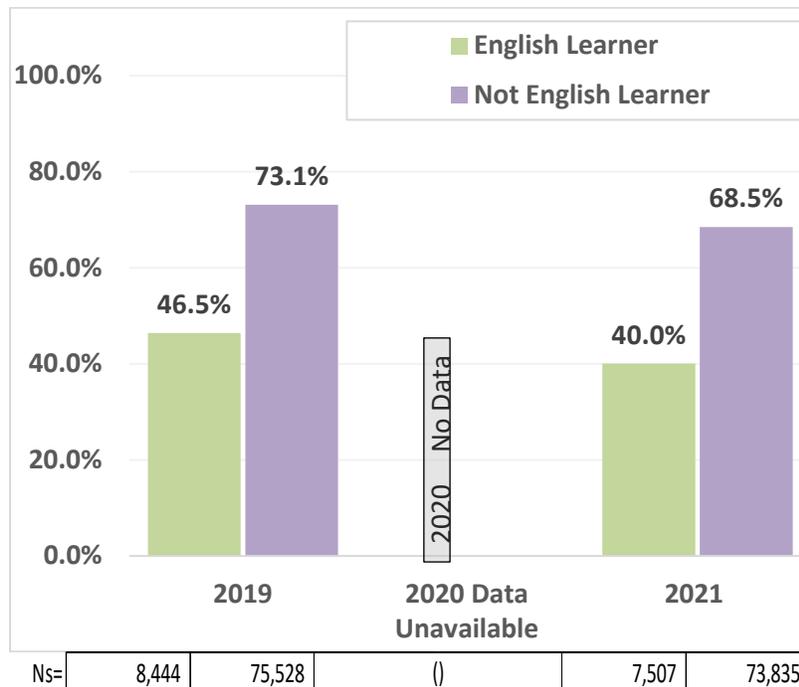
Ns=	9,236	74,736	()	9,166	72,176
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Figure 18: Spring IRI Percentages At Grade Level by Economic Disadvantage



The Spring IRI proficiency-rate-gap between students who were economically disadvantaged and students not economically disadvantaged has remained at about 18 percentage points since 2019.

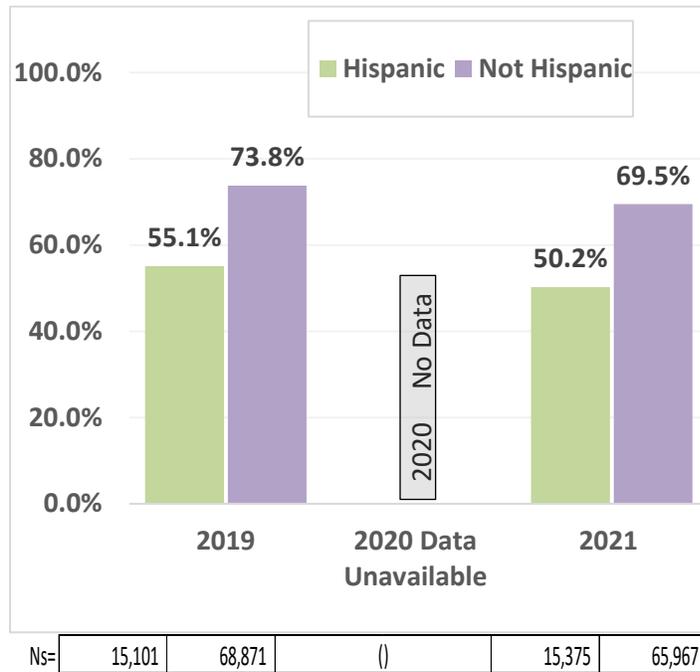
Figure 19: Spring IRI Percentages At Grade Level and English Learners



The Spring IRI proficiency-rate-gap between English Learners and students who were not ELs grew by about 2 percentage points from 2019 to 2021.

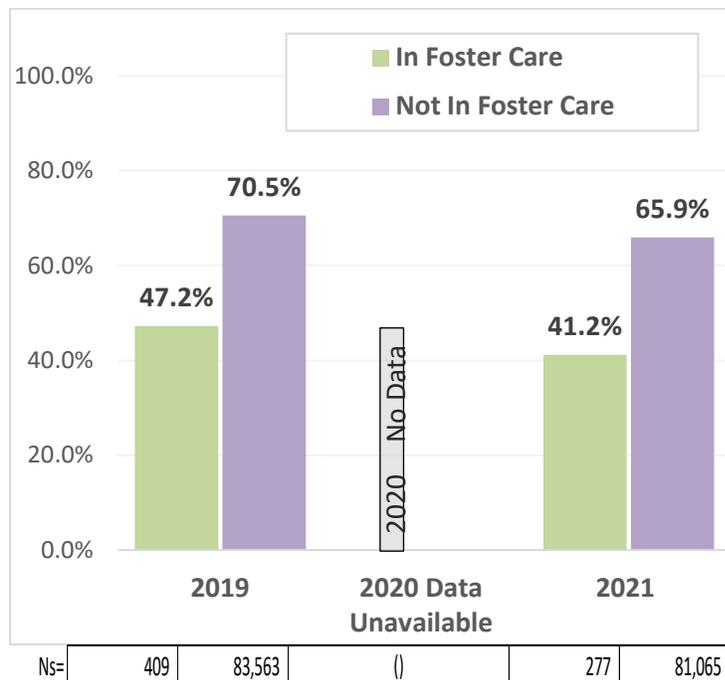
The 2021 gap: 28.4 points.

Figure 20: Spring IRI Percentages At Grade Level and Hispanic Ethnicity



The Spring IRI proficiency-rate-gap between Hispanic or Latin students and students who were not Hispanic or Latin has remained stable at about 18 percentage points since 2019.

Figure 21: Spring IRI Percentages At Grade Level and Foster Care

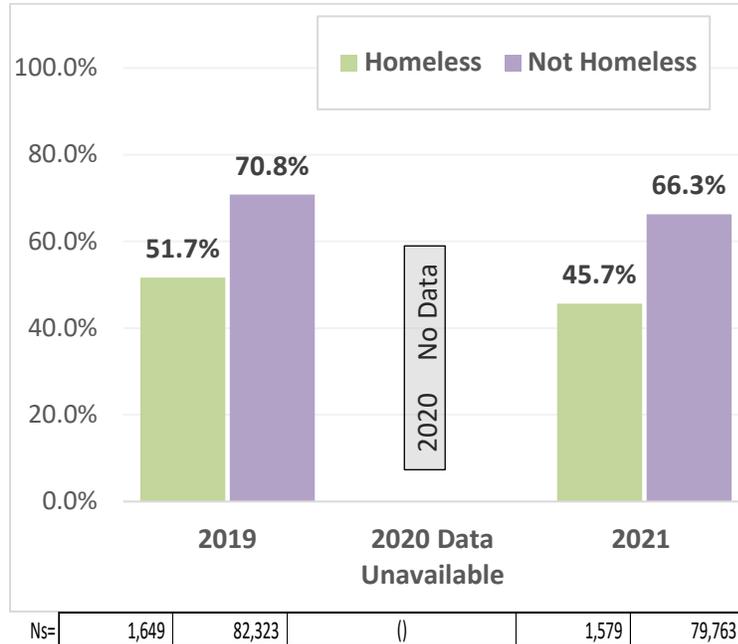


The Spring IRI proficiency-rate-gap between students in foster care and students who were not in foster care increased about 1.5 percentage points from 2019 to 2021.

The 2021 gap: 24.8 points.

The Spring IRI proficiency gap between students who were homeless and students who were not homeless increased by about 1.5 percentage points to 20.6 points in 2021.

Figure 22: Spring IRI Percentages At Grade Level and Homelessness

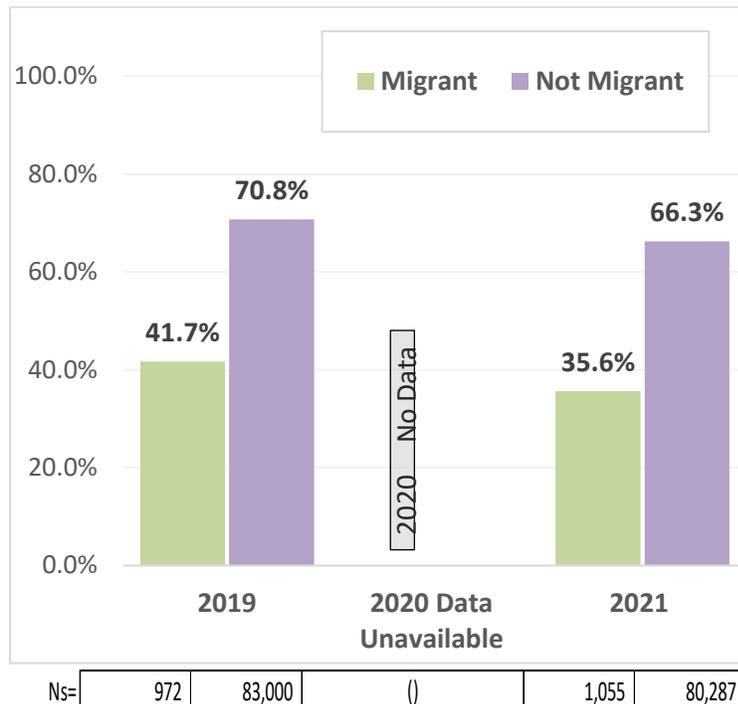


The Spring IRI proficiency-rate-gap between students who were homeless and students who were not homeless increased by about 1.5 percentage points from 2019 to 2021.

The 2021 gap: 20.6 points.

The Spring IRI proficiency gap between students who were migrant and students who were not migrant increased by about 1.5 percentage points from 2019 to 30.6 points in 2021.

Figure 23: Spring IRI Percentages At Grade Level and Migrant Students



The Spring IRI proficiency-rate-gap between students who were migrant and students who were not migrant increased by about 1.5 percentage points from 2019 to 2021.

The 2021 gap: 30.6 points.

## Idaho English Language Proficiency Assessment for English Learners

The WIDA suite of assessments is used to screen, monitor, and exit Idaho students from a research-based English language instruction educational program. Using the WIDA Screener for kindergarten and the WIDA Screener (for all other grades), districts and charters are able to identify newly enrolled students for additional language support services. After identification, Idaho English Learners (ELs) participate annually in a standardized English language proficiency assessment (the ACCESS) to monitor academic English language growth in four distinct language domains: Reading, Writing, Listening, and Speaking. The ACCESS is typically administered from the last week in January to the first week in March.

ACCESS for English Learners (ELs) delivers proficiency level scores ranging from 1.0 to 6.0 for students in kindergarten through grade 12. Idaho has based screening and exit criteria on these proficiency level scores since 2016. In 2017, the SDE slightly lowered the individual language domain (Reading, Writing, Listening, and Speaking) proficiency level targets for exiting the program from 5.0 on each of the four domains to 4.0, leaving overall composite cut-off unchanged. Three years later, based on its statewide analyses comparing ACCESS performance levels and ISAT ELA performance, SDE implemented another exit criterion update in 2019-20. These modifications lowered the overall composite proficiency level exit cut score from 5.0 to 4.2; the Reading, Writing, and Listening domain cut scores from 4.0 to 3.5; and the Speaking cut from 5.0 to 1.0<sup>2</sup>. The effects of this modification were twofold. First, the percentage exiting proportion more than quadrupled from 4.2% in 2018-19 to 19.3% in 2019-20. Second, those remaining to take the ISAT in 2021 on average had a lower English language proficiency than the ELs had in prior years, which might be expected to cause a decline in ISAT ELA scores. Yet, the opposite was observed (as seen in Figure 48: ISAT ELA Percentages Proficient: ELL, Economic Disadvantage (AOC 30)).

<sup>2</sup> This low score of 1.0 took into account that the Speaking measure relied on a recording technology that artificially reduced the Speaking score to 1.0 if a student stopped and re-started the recorder.

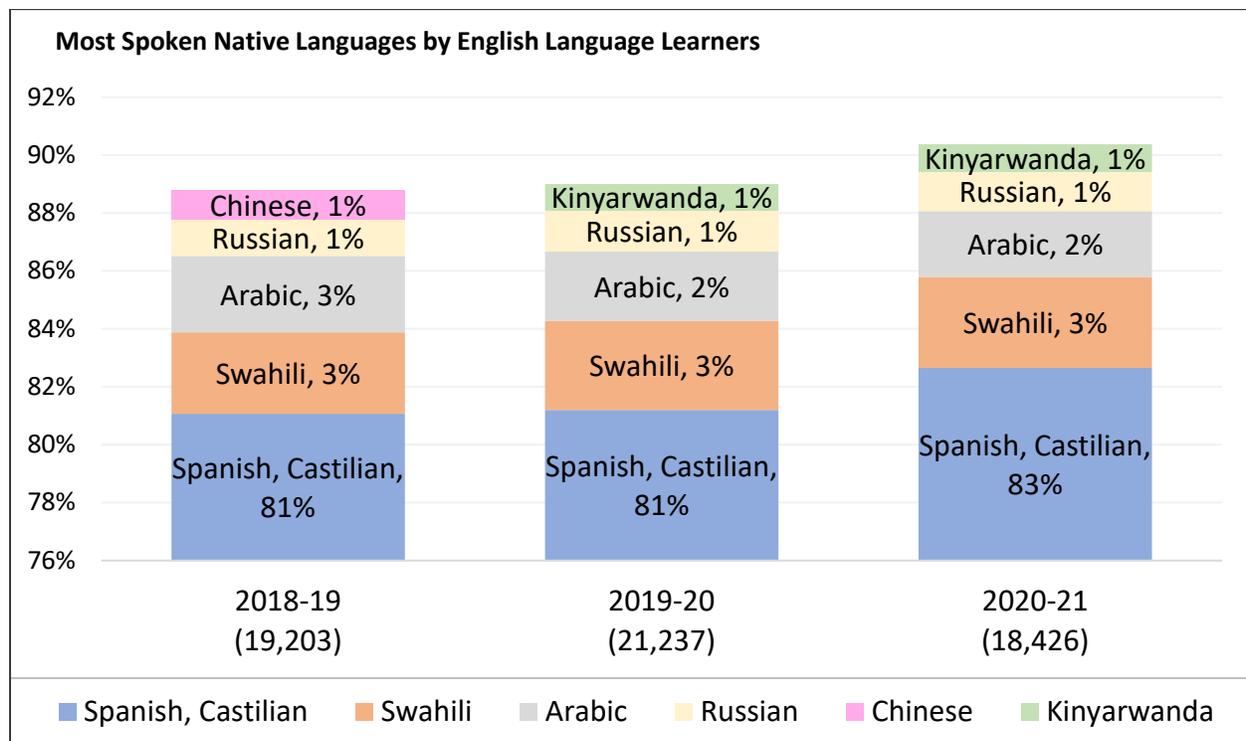
### Native Languages Spoken by English Language Learners

In 2020-21, there were 18,426 English language learners who spoke 114 native languages; 134 languages were spoken by the English language learners in 2018-19.

As seen in Figure 24:

- Spanish was the most commonly spoken language by far; it was the native language of 81% of all English Learners.
- The top five languages, accounting for 89%-90% of all foreign languages spoken, were relatively stable across the past three years. Only the fifth position changed from Chinese to Kinyarwanda in 2019-20.

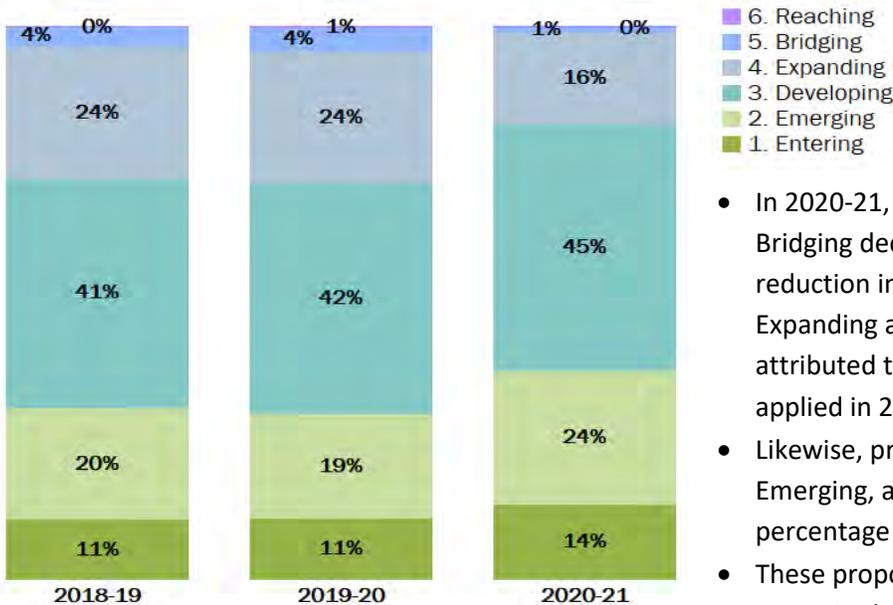
Figure 24: Native Languages Most Spoken by English Language Learners



English Learners’ Program Language Proficiency Level

From 2018-19 through 2020-21, the proportions of English Learners in each proficiency level remained relatively stable.

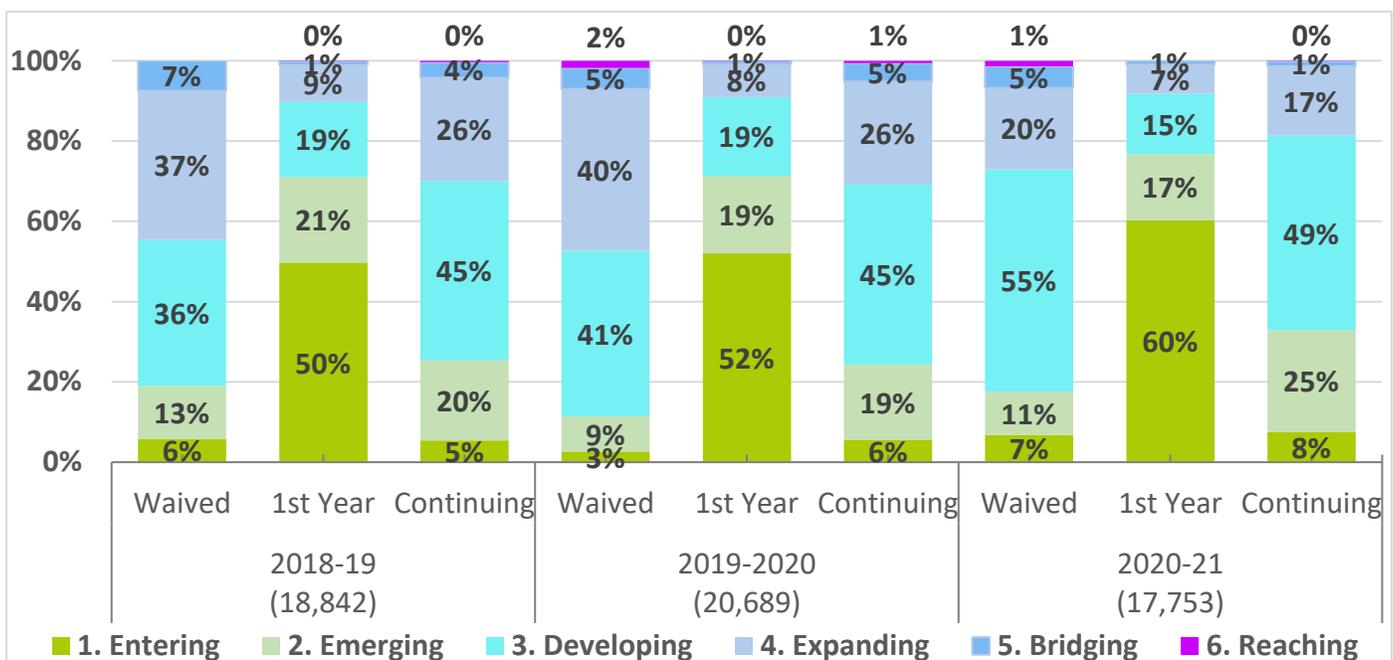
Figure 25: English Language Proficiency - English Language Learners



- In 2020-21, the total proportion of ELs in Expanding and Bridging declined by 12 percentage. Much of the reduction in the percentage of students in the Expanding and Bridging proficiency levels can be attributed to the effect of the modified exit criteria applied in 2020.
- Likewise, proportions in the lower levels – Developing, Emerging, and Entering – each increased by about 3 percentage points.
- These proportions of students in the six levels varied by status in the program. Waived and Continuing students concentrated in Developing and later stages; 1<sup>st</sup>-year dominated the Entering level.

n=18,842	n=20,689	n=17,753
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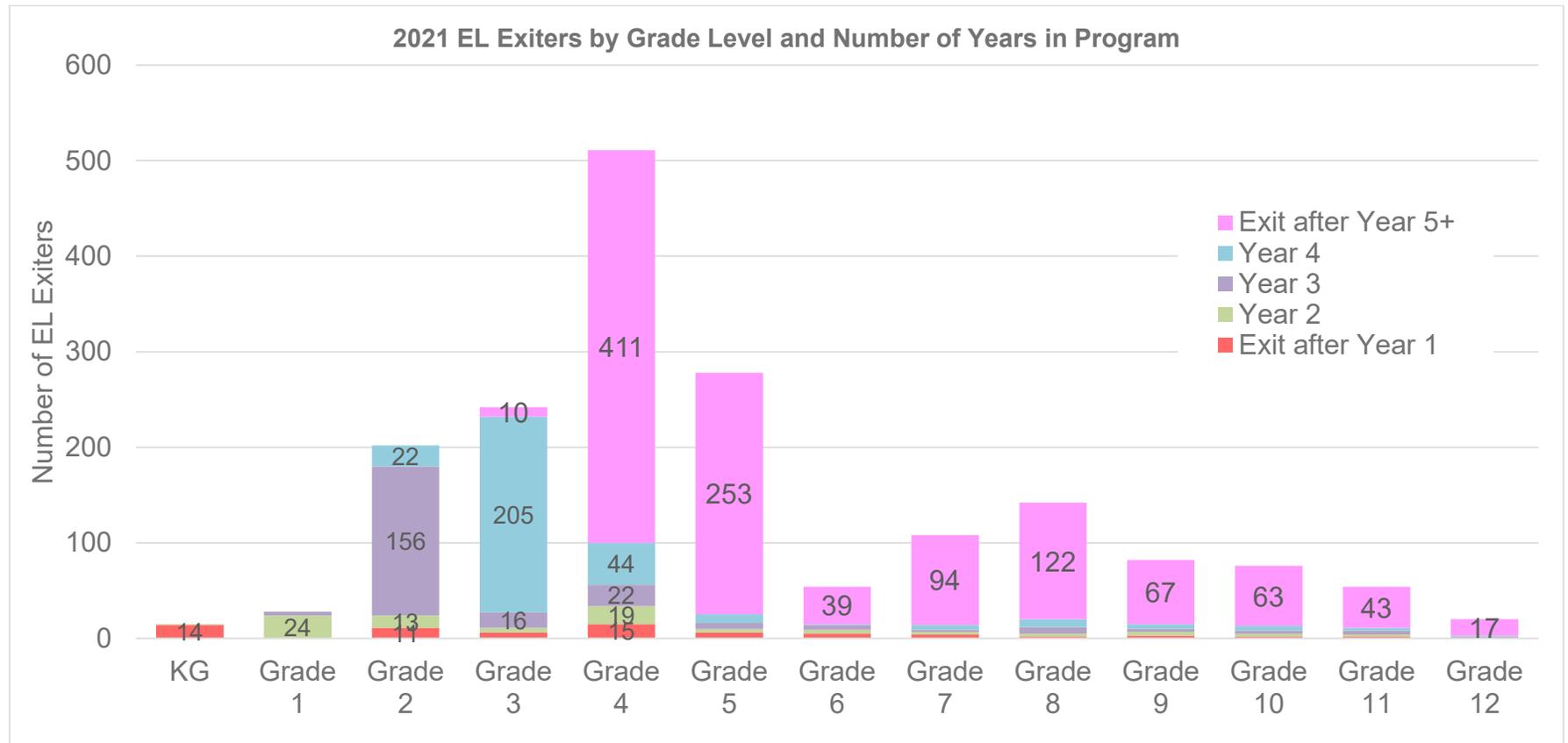
Figure 26: English Language Proficiency by English Learner Status



As seen in Figure 27:

- Most English Learners exited the program after five or more years.
- Most students entered the English Learner program in kindergarten or 1<sup>st</sup> grade and exited in 4<sup>th</sup> or 5<sup>th</sup> grade.
- Four years was the second most common program participation length before exit, and most of these exits occurred in grades 3 and 4.

Figure 27: English Learners' Grade and Years in the Program Upon Exit



\*Exit counts smaller than 10 do not appear on the graph for privacy purposes.

## Idaho Standards Achievement Tests

Students in grades 3-8 and 10 take the Idaho Standards Achievement Test (ISAT) to determine whether they have met the standards for their grade level in English Language Arts/Literacy (ELA) and Mathematics (Math). These tests are administered to provide ongoing monitoring of individual, school, district, and state progress. The ISAT items address a variety of aptitudes, from short-term recall to reading, subtraction, and problem solving. The ISAT summative assessment is administered during the last 8 weeks of the school year. It consists of two parts, a computer-adaptive test and performance tasks. The main objectives are threefold: To indicate both student achievement and growth of student learning as part of program evaluation and accountability for schools, districts, and the state; to provide valid, reliable, and fair measures of students' progress toward, and attainment of, the knowledge and skills required to be college and career ready; and to capitalize on the strengths of computer-adaptive testing by optimizing a student's ability to demonstrate the full extent of her knowledge and skills. This summative assessment is an important component of the statewide comprehensive assessment detailed IDAPA 08.02.03.111.06.

The Idaho Alternate Assessment (IDAA) is the alternate assessment option under the ISAT assessment system. It is intended only for students with the most significant cognitive disabilities who meet four participation criteria. It is up to a student's IEP team to determine if the student qualifies for the IDAA based on the four participation criteria. Students with the most significant cognitive disabilities represent about 1% of the total student population.

Students with disabilities can participate in the statewide comprehensive ISAT assessment system in one of three ways. They can take the:

- general assessment without accommodations;
- general assessment with accommodations; or
- Alternate Assessment or IDAA for students who qualify.

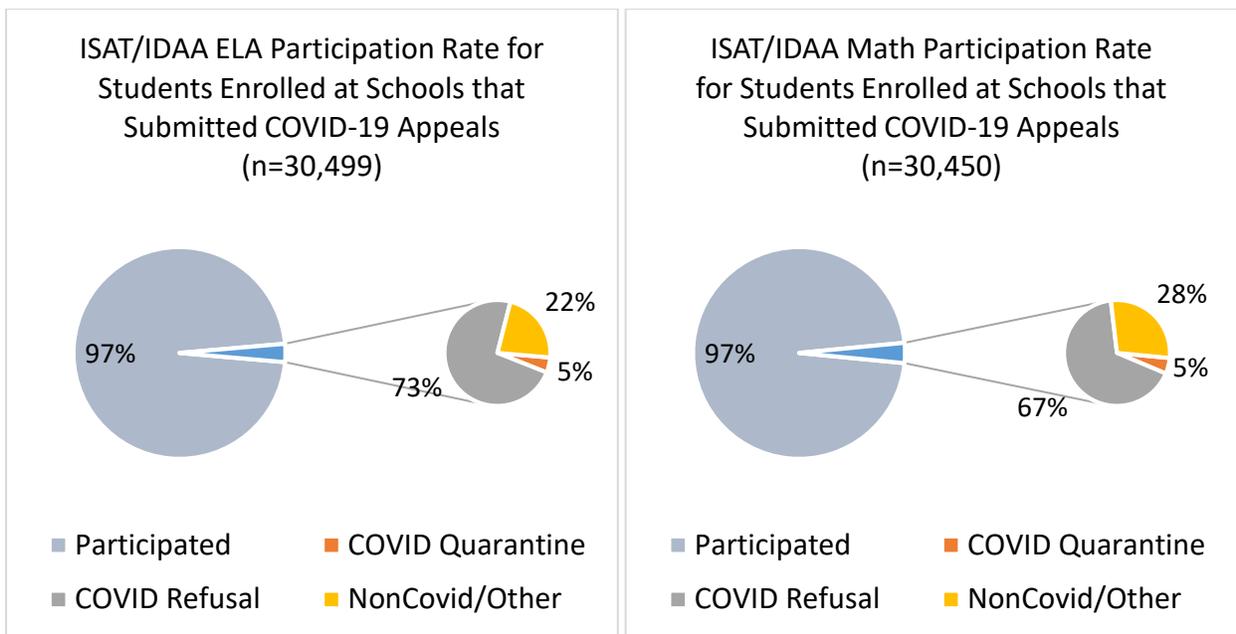
This document adopts the shorthand of referring to findings from the Idaho Standards Achievement Test as ISAT findings, even though they are formally ISAT/IDAA findings, because they include IDAA test results, unless otherwise indicated.

### ISAT Proficiency and COVID Effects on Participation

The following graphs show participation rates for ISAT/IDAA ELA/literacy and mathematics for all students, with information about non-participation rates and COVID-related reasons for non-participation. In 2021, LEAs and schools were asked to identify COVID-19-related non-participants for the SDE to better estimate the effect of COVID-19 on testing. This reporting was strictly voluntary.

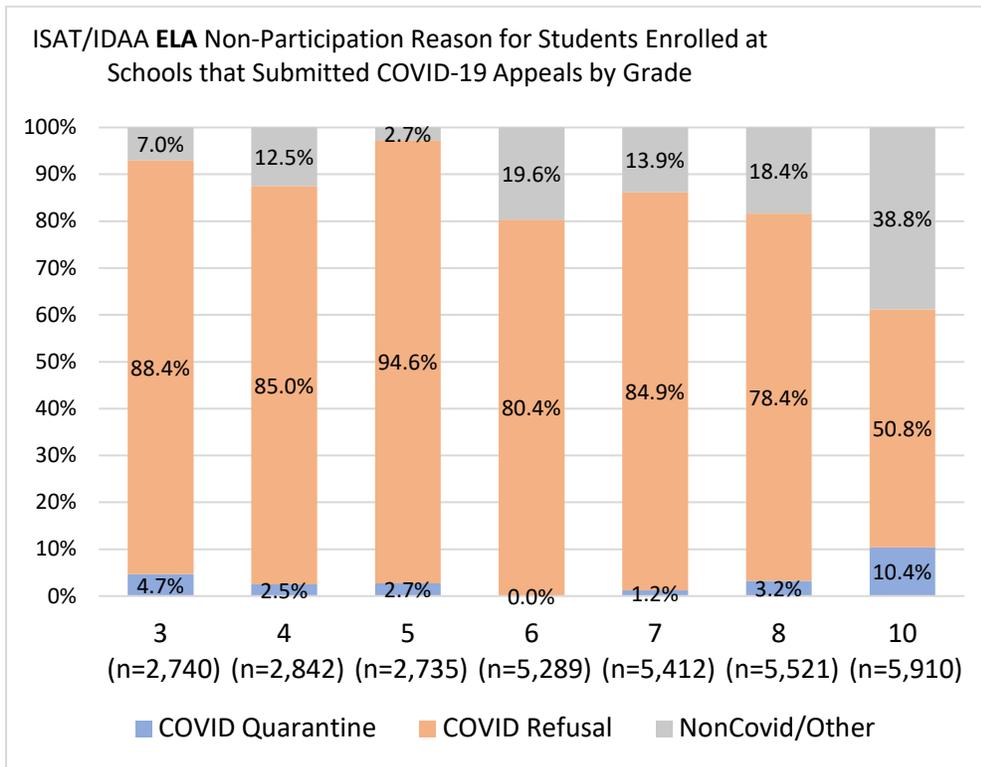
A total of 26 schools from 20 LEAs submitted “appeal(s)”, indicating if a student did not participate because of a COVID-19-related refusal or quarantine. The schools submitting those appeals achieved the overall ISAT/IDAA participation rate of 97%. Among the non-participating students documented in the appeals, the majority (73% for ELA/literacy and 67% for mathematics) refused to participate for reasons related to COVID-19. The proportion of non-COVID reasons for non-participation was greater for ISAT/IDAA mathematics than ELA/literacy.

**Figure 28: 2021 ISAT Participation Rates for ELA and Math**



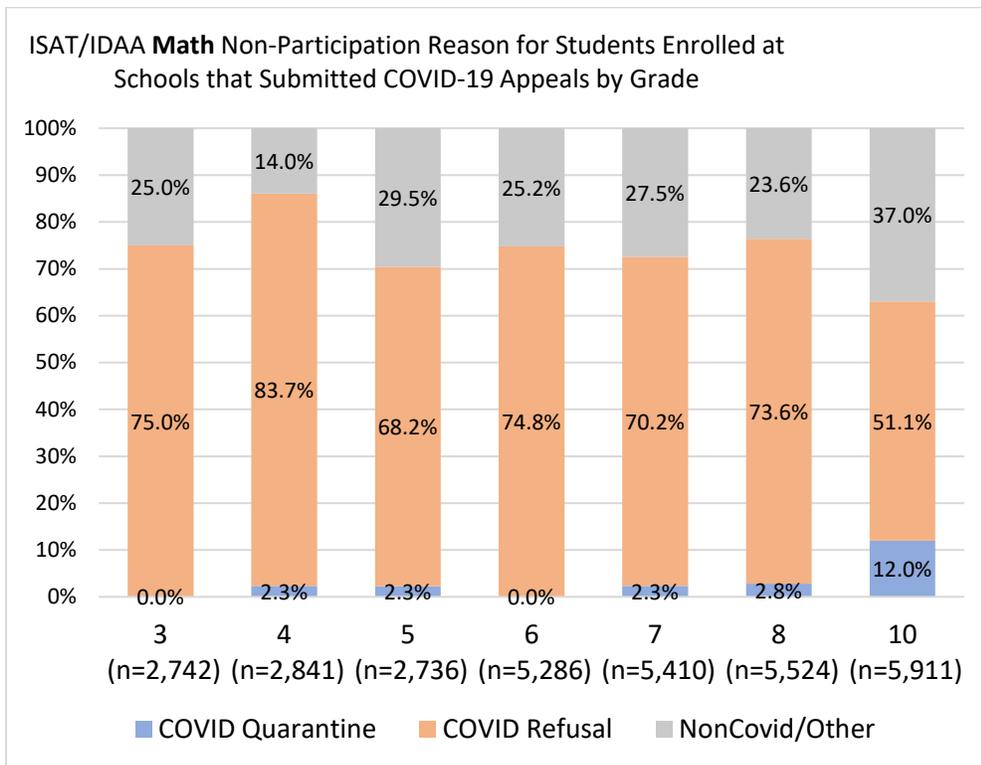
The non-participation reasons also varied across grade levels. A higher proportion of students in grade 10 than in other grades than other grades did not participate in ISAT/IDAA due to COVID-19 quarantine or reasons unrelated to COVID-19. The other grade levels tended to have a higher proportion of students who refused to participate for COVID-19-related reasons.

Figure 29: 2021 Reasons for Non-participation in ISAT ELA



- The majority of non-participation reasons across all grades and for both tests was COVID-refusal.
- The proportion of non-COVID reasons grew in higher grades to 38.8 % (10<sup>th</sup>-grade ELA) and 37.0% (10<sup>th</sup>-grade Math).
- COVID quarantine was a more common cause of non-participation in 10<sup>th</sup>-grade than lower grades (10.4% for ELA, 12.0% for math).

Figure 30: 2021 Reasons for Non-participation in ISAT Math

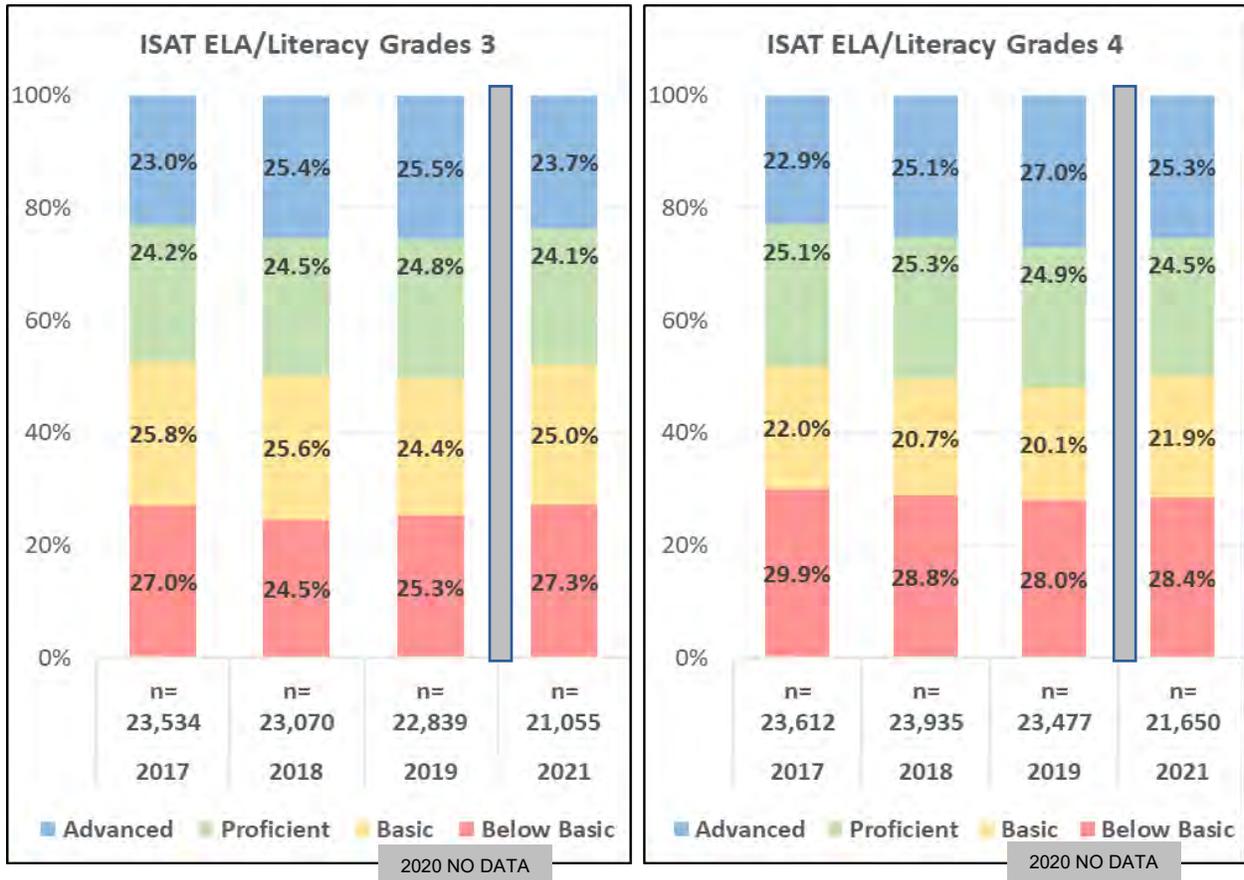


ISAT ELA in Grades 3 and 4

Figure 31 shows a COVID-19 effect:

The proportions performing at Advanced and Proficient levels declined in both grades 3 and 4 this year after rising steadily from 2017 through 2019.

Figure 31: ISAT ELA/Literacy Performance Grades 3 and 4

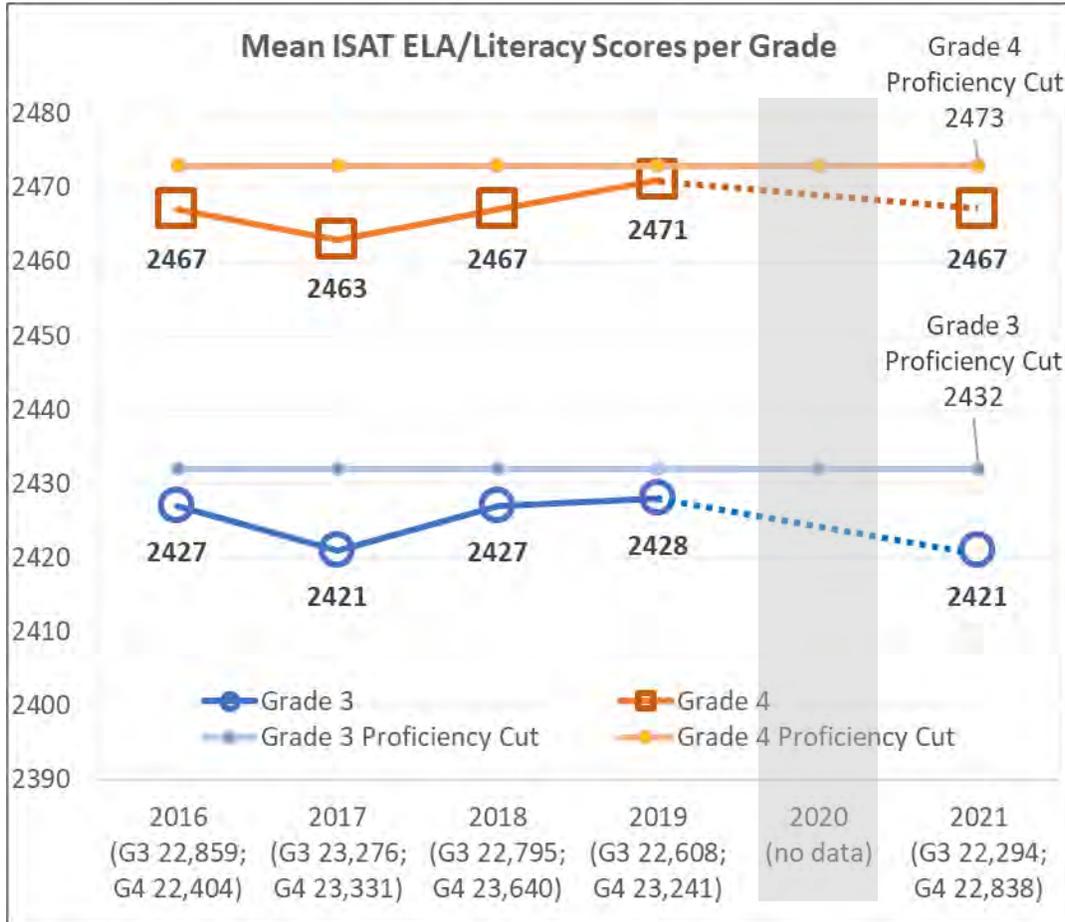


**ISAT ELA Across Years in Grades 3 and 4**

Figure 54 shows another view of the COVID-19 effect on reducing performance scores.

- Mean literacy scores in both grades 3 and 4 rose from 2017 through 2019 only to drop back to 2017 levels in 2021.

**Figure 32: ISAT ELA Scale Scores per Grade**



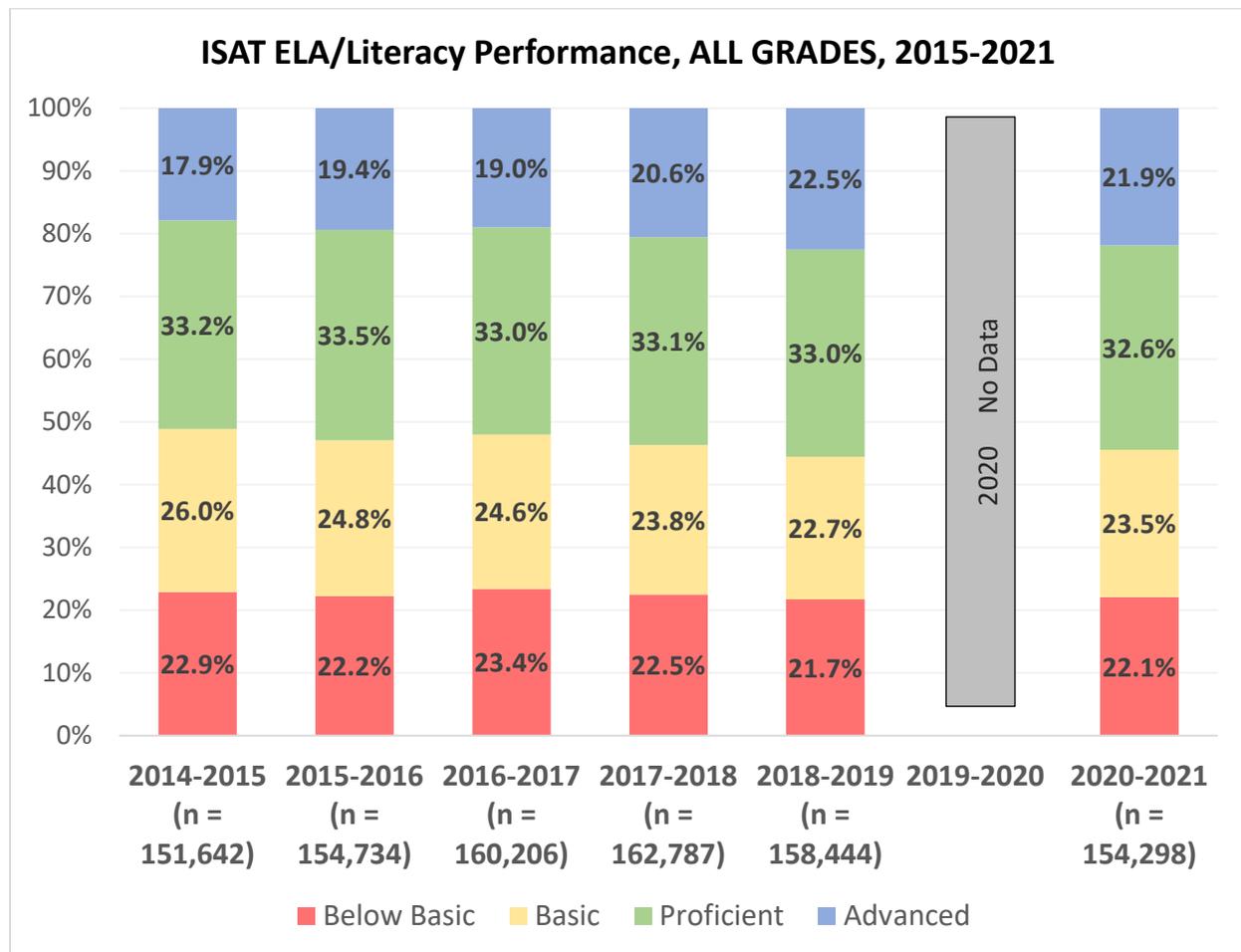
### ISAT English Language Arts, ALL GRADES, 2015 – 2021

After students take the ISAT ELA assessment, their results are reported in two primary ways: scale scores and four categorical achievement levels. Based on their scale scores, students fall into one of four categories of performance called achievement levels. The graph below shows the performance of students in grades 3-8 and 10, across the four achievement levels.

Figure 33 shows that

- The proportion achieving Advanced increased steadily through 2019 with a small decline in 2021.
- The relatively consistent year-to-year proportions in both Proficient and Below Basic across the years suggests that scale score changes within these groups were too small to cause movement out of categories. At the same time, these group-level scores do not show the trajectory of individual students across time.

Figure 33: ISAT ELA-Literacy, All Grades, SYs 2015 - 2021



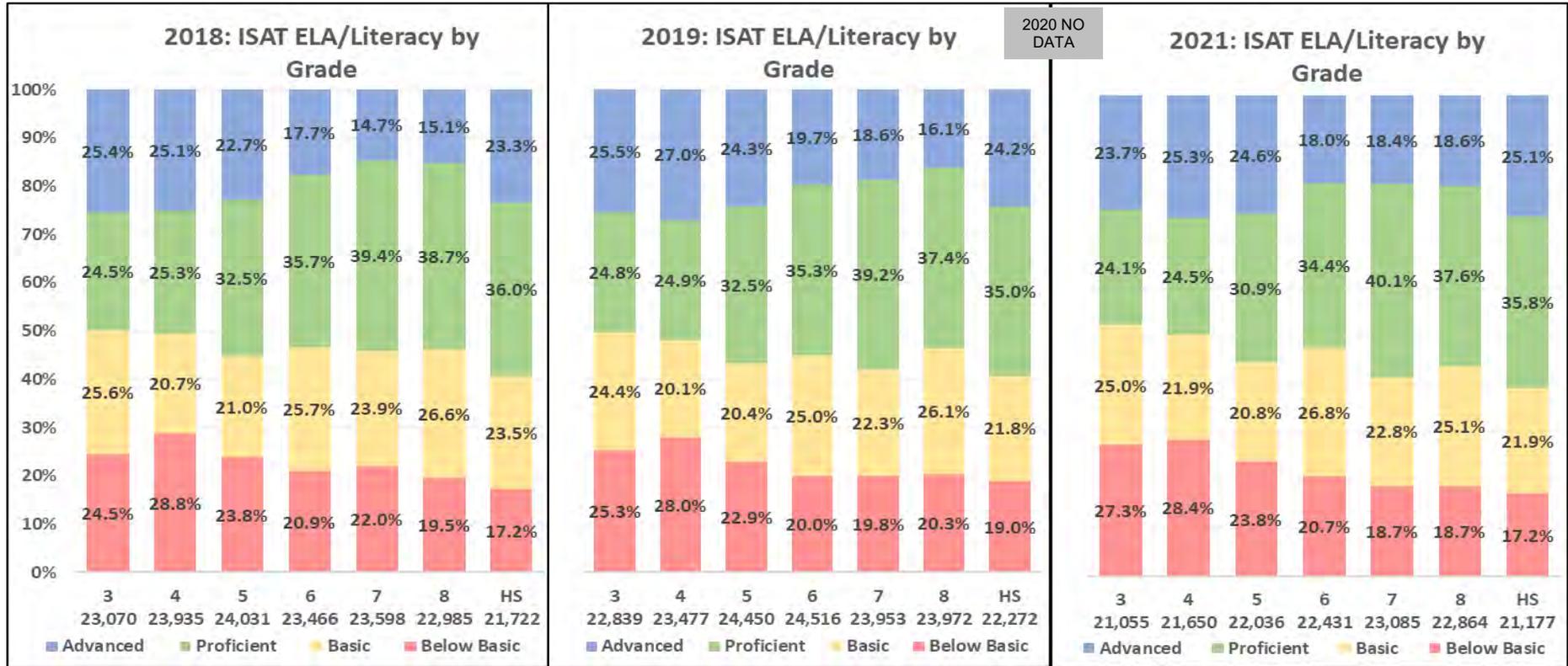
**Note.** 2019-20 data are not available because of COVID-related lapses in test-taking.

ISAT English Language Arts Performance by Grade

Figure 34 shows that:

- Performance at Advanced level increased in 8<sup>th</sup> and 10<sup>th</sup> (HS) grades each year.
- Performance at Proficient level remained relatively stable in each grade, over time.
- Performance at Below Basic level shows a reduction from 2019 in grades 7, 8, and 10 (HS), ranging from 1.1 to 1.8 percentage points; but an increase in grades 3 through 6 of 0.4 to 2.0 percentage points.

Figure 34: ISAT ELA/Literacy by Grade in 2018, 2019, and 2021



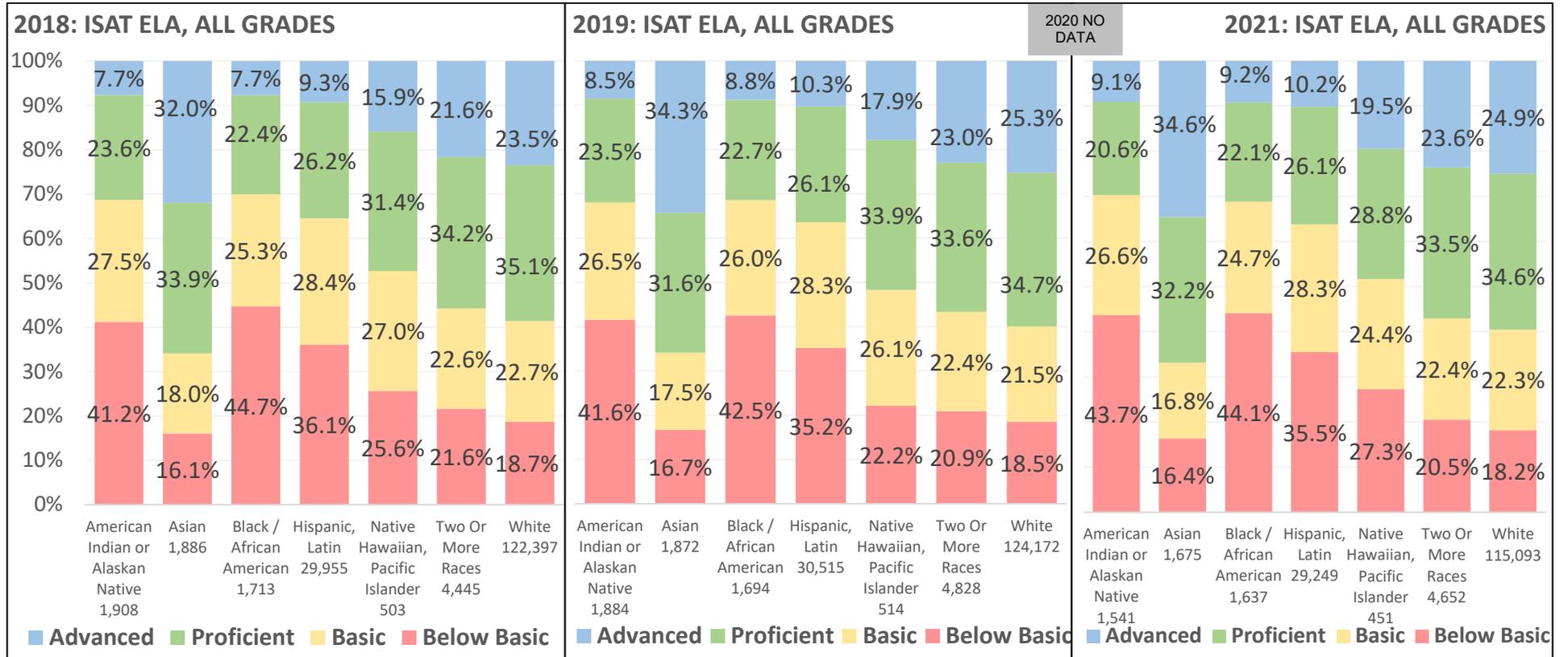
Note. 2019-20 data are not available because of COVID-related lapses in test-taking.

ISAT English Language Arts Performance by Race/Ethnicity, ALL GRADES

Figure 35 shows that:

- Compared to 2018, all Race/Ethnicity student groups increased in the combined percentage of Proficient plus Advanced, except for American Indians.
- All groups except Asians, Mixed-race students and White students increased the percentage of students scoring Below Basic since 2019.
- Asians have consistently had a higher proportion of students scoring Proficient or Advanced than other groups since 2018.

Figure 35: ISAT ELA/Literacy by Race / Ethnicity in 2018, 2019, and 2021

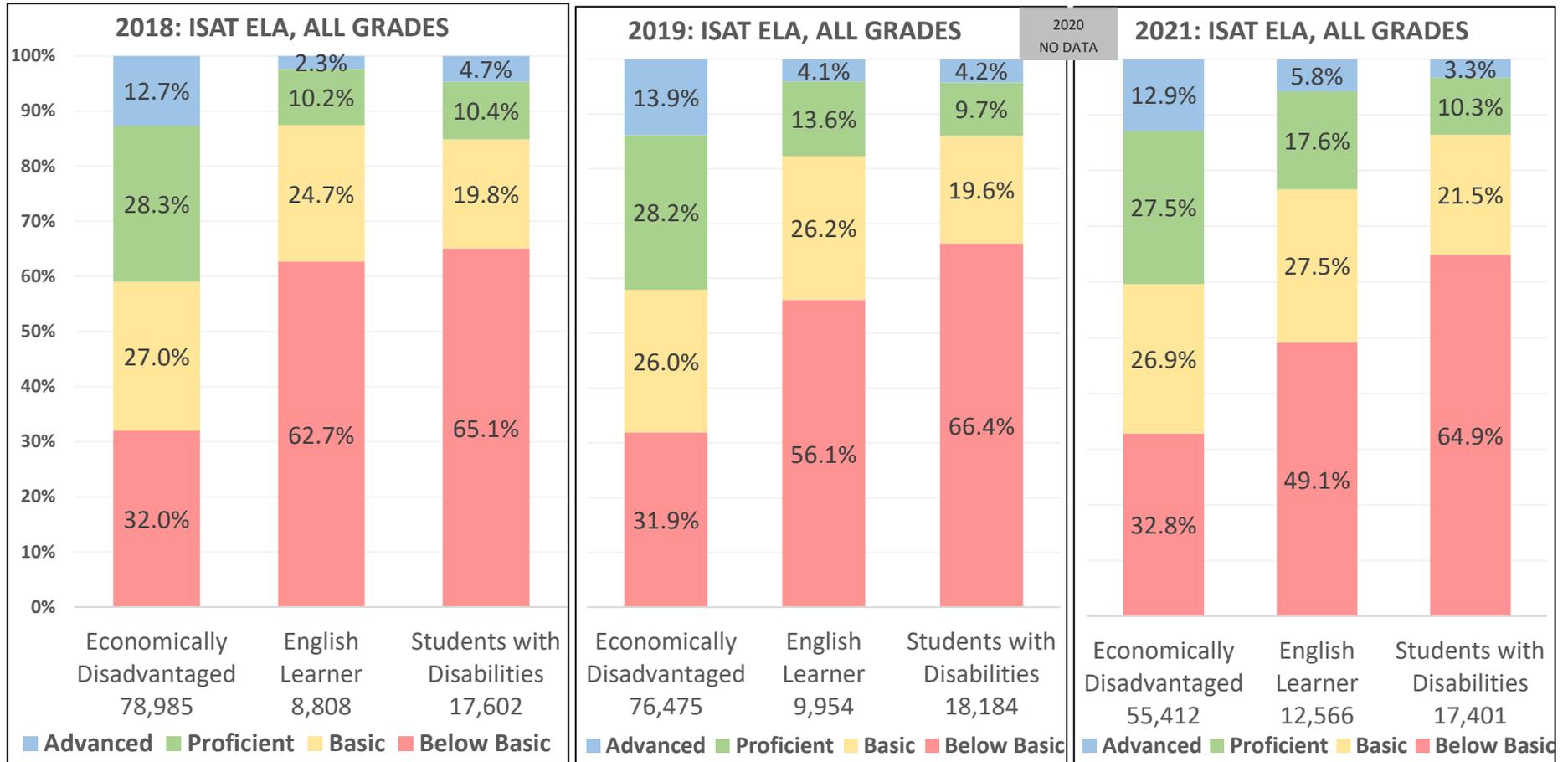


ISAT ELA Performance by Subgroup (EL, Economic Disadvantage, Disabilities) – ALL GRADES

As seen in Figure 36:

- English Learners have increased in the combined proportion of Advanced and Proficient each year since 2018 and decreased by 10 percentage points in Below Basic, this despite the change in exit criteria resulting in the exit of the most skilled speakers, which would have a downward effect on scores.
- Percentages of students with disabilities and economically disadvantaged students performing at Proficient or Advanced have declined over the three years seen below.
- Yet, percentages of students with disabilities who were Below Basic also decreased in 2021 compared to 2018 and 2019.

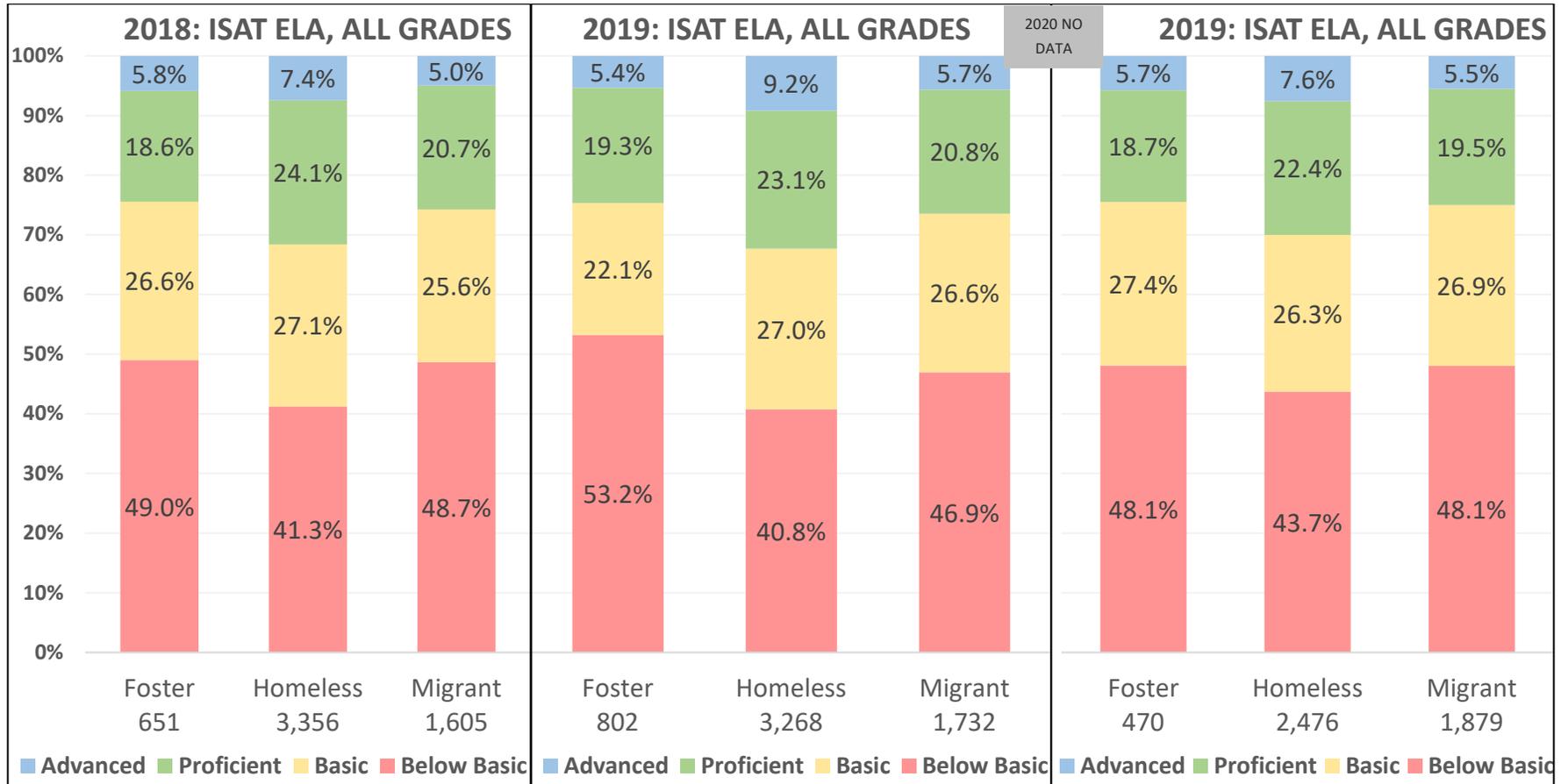
Figure 36: ISAT ELA/Literacy by Student Group 1 in 2018, 2019, and 2021



As seen in Figure 37:

- Homeless students, migrants, and those in foster care all increased somewhat in Advanced or Proficient levels from 2018 to 2019, and then decreased in 2021.
- Similarly, all three decreased in the proportion scoring Below Basic from 2018 to 2019, only to increase that proportion in 2021.

**Figure 37: ISAT ELA/Literacy by Student Group 2 in 2018, 2019, and 2021**

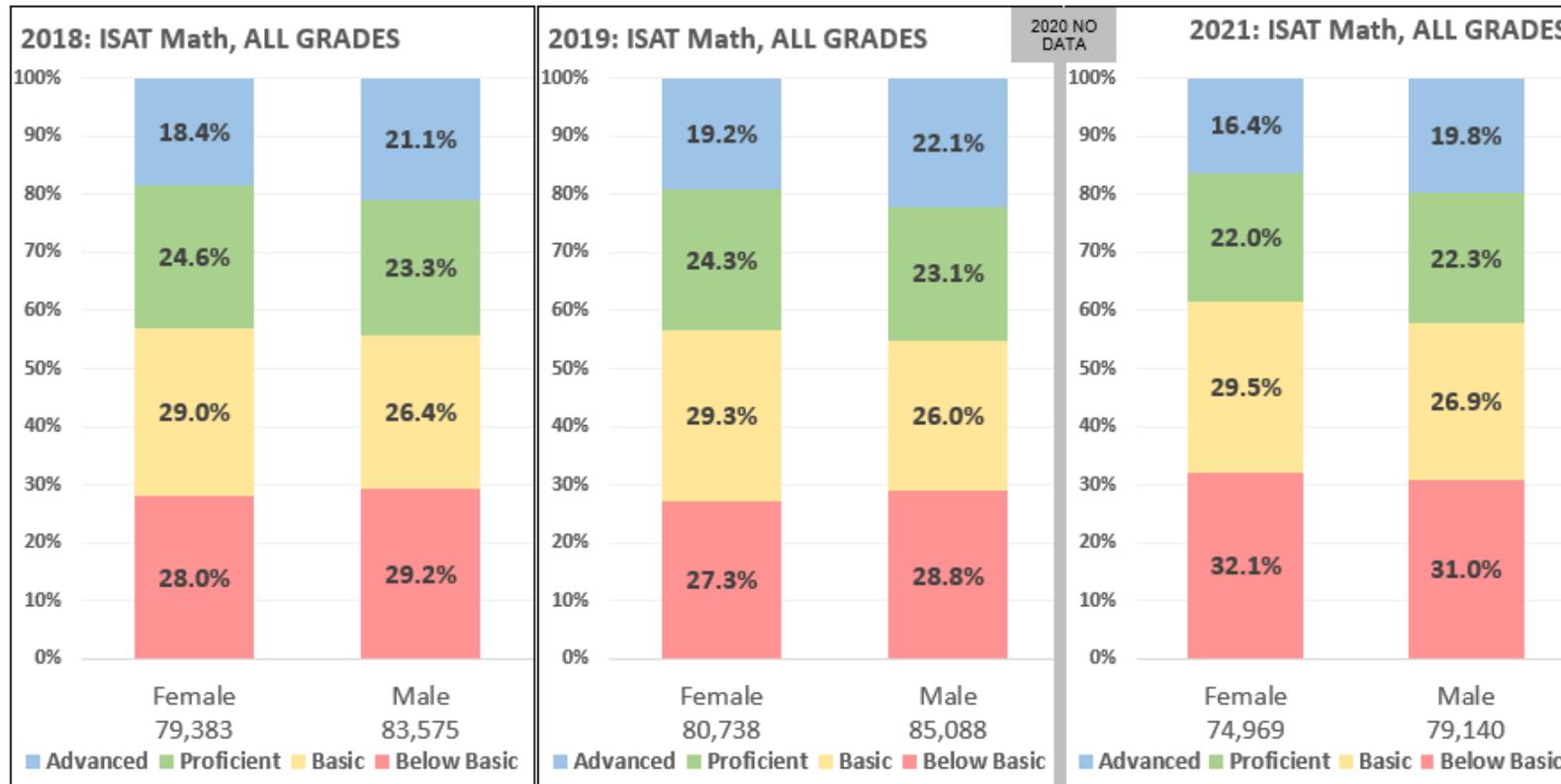


ISAT ELA Performance by Gender – ALL GRADES

Figure 38 shows

- Across the years, higher proportions of female than male students achieved Advanced – this gap has risen from 2.7 to 3.4 percentage points since 2018.
- Males have slightly increased proportions achieving Proficient or Advanced since 2018, and females held stable.

Figure 38: ISAT ELA/Literacy by Gender in 2018, 2019, and 2021

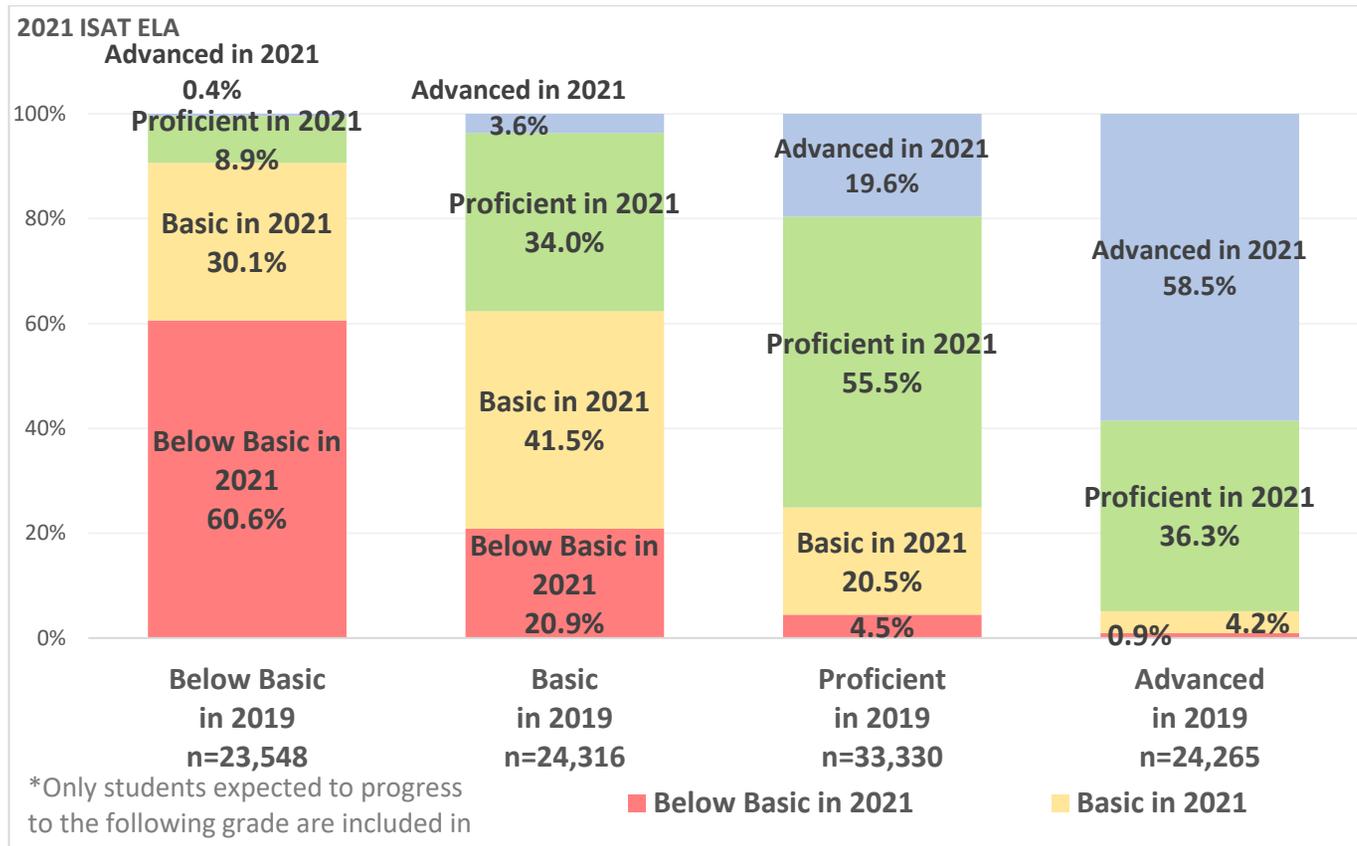


ISAT ELA – How Much Did Idaho Students Move Across Proficiency Levels?

Figure 39 shows the change versus stability of students’ ISAT ELA proficiency levels across two measurement times - 2019 versus 2021. Each vertical, stacked bar represents all the students who started at a specific ISAT ELA proficiency level in 2019 – the far-left bar represents those starting at Below Basic; at the far right are students starting in Advanced. The stacked sections within a bar represent where a student was two years later in 2021. For example, 60.6% of those starting at Below Basic in 2019 were still there in 2021 (the red section of the first bar). Overall, the stacked bars show that:

- The plurality of students did **not move** ELA proficiency level from 2019 to 2021, with the two most stable groups being at the extremes - Below Basic and Advanced.
- The greatest movement was into Proficient in 2021, either downward from Advanced in 2019 (36.3%) or upward from Basic (34.0%).

Figure 39: ISAT ELA Proficiency Level in 2021 Shown Per 2019 Starting Level



Note that this analysis included just 105,459 students, which was 67% of the 158,444 students who tested in 2019, for two reasons.

- It excluded three grades from analyses, amounting to about 66,000 students because those included had to be in tested grades in each of the analyzed years, which were separated by a 2-year gap. Students needed to be in a grade in 2019 that was two grades below those included in 2021. In other words, it included only grades 3-5 and 8 in 2019, which rolled into grades 5-8 and 10 in 2021.
- Matching across time also loses students who move from the state or leave public schools.

Longitudinal Review of ELA Performance

This analysis reviewed the ELA performance of three cohorts of students who were in either the 7<sup>th</sup>, the 8<sup>th</sup>, or the 10<sup>th</sup> grade in school year 2021. It examined their mean scale scores progressing from school years 2016 through 2021. For both the 7<sup>th</sup>- and 8<sup>th</sup>-grade cohorts, the graph starts in their 3<sup>rd</sup> grade because that is the first grade ISAT is administered. It progresses to their cohort grade in 2021. For the 10<sup>th</sup>-grade cohort, it starts in their 5<sup>th</sup> grade in 2015-16. All students with a score in at least three grades were included in the cohort analysis. Students were included regardless of their progression to the expected next grade. The graph shows composite scores as well as constituent claims scores. Claim scores evaluate achievement on each of the four skills that comprise English language and literacy – Reading, Listening and Speaking, Writing, and Research. The four claim scores are combined into the Composite.

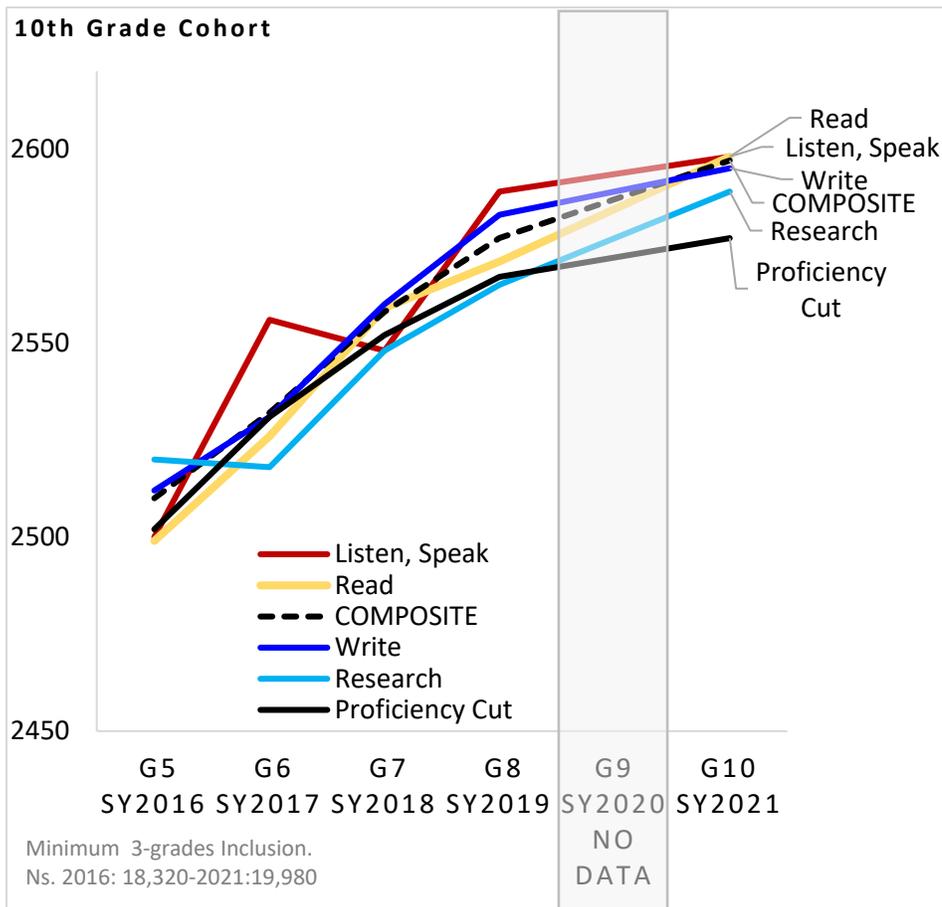
The graphs show the Composite score in dashed black; each claim in a color, and the Proficiency Cut Score in black. The Cut score is the level a student is considered proficient within the grade.

ISAT ELA Longitudinal Analysis of Mean Claim and Composite Scores for 10<sup>th</sup>-, 8<sup>th</sup>-, and 7<sup>th</sup>-Grade Cohorts

As seen in Figure 40 showing the 10<sup>th</sup>-grade cohort:

- The Research claim had generally the lowest mean scores of all the claim scores; Listening and Speaking had the most variable score by grade.
- By 6<sup>th</sup> grade, the mean Writing and Composite scores had surpassed the Proficiency Cut for that grade, and by 8<sup>th</sup> grade, all of the claim scores and the Composite met or exceeded the 8<sup>th</sup>-grade Proficiency Cut.

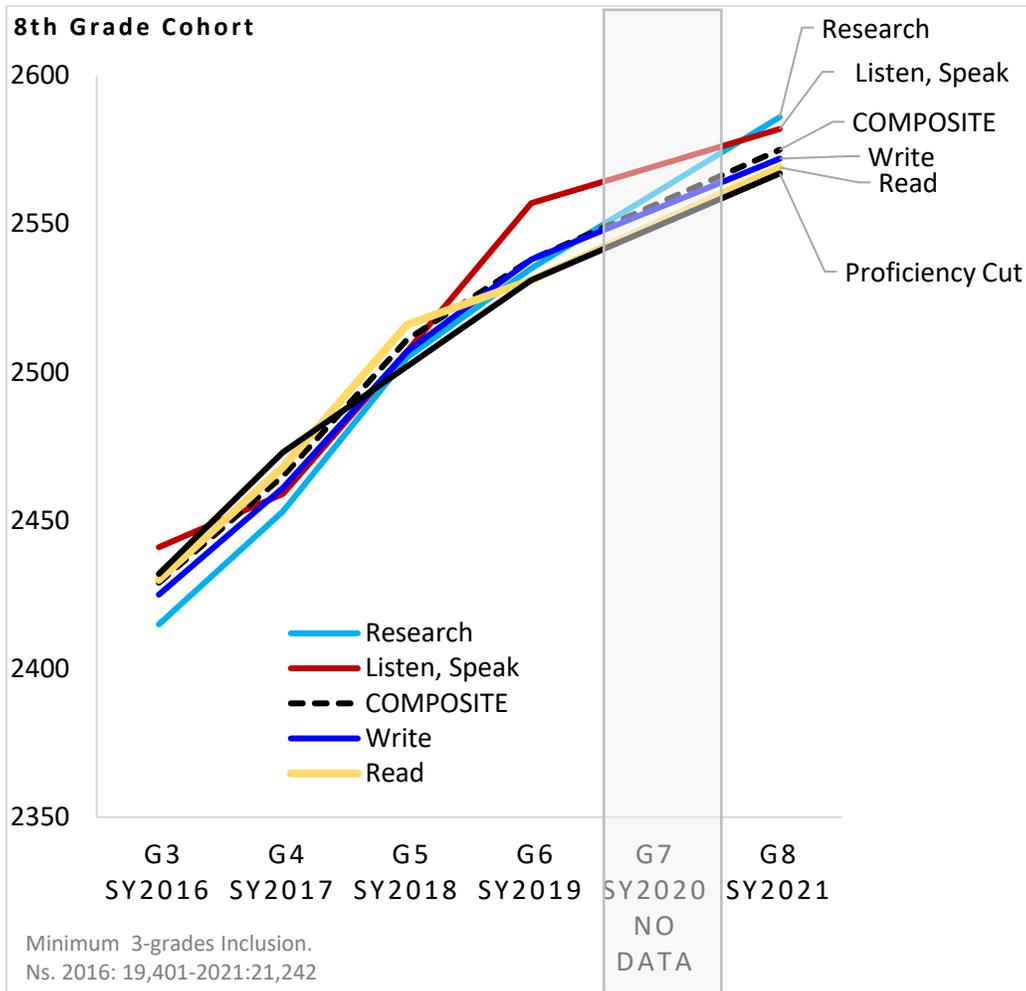
Figure 40: ISAT ELA Mean Scores of 10<sup>th</sup>-Grade Cohort SYs 2016 – 2021



As seen in the 8<sup>th</sup>-grade cohort analysis:

- The mean claim scores for 8<sup>th</sup> grade varied less from one another causing their lines them to appear more closely spaced together than was true for the 10<sup>th</sup>-grade cohort.
- Yet, similar to the pattern seen in the 10<sup>th</sup>-grade cohort, the Listening and Speaking claim was the most variable by grade. Also similar was that the Research claim started with the lowest mean scores in early grades. Unlike the 10<sup>th</sup>-grade cohort, it finished at the top in this 8<sup>th</sup>-grade cohort.
- For this cohort, all the claims and the composite reached or exceeded the Proficiency Cut by 5<sup>th</sup> grade, one or more grades earlier than in the prior 10<sup>th</sup>-grade cohort.

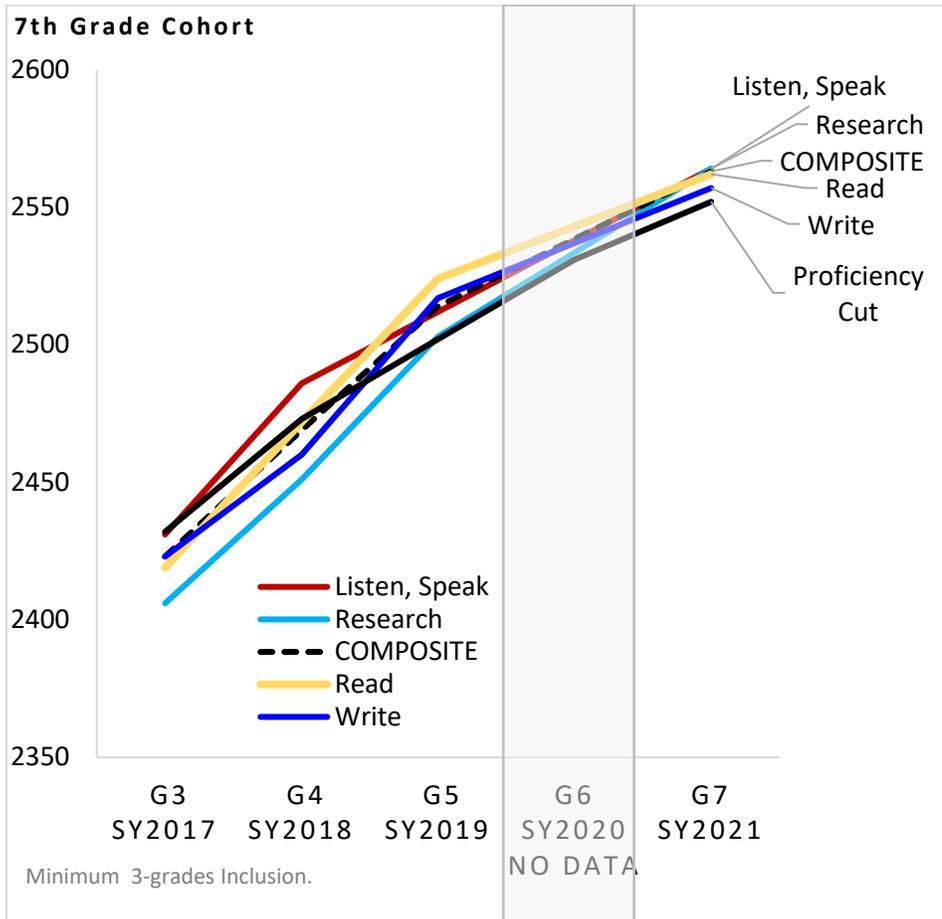
Figure 41: ISAT ELA Mean Scores of 8<sup>th</sup>-Grade Cohort SYs 2016 - 2021



The 7<sup>th</sup>-grade cohort analysis below shows that:

- The distribution of claim means and the progression across grades closely resembles that of the 8<sup>th</sup>-grade cohort.
- As with the 8<sup>th</sup>-grade cohort, all claim means and the composite reached the Proficiency Cut by 5<sup>th</sup> grade, a grade earlier than at least some of the claims crossed in the 10<sup>th</sup>-grade cohort.

Figure 42: ISAT ELA Mean Scores of 7<sup>th</sup>-Grade Cohort SYs 2016 - 2021



In-Depth ISAT ELA Longitudinal Analysis of 8<sup>th</sup>-Grade Cohort's Mean Claim Scores by Student Groups

This analysis reviewed the ELA performance of the cohort of students in the 8<sup>th</sup> grade in school year 2020-21. It examined their mean scale scores progressing from 2015-16 when they were in the 3<sup>rd</sup> grade through 8<sup>th</sup> grade, using the method described on page 43. Each of the following ten graphs shows either the Composite or a single claim, with the black Proficiency Cut score and the various student groups and race/ethnicities in different colors. The gray dashed line is either All Students or White students, depending on the graph.

Figure 43 reporting COMPOSITE scores across time shows that:

- Average student performance for students moved from just below to just above proficiency in grade 4, and maintained that performance.
- Asians, females, and students of multiple races accelerated growth from grades 3 through 8 above proficiency.
- Students in general and native Hawaiians accelerated growth toward Proficiency across the grades.
- The distance below Proficiency grew for students with disabilities, Hispanics, Native Americans, and African Americans, starting around grade 4.

Figure 43: ISAT ELA Mean Composite Scores by Student Group and Race/Ethnicity

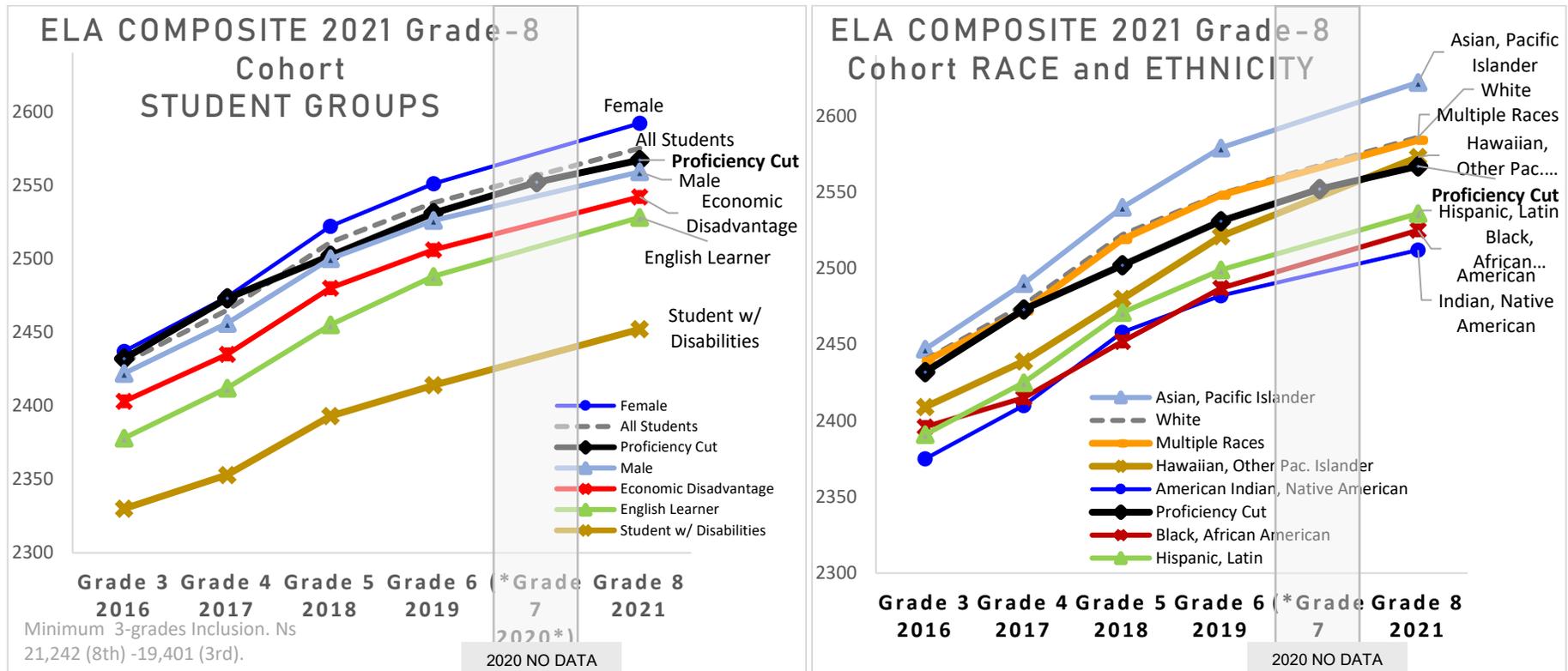


Figure 44 shows performance on the READING claim across student groups.

- It reveals a similar pattern to that seen on the COMPOSITE scores in Figure 43 (page 46) above.

Figure 44: ISAT ELA Mean READING Scores by Student Group and Race/Ethnicity

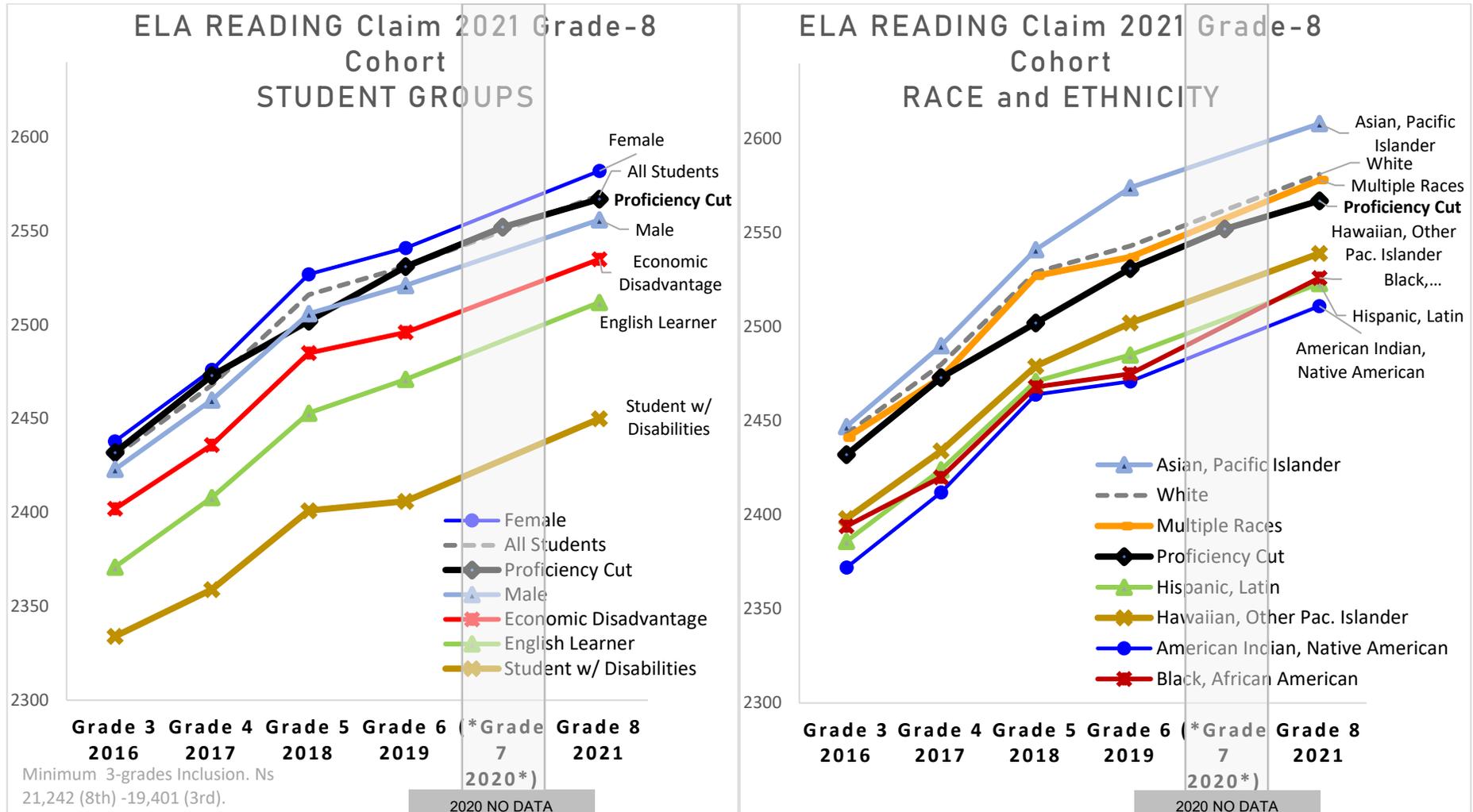


Figure 45 shows performance on the LISTENING claim across student groups.

- It reveals a similar pattern to that seen on the COMPOSITE scores in Figure 43 (page 46) above.

Figure 45: ISAT ELA Mean LISTENING Scores by Student Group and Race/Ethnicity

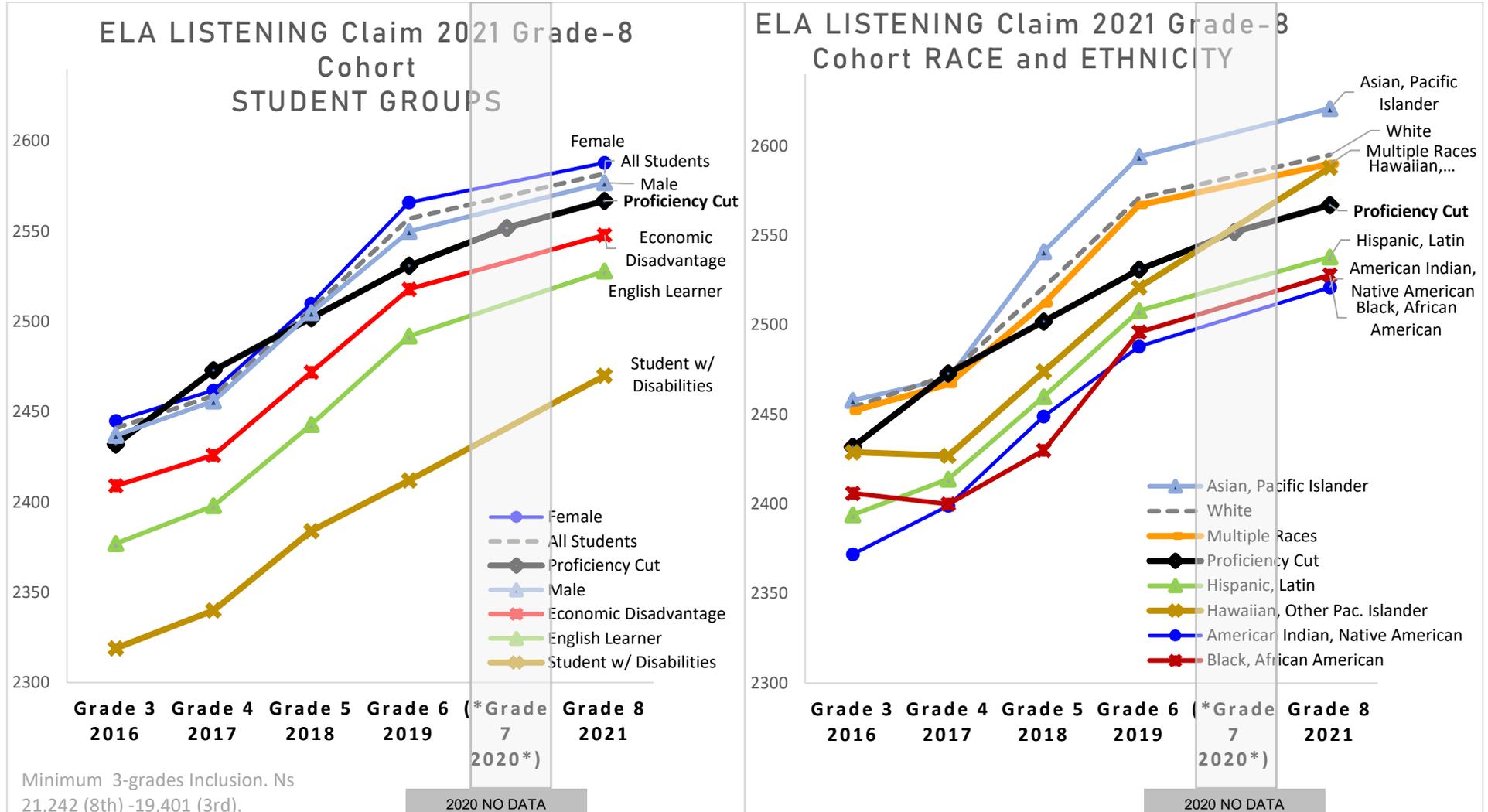


Figure 46 shows performance on the WRITING claim across student groups.

- It reveals a similar pattern that seen on the COMPOSITE scores (Figure 43, page 46), except Asian/Pacific Islander students' advantage is greater on this claim than others, starting in grade 6.
- Females showed similarly accelerated growth on this claim compared to other groups.

Figure 46: ISAT ELA Mean WRITING Scores by Student Group and Race/Ethnicity

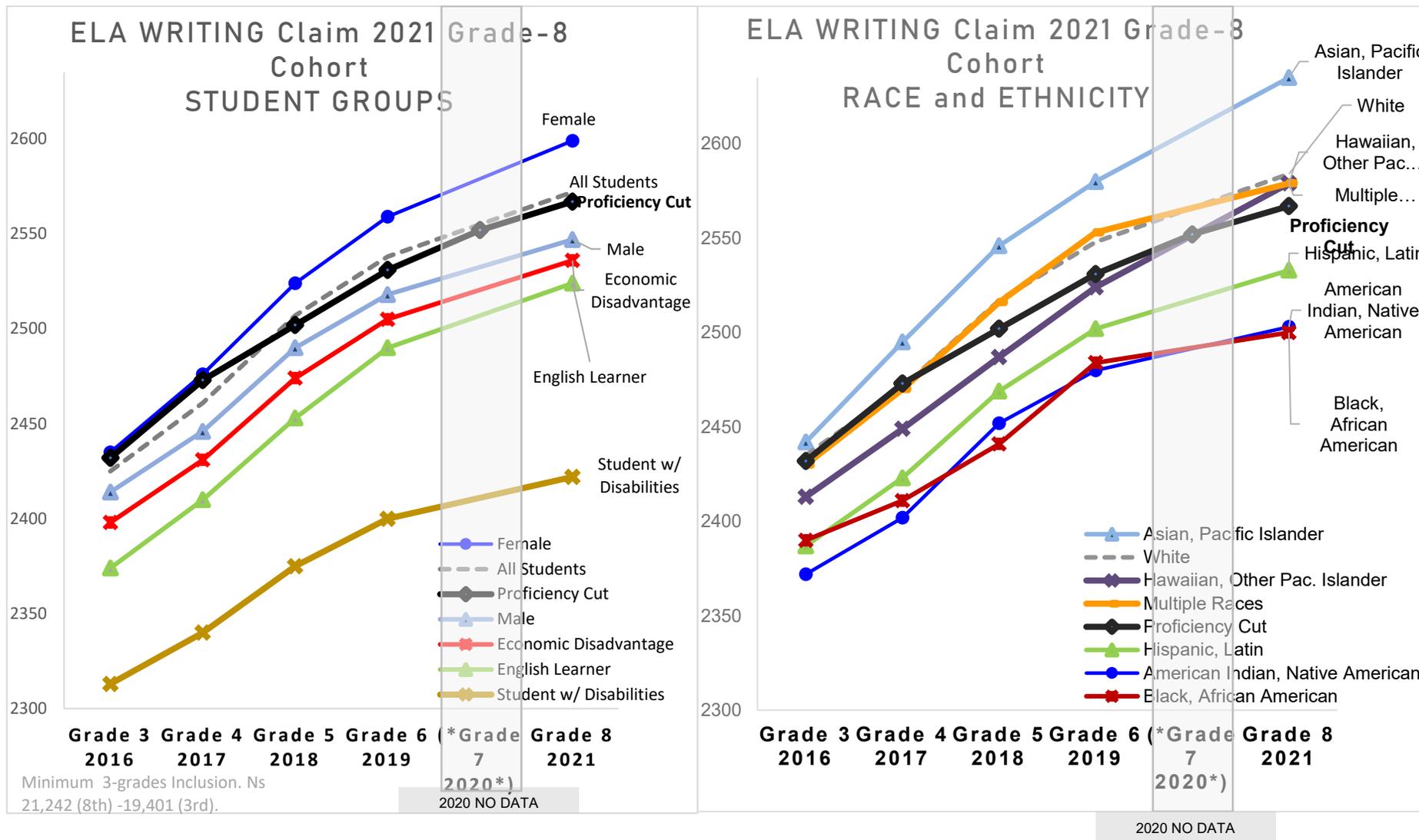
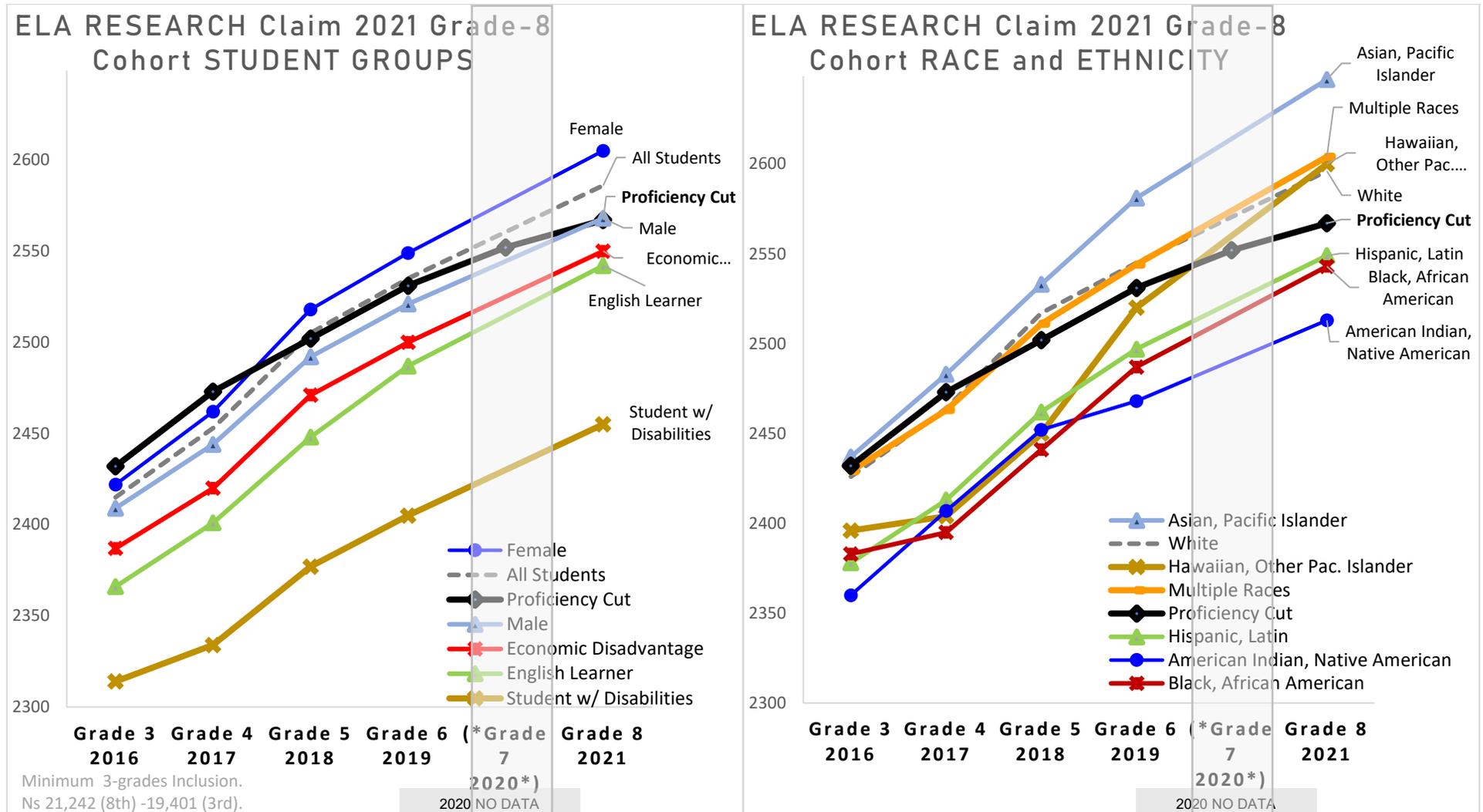


Figure 47 shows that

- The RESEARCH claim has a similar pattern to that seen for the COMPOSITE score, except
  - The RESEARCH scores reveal increasing separation of the top-performing groups from others.
  - They also show growth of four groups above the proficiency level by 8<sup>th</sup> grade, compared to just two student groups for the COMPOSITE and the other claims.

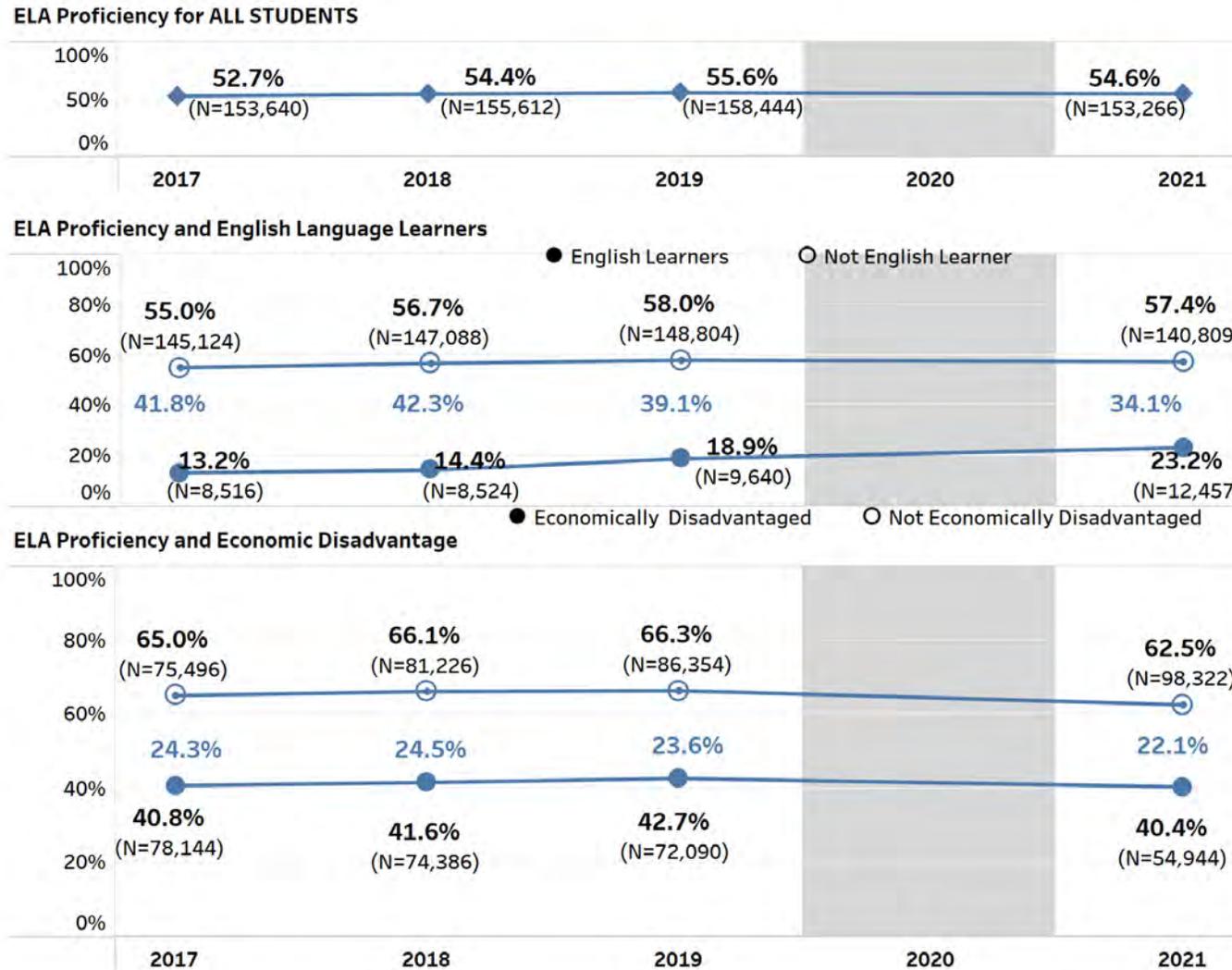
Figure 47: ISAT ELA Mean RESEARCH Scores by Student Group and Race/Ethnicity



### ISAT ELA Proficiency Rates and Student Group Gaps

Figure 48 through Figure 50 show that across all students, the proportions proficient rose gradually to 2019, and then fell in 2021 back to near the 2018 level.

Figure 48: ISAT ELA Percentages Proficient: ELL, Economic Disadvantage



Most student groups' proportions mirrored the all-students pattern of rise through 2019 and decline in 2021, except students with disabilities whose recent high in 2018 preceded a 2-year decline, and ELs whose proficiency proportions rose by 10 points from 2017 to 2021.

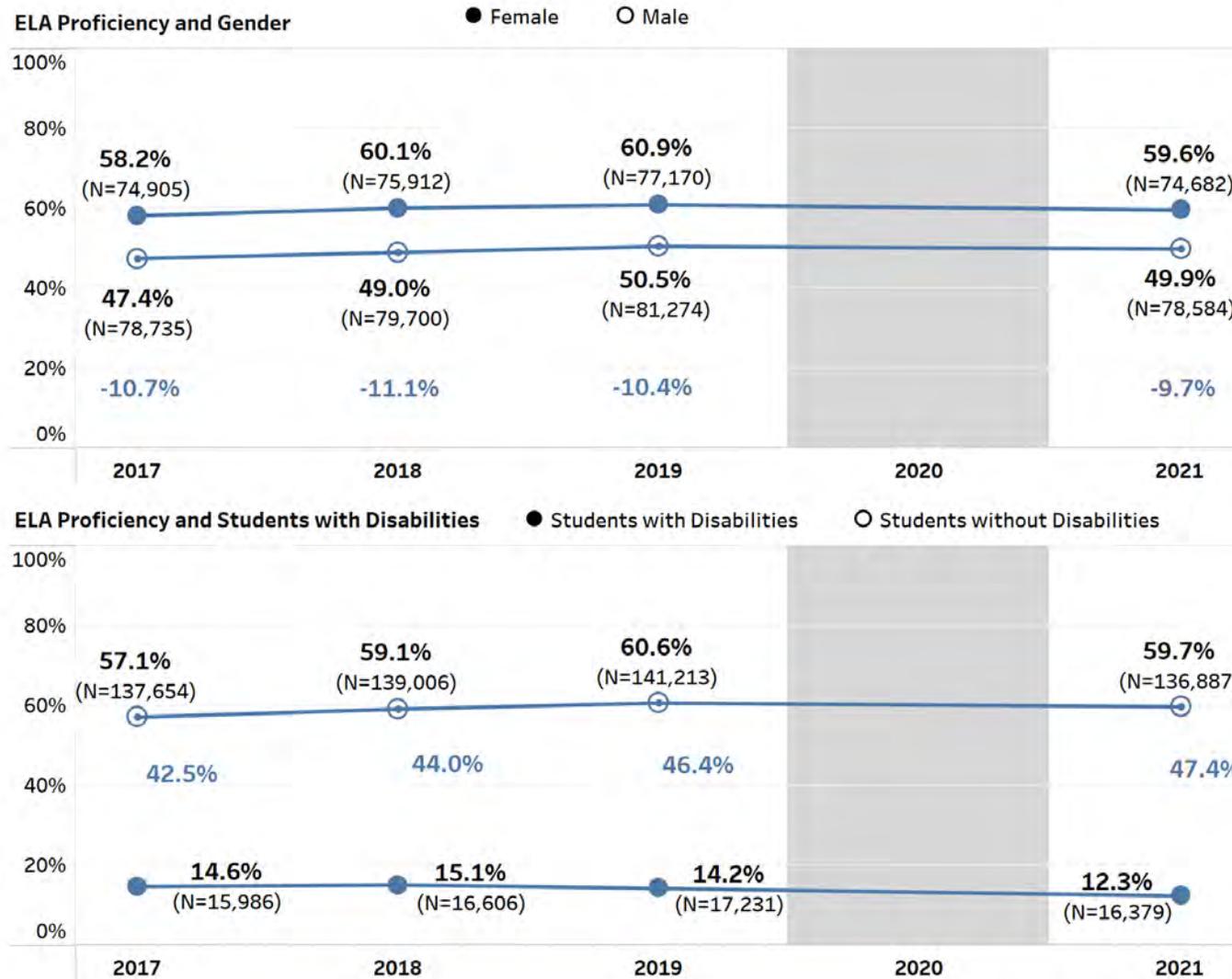
Except for English Learners, the ISAT ELA performance gaps for most student groups did not deviate by more than 1-2 percentage points from 2019 to 2021.

One of the seven ISAT ELA performance gaps associated with student groups stayed relatively steady (Hispanics).

Three grew by 1-2 percentage points (migrants, students with disabilities, foster Students) by 2021.

Three groups narrowed, the males and students with economic disadvantage shrank it by 1.5 points; and ELs narrowed it by 5 points.

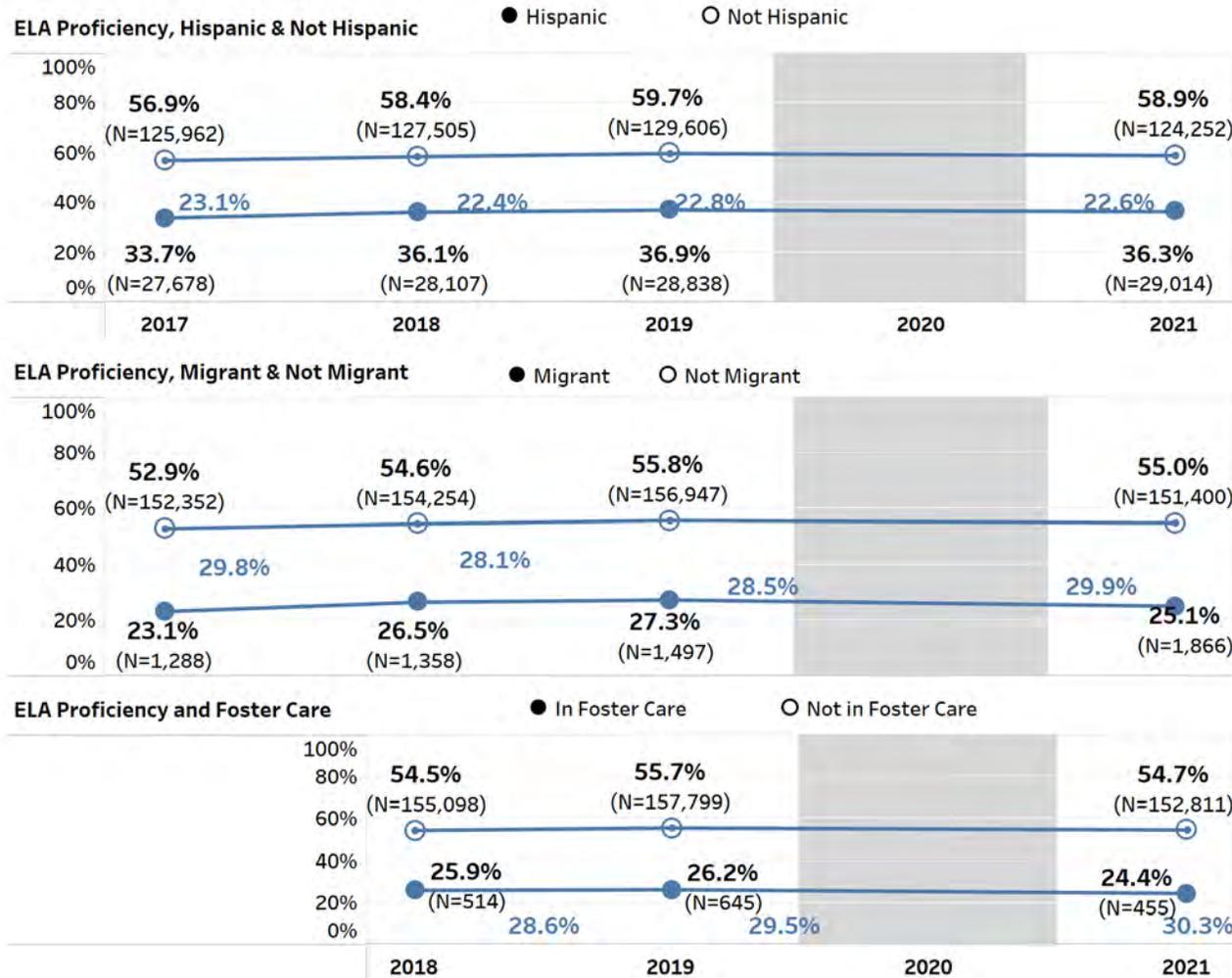
Figure 49: ISAT ELA Percentages Proficient: Gender, Economic Disadvantage



The gender gap narrowed by 1.4 percentage points from 2018 to 2021.

The gap for students with disabilities grew gradually each year from 2017 to 2021 by a total of nearly 5 percentage points because of their decreasing proportions proficient.

Figure 50: ISAT ELA Percentages Proficient: Hispanic, Migrant, Foster



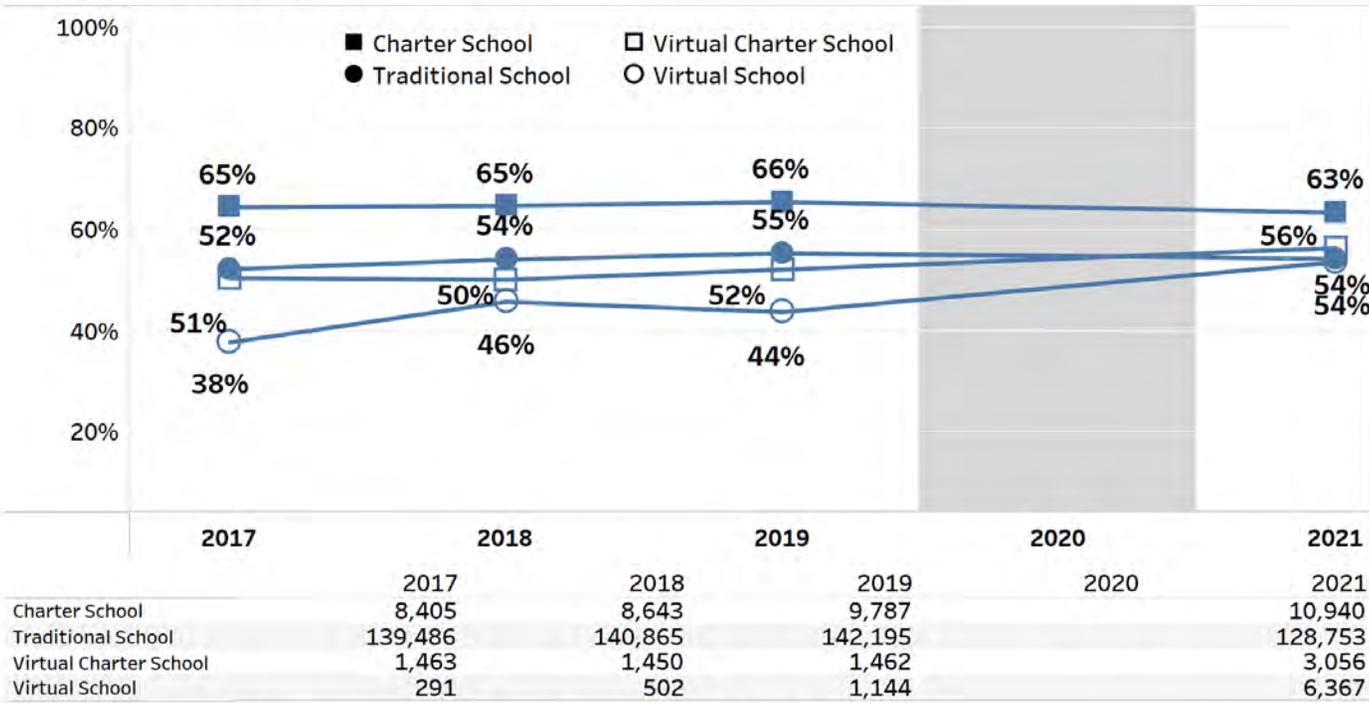
The gap for Hispanics was relatively stable.

The gap for migrant students varied up and down, changing from 0.6 to 1.7 points per year.

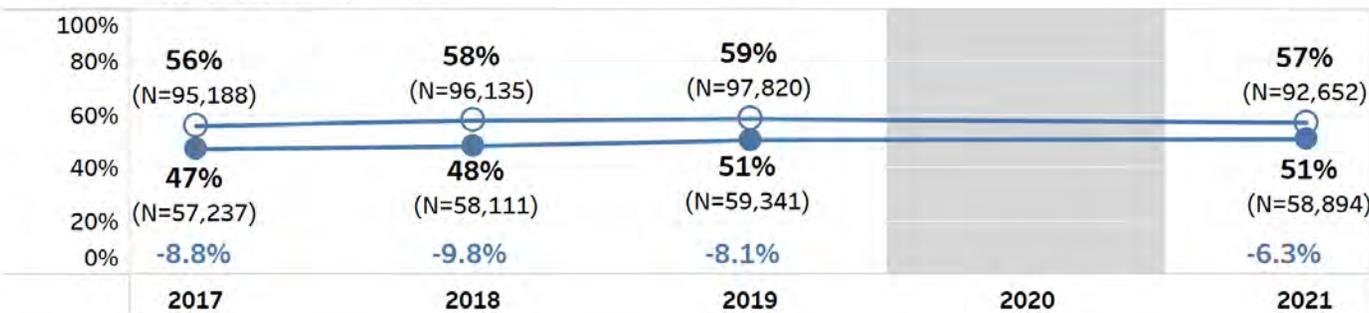
The gap for foster students rose from 2018 to 2021.

**Figure 51: ISAT ELA Percentages Proficient by School Differences**

**ELA Proficiency, School Type**



**ELA Proficiency, Rural and Non-Rural**



The differences in ISAT ELA proficiency rates among school types narrowed from 27 points (Charter to Virtual) in 2017, to 9 points in 2021.

This change occurred mostly because of the dramatic proficiency rise among virtual schools from 38% proficient in 2017 to 54% in 2021.

Charter schools remained at the top with 63% proficient in 2021, despite a 2-point decline from 2019 to 2021. The remaining types – traditional, virtual charter, and virtual (district-run) schools – ranged from 54% to 56% proficient.

The gap between rural and non-rural schools declined 6.3 points to its lowest since 2017 because both types improved through 2019, and then non-rural schools declined in 2021 while rural schools stayed steady.

## MATH ACHIEVEMENT

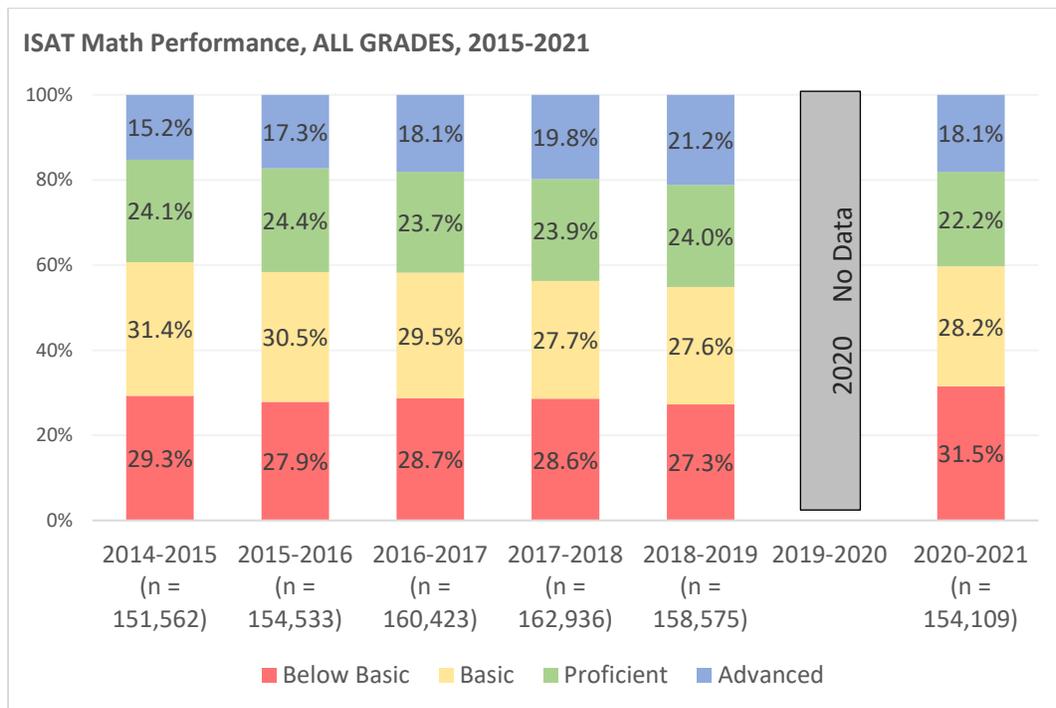
Idaho students' achievement in math is measured annually in the Spring summative ISAT Math assessment. The results are reported in two primary ways: scale scores and achievement levels. Based on their scale scores, students fall into one of four categories of performance called achievement levels. In this section we review the performance of (a) proficiency levels of all students across all grades (3-8 and 10); (b) scale scores of three grade cohorts of student as they progress from grades 3 through 10; (c) performance levels of students in middle school grades 5-8; and (d) performance of students in all grades 3-8 and 10 with a focus on various student groups and related performance gaps.

### ISAT Math Achievement

The ISAT Math findings show a similar COVID-19 effect to that in other indices. As seen in Figure 52:

- Through 2019, the proportion of students scoring Advanced increased by 6.0 percentage points, but in 2021 it declined to the 2017 level
- The percentage of Proficient students remained relatively stable from 2015 through 2019, and declined in 2021.
- As a result, the percentage at both Basic and Below Basic trended down through 2019 but edged up in 2021.
- The proportion of Below Basic is the highest it has been since 2015.

Figure 52: ISAT Math SYs 2015-2021



**Note.** 2019-20 data are not available because of COVID-related lapses in test-taking.

### Longitudinal Review of Three Grade Cohorts' ISAT Math Performance Claims

This analysis reviewed the Math performance of three cohorts of students who were in either the 7<sup>th</sup>, the 8<sup>th</sup>, or the 10<sup>th</sup> grade in SY 2020-21. It examined their mean scale scores progressing from school year 2016 through 2021. For both 7<sup>th</sup>- and 8<sup>th</sup>-grade cohorts, the graph starts in their 3<sup>rd</sup> grade because that is the first grade the ISAT is administered. It progresses to their cohort grade in 2021. For the 10<sup>th</sup>-grade cohort, it starts in their 5<sup>th</sup> grade in 2015-16. Included in each analysis were all students with a score in all grades in the cohort, and only students who progressed to the expected next grade. The following graphs show both composite scores and their constituent claims scores. Claim scores evaluate achievement on each of the three skills that comprise Math proficiency – Concepts, Problem Solving, and Reasoning and Communicating. The claim scores are combined into the composite.

The graphs show the composite score in **dashed-gray**; the Proficiency Cut Score in **black**, and the claims in other colors. The Cut score is the level a student is considered proficient within the grade.

The pattern for all three cohorts is the same:

- Students' means started in grade 3 at or near proficiency in the Concepts claim and the composite.
- By grade 5, students' progress on all claims and the composite flattened, diverging increasingly below the Proficiency Cut, which continued to rise.

Figure 53: ISAT MATH Scale Scores, Grade-7 Cohort by Claim, School Year

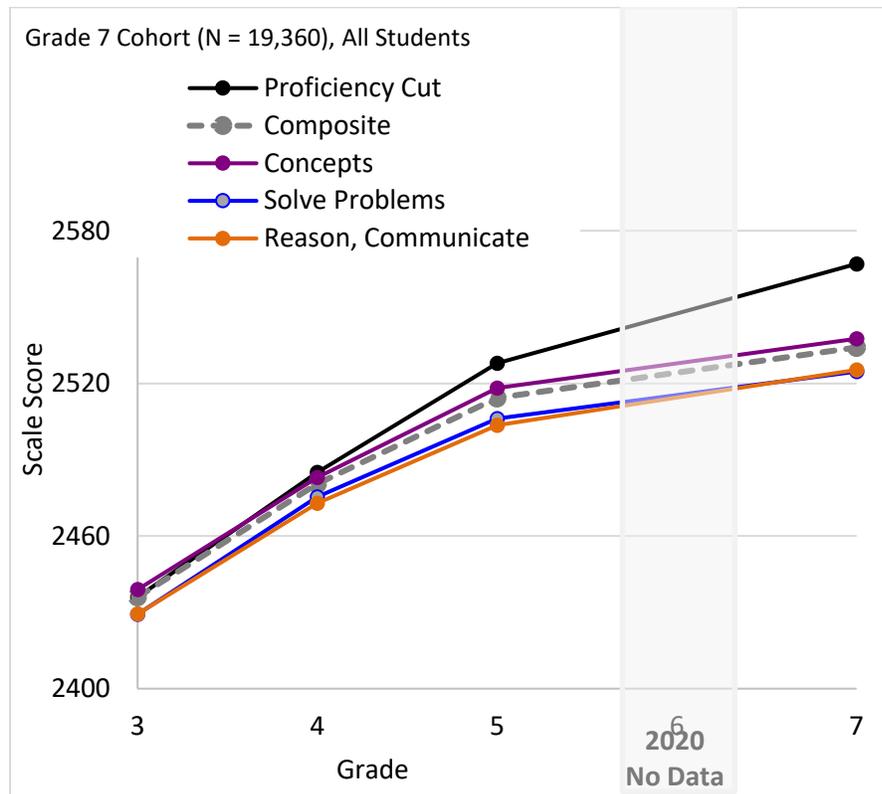
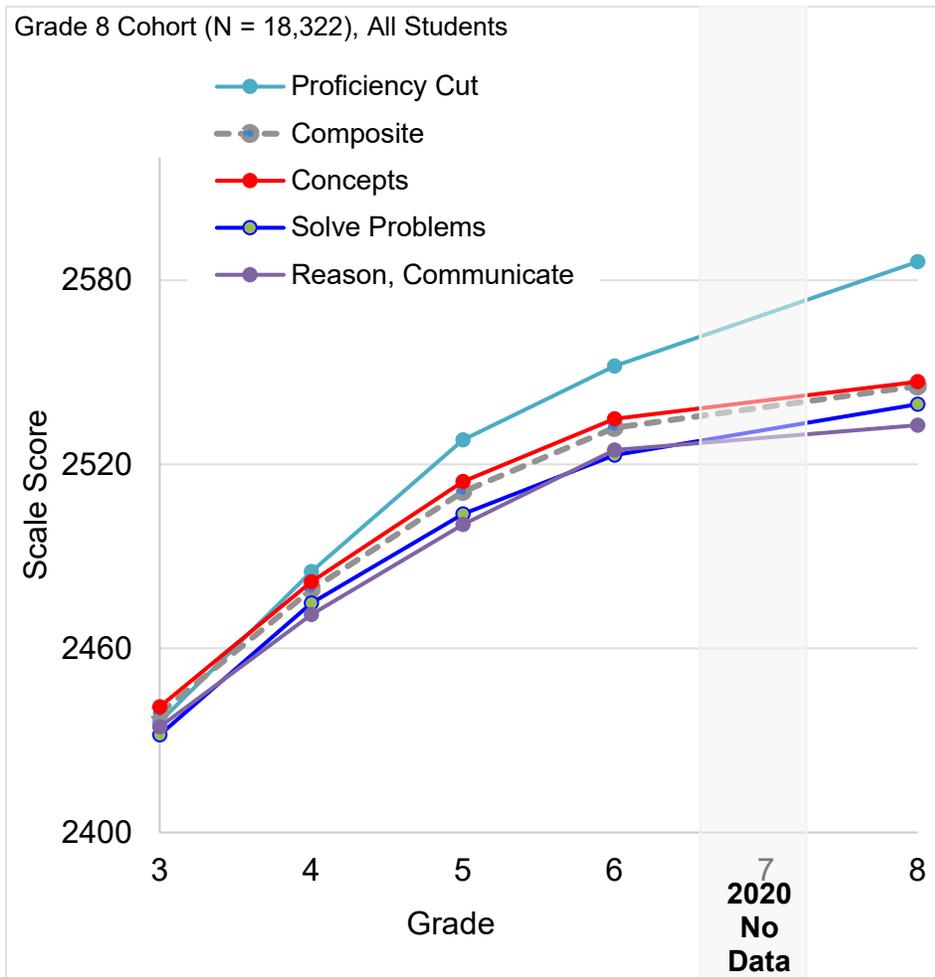
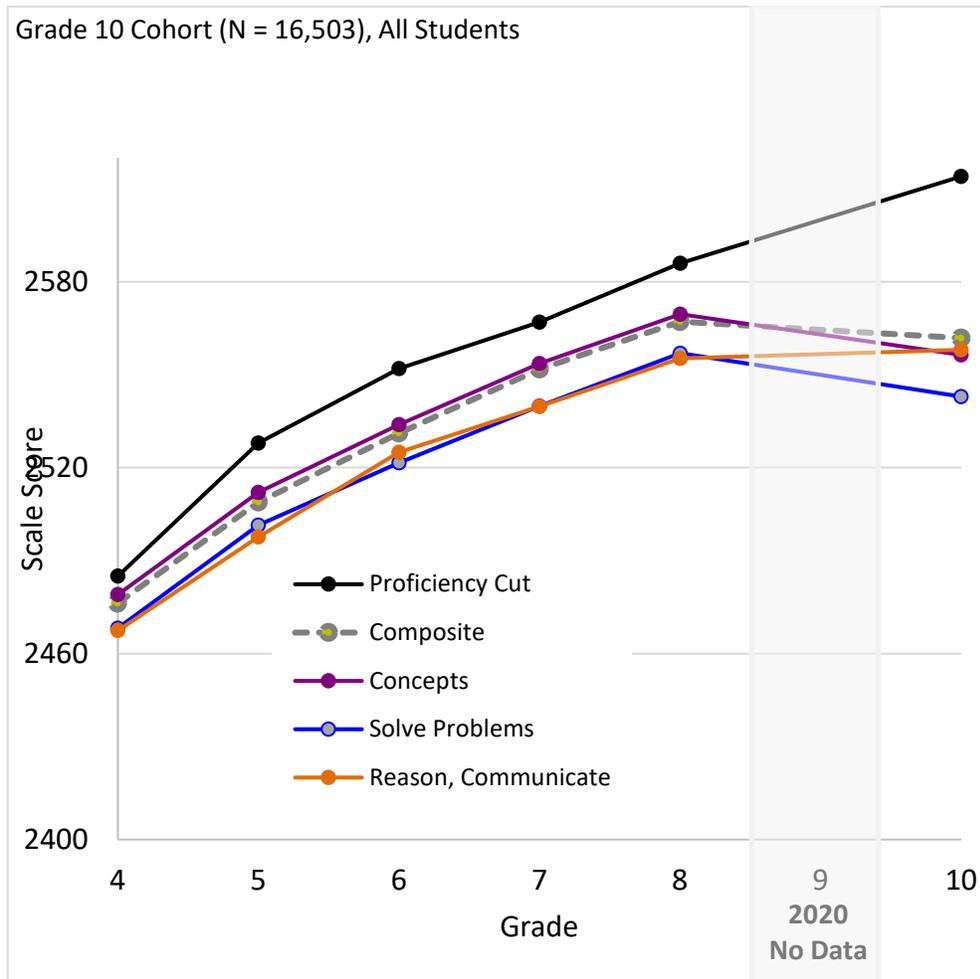


Figure 54: ISAT MATH Scale Scores, Grade-8 Cohort by Claim, School Year



v

Figure 55: ISAT MATH Scale Scores, Grade-10 Cohort by Claim, School Year



Only in the 10<sup>th</sup>-grade cohort did the average on any of the claims or the Composite decline compared to the prior grade measured. In this case that measure was two years prior, because of the COVID-19 lapse in 2020.

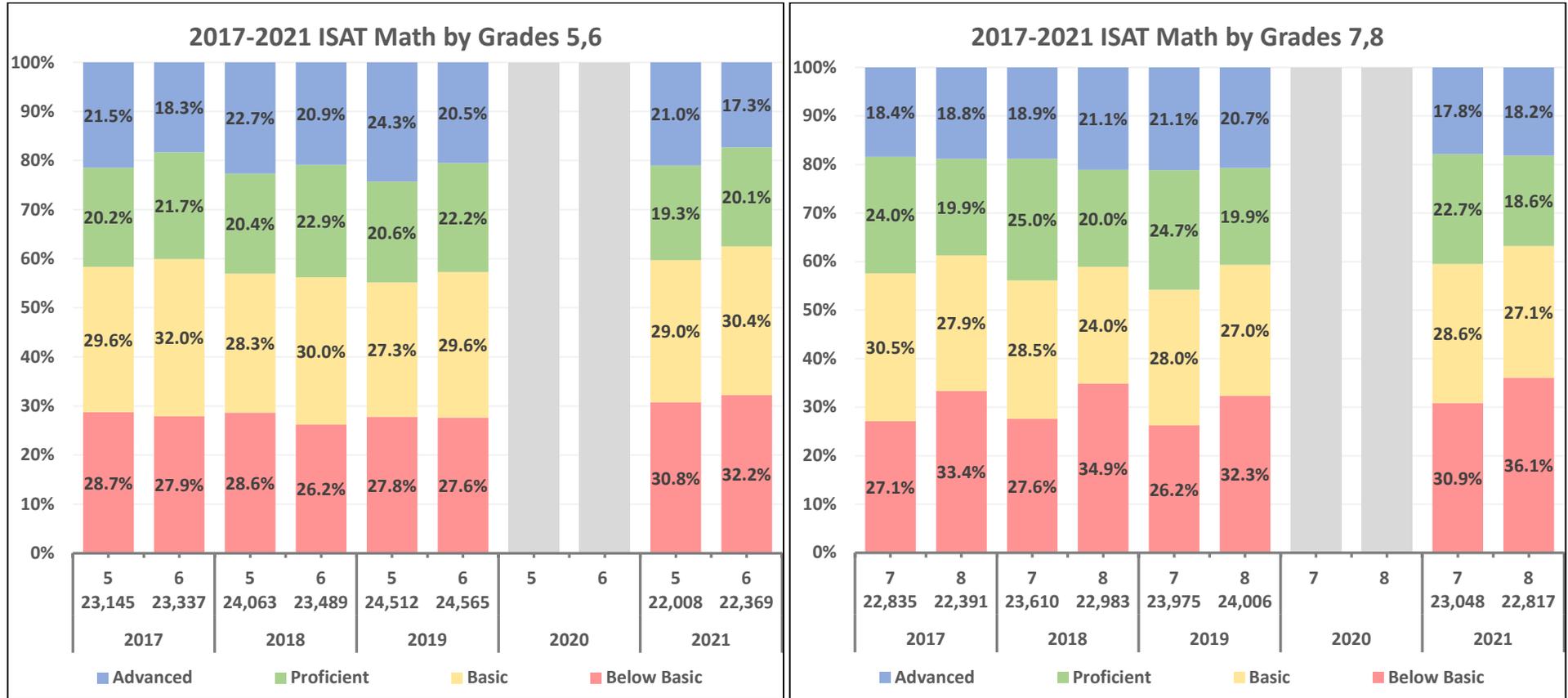
Only the Reason and Communicate claim scores rose from grade 8 to 10. The other scores declined.

ISAT Math Achievement in Middle School (Grades 5-8)

ISAT Math performance showed a profound drop after COVID-19 closures of at least 4 percentage points in combined proportions of Advanced and Proficient.

- Every year from 2017 through 2021, except 2018, grade-6 performance had lower proportions of combined Advanced plus Proficient than grade 5.
- By contrast, only in 2021 was the 6<sup>th</sup>-grade proportion Below Basic higher than the 5<sup>th</sup>-grade proportion.
- In every year, the 8<sup>th</sup> grade proportion of Below Basic was higher than the 7<sup>th</sup>-grade proportion.

Figure 56: ISAT Math Proficiency Levels by Grades 5-8, 2017-2021

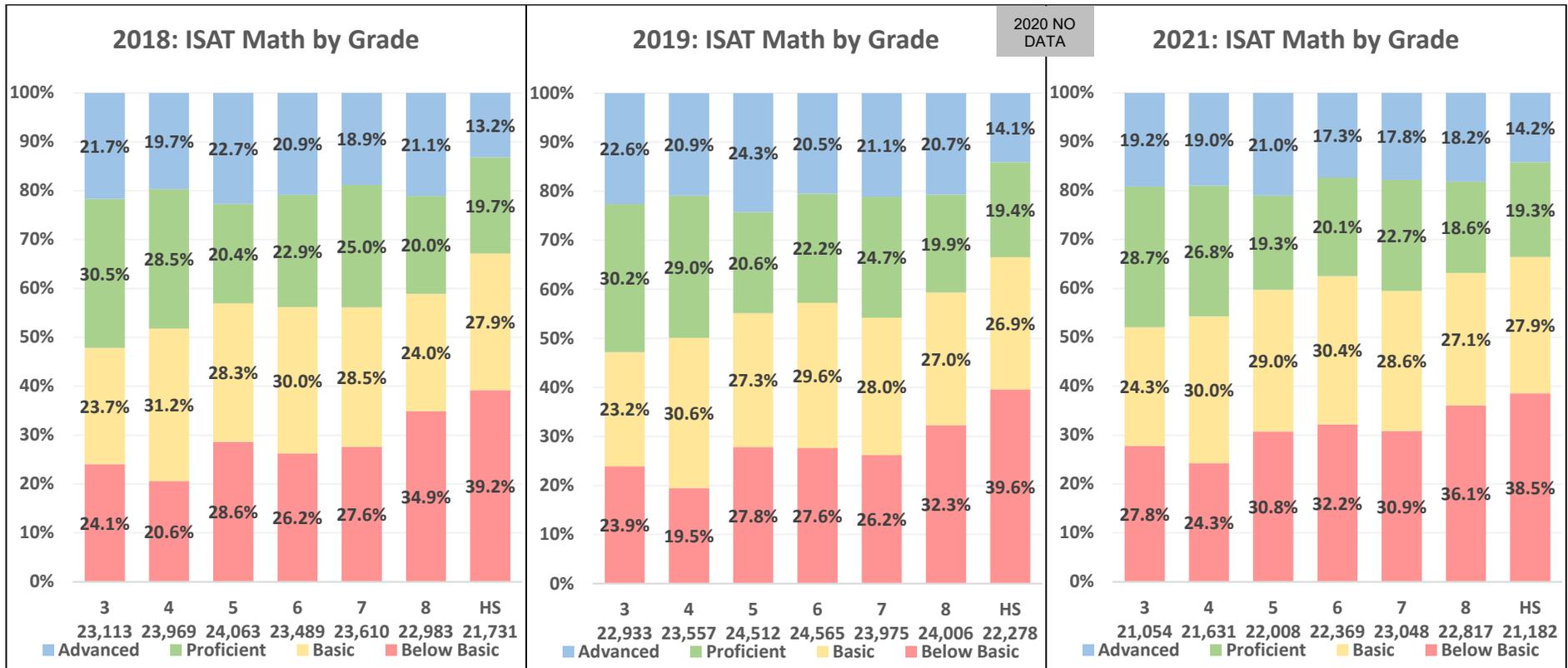


ISAT Math Performance by Grades 3-8, 10

The Pandemic’s effect on Math scores was visible in the decreased proportions of students scoring Advanced or Proficient in all grades except HS, which remained stable. As seen in Figure 57:

- With each successive year since 2018, more high school students performed at the Advanced standard.
- Reversing the upward trend since 2018, the proportions performing at Advanced and Proficient in all other grades fell in 2021 to below 2018 levels.
- The percentage of students performing Below Basic rose above 2018 levels in 2021 in every grade except high school, which declined by 1 point.
- The general trend of increasing proportions of Below Basic across progressively higher grades is another view of the decline in performance observed in the longitudinal analyses (Figure 53 through Figure 55, page 56).

Figure 57: ISAT Math by Grade in 2018, 2019, and 2021

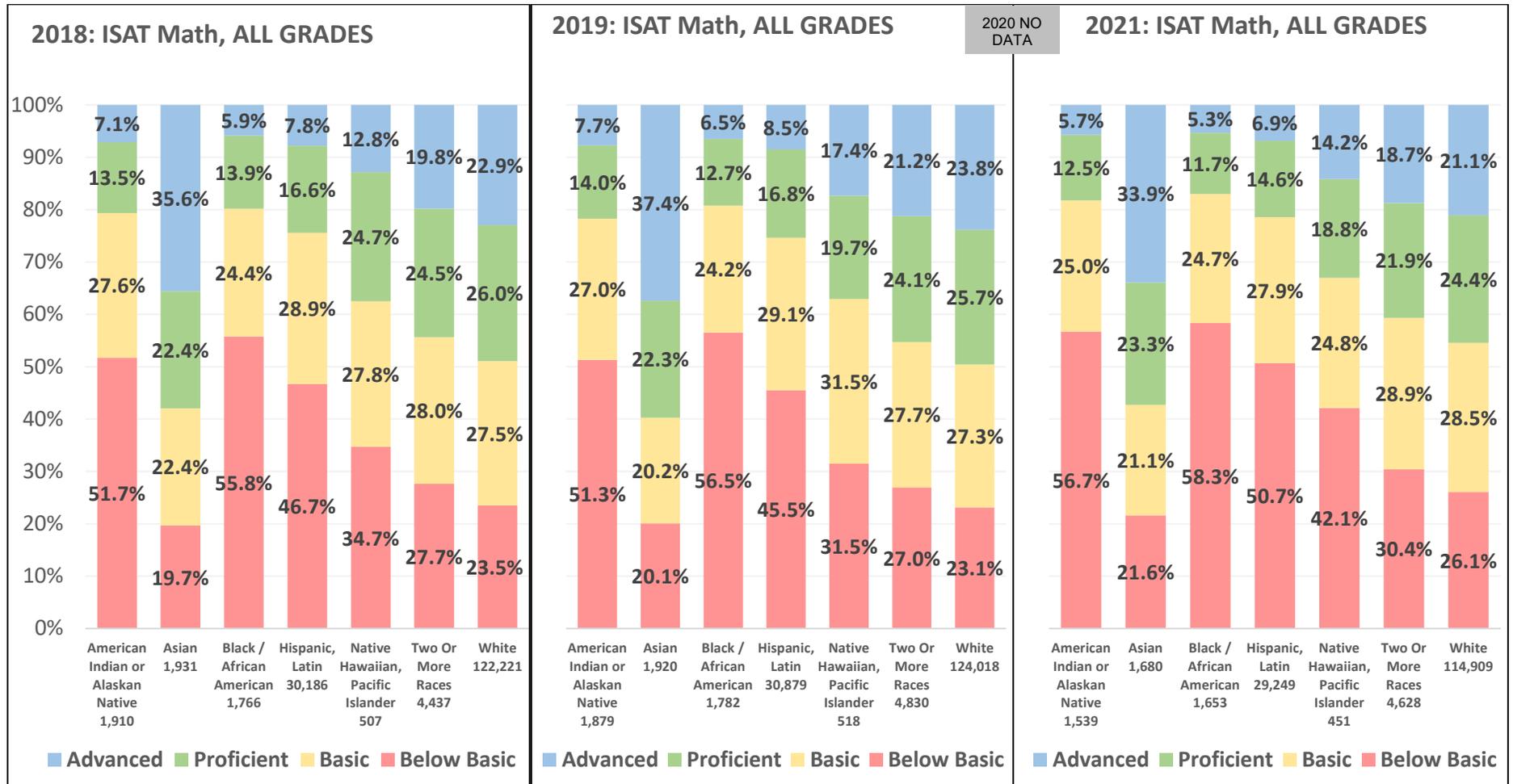


Note. 2019-20 data are not available because of COVID-related lapses in test-taking.

ISAT Math Performance by Race/Ethnicity – ALL GRADES

As seen in Figure 58, all student groups except Asians have declined in the proportion achieving either Proficient or Advanced performance levels since 2018 and 2019. Asians’ proportions Proficient were higher in 2021 than in either 2018 or 2019.

Figure 58: ISAT Math by Race / Ethnicity in 2018, 2019, and 2021



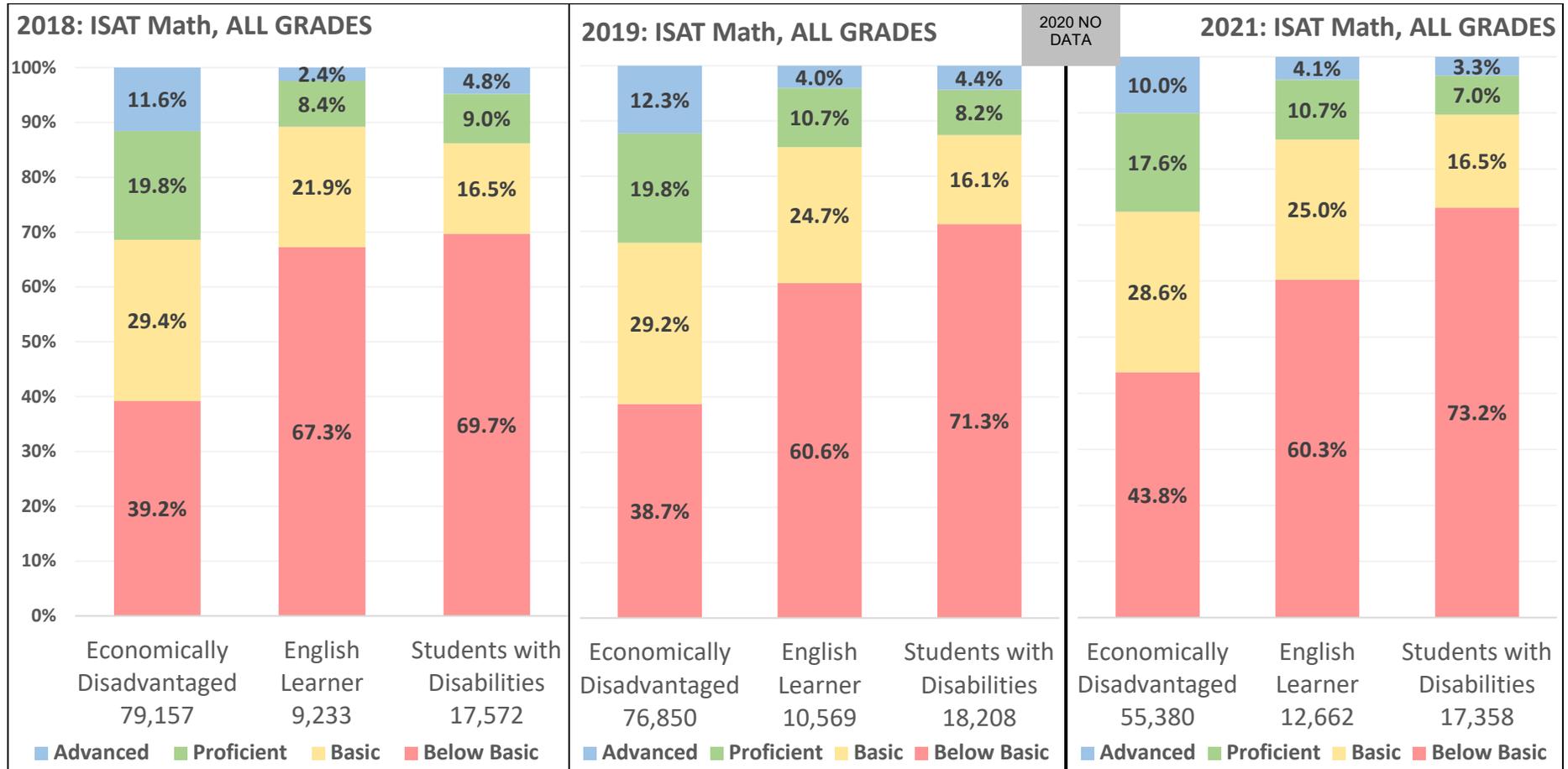
Note. 2019-20 data are not available because of COVID-related lapses in test-taking.

ISAT Math Performance by Subgroup – ALL GRADES

As seen in Figure 59:

- English Learners have made progress since 2018, reducing the percentage of students at Below Basic, while increasing the percentages at Proficient and Advanced since 2018.
- Economically disadvantaged students' math performance in 2021 declined compared to 2018 and 2019, as did the performance of students with disabilities.

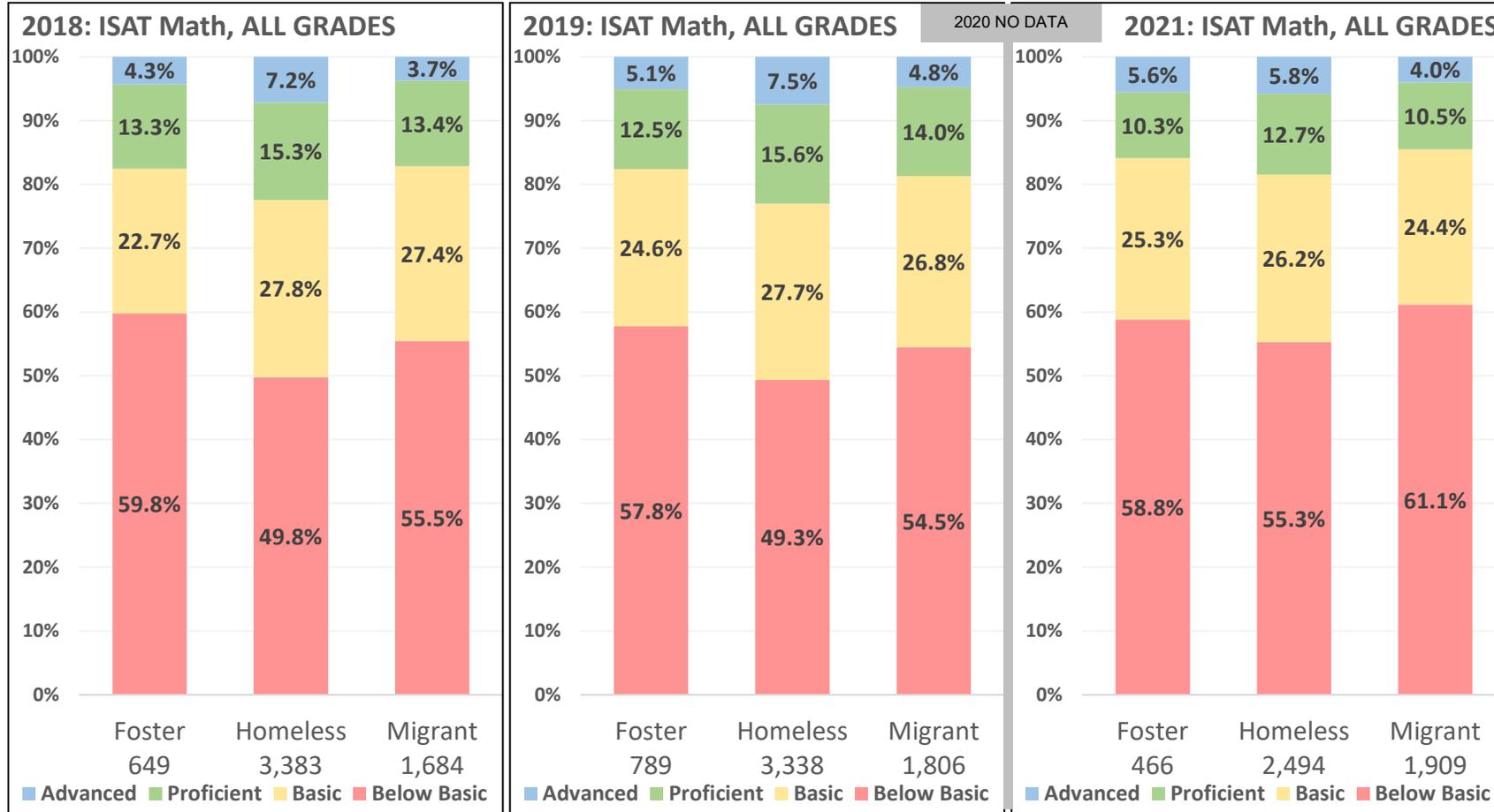
Figure 59: ISAT Math by Student Groups -1 in 2018, 2019, and 2021



As seen in Figure 60:

- Students in foster care, and those who were migrants or were homeless, all declined in proportions achieving Advanced or Proficient on ISAT Math in 2021 compared to 2019.
- All three groups increased in the proportions performing at Below Basic.

**Figure 60: ISAT Math by Student Groups -1 in 2018, 2019, and 2021**

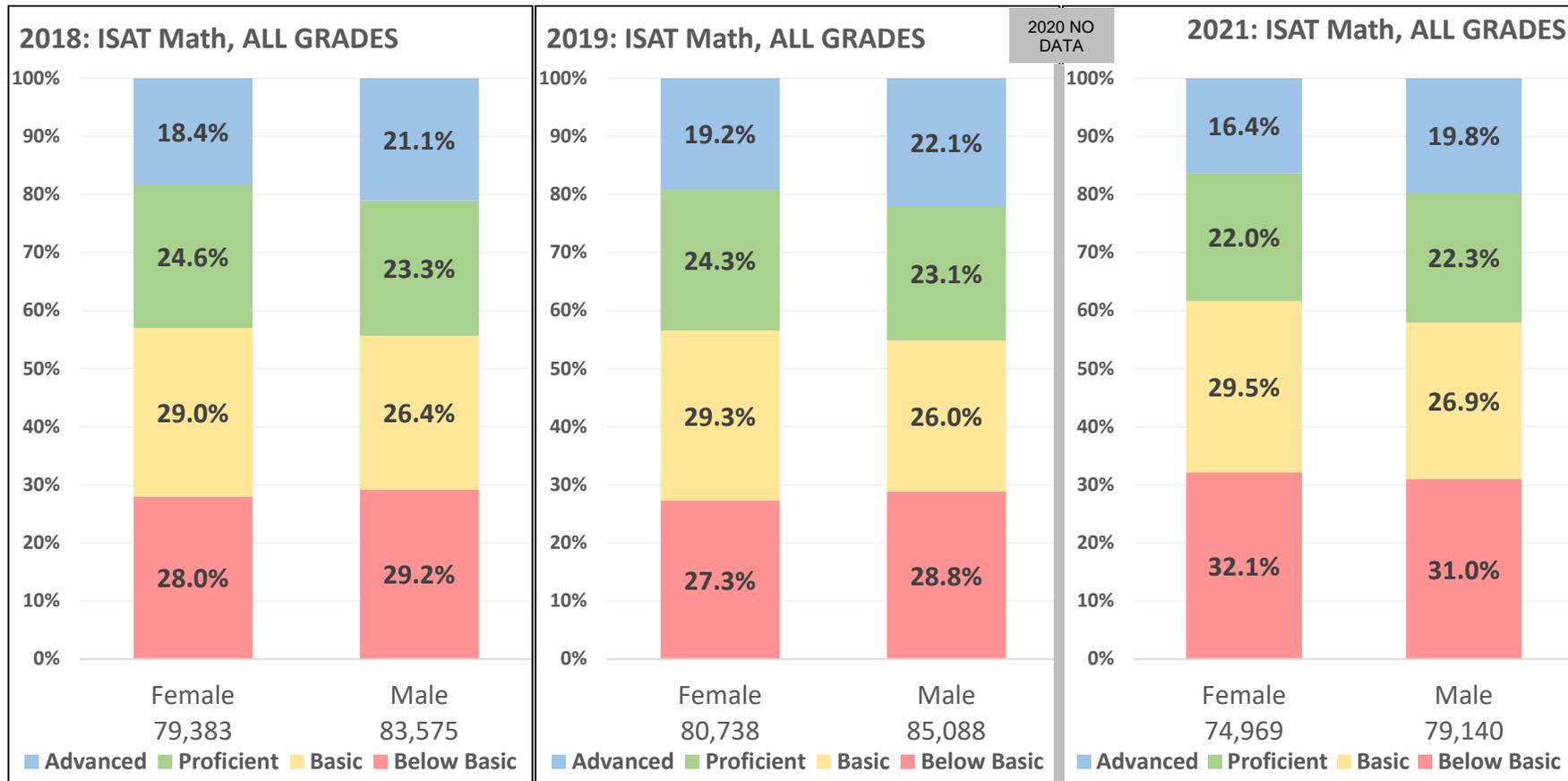


ISAT Math Performance by Gender, ALL GRADES

As seen in Figure 61:

- Higher percentage of males than females performed at Proficient levels in each of the three years.
- By contrast, higher percentages of males than females performed Below Basic, except in 2021 when females' percentage was higher.
- Performance for both female and male students has declined since 2019, reversing an upward trend until 2019. This decline affected females more than males.

Figure 61: ISAT Math by Gender in 2018, 2019, and 2021



ISAT MATH Proficiency 2017-2021 – Performance Gaps, ALL GRADES, by Student Groups

The following figures include all students and grades, and show performance gaps between subgroups of students.

Figure 62: MATH Proficiency Gaps – All Students, ELL, Economic Disadvantage

Math Proficiency, All Students



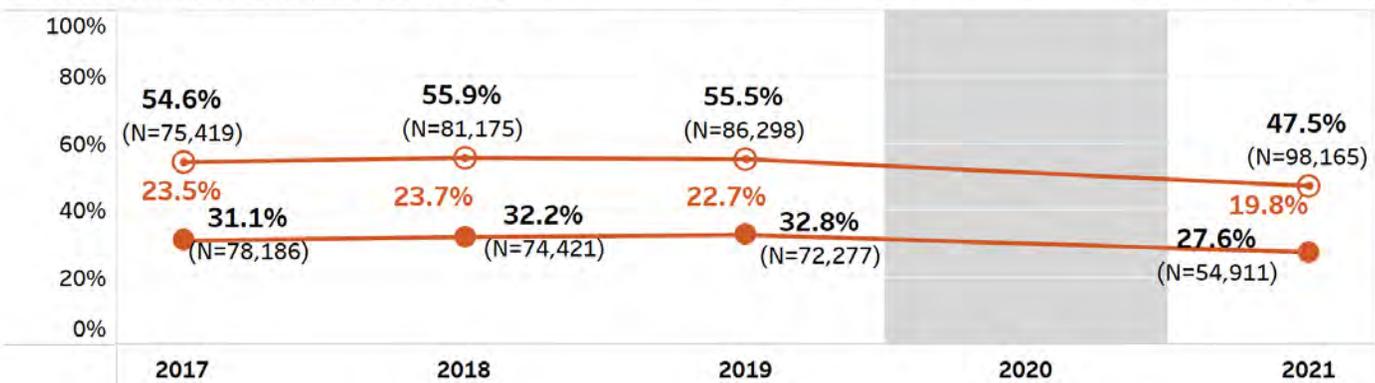
Math Proficiency and English Language Learners

● English Learners ○ Not English Learner



Math Proficiency and Economic Disadvantage

● Economically Disadvantaged ○ Not Economically Disadvanta..

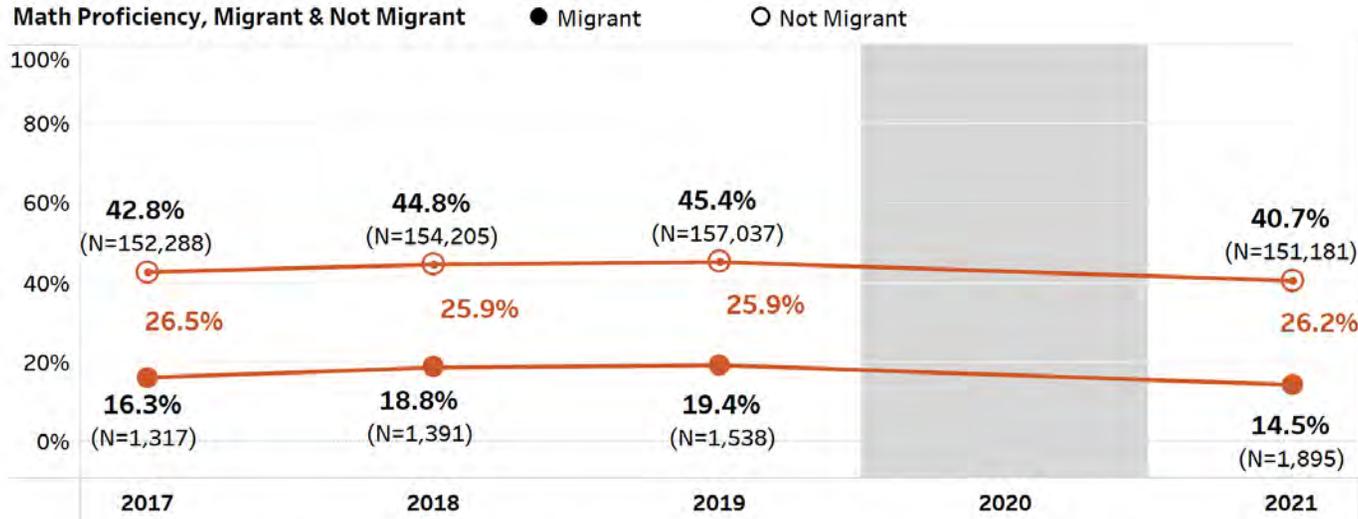


Overall math performance across all students and in most student groups declined in 2021 since the prior assessment in 2019.

Many performance gaps remained steady or shrank, mostly because the performance of the student subgroups declined less than the performance of the broader population.

The gaps for English Learners and for economically disadvantaged students shrank the most – about 3 percentage points each – mostly because their comparison groups dropped by more than 6 percentage points.

Figure 63: MATH Proficiency Gaps – Migrant, Foster Care



The gap between migrant students and others grew 0.3 percentage points.

The gap for foster students shrank by 0.5 points.

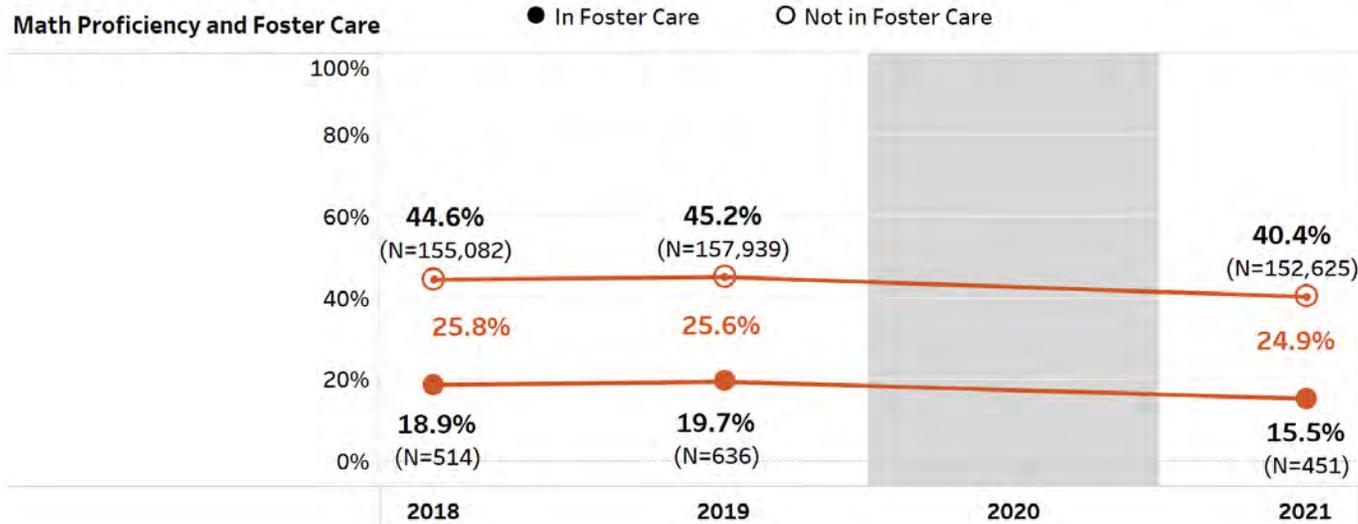
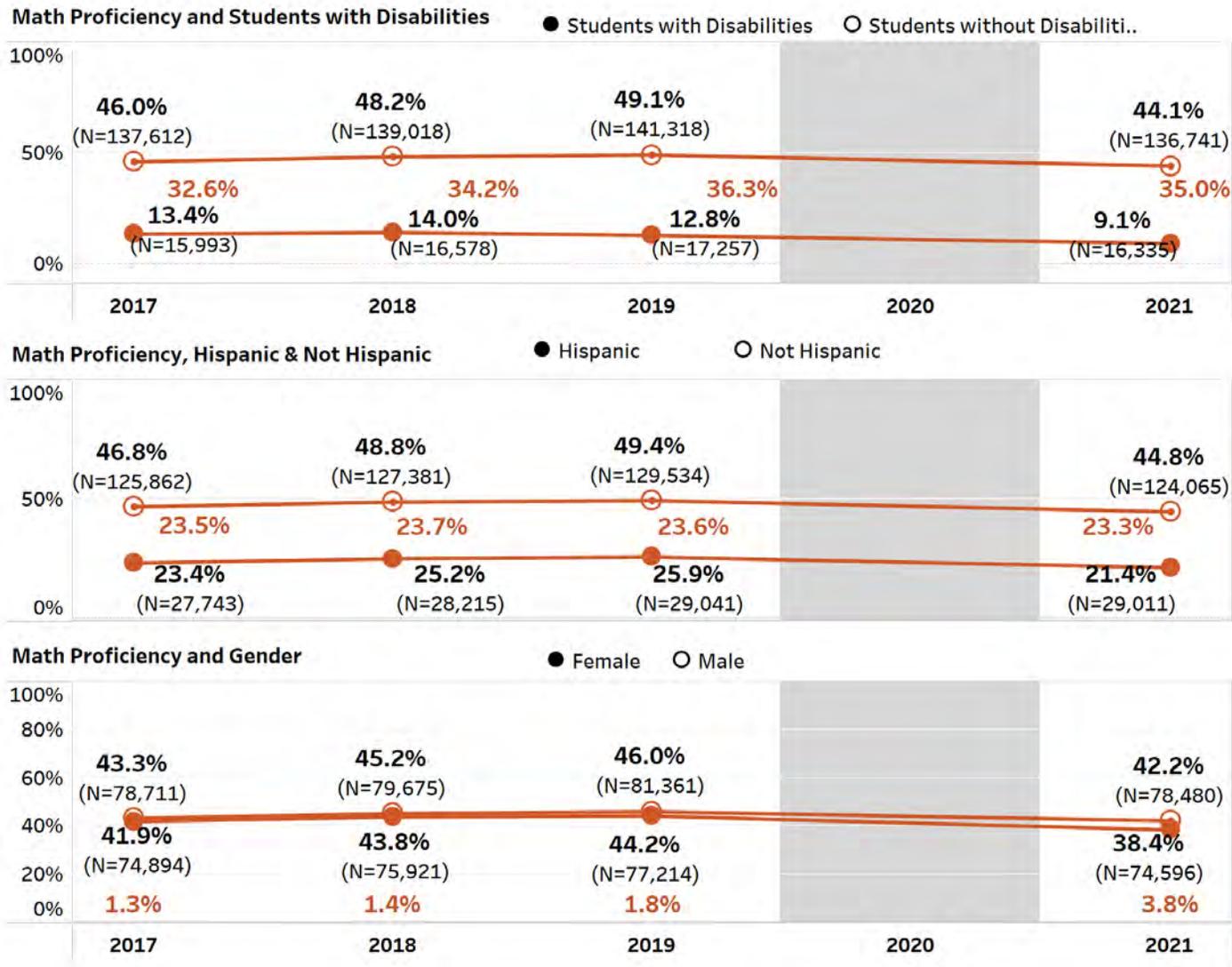


Figure 64: MATH Proficiency Gaps – Disabilities, Hispanic, Gender

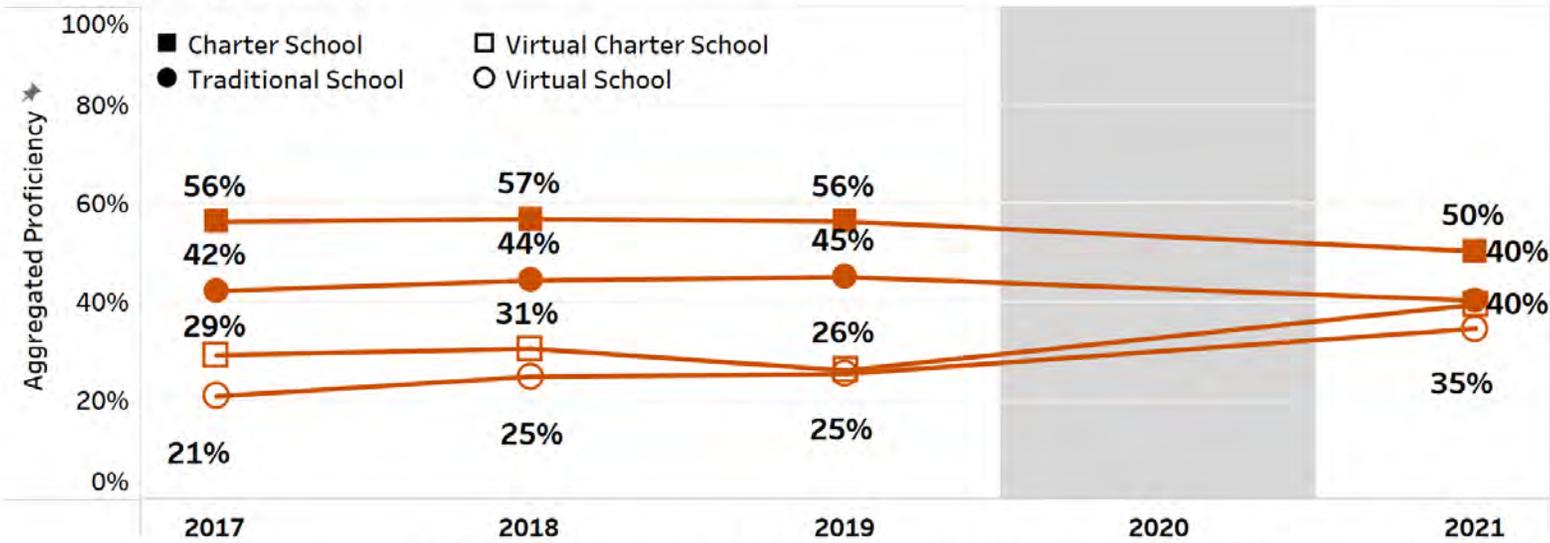


The gender gap grew by 2 percentage points because female student' performance dropped by nearly 8 points compared to that of male students with a drop of less than 6 points.

This widened gap contradicts the pattern of shrinking gaps for many other student groups.

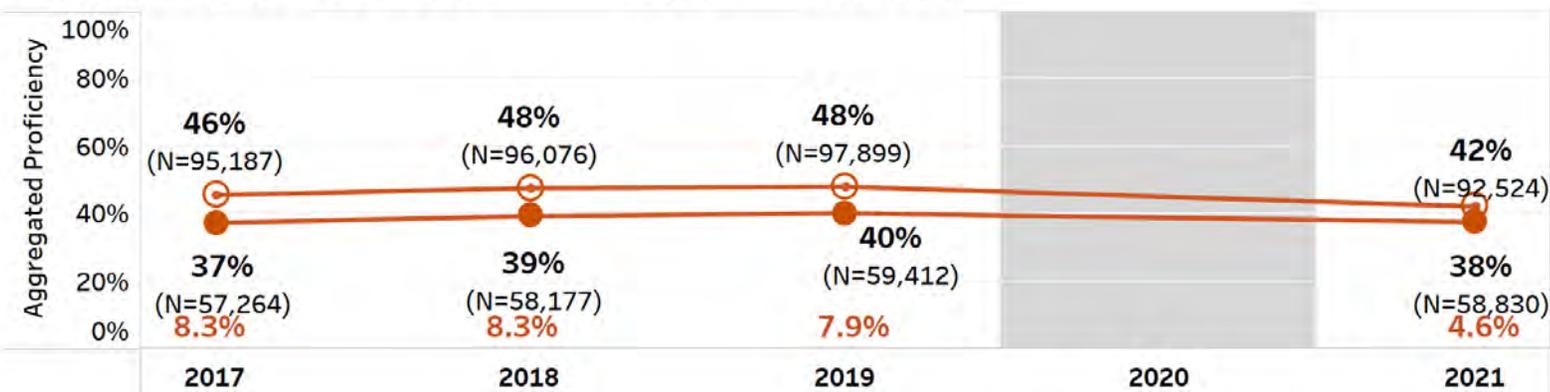
Figure 65: MATH Proficiency for Locale Designations and School Types

Math Proficiency, School Type



	2017	2018	2019	2020	2021
Charter School	8,416	8,640	9,787		10,901
Traditional School	139,487	140,865	142,340		128,665
Virtual Charter School	1,453	1,449	1,460		3,054
Virtual School	292	506	1,144		6,304

Math Proficiency, Rural and Non-Rural



Gaps among school types narrowed by 20 percentage points from highest to lowest, with the greatest gains (14 points) among the virtual schools, and a sizeable drop of 6 points since 2017 in charter schools.

The gap between rural and non-rural schools' ISAT Math performance shrank by more 3.3 percentage points, because of the greater drop in performance in non-rural than in rural schools.

### **ISAT Remote Proctoring: Examination of a COVID-19 Accommodation**

For the first time in the 2020-2021 school year, remote administration of the ISAT became available to LEAs. The SDE communicated its expectation to LEAs that remote testing was only for students in need, and the decision to proctor remotely needed to be made at the student level. Because of the technical issues observed during the testing window, remote testers were allowed to use a conventional browser. In addition, only a fixed form was available for remote testers. Parents of remote testers needed to sign a consent form, which included an agreement to use A/V monitoring.

This section first reviews any evidence of effect of the testing environment by examining the ISAT ELA and Math performance of students testing in those settings. It then examines the hypothesis that differences might have arisen because of differential use of the methods by student groups differing in skill.

### Remote Proctoring and Achievement Level

On average, students testing remotely performed only slightly worse than those testing in person, and the difference was seen primarily in ISAT Math. Those testing in person had a 3 percentage-point higher Advanced proportion and a 3-point lower Basic proportion (than those testing remotely). Figure 66 and Figure 67 show ISAT performance levels for students completing the assessment in person or remotely.

Figure 66: ELA ISAT Remote Participation Status by Achievement Level

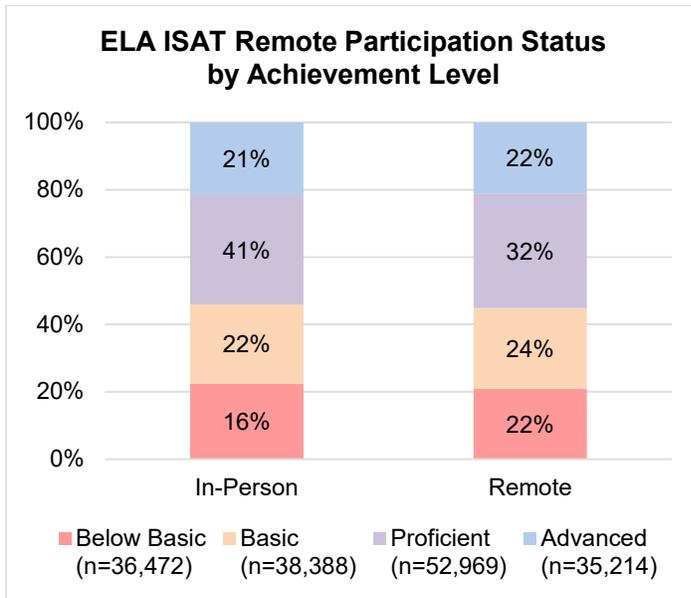
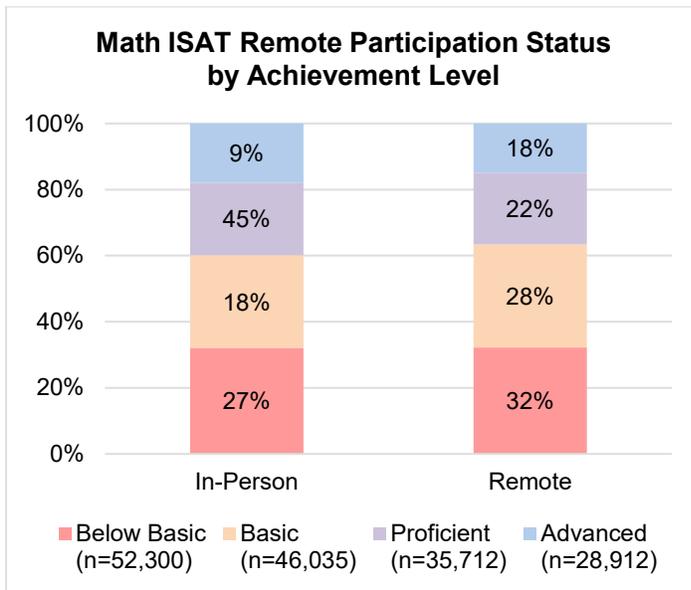


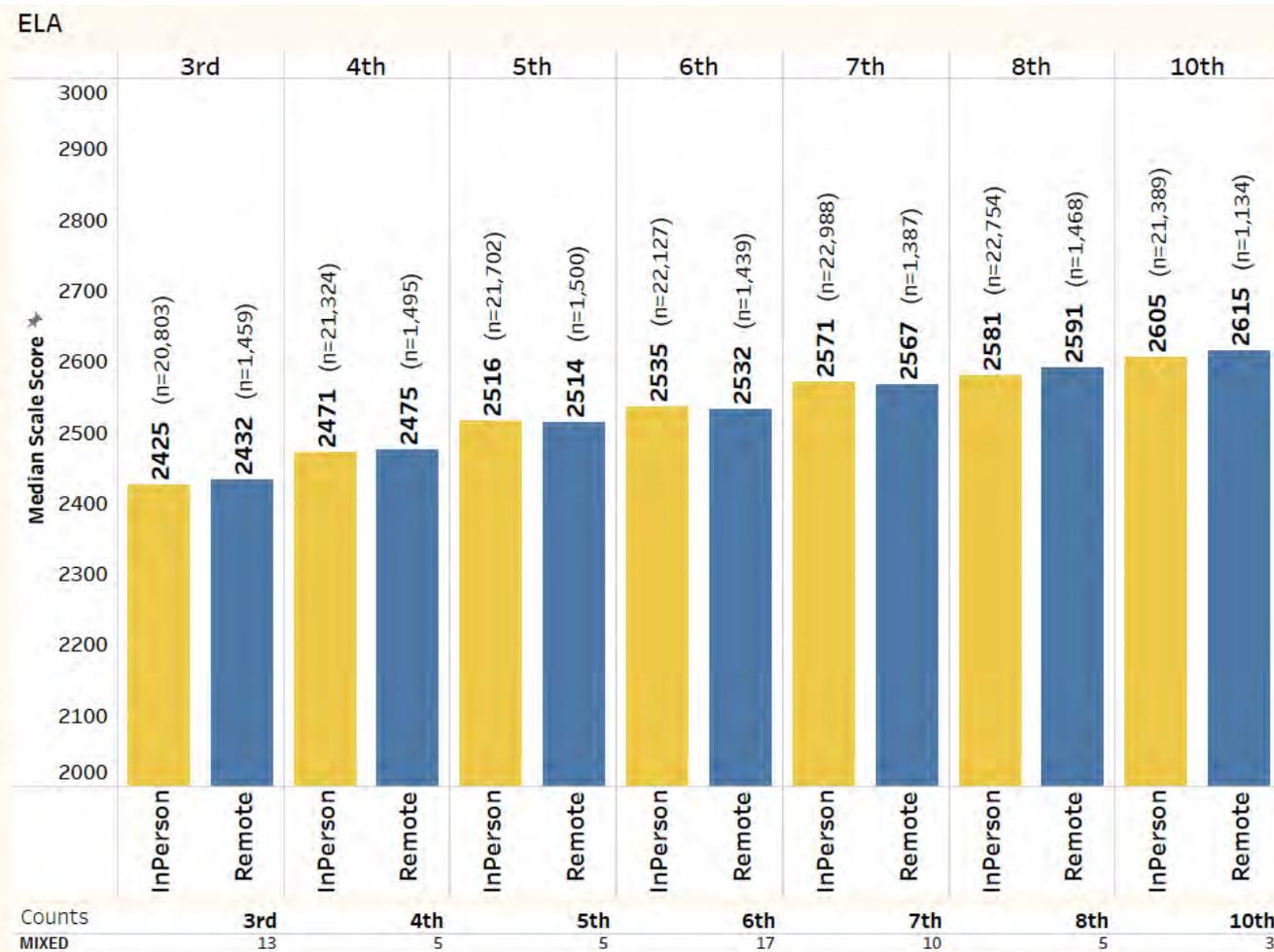
Figure 67: ISAT Math Remote Participation Status by Achievement Level



**Remote Proctoring and ISAT Median Scale Scores by Grade**

Figure 68 and Figure 69 on the following pages provide additional detail supporting the findings seen in the Figure 66 and Figure 67 on the prior page. This scale score figure below shows negligible differences between remote and in-person testing for ISAT ELA, but 9 to 16 points lower median ISAT Math scores for remotely- than in-person-tested students, with some variation by grade for both subjects.

**Figure 68: 2021 ISAT ELA Median Scores by Grade**

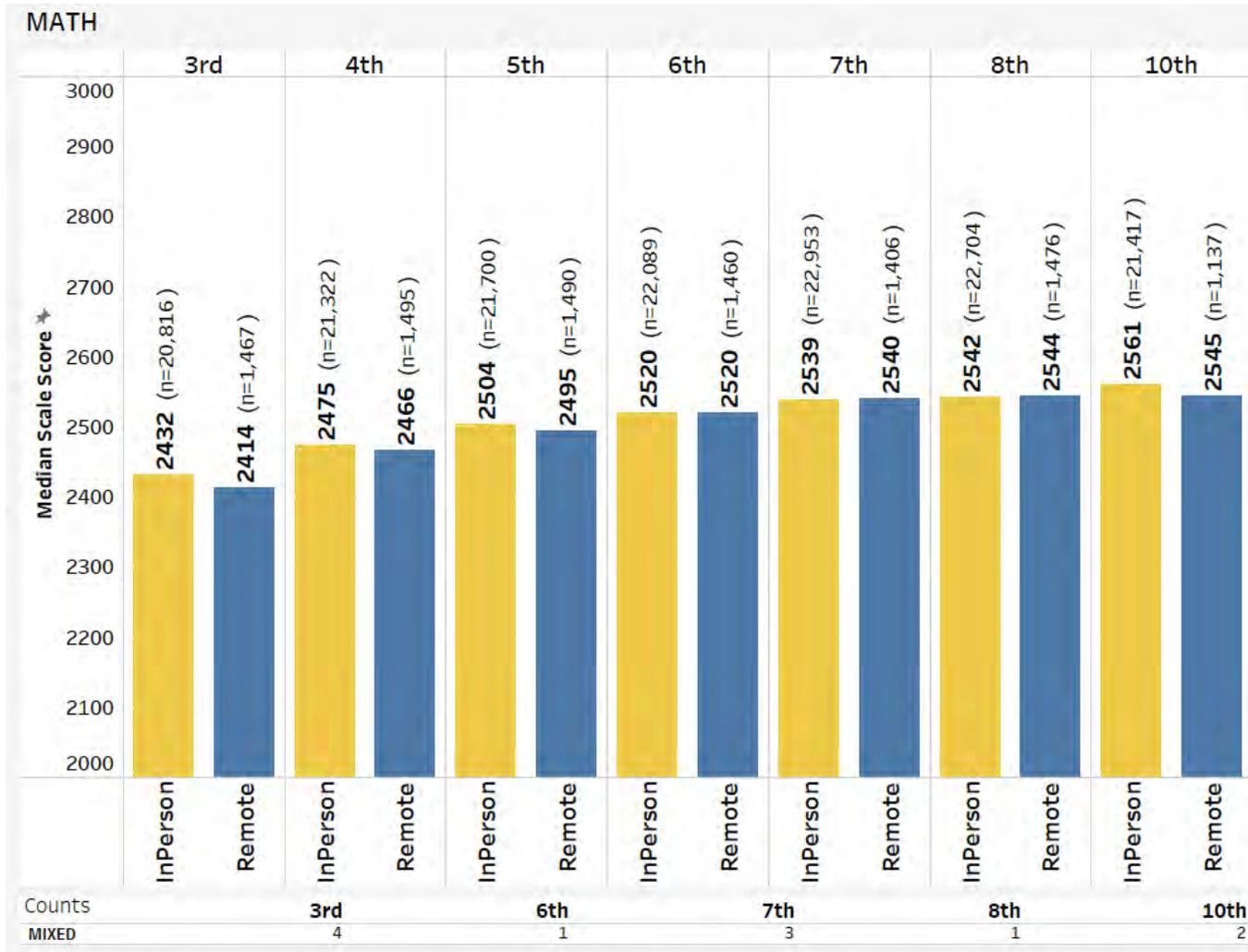


**ELA REMOTE ADVANTAGE:** 8<sup>th</sup>- and 10<sup>th</sup>-grade students who tested remotely scored an average of 10 points higher than those testing in person.

**ELA REMOTE LITTLE DIFFERENCE:** Grades other than 8<sup>th</sup> and 10<sup>th</sup> experienced little effect of the assessment setting.

**ELA MIXED – TOO FEW TO REVIEW:** A few students completed the test in a “mixed” remote-plus-in-person environment. Their counts appear in this and the next figure, though they are not further analyzed because of their small numbers.

Figure 69: 2021 ISAT Math Median Scores by Grade

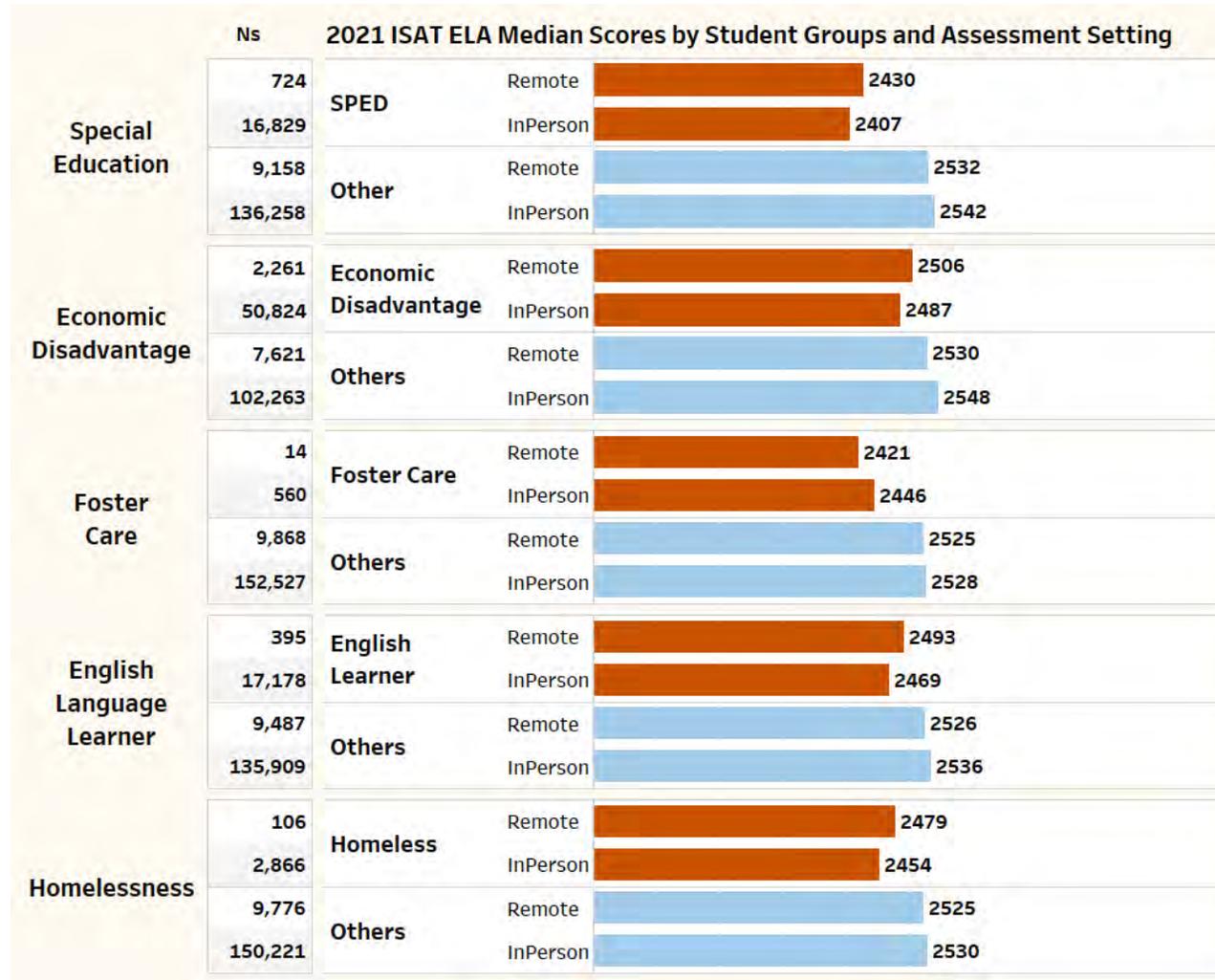


**MATH REMOTE DISADVANTAGE:**  
 All grades except 6th, 7th, and 8th showed a 9-16-point lower ISAT Math performance among those testing remotely than in person.  
 Grades 6-8 saw negligible differences in Math scores based on assessment setting.

**Student Subgroups Responded Differently to the Assessment Setting**

For both ISAT ELA and Math, some groups performed better in the remote than the in-person test setting; one did not.

**Figure 70: ISAT ELA Scores by Assessment Setting and Subgroups**



**ELA REMOTE ADVANTAGE:**

Special education students, economically disadvantaged students, English Learners, and homeless students performed better on the ISAT ELA when testing remotely than in person. The remote-testing advantage ranged from 19-33 scale score points.

**ELA REMOTE DISADVANTAGE:**

Students in foster care performed worse on the ISAT ELA in remote by an average of 25 scale score points. But, the number of foster students tested remotely was so small that this difference must be considered with caution, pending further evidence.

Figure 71 reveals a very similar pattern for ISAT Math performance as seen earlier for ELA. Student subgroups responded differently to the assessment setting, some performing better on the ISAT Math when testing remotely than in person (special education students, economically disadvantaged students, English Learners, and homeless students). Others performed better in the in-person setting (students in foster care).

Figure 71: ISAT Math Scale Scores by Assessment Setting for Subgroups

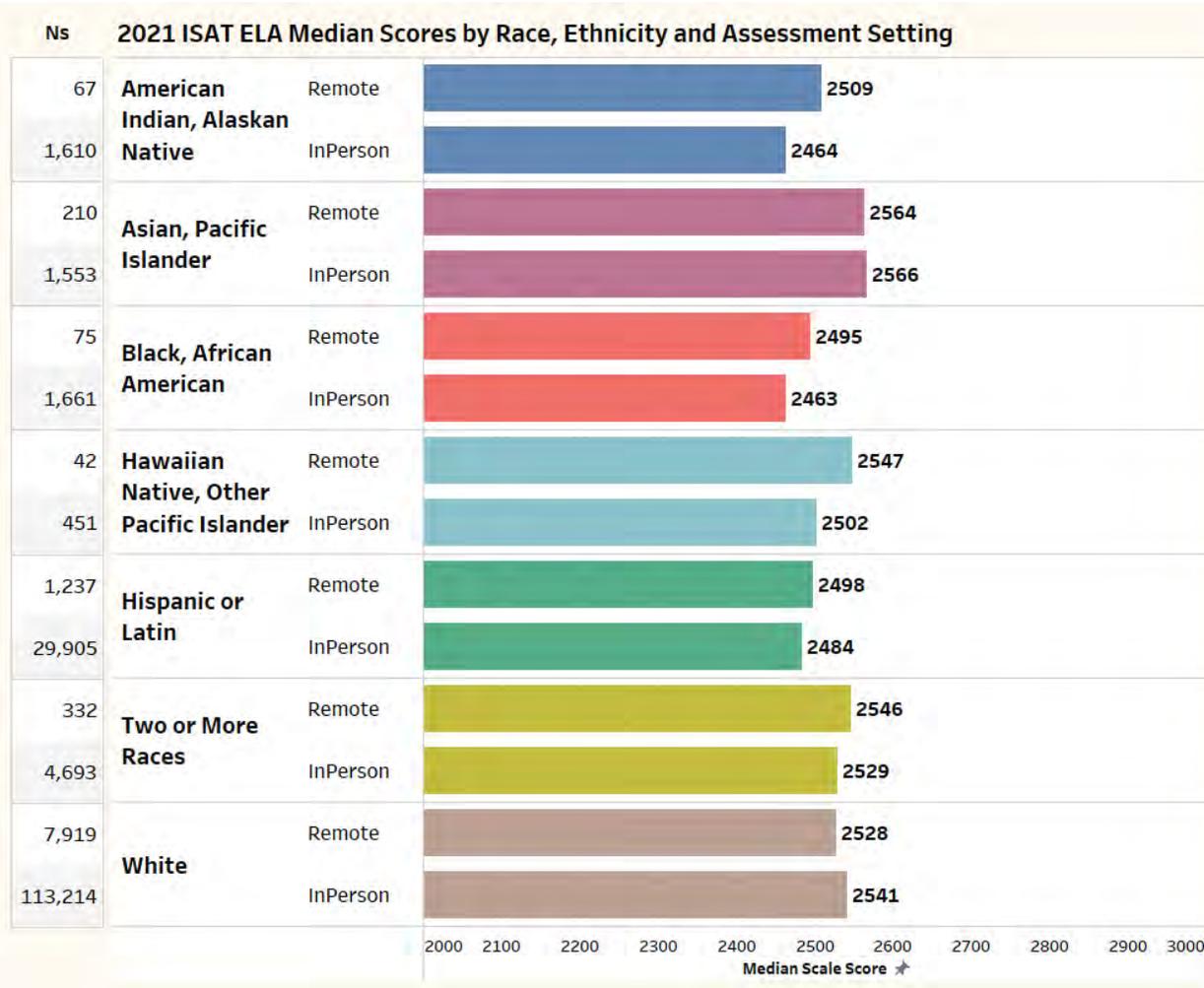
		Ns	2021 ISAT Math Median Scores by Student Groups and Assessment Setting	
Special Education	SPED	733	Remote	2422
		16,796	InPerson	2390
	Other	9,198	Remote	2505
		136,205	InPerson	2519
Economic Disadvantage	Economic Disadvantage	2,276	Remote	2484
		50,836	InPerson	2466
	Others	7,655	Remote	2504
		102,165	InPerson	2526
Foster Care	Foster Care	14	Remote	2393
		554	InPerson	2439
	Others	9,917	Remote	2499
		152,447	InPerson	2507
English Language Learner	English Learner	395	Remote	2481
		17,368	InPerson	2442
	Others	9,536	Remote	2500
		135,633	InPerson	2514
Homelessness	Homeless	110	Remote	2471
		2,898	InPerson	2436
	Others	9,821	Remote	2499
		150,103	InPerson	2508

**MATH REMOTE ADVANTAGE:** Special education students, economically disadvantaged students, English Learners, and homeless students performed better on the ISAT Math when testing remotely than in person. The remote-testing advantage ranged from 18-39 scale score points.

**MATH REMOTE DISADVANTAGE:** Students in foster care performed worse on the ISAT Math in remote by an average of 54 scale score points. Again, the number of foster students tested remotely was so small that this difference must be considered with caution, pending further evidence.

As seen in Figure 72, most race and ethnicity groups performed better on ISAT ELA when testing remotely than in person, except for white students who performed better in person.

Figure 72: ISAT ELA Scores by Assessment Setting and Race /Ethnicity



**ELA REMOTE ADVANTAGE:** The remote-testing advantage was most pronounced for American Indians, Blacks, and Hawaiian Natives and ranged from 55 to 32 points. Yet, for all of these groups, relatively few students tested remotely, suggesting a reason for caution in interpretation.

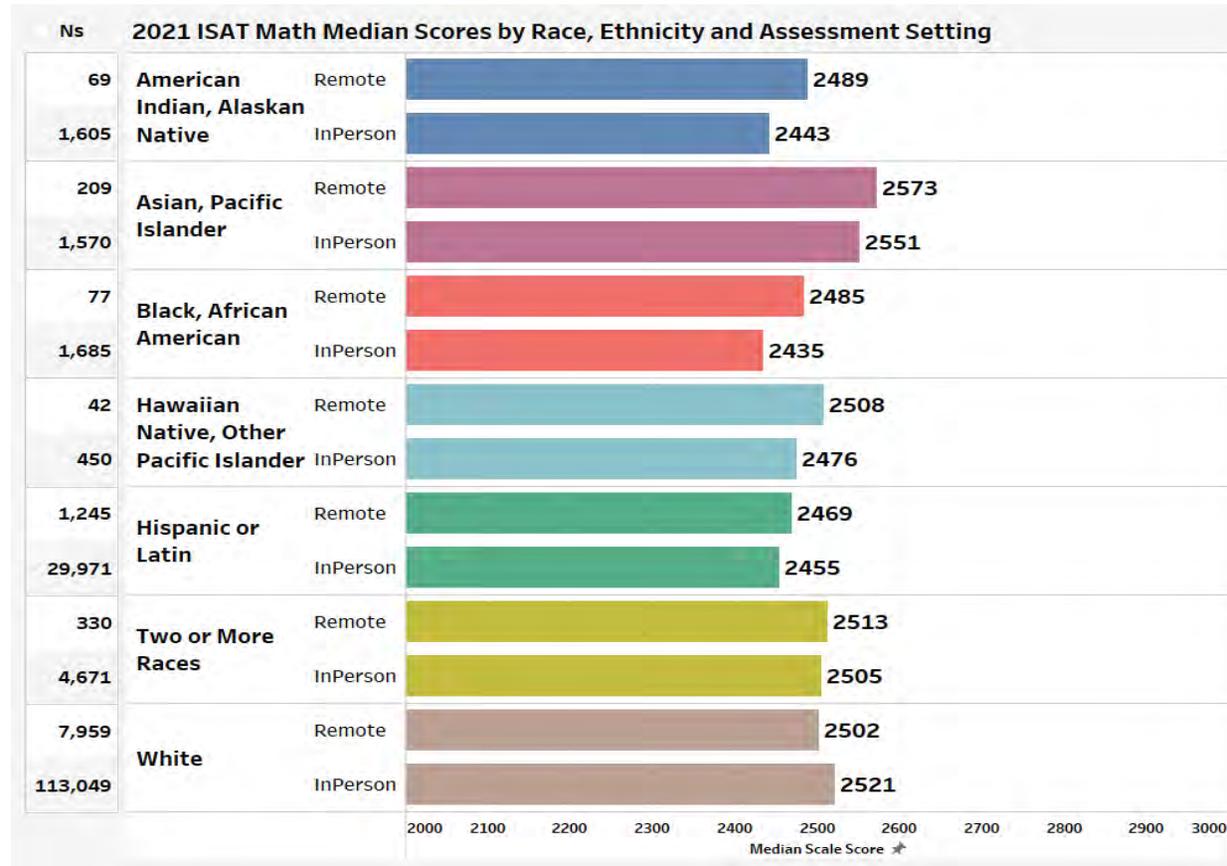
Larger groups - Hispanics and multi-race students - experienced smaller, but meaningful average advantages of remote testing of 13-14 scale score points.

**ELA REMOTE NO DIFFERENCE:** Asians, the group most likely to test remotely, experienced no difference in ELA outcomes based on test environment.

**ELA REMOTE DISADVANTAGE:** Contrary to all other groups, white students experienced a 13-point disadvantage to remote testing for the ISAT ELA.

As seen in Figure 73, most race and ethnicity groups performed better on ISAT Math when testing remotely than in person, except for white students who performed better in person.

Figure 73: ISAT Math Scale Scores by Assessment Setting and Race /Ethnicity



**MATH REMOTE ADVANTAGE:** The remote-testing advantage was most pronounced for American Indians, Blacks, and Hawaiian Natives and ranged from 50 to 32 points. Yet, the same caution about the small size of these groups applies here as to the Math scores.

Larger groups – Hispanics, multi-race students, and Asians - experienced smaller, but meaningful average advantages of remote testing ranging from 8 to 22 scale score points.

**MATH REMOTE DISADVANTAGE:** Contrary to all other groups, white students experienced a 23-point disadvantage to remote testing for the ISAT Math.

### **Reasons for Remote- versus In-Person Participation Differences**

As reported above, performance differences by testing environment were substantial for Math and ELA in some grades or groups. Reasons could include (a) differences in the actual tests' content or presentation - many of the remotely-administered tests were not adaptive; whereas, the in-person ones were; (b) a difference in students' familiarity with the testing environment; (c) a selection bias - students using remote versus in-person testing differed in their skills; or most likely (d) some combination of these.

This section examines the possible operation of selection-bias – that the students taking the tests remotely versus in person differed a priori in skill, thus accounting for the ISAT differences seen especially in Math. Yet, there proved little evidence of student-based differences but considerable evidence of differences among school types. Virtual schools of all kinds were more likely to proctor remotely than were in-person schools. By contrast, student groups differed little in their use of in-person versus remote testing.

Remove v. In-Person Participation Method and School Type

Figure 74 and Figure 75 show the use of remote proctoring by school type.

- As indicated by the participating LEAs, students who were enrolled in virtual school benefited most from remote testing.
- This school-type difference applied equally to ELA and Math tests.

Figure 74: ISAT ELA Remote Participation Status by School Type

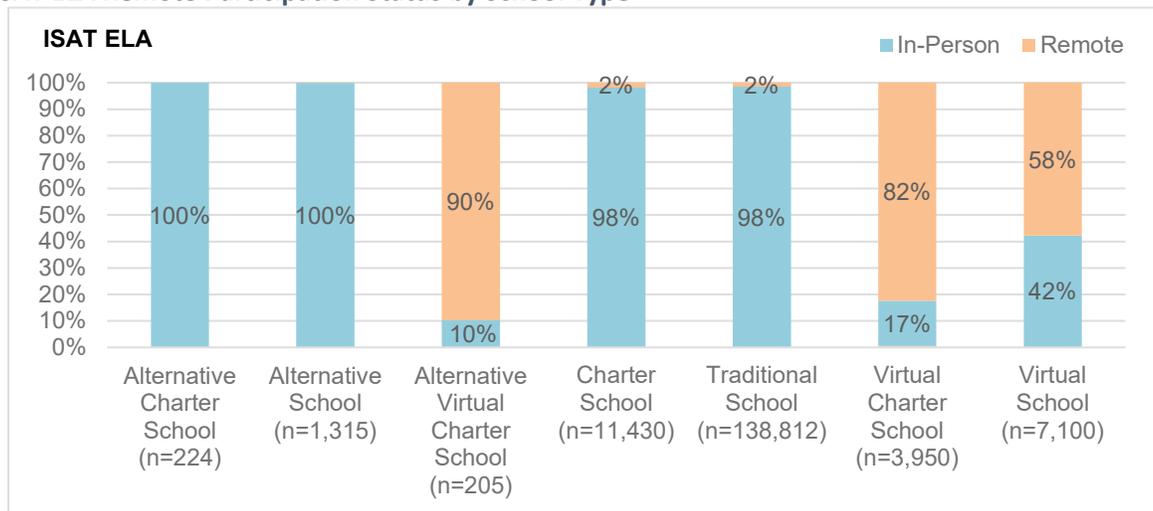
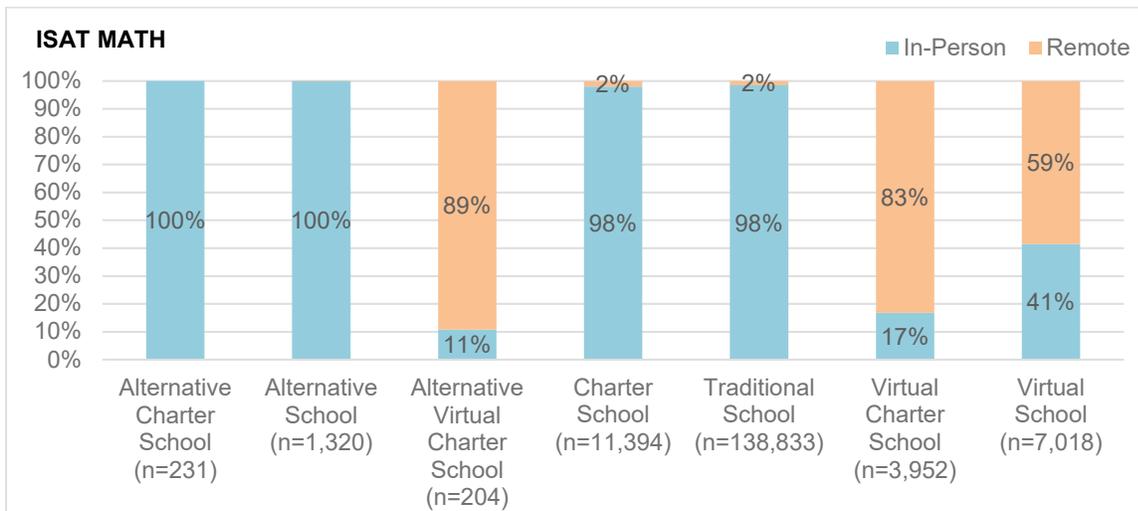


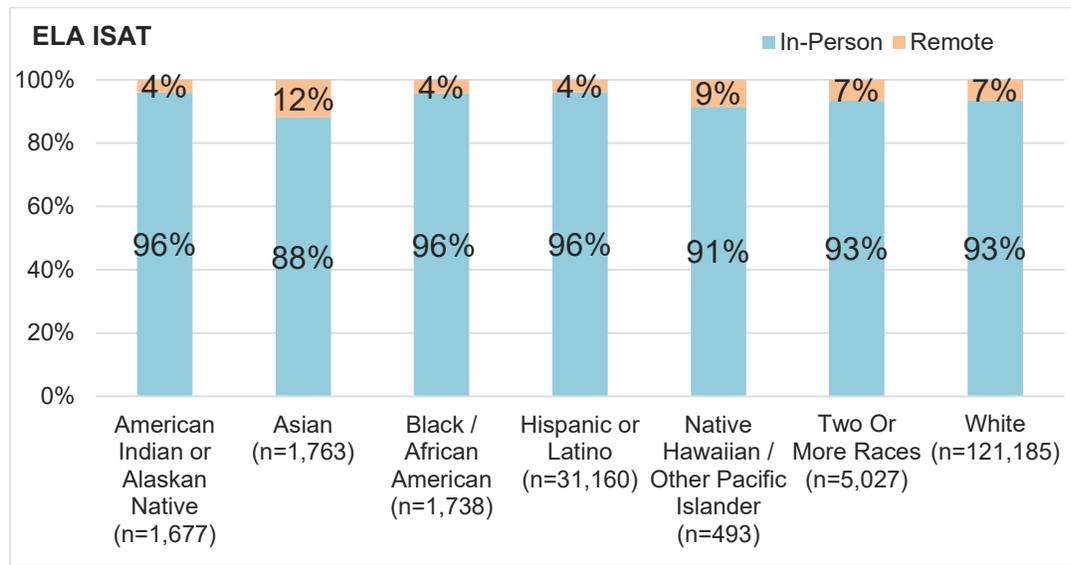
Figure 75: ISAT Math Remote Participation Status by School Type



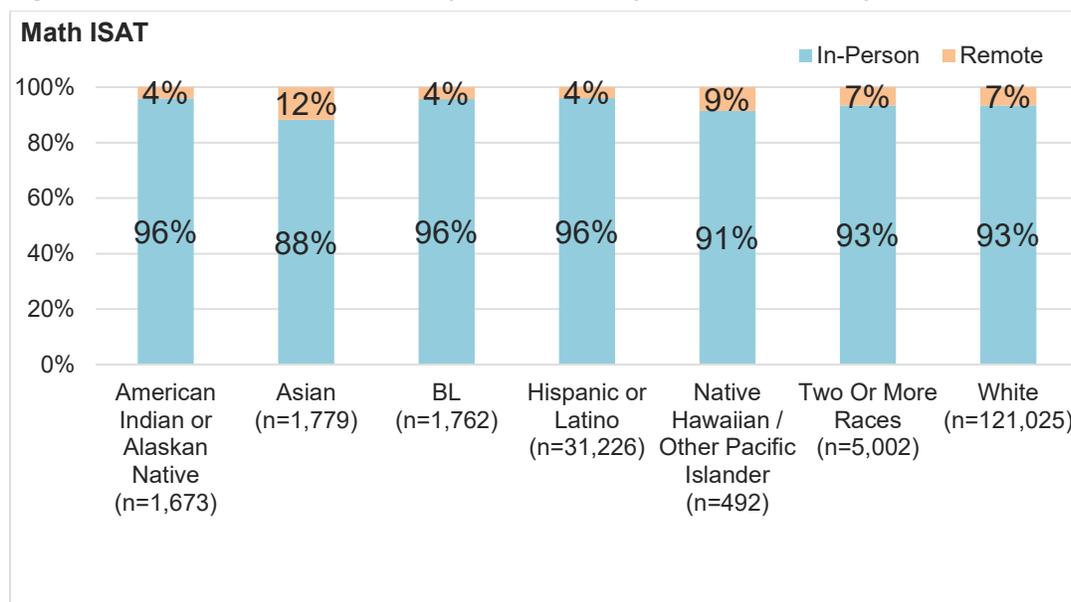
**Remove v. In-Person Participation Method and Race/Ethnicity**

Figure 76 and Figure 77 show the use of remote proctoring by racial/ethnic group. Asian students used the remote proctoring the most, followed by Native Hawaiian/Other Pacific Islander students, students with two or more races, and White students. The race/ethnicity differences applied equally to ELA and Math tests.

**Figure 76: ISAT ELA Remote Participation Status by Race and Ethnicity**



**Figure 77: ISAT Math Remote Participation Status by Race and Ethnicity**



Remove v. In-Person Participation Method by Student Subgroup

Figure 78 and Figure 79 show the use of remote proctoring by student groups.

- Groups differed little in the proportion testing remotely. They ranged from 1% (migrant students) to 9% (military family students) with most groups at 2%-6%.
- The differences among student groups applied equally to ELA and Math tests.

Figure 78: ISAT ELA Remote Participation Status by Subgroup

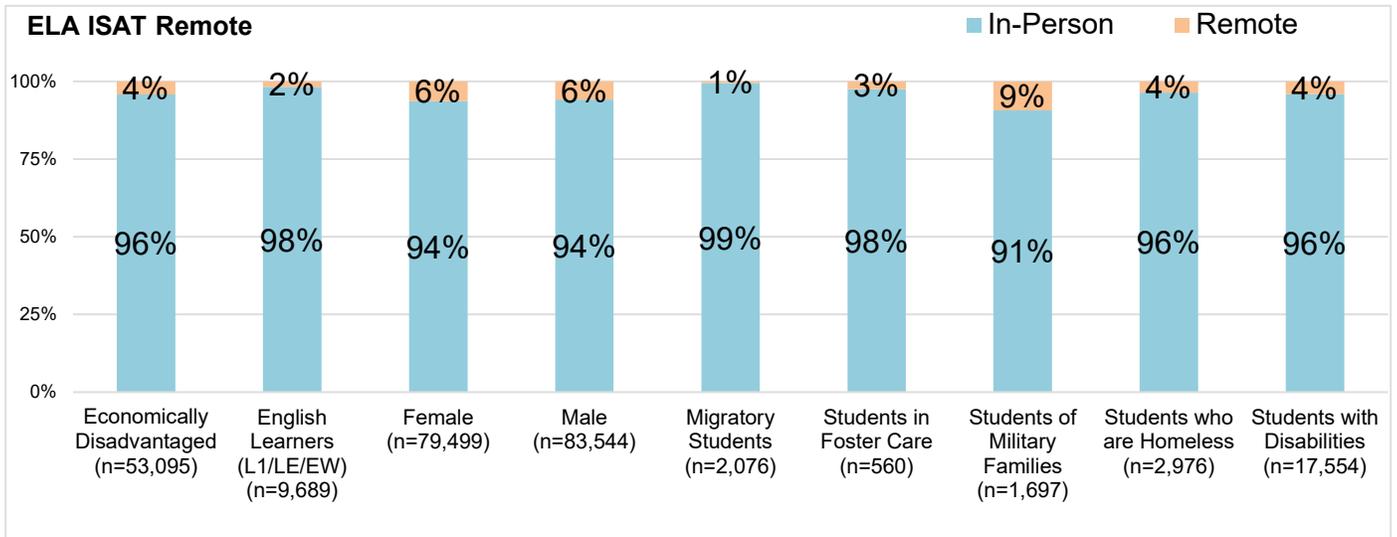
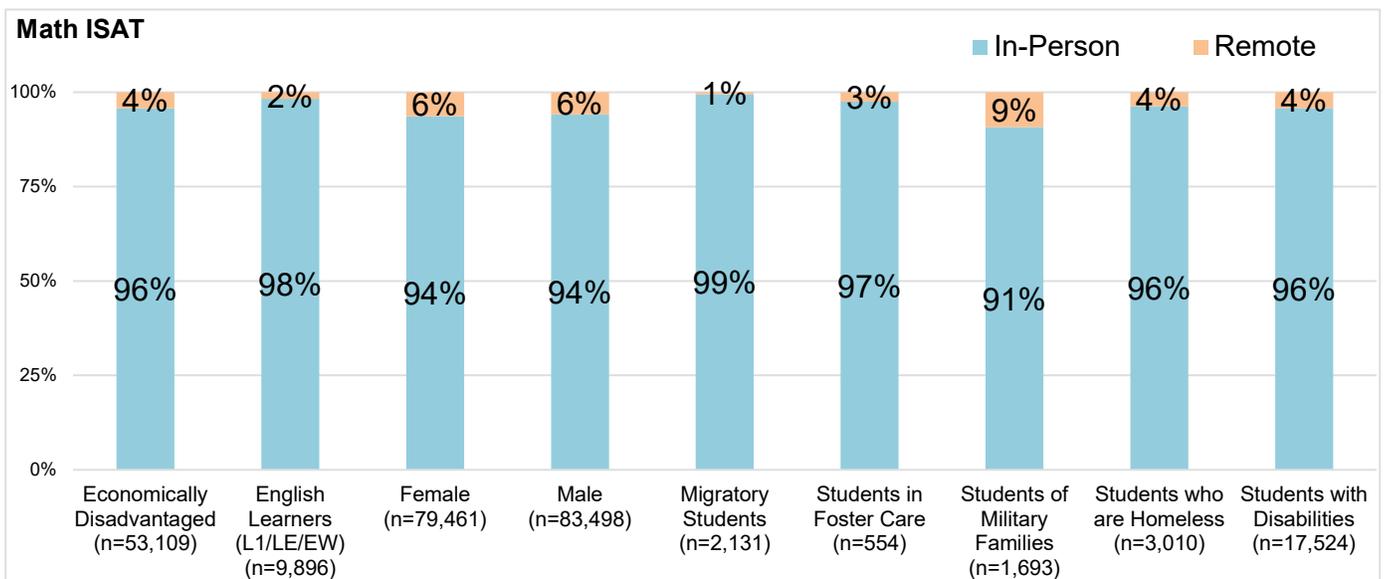


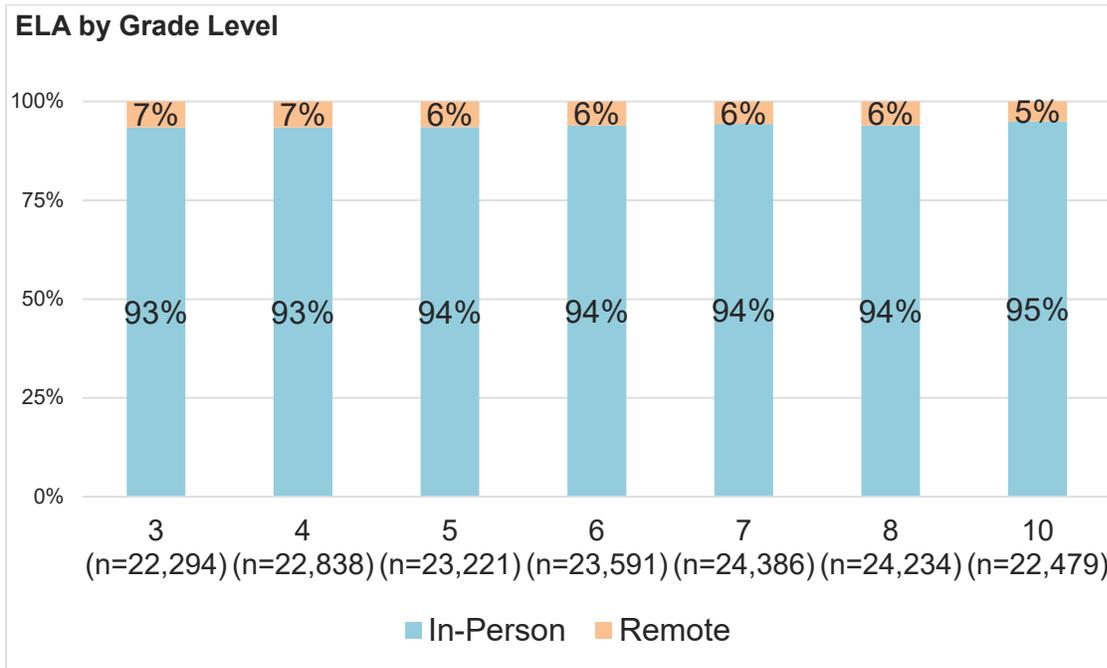
Figure 79: ISAT Math Remote Participation Status by Subgroup



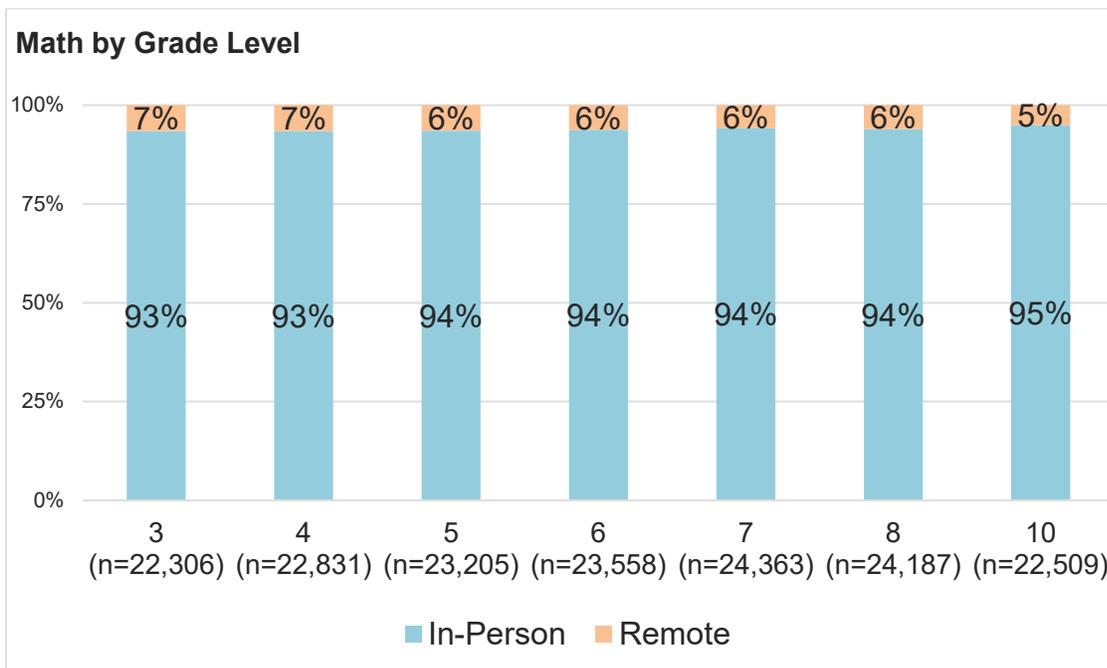
**Remove v. In-Person Participation Method and Grade Level**

Figure 80 and Figure 81 show the use of remote proctoring by grade level. Remote proctoring was utilized evenly across grade levels, slightly more at lower grade levels. This difference by grade applied equally to ELA and Math tests.

**Figure 80: ISAT ELA Remote Participation Status by Grade Level**



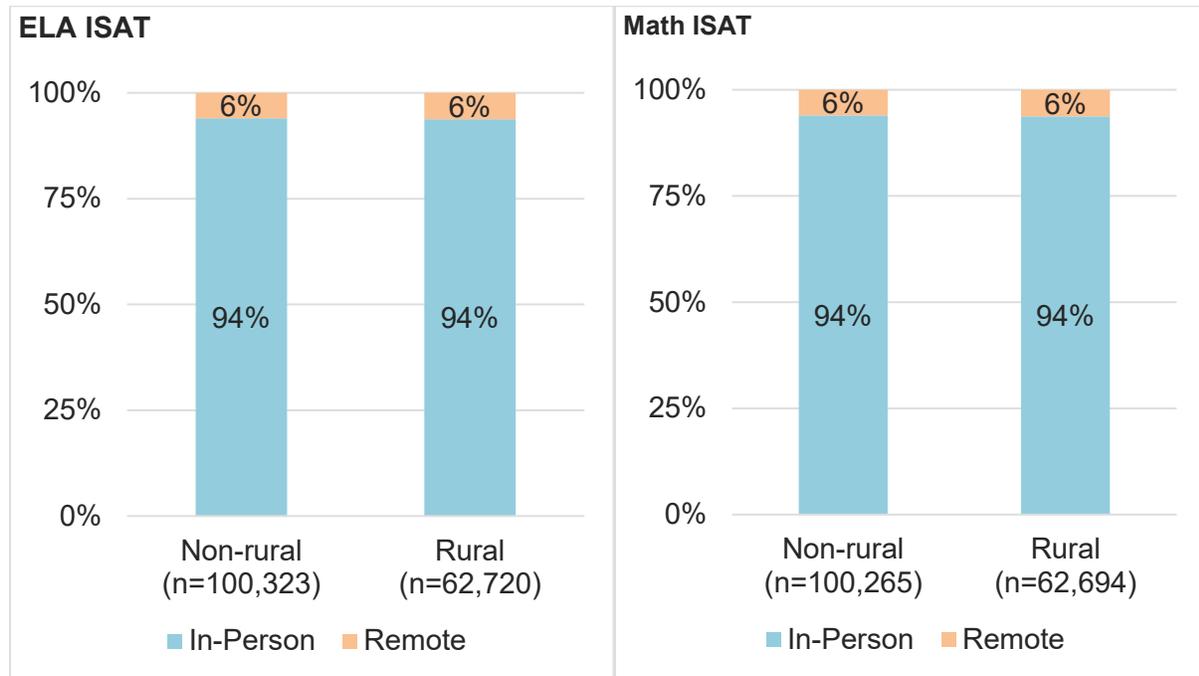
**Figure 81: ISAT Math Remote Participation Status by Grade Level**



**Remove v. In-Person Participation Method By Rurality**

Figure 82 shows no differences in test administration type for either ELA or Math by whether the of the student’s school was rural or non-rural.<sup>3</sup>

**Figure 82: ISAT ELA and Math Remote Participation Status by Rurality**



<sup>3</sup> [Section 33-319 – Idaho State Legislature](#)

TITLE 33; EDUCATION; CHAPTER 3; SCHOOL DISTRICTS; 33-319. RURAL SCHOOL DISTRICTS — RURAL PUBLIC CHARTER SCHOOLS. (1) A school district shall be considered a rural school district if it meets one (1) of the following two (2) criteria:

- (a) There are fewer than twenty (20) enrolled students per square mile within the area encompassed by the school district’s boundaries; or
- (b) The county in which a plurality of the school district’s market value for assessment purposes is located contains less than twenty-five thousand (25,000) residents, based on the most recent decennial United States census.

(2) A public charter school shall be considered a rural public charter school if the school district in which the public charter school is physically located meets the definition of a rural school district, pursuant to subsection (1) of this section. A public charter school that is also a virtual school shall be considered a rural public charter school if over fifty percent (50%) of its enrolled students reside within school districts that meet the definition of a rural school district pursuant to subsection (1) of this section.

History: [33-319, added 2009, ch. 239, sec. 1, p. 739.]

NCES: [Rural Education in America - Definitions](#)

## HIGH SCHOOL COURSE COMPLETION, GRADUATION RATES, AND GO-ON RATES

Idaho students' college and career readiness and their participation in college entrance exams and related preliminary tests prepare them to graduate and continue in post-secondary schooling and careers.

### College and Career Readiness

College and career readiness is one measure predicting graduation and going on to post-secondary education. It is assessed differently, depending on the grade. In grades 8 and 9, readiness involves the completion of advanced math courses, specifically pre-algebra or higher-level math courses in grade 8 and Algebra 1 or higher-level math courses in grade 9. Through the remainder of high school, the readiness measure involves the completion of a broader range of advanced courses, industry-recognized certificates, or apprenticeships. Advanced courses comprise Advanced Placement (AP) courses, dual credit courses, technical competency credit (TCC), or international baccalaureate (IB) programs. Each student in grade 12 receives a "Yes" or "No" value for the college and career readiness measure based on participation in one or more of these three indicators. Find more information:

<https://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2018/Advanced-Math.pdf> and <https://www.sde.idaho.gov/assessment/Accountability/files/accountability-results/2019/College-and-Career-Readiness.pdf>.

As seen in Figure 83 through Figure 86, Idaho students' completion of courses and opportunities that prepare them for graduation and their next steps has declined since 2018, dropping a full 4.4 percentage points since 2020.

Figure 83: College and Career Readiness – All, ELLs, Economically Disadvantaged

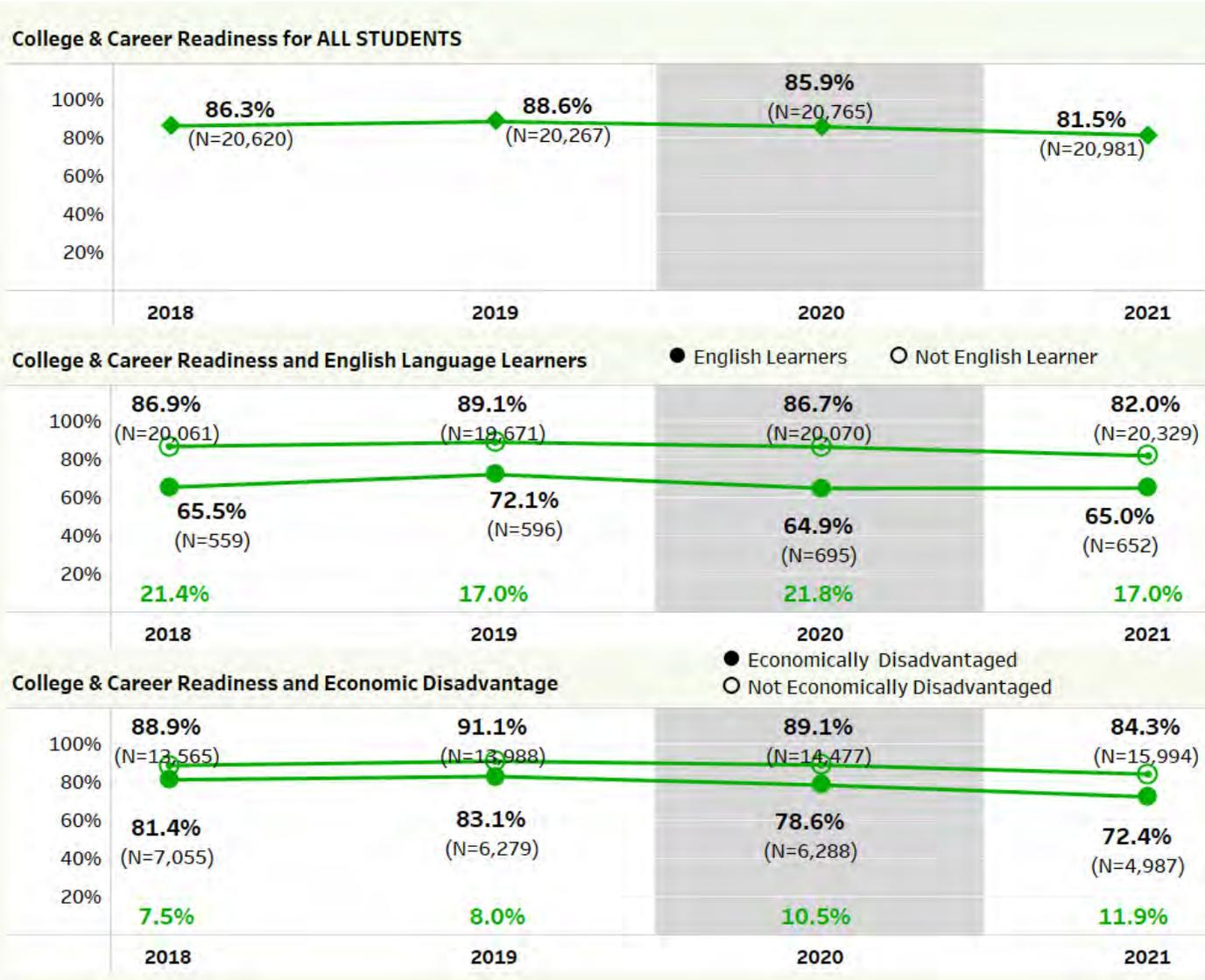


Figure 84: College and Career Readiness – All, ELL, Economic Disadvantage

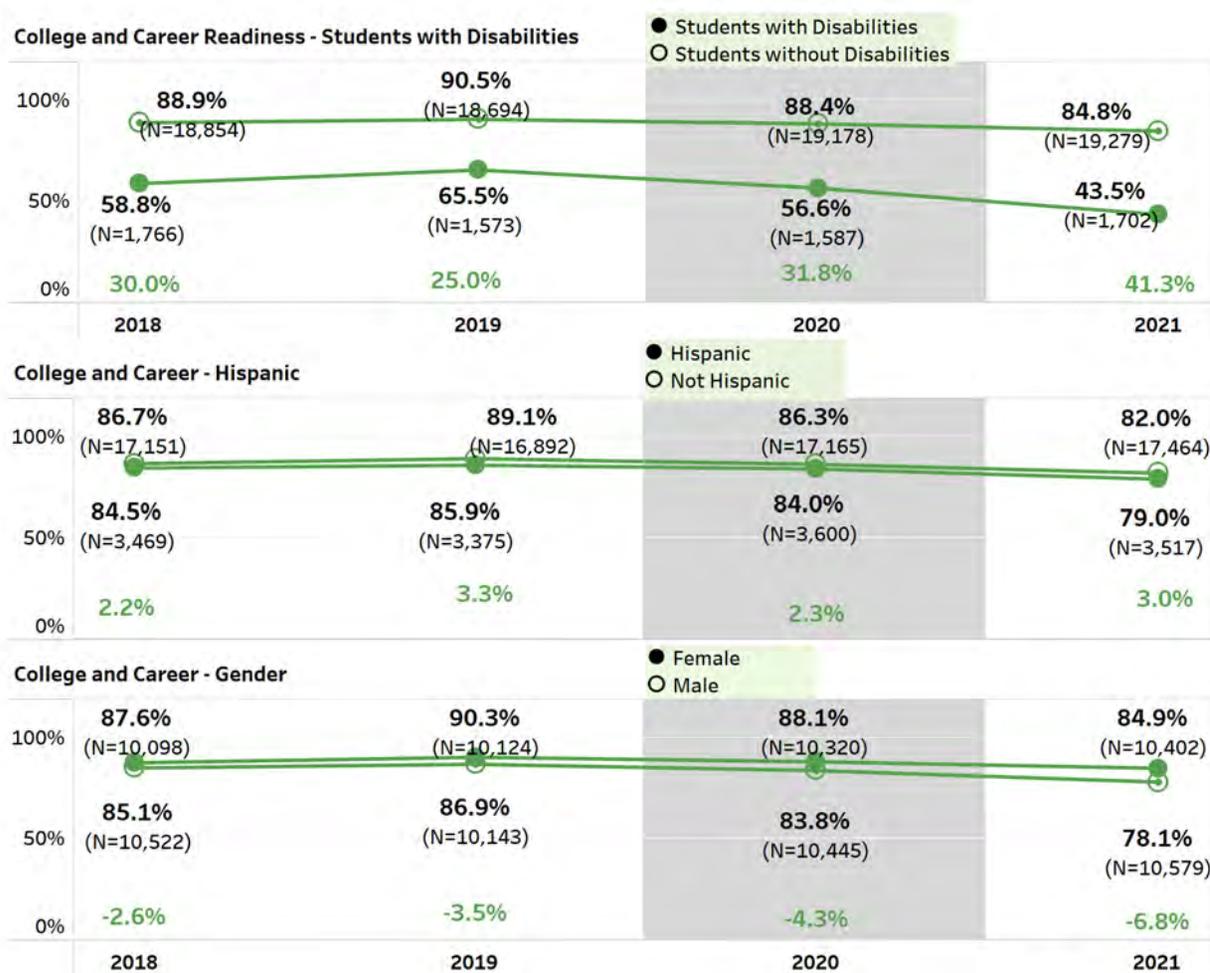
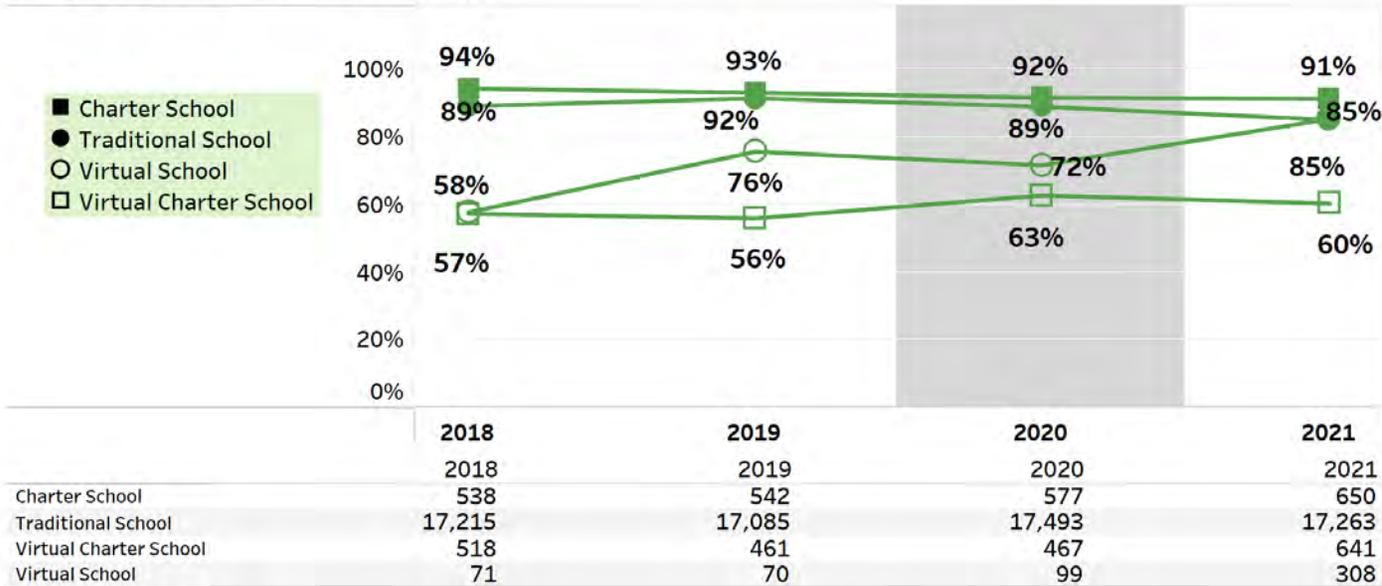


Figure 85: College and Career Readiness – Migrant, Foster Care

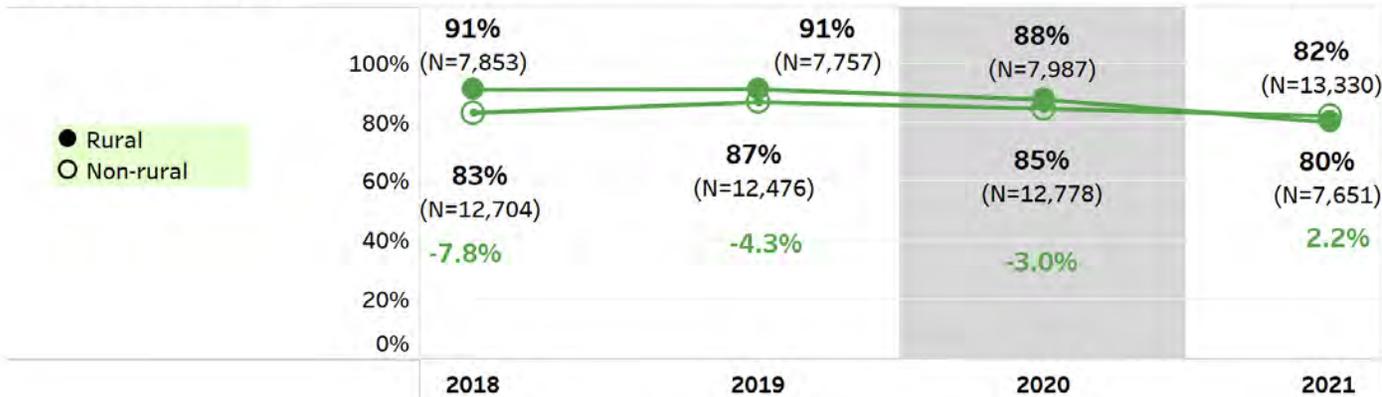


Figure 86: College and Career Readiness – School Type, School Location

College and Career Readiness - School Type



College and Career - Rural



### College Entrance Exam

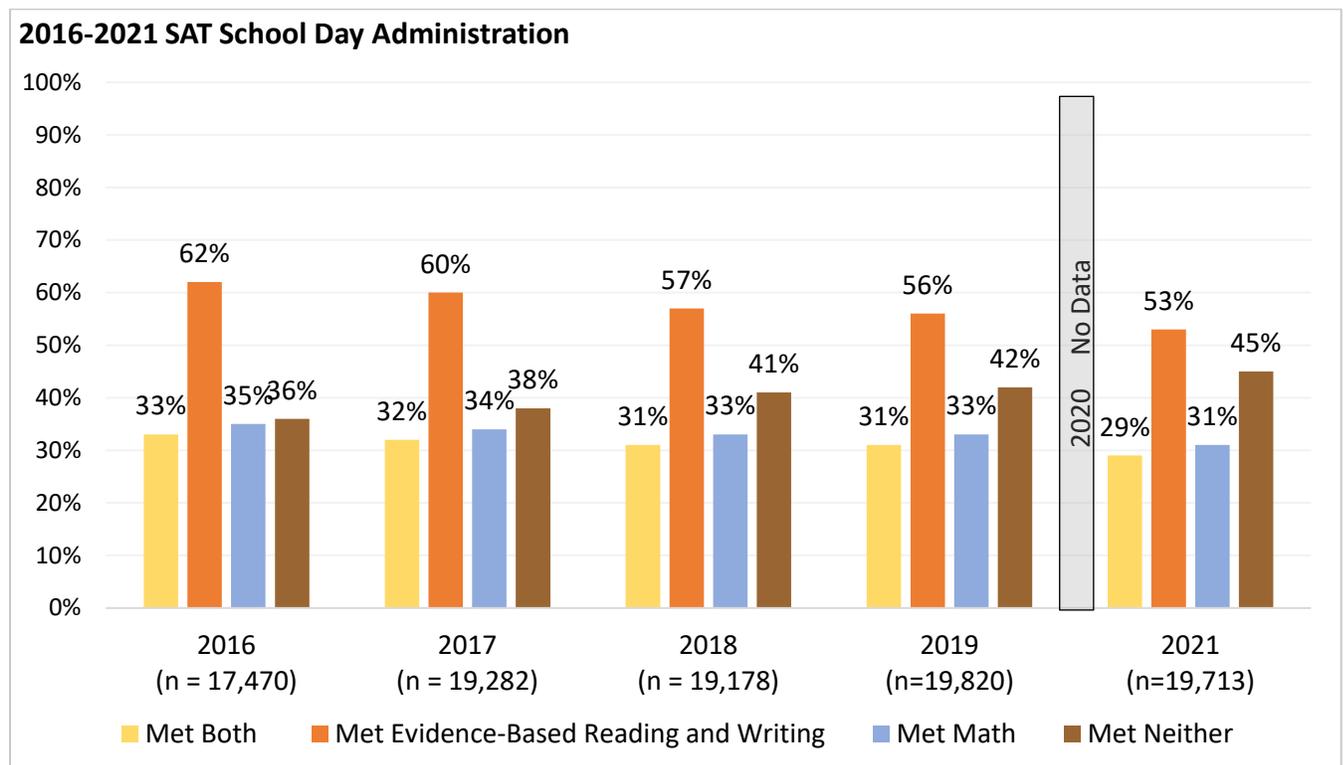
Idaho supports students in understanding and creating Next Steps after high school in a variety of ways. Taking a college entrance exam and a pre-college entrance exam, is both Next Step opportunities - chances for students to receive resources and personalized feedback to assist in preparation for entry-level college coursework. This section reviews Idaho students’ performance on the SAT and the PSAT.

### Scholastic Aptitude Test (SAT)

Every spring, Idaho coordinates and pays for a statewide college entrance exam, currently this is the SAT. Students are considered college- and career-ready when their SAT scores meet both the Math and the Evidence-Based Reading and Writing benchmarks. Students with an SAT Math score that meets or exceeds the benchmark (Met Math) have a 75 percent chance of earning at least a C in first-semester, credit-bearing college courses in algebra, statistics, pre-calculus, or calculus. Students with an SAT Evidence-Based Reading and Writing score that meets or exceeds the benchmark (Met Evidence-Based Reading and Writing) have a 75 percent chance of earning at least a C in first-semester, credit-bearing college courses in history, literature, social sciences, or writing classes.

Figure 87 shows that performance has gradually declined since 2016 by 9 percentage points in meeting English and 4 points in meeting Math standards. The numbers of students taking the exams peaked in 2019 and declined slightly in 2021.

Figure 87: Scholastic Aptitude Test (SAT) – Percentages Meeting Benchmarks

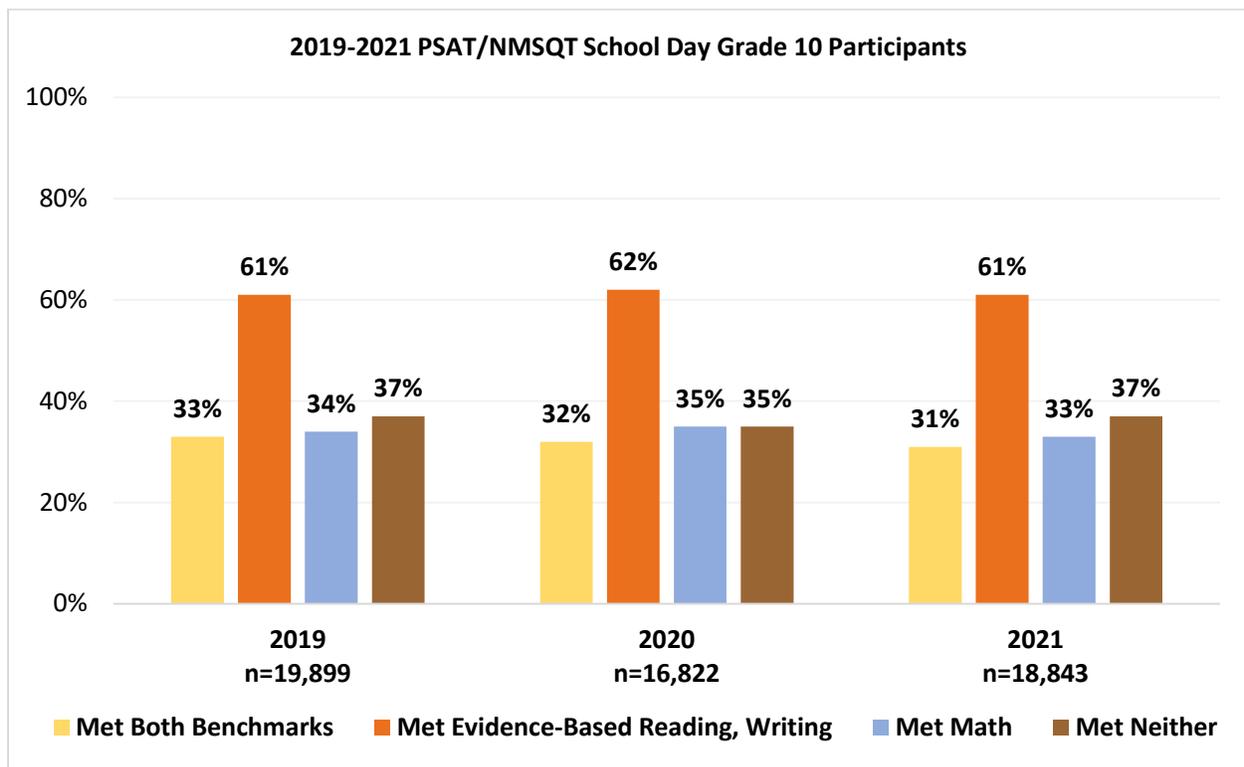


**PSAT**

The SAT® Suite of Assessments is an integrated system of tests that includes the SAT (for students in grades 11 and 12) and the PSAT/NMSQT® which is offered to all high school sophomores in Idaho, but is not required. The tests measure the same skills and knowledge in grade-appropriate ways. They work together to show college readiness over time so educators, students, and parents can monitor student progress. Their content reflects the kind of meaningful, engaging, and challenging work that students find in the best middle-school and high-school courses taught today. The PSAT/NMSQT measures the skills and knowledge, which is what research has shown to be the most important for success in college and career. The Reading Test measures comprehension and reasoning skills, and it focuses on close reading of passages in a wide array of subjects. The Writing and Language test measures a range of skills, including command of evidence, expression of ideas, and the use of standard English conventions in grammar and punctuation. The Math Test covers a range of math practices with an emphasis on problem solving, modeling, using tools strategically, and using algebraic structure. Students meeting PSAT benchmarks are considered on track to be college-ready upon graduation from high school.

- Students’ performance on the PSAT has remained relatively stable since 2019, maintaining roughly the levels of meeting English and Math standards achieved in 2017 on the SAT (61% English; 34% Math).
- The numbers taking the PSAT have varied by year, possibly because this assessment is purely voluntary. This likely accounts for some of its difference from the SAT results.

**Figure 88: PSAT Performance - Percentages Meeting Benchmarks**



## Graduation

Graduation rate is reported in two measures: the proportion graduating within four years of entering 9<sup>th</sup> grade (4-year Graduation Rate) and the proportion graduating within five years (5-year Graduation Rate). The 5-year rate is typically higher, because it includes all students who graduated in four years, plus those requiring an additional year to complete high school requirements. Both include students who were enrolled in an Idaho school from their 9<sup>th</sup> grade onward, and any who moved into Idaho at some time during their high school years.

The two counts appearing below each bar in the graph as ns are the number of 4-year and 5-year cohort members, respectively. The two may differ if students move into or out of the Idaho’s public-school system in their fifth year.

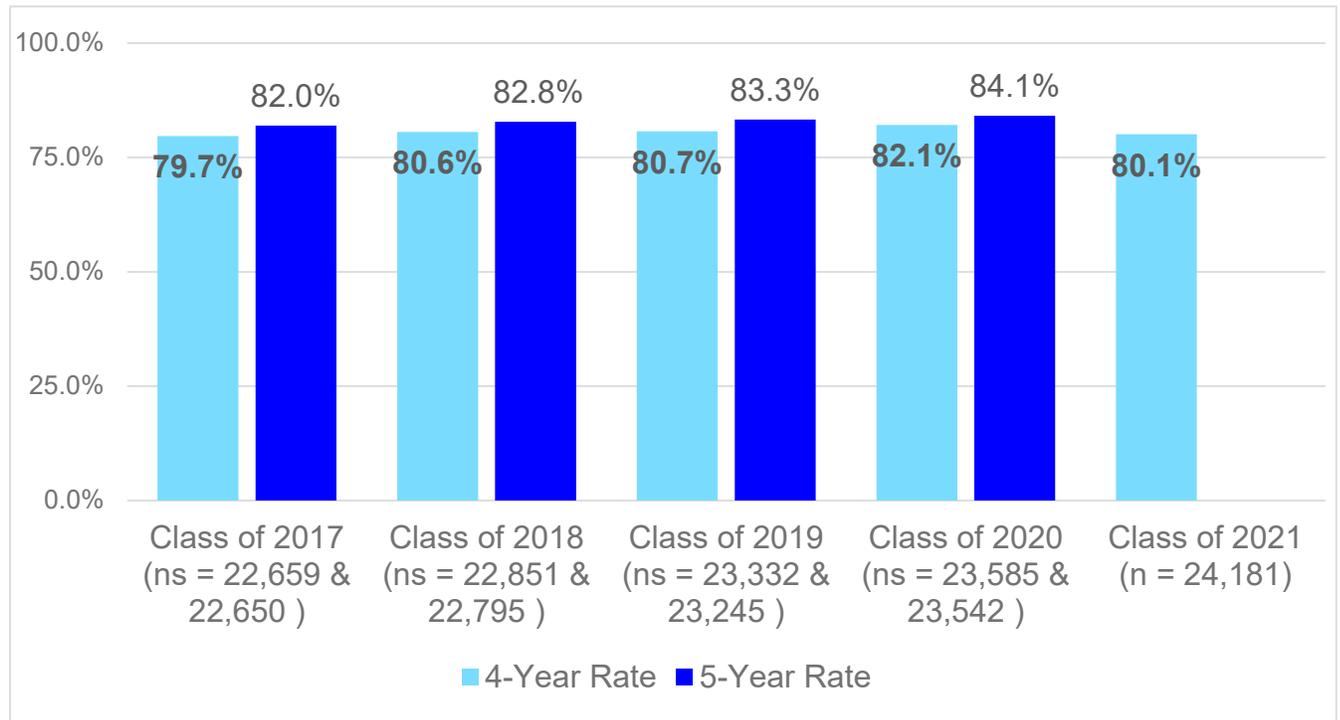
### Cohort Graduation Rate: Class of 2017 – Class of 2021

In 2021, 80.1% of Idaho’s high school students graduated high school in four years.

As seen in Figure 89:

- The cohort size has increased steadily showing a 7% gain since 2017.
- The gradual rise in 4-year graduation rate was lost in 2021.
- The additional year beyond four added 2.0 – 2.6 percentage points to the final, 5-year graduation rate per graduating class.

Figure 89: 4-year and 5-year Graduation Rates per Cohort



4-Year Graduation Rates Across Years – School Type and Student Groups

As seen in Figure 90:

- 4-year graduation rates held relatively steady in traditional schools, with a 2 percentage-point drop in 2021;
- Charter schools have seen a gradual decline in 4-year graduation rate from 83% in 2018 to 70% in 2021;
- Alternative schools, virtual charter schools, alternative virtual charters, and virtual schools have all seen steady rises in graduation rates;
- Virtual schools’ 4-year graduation exceeded charter schools’ rates in both 2020 and 2021, and reached Idaho’s overall average in 2021.f

Figure 90: 4-Year Graduation Rate per School Type

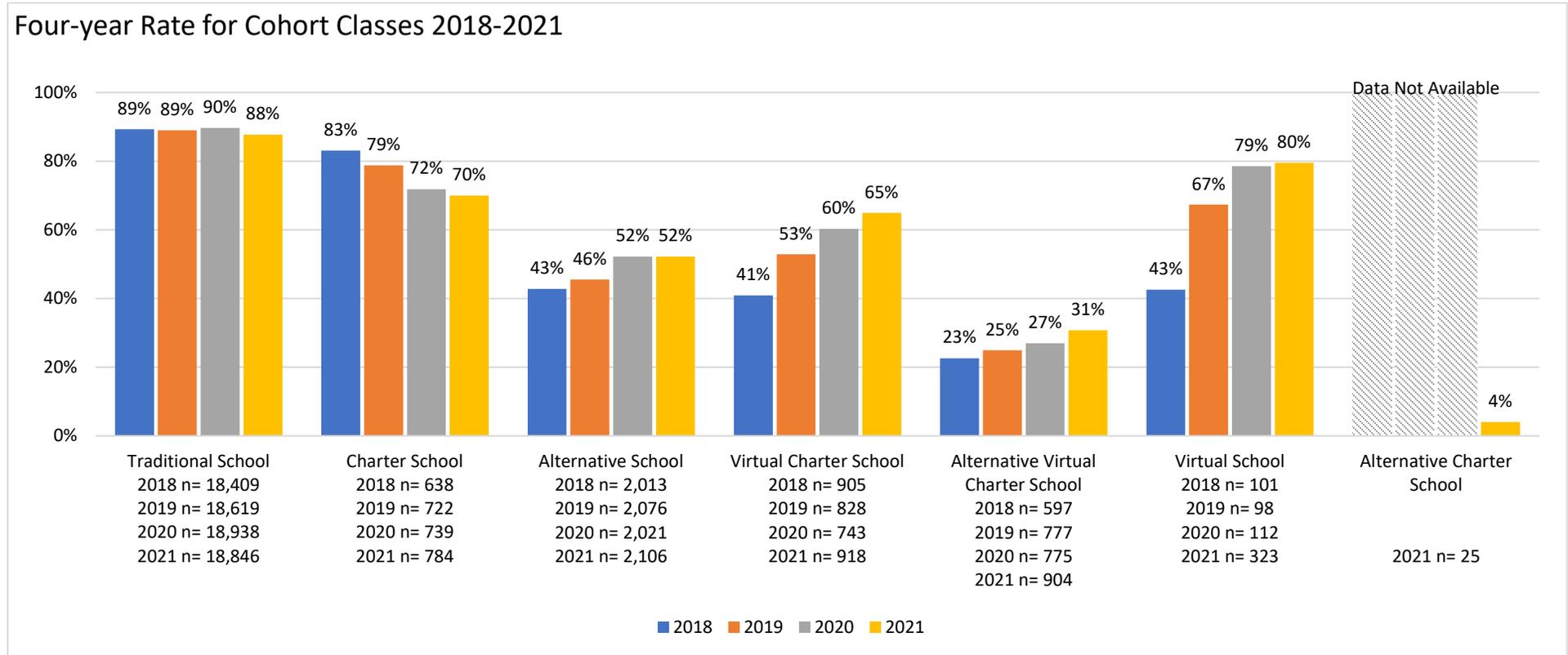


Figure 91: 4-Year Graduation Rates per Cohort by Race/Ethnicity

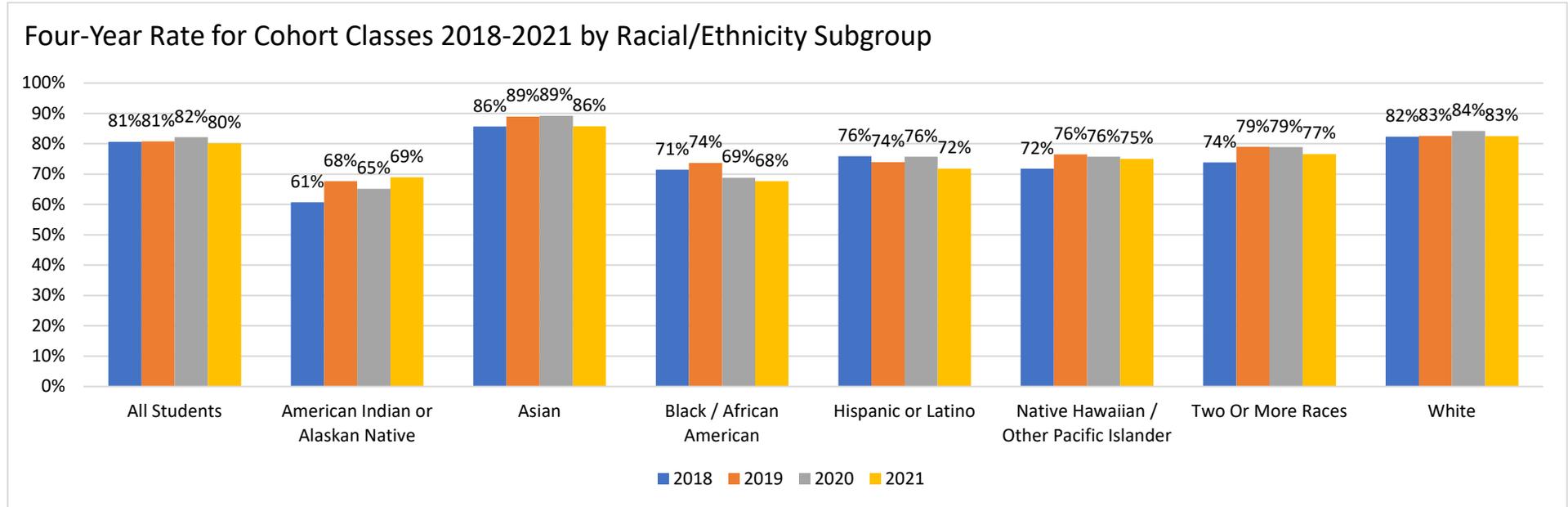


Figure 92: 4-Year Graduation Rates per Cohort by Student Groups-1

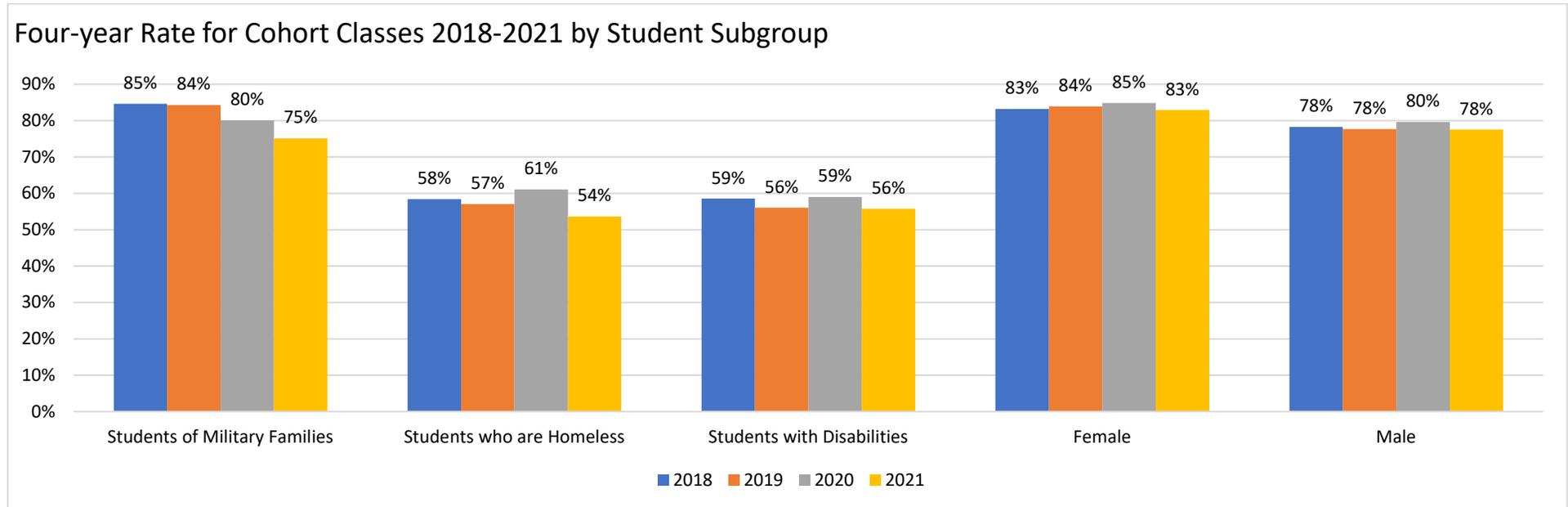
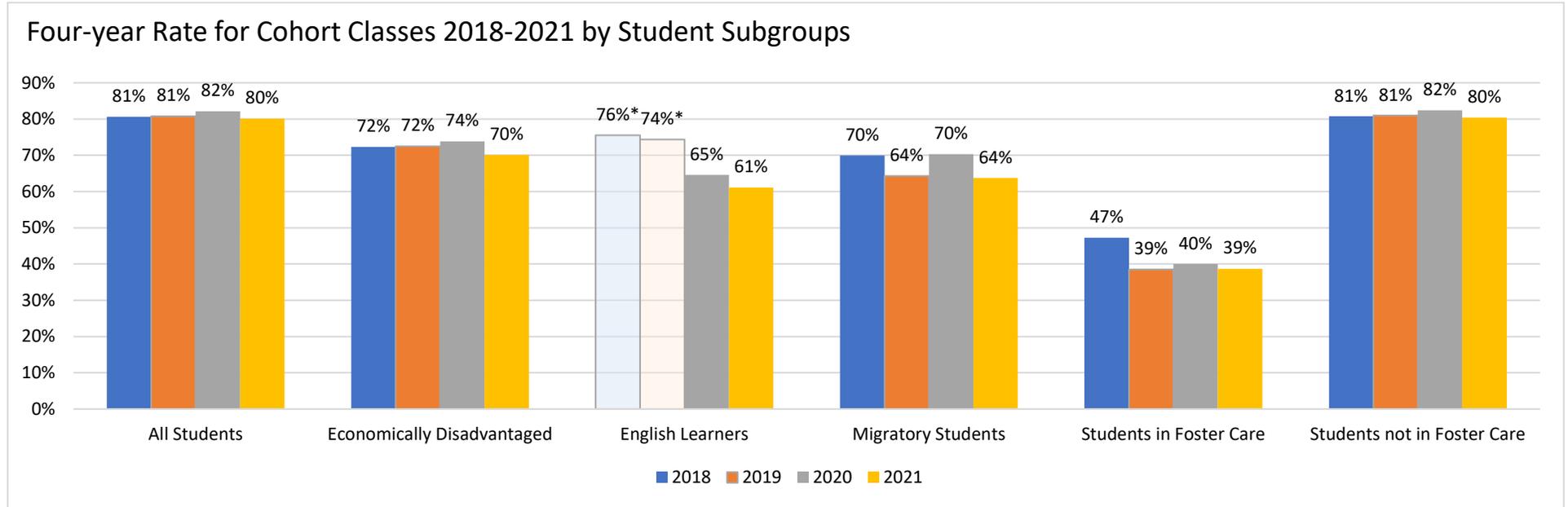


Figure 93: 4-Year Graduation Rates per Cohort by Student Groups-2



\*The criteria for identifying English Learners changed in 2020, making prior years' rates incomparable to those following the change.

5-Year Graduation Rates Across Years – School Type and Student Groups

As seen in Figure 94, the pattern for 5-year graduation rates is the same as for the 4-year rates:

- Rates were highest in traditional schools and have held steady at 91% since the 2018 cohort.
- Charter schools saw a gradual decline in the 5-year graduation rate from 86% for the 2018 cohort to 74% for the 2020 cohort.
- Alternative schools, virtual charter schools, alternative virtual charters, and virtual schools all saw steady rises in graduation rates.
- Virtual schools’ 5-year graduation rate exceeded charter schools’ rate for the 2020 cohort.

Figure 94: 5-Year Graduation Rate per School Type

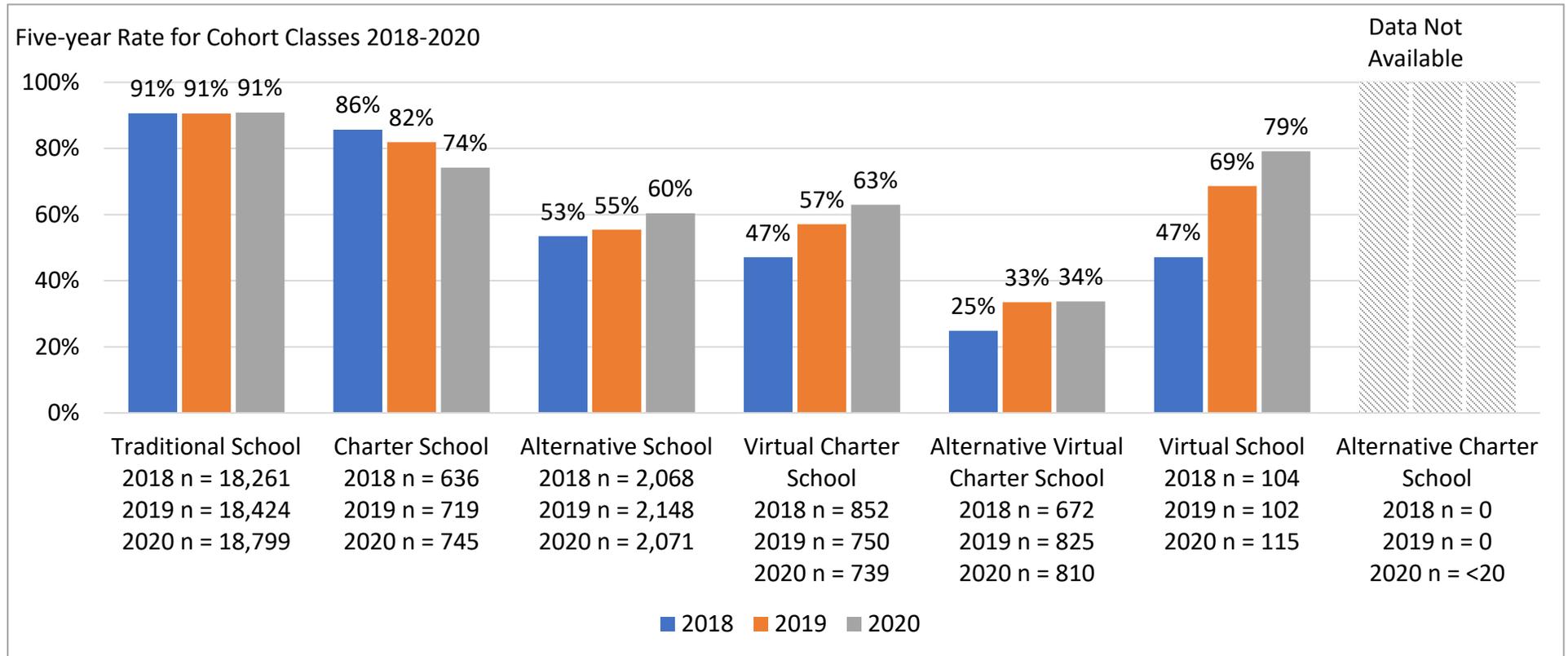


Figure 95: 5-Year Graduation Rates per Cohort by Race/Ethnicity

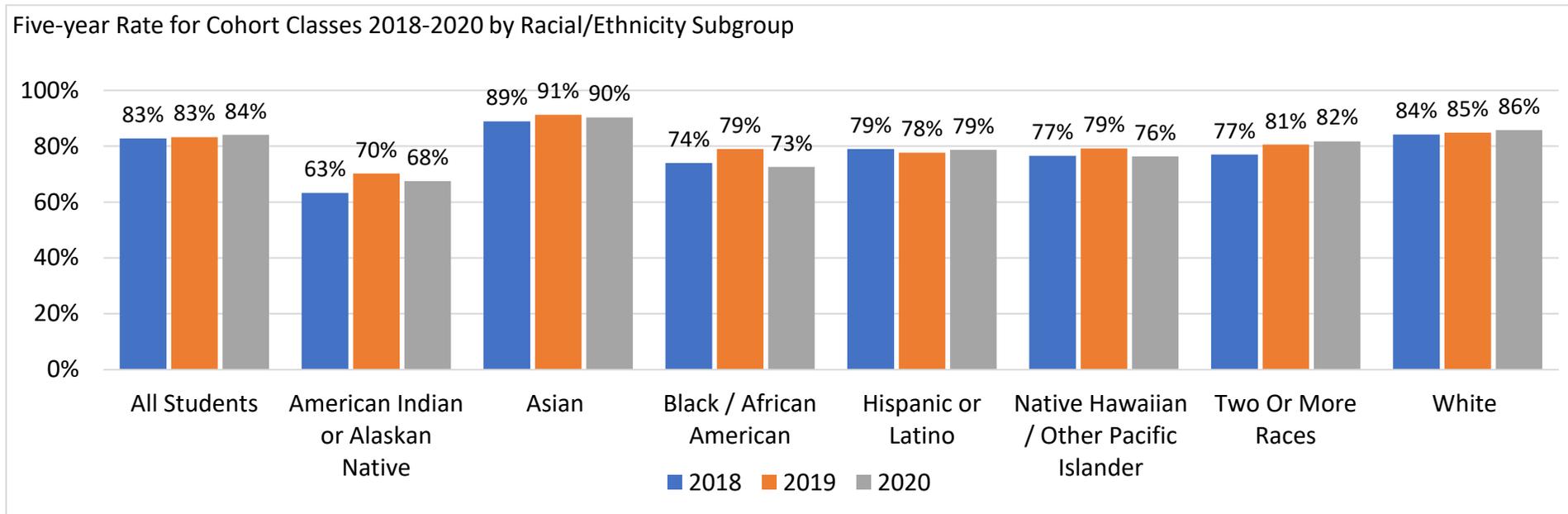


Figure 96: 5-Year Graduation Rates per Cohort by Student Groups-1

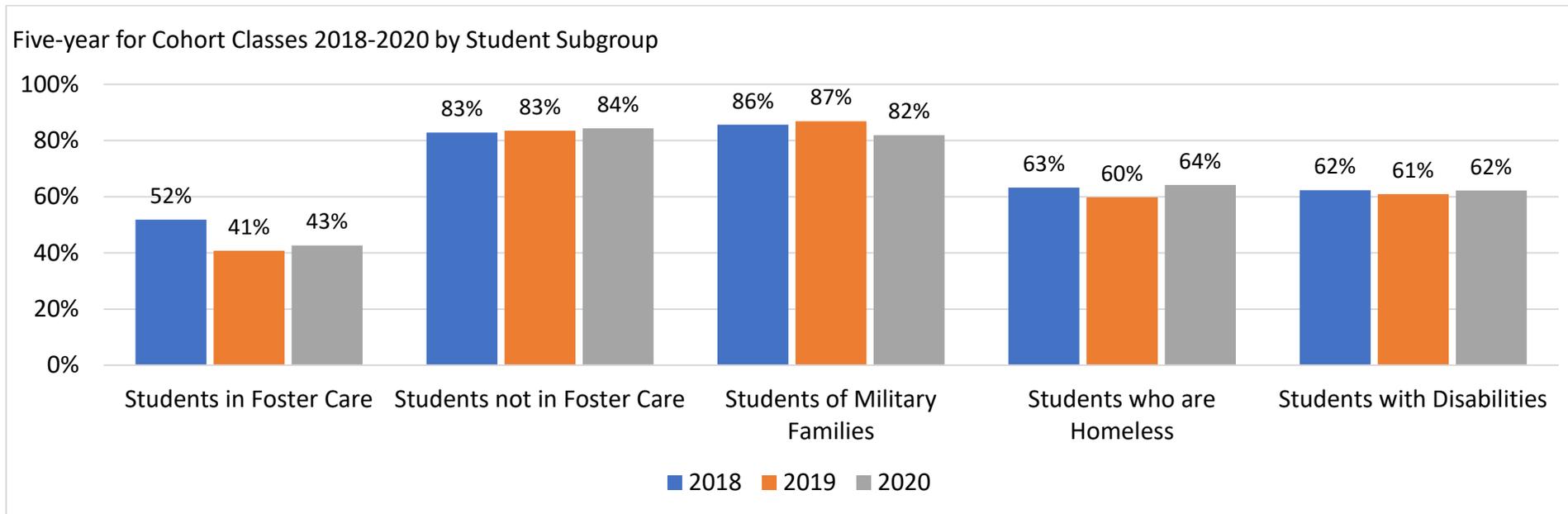
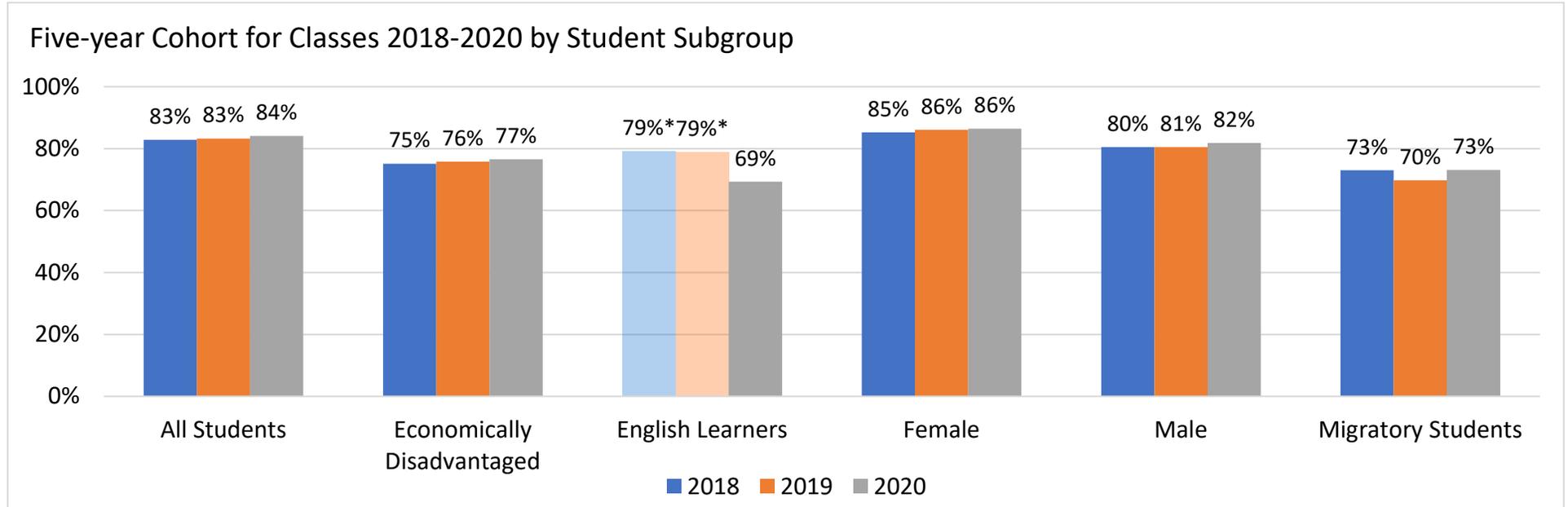


Figure 97: 5-Year Graduation Rates per Cohort by Student Groups-2



\*The criteria for identifying English Learners changed in 2020, making prior years' rates incomparable to those following the change.

## GO-ON RATES

Students’ rates of continuing to post-secondary training strongly affect a state’s economy and its citizens’ lifetime earnings.

Idaho’s go-on Rates reflect the percentage of high school graduates who pursue post-secondary education within either one or two years of graduation. Go-on status is counted based on the student’s graduation year (not graduation cohort, which drive graduation rates). The denominators used to calculate go-on rates include all students who graduated in the spring or summer of the academic year. For instance, the 1-year go-on rate for 2017-18 is the proportion of all students graduating in spring or summer 2018 (at the end of the 2017-18 academic year) who pursued higher education within one year of graduating. The 2-year go-on rates maintain the same graduating class, but consider the percentage that enrolled in post-secondary education within two years of graduating.

### 1-Year Go-On Rates

As seen in Figure 98:

- Go-on rates declined noticeably in 2019-20 both across all students and in most race and ethnic groups.
- Exceptions were two groups with relatively lower overall rates in prior years – Native Americans and Blacks.

Figure 98: 1-Year Go-On Rates by Race and Ethnicity

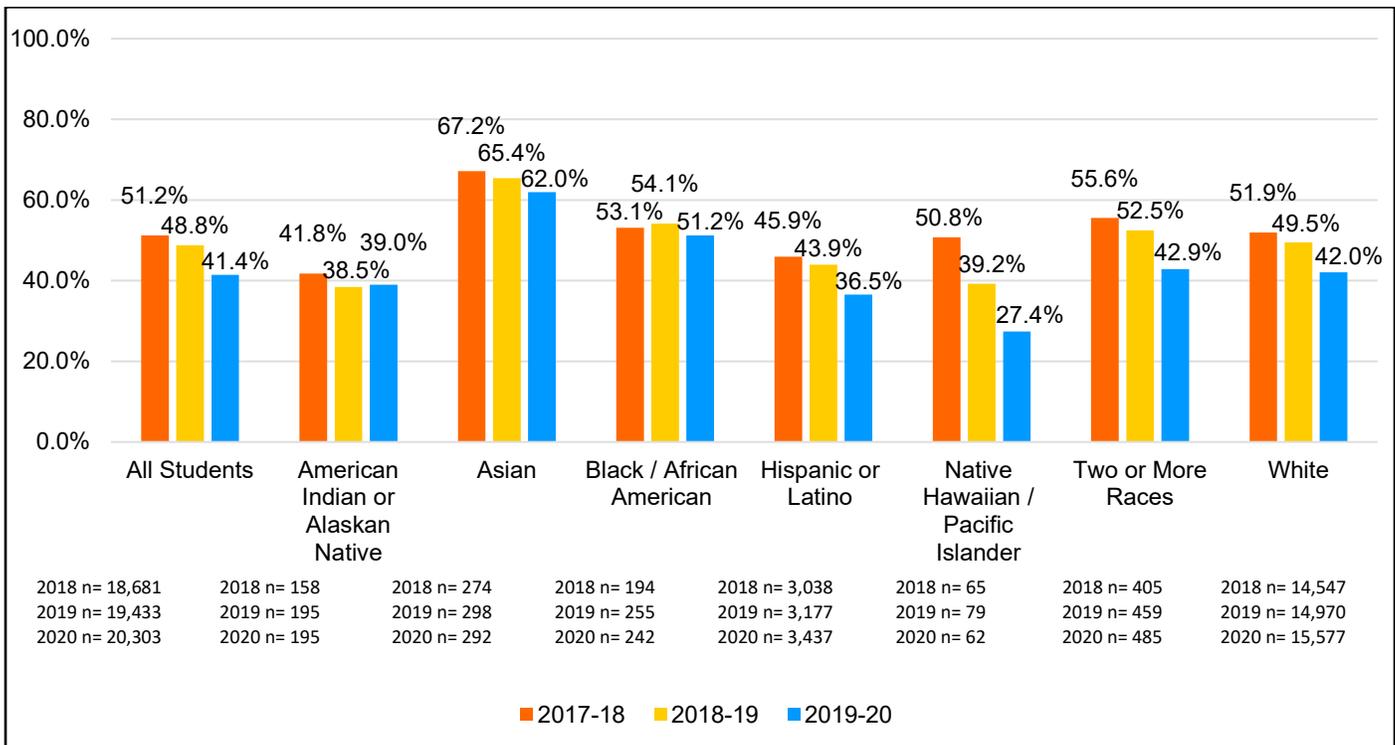
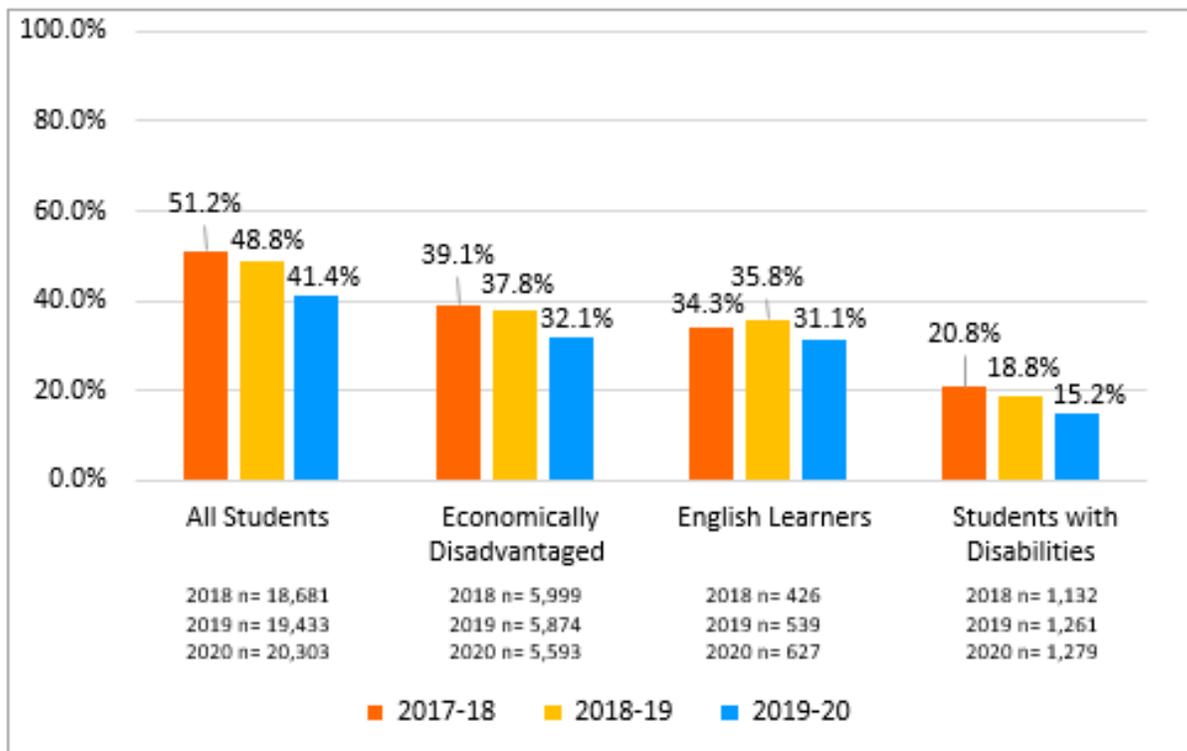


Figure 99 shows a similar pattern for student subgroups:

- Go-on rates declined in 2019-20, and most noticeably among economically disadvantaged students.
- Other groups with relatively lower rates in prior years showed less decline in school year 2020.

Figure 99: 1-Year Go-On Rates by Student Subgroups



2-Year Go-On Rates

Figure 100 and Figure 101 shows a similar pattern for 2-year go-on rates as for the 1-year rates seen above, though the decline in the final year is weaker.

Figure 100: 2-Year Go-On Rates by Race / Ethnicity

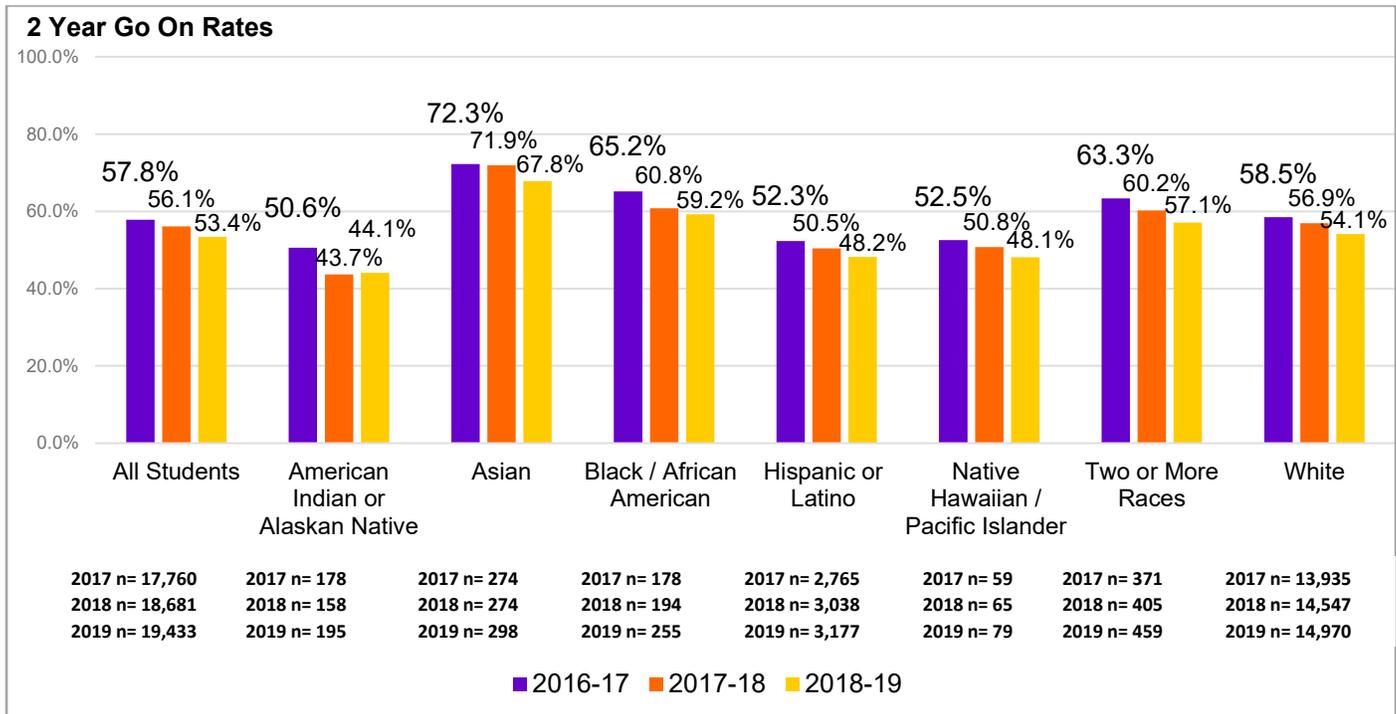
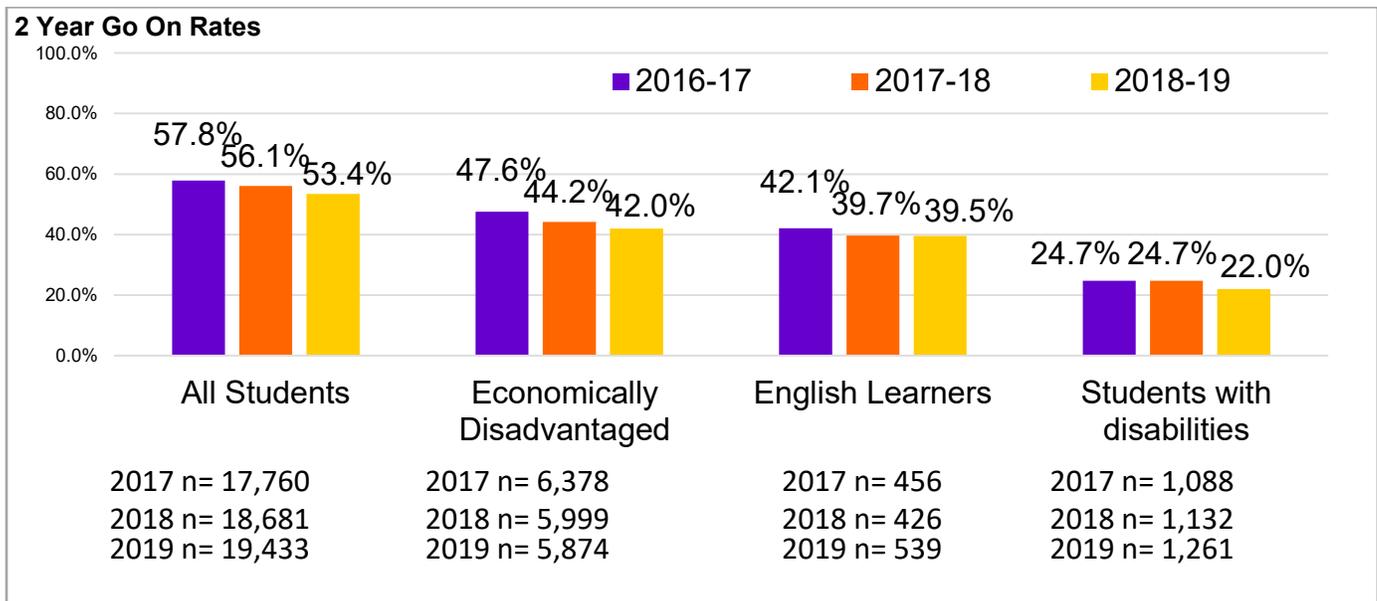


Figure 101: 2-Year Go-On Rate by Student Groups



## ATTENDANCE AND ENGAGEMENT

Both attendance and student engagement in school have well-documented, strong relationships to school success.

### Attendance

We report on two indices of student absenteeism.

**Chronic Absenteeism Flag.** Idaho districts and charter schools report if a student is “Chronically Absent” via ISEE. The presence of the Chronic Absenteeism flag on a student’s record indicates that the student was enrolled in the base school for at least 10 school days at any time during the school year, and missed at least 10% of the total school days in which she or he was enrolled at that school. This is reported for grades K-12, upon students’ exit from the school. Students are considered absent when they miss more than 50% of a school day for any reason. The State Department of Education stores the attribute as reported by the districts and charter schools and does not validate it against the Proportion of Days attendance measure reported here.

**Proportion Attendance Category.** A second, more precise index, also reviewed here, is the proportion of reported days a student is in attendance during the school year among all students identified in the official accountability roster and in attendance in an Idaho school on the first Friday in May.

Proportion of Days Reported Positive Attendance = Numerator /Denominator, WHERE:

- Denominator = total number of reported instructional days, at the enrolled school, for the entire year
- Numerator = total number of instructional days of positive reported attendance, at the enrolled school, for the entire school year

We analyzed those percentages using 10-percentage-point categories from 100% down to 60%. Finding little difference among the relatively few students in the lowest categories below 71%, we further narrowed that index to four categories:

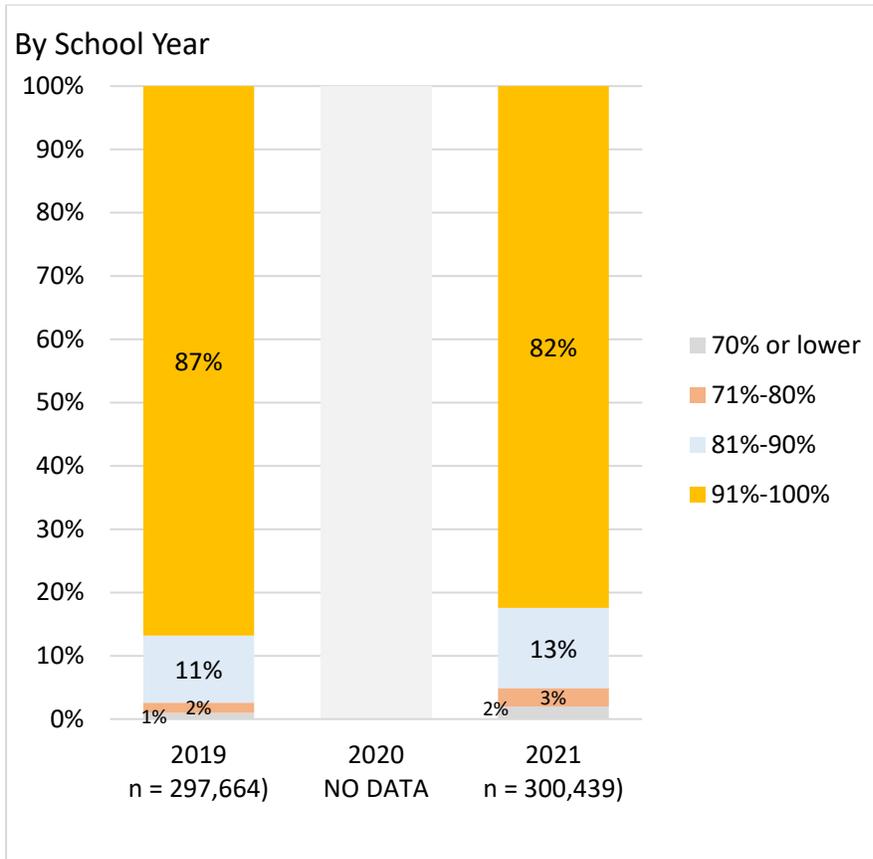
- Adequate Attendance, or attendance on 91%-100% of the days in the entire school year
- Chronic Absence, divided into three, successively more severe categories
  - 81%-90% of days in attendance
  - 71%-80% of days in attendance
  - 70% or fewer of days in attendance

In both 2019 and 2021, 2% of students reported attendance in more than one school. We analyzed and reported only students in a single school because we lacked the data required to combine multiple values. We report findings for both of these metrics, Chronic Absenteeism and Proportion Attendance Category. Though the two measures differ somewhat in their exact assignment, they differ little in their patterns of relationships to important outcomes.

### Attendance per Proportion-Attendance Category

As seen in Figure 102, the proportion attending adequately dropped by 5 percentage points from 2019 to 2021. This section will show that the attendance gap between student groups grew from 2019 and 2021.

Figure 102: Student Attendance – All Students, All Grades



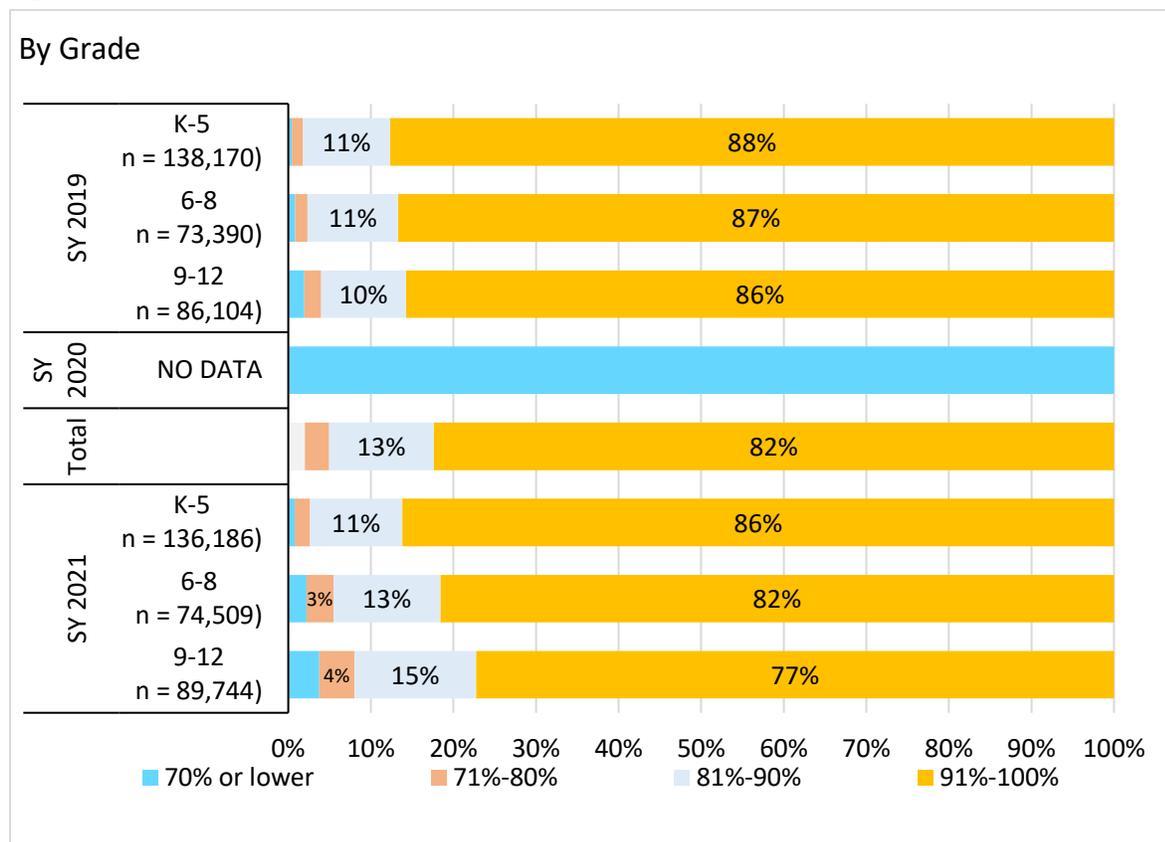
This section will show that the attendance gap between many student groups grew from 2019 and 2021.

Proportion Attendance per Grade and Subgroup in 2019 and 2021

Figure 103 shows the impact of the COVID years on school behavior.

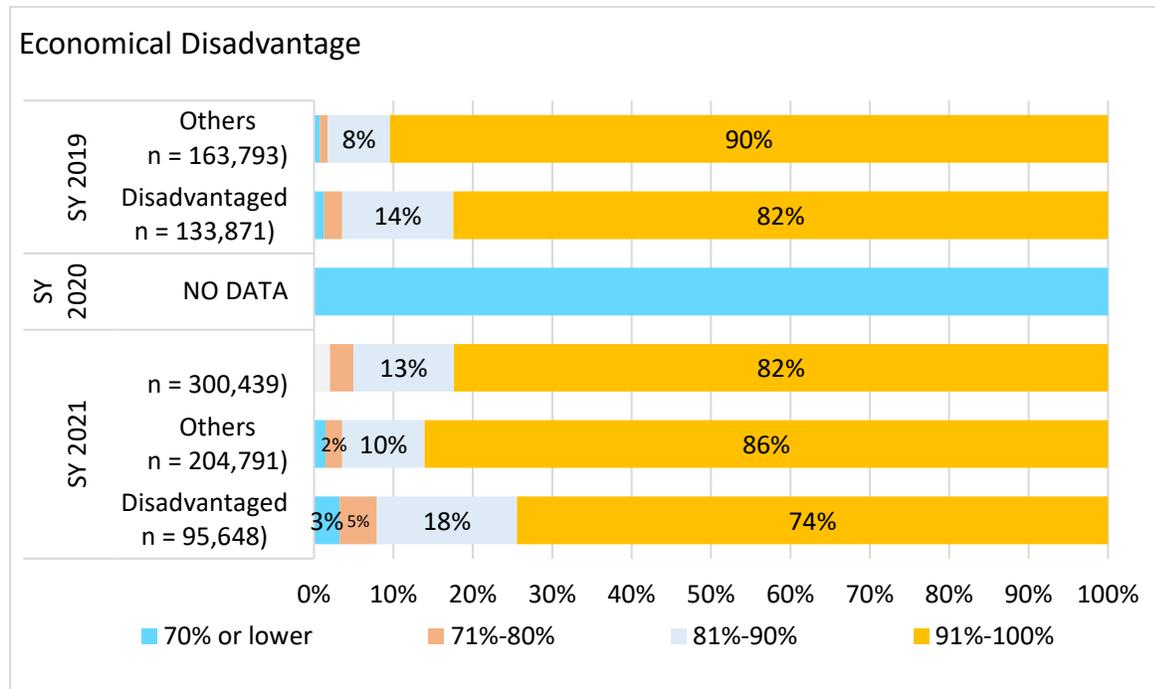
- Though elementary students attended at higher rates than older students both years, all students’ attendance was considerably higher in 2019 than in 2021.
- The adequate-attendance drop was progressively greater with each older student group from 2 percentage points for elementary students to 9 points for high schoolers.
- The decreasing attendance with age resulted in a growing attendance gap between the grade groups. In 2019, elementary students’ adequate attendance was just 2 points higher than high-school students, but that gap grew to 9 points in 2021.

Figure 103: Student Attendance and Grade



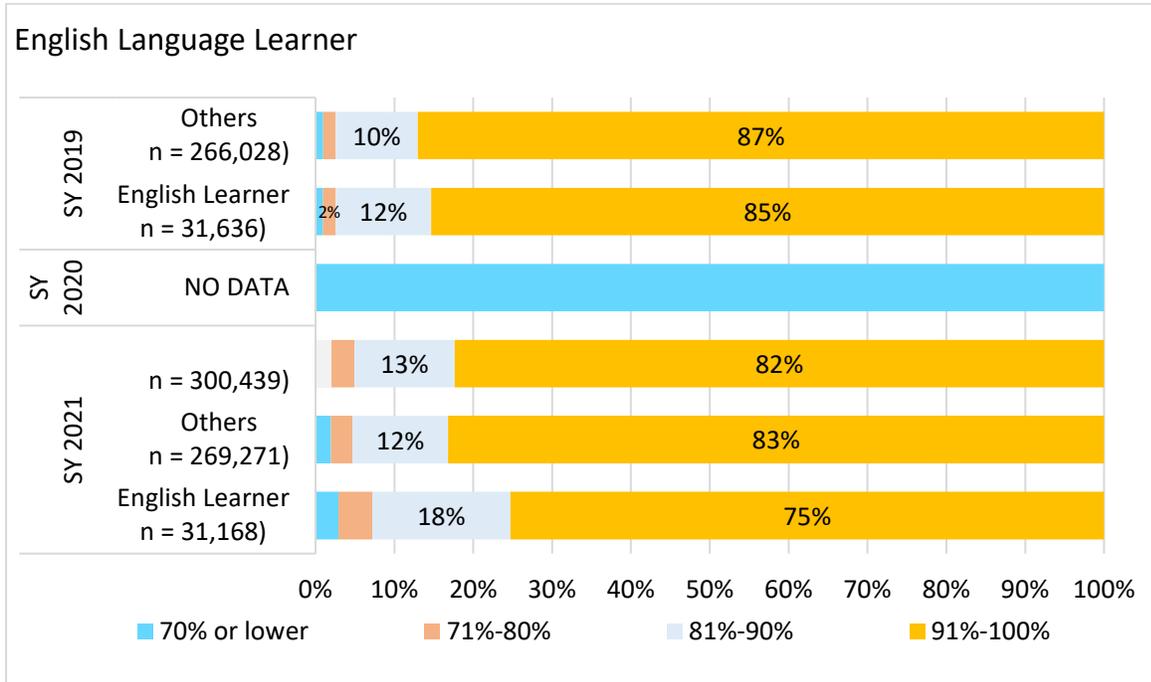
As seen in Figure 104, the adequate-attendance gap between economically disadvantaged students and others who were not economically disadvantaged grew from 8 percentage points in 2019 to 12 points in 2021.

Figure 104: Student Attendance and Economic Disadvantage



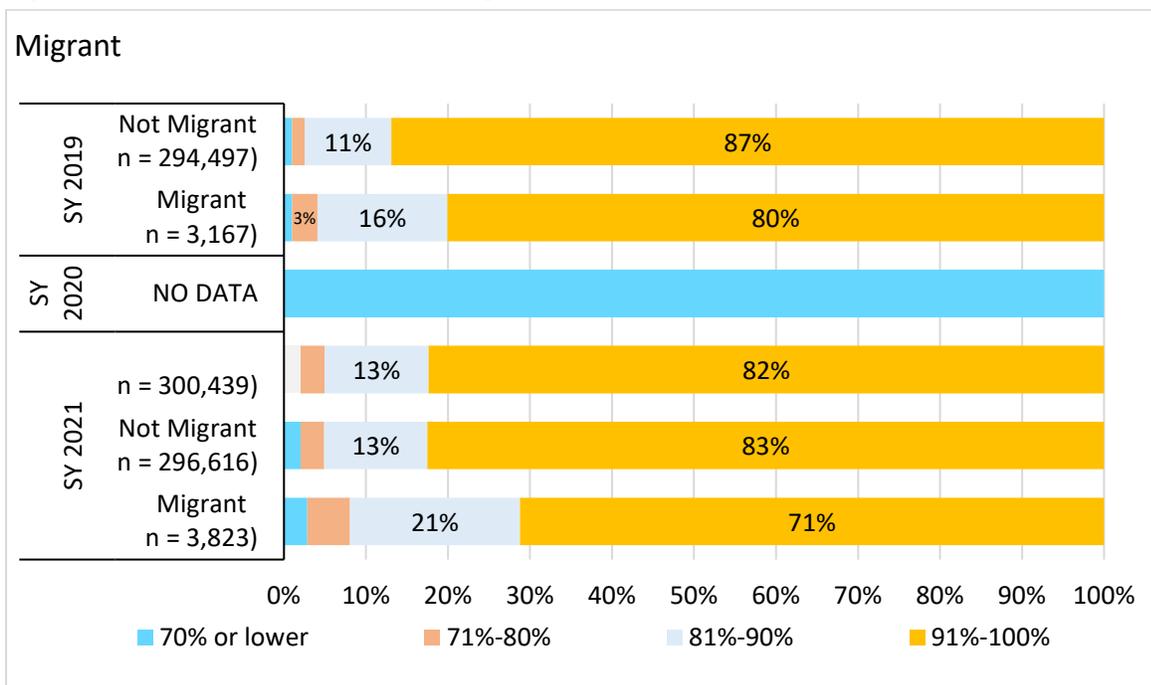
As seen in Figure 105, the adequate-attendance gap between English Learners and others who were not English Learners grew from 2 percentage points in 2019 to 8 points in 2021.

Figure 105: Student Attendance and English Language Learning



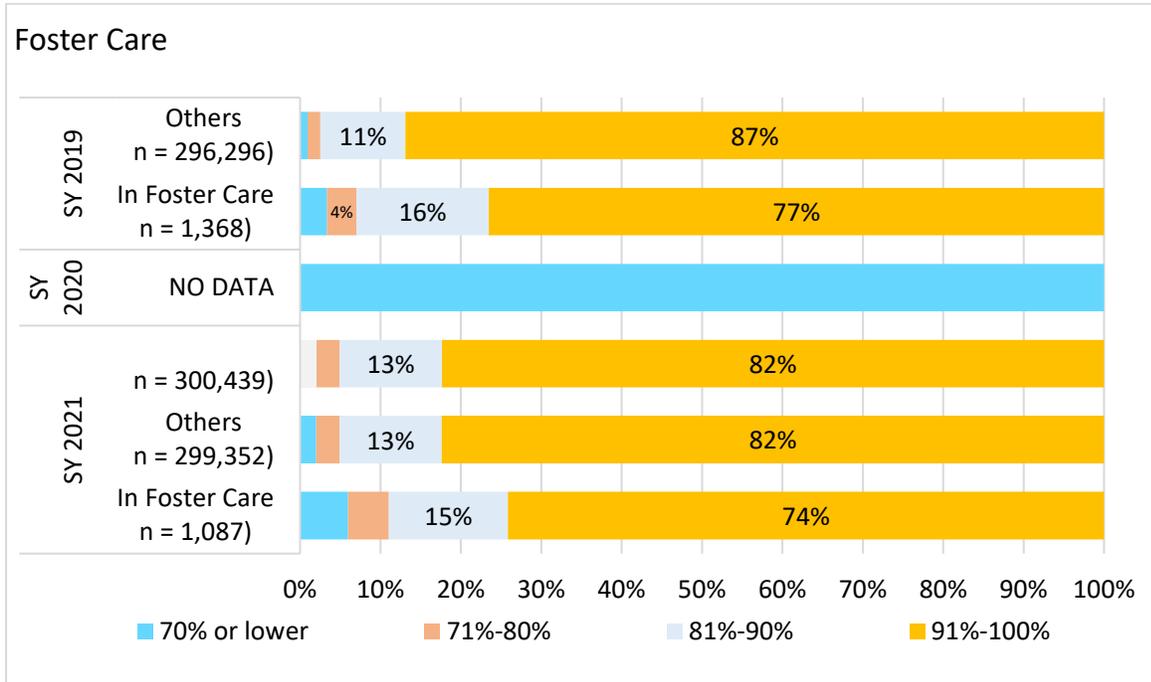
As seen in Figure 106, the adequate-attendance gap between students who were migrant and others who were not migrant grew from 7 percentage points in 2019 to 12 points in 2021.

Figure 106: Student Attendance and Migration



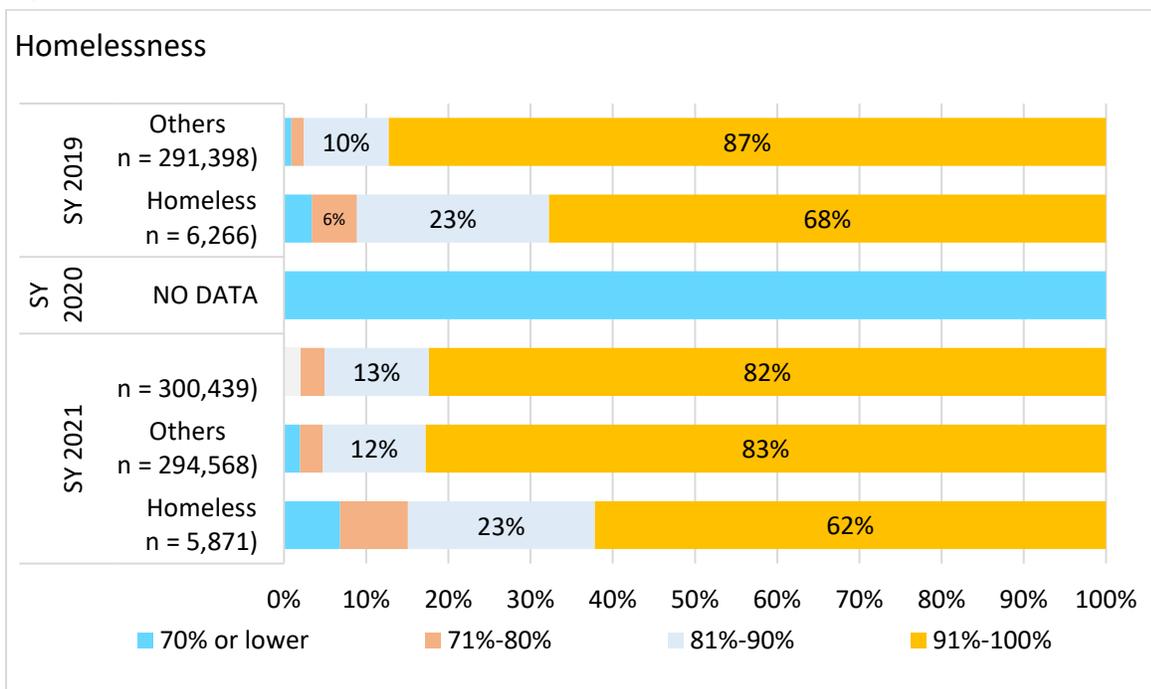
As seen in Figure 107, the adequate-attendance gap between students in foster care and others who were not in foster care edged up from 10 percentage points in 2019 to 12 points in 2021.

Figure 107: Student Attendance and Foster Care



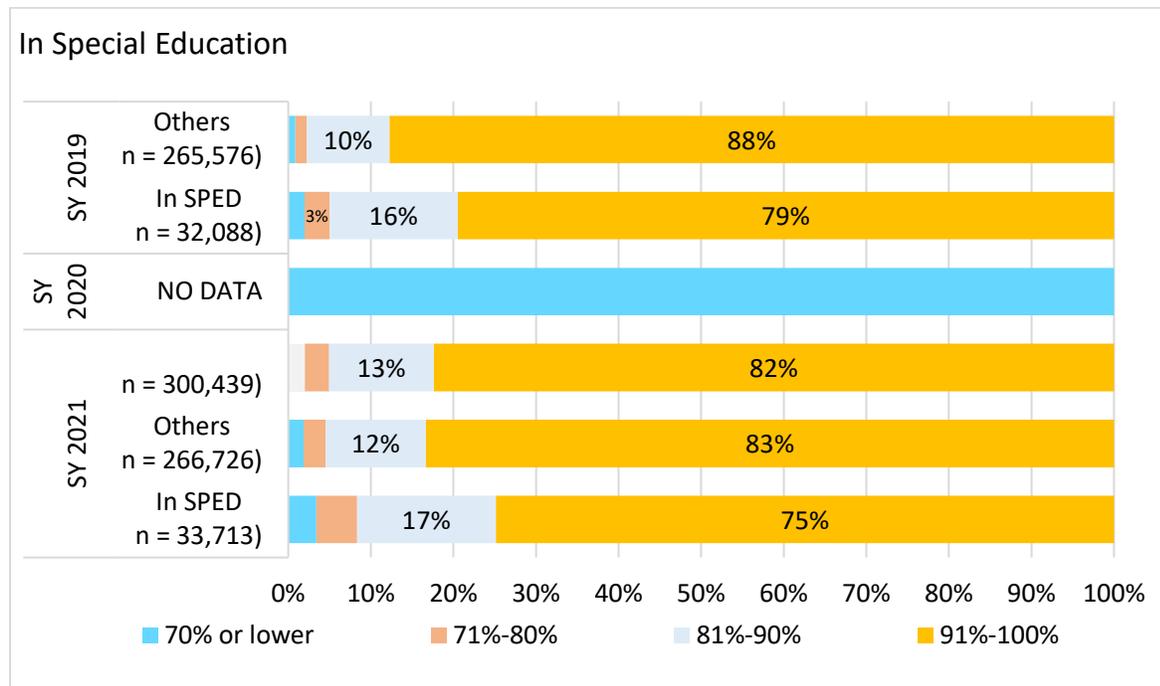
As seen in Figure 108, the adequate-attendance gap between students who were homeless and others who were not homeless edged up from 19 percentage points in 2019 to 21 points in 2021.

Figure 108: Student Attendance and Homelessness



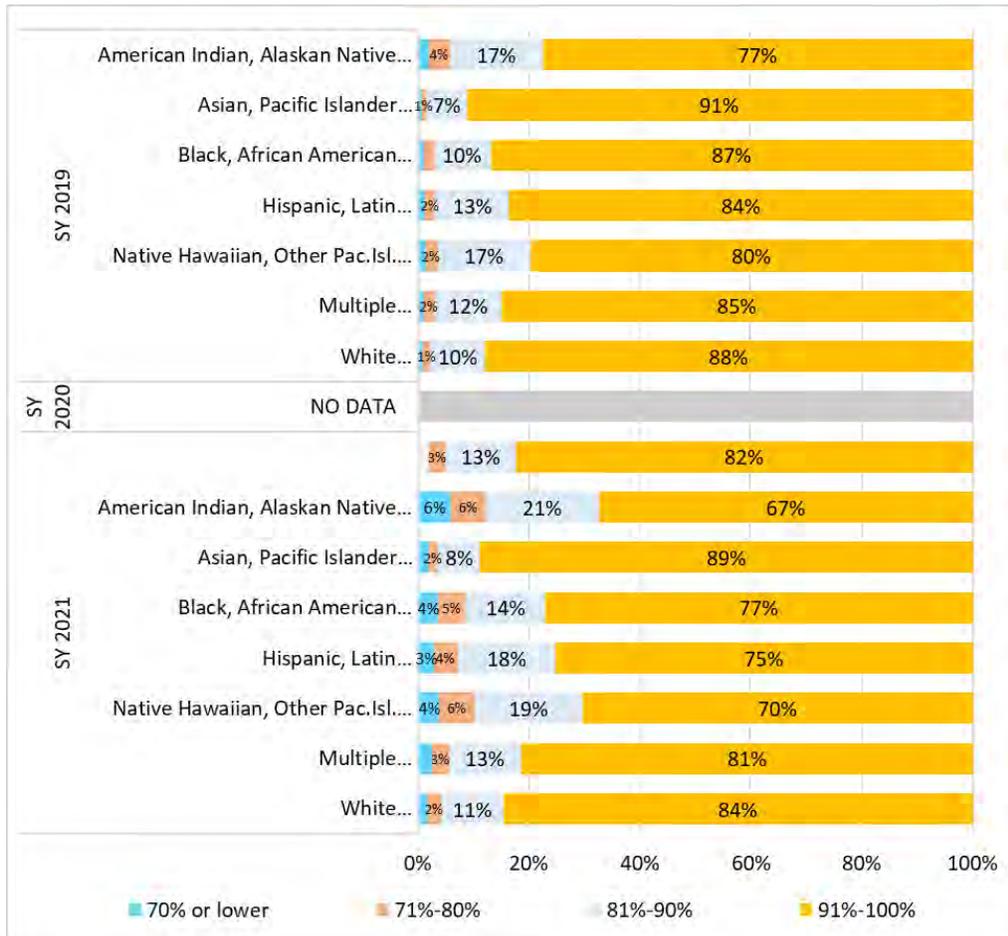
As seen in Figure 109, the adequate-attendance gap between students in special education and others who were not in special education declined slightly from 9 percentage points in 2019 to 8 points in 2021.

Figure 109: Student Attendance and Special Education



As seen in Figure 110, Asians and White students had the highest rates (89% and 84% full or “adequate” attendance in 2021), though proportions for both had declined since 2019. The gap in adequate attendance between White and Asian students versus other race/ethnicity groups increased by 1-8 percentage points from 2019 to 2021.

Figure 110: Student Attendance by Race and Ethnicity



As seen in Figure 111, there was no difference in adequate-attendance rate by gender in either 2019 or 2021.

Figure 111: Student Attendance by Gender

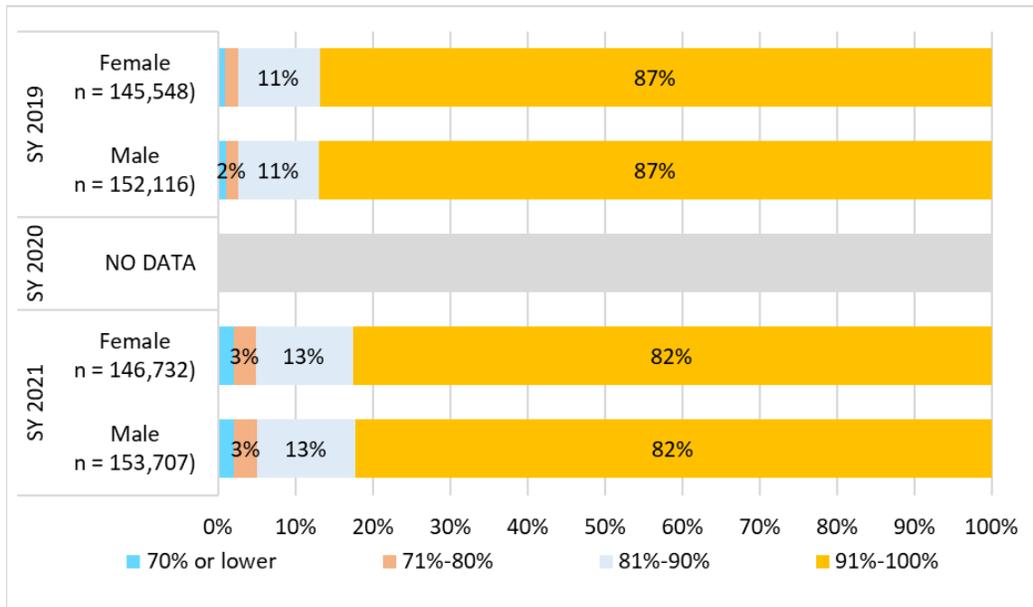


Figure 112 shows that in 2019, rural students had a 1-percentage-point lower adequate-attendance rate than students in non-rural schools. By contrast, that adequate-attendance gap reversed in 2021 when rural students’ rate eclipsed non-rural students’ rate by 3 percentage points, mostly because of the much larger drop among non-rural schools.

Figure 112: Student Attendance and Population Density (Rural v. Non-rural)

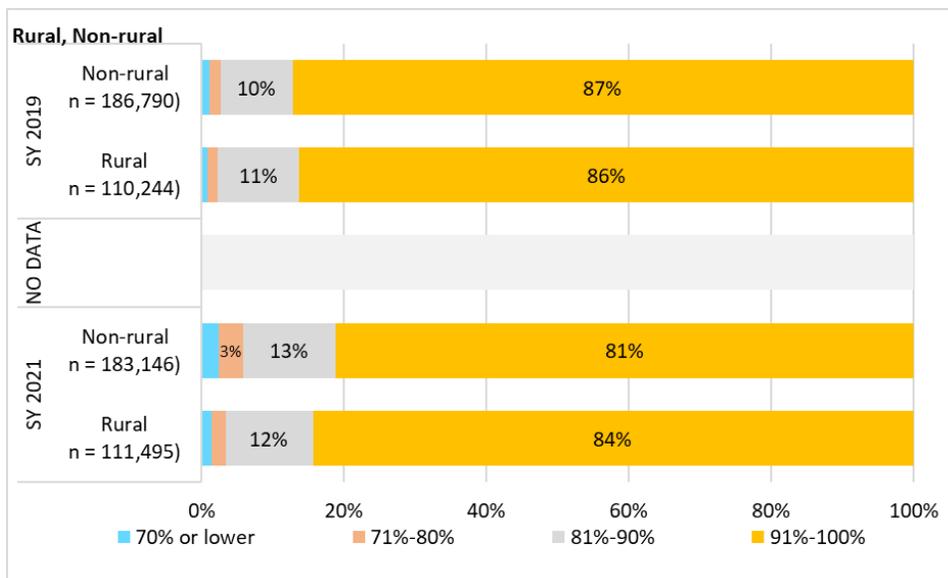
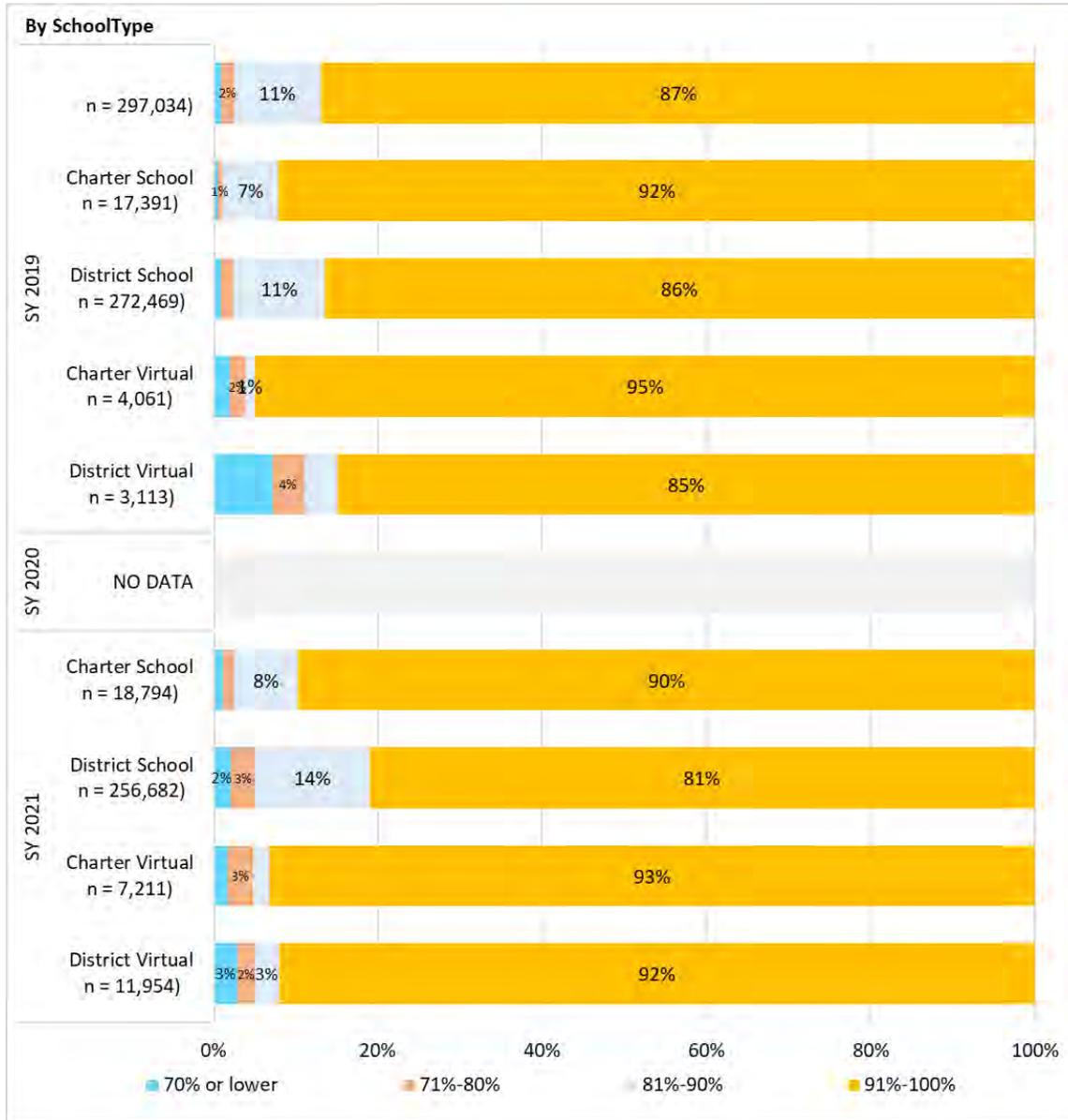


Figure 113 shows a dynamic change in the adequate-attendance gap between charter and district schools from 2019 to 2021. In 2019, charter schools' adequate-attendance proportion was higher than in district-run schools. The in-person charter schools' adequate-attendance advantage over in-person district schools increased from 2019 to 2021 by 3 percentage points, but among virtual schools, the charter-vs.-district-run gap decreased from 10 to just 1 percentage point.

Figure 113: Student Attendance and School Type

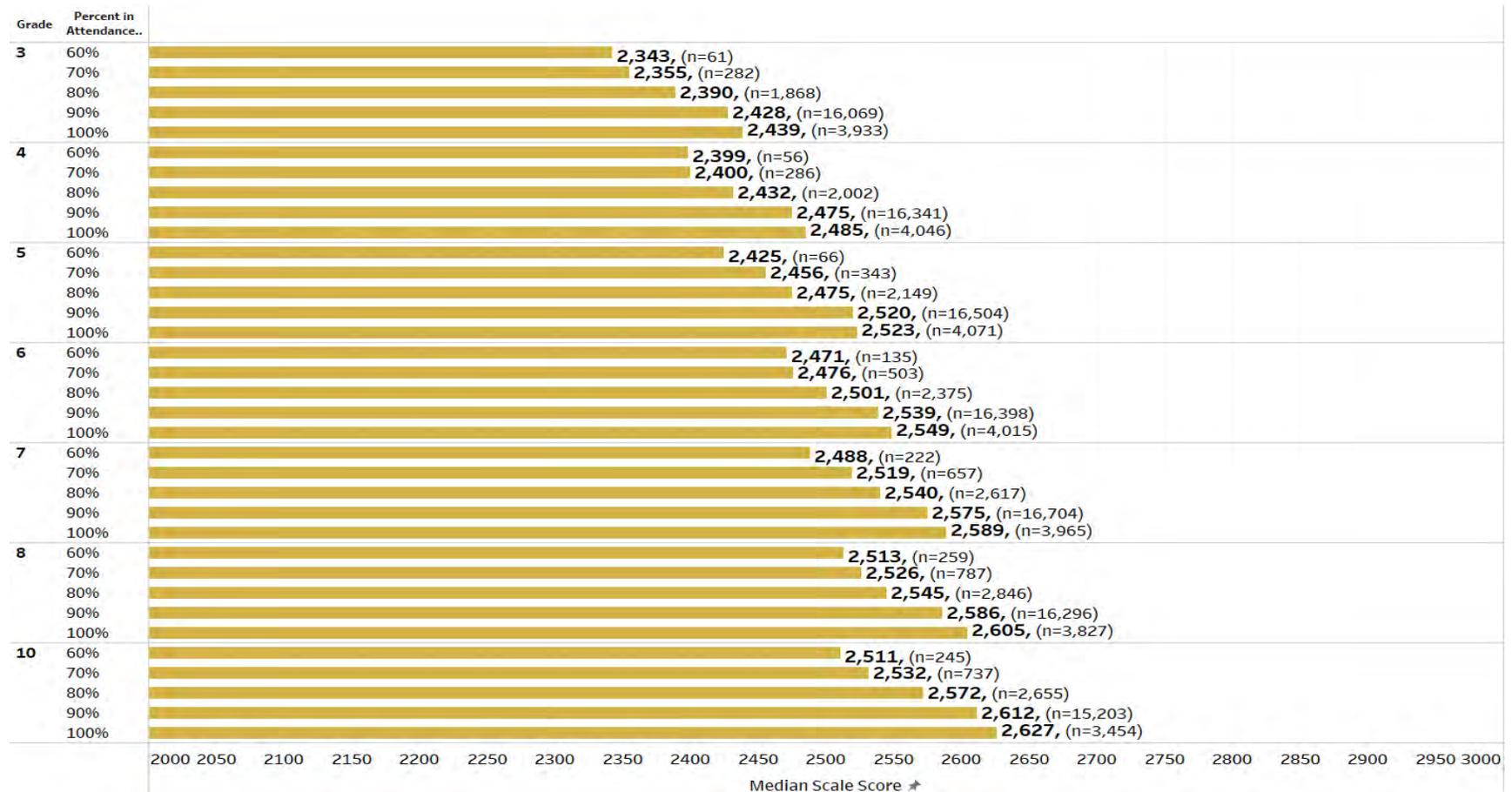


ISAT Median Scale Scores by Attendance Proportion Category

ISAT ELA and Math scores were strongly, positively correlated with attendance.

- ISAT ELA scores increased steadily by attendance level, from 70% attendance upward.
- By comparison, the performance differences between those in the bottom two attendance groups (60% and 70%) and between those in the top two groups (90% and 100%) were smaller or negligible compared to their differences from the middle (71%-80%) group. This may be a reason to consider lowering the “chronic absenteeism” cutoff of 90%, which is used by districts and is seen in the next graph.

Figure 114: 2021 ISAT ELA Median Scores by Grade and Attendance

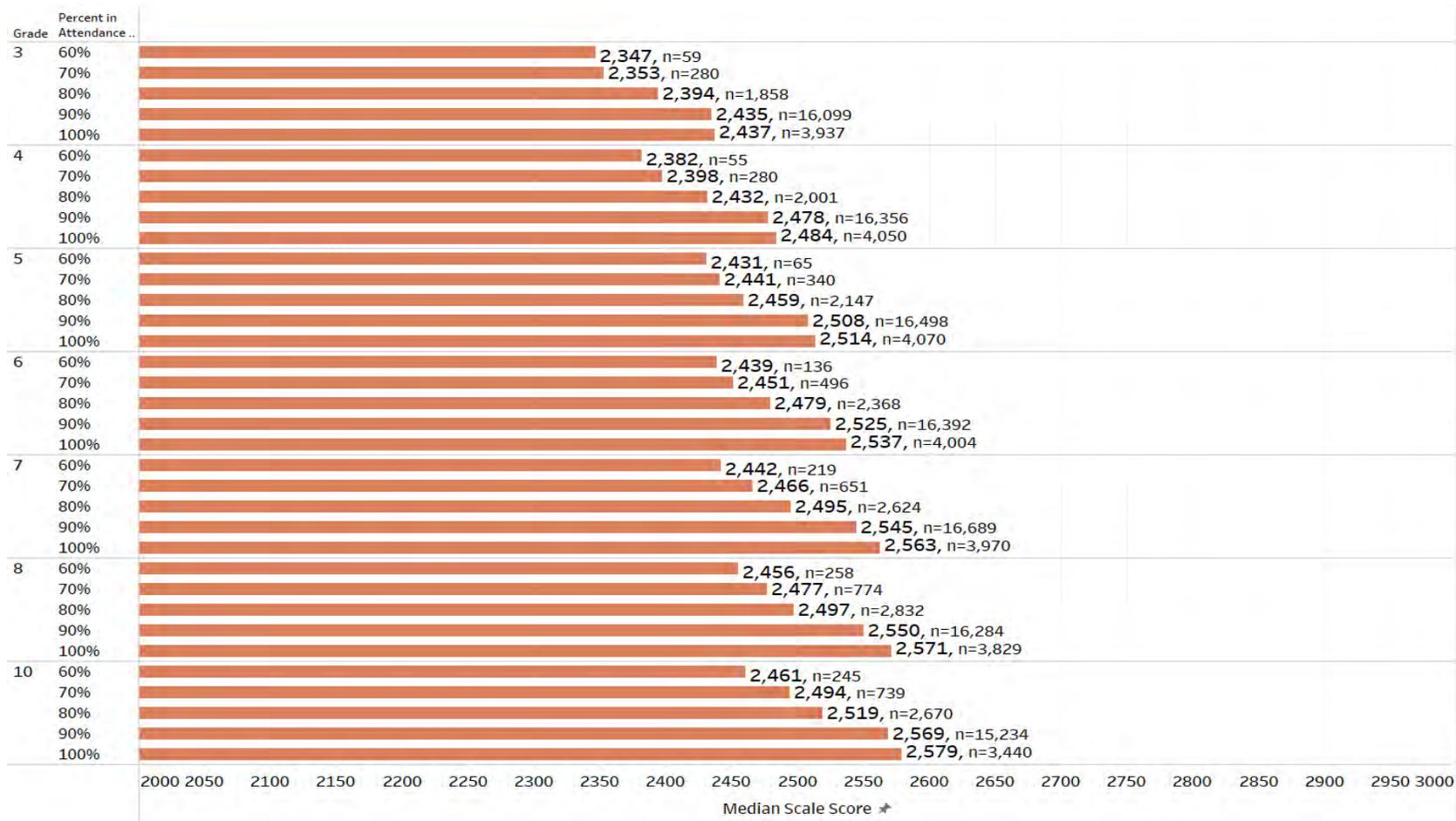


As seen in Figure 111, the pattern for ISAT Math scores resembled that for ELA scores.

ISAT Math scores were strongly, positively correlated with attendance.

- Median ISAT Math scale scores increased steadily by attendance level, from 70% attendance upward.
- The performance differences between the lowest two and the highest two were smaller than the jump to or from the middle (71%-80%) category.

Figure 115: 2021 ISAT Math Median Scores by Grade and Attendance



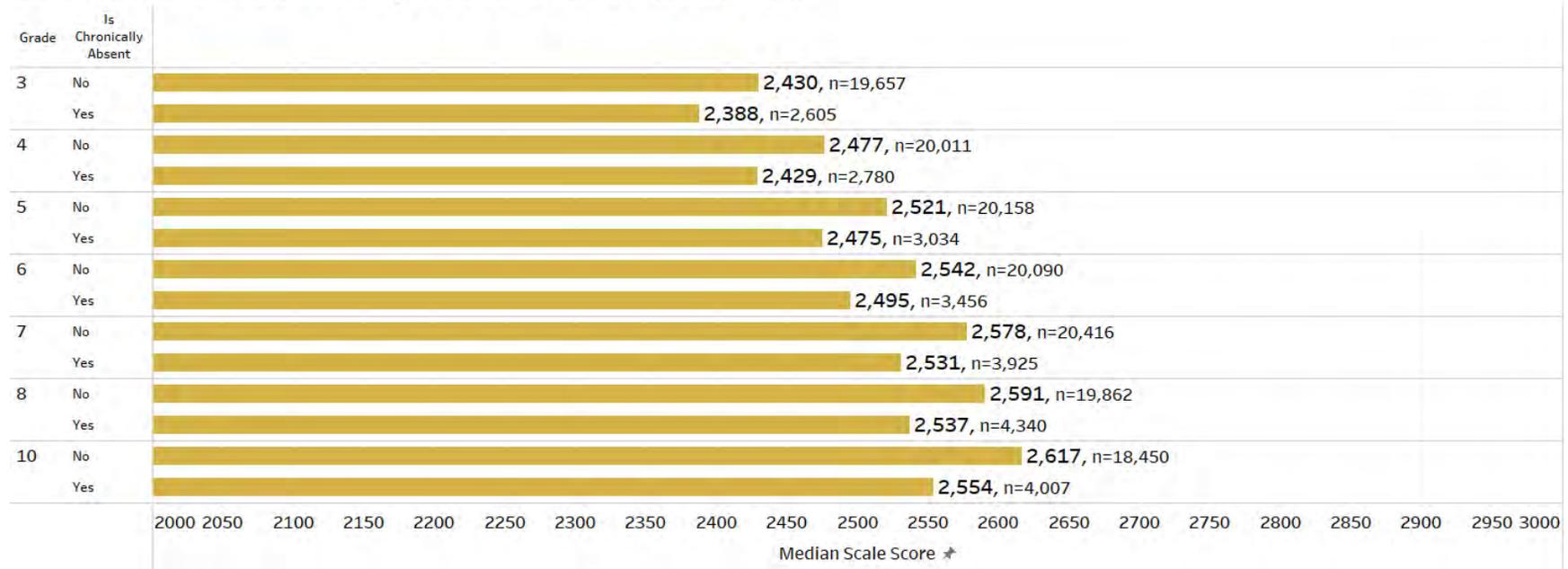
**ISAT Median Scale Scores by Chronic Absenteeism Flag**

Figure 116 shows that median ISAT ELA scores among Chronically Absent students ranged from 38 to 58 points, and grew larger in higher grades.

This pattern resembles that seen for the percentage-based attendance categories above: ISAT ELA scores were significantly higher among those not chronically absent than among those marked as chronically absent. The scale-score differences between absent and not absent are large, but they are smaller than the differences between the highest and lowest scores in the more finely-grained analyses of Proportion Attendance Categories presented in the prior two pages.

**Figure 116: ISAT ELA 2021 Median Scores by Grade, Chronic Absenteeism**

**ELA ISAT Scale Score Medians by Grade and Chronic Absenteeism**

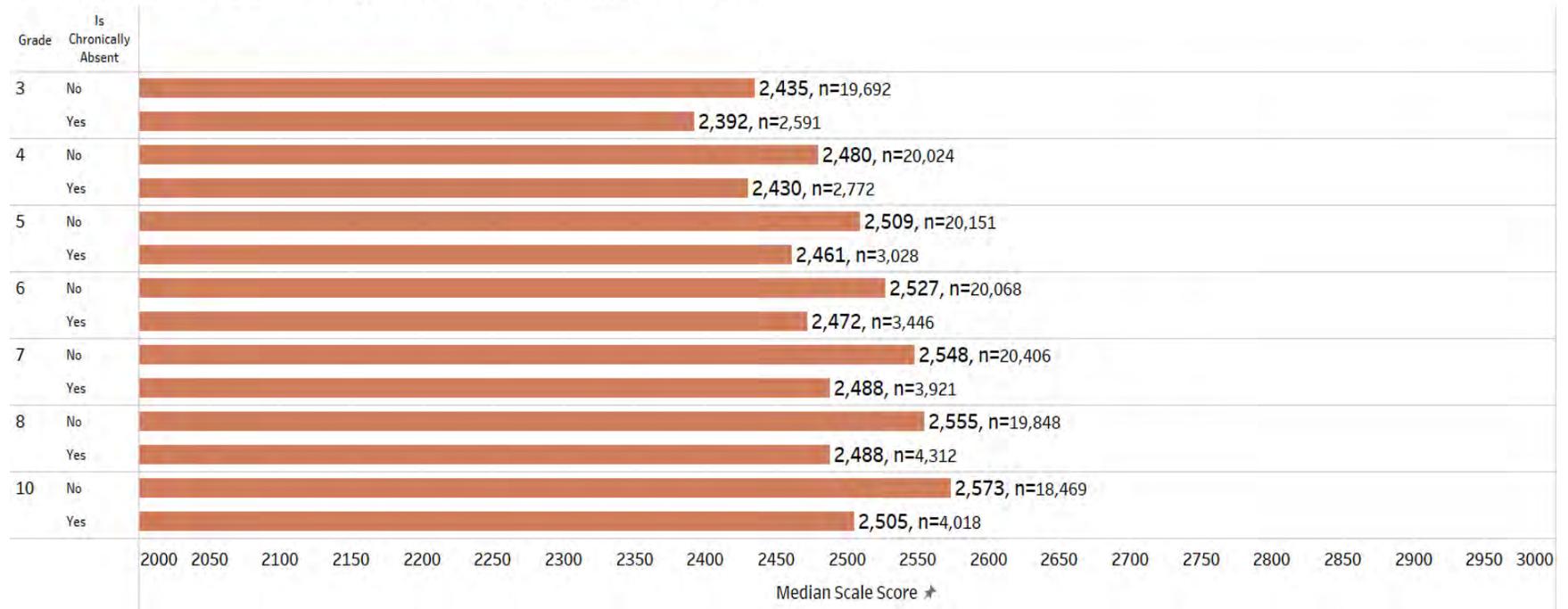


As seen in Figure 117:

- The pattern for ISAT Math scores resembled that for ELA scores.
- The median ISAT Math score among those flagged as chronically absent ranged from 42 to 70 points and grew larger in higher grades.

Figure 117: 2021 ISAT Math Median Scores by Grade, Chronic Absenteeism

ELA ISAT Scale Score Medians by Grade and Percent in Attendance



### 9<sup>th</sup>-Grade Attendance Predicts 4-year Graduation Status

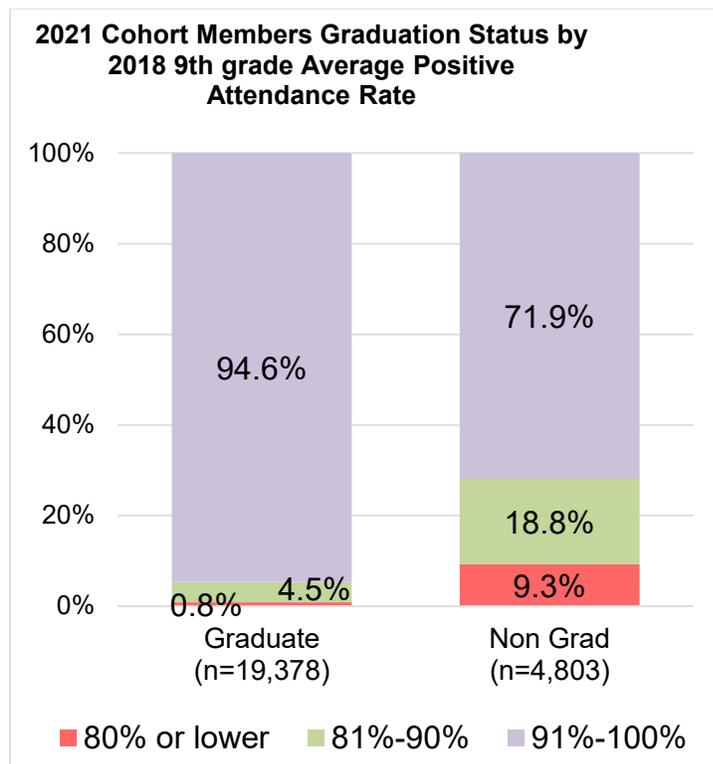
In Idaho, attendance as early as 9<sup>th</sup> grade strongly predicts likely graduation four years later, as seen in this analysis of students' 9<sup>th</sup> grade attendance in the school year 2018 and their graduation status in 2021.

**Method Defining Attendance of the 9<sup>th</sup>-grade Cohort Members.** If a 2021 graduation cohort member was enrolled in multiple schools in the 2017-18 school year, the highest positive attendance for the student was used.

Figure 118 shows the relationship between 9<sup>th</sup>-grade attendance and 4-year graduation. The graph excludes students who were not enrolled in an Idaho public school as of the first Friday of May of their freshman year (n=2,500). Similarly, students who transferred out to another educational program outside of Idaho LEAs that culminates in the award of a regular high school diploma, emigrated to another county, or passed away during their four cohort years (n=2,644) are also excluded. The graph shows that

- 4-year graduates of the 2021 cohort were 50% more likely to have high attendance (91%-100%) in 9<sup>th</sup> grade than were their cohort non-graduates (94.6% of graduates had highest attendance level vs. 71.9% of non-graduates).
- Non-graduates were nine times more likely than graduates (9.3% v. 0.8%) to have low attendance (80% or less).

**Figure 118: 4-year Graduation Status of 2021 Cohort by their 9<sup>th</sup>-Grade Attendance**



### Engagement of Students, Parents, Staff

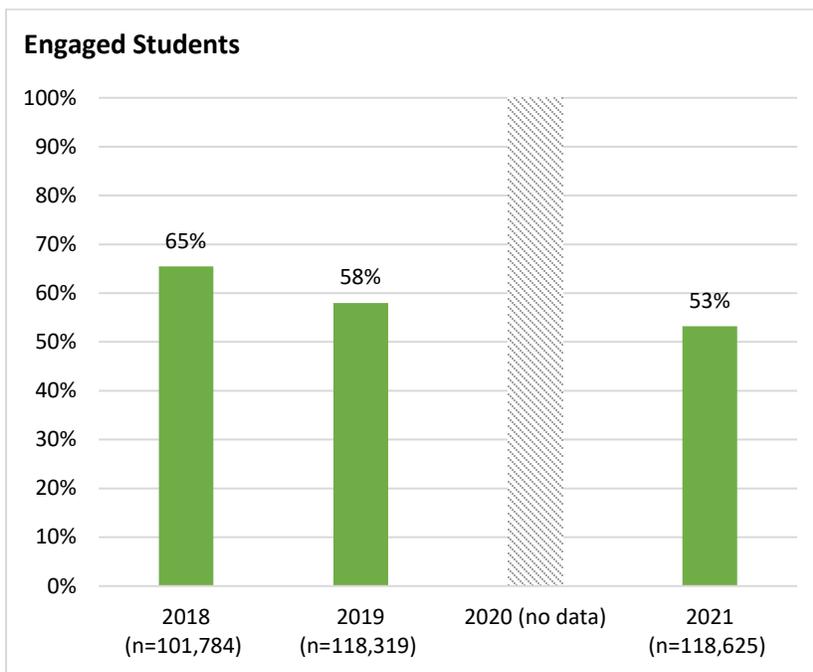
Student engagement is Idaho’s measure of school quality. Each year, students complete an online survey answering questions about their thoughts, feelings, and behaviors toward school. Responses are confidential and 100% participation is encouraged, but no penalty is associated with a participation threshold.

### Student Engagement Overall

This graph shows the overall proportion of students identified as engaged, based on survey responses.

As seen in Figure 119, student engagement in grades 3 through 8 has declined since 2018 from 65% to 53%.

Figure 119: Percentage of Engaged Students in Grades 3-8



### Engagement Levels

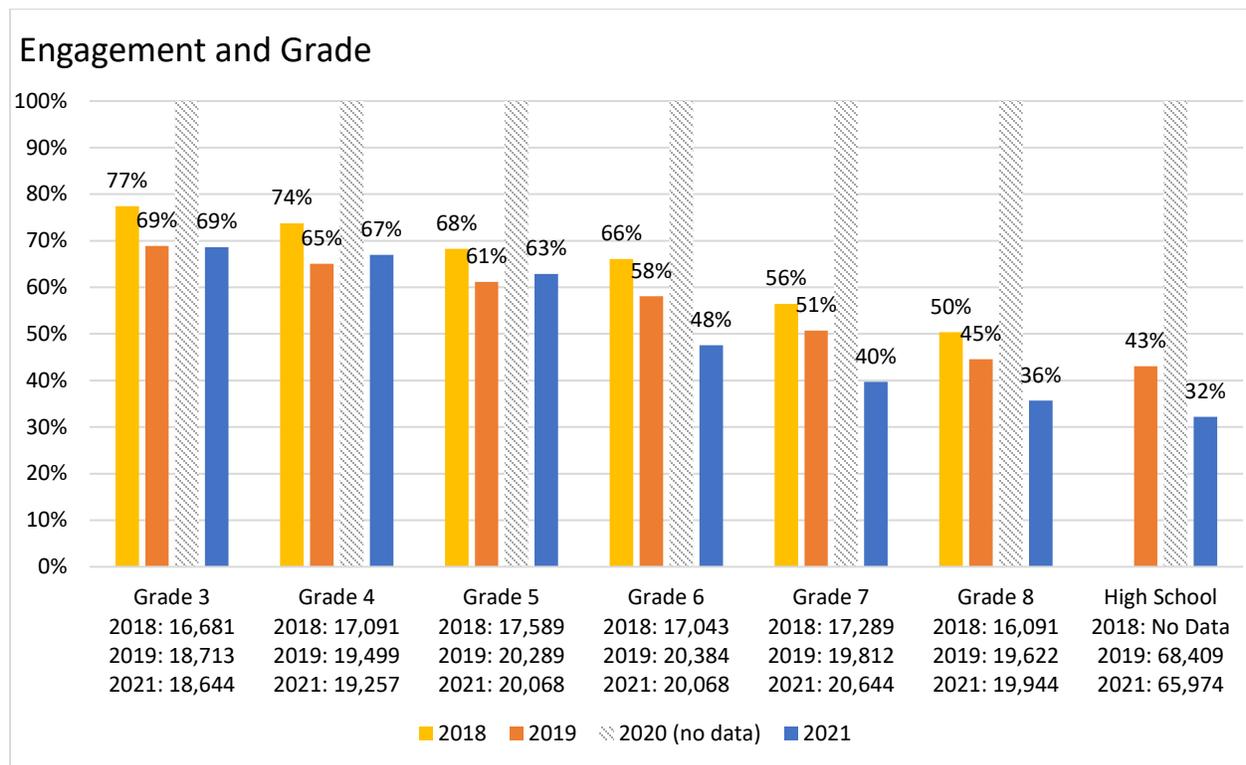
Student engagement is measured along three different domains – Cognitive, Emotional, and Behavioral. Respondents answer several questions pertaining to each domain. Responses categorize respondents per domain as “Committed,” “Compliant,” or “Disengaged” based on the plurality of responses in that domain. It should be noted that the Behavioral domain has six items, which means it is possible that a respondent has an even number of responses across two or more components. In these cases, the respondent is labeled as having a “mixed” engagement type.

The following graph shows the proportion “Committed” (also termed “engaged” in other graphs) across all domains.

Figure 120 shows that:

- Engagements declined per grade from 3 through 12.
- The highest engagement for all grades was in 2018.
- All grades declined in 2019.
- Only grades 6 through high school declined in engagement from 2019 to 2021.

Figure 120: Percentage of Engaged Students by Grade



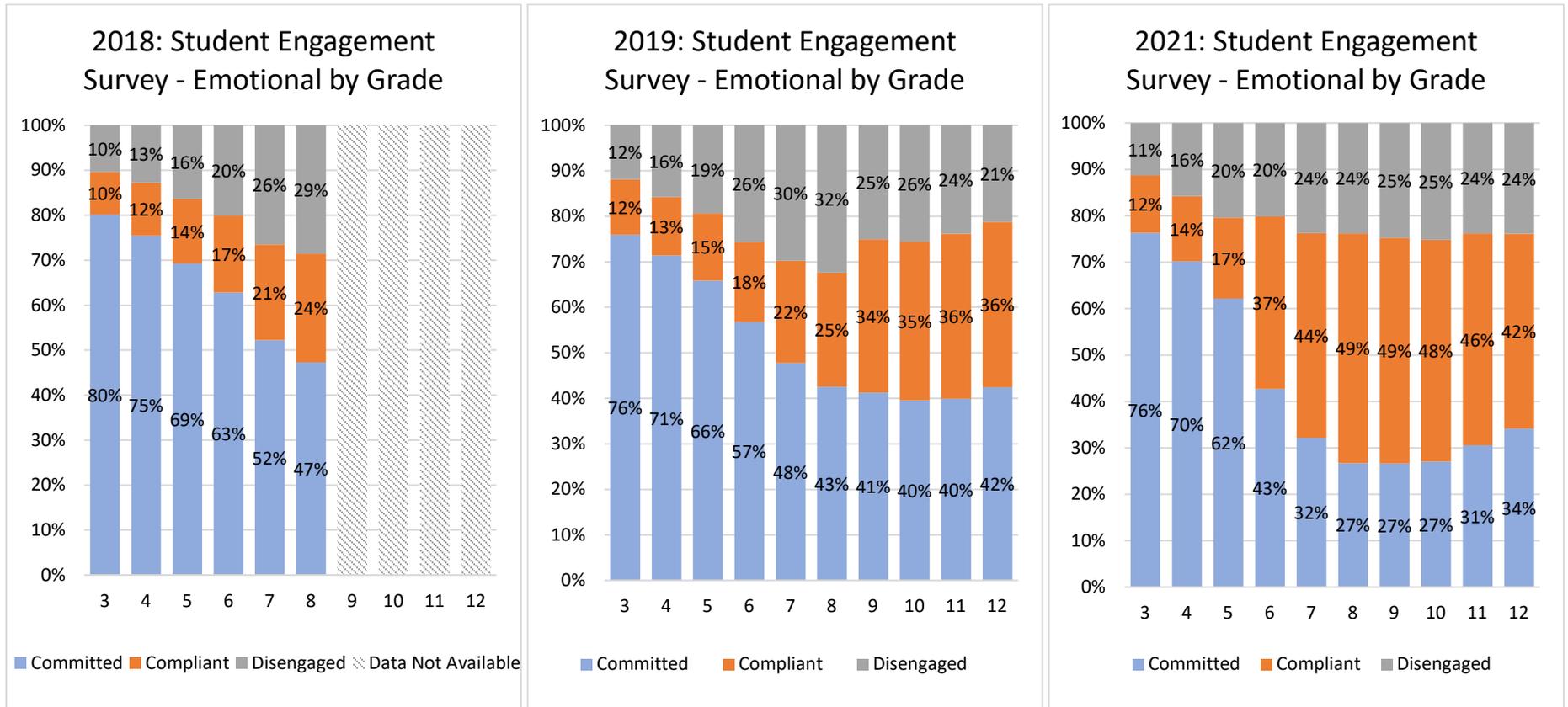
Engagement per Domain

The following graphs appear in domain-based sets, showing the proportion of students expressing each of the successively disengaged attributes, *Committed*, *Compliant*, *Disengaged*.

The following graphs show similar engagement patterns across the domains, with the greatest variations in the behavioral domain, and in 2019.

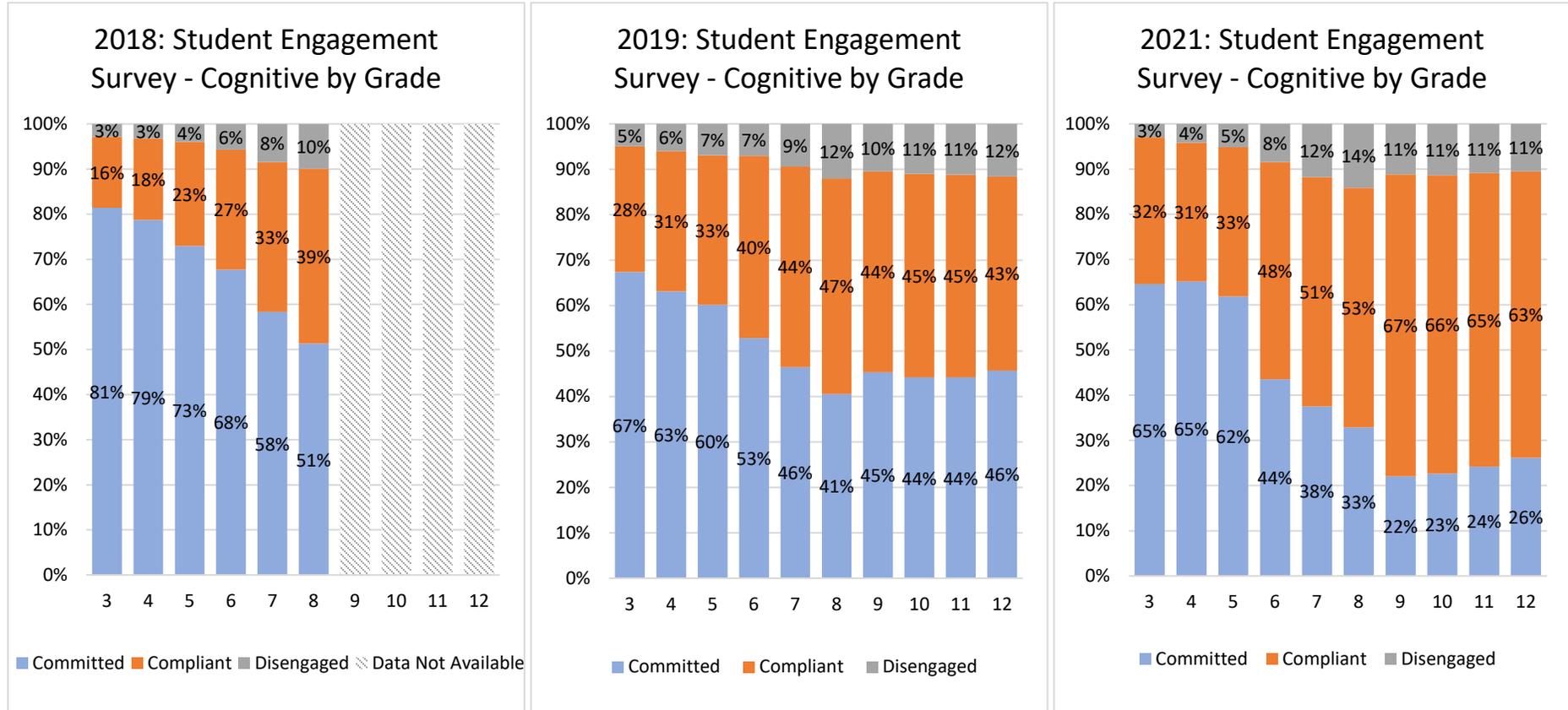
- Findings show declining engagement from early to later grades.
- They show greater Compliance in 2021 than in prior years, especially in the cognitive domain.

Figure 121: EMOTIONAL Domain Engagement Levels per Grade and Year



Note: the counts per grade appear in Figure 120.

Figure 122: COGNITIVE Domain Engagement Levels per Grade and Year

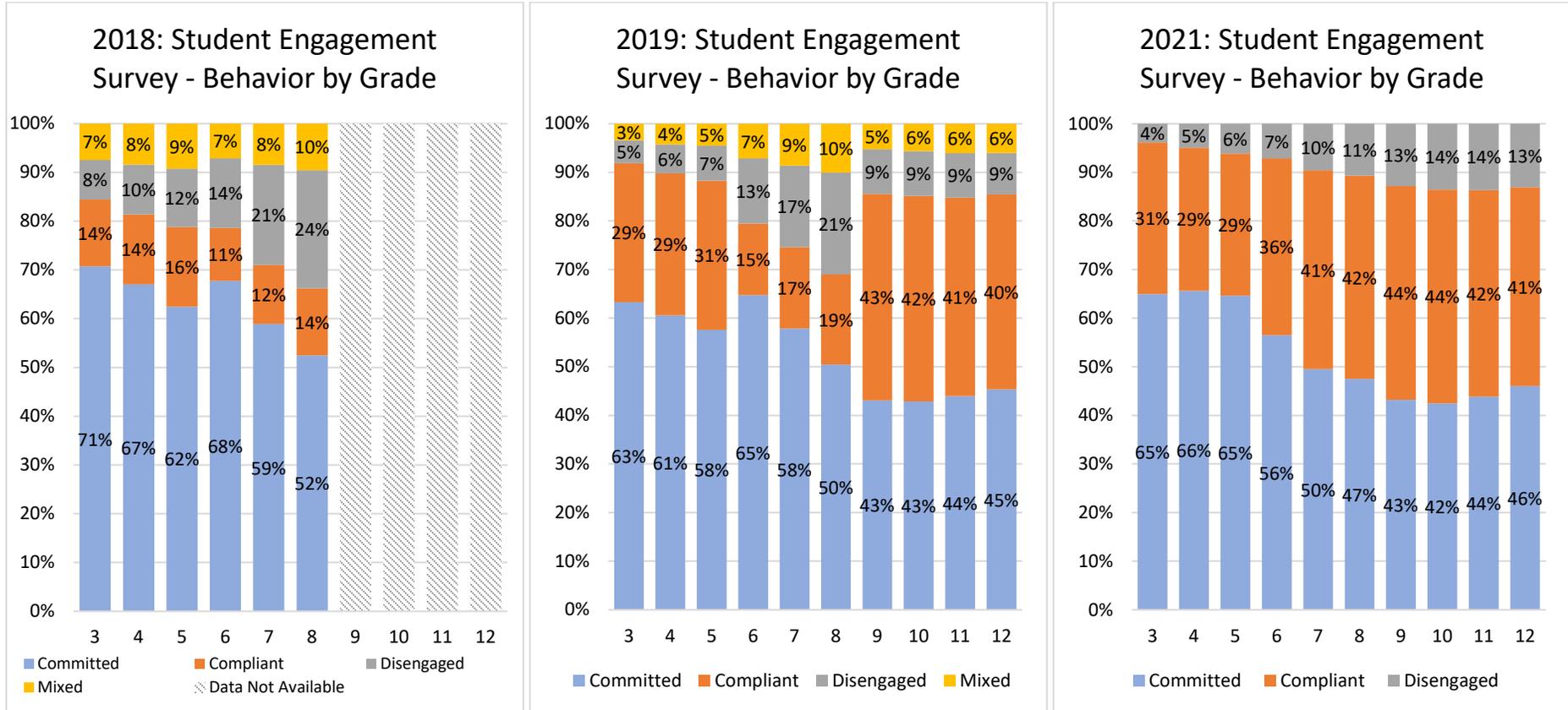


**Note:** the counts per grade appear in Figure 120.

Figure 119 shows:

- A pattern of highest behavioral engagement in the elementary grades, with a spike in 6<sup>th</sup> grade in 2018 and 2019;
- Quite variable proportions of Compliance in 2019 compared to the other two years; and
- Relatively high proportions of Disengagement in grades 6-8 across both 2018 and 2019.

Figure 123: BEHAVIORAL Domain Engagement Levels per Grade and Year



Note: the counts per grade appear in Figure 120.

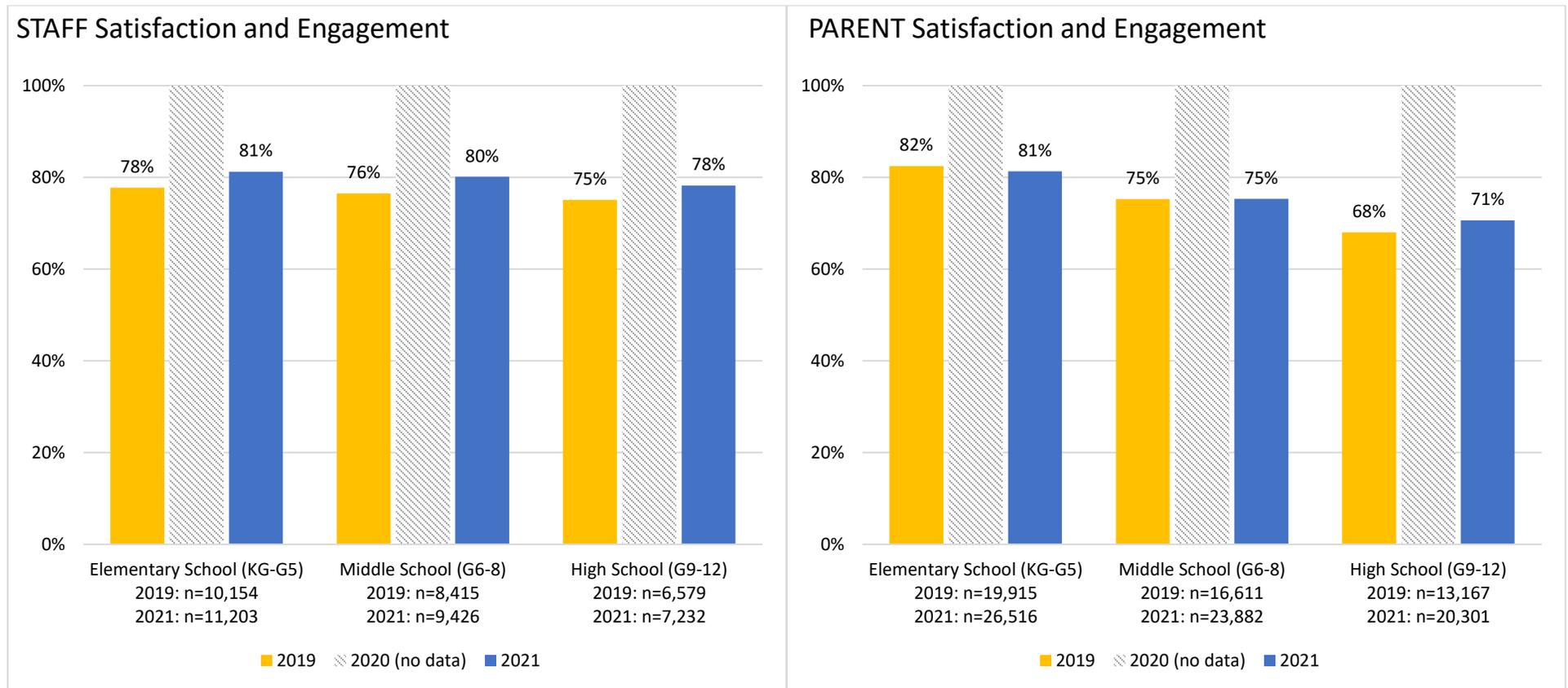
Satisfaction and Engagement of Parents and Staff

Parents and staff are encouraged to complete the surveys using an anonymous, online portal offered by their school, making school-specific findings available. A parent’s answers may be included more than once because parents are invited to complete a survey for each child in school.

As seen in Figure 124:

- Satisfaction and engagement held steady or increased slightly from 2019 to 2021 across all three school levels, for both parents and staff.
- Participation counts also increased from 2019 to 2021 among both staff and parents, in all grade levels.
- The increase from 2019 to 2021 in the numbers of parents participating was 33% for elementary schools; 43% for middle schools; and 55% for high schools.

Figure 124: Satisfaction and Engagement of Parents and Staff





The Idaho State Department of Education's mission is to provide the highest quality of support and collaboration to Idaho's public schools, teachers, students, and parents.

[www.sde.idaho.gov/assessment](http://www.sde.idaho.gov/assessment)

**APPENDIX B****Recommendations for Additional Analyses**

In developing the 2020-2021 Student Achievement Report, the Accountability Oversight Committee (AOC) identified additional analyses that may be valuable in the future, to the extent possible. This appendix presents the AOC's suggestions.

**IRI**

- To make IRI data more informative, sub-score (domain) analyses should be conducted to identify areas of state-wide strength and weakness.
- Adjust the graph looking at score movement on the IRI to be similar to the ISAT graph – rather than looking at whether the IRI score was the same, up, or down, show the new score category that students scored in (i.e. the percentage of students who score below grade level who landed in each of the three score categories the following year).
- When enough data is available, conduct a longitudinal cohort analysis of IRI.
- IRI sub-score / domain scores analyses, including all students and subgroups.
- Students who were enrolled in the public school system and took the IRI in 2019-20, but were not enrolled in 2020-21 and re-engaged in 2021-22. Compare performance of students who left and re-engaged to those who did not unenroll.

**ISAT ELA and Math**

- ISAT ELA by Claim for Grades 3 and 4 for 2019, 2021, and 2022
- ISAT Math Mean / Median Score Analysis for grades 4, 5, and 6

**High School – College Readiness, Graduation Rates, and Go On**

- Conduct a separate analysis on High School graduation, reviewing data regarding when students drop out, etc.
  - Consider the impact of mastery-based education on graduation
  - Consider the impact of CTE on graduation and Go On
  - Look at dropouts by age, grade, credits, gender, and subgroups
  - Given that five year graduation rates are consistently higher than four year and that some subgroups experience substantial increases in graduation rate when the 5<sup>th</sup> year is considered, acquiring a deeper understanding of how the four year graduating population and the five year population are similar and different is needed to better understand how to address the needs of both.

**APPENDIX B****Recommendations for Additional Analyses**

- College and Career Readiness data need to be disaggregated into middle school and high school to get a better understanding of where changes have occurred.
- After 2022, the population of Idaho students who take the PSAT and SAT will most likely change because of the removal of the SAT as a requirement for Idaho high school graduation. It is likely the population will shift towards a more homogenous group of students who are planning and preparing for matriculation into post-secondary four-year institutions that either allow the SAT as part of an applicants' admission portfolio or require the SAT for admission. Thus, it will be important to continue to monitor these scores in the coming years to ascertain whether Idaho high schools are preparing all students who choose to take the assessments for college success.

**Student Enrollment**

- Further research should be done to better quantify just how student populations shifted across the various school types and what this means for student outcomes (including academic and school quality variables). It is likely this will require student-level data.
- To better understand enrollment impacts, additional contextual information should be gathered, including growth trend data and demographics.

**AOC Recommendations:  
Measuring Mastery of Idaho's College and Career Readiness Competencies  
March 15, 2022**

The Accountability Oversight Committee (AOC) supports the State Board of Education in its process of continually engaging in efforts to improve student achievement and ensure students are college and career ready. We recognize the relationship between achievement and assessment and the impact that changes in assessment have on Idaho's educational system. Based on an initial review of the state's College and Career Readiness Competencies (the Competencies) and the options for measuring them, the AOC makes the following recommendations. These recommendations are submitted as a package, as they are closely related and intended to be implemented together to ensure the state moves forward in the most productive manner.

**Recommendation: In its communications related to this issue, the Board and Department should intentionally remind Idaho's local education agencies (LEAs) that implementation of the Idaho College and Career Readiness Competencies is already an expectation for all high schools.**

Reasoning:

- The Board adopted the Competencies in June 2017, and the Department has since created supporting documents.
- Feedback from AOC members who work in the field indicates that some districts and charters may not understand that integrating the Competencies into the high school curriculum is expected. The AOC does not want the current efforts to measure the Competencies to be misunderstood as a new requirement.

**Recommendation: Recognize the work of the Division of Career Technical Education (CTE) and local CTE programs and confirm that CTE students are appropriately demonstrating mastery of the competencies through their CTE coursework and the Workforce Readiness Assessment.**

Reasoning:

- The Workplace Skills for Career Readiness (Workplace Skills) are integrated into all CTE coursework. The AOC intends to complete a crosswalk between the Workplace Skills and the Competencies, and anticipates that this process will demonstrate appropriate alignment.
- CTE students are required to take the Workplace Readiness Assessment (WRA), and students receive a Career Readiness Badge through Skill Stack after passing.

**Recommendation: Develop a System of Multiple Measures for Districts to Use to Demonstrate Students' Mastery of the College and Career Readiness Competencies.**

Reasoning:

- The Workforce Readiness Assessment measures the Workplace Skills for Career Readiness. As previously noted, the AOC is confident that the process of creating a crosswalk between the Workplace Skills and the Competencies will indicate appropriate alignment. Thus, the AOC is comfortable with the WRA being used to demonstrate mastery of the Competencies.

- While the WRA is appropriate, the AOC recognizes that it may not be ideal for all districts as some may already have a process in place to measure mastery of the Competencies.
- We recommend outreach be conducted to determine other measurements that may be in use by districts and to determine which measurements are appropriate for future use.

**Recommendation: Implement a Small Scale Field Test to Review the Value of the Workforce Readiness Assessment as an Option for Non-CTE Track Students to Demonstrate Mastery of the College and Career Readiness Competencies.**

Reasoning / Evidence:

- To date, the WRA has only been used in Idaho with CTE students. While some other states in the CTECS Consortium (which created and administers the WRA) are considering broader use, only one is in the process of doing so.
- Before recommending any additional investments for broader use of the WRA in Idaho, the AOC believes that administering it with a smaller group of non-CTE high school students from a variety of districts (in size, location, etc.) will be essential in understanding how the assessment functions when used to measure the Competencies for that student population.

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**SUBJECT**

2020-2021 Idaho Educator (Teacher) Pipeline Report

**REFERENCE**

August 2016	The Board discussed the creation of a workgroup to provide feedback and recommendations regarding educator pipeline challenges and solutions.
April 2017	The Board reviewed an update on the Educator Pipeline and recommendations from the workgroup.
October 2017	Board reviewed and approved the first recommendation of the teacher pipeline workgroup.
December 2017	The Board reviewed 2016-2017 Teacher Pipeline Report
December 2018	The Board reviewed 2017-2018 Teacher Pipeline Report
February 2020	The Board received the 2019 task force subcommittee reports, which included the 2018-2019 Teacher Pipeline Report update along with additional retention data as part of the educator pipeline subcommittee report.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Sections 33-1201 -1207, Idaho Code  
Idaho Administrative Code, IDAPA 08.02.02, Rules Governing Uniformity

**BACKGROUND/DISCUSSION**

The Board was presented with a first look at various data points throughout the educator pipeline during the December 2015 Board meeting and received a more comprehensive review at the August 2016 Board meeting. During the discussion at the August 2016 Board meeting it was determined that a broad group of stakeholders who are impacted at the various points in the pipeline should be brought together to form comprehensive recommendations for supports and improvements to Idaho's educator pipeline. The workgroup was made up of individuals nominated by the various stakeholder representative organizations with a focus on those individuals working in our public school system and approved educator preparation programs along with additional state policy makers.

On June 6, 2017, and then again on October 12, 2017, the full committee convened to form recommendations identified as critical to developing Idaho's Educator Pipeline. These recommendations included:

1. Develop an *Idaho Teacher Supply and Demand Report* consisting of multiple data points to determine if, where, and why a teacher shortage exists in Idaho

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2. Begin developing a coherent policy dialogue
3. Define recommendations in the areas outlined below:
  - a. Attract/Recruit: Openly promote teaching as a profession to boost public perception; Continue to support higher salaries and compensation packages
  - b. Prepare/Certify: Expand options in preparation and certification to include mastery-based preparation programs that account for experiential credit; closer alignment between secondary and postsecondary education to expedite preparation for high school students interested in teaching
  - c. Retain: Development and support for teachers including induction programs and greater teacher-leader opportunities; emphasize evaluation for the purpose of professional growth and measurable outcomes that are teacher driven

The 2017 Teacher Pipeline Report and recommendations from the Educator Pipeline Workgroup was the first comprehensive effort to investigate and provide recommendations for pipeline issues specific to Idaho. The report was presented to the Board in December 2017 and provided baseline data on the supply and demand of instructional staff across Idaho. The report included recommendations on ways to utilize this information to ensure consistency and efficacy in addressing Idaho's educator pipeline issues over time. Ten total educator workforce recommendations were presented for consideration, with seven prioritized for immediate action.

The FY18 Pipeline report explored new data collected through the 2017-2018 school year, identifies areas of concern, and provides an update on progress related to the recommendations presented in the FY17 report. The FY19 report explored new data collected through the 2017-2018 school year, identifying new and ongoing areas of concern, as well as providing an update on progress related to the recommendations in the FY18 report. Although the FY20 report was completed, it was not presented to the Board as a standalone item and was instead incorporated into the work of the Our Kids, Idaho's Future Task Force work and recommendations. Due to the pandemic and conflicting priorities the report was not updated in FY 21 (2019-2020 school year data).

The FY22 Educator Pipeline Report (Attachment 1) examines data on teacher supply, demand, and retention in a manner that can drive policy decisions. A selection of key findings from the report (which examined data up through the 2020-2021 school year) are presented in bulleted form below. References to applicable tables and figures are included:

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- Statewide counts of certificated staff continue to increase for all assignment types—administrator, instructional, and pupil service. However, administrator assignments are still down from a peak in 2018 (*Pg. 2, Table 1*).
- Despite modest improvements over time, Idaho’s instructional staff remain far less diverse than the state’s overall population in terms of race and ethnicity (*Pg. 3, Table 2*).
- There is a large increase in teachers with 13+ years of experience, which is associated with a massive bubble of instructional staff moving later into their career (*Pg. 4, Figure 2*). This is not due to an increase in retention among more-experienced educators (*Pg. 15, Table 10*). The current population increases among less-experienced educators do not appear large enough to compensate for the eventual retirement of this bubble.
- Projections estimate that the number of instructional staff needed in Regions 6, 3, and 1 will grow by more than 18% over the next decade. Only Region 2 will see less than 10% growth over the same period (*Pg. 5, Table 3*).
- The number of new instructional staff starting in Idaho public schools each year has continued a slow upward trend. An increasingly large share come from out-of-state and non-traditional programs. However, among Idaho’s educator preparation programs (EPPs), public traditional EPPs still account for a larger share of new teachers than either nonpublic traditional or non-traditional EPPs (*Pg.7, Table 5*).
- The total number of individuals who were issued an Idaho instructional certificate dropped by more than 10% from FY20 to FY21 after trending upward in a fairly consistent pattern over the prior seven years (*Pg. 9, Figure 3*).
- The majority of instructional certificates are issued to individuals who are not associated with a contracted assignment in an Idaho public school. The number of instructional certificates issued to individuals who are associated with a contracted assignment has seen a downward trend since FY17 (*Pg. 9, Figure 3*).
- Endorsements in several high-need areas—such as Science and Mathematics—have seen similar trends to those described with instructional certificates in the previous two bullets (*Pg. 11, Tables 6 & 7*).
- The number of Emergency Provisional certificates granted each year has nearly tripled since the 2016-2017 school year (*Pg. 12, Table 8*). This figure includes both uncertified individuals and already-certificated staff who are teaching outside their endorsement area(s).
- The next-year retention rates for instructional staff at both the state and LEA-level continue to increase at a slow, but steady rate. The state-level retention rate is roughly in-line with the national rate of 92% (*Pg. 13, Figure 4*).
- Next-year retention rates for pupil service staff appear to have stalled in the high 80% range, with no substantial improvement in recent years (*Pg. 14, Figure 5*).

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- Next-year retention rates for instructional staff with 0-7 years of experience have increased over the last five years. This coincides with the implementation of the career ladder. The largest increase was seen in teachers whose experience would qualify them for the Professional rung (*Pg. 15, Table 10*).
- In the last five years, there has been no measurable change in the next-year retention rate for instructional staff with 8+ years of experience. It is likely too early to see any potential effects from the addition of the Advanced Professional rung to the career ladder (*Pg. 15, Table 10*).
- Overall, retention rates across all regions have improved and there is less disparity from region to region (*Pg. 22, Figure 16*).
- Region 6 is a potential area of concern. This region is projected to have the highest rate of growth (*Pg. 5, Table 3*), but has consistently shown the lowest rates of instructional staff retention (*Pg. 22, Figure 16*).
- In contrast to historical accounts, Idaho LEAs that border other states appear to retain instructional staff at roughly the same rate as LEAs located in the interior of the state (*Pg. 23, Figure 17*).
- Rural LEAs (especially those that are classified as “remote”) and LEAs located in small-to-midsized suburbs consistently retain instructional staff at lower rates than other areas in Idaho. (*Pg. 24, Table 11*)

The detailed implications and limitations of these findings are discussed in their respective sections within the attachment. The report also examines retention rates by certification route and EPP; however, these findings were difficult to effectively summarize in bullet form for the outline above.

**IMPACT**

The attached report will help inform future initiatives of the Idaho State Board of Education related to addressing teacher shortages across the state.

**ATTACHMENTS**

Attachment 1 – FY22 Idaho Educator Pipeline Report

**BOARD STAFF COMMENTS AND RECOMMENDATIONS**

Idaho is a state facing tremendous growth. As the population continues to boom in coming years, the demand for educators to serve the increased population of students is expected to grow. Preliminary population estimates show an older population of residents moving to Idaho, additional work will need to be done to identify how overall in-migration of people to Idaho affects the pupil school population.

New educators from Idaho’s EPPs and out-of-state transfers are hypothetically sufficient to fulfill the staffing needs of LEAs across the state—yet most individuals who hold a valid certificate do not serve in Idaho public schools. Additionally, although the number of new educators accepting positions in Idaho schools has steadily increased over time, the current rate of growth is unlikely to address the

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projected demand unless Idaho dramatically improves its ability to retain the qualified educators it already has.

There are strong indications that the increases in base compensation associated with the career ladder have had a positive impact on this front. The retention rate among educators in their first seven years of service has seen meaningful improvement, and LEAs along the state's border no longer seem to face more serious retention issues than their interior counterparts. However, there are still substantial opportunities for improvement—especially when it comes to retaining the state's most experienced educators and those who teach in rural locales. Identifying policy mechanisms that can address those needs will be vital to avoiding a worsening shortage as an unusually large cohort of teachers with over 10 years of experience moves closer to retirement.

While there has been much work toward the three recommendation areas adopted by the Board at the October 2017 regular Board meeting to strengthen Idaho's educator pipeline, ongoing work in the three areas: Attract/Recruit, Prepare/Certify, and Retain is needed to assure we will be able to meet Idaho's public schools need for highly effective, learner (student) ready teachers. Board staff will be working with the Planning, Policy and Governmental Affairs Committee and education stakeholders to further identify strategies and policy amendments to help strengthen Idaho's educator pipeline.

**BOARD ACTION**

This item is for informational purposes only.

# 2020-2021 IDAHO EDUCATOR PIPELINE

FY2022 REPORT TO THE STATE BOARD OF EDUCATION

MARCH 2022

Nathan D. Dean, Ed.S.

Educator Effectiveness Program Manager  
Idaho State Board of Education

## I. INTRODUCTION

Staffing challenges are among the most significant concerns cited by Idaho's local education agencies (LEAs). Given the important role that experienced educators play in student success, understanding the factors that influence the state's educator pipeline is key to driving continuous improvement. As such, a report on Idaho's educator pipeline has been developed for the State Board of Education (the Board) annually since FY18. The sole exception has been the FY21 report, which was preempted by the impacts of the COVID-19 pandemic. What follows is the FY22 Educator Pipeline Report, examining educator supply and retention up through the 2020-2021 school year.

In-keeping with previous submissions, this report focuses on certificated staff in Idaho public schools—both traditional and charter. These certificated assignments are broadly categorized into three main groups: Administrator, Instructional, and Pupil Service Staff. Administrator positions include superintendents, principals, and special education directors. Instructional staff include traditional classroom teachers, as well as educators who serve in a coaching or mentoring capacity but may lack an assigned classroom of their own. Pupil service staff include other certificated professionals who work directly with students such as: school counselors, social workers, nurses, school psychologists, speech-language pathologists, audiologists, occupational therapists, and physical therapists. Individuals may hold multiple certifications and endorsements simultaneously, and it is not uncommon for staff in smaller schools and LEAs to serve in multiple roles.

As of the 2020-2021 school year, there were approximately 1,304 staff assigned to administrator positions, 18,314 assigned to instructional positions, and 1,478 assigned to pupil service staff positions. As was the case with past Educator Pipeline Reports, the bulk of this report focuses on instructional positions. Although administrator and pupil service staff are no less important to the functioning of Idaho's schools, instructional staff make up an

overwhelming majority of the state’s certificated employees and are the source of most LEA staffing concerns—especially in certain endorsement areas.

The data for this report was synthesized from multiple sources. These include Title II reporting submissions, Idaho Department of Labor projections, and various tables within ISEE (the state’s longitudinal education database). Significant efforts were made to reconcile these sources into a coherent data model for this report. However, limitations in accurately matching staff education identification numbers (EDUIDs) across sources and known gaps in certain datasets will have introduced systematic errors. Despite this, the overall trends examined in this report can be considered with a relatively high degree of confidence, even if specific sums and totals may contain inconsistencies. Data that are associated with more substantial limitations are discussed further in their respective sections.

**II. EDUCATOR SUPPLY & DEMAND**

**A. STATEWIDE STAFF VOLUMES & DEMOGRAPHICS**

The number of certificated staff assignments across the state, broken out by assignment type, is displayed in Table 1.

TABLE 1

Staff Count by Assignment Type			
School Year	Administrator	Instructional	Pupil Services
2013-2014	1204	15469	1589
2014-2015	1231	15820	1689
2015-2016	1268	15917	1698
2016-2017	1280	16602	1249
2017-2018	1312	16905	1309
2018-2019	1260	17397	1384
2019-2020	1274	17883	1443
2020-2021	1304	18314	1478

From the 2013-2014 school year to the 2020-2021 school year, Idaho has seen a steady increase in the number of instructional staff assignments. This represents a roughly 18% increase over this time frame, correlating well with the approximate 16.5% growth in Idaho’s population over the same period.

Administrator assignments have seen a much smaller rate of growth and are currently down from an all-time high in the 2017-2018 school year. That said, the upward trend in administrator assignments appears to have resumed over the last two years.

The number of pupil service staff assignments saw a substantial drop in the 2016-2017 school year—which appears to correspond with the inclusion of pupil service staff in the career ladder

and the resultant change in funding/reporting for these positions. They have since grown at a faster rate than instructional staff assignments.

Examining the demographics of Idaho’s instructional staff—particularly in terms of race/ethnicity, age, and experience—reveals additional trends of interest.

TABLE 2

Racial & Ethnic Demographics of Idaho Instructional Staff By Academic Year									
Race / Ethnicity	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	Idaho Population*
American Indian or Alaska Native	0.28%	0.30%	0.30%	0.29%	0.31%	0.30%	0.31%	0.32%	1.7%
Asian	0.47%	0.44%	0.46%	0.47%	0.45%	0.49%	0.58%	0.58%	1.6%
Black or African American	0.14%	0.15%	0.14%	0.16%	0.17%	0.21%	0.21%	0.24%	0.9%
Hispanic or Latino	2.06%	2.15%	2.31%	2.45%	2.51%	2.69%	2.74%	2.88%	12.8%
Native Hawaiian or Other Pacific Islander	0.08%	0.10%	0.11%	0.14%	0.13%	0.10%	0.10%	0.10%	0.2%
Two Or More Races	0.23%	0.23%	0.27%	0.23%	0.25%	0.26%	0.30%	0.28%	2.6%
White	96.74%	96.63%	96.41%	96.27%	96.18%	95.94%	95.76%	95.59%	81.6%

\* Source: Most recent estimates published on [www.census.gov/quickfacts/ID](http://www.census.gov/quickfacts/ID) as of March 10th, 2022

As demonstrated in Table 2 (above), the racial and ethnic makeup of Idaho’s teaching force is quite different from the overall state population. The most recent census estimates indicate that less than 82% of Idaho’s population identifies as “white only,” meanwhile over 95% of instructional staff were identified similarly in the 2020-2021 school year. Of note, all other racial and ethnic groups are substantially underrepresented among Idaho’s teachers when compared to the state’s population.

Although this comparison is stark, it is worth bearing in mind that Idaho’s instructional staff population has shown a consistent (albeit modest) trend towards increased diversity since the 2013-2014 school year. That said, there is still substantial room for improvement if Idaho wishes to have its teaching force truly represent the population that it serves.

The age distribution among Idaho’s instructional staff has also seen a notable shift in recent years. As Figure 1 shows, the growth in instructional positions over the last five years has not been evenly distributed. A disproportionate share of that growth has centered on staff between the ages of 40 and 49. Although there may be other contributing factors, this has likely been driven by the increase in the share of teachers who are coming Idaho from out of state and via non-traditional certification pathways (discussed in a later sections).

FIGURE 1

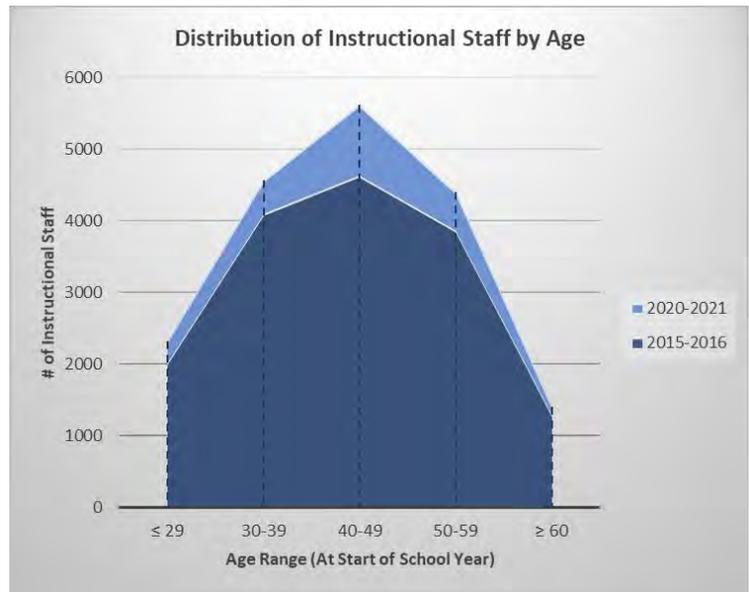


FIGURE 2

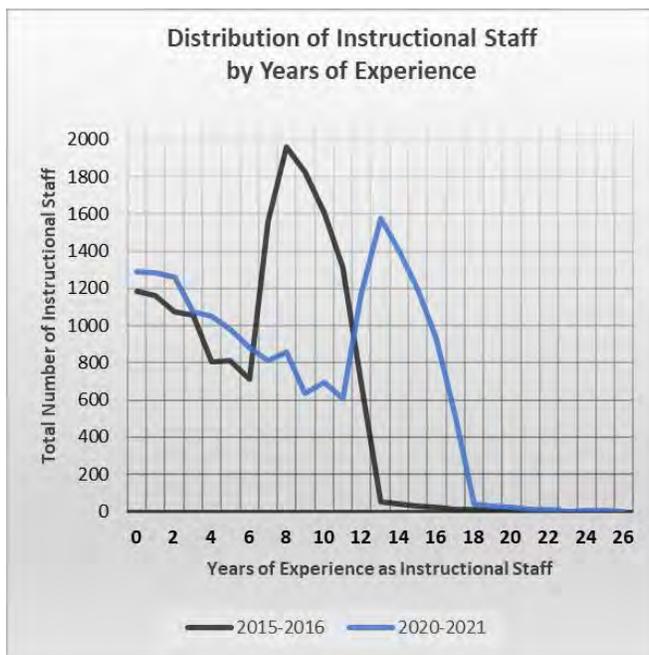


Figure 2 also shows that there has also been a substantial shift in the experience level of instructional staff over the last five years. There has been a massive increase in the volume of instructional staff with 13 or more years of experience. However, there has also been a correspondingly large drop in the number of teachers with 7 to 11 years of experience.

This, combined with the consistent shape of the distribution over time, indicates that the observed shift may not be the result of increased retention among more experienced educators. Instead, it could simply be the result of five years passing in a population that happened to have a

disproportionately high volume of teachers with 8-10 years of experience in 2016. This paints a concerning picture, where there currently appears to be insufficient growth among our less experienced population to offset the large bubble of more-experienced teachers who will hit retirement age in the next 10 or so years.

B. GROWTH PROJECTIONS

It is well known that Idaho’s population is growing rapidly. Based on data from the 2020 census, Idaho saw the second highest percentage increase in population (behind only Utah). As the general population increases, so too will the number of students enrolled in public school and the demand for instructional staff to serve them. Table 3 (below) provides a summary of the projections of instructional staff demand in Idaho, both by region and statewide. These projections include general education, special education, and CTE for grades K through 12.

TABLE 3



2020-2030 Projections of Instructional Staff Demand*			
Education Region	# of Projected Annual Openings	Annual Projected Growth Rate	2020-2030 Projected Total Growth
1	149	1.75%	18.30%
2	134	0.85%	8.22%
3	648	1.75%	18.93%
4	156	1.29%	13.67%
5	179	1.35%	14.30%
6	222	1.79%	19.47%
<b>Statewide**</b>	<b>1452</b>	<b>1.51%</b>	<b>16.15%</b>

\*Source: Idaho DOL Occupational Projections (Occupational Codes 25-2012, 25-2021, 25-2031, 25-2032, 25-2052, 25-2057, 25-2058)

\*\*Statewide total is taken from the published statewide projections and not calculated directly from the regional projection numbers. This causes it to differ slightly from the sum of all regions.

Regions 6, 3, and 1 are expected to see highest rates of growth in demand between 2020 and 2030. These three regions represent the furthest corners of the state and demonstrate that the increased need for teachers will not be isolated to only certain communities. In fact, only Region 2 is expected to experience less than 10% growth over the same period. It will be vital for Idaho to continue increasing recruitment and retention of quality teachers in all areas of the state if we are to meet the demand of our booming population.

C. EDUCATOR PREPARATION PROGRAM (EPP) COMPLETERS

Idaho has several Board-approved pathways to becoming a certificated educator. These include traditional college programs (both public and non-public) as well as non-traditional programs. Public traditional programs are offered by the four state-run post-secondary institutions: Boise State University (BSU), Idaho State University (ISU), Lewis-Clark State College (LCSC), and University of Idaho (UI). Non-public traditional programs are offered by Idaho’s private institutions of higher education: Brigham Young University – Idaho (BYU-ID), the College of Idaho (COI), and Northwest Nazarene University (NNU). Finally, non-traditional programs are offered through the American Board for Certification of Teacher Excellence (ABCTE), the College of Southern Idaho (CSI), and Teach for America – Idaho (TFA-I).

Table 4 (below) summarizes the number of completers reported by each EPP, broken out by school year. It is important to note that these figures are different from the number of new certificated educators from each EPP. A completer from any given program may choose not to seek Idaho certification or employment within an Idaho public school.

TABLE 4

Reported # of Program Completers by Idaho-Approved Educator Prep. Program (EPP) *								
Program	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
<b>Public Traditional</b>	<b>386</b>	<b>411</b>	<b>403</b>	<b>379</b>	<b>337</b>	<b>350</b>	<b>365</b>	<b>478</b>
BSU	169	176	136	173	117	112	104	220
ISU	95	76	101	72	76	75	81	77
LCSC	47	49	50	40	32	63	39	55
UI	75	110	116	94	112	100	141	126
<b>Non-Public Traditional</b>	<b>498</b>	<b>358</b>	<b>452</b>	<b>412</b>	<b>392</b>	<b>429</b>	<b>399</b>	<b>413</b>
BYU-ID	439	294	380	349	334	380	354	385
COI	16	11	21	12	8	7	8	3
NNU	43	53	51	51	50	42	37	25
<b>Non-Traditional</b>	<b>60</b>	<b>185</b>	<b>418</b>	<b>275</b>	<b>32</b>	<b>146</b>	<b>100</b>	<b>672</b>
ABCTE **	60	172	405	256	12	125	65	635
CSI	-	-	-	-	-	-	16	16
TFA-I	-	13	13	19	20	21	19	21
<b>GRAND TOTAL</b>	<b>944</b>	<b>954</b>	<b>1273</b>	<b>1066</b>	<b>761</b>	<b>925</b>	<b>864</b>	<b>1563</b>

\* This data set is taken from the ETS Title II Reporting Services platform and matches the number of unique individuals submitted by each EPP as "Completed" in a given academic year. Due to the matching and data exchanges performed on the back-end, these numbers do not necessarily match what appeared in the published Title II report for each respective year.

\*\* It is possible that inconsistency in applying the definition of "Completed" has contributed to the large year-to-year fluctuations in ABCTE's data (since the numbers are much more stable when including those classified as "Other Enrolled"). However, as this is conjecture, the numbers of "Completed" that ABCTE officially submitted were used.

There is high degree of variation from year to year in the total number of completers from each EPP. However, it is noteworthy that the 2020-2021 school year was the first to see non-traditional programs report more completers than either the public or non-public traditional programs.

D. NEW IDAHO INSTRUCTIONAL STAFF

There are some evident shifts when looking at the data on individuals who not only complete an EPP of some kind, but also end up teaching in an Idaho school. Table 5 (below) displays the number of new instructional staff in Idaho public schools, both by year in which they first received their first instructional assignment and by the program through which they were initially prepared.

TABLE 5

<b># of New Instructional Staff in Idaho Public Schools by Preparation Program</b>								
<b>Program</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>
<b>Public Traditionals</b>	<b>444</b>	<b>378</b>	<b>371</b>	<b>403</b>	<b>314</b>	<b>333</b>	<b>279</b>	<b>355</b>
BSU	171	163	140	129	120	141	118	159
ISU	132	111	127	150	98	104	81	69
LCSC	45	29	25	33	23	27	14	43
UI	96	75	79	91	73	61	66	84
<b>Non-Public Traditionals</b>	<b>164</b>	<b>194</b>	<b>184</b>	<b>187</b>	<b>170</b>	<b>158</b>	<b>133</b>	<b>155</b>
BYU-ID	116	128	129	136	117	116	97	123
COI	8	19	15	19	18	8	7	12
NNU	40	47	40	32	35	34	29	20
<b>Non-Traditionals</b>	<b>57</b>	<b>83</b>	<b>99</b>	<b>79</b>	<b>97</b>	<b>198</b>	<b>219</b>	<b>162</b>
ABCTE	57	83	86	64	78	172	193	143
CSI	-	-	-	-	1	5	5	1
TFA-I	-	-	13	15	18	21	21	18
<b>Other</b>	<b>438</b>	<b>457</b>	<b>528</b>	<b>541</b>	<b>583</b>	<b>568</b>	<b>579</b>	<b>620</b>
Out of State	380	399	469	493	521	506	490	504
WGU	14	21	19	15	22	21	33	52
Unmatched / NA	44	37	40	33	40	41	56	64
<b>Grand Total</b>	<b>1103</b>	<b>1112</b>	<b>1182</b>	<b>1210</b>	<b>1164</b>	<b>1257</b>	<b>1210</b>	<b>1292</b>

The total number of new instructional staff from all sources has trended upwards over the last eight years, reaching an all-time high of 1,292 new teachers in the 2020-2021. This continued growth in the number of new teachers is certainly a positive, but it will need to continue to meet the demand of Idaho's rapidly growing population. With the rate of growth seen in Table 5—and Department of Labor projections estimating an average of 1,452 openings annually over the next 10 years—it is unlikely that Idaho will meet this need through production and recruitment of new teachers alone. Barring a much more substantial bump in new instructional staff than has been seen over the last eight years, Idaho will only avoid a worsening shortage by also increasing retention (and thus reducing the number of annual openings that need filled).

Interesting trends can also be observed when drilling down by program type and specific EPP. Since the 2013-2014 school year, there has been a modest decrease in new teachers from Idaho's traditional EPPs (both public and non-public). However, despite this decrease and a smaller number of completers overall, Idaho's public traditional programs still produce a larger share of the state's new teachers than either the non-public traditional or non-traditional pathways. This discrepancy can largely be attributed to the relatively small portion of reported completers from BYU-ID who go on to be Idaho public school teachers, and the fact that ABCTE's completer counts may include already-certified individuals who are using the program to shift grade-bands or content areas (and are therefore not new teachers).

Over the same period, the number of new teachers from Idaho's non-traditional programs and from out of state has increased. It is unclear whether the growth in out of state numbers is due to Idaho's compensation becoming more competitive with the implementation of the career ladder, or whether it is simply a side effect of Idaho's general population influx.

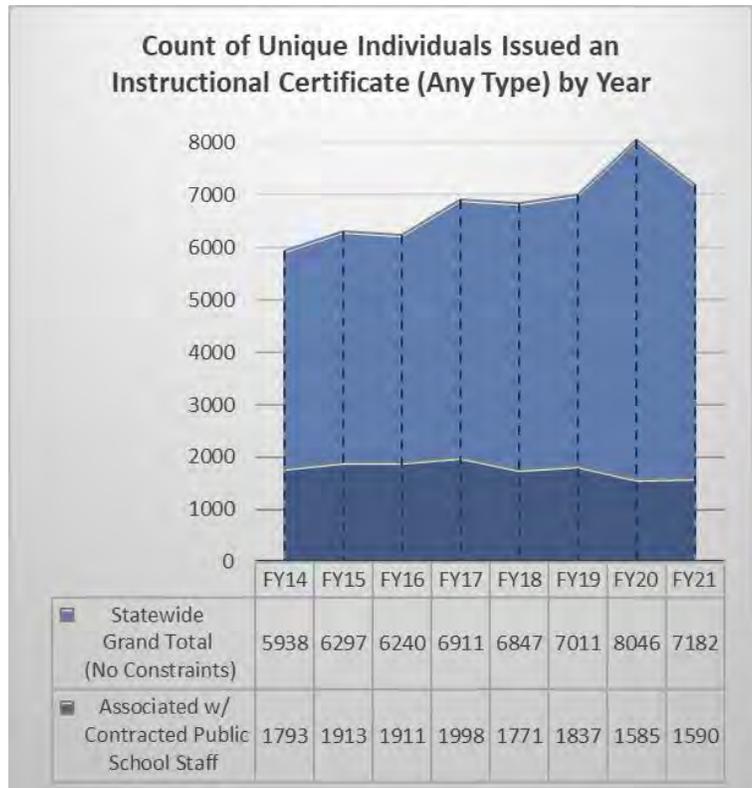
It should be noted that while general comparisons can be made between the trends observed in Table 4 and Table 5, it would be inappropriate to assume a direct link between the number of reported completers in a given year and the number of new instructional staff the following year. There are several factors that could cause an individual to delay their entry into the classroom following their completion of an EPP. Without matching EDUIDs between all program completers and new teachers (a challenge due to incomplete data), it is difficult to calculate specific placement rates for each EPP in a reliable way.

E. CERTIFICATES & ENDORSEMENTS ISSUED

Pursuant to Idaho Code § 33-1201, all staff with administrative, instructional, or pupil service assignments in an Idaho public school are required to hold an appropriate certificate and endorsement. Examining the number of such certificates issued each year provides additional insight into the changing educator pipeline.

Figure 3 displays the number of unique individuals (by year) who were issued an instructional certificate of any kind. This includes three-year nonrenewable Interim Certificates (for alternate authorizations, non-traditional program completers, reinstatements, and out of state transfers), as well as five-year renewable CTE and Standard Instructional Certificates. It is broken out by the fiscal year in which the certificates became effective. The dark blue region shows the grand total, regardless of whether the recipient has ever worked in an Idaho school. The light blue region shows the portion associated with a contracted assignment in an Idaho public school. These totals include both initial certificates and renewals.

FIGURE 3



Although a relatively large number of instructional certificates are issued each year, an overwhelming majority of the recipients are not contracted in Idaho public schools. Assuredly, some portion of these individuals teach in private schools or have taken their certificate to another state via reciprocity agreements. However, there is likely still a large population of qualified personnel who are not teaching, despite having gone through the process of obtaining and/or maintaining valid Idaho certification. Identifying the reasons for this and targeting recruitment incentives to address them could be a valuable way to strengthen the state’s educator pipeline.

Upon further examination, the data in Figure 3 also present a potentially alarming indicator: a recent drop in the number of instructional certificates being issued. The number of certificates issued to individuals associated with a contracted assignment have trended downward since FY17. Additionally, after a consistent and substantial upward trend, the total number of individuals who were issued an instructional certificate plummeted by more than 10% from FY20 to FY21. Since the number of completers and new teachers (who would be issued their initial certificates) has trended up, this indicates that the observed drop is likely coming from a decrease in renewals.

This is especially troubling when considering the current social and political context—which has seen the ongoing impact of the COVID-19 pandemic, rising tensions around public education, and up to half of Idaho’s educators considering leaving the profession earlier than originally planned<sup>1</sup>. The recent drop in issued certificates may signal that an increasing number of instructional staff are not planning to stay in the profession long-term and are choosing not to renew. Since many educators apply for renewal ahead of their actual expiration date, this could be an early indicator of a potential drop in retention that has not yet revealed itself in staffing data.

This trend also presents itself when examining endorsement counts on instructional certificates. The tables presented on the next page display the number of instructional endorsements issued in each fiscal year. Table 6 shows grand totals, regardless of the recipient’s employment status. Table 7 shows counts for those that are associated with a contracted assignment in an Idaho public school.

Endorsements have been grouped into broad subject area categories based on the kinds of position a given endorsement could qualify a teacher for. A breakdown of the specific endorsements included in each category can be found in Appendix A. There is no duplication within each subject area category (so an individual with both a Biology and Chemistry endorsement would only be counted once in the *Life and Physical Sciences* category). However, the same individual would show up in the counts of multiple rows if they received endorsements in more than one subject area category (such as *Mathematics* and *Special Education*). The color gradient in both tables serves as a “heat map” to visualize change over time within each subject area category. Blue indicates the highest count in each row, red indicates the lowest count in each row, and grey is used to signify the middle value.

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<sup>1</sup> George Prentice, “IEA president to lawmakers: more than half of Idaho educators are considering leaving,” Boise State Public Radio, February 2022, <https://www.boisestatepublicradio.org/news/2022-02-02/idaho-teachers-pay-salaries-legislature-education-association>

TABLE 6

Count of Instructional Endorsements Issued by Subject Area and Year (Statewide Grand Total w/ No Constraints)								
Subject Area Category	FY14	FY15	FY16	FY17	FY18	FY19	FY20	FY21
Agriculture, Food, and Natural Resources	68	64	70	54	57	67	254	64
Business and Marketing	166	162	155	175	151	156	525	157
Communications & Media	129	132	115	311	121	150	127	151
Elementary	3115	3202	3118	3215	3255	3592	3439	3617
Engineering and Technology	40	40	37	40	51	41	115	58
English as a Second Language (ESL)	253	239	246	247	278	363	333	385
English Language Arts (ELA)	953	1067	1019	1065	1020	1103	1091	1131
Family and Consumer Sciences	104	95	90	90	89	84	336	78
Health Professions & Public Safety	36	56	57	44	33	57	60	87
Information and Computer Sciences	33	24	36	40	43	49	52	122
Life and Physical Sciences	498	589	555	576	621	616	723	580
Mathematics	525	586	557	607	641	676	763	678
Physical and Health Education	498	505	461	489	934	532	450	483
Social Sciences and History	798	805	788	1054	829	891	991	905
Special Education	846	900	974	1100	944	1085	1014	1101
Trades and Industry	39	59	41	60	44	41	40	45
Visual & Performing Arts	394	397	406	594	398	455	406	418
World Language	279	265	253	263	275	317	254	263

TABLE 7

Count of Instructional Endorsements Issued by Subject Area and Year (Associated w/ Contracted Public School Staff)								
Subject Area Category	FY14	FY15	FY16	FY17	FY18	FY19	FY20	FY21
Agriculture, Food, and Natural Resources	24	18	23	28	22	24	22	18
Business and Marketing	50	53	44	57	40	40	25	22
Communications & Media	33	37	35	26	16	19	16	10
Elementary	922	978	983	1051	959	1018	838	903
Engineering and Technology	9	13	13	11	11	8	7	5
English as a Second Language (ESL)	102	108	102	120	88	137	91	105
English Language Arts (ELA)	316	364	346	380	295	282	222	284
Family and Consumer Sciences	28	25	33	27	24	29	18	19
Health Professions & Public Safety	16	23	25	27	16	25	21	10
Information and Computer Sciences	13	12	16	21	12	11	11	6
Life and Physical Sciences	151	164	152	189	165	152	135	127
Mathematics	217	217	186	194	195	196	148	166
Physical and Health Education	126	117	95	112	122	110	82	65
Social Sciences and History	223	236	223	210	215	175	163	156
Special Education	254	308	343	341	307	331	285	285
Trades and Industry	8	22	15	13	12	15	11	9
Visual & Performing Arts	119	111	123	114	91	90	80	68
World Language	73	77	80	70	49	60	35	37

In several subject areas, the total number of instructional endorsements issued has decreased from FY20 to FY21. This includes some traditionally hard-to-fill categories, such as *Mathematics* and *Life and Physical Sciences*. The trend is even more stark when looking only at endorsements associated with contracted school staff, where almost every subject area has seen its lowest count within the last two years. With projections showing increased demand for teachers of all kinds over the next 10 years, even a modest decrease in the number of individuals certified in a given subject is cause for a degree of concern. It will be important to monitor this data closely in the coming years to determine if the apparent pattern manifests itself as an increase in real-world staffing challenges.

Should it do so, there will likely be an increased reliance on Emergency Provisional certificates to cover the gaps. These temporary, one-year certificates are granted to individuals who lack the qualifications for a given certificated position. The Board authorizes them in response to an LEA-declared staffing emergency. As Table 8 shows, the number of Emergency Provisionals granted has nearly tripled over the last five years—meaning that the 2020-2021 school year saw 85 classrooms led by underqualified individuals with as little as two years of college training.

TABLE 8

Emergency Provisional Certificates by Year	
School Year	# Issued*
2016-2017	29
2017-2018	35
2018-2019	89
2019-2020	90
2020-2021	85

\*Includes both those issued to uncertified individuals and those issued to already-certificated staff teaching outside of endorsed areas.

Fortunately, endorsements issued on pupil service staff certificates do not display the same recent downturn. Table 9 (below) shows the counts for pupil service endorsements over time and has been given the same formatting as the instructional endorsement tables.

TABLE 9

Count of Endorsements Issued by General Category and Year (Statewide Grand Total w/ No Constraints)								
Endorsement Category	FY14	FY15	FY16	FY17	FY18	FY19	FY20	FY21
Audiology and Speech-Language Pathology	86	77	69	76	95	109	102	116
Career and Work Based Advising	50	40	36	44	39	40	144	29
Occupational and Physical Therapy	-	-	-	-	1	27	20	7
School Counselor	257	230	250	262	254	295	252	283
School Nurse	39	39	47	81	53	54	56	76
School Psychology	64	64	71	79	74	75	81	79
School Social Worker	32	32	47	51	55	59	48	51

In general, the number of pupil service endorsements issued has trended slightly upward through FY21. This bodes well for future staffing in these areas. The only two categories to experience a serious downturn last year were *Career and Work Based Advising* and *Occupational and Physical Therapy*. However, the former saw a surge in FY20 that more than makes up for the FY21’s decrease; while the latter lacks sufficient longitudinal data to make meaningful judgements about the observed drop at this time.

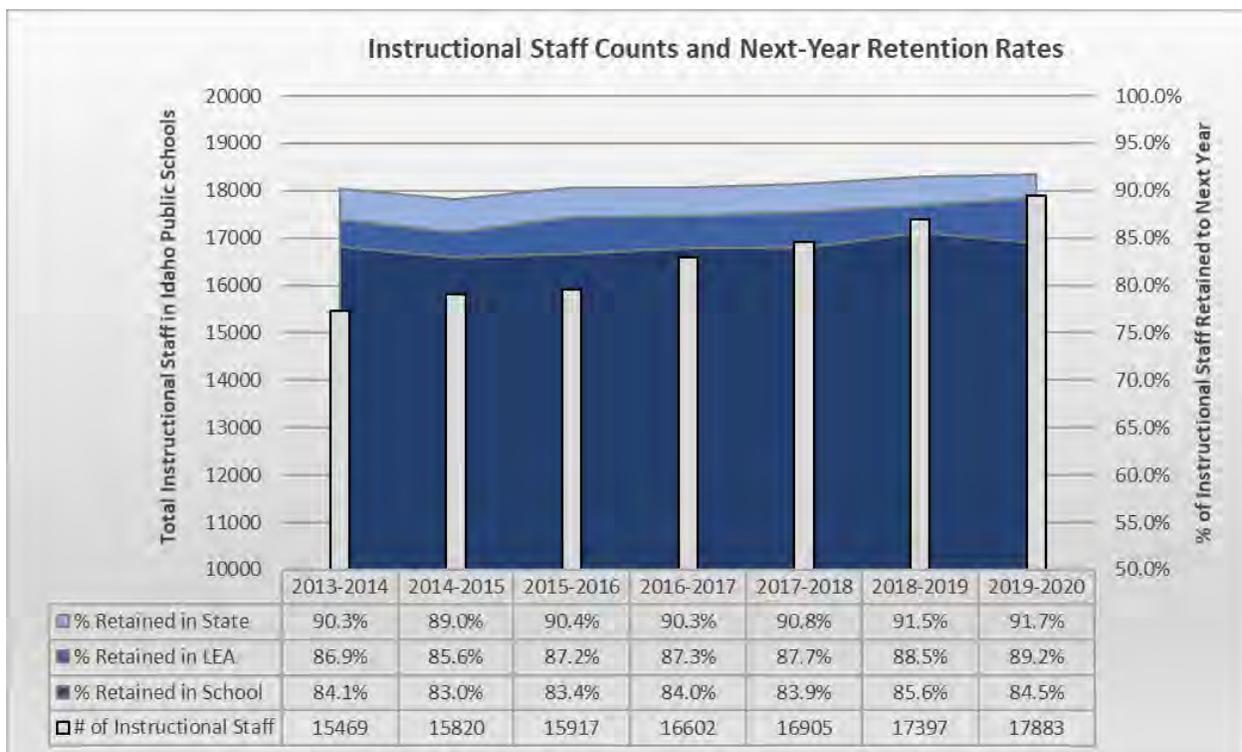
III. EDUCATOR MOBILITY & RETENTION

A. OVERALL STATEWIDE RETENTION RATES

Previous work on Idaho’s educator pipeline has reached two broad conclusions: 1) That the state’s staffing issues appear more related to retention than production, and 2) that the overall retention rate has seen a slow-but-steady upward trend since the implementation of the career ladder (and commensurate increase in educator compensation). This report makes similar observations, at least when examining data at the aggregate, statewide level.

Figure 4 (below) displays the total number of instructional staff working in Idaho public schools per year, as well as the percentage of those individuals who were retained in instructional positions the next year. The retention rates are provided at multiple levels: same school, same LEA, and statewide.

FIGURE 4

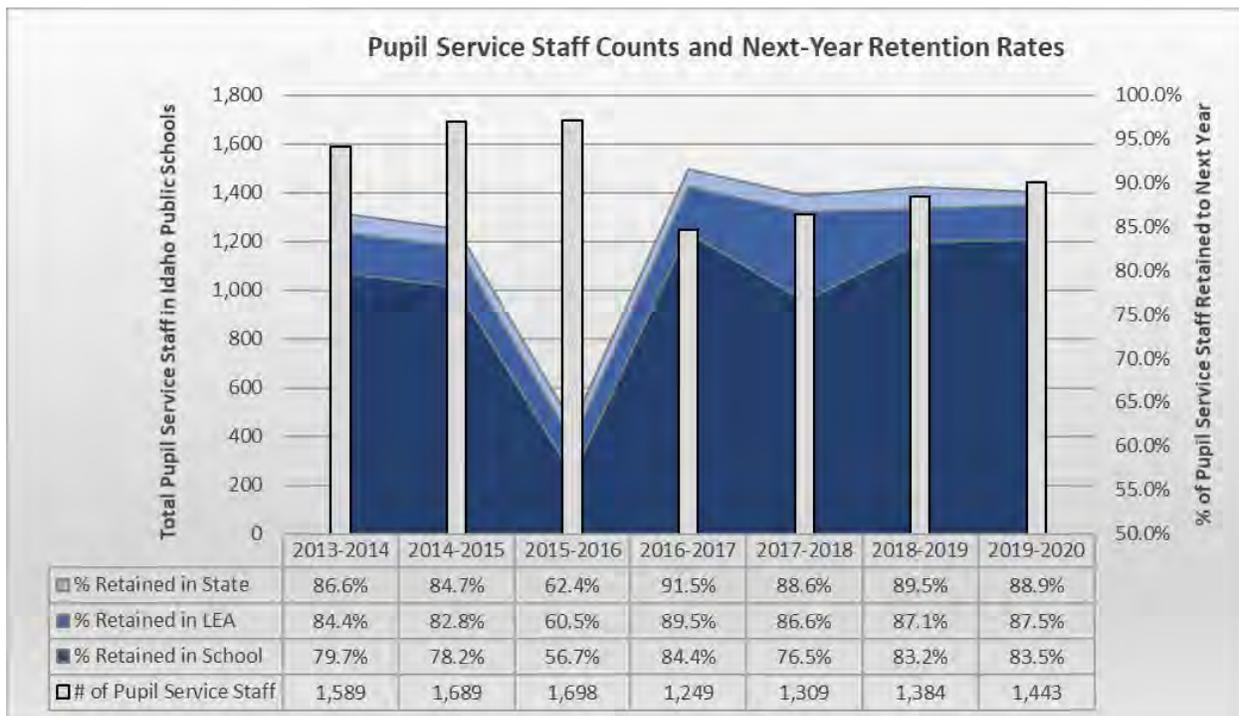


At all levels, Idaho’s instructional staff retention rates have increased since the 2014-2015 school year. Additionally, both state and LEA-level retention reached new highs last year, with 91.7% of instructional staff returning to an Idaho school for the 2020-2021 school year. This is in-line with the oft-reported national rate of approximately 92%.

Although school-level retention saw a notable drop last year, this is likely the result of districts shifting instructional staff internally as a response to the COVID-19 pandemic. The lack of a corresponding drop in LEA-level retention indicates that this represents purposeful in-district movement rather than a concerning loss of staff at the school level.

Despite the potential concerns discussed in the previous section, Idaho’s retention data have yet to show any negative effects from the pandemic. However, the next year or two could be far more telling. In anecdotal discussions with administrators and teachers in the field, some have cited concerns that the uncertainty of the early pandemic may have kept some educators from acting on a desire to leave the profession. Should the political and social pressures on teachers remain high as we move into a post-pandemic environment, it seems plausible that there could be a corresponding drop in instructional staff retention.

FIGURE 5



Retention rates for Idaho’s pupil service staff have also seen modest improvement since the 2013-2014 school year. However, as seen in Figure 5 (above), the upward trend appears to have stalled in the last four years. It should be noted once again that the large apparent drop in retention seen in the 2015-2016 school year is the result the career ladder changing how pupil service staff were reported, not an actual loss of staffing.

B. RETENTION BY EXPERIENCE

As discussed in section II.A of this report, Idaho’s instructional staff population has become more experienced over the last five years—however, the distribution contained indicators that this was not due to a major change in retention among experienced educators. Breaking out statewide retention rates by experience level confirms this suspicion.

Table 10 compares the next-year retention rates for instructional staff from both the 2015-2016 school year and the 2019-2020 school year. It is broken out into three categories based on years of experience in an

TABLE 10

Next-Year Retention of Instructional Staff by Experience			
Years of Experience	2015-2016 School Year	2019-2020 School Year	Change in Retention Rate
0-2 Years	87.1%	88.5%	+ 1.3%
3-7 Years	90.2%	93.9%	+ 3.7%
8+ Years	91.9%	91.9%	+ 0.0%

instructional assignment: 0-2 years, 3-7 years, and 8 or more years. The career ladder served as the basis for these categories, aligning with the minimum years of experience necessary to be placed on the Residency, Professional, and Advanced Professional rungs respectively.

Additionally, possessing eight or more years of experience had been a requirement to qualify for the Master Educator Premium (MEP) program (which provided \$4,000 payments annually to qualified educators over three years, but has since been discontinued).

The data show that retention rates among instructional staff with less than eight years of experience have increased since the 2015-2016 school year. This coincides with the building out of the career ladder, which saw the largest salary-based apportionment increases for educators within this experience range. Although the complexity of factors influencing teacher retention makes it inappropriate to conclude direct causation from this data alone, this information appears to support the notion that increasing base compensation can reduce the number of teachers who leave the profession prior to retirement.

This notion is further supported by the complete lack of improvement in the retention of instructional staff with eight or more years of experience. Prior to the creation of the Advanced Professional rung in 2020, the career ladder had largely focused on raising salary-based apportionment for staff earlier in their career. Although the MEP was intended to encourage retention among more experienced educators, the program faced implementation challenges and the application process was criticized by some as being overly onerous. Since the MEP does not appear to have made a measurable difference in the retention of experienced educators, it will be interesting to see if the Advanced Professional rung provides better results by increasing base compensation for this group (as the Residency and Professional rungs appear to have done for less experienced educators).

C. RETENTION BY CERTIFICATION ROUTE AND PREPERATION PROGRAM

Some of Idaho’s pathways to becoming an educator lead directly into a renewable five-year instructional certificate. These *general* routes involve completion of an undergraduate or graduate program in education along with structured clinical practice in the form of supervised student teaching.

Other pathways lead to a nonrenewable three-year certificate (with certain stipulations that must be satisfied in order to transition to a renewable certificate). These *alternate* routes vary in their requirements, but do not require an education-specific degree and rely upon on-the-job mentoring as a replacement for traditional student teaching. Board-approved alternate routes include the alternative authorizations outlined in administrative rule, as well as the non-traditional programs offered through ABCTE, TFA-I, and CSI.

The retention rates for new instructional staff from *general* and *alternate* routes—both public and non-public—are compared in Figures 6 through 10. The data for each new teacher cohort is presented in its own figure, based on the school year in which they started teaching. Where possible, state-level retention rates were calculated for the staff members’ first five years. Due to small population sizes, CTE specific routes are not included in these figures.

FIGURE 6

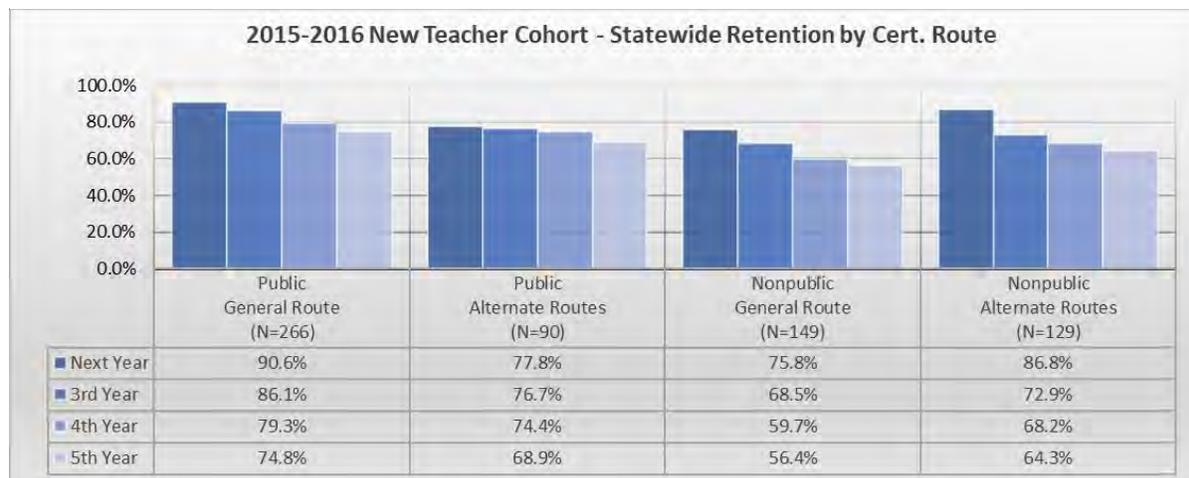


FIGURE 7

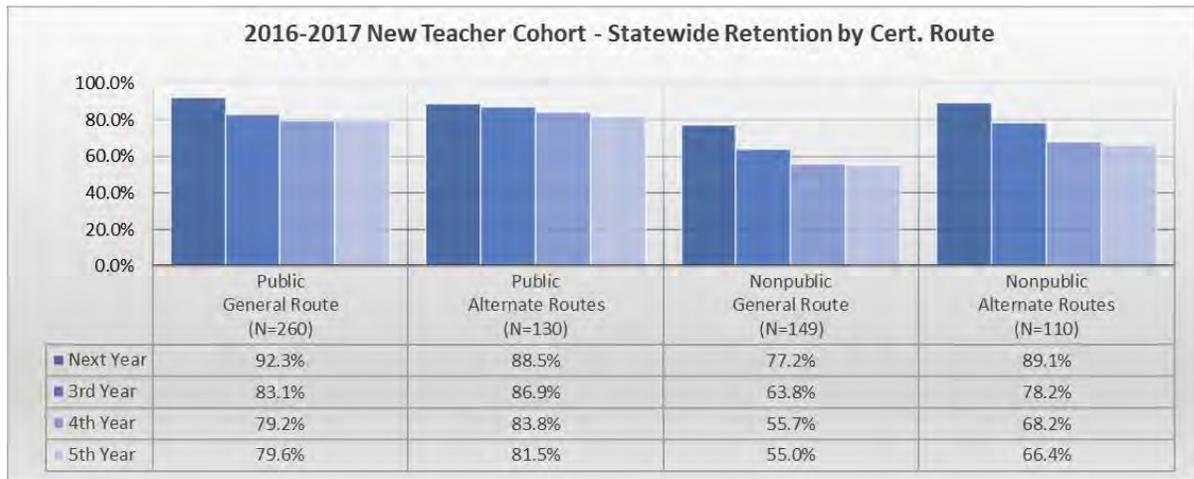


FIGURE 8

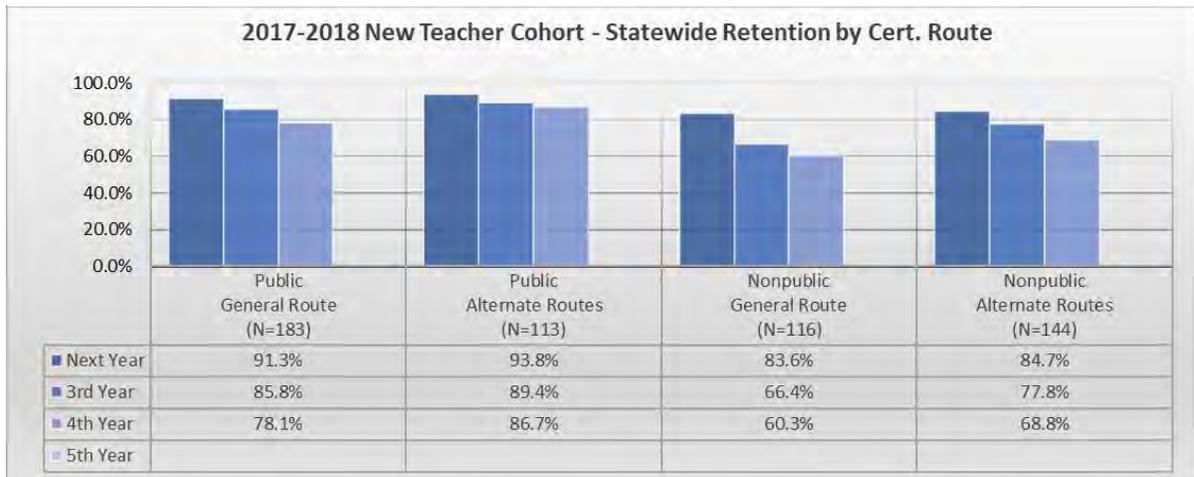


FIGURE 9

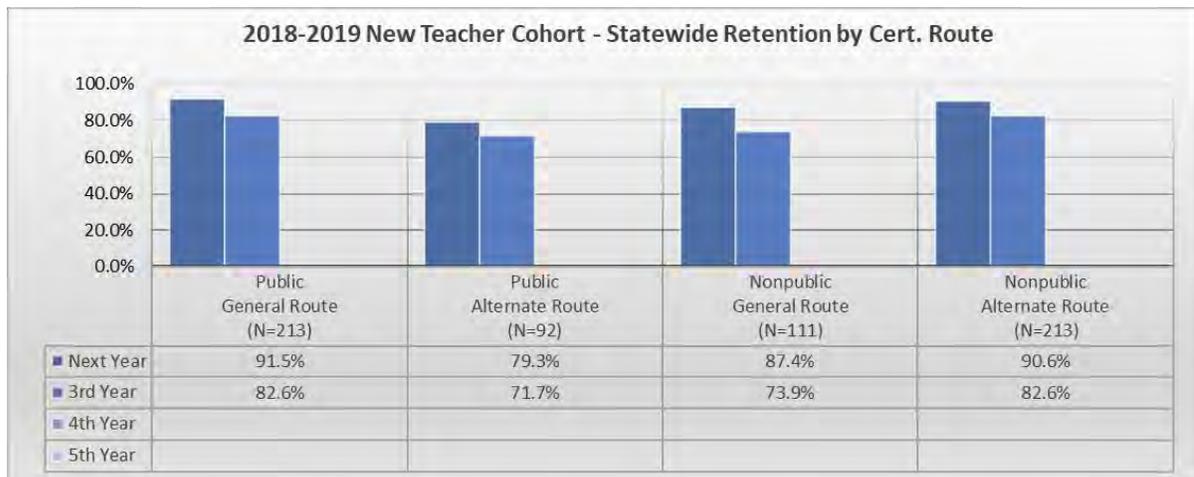
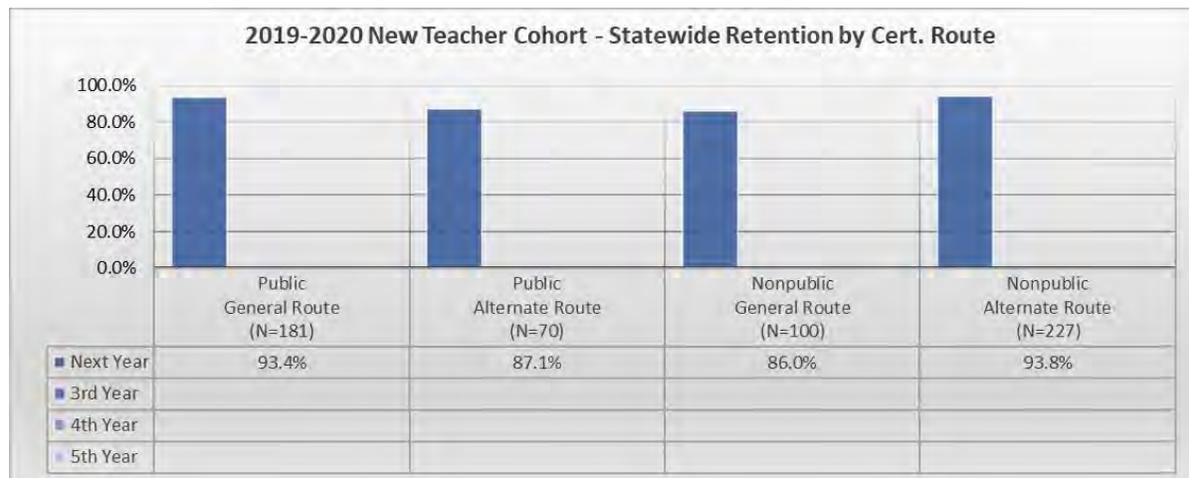


FIGURE 10



These figures show that instructional staff who were certified through public routes tend to have better retention rates than those from nonpublic routes in the long term (looking at 4<sup>th</sup> and 5<sup>th</sup> year rates). Additionally, teachers from public general routes have shown the best retention rates overall in the previous five years. Nonpublic general routes tended to have the lowest retention rates over the same period.

It is notable that with the 2019-2020 cohort, the next-year retention rate for nonpublic alternate routes has improved to become higher than any other group (see Figure 10). However, it remains to be seen if this will carry through over time for this cohort. Historically, nonpublic routes have seen a steeper drop-off in retention over time. If that pattern holds, it is likely that the 4<sup>th</sup> and 5<sup>th</sup> year retention rates will still drop below those associated with public general routes.

Further breaking retention data out by educator preparation program (EPP) illuminates some of the nuance behind the trends discussed above. Figures 11 through 15 display retention rates for each of Idaho’s Board-approved EPPs, continuing in the same format as the previous figures. Although there are currently ten Board-approved programs in the state, the first two figures only present data on nine programs. This is because CSI did not begin placing new instructional staff through in the field through their non-traditional program until the 2017-2018 school year.

Note: In the following figures, it is possible for the retention rate of a given EPP to go up over time within the same cohort. This is not an error and can happen when individuals return to teaching in Idaho schools after a gap without an instructional assignment (e.g., after pursuing a graduate degree full-time or staying at home with young children).

FIGURE 11

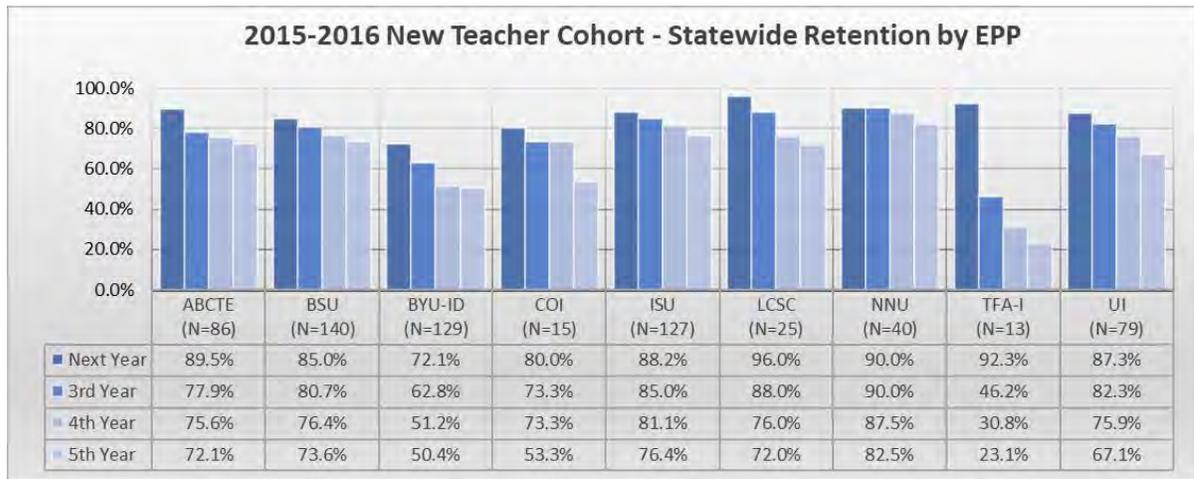


FIGURE 12

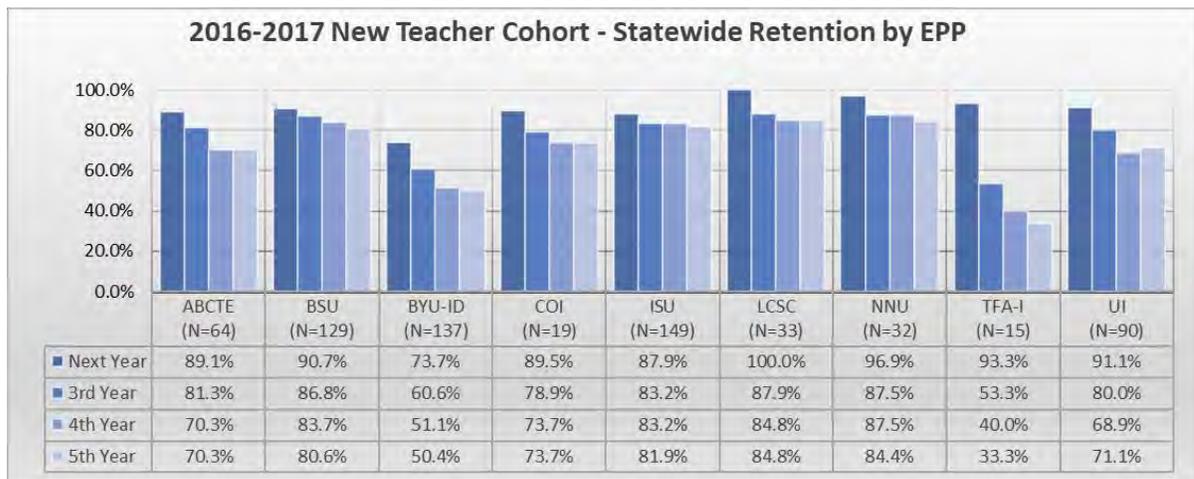


FIGURE 13

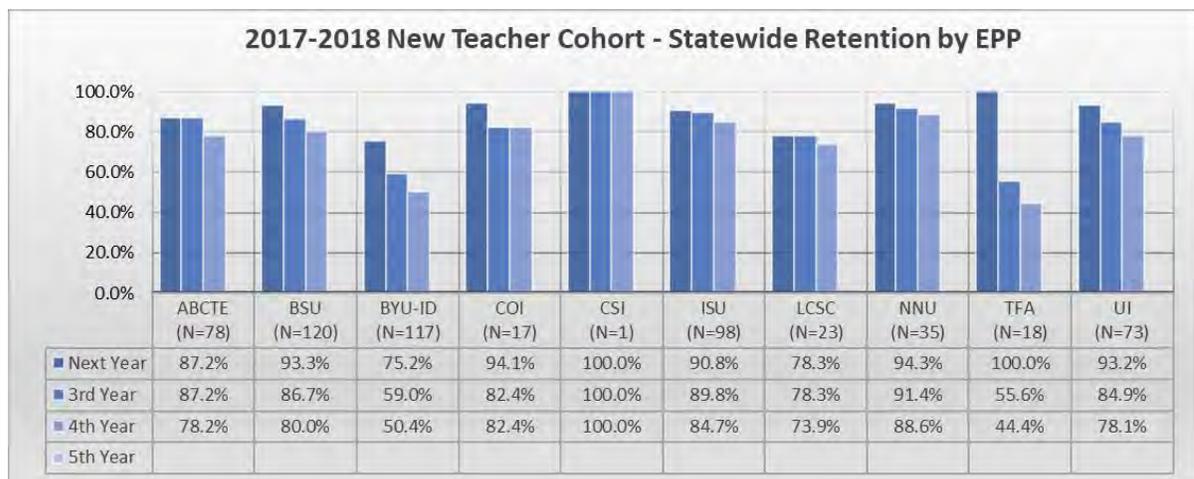


FIGURE 14

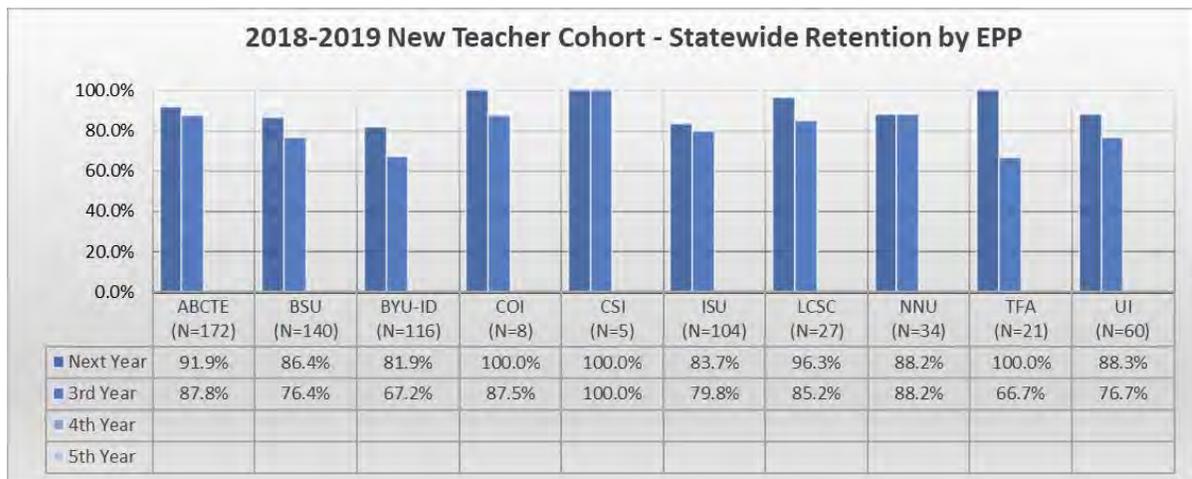
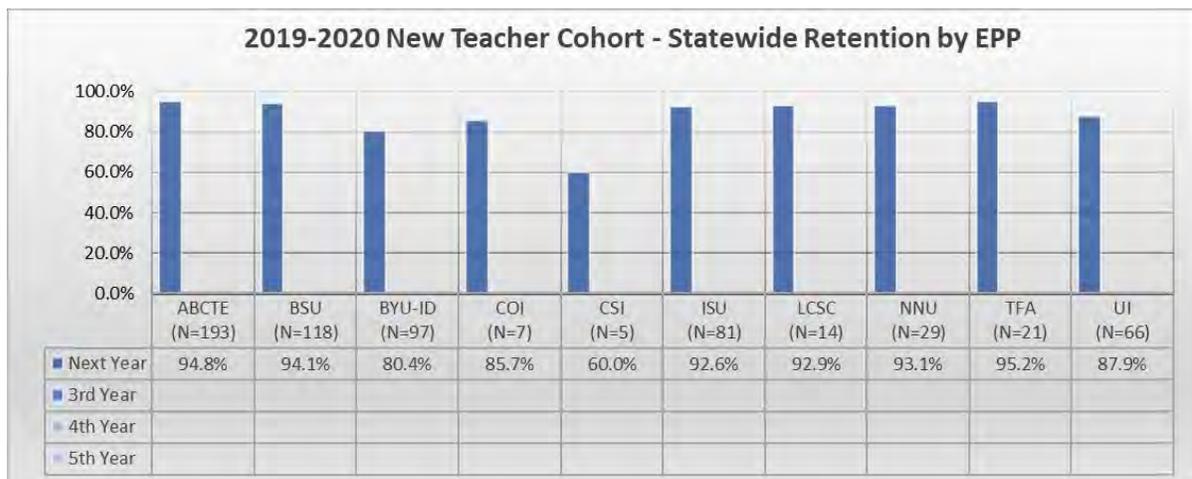


FIGURE 15



EPPs with small cohort sizes see a large amount of fluctuation in their retention rate, making it difficult to interpret their data. However, some general observations stand out.

TFA-Idaho has an extremely high next-year retention rate, but it drops precipitously in the 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> years. This is likely because the Teach for America program entails two years of mentored work as a classroom teacher, ensuring that virtually everyone taking part in their program returns for their second year. Following completion of TFA’s program, these educators are able to apply for a renewable Idaho certificate (which is reciprocal with many other states). It appears that relatively few educators from this EPP choose to stay in Idaho public schools once they have satisfied TFA’s requirements.

Despite nonpublic general routes showing the lowest rates of retention overall, it appears that Northwest Nazarene University is an outlier within that group. New instructional staff from NNU have consistently shown high rates of retention across all cohorts—and actually had the highest 4<sup>th</sup> and 5<sup>th</sup> year retention rates of any Idaho EPP. It is unclear whether this is due to a difference in the population which NNU recruits and serves, aspects of the program itself, or connections that NNU has established with Idaho communities and LEAs. However, the difference is substantial enough that it may warrant further examination to see if it is replicable.

In contrast, instructional staff hailing from BYU-ID have substantially lower rates of retention than those from other traditional programs. Although it is known that a large portion of those enrolled in BYU-ID's program have no intention of teaching in Idaho upon graduation<sup>2</sup>, this does not explain the observed difference in retention. That is because these rates only include those who have already chosen to start teaching in Idaho public schools. For whatever reason, this creates an interesting scenario in which BYU-ID produces more completers than any other traditional EPP in the state yet have a comparatively modest number who choose to serve in Idaho schools for the long term.

Retention rates for educators certified through ABCTE also display an interesting pattern. In the cohort years examined, these individuals have relatively high retention rates going into their 2<sup>nd</sup> or 3<sup>rd</sup> year of teaching, but tend to have noticeably lower rates of retention going into their 4<sup>th</sup> year. This is noteworthy for two reasons: 1) ABCTE completers are issued 3-year interim certificates and must meet certain mentoring and evaluation-related requirements to stay certified past that point, and 2) LEAs must decide to offer a renewable contract with additional protections to teachers entering their 4<sup>th</sup> continuous year of employment. A noticeable drop in retention going into the 4<sup>th</sup> year could indicate that some portion of those certified through ABCTE are being unsuccessful on either of those fronts. However, it is impossible to determine a conclusive cause without further study. Future pipeline reports should determine if this pattern remains consistent as we gain additional data on more recent cohorts.

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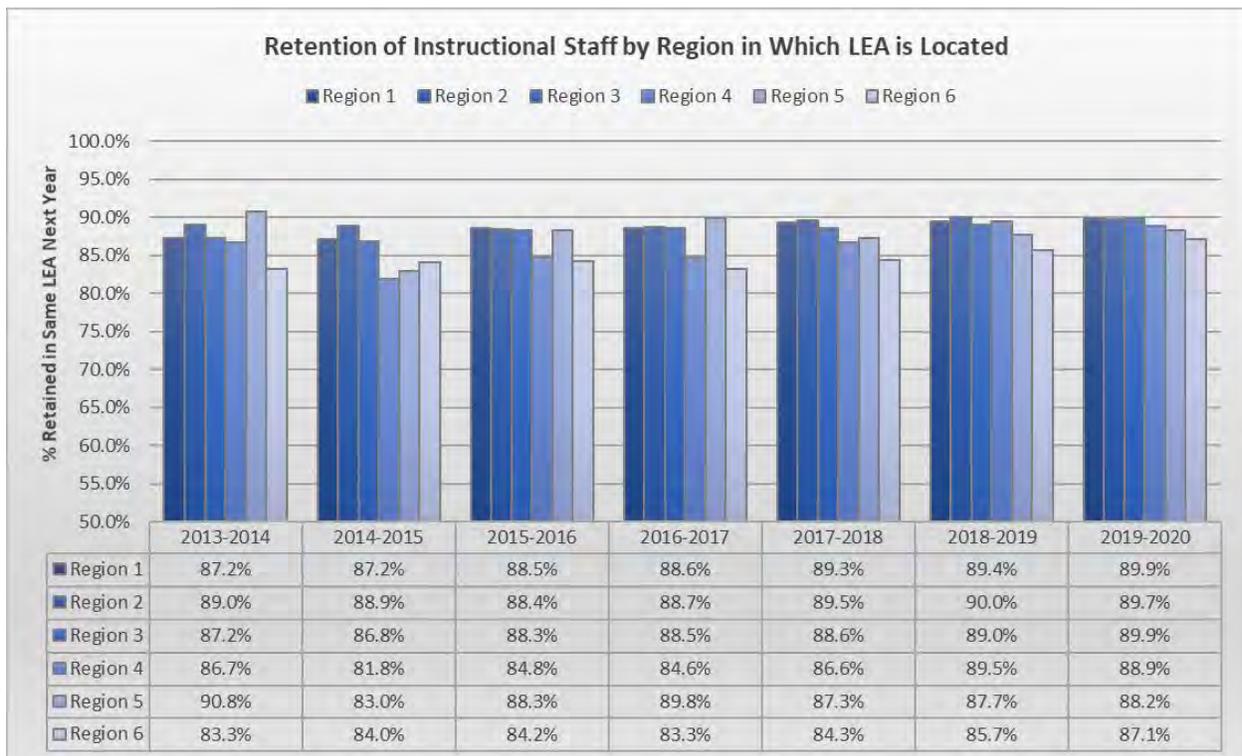
<sup>2</sup> Per responses on an Educational Testing Service (ETS) questionnaire issued to candidates upon taking the Praxis II

D. RETENTION BY REGION AND LOCALE

Idaho is a large and geographically diverse state with a relatively small and inconsistently distributed population. Moreover, surrounding states have historically offered higher compensation to educators—especially for those early in their career and prior to Idaho’s implementation of the career ladder. For these reasons, it is important to look beyond state-level retention figures and disaggregate the data in a more nuanced manner.

Figure 16 displays the rates at which instructional staff were retained in the same LEA for next school year, broken out by the region in which the LEA is located. Because this data is looking at LEA-level retention, a low retention rate does not necessarily indicate that teachers in that region were leaving the profession or going to another state. Instead, it could also be an indicator of intrastate mobility—where staff shifted employment to another LEA within Idaho.

FIGURE 16



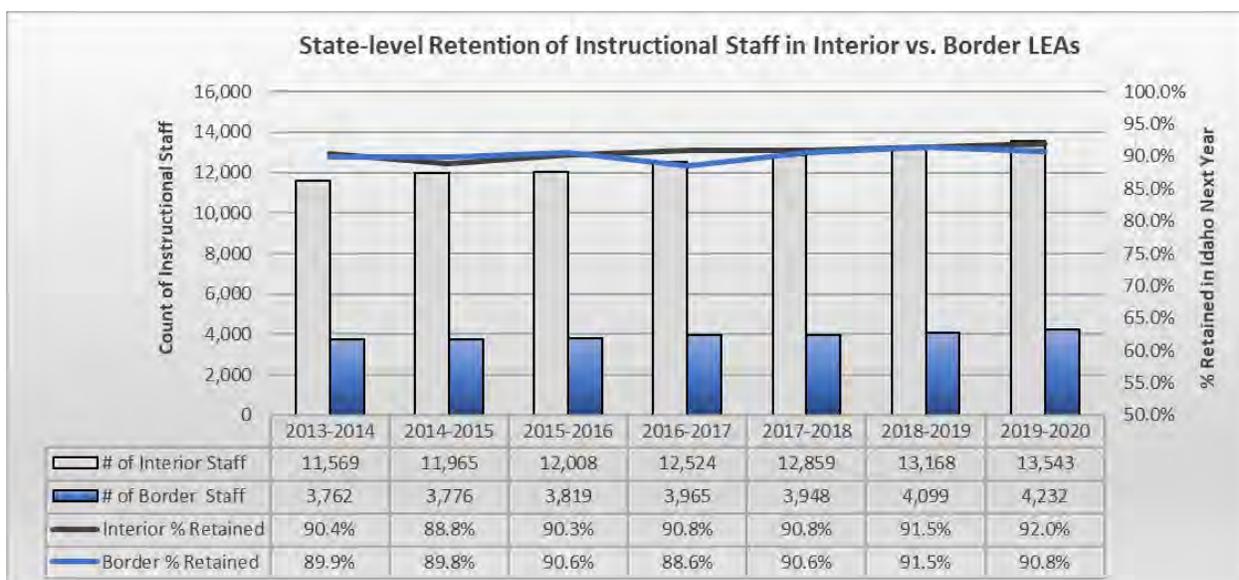
Since the 2013-2014 school year, the retention rate for most regions has improved; the exception being Region 5, which has too much volatility to identify a clear trend. It’s also notable that the differences between regions appears to be shrinking over time. This coincides with the implementation of the career ladder and may indicate that teachers are less motivated to change LEAs as the disparity in compensation from one location to the next has decreased.

Despite these improvements, Region 6 continues to experience greater challenges than other regions when it comes to retaining instructional staff. It will be important to address this disparity in the near future, especially since the Department of Labor projections (outlined in section II.B of this report) predict that Region 6 will experience the most growth of any region in the state over the next decade. Combining the fastest growth rate with the lowest teacher retention rate in the same region is a recipe for significant problems in the future.

However, matters look substantially better when examining the loss of instructional staff to other states. Historical accounts—and an abundance of anecdotal statements from administrators—have indicated that LEAs neighboring other states face greater difficulties in retaining teachers, who may be attracted to greater compensation in districts just a short drive across the border. Previous educator pipeline work had noted an apparent improvement in this problem, correlating with the implementation of the career ladder. The most recent data examined for this report lends further credence to that observation.

Figure 17 compares the next-year, state-level retention rates of interior and border LEAs. Border LEAs were defined as districts whose official boundaries touch a state border, as well as charters who are located within 25 miles of the border. Surprisingly, there no longer appears to be a substantial difference between the two. In fact, the state-level retention rate for border LEAs is only about 0.5% lower than that of interior LEAs when comparing averages of the last three years. Although Idaho has not reached full parity on this issue, the data indicates that staffing challenges specific to border LEAs are not the dire concern that they were in the past.

FIGURE 17



Finally, it is important to examine the effects of locale-type on instructional staff retention. Idaho’s LEAs range from small rural schoolhouses to large urban districts with dozens of facilities and thousands of staff. The factors that influence staffing are unlikely to be the same across such disparate local contexts.

The National Center for Educational Statistics (NCES) has developed a set of codes that classify urban and rural locales in a more granular fashion than the U.S. Census (a detailed breakdown of these classifications can be found in Appendix B). Table 11 shows the rate at which instructional staff were retained in the same LEA to the next year, disaggregated by NCES locale-type and arranged by school year.

TABLE 11

Next-Year Retention of Instructional Staff in Same LEA by Locale Type					
NCES Locale Classification	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
12-City: Mid-size	89.4%	90.2%	92.9%	91.4%	91.1%
13-City: Small	88.3%	91.1%	88.3%	88.6%	89.6%
21-Suburb: Large	90.8%	90.1%	90.3%	91.2%	91.6%
22-Suburb: Mid-size	86.0%	86.5%	84.1%	86.0%	90.4%
23-Suburb: Small	85.0%	85.4%	85.7%	86.1%	89.3%
31-Town: Fringe	85.6%	86.4%	87.3%	88.0%	90.5%
32-Town: Distant	87.1%	87.5%	85.7%	87.6%	88.4%
33-Town: Remote	87.0%	85.5%	88.0%	90.0%	89.3%
41-Rural: Fringe	82.6%	84.5%	85.5%	87.1%	87.8%
42-Rural: Distant	86.4%	85.3%	85.2%	86.8%	86.7%
43-Rural: Remote	86.0%	80.1%	86.8%	85.5%	84.3%
<b>Overall Statewide</b>	<b>87.2%</b>	<b>87.3%</b>	<b>87.7%</b>	<b>88.6%</b>	<b>89.4%</b>

NOTE: Highlighting indicates that the locale-specific retention rate was more than 1% below the overall statewide rate for that school year.

Over the last five years, retention rates have been the lowest in rural locales (especially those considered remote). This is unsurprising and confirms the continuation of a known issue: That truly rural LEAs struggle to keep educators who have the opportunity to move towards larger districts with more resources as they gain experience. More surprising is that small and mid-size suburbs also tended to exhibit lower than average retention rates. The reason for this is less clear, but could be due to their close proximity to an urban center (like Boise) that often has the ability to offer greater compensation than most LEAs in the state.

#### IV. CONCLUSION

Idaho is a state facing tremendous growth. As the population continues to boom in coming years, so too will the demand for educators to serve it. However, there are reasons to be concerned about Idaho's ability to meet that demand without additional work.

New educators from Idaho's EPPs and out-of-state transfers are hypothetically sufficient to fulfill the staffing needs of LEAs across the state—yet most individuals who hold a valid certificate do not serve in Idaho public schools. Additionally, although the number of new educators accepting positions in Idaho schools has steadily increased over time, the current rate of growth is unlikely to address the projected demand unless Idaho dramatically improves its ability to retain the qualified educators it already has.

There are strong indications that the increases in base compensation associated with the career ladder have had a positive impact on this front. The retention rate among educators in their first seven years of service has seen meaningful improvement, and LEAs along the state's border no longer seem to face more serious retention issues than their interior counterparts. However, there are still substantial opportunities for improvement—especially when it comes to retaining the state's most experienced educators and those who teach in rural locales. Identifying policy mechanisms that can address those needs will be vital to avoiding a worsening shortage as an unusually large cohort of teachers with over 10 years of experience moves closer to retirement.

Finally, there are early signs that the changing social and political context of public education may soon lead to an increase in educators leaving the field early. Should this come to fruition, it would likely take urgent and dramatic action to recruit and retain a sufficient number of educators to avoid serious issues. It will be important to monitor staffing data closely over the next year or two in order to identify any such changes as early as possible.

<b>Subject Area Category</b>	<b>End. Code</b>	<b>Endorsement Name</b> (Not all endorsements are currently available)
Administrator	7054	Charter Administrator
Administrator	55	CTE Administrator (6-12)
Administrator	7046	Director of Special Education (Pre-K-12)
Administrator	7051	Elementary School Principal
Administrator	7053	School Principal (Pre-K-12)
Administrator	7052	Secondary School Principal
Administrator	7050	Superintendent (Pre-K-12)
Administrator	7047	Supervisor/Coord Special Ed
Agriculture, Food, and Natural Resources	8921	Agricultural Science and Technology (5-9)
Agriculture, Food, and Natural Resources	7921	Agriculture Science and Technology (6-12)
Agriculture, Food, and Natural Resources	9921	CTE - Agriculture Science and Technology (6-12)
Agriculture, Food, and Natural Resources	120	CTE OS - Ag Leadership and Communications (6-12)
Agriculture, Food, and Natural Resources	119	CTE OS - Agribusiness (6-12)
Agriculture, Food, and Natural Resources	130	CTE OS - Agricultural Power Machinery (6-12)
Agriculture, Food, and Natural Resources	110	CTE OS - Agricultural Production (6-12)
Agriculture, Food, and Natural Resources	131	CTE OS - Agriculture Mechanics & Power Systems
Agriculture, Food, and Natural Resources	108	CTE OS - Animal Health & Veterinary Sci (6-12)
Agriculture, Food, and Natural Resources	118	CTE OS - Animal Science (6-12)
Agriculture, Food, and Natural Resources	161	CTE OS - Aquaculture (6-12)
Agriculture, Food, and Natural Resources	175	CTE OS - Ecology and Natural Resource Mgmt (6-12)
Agriculture, Food, and Natural Resources	6204	CTE OS - Environmental & Pollution Control (6-12)
Agriculture, Food, and Natural Resources	114	CTE OS - Farm & Ranch Management (6-12)
Agriculture, Food, and Natural Resources	140	CTE OS - Food Science & Processing Tech (6-12)
Agriculture, Food, and Natural Resources	170	CTE OS - Forestry (6-12)
Agriculture, Food, and Natural Resources	150	CTE OS - Horticulture (6-12)
Agriculture, Food, and Natural Resources	174	CTE OS - Natural Resource Management (6-12)
Agriculture, Food, and Natural Resources	151	CTE OS - Ornamental Horticulture (6-12)
Agriculture, Food, and Natural Resources	152	CTE OS - Plant and Soil (6-12)
Agriculture, Food, and Natural Resources	5992	CTE OS - Water/Waste Water Technology (6-12)
Agriculture, Food, and Natural Resources	7920	General Agriculture 6/12
Agriculture, Food, and Natural Resources	7091	Voc Agriculture 6/12
Audiology and Speech-Language Pathology	7018	Audiology
Audiology and Speech-Language Pathology	7025	Speech-Language Pathologist
Business and Marketing	7939	Basic Business 6/12
Business and Marketing	4023	Business Data Processing
Business and Marketing	8935	Business Ed 6/9
Business and Marketing	7937	Business Ed Accounting
Business and Marketing	7930	Business Ed-Office Occupation
Business and Marketing	7935	Business Education 6/12
Business and Marketing	6060	Business Systems/Computer Tech
Business and Marketing	8093	Business Technology Education (5-9)
Business and Marketing	7093	Business Technology Education (6-12)
Business and Marketing	9093	CTE - Business Technology Education (6-12)
Business and Marketing	9092	CTE - Marketing Technology Education (6-12)
Business and Marketing	4075	CTE OS - Accounting (6-12)

Business and Marketing	4012	CTE OS - Administrative Services (6-12)
Business and Marketing	109	CTE OS - Ag Business Mgmt (6-12)
Business and Marketing	4077	CTE OS - Applied Accounting (6-12)
Business and Marketing	4010	CTE OS - Bookkeeping (6-12)
Business and Marketing	4022	CTE OS - Business Digital Communications (6-12)
Business and Marketing	4017	CTE OS - Business Management (6-12)
Business and Marketing	4015	CTE OS - Business Management/Finance (6-12)
Business and Marketing	1087	CTE OS - Hospitality Management (6-12)
Business and Marketing	1010	CTE OS - Marketing (6-12)
Business and Marketing	4020	CTE OS - Microcomputer Applications (6-12)
Business and Marketing	4080	CTE OS - Paralegal/Legal Assisting (6-12)
Business and Marketing	1080	CTE OS - Sales (6-12)
Business and Marketing	4025	CTE OS - Word Processing Technology (6-12)
Business and Marketing	4030	General Office Clerical
Business and Marketing	4070	General Office Secretarial
Business and Marketing	7960	Marketing Ed 6/12
Business and Marketing	8960	Marketing Ed 6/9
Business and Marketing	8092	Marketing Technology Education (5-9)
Business and Marketing	7092	Marketing Technology Education (6-12)
Business and Marketing	8244	Motel/Hotel Management
Business and Marketing	7933	Secretarial Science 6/12
Business and Marketing	7095	Voc Office Occup-Clerical 6/12
Business and Marketing	73	Vocational Office Occupational
Career and Work Based Advising	7016	CTE - Career Counselor (6-12)
Career and Work Based Advising	99	CTE OS - Work Based Learning Coordinator (6-12)
Career and Work Based Advising	7017	Professional-Tech Counselor
Career and Work Based Advising	7099	Work-Based Learning Coord
Communications & Media	8144	Communication (5-9)
Communications & Media	7144	Communication (6-12)
Communications & Media	7141	Communication/Drama 6/12
Communications & Media	8141	Communication/Drama 6/9
Communications & Media	6192	CTE OS - Commercial Photography (6-12)
Communications & Media	6197	CTE OS - Digital Media Production (6-12)
Communications & Media	6190	CTE OS - Graphic Design (6-12)
Communications & Media	6180	CTE OS - Journalism (6-12)
Communications & Media	6195	CTE OS - Television Production/Broadcasting (6-12)
Communications & Media	7135	Debate 6/12
Communications & Media	8134	Journalism (5-9)
Communications & Media	7134	Journalism (6-12)
Communications & Media	7136	Speech 6/12
Communications & Media	8136	Speech 6/9
Elementary	7010	All Subjects (K-8)
Elementary	7011	All Subjects 1/8
Elementary	7009	All Subjects K/3
Engineering and Technology	6203	Chemical Technology
Engineering and Technology	9401	CTE - Engineering (6-12)
Engineering and Technology	9981	CTE - Technology Education (6-12)

Engineering and Technology	6131	CTE OS - Architectural Drafting Technology (6-12)
Engineering and Technology	5016	CTE OS - Civil Engineering Technology (6-12)
Engineering and Technology	6130	CTE OS - Drafting and Design (6-12)
Engineering and Technology	5030	CTE OS - Electrical Technology (9-12)
Engineering and Technology	5019	CTE OS - Electromechanical Technology (6-12)
Engineering and Technology	5018	CTE OS - Electronics Technology (6-12)
Engineering and Technology	5014	CTE OS - General Engineering (PLW) (6-12)
Engineering and Technology	6132	CTE OS - Mechanical Drafting Technology (6-12)
Engineering and Technology	5015	CTE OS - Pre-Engineering Technology (6-12)
Engineering and Technology	5025	CTE OS - Semiconductor Technology (6-12)
Engineering and Technology	7988	Drafting 6/12
Engineering and Technology	7985	Electricity/Electronics 6/12
Engineering and Technology	7990	Engineering (6-12)
Engineering and Technology	6200	Nuclear Power & Radiation Tech
Engineering and Technology	5017	Surveying Technology
Engineering and Technology	7981	Technology Education (6-12)
English as a Second Language (ESL)	7038	Bilingual Education (K-12)
English as a Second Language (ESL)	7125	English as a New Language 6/12
English as a Second Language (ESL)	7126	English as a Second Language (ESL) (K-12)
English Language Arts (ELA)	8120	English (5-9)
English Language Arts (ELA)	7120	English (6-12)
English Language Arts (ELA)	7165	English Generalist 6/12
English Language Arts (ELA)	7139	Literacy (K-12)
English Language Arts (ELA)	7138	Literacy 6/12
English Language Arts (ELA)	8138	Literacy 6/9
Family and Consumer Sciences	7950	Consumer Ec 6/12
Family and Consumer Sciences	9971	CTE - Family and Consumer Sciences (6-12)
Family and Consumer Sciences	3022	CTE OS - Child Development & Services (6-12)
Family and Consumer Sciences	3020	CTE OS - Child Development Care & Guidance (6-12)
Family and Consumer Sciences	6262	CTE OS - Cosmetology (6-12)
Family and Consumer Sciences	3025	CTE OS - Culinary Arts (6-12)
Family and Consumer Sciences	3027	CTE OS - Culinary Arts (6-12)
Family and Consumer Sciences	74	CTE OS - Family & Consumer Sciences (6-12)
Family and Consumer Sciences	3030	CTE OS - Fashion and Interiors (6-12)
Family and Consumer Sciences	3023	CTE OS - Food Service (6-12)
Family and Consumer Sciences	1085	CTE OS - Hospitality Services (6-12)
Family and Consumer Sciences	8971	Family and Consumer Sciences (5-9)
Family and Consumer Sciences	7971	Family and Consumer Sciences (6-12)
Family and Consumer Sciences	7970	General Home Economics 6/12
Family and Consumer Sciences	6506	Meat Cutter
Family and Consumer Sciences	6350	Upholstering
Family and Consumer Sciences	7094	Vocational Home Economics 6/12
Health Professions & Public Safety	2011	CTE OS - Dental Assisting (6-12)
Health Professions & Public Safety	2030	CTE OS - Dietitian (6-12)
Health Professions & Public Safety	2085	CTE OS - Emergency Medical Technician (6-12)
Health Professions & Public Safety	6280	CTE OS - Firefighting (6-12)
Health Professions & Public Safety	6282	CTE OS - Law Enforcement (6-12)

Health Professions & Public Safety	2096	CTE OS - Medical Administrative Assisting (6-12)
Health Professions & Public Safety	2094	CTE OS - Medical Assisting (6-12)
Health Professions & Public Safety	2080	CTE OS - Mental Health Assistant (6-12)
Health Professions & Public Safety	2033	CTE OS - Nursing Assistant (6-12)
Health Professions & Public Safety	2000	CTE OS - Orientation to Health Professions (6-12)
Health Professions & Public Safety	2087	CTE OS - Paramedic (6-12)
Health Professions & Public Safety	2095	CTE OS - Pharmacy Technician (6-12)
Health Professions & Public Safety	2032	CTE OS - Practical Nursing (6-12)
Health Professions & Public Safety	2060	CTE OS - Radiologic Technician (6-12)
Health Professions & Public Safety	2050	CTE OS - Rehab/Therapeutic Services (6-12)
Health Professions & Public Safety	2055	CTE OS - Rehabilitation Services (6-12)
Health Professions & Public Safety	2093	CTE OS - Respiratory Therapy (6-12)
Health Professions & Public Safety	6283	CTE OS - Security (6-12)
Health Professions & Public Safety	2098	CTE OS - Sports Medicine/Athletic Trng (6-12)
Health Professions & Public Safety	2035	CTE OS - Surgical Technician (6-12)
Health Professions & Public Safety	2015	Dental Hygiene
Health Professions & Public Safety	2013	Dental Laboratory Technology
Health Professions & Public Safety	4060	Medical Professional Assistant
Health Professions & Public Safety	2099	Personal Trainer
Information and Computer Sciences	7321	Computer Applications
Information and Computer Sciences	8400	Computer Science (5-9)
Information and Computer Sciences	7400	Computer Science (6-12)
Information and Computer Sciences	4021	CTE OS - Computer Graphic Communication (6-12)
Information and Computer Sciences	6157	CTE OS - Computer Science PLTW (6-12)
Information and Computer Sciences	6155	CTE OS - Computer Science/Info Tech (6-12)
Information and Computer Sciences	6156	CTE OS - Computer Support (6-12)
Information and Computer Sciences	4024	CTE OS - Information/Communication Tech (6-12)
Information and Computer Sciences	6153	CTE OS - Network & Computer Support (6-12)
Information and Computer Sciences	4026	CTE OS - Network Support Technician (6-12)
Information and Computer Sciences	6154	CTE OS - Networking Support (6-12)
Information and Computer Sciences	6158	CTE OS - Programming & Software Development (6-12)
Information and Computer Sciences	6151	CTE OS - Programming & Web Technologies (6-12)
Information and Computer Sciences	6159	CTE OS - Web Design and Development (6-12)
Life and Physical Sciences	8421	Biological Science (5-9)
Life and Physical Sciences	7421	Biological Science (6-12)
Life and Physical Sciences	8440	Chemistry (5-9)
Life and Physical Sciences	7440	Chemistry (6-12)
Life and Physical Sciences	8451	Earth and Space Science (5-9)
Life and Physical Sciences	7451	Earth and Space Science (6-12)
Life and Physical Sciences	7422	Environmental Science 6/12
Life and Physical Sciences	8452	Geology (5-9)
Life and Physical Sciences	7452	Geology (6-12)
Life and Physical Sciences	8420	Natural Science (5-9)
Life and Physical Sciences	7420	Natural Science (6-12)
Life and Physical Sciences	8430	Physical Science (5-9)
Life and Physical Sciences	7430	Physical Science (6-12)
Life and Physical Sciences	8450	Physics (5-9)

Life and Physical Sciences	7450	Physics (6-12)
Life and Physical Sciences	8453	Science - Middle Level (5-9)
Mathematics	7169	Math Generalist 6/12
Mathematics	7320	Mathematics - Basic (6-12)
Mathematics	8320	Mathematics - Middle Level (5-9)
Mathematics	8300	Mathematics (5-9)
Mathematics	7300	Mathematics (6-12)
Occupational and Physical Therapy	9000	Occupational Therapist
Occupational and Physical Therapy	7000	Occupational Therapist
Occupational and Physical Therapy	9001	Physical Therapist
Occupational and Physical Therapy	7001	Physical Therapist
Online Teacher	7989	Online-Teacher (PK-12)
Other	7041	Bible Instruction
Other	7515	Drill Team
Other	7924	Driver Education
Other	7028	Gifted and Talented (K-12)
Other	7080	Junior ROTC
Other	7096	Multi-Occupations 6/12
Other	76	Multi-Occupations 6/12
Other	7081	Prevention Specialist
Other	98	Related Subjects
Other	7100	Student Services Specialist
Physical and Health Education	8520	Health (5-9)
Physical and Health Education	7520	Health (6-12)
Physical and Health Education	7521	Health (K-12)
Physical and Health Education	7513	P.E. & Health 6/12
Physical and Health Education	8510	Physical Education (PE) (5-9)
Physical and Health Education	7512	Physical Education (PE) (6-12)
Physical and Health Education	7511	Physical Education (PE) (K-12)
School Counselor	7015	Advanced Counselor K/12
School Counselor	7022	School Counselor (K-12)
School Nurse	7005	School Nurse
School Nurse	7027	School Nurse
School Psychology	7006	Psychological Examiner
School Psychology	7024	School Psychologist
School Social Worker	7026	School Social Worker
Social Sciences and History	7223	American Government 6/12
Social Sciences and History	7222	American Government/ Political Science (6-12)
Social Sciences and History	8222	American Government/Political Science (5-9)
Social Sciences and History	7234	Anthropology 6/12
Social Sciences and History	8228	Economics (5-9)
Social Sciences and History	7228	Economics (6-12)
Social Sciences and History	8226	Geography (5-9)
Social Sciences and History	7226	Geography (6-12)
Social Sciences and History	8221	History (5-9)
Social Sciences and History	7221	History (6-12)
Social Sciences and History	7168	History Generalist 6/12

Social Sciences and History	8133	Humanities (5-9)
Social Sciences and History	7133	Humanities (6-12)
Social Sciences and History	7230	Philosophy 6/12
Social Sciences and History	7227	Political Science 6/12
Social Sciences and History	7171	Political Science/Government Generalist 6/12
Social Sciences and History	8231	Psychology (5-9)
Social Sciences and History	7231	Psychology (6-12)
Social Sciences and History	8220	Social Studies - Middle Level (5-9)
Social Sciences and History	8200	Social Studies (5-9)
Social Sciences and History	7200	Social Studies (6-12)
Social Sciences and History	8229	Sociology (5-9)
Social Sciences and History	7229	Sociology (6-12)
Social Sciences and History	8236	Sociology/Anthropology (5-9)
Social Sciences and History	7236	Sociology/Anthropology (6-12)
Special Education	7083	Blended EC/EC Special Ed (Birth-Gr 3)
Special Education	7014	Blended Elementary Ed/Elementary Special Ed (4-6)
Special Education	7030	Deaf/Hard of Hearing (Pre-K-12)
Special Education	7021	Early Childhood PreK/3
Special Education	7019	Early Childhood Special Education (PK-3)
Special Education	7037	Exceptional Child Generalist (6-12)
Special Education	7029	Exceptional Child Generalist (K-12)
Special Education	7036	Exceptional Child Generalist (K-8)
Special Education	7033	Multiple Impairment K/12
Special Education	7034	Physical Impairment K/12
Special Education	7031	Serious/Emotion Disturbed K/12
Special Education	7032	Severe Retardation K/12
Special Education	7035	Visual Impairment (Pre-K-12)
Special Education	7097	Vocational Special Needs
Teacher Leader	7297	Teacher Leader - Instructional Specialist
Teacher Leader	7299	Teacher Leader - Mathematics
Teacher Leader	7045	Teacher Leader - Special Education
Teacher Librarian	7020	Teacher Librarian (K-12)
Trades and Industry	6041	Aircraft Mech/Airframe & Power
Trades and Industry	6045	Aviation and Airway Science
Trades and Industry	5023	Computer Assisted Production
Trades and Industry	6148	CTE OS - Alternative Energy Technology (6-12)
Trades and Industry	6032	CTE OS - Auto Maintenance & Light Repair (6-12)
Trades and Industry	5022	CTE OS - Automated Manufacturing (6-12)
Trades and Industry	6031	CTE OS - Automotive Collision Repair (6-12)
Trades and Industry	6105	CTE OS - Cabinetmaking & Bench Carpentry (6-12)
Trades and Industry	6101	CTE OS - Carpentry (6-12)
Trades and Industry	6236	CTE OS - Certified Welding (6-12)
Trades and Industry	6108	CTE OS - Construction Trades Technology (6-12)
Trades and Industry	6112	CTE OS - Digital Home Technology (6-12)
Trades and Industry	6120	CTE OS - Heavy Equipment/Diesel Technology (6-12)
Trades and Industry	6010	CTE OS - HVAC Technology (6-12)
Trades and Industry	6109	CTE OS - Industrial Mechanics (6-12)

Trades and Industry	5112	CTE OS - Instrumentation Technology (6-12)
Trades and Industry	5020	CTE OS - Manufacturing Technician (6-12)
Trades and Industry	6103	CTE OS - Masons & Tile Setters (6-12)
Trades and Industry	6015	CTE OS - Plumbing Technology (6-12)
Trades and Industry	6232	CTE OS - Precision Machining (6-12)
Trades and Industry	6310	CTE OS - Small Engine Repair/Power Sports (6-12)
Trades and Industry	6102	Electrician
Trades and Industry	6145	Environmental Control Tech
Trades and Industry	7980	Industrial Arts 6/12
Trades and Industry	6152	Industrial Electronics
Trades and Industry	7982	Industrial Technology 6/12
Trades and Industry	6142	Lineworker
Trades and Industry	6020	Major Appliance Repair
Trades and Industry	6035	Marine Mechanic
Trades and Industry	6110	Paint&Wallcover/Building Maint
Trades and Industry	6241	Quality Control Technology
Trades and Industry	6898	Truck and Bus Driving
Trades and Industry	7098	Vocational Industrial Tech
Visual & Performing Arts	7040	Applied Music
Visual & Performing Arts	7853	Arts & Crafts 6/12
Visual & Performing Arts	7514	Dance 6/12
Visual & Performing Arts	8820	Music (5-9)
Visual & Performing Arts	7820	Music (6-12)
Visual & Performing Arts	7810	Music (K-12)
Visual & Performing Arts	7825	Music Specialist K/8
Visual & Performing Arts	7870	Photography 6/12
Visual & Performing Arts	8137	Theater Arts (5-9)
Visual & Performing Arts	7137	Theater Arts (6-12)
Visual & Performing Arts	8852	Visual Arts (5-9)
Visual & Performing Arts	7852	Visual Arts (6-12)
Visual & Performing Arts	7851	Visual Arts (K-12)
World Language	7770	American Indian Language
World Language	7700	World Language (6-12)
World Language	7710	World Language (K-12)
World Language	7702	World Language - American Sign Language (6-12)
World Language	7701	World Language - American Sign Language (K-12)
World Language	7781	World Language - Arabic (6-12)
World Language	8796	World Language - Chinese (5-9)
World Language	7796	World Language - Chinese (6-12)
World Language	7715	World Language - Chinese (K-12)
World Language	7798	World Language - Czech (K-12)
World Language	8830	World Language - French (5-9)
World Language	7730	World Language - French (6-12)
World Language	7712	World Language - French (K-12)
World Language	7740	World Language - German (6-12)
World Language	7713	World Language - German (K-12)
World Language	7780	World Language - Greek (K-12)

World Language	7794	World Language - Hebrew (K-12)
World Language	7793	World Language - Italian (K-12)
World Language	7792	World Language - Japanese (K-12)
World Language	7795	World Language - Korean (K-12)
World Language	7750	World Language - Latin (K-12)
World Language	7790	World Language - Persian (K-12)
World Language	7791	World Language - Portuguese (K-12)
World Language	7760	World Language - Russian (6-12)
World Language	7714	World Language - Russian (K-12)
World Language	7797	World Language - Slovak (K-12)
World Language	8720	World Language - Spanish (5-9)
World Language	7720	World Language - Spanish (6-12)
World Language	7711	World Language - Spanish (K-12)

**NCES Locale Classifications and Criteria**

The NCES locale framework is composed of four basic types (City, Suburban, Town, and Rural) that each contains three subtypes. It relies on standard urban and rural definitions developed by the U.S. Census Bureau, and each type of locale is either urban or rural in its entirety. The NCES locales can be fully collapsed into a basic urban–rural dichotomy, or expanded into a more detailed collection of 12 distinct categories. These subtypes are differentiated by size (in the case of City and Suburban assignments) and proximity (in the case of Town and Rural assignments). For additional information about the locale criteria, see the [Locale Boundaries User’s Manual](#).

*City – Large (11):* Territory inside an Urbanized Area and inside a Principal City with population of 250,000 or more.

*City – Midsize (12):* Territory inside an Urbanized Area and inside a Principal City with population less than 250,000 and greater than or equal to 100,000.

*City – Small (13):* Territory inside an Urbanized Area and inside a Principal City with population less than 100,000.

*Suburban – Large (21):* Territory outside a Principal City and inside an Urbanized Area with population of 250,000 or more.

*Suburban – Midsize (22):* Territory outside a Principal City and inside an Urbanized Area with population less than 250,000 and greater than or equal to 100,000.

*Suburban – Small (23):* Territory outside a Principal City and inside an Urbanized Area with population less than 100,000.

*Town – Fringe (31):* Territory inside an Urban Cluster that is less than or equal to 10 miles from an Urbanized Area.

*Town – Distant (32):* Territory inside an Urban Cluster that is more than 10 miles and less than or equal to 35 miles from an Urbanized Area.

*Town – Remote (33):* Territory inside an Urban Cluster that is more than 35 miles from an Urbanized Area.

*Rural – Fringe (41):* Census-defined rural territory that is less than or equal to 5 miles from an Urbanized Area, as well as rural territory that is less than or equal to 2.5 miles from an Urban Cluster.

*Rural – Distant (42):* Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an Urbanized Area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an Urban Cluster.

*Rural – Remote (43):* Census-defined rural territory that is more than 25 miles from an Urbanized Area and also more than 10 miles from an Urban Cluster.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**APRIL 21, 2022**

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**SUBJECT**

School District Trustee Zones Boundaries

**REFERENCE**

April 21, 2011	Board approved requirements for school district trustee zone equalization proposals.
August 11, 2011	Board approved 41 and rejected 13 school district rezoning proposals
October 20, 2011	Board approved remaining trustee rezoning proposals.
April 18, 2013	Board approved two school district rezoning proposals.
April 5, 2021	Board approved school district and community college trustee zone redistricting proposal parameters.
January 13, 2022	Board approved school district Board of trustee rezoning requests triggered by the 2020 decennial census.

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 33-313, Idaho Code

**BACKGROUND/DISCUSSION**

Pursuant to Section 33-313, Idaho Code, each school district must evaluate and submit a proposal to the State Board of Education (Board) to redefine trustee zones equalizing the population within each zone in the school district following the report of the decennial census. Each school district is required to present to the Board a proposal for equalizing zones within 120 days following the release of the decennial census report. Once submitted to the Board, the Board has 60 days to act on the proposals. Section 33-313, Idaho Code is not specific to what constitutes equalization.

At the April 5, 2021 Special Board meeting the Board adopted the following criteria for rezoning proposals:

- For the purpose of determining “equalized” populations between trustee zones, no one trustee zone shall differ in population by more than 10 percent (10%) from any other trustee zone within the school district or community college district.
- School districts shall use the most current State Board of Education approved legal descriptions for their school district boundary.
- Trustee zone boundaries shall follow census block boundaries or the exterior boundary of the school district, whichever is applicable. Trustee zone boundaries will group census blocks within common identifiable lines and trustee zone legal descriptions:
  - Will follow common identifiable lines, i.e., section lines, subdivision boundaries, road centerlines, waterways, railroad lines, etc.
  - Will split census blocks only when the proposal can demonstrate to the State Board of Education that any proposed deviation from census block

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
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boundaries will accurately account for all individuals within that census block.

- There may be circumstances in which the census block lines and the proposed trustee zone boundary lines do not match. In such cases the inconsistencies will need to be identified and a proposed solution for the population count for the census block or blocks affected must be included as part of the submitted proposal.
- Proposals shall include:
  - A copy of the legal description of each trustee zone prepared by a licensed attorney, licensed professional land surveyor, or licensed professional engineer professionally trained and experienced in legal descriptions of real property
  - A map of the district showing each trustee zone
  - The population of each trustee zone
  - A summary of each trustee zone population and the percentage difference between the largest trustee zone population and each of the other trustee zones
  - A list of sources used for data to create the proposal
  - Determination of the number of trustee zones and the date of expiration of the term of office for each trustee.
- Maps submitted with the proposal must include:
  - The proposed trustee zone boundaries
  - The existing trustee zone boundaries
  - Clearly delineate which is the existing and which is the proposed trustee zone boundary
  - Include the census block boundaries and populations within each block

At the January 13, 2022 Special Board meeting the Board did not approve trustee zone boundaries for West Jefferson School District and North Gem School District. Complete material was not provided in time to make it on the February Board meeting agenda. The two proposals are now complete and are being brought before the Board for consideration. Additionally, since the January approvals, an error has been identified in the Sugar-Salem School District re-zoning proposal. The change will move one census block from zone 5 to zone 3. In total, the Board will be considering three school district proposals for trustee zone boundaries.

**IMPACT**

Approval of the recommended school district rezoning proposals will bring the trustee zones into compliance with Section 33-313, Idaho Code and complete the approval or consideration of the remaining school district boundaries.

**ATTACHMENTS**

- Attachment 1 – North Gem School District
- Attachment 2 – Sugar Salem School District
- Attachment 3 – West Jefferson School District

**BOARD STAFF COMMENTS AND RECOMMENDATIONS**

Pursuant to Section 33-313, Idaho Code, any proposal to define the boundaries of the trustee zones in a school district must include the determination of the number of trustee zones and the date of expiration of the term of office for each trustee. Any proposal must also include a legal description of each trustee zone, a map of the district showing how each trustee zone would then appear, and the approximate population each trustee zone would have should the proposal become effective. Consistent with the requirements in Section 33-308, Idaho Code, the Board has required all submitted legal descriptions “be prepared by a licensed attorney, licensed professional land surveyor, or licensed professional engineer professionally trained and experienced in legal descriptions of real property.”

The Board has sixty (60) days after it has received a proposal to approve or disapprove the proposal. Should the Board disapprove a proposal, a board of trustees has forty-five (45) days to submit a revised proposal to the Board for consideration. Following approval of any amended trustee zones, the approved legal description of each trustee zone and map of the district showing how each trustee zone will appear must be filed by the school district board of trustees with the applicable county clerk. The Idaho 2020 Census Data was released on August 12, 2021, so the 120 day deadline was December 10, 2021. The Board received the proposals from the State Department of Education on January 5, 2022. The Board has 60 days after receiving the proposals to act.

The State Board of Education may reject a proposal for any of the following reasons:

- The creation of bizarrely-shaped zones or potential gerrymandering;
- Creating zones that differ more than 10 percent from any other trustee zone in the school district;
- Trustee zones that do not completely account for all areas within the district boundary;
- An inadequate legal description that does not meet professional standards;
- Proposals that are incomplete and don’t include adequate legal descriptions, map and population summaries;
- Proposals that fail to use approved district boundary legal descriptions; or
- Proposals that fail to utilize the 2020 Census Data as their source for population data.

West Jefferson School District has a number of instances where census blocks with zero population are being divided to create the trustee zone boundaries. West Jefferson School District is requesting an exemption allowing them to divide census blocks. The areas in question have no population residing in the census blocks and it is unlikely there would be any residences in the area prior to the next decennial census. The justification for dividing the census blocks is included with the legal description for each impacted trustee zone.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
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Staff recommends approval.

**BOARD ACTION**

I move to approve North Gem School District and Sugar-Salem School District trustee boundary rezoning proposals legal descriptions as submitted in Attachments 1 and 2, and West Jefferson School District trustee boundary rezoning proposal with exceptions, as provided in Attachment 3.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_ No \_\_\_\_\_

**Idaho School District Trustee Zone Equalization 2021**

**Submittal Review**

**School District:** North Gem School District #149

**Prepared by:** David Rudeen

**Submittal Review:**

Yes – No

- Legal Description for each trustee zone
- Scalable Map showing each trustee zone
- Population summary for each trustee zone - meet 10% variance
- Shape files/xml files
- Acceptable zone shapes
- Legal descriptions meet professional standards
- No significant census block splits without acceptable explanation
- Utilize 2021 Census data
- State Board of Education District Boundary
- Other (See comments below)

**Status Recommendation:**

- APPROVAL
- NON-APPROVAL
- EXCEPTION REQUEST

**Percentage variance from highest zone population summary:**

Highest Zone Population		<b>158</b>
Zone	Population	%Difference
1	157	0.63%
2	158	0.00%
3	155	1.90%
4	150	5.06%
5	150	5.06%
770		

**Comments:**

**NORTH GEM SCHOOL DISTRICT NO. 149  
CARIBOU COUNTY, IDAHO**

**TRUSTEE ZONE 1:  
Effective 1/10/2022**

**ZONE 1: BANCROFT SOUTH**

Beginning at the intersecting centerlines of Second South Street and Second East Avenue of the City of Bancroft, and running  
 Thence South along the centerline of Second East Avenue to the intersection of Fourth South Street;  
 Thence Northwesterly along the centerline of Fourth South Street to the intersection with First East Street, the same being centerline of the Lund Highway;  
 Thence Southwesterly and South along said centerline to the intersection with Payne Road;  
 Thence West along the centerline of said road to the intersection of Tolman Road;  
 Thence North along the centerline of said road to the intersection of Squaw Creek Road;  
 Thence East along the centerline of said road to the intersection on the West One-Sixteenth Boundary line of Section 22, Township 8 South, Range 39 East, Boise Meridian;  
 Thence North along said boundary line to the intersection of Bancroft Cemetery Road;  
 Thence East along the centerline of said road approximately 2000 feet to an intersection with a lateral road that connects Southeasterly into Fourth West Street;  
 Thence Southeasterly along the centerline of said later road to the intersection on the centerline of Fourth West Street;  
 Thence Southwesterly along said centerline to the intersection of Second South Street;  
 Thence Southeasterly along said centerline to the point of beginning.



**NORTH GEM SCHOOL DISTRICT NO. 149  
CARIBOU COUNTY, IDAHO**

**TRUSTEE ZONE 2:  
Effective 1/10/2022**

**ZONE 2: BANCROFT NORTH**

Beginning at the intersecting centerlines of Second South Street and Second East Avenue of the City of Bancroft, and running  
 Thence Northwesterly along the centerline of Second South Street to the intersection of Fourth West Street;  
 Thence Northeasterly along the centerline of said street just passing the intersection of First South Street and Fourth West Avenue to the intersection of a lateral road coursing Northwesterly;  
 Thence Northwesterly along the centerline of said later road to the intersection of Bancroft Cemetery Road;  
 Thence West along the centerline of said road to the intersection on the West One-Sixteenth Boundary line of Section 22, Township 8 South, Range 39 East, Boise Meridian;  
 Thence North along said boundary line to the intersection on the North right of way boundary line of the Union Pacific Railroad;  
 Thence Northwesterly along said boundary line to the intersection with the centerline of the Coffin Road;  
 Thence North along the centerline of said road to the intersection of Ten Mile Pass Road;  
 Thence East along the centerline of said road to the intersection of Chesterfield Road;  
 Thence North along said Chesterfield Road to the intersection of a jog in the Ten Mile Pass Road;  
 Thence along said Ten Mile Pass Road to the intersection of Rigby Road;  
 Thence Southeasterly and South along said road to the intersection of Talmage Road;  
 Thence West and South along the centerline of said road to the intersection on the centerline of Old Highway 34;  
 Thence Northwesterly along the centerline of said road to the intersection of Second East Street;  
 Thence South along the centerline of said street to the point of beginning;



North Gem School Dist.149, January 10, 2022  
 Gem Valley Survey Project No. 222020

**NORTH GEM SCHOOL DISTRICT NO. 149  
CARIBOU COUNTY, IDAHO**

**TRUSTEE ZONE 3:  
Effective 1/10/2022**

**ZONE 3: CHESTERFIELD-TOPONCE**

Beginning at the intersection of the Cemetery Road and the West One-Sixteenth Boundary line of Section 22, Township 8 South, Range 39 East, Boise Meridian;  
Thence South along said boundary line to the intersection on the centerline of Squaw Creek road;  
Thence West and Southwesterly along said centerline approximately two and one-half miles;  
Thence Northwesterly approximately one mile to the intersection of North Canyon Road;  
Thence Southwesterly along the centerline of said road approximately one-half mile;  
Thence Northwesterly approximately one-half mile;  
Thence West approximately one-half mile to the intersection on the West Boundary line of Caribou County, Idaho;  
Thence North, West, South, Northwest and North along said boundary line to a point on the northwest corner thereof;  
Thence East along the north boundary line of said county to the intersection of the former Fort Hall Reservation Boundary line;  
Thence South along said boundary line to the intersection of a jog in the North Boundary line of said county;  
Thence East along said boundary line to the Northeast corner of Township 5 South, Range 38 East, Boise Meridian;  
Thence South along the East boundary line of said township to the corner common to Townships 5 & 6 South and Ranges 38 and 39 East, Boise Meridian;  
Thence East along the North boundary line of Township 6 South, Range 39 East, Boise Meridian to the Northeast corner thereof;  
Thence South along the East Boundary line of said Township and Range to a point approximately one-half mile north of Southeast corner thereof, the same being the intersection on a two-track road;  
Thence West and South along said road to the intersection on the South Boundary Line of Township 6 South, Range 39 East, Boise Meridian;  
Thence West along said boundary line, the same transitioning into the Holbrook Road and to the intersection of the Chesterfield Road;  
Thence North along the centerline of said road to the intersection of Boundary Road;  
Thence West and North along the centerline of said road to the intersection of the Toponce Road;

North Gem School Dist.149, January 10, 2022  
Gem Valley Survey Project No. 222020



**NORTH GEM SCHOOL DISTRICT NO. 149  
CARIBOU COUNTY, IDAHO**

**TRUSTEE ZONE 3:  
Effective 1/10/2022**

**ZONE 3: CHESTERFIELD-TOPONCE (continued)**

Thence West along the centerline of said road to the intersection of Nipper Road;  
Thence South along the centerline of said road to the intersection of Rocky Ford Road;  
Thence East along said road to the intersection of North Ten Mile Road;  
Thence South along the centerline of said road to the centerline of the Old Highway 34;  
Thence Southeasterly along the centerline of said highway to the centerline on the Ten Mile Pass Road;  
Thence East along the centerline of said road to the intersection of the Coffin Road;  
Thence South along the centerline of said road to the North right of way boundary line of the Union Pacific Railroad;  
Thence Southeasterly along said boundary line to the intersection on the West One-Sixteenth Boundary line of Section 15, Township 8 South, Range 39 East, Boise Meridian;  
Thence South along said boundary line and the extension thereof to the point of beginning.



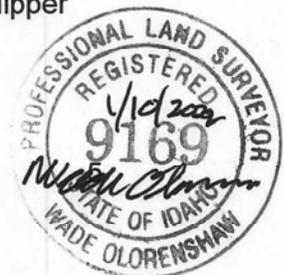
NORTH GEM SCHOOL DISTRICT NO. 149  
CARIBOU COUNTY, IDAHO

TRUSTEE ZONE 4:  
Effective 1/10/2022

ZONE 4: HATCH-IVINS

Beginning at the intersection of Nipper and Toponce Roads;  
Thence East along the centerline of Toponce Road to the intersection of Boundary road;  
Thence South and East along the centerline of said road to the intersection of Chesterfield Road;  
Thence South along the centerline of said road to the intersection of Holbrook Road;  
Thence East along the centerline of said road approximately one and a half miles to the intersection of a two-track road;  
Thence North and East along said two-track road to the intersection of the East Boundary line of Township 6 South, Range 39 East, Boise Meridian;  
Thence South along said boundary line to the intersection of the North Boundary Line of Township 7 South, Range 40 East, Boise Meridian;  
Thence East along said boundary line to the Northeast corner of Section 5, Township 7 South, Range 40 East, Boise Meridian;  
Thence South along the East boundary line of said section and extending to the intersection on the South Boundary Line of said Township and Range;  
Thence East along said boundary line to the Southeast corner thereof, the same being the Northeast corner of Township 8 South, Range 40 East, Boise Meridian;  
Thence South along the East Boundary Line of said Township & Range and the extension thereof to the intersection on the North right of way boundary line of the Union Pacific Railroad;  
Thence Northwesterly along said boundary line to the intersection of the East Boundary Line of Section 11, Township 9 South, Range 40 East, Boise Meridian;  
Thence North along said boundary line to the Northeast corner thereof;  
Thence West along the North Boundary Line of said section to the intersection on the centerline of Old Highway 34;  
Thence Northwesterly along said centerline to the intersection of Talmage Road;  
Thence North and East along the centerline of said road to the intersection of the Rigby Road;  
Thence North and Northwesterly along the centerline of said road to the intersection of the Ten Mile Pass Road;  
Thence West along the centerline of said road to the intersection of Old Hatch Road;  
Thence South along the centerline of said road to the intersection of the jog of the Ten Mile Pass Road;  
Thence West along the centerline of said road to the centerline of Old Highway 34;  
Thence Northwesterly along the centerline of said road to the centerline on the North Ten Mile Road;  
Thence North along the centerline of said road to the intersection of the Rocky Ford Road;  
Thence West along the centerline of said road to the intersection of the Nipper Road;  
Thence North along the centerline of said road to the point of beginning.

North Gem School Dist. 149, January 10, 2022  
Gem Valley Survey Project No. 222020



NORTH GEM SCHOOL DISTRICT NO. 149  
CARIBOU COUNTY, IDAHO

TRUSTEE ZONE 5:  
Effective 1/10/2022

ZONE 5: LUND

Beginning at the intersection of Second East Street of Bancroft, Idaho, and the Old Highway 34;  
Thence Southeasterly along the centerline of said highway to the intersection on the North Boundary line of Section 11, Township 9 South, Range 40 East, Boise Meridian;  
Thence West along the North Boundary line of said section to the Northwest corner thereof;  
Thence South along the West Boundary line of said section to the Southwest corner thereof;  
Thence West along the south boundary lines of Sections 9 and 10 to the Southwest corner of Section 9;  
Thence North along the West Boundary line of said section to the mid point thereof;  
Thence West through sections 7 and 8 to the mid point on the West Boundary line of Section 7;  
Thence South along said boundary line and the extension thereof to the Southeast corner of Section 24, Township 9 South, Range 39 East, Boise Meridian;  
Thence West along the South Boundary Line of said section and the extension thereof to the mid point of Section 23;  
Thence South following the Meridional centerline of said section and the extension thereof to the mid point on the South Boundary line of Section 35, the same being the South Boundary line of Township 9 South, Range 39 East, Boise Meridian;  
Thence West along said boundary line to the intersection of the West Boundary Line of Caribou County, Idaho;  
Thence Northwesterly along said boundary line to a point approximately one-half mile past the North Canyon Road;  
Thence East approximately one-half mile to the intersection on the North Canyon Road;  
Thence Northeasterly along the centerline of said road approximately one-half mile;  
Thence Southeasterly approximately one mile to the intersection of the Squaw Creek Road;  
Thence Northeasterly and East along the centerline of said road to the intersection of Tolman Road;  
Thence South along the centerline of said road to the intersection of Payne Road;  
Thence East along the centerline of said road to the intersection of the Lund Highway;  
Thence North along the centerline of said highway to the intersection of First East Street and Fourth South Avenue;  
Thence Southeasterly along the centerline of said avenue to the intersection of Second East Street;  
Thence Northeasterly along the centerline of said street to the point of beginning.

North Gem School Dist. 149, REVISED January 20, 2022  
Gem Valley Survey Project No. 222020

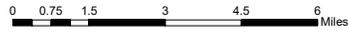


Caribou County Population

Results of the 2020 Decennial Census  
utilizing the 2010 Trustee Zones



1 inch = 0.79 miles



Boundaries MUST be adjusted to use tabular block boundaries

By J. Farnsworth  
GIS Coordinator  
08/06/2022  
08/06/2022  
For North Glenn School District

2010 Trustee Zones with 2020 populations

- Trustee Zone 1: 126
- Trustee Zone 2: 100
- Trustee Zone 3: 174
- Trustee Zone 4: 179
- Trustee Zone 5: 192

Proposed boundaries with 2020 populations and % difference

- Trustee Zone 1: 157 0.06%
- Trustee Zone 2: 158 0.00%
- Trustee Zone 3: 155 1.90%
- Trustee Zone 4: 150 5.06%
- Trustee Zone 5: 150 5.06%

Legend

Trustee Zone

- 1
- 2
- 3
- 4
- 5

twntshp\_shp

2020 U.S. Census Tabular blocks (populations in yellow blocks)

CCounty\_Roads

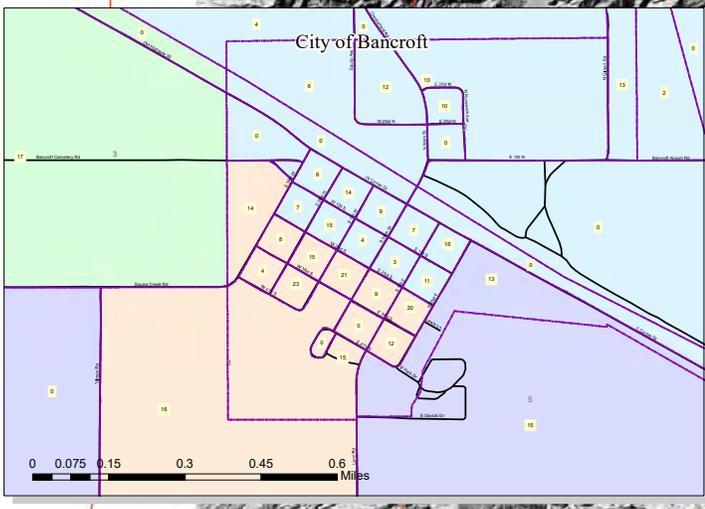
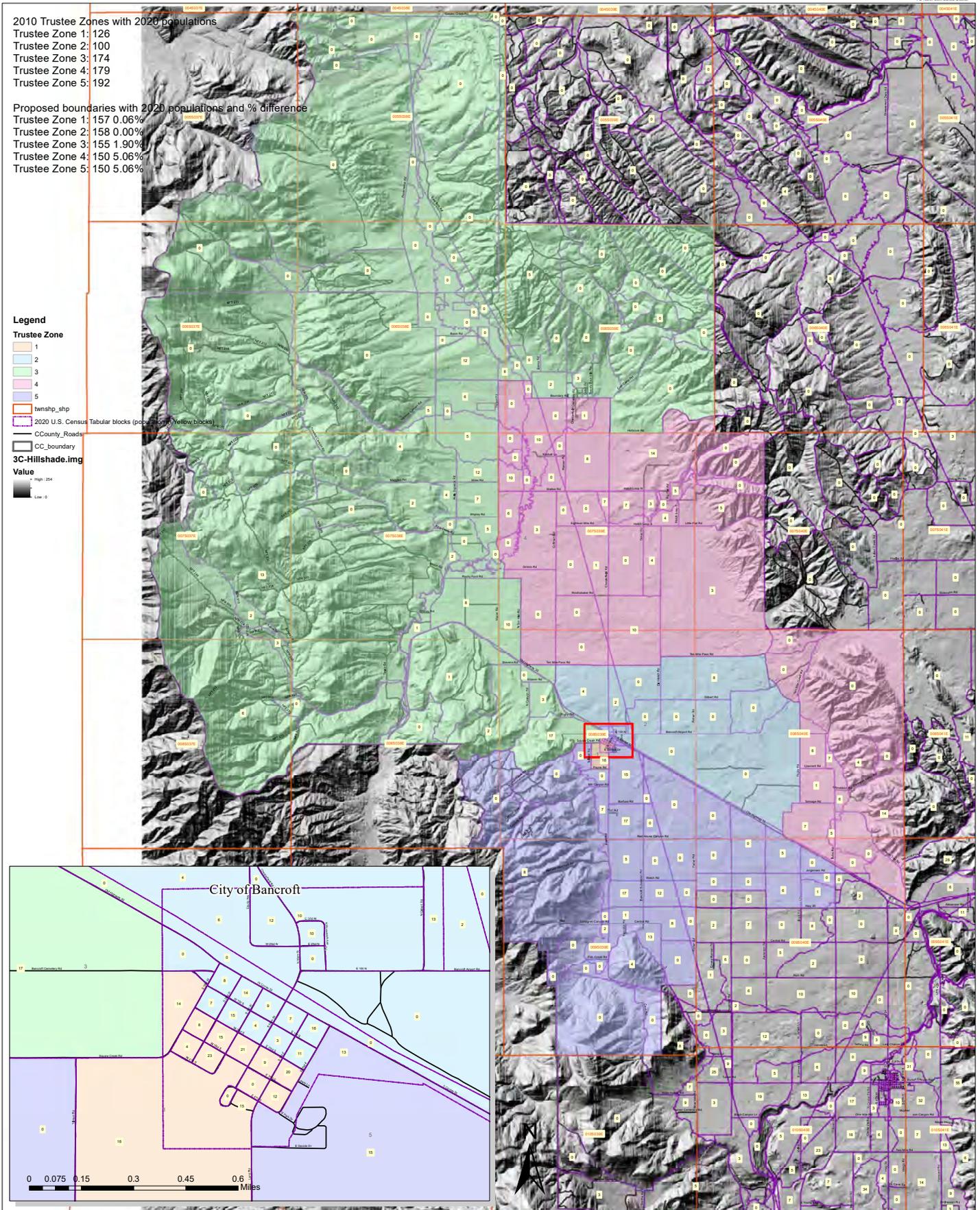
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Value

High: 254

Low: 0



March 30, 2022

**SUGAR-SALEM SCHOOL DISTRICT #322  
TRUSTEE ZONE NO. 1**

**BEGINNING** at the intersection of 1900 East (Salem Road) and the Sugar-Salem School District North Boundary, thence Southerly on said 1900 East (Salem Road) to East 200 North, thence Westerly on said East 200 North to Tetonview Drive, thence Southerly, thence Westerly, and thence Northerly on said Tetonview Drive to said East 200 North, thence Westerly on said East 200 North to 1800 East, thence Southerly on said 1800 East to East 100 North (County Line Road), thence Westerly on said 100 North (County Line Road) to North 2000 West (Whitson Road), thence Southerly on said 2000 West (Whitson Road) to the Teton River, thence Southeasterly on said Teton River to North Salem Road (Salem-Parker Highway), thence Southerly on said North Salem Road (Salem-Parker Highway) to West 3500 North (Salem Church Road), thence Westerly on said West 3500 North (Salem Church Road) to the Sugar-Salem School District Boundary, thence Following said School District Boundary Southwesterly, thence Northerly, thence Easterly and the **POINT OF BEGINNING.**

**SUGAR-SALEM SCHOOL DISTRICT #322  
TRUSTEE ZONE NO. 2**

**BEGINNING** at the intersection of North 1900 East (Salem Road) and East 200 North, thence  
 Westerly on said East ,200 North to Tetonview Drive, thence  
 Southerly, thence Westerly, and thence Northerly on said Tetonview Drive to said East 200 North, thence  
 Westerly on said 200 North to 1800 East, thence  
 Southerly on said 1800 East to East 100 North (County Line Road), thence  
 Westerly on said 100 North (County Line Road) to North 2000 West, thence  
 Southerly on said 2000 West to the Teton River, thence  
 Southwesterly on said Teton River to North Salem Road (Salem-Parker Highway), thence  
 Southerly on said North Salem Road (Salem-Parker Highway) to West 3500 North (Salem Church Road), thence  
 Westerly on said West 3500 North (Salem Church Road) to the Sugar-Salem School District Boundary, thence Southerly on said Boundary to State Highway 20 (Yellowstone Hwy), thence continuing along said Boundary  
 Southerly approximately 300' feet from said State Highway 20 to West Moody Road, thence  
 Easterly on said West Moody Road to North Salem Road, thence leaving said Boundary  
 Northerly on said Salem Road to East 3250 North, thence  
 Easterly on said 3250 North to North 375 East, thence  
 Northerly on said 375 East to East 3375 North, thence  
 Easterly on said East 3375 North to North 500 East, thence  
 Northerly on said North 500 East to East 3500 North (Salem Church Road), thence  
 Easterly on said 3500 North (Salem Church Road) to North 1000 East (North 7<sup>th</sup> West), thence  
 Northerly on said North 1000 East (North 7<sup>th</sup> West) turning into North 2000 East to East 200 North, thence  
 Westerly on said East 200 North to 1900 East and the **POINT OF BEGINNING.**

**SUGAR-SALEM SCHOOL DISTRICT #322  
TRUSTEE ZONE NO. 3**

**BEGINNING** at the East ¼ Corner of Section 28, Township 7 North, Range 40 East, Boise Meridian, being on the Easterly Boundary of the School District and on North 2100 East, thence leaving said School district boundary South on said North 2100 East (Digger Drive) to the Teton River, thence Easterly along the Teton River to North 3000 East (PincockRd), thence Southerly on said North 3000 East to State Hwy 33, thence Westerly on said State Hwy 33 to North 2000 East (Digger Dr.), thence Southerly on said North 2000 East to Center Street, thence Westerly on said Center Street to South Pine Avenue, thence Southerly on said South Pine Avenue to East 1<sup>st</sup> South, thence Westerly on said 1<sup>st</sup> South Street to South Front Street, thence Southwesterly on said South Front Street to 3000 North, thence Northwesterly on said 3000 North to 7<sup>th</sup> West, thence Southerly on said 7<sup>th</sup> West to the railroad tracks, thence Southwesterly approximately 0.14 miles along said railroad tracks to a point on the Sugar City Limits line, thence along said City Limits Line and parcel lines the following 3 courses: Northwesterly approximately 50 feet, thence Northerly approximately 0.15 miles., thence Westerly along said City Limits line and its Easterly extension approximately 0.24 miles to the centerline of State Highway 20, thence Southeasterly on said State Highway 20 to North Salem Road, thence Northerly on said Salem Road to East 3250 North, thence Easterly on said 3250 North to North 375 East, thence Northerly on said 375 East to East 3375 North, thence Easterly on said 3375 North to North 500 East, thence Northerly on said 500 East to East 3500 North (Salem Church Road), thence Easterly on said 3500 North (Salem Church Road) to North 1000 East, thence Northerly on said 1000 East turning into North 2000 East approximately 2.5 miles to East 200 North, thence Westerly on said East 200 North to North 1900 East (Salem Road), thence Northerly on said 1900 East (Salem Road) the of State South Bank of the Henry’s Fork River and the Sugar-Salem School District Northerly Boundary, thence Following said School District Boundary Easterly and thence Southerly to said East ¼ Corner of Section 28 and the **POINT OF BEGINNING.** .

**SUGAR-SALEM SCHOOL DISTRICT #322  
TRUSTEE ZONE NO. 4**

**BEGINNING** at the intersection of East Moody Road and South Teton Avenue said point being on the Sugar Salem School District Southerly Boundary, thence leaving said Southerly Boundary  
 Northerly on said Teton Avenue to the South boundary of the Ponderosa Estates Division No. 1, thence  
 Easterly along said South boundary and the South boundary of Ponderosa Estates Division No. 2 and its Easterly extension to Digger Drive (South 7<sup>th</sup> East), thence  
 Northerly on said Digger Drive (South 7<sup>th</sup> East) to West 3<sup>rd</sup> Street South, thence  
 Westerly on said West 3<sup>rd</sup> Street South to South Maple Avenue, thence  
 Northerly on said Maple Avenue to 1<sup>st</sup> South, thence  
 Westerly on said 1<sup>st</sup> South Street to South Front Street (State Highway 33), thence Southwesterly on said South Front Street (State Highway 33) to West 3<sup>rd</sup> Street (East 3000 North), thence  
 Westerly on said West 3<sup>rd</sup> Street (3000 North) to South 7<sup>th</sup> West, thence  
 Southerly on said 7<sup>th</sup> West to the railroad tracks, thence  
 Southwesterly approximately 0.14 miles along said railroad tracks to a point on the Sugar City Limits line, thence along said City Limits Line and parcel lines the following 3 courses:  
 Northwesterly approximately 50 feet, thence  
 Northerly approximately 0.15 miles, thence  
 Westerly along said City Limits line and its Easterly extension approximately 0.24 miles to the centerline of State Highway 20, thence  
 Southwesterly on said State Highway 20 to North 2nd East (North Salem Road), thence  
 South on said North 2<sup>nd</sup> East (North Salem Road) to West 2000 North (East Moody Road being on said Southerly Boundary of the Sugar-Salem School District, thence  
 East on said East Moody Road and said Southerly Boundary to the **POINT OF BEGINNING**

**SUGAR-SALEM SCHOOL DISTRICT #322  
TRUSTEE ZONE NO. 5**

**BEGINNING** at the East ¼ Corner of Section 28, Township 7 North, Range 40 East, Boise Meridian, being on the Easterly Boundary of the School District and on North 2100 East, thence leaving said School district boundary South on said North 2100 East (Digger Drive) to the Teton River, thence Easterly along the Teton River to North 3000 East (PincockRd), thence Southerly on said North 3000 East to State Hwy 33, thence Westerly on said State Hwy 33 to North 2000 East (Digger Dr.), thence Southerly on said North 2000 East to Center Street, thence Westerly on said Center Street to South Pine Avenue, thence Southerly on said South Pine Avenue to East 1<sup>st</sup> South, thence Westerly on said 1<sup>st</sup> South Street to South Maple Avenue, thence Southerly on said Maple Avenue to 3<sup>rd</sup> South, thence Easterly on said 3<sup>rd</sup> South to Digger Drive (South 7<sup>th</sup> East), thence Southerly approximately 825 feet on said Digger Drive (South 7<sup>th</sup> East) to the Easterly extension of the South Boundary of Ponderosa Estates Division 2, thence Westerly along said extension and the said Southerly boundary of Ponderosa Estates Division 2 and the Southerly Boundary of Ponderosa Estates Division 1 to South Teton Avenue, thence Southerly along said South Teton Avenue to East Moody Road and the Southerly Boundary of the Sugar-Salem District Boundary, thence Following said Southerly Boundary, the Easterly Boundary and Northerly Boundary of said School District to the **POINT OF BEGINNING**.



**Idaho School District Trustee Zone Equalization 2021**

**Submittal Review**

School District: **West Jefferson School District #253**  
 Prepared by: David Rudeen

**Status Recommendation:**

- APPROVAL
- NON-APPROVAL
- EXCEPTION REQUEST

**Submittal Review:**

Yes – No

- Legal Description for each trustee zone
- Scalable Map showing each trustee zone
- Population summary for each trustee zone - meet 10% variance
- Shape files/xml files
- Acceptable zone shapes
- Legal descriptions meet professional standards
- No significant census block splits without acceptable explanation
- Utilize 2021 Census data
- State Board of Education District Boundary
- Other (See comments below)

**Percentage variance from highest zone population summary:**

465		
Zone	Population	%Difference
1	465	0.00%
2	464	0.22%
3	445	4.30%
4	448	3.66%
5	450	3.23%
2272		

**Comments:**

West Jefferson has several instances of cutting through census blocks with zero population. These cuts do not impact the required 10% variance since they deal with zero population. The district has demonstrated in their legal description that each of these areas is uninhabited.

West Jefferson is requesting an exemption for cutting a census block with a population of 9. The area being cut is uninhabitable land associated with the Mud Lake Wildlife Management Area. The below graphic indicates the portion of the census block being segmented between zones 3 and 4. The upper right hand area is shown in an aerial image to clearly be part of the Wildlife Area. The district has also described this in their legal descriptions. The population count of 9 is included in the Zone 3 total.

West Jefferson School District #253  
 Trustee Zone Legal Description - 2020 Census  
 January 2022

**Total District Population: 2272**

**Target Population per Zone: 465**

**Zone #1 - Population 465**

**Board Member - Andrea Rigby (End of Term 2023)**

Beginning at the Northwest Corner of the Northwest quarter of the Northwest quarter (NW ¼ NW ¼) of section 3, T8N R32E of the Boise Meridian, which is the intersection of 0 East and 3000 North, in Jefferson County Idaho, and the northwest most boundary of the school district. Proceeding east along the 2nd Standard Parallel North to the intersection of 1300 East extended. South on 1300 East extended to the intersection of 2700 North. West on 2700 North to its intersection with 800 East. South on 800 East to its intersection with 1800 North. West on 1800 North to its intersection with State Highway 28. Northwest along State Highway 28 to the westernmost boundary of the district. North along the westernmost boundary of the district to the intersection of 0 East and 3000 North, the northwestern-most boundary of the district and the point of beginning.

No Census Block Deviations in Zone 1

**Zone #2 - Population 464**

**Board Member - Willy Schmitt (End of Term 2023)**

Beginning at the westernmost boundary of the district and its intersection with State Highway 28. Southeasterly along State Highway 28 to its intersection with 1800 North. East on 1800 North to its intersection with 800 East. North on 800 East to its intersection on 1900 North. East on 1900 North to its intersection of 1025 East. South on 1025 East to its intersection of 1800 North. East on 1800 North to the intersection of 1100 East. South on 1100 East to its intersection with 1300 North. West on 1300 North to its intersection with 1000 East. South on 1000 East to its intersection with 1200 North extended. West on 1200 North extended to 0 East, which is the westernmost boundary of the district. North on the westernmost boundary of the district to the intersection of State Highway 28 and the point of the beginning.

Census Block Deviations Impacting Zone 2 - Request for Exemption

Blocks 3062, 3077, 3078, 3079, & 3080 (Zero Population) - The common identifiable line that divides these census blocks is 1200 North extended to its intersection of 0 East, the westernmost boundary of the district - **No Inhabitants** - located in farm ground and the Idaho National Laboratory area.

See Documentation for these blocks in Zone 4 description.

West Jefferson School District #253  
 Trustee Zone Legal Description - 2020 Census  
 January 2022

**Zone #3 - Population 445**

**Board Member - Tyson Burtenshaw (End of Term 2023)**

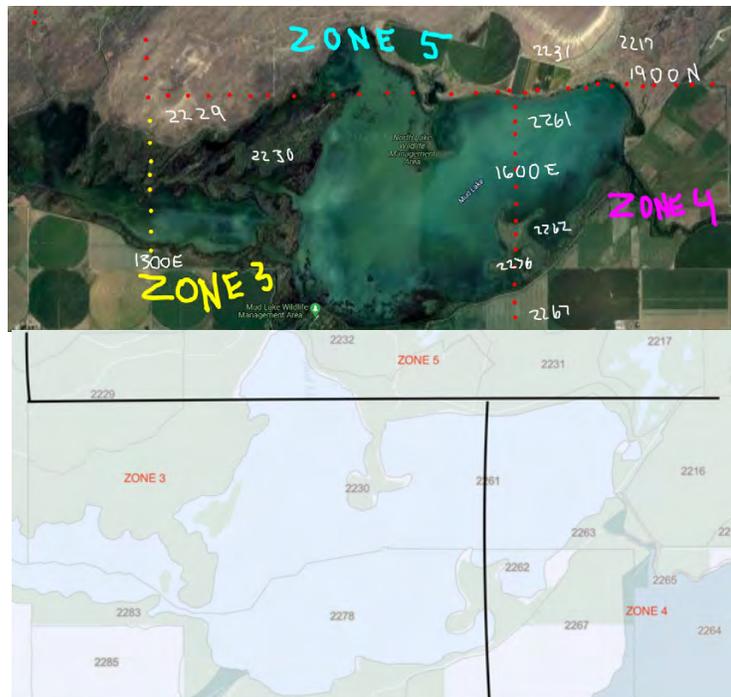
Beginning at the intersection of 800 East and 2700 North. East on 2700 North to its intersection of 1300 East extended. South on 1300 East extended to its intersection of 1900 North extended. East on 1900 North Extended to its intersection with 1600 East Extended. South on 1600 East Extended to its intersection with 1600 North. West on 1600 North to its intersection with 1500 East. South on 1500 East to its intersection of 1300 North. East on 1300 North to its intersection with Twitchell Road. North on Twitchell Road following its turn east to its intersection of 1600 East. South on 1600 East to its intersection of 1200 North. West on 1200 North to its intersection of 1000 East. North on 1000 East to its intersection with 1300 North. East on 1300 North to its intersection with 1100 East. North on 1100 East to its intersection of 1800 North. West on 1800 North to its intersection of 1025 East. North on 1025 East to its intersection 1900 North. West on 1900 North to its intersection of 800 East. North on 800 East to its intersection of 2700 North and the point of the beginning.

Census Block Deviations  
Impacting Zone 3 - Request for  
Exemption

Blocks 2229, 2230, & 2261 - The common identifiable line that divides these census blocks is 1900 North extended - **No Inhabitants** - Located in the Mud Lake wildlife management area.

Blocks 2261, 2262 & 2267 - The common identifiable lines that divide these census blocks is 1600 East extended. **No Inhabitants** - Located in the Mud Lake wildlife management area.

Block 2276 - **9 Inhabitants** - see documentation in Zone 4 description.



West Jefferson School District #253  
 Trustee Zone Legal Description - 2020 Census  
 January 2022

**Zone #4 - Population 448**

**Board Member - Tanis Cherry (End of Term 2025)**

Beginning at the intersection of 1900 North extended and 1600 East extended. East on 1900 North extended to its intersection of Holly Canal, southeast on Holly Canal to its intersection of Camas Creek. North-Easterly on Camas Creek to its intersection of 1900 North. East on 1900 North to its intersection of 2250 East. South on 2250 East to the curve moving in a westerly direction around Dalling Ranch, and then in a south-easterly direction following the census line that separates census block 2290 to the West and census block 2202 to the East to its intersection with State Highway 33. Easterly on State Highway 33 to its intersection of I-15. Southerly on I-15 to a point of 1300 North extended. West on 1300 North extended to 2425 East extended. South on 2425 East extended to 1200 North extended. West on 1200 North extended to 2400 East. South on 2400 East to 900 North, a southern boundary of the district. West on 900 North to its intersection of 1200 East extended. South on 1200 East extended to 0 North, which is the southernmost boundary of the district. West on the southernmost boundary of the district to the intersection of 0 North and 0 East, which is the southwestern boundary of the district. North on the westernmost boundary of the district to its intersection with 1200 North extended. East on 1200 North extended to its intersection of 1600 East. North on 1600 East to its intersection of Twitchell Road. West on Twitchell Road, following a southern curve to its intersection of 1300 North. West on 1300 North to its intersection with 1500 East. North on 1500 East to its intersection of 1600 North. East on 1600 North to its intersection with 1600 East. North on 1600 East extended to its intersection of 1900 North extended and the point of the beginning.

Census Block Deviations Impacting Zone 4 - Request for Exemption

Blocks 2217 & 2231- The common identifiable line that divides these census blocks is 1900 North extended - **No Inhabitants** - Located in the Mud Lake wildlife management area.

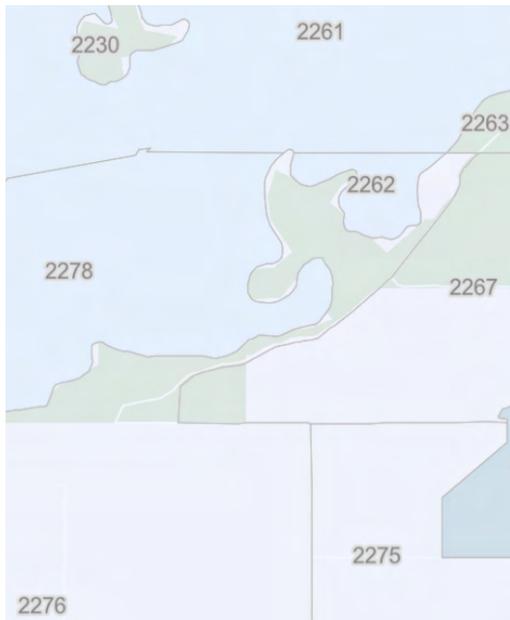
Blocks 2261, 2262 & 2267 - The common identifiable lines that divide these census blocks is 1600 East extended. **No Inhabitants** - Located in the Mud Lake wildlife management area.



West Jefferson School District #253  
Trustee Zone Legal Description - 2020 Census  
January 2022

Block 2276 - **9 inhabitants**. The common identifiable line that divides this census block is 1600 East extended. The 9 inhabitants will be in zone 3 as the split occurs in an area that is in the Mud Lake wildlife area.

Documentation for 2276:



Blocks 3062, 3077, 3078, 3079, & 3080 (Zero Population) - The common identifiable line that divides these census blocks is 1200 North extended to its intersection of 0 East, the westernmost boundary of the district - **No Inhabitants** - located in farm ground and the Idaho National Laboratory area.



West Jefferson School District #253  
Trustee Zone Legal Description - 2020 Census  
January 2022

**Zone #5 - Population 450**

**Board Member - Nedra Perkins (End of Term 2025)**

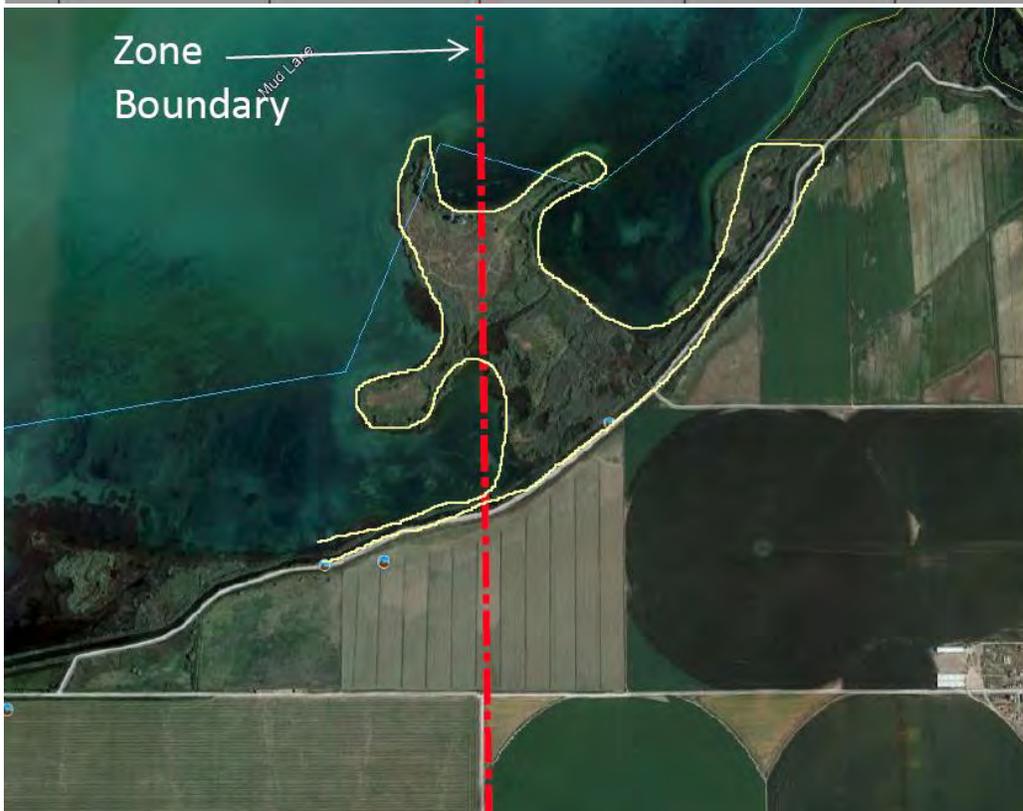
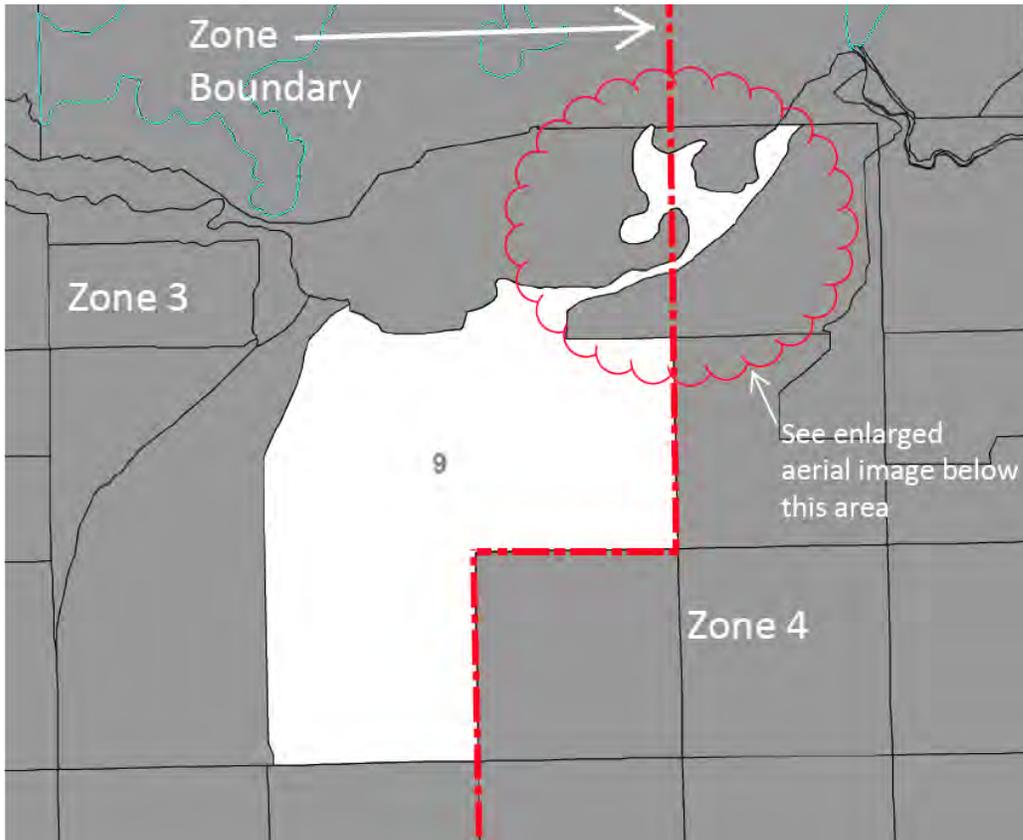
Beginning along the northernmost boundary of the district along the 2nd Standard Parallel North at the Northwest corner of the Northwest Quarter of the Northwest Quarter (NW ¼ NW ¼) of section 2 T8N R34E of the Boise Meridian, and the intersection of 1300 East extended in Jefferson County, Idaho. East along the 2nd Standard Parallel North, the northernmost district boundary to 2700 East. South to the intersection of 2700 East and 2400 North. East on 2400 North to 3600 East, the easternmost boundary of the district. South on 3600 East to its intersection of State Highway 33, a southern boundary of the district. Westerly along the district boundary of State Highway 33 to 2250 East extended. North on 2250 East extended following the line of census block 2290 to the West and census block 2202 to the East to the westerly curve at Dalling Ranch. From the westerly curve on 2250 East to its intersection with 1900 North. West on 1900 North to its intersection with Camas Creek. Following Camas Creek in a Southwesterly direction to its intersection of Holly Canal. Following Holly Canal to its intersection of 1900 North. West on 1900 North and 1900 North extended to its intersection with 1300 East extended. North on 1300 East extended to its intersection of 3000 North, the 2nd Standard Parallel North, and the Northernmost boundary of the district and the point of the beginning.

Proposed Census Block Deviations Impacting Zone 5 - Request for Exemption

Blocks 2217, 2229, 2230, 2231, & 2261 - The common identifiable line that divides these census blocks is 1900 North extended through to its intersection with 1300 East extended. **No Inhabitants** - Located in the Mud Lake wildlife management area.



Idaho School District Trustee Zone Equalization 2021  
Submittal Review





West Jefferson School District #253  
Trustee Zone Legal Description - 2020 Census  
January 2022

Population Information:

Highest Population Zone		465
Zone	Population	% Difference
1	465	0.00%
2	464	0.22%
3	445	4.30%
4	448	3.66%
5	450	3.23%

Trustee Information:

Year	Zone 1	Zone 2	Zone 3	Zone 4	Zone 5
2022	Andrea Rigby	Willy Schmitt	Tyson Burtenshaw	Tanis Cherry	Nedra Perkins
2023	Election Year	Election Year	Election Year	Tanis Cherry	Nedra Perkins
2024				Tanis Cherry	Nedra Perkins
2025				Election Year	Election Year
2026					
2027	Election Year	Election Year	Election Year		
2028					
2029				Election Year	Election Year
2030					
2031	Election Year	Election Year	Election Year		
2032					
2033				Election Year	Election Year

Reviewed by: Eric Smith, Civic Engineer, TGI/Mapping - Jefferson County

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**APRIL 21, 2022**

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**SUBJECT**

Temporary Rule – Docket 08-0201-2201, Rules Governing Administration – Average Daily Attendance Calculation Methodology

**REFERENCE**

August 2019	Board considered and rejected a proposed rule, Docket 08-0102-1901, setting reporting requirements for enrollment FTE and directed staff to bring back a temporary rule at the conclusion of planned visits in each of the regions to gather feedback.
October 2019	Board approved temporary rule establishing the enrollment FTE in a substantially similar format as presented at the Regular August Board meeting.
August 2020	Board approved temporary and proposed rule setting reporting criteria for average daily attendance and full-time equivalent enrollment reporting and waived the GED application fee.
November 23, 2020	Board approved amended temporary and pending rule Docket 08-0201-2001, establishing FTE enrollment reporting methodology and allowing average daily attendance to be calculated based on the FTE enrollment numbers.
December 7, 2020	Board approved temporary rule allowing ADA to be calculating using student FTE enrollment for FY2021.
December 15, 2021	Board approved temporary rule allowing ADA to be calculated using student FTE enrollment for FY 2022.

**APPLICABLE STATUTE, RULE, OR POLICY**

Sections 33-1001, 33-1002, 33-1003, 33-1003A, 33-1027, 33-1028, and 33-1619, Idaho Code  
Idaho Administrative Code, IDAPA 08.02.01, Rules Governing Administration

**BACKGROUND/DISCUSSION**

Section 33-1002, Idaho Code, authorizes the Board to set through Administrative Code the methodology for calculating average daily attendance as it applies to public school funding. For the 2020-2021 academic year, in response to the COVID-19 pandemic and the disruption to in-person learning, the Board approved a temporary rule allowing the FTE student enrollment methodology established in IDAPA 08.02.01 to be used for reporting attendance for calculating Average Daily Attendance (ADA). Prior to the pandemic, schools statewide normally experience an annual attendance rate of 95%, which means that 95% of public school students are in attendance on any given day. For the current school year, while schools are open and instructing students, they are reporting average attendance rates in 80% range.

School districts and charter schools have indicated increased instances of students being out sick at much higher rates than normal or remaining home due to quarantining based on exposure or symptoms. As a result of the lower daily

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
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attendance rates and the negative impact this will have on public school funding, several school district administrators and charter schools asked the Board to consider approving another temporary rule allowing FTE student enrollment to be used for calculating ADA for the 2021-2022 school year.

Temporary rules expire at the end of each legislative session unless additional action is taken prior to the start of the legislative session to request the legislature extend the temporary rule for an additional year. If extended by the legislature, the rule would stay in place until the end of the following session. There was no request to extend the current temporary rule last session because legislation was proposed which would have statutorily moved to using FTE enrollment to calculate support units.

No legislation was enacted during the 2022 Legislative Session to move Idaho's public school funding formula away from attendance to one that based the funding on FTE enrollment. As a result, another temporary rule must be promulgated to carry school districts and charter schools through the remainder of this fiscal year and FY 2023 using FTE enrollment to calculate ADA. Based on conversations with the Division of Financial Management and the Governor's Office, staff is proposing the Board consider a temporary rule that would move the calculation of ADA to FTE enrollment for the remainder of FY 2022 and FY 2023.

**IMPACT**

The temporary rule will confer a benefit by providing stability to public school funding during the remainder of FY 22 and into FY 23. Due to the ongoing effects of the pandemic, school districts and public schools are experiencing very high levels of daily absenteeism. This has a significant negative impact on public schools' budgets. While these students are still receiving instruction, schools are reporting high rates of students being out sick or quarantining than what was seen prior to the pandemic. The proposed amendment would stabilize the funding by allowing average daily attendance to be calculated based on the number of enrolled students rather than those in school on each day

**ATTACHMENTS**

- Attachment 1 – Temporary Rule Docket 08-0201-21023– Student FTE Enrollment and Average Daily Attendance
- Attachment 2 – Letters of Support (Education Stakeholder Organizations)

**BOARD STAFF COMMENTS AND RECOMMENDATIONS**

While school districts and charter schools are still required to report attendance, the daily attendance numbers reported to date indicate a significant reduction in mid-term support units for FY 2022. The public school funding formula calculates funding based on mid-term support units and support units calculated based on the "best of 28 weeks" Average Daily Attendance (ADA). Salary based apportionment is based on mid-term support units and makes up the bulk of the public school funding. Discretionary funding is distributed based on the "best of 28 weeks" support unit calculations.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
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Preliminary data from the December Idaho System for Educational Excellence (ISEE) upload indicate a variance in average daily attendance calculated based on daily attendance numbers from approximately 281,267 students in ADA based on attendance (generating approximately 15,249 support units) to approximately 305,413 ADA (generating approximately 16,383 support units) when using the average reported FTE student enrollment. The FY 2022 public schools budget used an estimated 16,146 mid-term support units for calculating that portion of the appropriation that is based on mid-term support units. These data are used by the State Department of Education (SDE) to calculate the state distribution factor based on average daily attendance and mid-term support units for each local education agency, and to determine the public school budget payments that goes out to schools in February and May. Based on an estimated statewide average midterm support unit value of \$111,965 the loss of 840 support units would result in a loss of approximately \$94M.

By using average FTE enrollment, based on current school district and charter school reporting, it is estimated the fiscal impact would be approximately \$22.4M over the amount estimated in setting the FY 2022 original public school appropriation. This amount was added to the FY 2022 public school appropriation in House Bills 792 (2022) and 797 (2022). Based on the current FY2022 appropriation language prohibiting any withdrawals from the Public Education Stabilization Fund, any overages to this amount would automatically be offset by a reduction in the discretionary support unit value.

Similarly, it is estimated the fiscal impact would be approximately \$23.5M over the amount estimated in setting the FY 2023 original public school appropriation using the FTE enrollment methodology. This amount was added to the FY 2023 public school appropriation in House Bill 807 (2022). As this change in methodology is intended to provide stability, it is the Board's intention that any overage to this amount will be mitigated through the appropriation process as an adjustment to discretionary support unit value during the next legislative session.

Staff recommends approval.

**BOARD ACTION**

I move to approve the temporary rule Docket 08-0201-2201, allowing average student FTE enrollment to be used for calculating average daily attendance, as submitted in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
APRIL 21, 2022**

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**ATTACHMENT 1**

**IDAPA 08 – STATE BOARD OF EDUCATION**

**08.02.01 - RULES GOVERNING ADMINISTRATION**

**DOCKET NO. 08-0201-2101**

**NOTICE OF RULEMAKING - ADOPTION OF TEMPORARY RULE**

**EFFECTIVE DATE:** The effective date of the temporary rule is March 29, 2022.

**AUTHORITY:** In compliance with Sections 67-5226, Idaho Code, notice is hereby given this agency has adopted a temporary rule. The action is authorized pursuant Article IX, Section 2, Idaho Constitution and under Sections 33-105, 33-107, 33-116, 33-1001, 33-1002, and 33-1027, Idaho Code.

**DESCRIPTIVE SUMMARY:** The following is the required finding and concise statement of its supporting reasons for adopting a temporary rule:

The temporary rule would allow for Average Daily Attendance, as it pertains to the calculation of support units for public school funding, to be calculated based on average FTE student enrollment rather than the current methodology that uses daily attendance. This change is for the remainder of state fiscal year 2022 and is extended for state fiscal year 2023 as well, at which point this temporary rule is intended to expire.

**TEMPORARY RULE JUSTIFICATION:** Pursuant to Section(s) 67-5226(1)(c), Idaho Code, the Governor has found that temporary adoption of the rule is appropriate for the following reasons:

As a result of the pandemic, schools have seen a shift in attendance patterns of students. For example, parents are much more likely to keep a student home who is not feeling well than in the past. This has resulted in an overall decrease of our statewide attendance rates. Prior to the pandemic, the state funded approximately 95% of the students attending Idaho public schools due to the fact that few students attend school 100% of the time. In FY 21, the statewide daily attendance rates were down to 91.77% and in FY 22 the estimated statewide daily attendance rate is down to 90.3% with some local education agencies reporting periods where the attendance rate was as low as 80%. The end result of this trend is that schools are educating the same number of students or more, but because those students may be allowed by their parents to stay home more often, attendance-based ADA would result in decreases in the amount of funding being distributed to Idaho schools. It is estimated that student headcount will continue to increase in FY 23 while student daily attendance rates continue to decrease and then start to stabilize at a much lower rate than schools have historically experienced. The overall impact without a temporary rule in place would result in many school districts and charter schools receiving less funding than the funding levels appropriated in FY 22 and FY 23.

**FEE SUMMARY:** Pursuant to Section 67-5226(2), the Governor has found that the fee or charge being imposed or increased is justified and necessary to avoid immediate danger and the fee is described herein: N/A

**FISCAL IMPACT:** The following is a specific description, if applicable, of any negative fiscal impact on the state general fund greater than ten thousand dollars (\$10,000) during the fiscal year resulting from this rulemaking:

This amendment to the temporary would allow for Average Daily Attendance (ADA), as it pertains to the calculation of support units for public school funding, to be calculated based on average FTE student enrollment rather than the current methodology that uses daily attendance. This change will cover the remainder of state fiscal year 2022 and is extended for state fiscal year 2023 as well, at which point this temporary rule is intended to expire. The Board intends for this to stabilize the budgets of schools and provide certainty heading into the next school year given the ongoing effects of the pandemic.

By using average FTE enrollment, based on current school district and charter school reporting, it is estimated the fiscal impact would be approximately \$22.4M over the amount estimated in setting the FY 2022 public school

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**APRIL 21, 2022**

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**ATTACHMENT 1**

appropriation. This amount was added to the FY 2022 public school appropriation in House Bills 792 and 797. Based on the current FY2022 appropriation language prohibiting any withdrawals from the Public Education Stabilization Fund, any overages to this amount would automatically be offset by a reduction in the discretionary support unit value.

Similarly, it is estimated the fiscal impact would be approximately \$23.5M over the amount estimated in setting the FY 2023 public school appropriation using the current methodology. This amount was added to the FY 2023 public school appropriation in House Bill 807. As this change in methodology is intended to provide stability, it is the Board's intention that any overage to this amount will be mitigated through the appropriation process as an adjustment to discretionary support unit value next legislative session.

**ASSISTANCE ON TECHNICAL QUESTIONS:** For assistance on technical questions concerning the temporary rule, contact Tracie Bent at [tracie.bent@osbe.idaho.gov](mailto:tracie.bent@osbe.idaho.gov) or (208)332-1582.

DATED this 21<sup>st</sup> day of April 2022.

Tracie Bent  
Chief Planning and Policy Officer  
State Board of Education  
650 W State St  
PO Box 83720  
Boise, ID and 83720-0037  
(208)332-1582, (208)334-2632

**08.02.01 – RULES GOVERNING ADMINISTRATION**

**(BREAK IN CONTINUITY OF SECTIONS)**

**250. PUPIL ACCOUNTING AND REQUIRED INSTRUCTIONAL TIME.**

**01. Day in Session When Counting Pupils in Attendance. (7-1-21)T**

a. A school day for grades one through twelve (1-12) may be counted as a “day in session” when the school is in session and students are under the guidance and direction of teachers in the teaching process for not less than four (4) hours or its equivalent of instruction per day. Lunch periods, breaks, passing time and recess will not be included in the four (4) hours. For kindergarten, each session will be at least two and one-half (2 1/2) hours per day. ( )

b. Half-day Session. A half-day in session occurs when the students in grades one through twelve (1-12) are under the guidance and direction of teachers in the teaching process for a minimum of two and one-half (2 1/2) hours or its equivalent of instruction or the teachers are involved in staff development activities for not less than two and one-half (2 1/2) hours. Students attending less than a half-day in session may have their hours aggregated by week for reporting purposes. ( )

**02. Day of Attendance - Kindergarten.** A day of attendance for a kindergarten pupil is one in which a pupil is under the direction and guidance of a teacher while school is in session or under homebound instruction. A homebound student is one who is unable to attend school for at least ten (10) consecutive days due to illness, accident or an unusual disabling condition. Attendance will be reported in half-day increments. Particularly, enrollment figures are not to be used for the beginning nor closing weeks of school. ( )

**03. Day of Attendance (ADA) - Grades One Through Twelve (1-12).** A day of attendance is one in which a pupil is under the guidance and direction of a teacher or other authorized school district personnel while school is in session and under the instruction of a teacher employed by the district in which the pupil resides or employed through the Idaho digital learning academy, with the exception as stated in “day in session” above. Attendance will be reported in full or half-days.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**APRIL 21, 2022**

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**ATTACHMENT 1**

04. Average Daily Attendance. Average daily attendance will be reported by averaging the full-time equivalent enrollment by week for students receiving instruction. To be considered as a student receiving instruction the student must have regular contact with the applicable instructional or pupil service staff member and be completing assignments as applicable to the grade range and course the student is enrolled in. For funding purposes full-time equivalent enrollment in an alternative summer school program shall be based on the student attending 225 hours or more or the proportional share of hours up to one (1) average day of attendance.

**05. Full-Time Equivalent (FTE) Enrollment Reporting.**

a. Full-time equivalent (FTE) enrollment will be based on the courses in which students are reported to be enrolled. To appropriately account for the differences in courses and schedules, FTE will be calculated using the minutes per week metric of the reported courses which is an indicator of the amount of content delivered in the course. ( )

b. For each student, the minutes per week of all reported courses will be summed to provide a total course minutes per week, and this number will be used to determine the FTE enrollment of the individual student. The student will generate an FTE enrollment equal to the proportion of the total minutes per week of the reported courses for the student divided by 1200 with a maximum FTE of: ( )

- i. Kindergarten: 0.5 FTE ( )
- ii. Grades one (1) to twelve (12): 1.0 FTE ( )

c. Students enrolled in more than one (1) LEA will have their FTE enrollment fractionalized between the LEAs in which they are enrolled by dividing the course minutes per week that the student is enrolled at each LEA by the total course minutes per week for the student reported by all LEAs. ( )

d. Courses in LEAs with block scheduling that result in students receiving instruction for a period greater than one (1) week will use an average of the course minutes per week over a two-week period as the minutes per week for the course. ( )

e. Students enrolled in an alternative summer school or alternative night school program of two hundred twenty-five (225) or more hours of instruction may be counted as an additional zero point two five (0.25) FTE. Alternative summer school enrollment will be included in the October 1 reporting period. ( )

f. Students enrolled in an alternative summer school or alternative night school program of less than two hundred twenty-five (225) hours FTE will be determined based on the proportional share of two hundred twenty-five (225) hours the program consists of. ( )

g. Students enrolled in more than one (1) LEA in grade seven (7) through grade twelve (12) shall count enrollment at all LEAs for determining eligibility of overload courses identified in Sections 33-4601 and 33-4602, Idaho Code. ( )

**(BREAK IN CONTINUITY OF SECTIONS)**



April 12, 2022

Idaho State Board of Education  
 650 West State Street, 3rd Floor  
 Boise, Idaho 83702

Dear ISBA Members,

For years, education stakeholders in Idaho have discussed the benefits of shifting Idaho’s education funding formula from average daily attendance to enrollment. Like many things in our lives, however, it took the pandemic to help crystalize just how important this shift is for our public schools and students.

Your adoption of a temporary rule to count students based on enrollment in response to the uncertainty and turbulent classroom attendance that accompanied the rise of COVID-19 infection rate provided badly-needed stability and predictability for school budgets. As you know, that rule expires this year and legislation codifying this change in perpetuity was vetoed, leaving school districts uncertain about the stability of their budgets once again.

To remedy that challenge, we ask you to issue another temporary board rule that provides funding to school districts based on enrollment. Ideally, this new temporary run would extend for the remainder of FY22 and through FY23 as public schools, parents and students continue to deal with the impacts of the pandemic. Additionally, the calculation of school funding using average daily attendance makes it difficult to provide a high level of service — beyond the difficulties of the pandemic — to their students and families, regardless of their level of attendance.

Of course, a new temporary rule is our immediate priority in order to help school districts facing budgeting uncertainties as the existing rule expires. In the long term, however, we are keenly interested in a permanent and data-based policy solution that replaces attendance-based funding for our public schools.

We are immensely grateful for the SBOE’s leadership on this long-standing issue and are ready to assist the implementation of a new temporary rule on enrollment in any way that is helpful. Thank you for all that you do for our state, public schools and students.

Respectfully,

Matt Compton  
 Associate Executive Director  
 Idaho Education Association



620 N 6<sup>TH</sup> STREET  
 BOISE IDAHO 83702



PH 208.344.1341  
 PH 800.727.9922  
 FAX 208.336.6967



WWW.IDAHOEA.ORG

Wednesday, April 13<sup>th</sup>, 2022

Idaho State Board of Education  
650 W State Street, Suite 307  
Boise, ID 83720

Dear President Liebich,

On behalf of our organizations, we would like to thank you and the State Board of Education for your leadership during the unprecedented challenges that have arisen as Idaho's public schools have dealt with the pandemic. We are proud that Idaho's schools lead the country in quickly returning to in-person learning. With that, school districts and charter schools have experienced a drastic change in student attendance - largely due to the choice of parents who have opted to keep their students at home for a variety of reasons. As such, school districts and charter schools have worked in partnership with parents to create expansive innovative opportunities for students to be involved in onsite job training, virtual classes, attending dual credit courses, and a variety of other opportunities for students that does not fit the traditional attendance model. The calculation of school funding using "Average Daily Attendance" has been challenging for schools that have continued to provide a high level of service to their students and families, regardless of their level of attendance. We were immensely grateful to the State Board for using their authority in creating a solution by issuing a temporary rule to count students based on enrollment; This has provided stability and predictability for school budgets, especially at a time when Covid-19 infection rates were high.

When the 2022 legislative session adjourned *sine die* on March 31, the temporary solution to codify the enrollment rule through HB723 was vetoed and the temporary enrollment rule abruptly ended for FY 22, once again putting public schools in a difficult spot. Now, all 115 school districts and 75+ charter schools face the hurdle of determining how to sustain the remainder of their FY22 budgets and begin to accurately predict their FY23 school budgets. As we look toward the next school year, we would ask that you consider providing the necessary predictability and stability to your public schools by issuing another temporary board rule that extends for the remainder of FY22 and through FY23 as public schools continue to deal with the pandemic, including its after-effects and how our parents and students have adapted.

In Governor Little's transmittal letter for the veto of HB723, he urged the State Board to make data driven decisions on this topic. The current data shows that districts and charters across the state are wavering between 90-92% of average daily attendance, which differs from a more stable 95-97% average daily attendance pre-pandemic. This data continues to show us that despite a decrease in Covid-19 infection rates, parents are more apt to keep their student's home if they have any sign of illness, or for any other reasons those parents may choose. Public schools are continuing to adapt and

offer multiple ways of learning including in-person, hybrid, and virtual — all of which are easily encompassed by enrollment levels, but not necessarily by average daily attendance counts. Other recent policy changes – such as self-directed learners and extended learning opportunities — have also highlighted how parents and students are choosing to learn outside of traditional classrooms. We believe that a change to enrollment-based funding answers the question on how to count these students while still providing the predictability and stability necessary to maintain school operations.

School leaders across the state came together and made the change to enrollment a top priority this legislative session. While we were disappointed by the veto, we’re committed to working again with policy makers to ensure that our schools’ funding formula reflects the learning environment that public schools, parents, and students experience today. Our members have reported that without the necessary predictability in enrollment, they are likely to see hiring freezes, delayed negotiations, and budget cuts. In a year where Idaho had its largest budget surplus, it is devastating to think that local school districts and charter schools may face difficult budgeting decisions.

Again, we want to thank you for leadership in dealing with these challenges. Until we can all come together collectively to adapt to the changes in today’s learning environment, we stand in support of providing another interim fix by issuing a temporary rule on enrollment.

Respectfully,

Andy Grover, IASA Executive Director

Misty Swanson, ISBA Executive Director



**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**APRIL 21, 2022**

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**SUBJECT**

Another Choice Virtual Charter School, Inc.'s appeal of nonrenewal of charter

**REFERENCE**

October 14-15, 2010      Board considered the charter revocation appeal submitted by Nampa Classical Academy.

**APPLICABLE STATUTE, RULE, OR POLICY**

Sections 33-5209C, 33-5207(5)(b), 33-5213, and 33-102A, Idaho Code  
Governing Policies and Procedures Policy I.E. Executive Officers  
Idaho Administrative Code, 08.02.04.403, Appeal Relating to the Denial of a Request to Revise a Charter or Performance Certificate or a Charter Non-Renewal or Revocation Decision

**BACKGROUND/DISCUSSION**

On November 15, 2021, the director of the Public School Charter Commission ("Commission"), the chartering entity for Another Choice Virtual Charter School's ("ACVS"), issued a recommendation for nonrenewal of the ACVS charter. The recommendation was based on the finding that the school failed to meet several operational standards and failed to comply with public charter school statutes. ACVS appealed the director's decision to the Commission. The Commission held a hearing on February 11, 2022 to decide whether to renew ACVS's charter. The Commission issued Findings of Fact, Conclusions of Law, and a Final Order ("Order") on March 10, 2022. Among other things, the Order states that the Commission voted to not renew ACVS's charter and to require ACVS to cease operations as of June 30, 2022.

Section 33-5209C(8), Idaho Code provides a school with the right to appeal a chartering entity's decision to non-renew a charter to the State Board of Education (Board). On April 4, 2022, the Office of the State Board of Education received ACVS's appeal of the Commission decision to non-renew its charter.

ACVS has requested that the Board hold a hearing based upon "the record, documents, pleadings and exhibits submitted at the underlying hearing to the PCSC," and "additional, new information not previously presented to the PCSC."

Section 33-5209C(8), Idaho Code, provides that:

A decision to revoke or non-renew a charter or to deny a revision of a charter may be appealed directly to the state board of education. With respect to such appeal, the state board of education shall substantially follow the procedure as provided in section 33-5207(5)(b), Idaho Code.

The procedure in Section 33-5207(5)(b), Idaho Code, provides:

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**APRIL 21, 2022**

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The state board of education shall hold a public hearing within a reasonable time after receiving notice of such appeal but no later than sixty (60) calendar days after receiving such notice, and after the public hearing, shall take any of the following actions: (i) approve or deny the petition for the public charter school, provided that the state board of education shall only approve the petition if it determines that the authorized chartering entity failed to appropriately consider the charter petition, or if it acted in an arbitrary manner in denying the petition; or (ii) in the case of a denial by the board of a local school district, redirect the matter to the public charter school commission for further review. Such public hearing shall be conducted pursuant to procedures as set by the state board of education.

IDAPA 08.02.04.403 sets forth additional requirements specific to an appeal of the non-renewal of a charter to the Board. IDAPA 08.02.04.403.04 allows for the Board to appoint a charter appeal committee or a public hearing officer for the purpose of conducting the hearing. If no appointment is made, the Board conducts the hearing.

The Board may, in its reasonable discretion, determine to appoint a charter appeal committee, composed solely of Board members, or a combination of Board members and Board staff, or alternatively, to appoint a public hearing officer, for the purpose of conducting the public hearing. If the Board determines not to make such an appointment, then the Board shall conduct the public hearing.

IDAPA 08.02.04.403.07 provides that if the public hearing is conducted by a charter appeal committee or an appointed hearing officer, then:

such committee or public hearing officer shall forward to the Board all materials relating to the hearing as soon as reasonably practicable after the date of the public hearing. If so requested by the Board, the entity conducting the public hearing may prepare recommended findings for the Board to consider. The recommended findings shall include specific findings on all major facts at issue; a reasoned statement in support of the recommendation; all other findings and recommendations of the charter appeal committee or public hearing officer; and a recommended decision affirming, or reversing the action or decision of the authorized chartering entity.

**IMPACT**

Approval of a hearing officer will start the Charter School nonrenewal appeal process.

**ATTACHMENT**

Attachment 1 – Charter Appeal Documents

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**APRIL 21, 2022**

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**BOARD STAFF COMMENTS AND RECOMMENDATIONS**

Section 33-102A, Idaho Code and Board Policy I.E. provide that the Board's executive director shall have "such duties and powers" as prescribed by the Board. Staff recommend that the Board direct its executive director to appoint a public hearing officer to hear ACVS's appeal at a public hearing to be held as soon as possible, but no later than 60 days after April 4, 2022. The hearing officer should be directed to issue a recommended finding on whether evidence not presented to the Commission should be considered by the Board, as well as other recommended findings for the Board to consider and a recommended decision affirming or reversing the decision of the Public Charter School Commission (PCSC) to non-renew the ACVS charter. Staff additionally recommend that the Board delegate to its executive director the decision whether to allow oral arguments by ACVS and the Commission at the meeting scheduled for the Board to consider the hearing officer's recommended findings and decision.

If a hearing officer is appointed, IDAPA 08.02.04.403.08 requires that the Board, at its "next regularly scheduled meeting" after the hearing presided over by the hearing officer and within 60 days of that hearing, issue a final written decision on the appeal and either grant or reverse the decision of the Commission. IDAPA 08.02.04.403.08 states that the Board may:

- a. Grant the appeal and reverse the decision of the authorized chartering entity if the Board determines that the authorized chartering entity:
  - failed to appropriately consider the non-renewal, or
  - acted in an arbitrary manner in determining to non-renew the charter.

OR

- b. Deny the appeal filed by the appellants.

**BOARD ACTION**

I move to direct the Board's executive director to appoint a public hearing officer to hear Another Choice Virtual Charter School's appeal at a public hearing to be held as soon as possible, but no later than 60 days after April 4, 2022, and that the executive director require the hearing officer to prepare recommended findings for the Board to consider on whether evidence not presented to the Commission should be considered by the Board, as well as other recommended findings detailed in IDAPA 08.02.04.403.07, and that the hearing officer recommend whether the Board should affirm or reverse the decision of the Commission to non-renew the Another Choice Virtual Charter School charter as detailed by IDAPA 08.02.04.403.08.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

AND

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**APRIL 21, 2022**

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I move to delegate to the Board's executive director the decision whether to allow oral arguments by Another Choice Virtual Charter School and the Commission at the meeting scheduled for the Board to consider the hearing officer's recommended findings and decision.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

Bret A. Walther, ISB No. 4721  
ANDERSON, JULIAN & HULL LLP  
C. W. Moore Plaza  
250 South Fifth Street, Suite 700  
Post Office Box 7426  
Boise, Idaho 83707-7426  
Telephone: (208) 344-5800  
Facsimile: (208) 344-5510  
E-Mail: *bwalther@ajhlaw.com*

Attorneys for Appellant

**BEFORE THE IDAHO STATE BOARD OF EDUCATION**

<p>In the Matter of the Charter Renewal for:</p> <p>ANOTHER CHOICE VIRTUAL CHARTER SCHOOL, INC.</p>	<p>PCSC Case No.: 21-52502</p> <p><b>NOTICE OF APPEAL</b></p>
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COMES NOW, Appellant Another Choice Virtual Charter School, Inc. (ACVS), by and through its attorneys of record, Anderson Julian & Hull, LLP, and pursuant to Idaho Code section 33-5209C(8), hereby submits its Notice of Appeal, of the Idaho Public Charter School Commission’s (PCSC) Findings of Fact, Conclusions of Law, and Final Order, dated March 10, 2022, ordering that the charter held by ACVS not be renewed.

In its decision, the Commission provided the following Conclusions of Law:

21. During deliberations, the Commission emphasized that it does not make its decision lightly and recognized the impact nonrenewal would have on the teachers and students of ACVS. However, the Commission was deeply concerned about the lack of leadership development, the lack of evidence of leadership’s understanding of compliance issues or responding timely to them, the breakdown in reporting functions, the inability to hold leadership accountable, and the inadequate capacity to govern. The Commission found it significant that these issues are identified by the National Charter School Resource Center as indicators that ACVS is in distress. *See Ex. HH.* Finally, the Commission did not see that ACVS Board or leadership had been proactive in fixing these issues.

22. In addition, the Commission noted that the evidence presented at the hearing showed that ACVS did not meet the terms of the Performance Certificate entered in 2017.

*(Final Order, p. 10.)*

Based on its findings and discussion during deliberations, it is clear that the Commission was most troubled by the lack of leadership exhibited by both Administration and the Board of Directors; and coupled with the fact that the statutorily required respect for charter school autonomy precluded the Commission from fashioning a satisfactory condition to allow the school to continue (*i.e.*, it could not order removal of leadership), that absent this legal limitation, ACVS believes the Commission would have approved renewal of its Charter with conditions.

New evidence (discussing actions taken since the February 11, 2022 hearing) will be offered at the appeal hearing demonstrating that the leadership changes the Commission contemplated ordering have actually occurred, and that by implementing these changes in leadership, the most significant, substantial concerns cited by the Commission, *have already been completely addressed* by ACVS.

Based on this new evidence, AVCS will demonstrate that it is in the best interest of Idaho's constitutionally required system of free, public education, its students that require alternative choices to achieve their educational goals, and the parents of those students, that renewing ACVS's charter with conditions and remanding to the supervision of the Commission is therefore appropriate.

Following is a summary of the grounds for appeal and the evidence to be provided in response to the reasons for non-renewal recommended by the Director:

1. **Reason 1:** The Director found that ACVS did not meet standard on “Operational Measure 3a: Governance Requirements” of the Commission’s Performance Framework. This involved evidence of violations of law by the governing board where an ACVS board director may have received a personal pecuniary benefit from a contract entered into by and between ACVS’s governing board and a company the board member co-owned, in violation of Idaho Code section 33- 5204A(2); and (2) ACVS’s governing board did not follow the statutory procedure for competitive bidding required to be followed when an ACVS board member had an interest in a company the board was seeking to contract with, in violation of Idaho Code section 33-5204(6)(a), and informed of the violations, failed to take immediate corrective action. As a result, ACVS received a “does not meet standard” rating on this measure. *Evidence to be provided at the appeal hearing will demonstrate actual accomplishment of the planned improvement discussed at the Commission hearing to resolve this one-time error has already occurred. Specifically, through the testimony of newly hired lead administrator, Superintendent Jeff Turner, its new Board Chair Jonathan Wheatley, JD, its new Board Vice-Chair Claudia Frent (parent), and its new Board Director Todd Joyner (an attorney with extensive, prior board experience), and additional documentary evidence in support, the evidence submitted will conclusively demonstrate that this Reason for non-renewal has been resolved, and will not reoccur in the future.*
2. **Reason 2:** ACVS did not meet standard on “Operational Measure 3d: Public Transparency” of the Commission’s Performance Framework. This violation involved evidence ACVS did not publish required documentation on its website; and when informed of the issues by PCSC, failed to take prompt corrective action. As a result, ACVS received a “does not meet standard” rating on this measure. *Evidence to be provided at the appeal hearing on this issue will demonstrate that ACVS has corrected the previous concerns about its website,*

*and that evaluation of the website including additional improvements are ongoing. The testimony of Dr. Turner, Chair Wheatley, JD, Board Vice-Chair Frent, and Director Joyner, and additional documentary evidence in support, will be submitted to conclusively demonstrate that this Reason for non-renewal has been resolved, and will not reoccur in the future.*

3. **Reason 3:** ACVS did not meet standard on “Operational Measure 3c: Reporting Requirements” of the Commission’s Performance Framework. This violation arose from evidence that ACVS had failed to properly report its teacher certification. As a result of this the inaccurate information, ACVS’s financial distributions were adjusted. Accordingly, ACVS received a “does not meet standard” rating on this measure. *Evidence to be provided at the appeal hearing on this issue will demonstrate that ACVS has corrected the previous concern about this prior, one-time error in reporting, and that future, accurate and timely reports will always be provided as required by law through establishment of a schedule of reports due that has been prepared and provided to the Board for oversight of Administration. The testimony of Superintendent Turner, and newly hired Data Analyst Crystal Galeai which describe these processes, and additional documentary evidence will be submitted to conclusively demonstrate that this Reason for non-renewal has been resolved, and will not reoccur in the future.*
4. **Reason 4:** ACVS did not meet standard on “Operational Measure 3b: Board Oversight” of the Commission’s Performance Framework, which required ACVS’s governing board to practice consistent and effective oversight over the school and its administrator. This violation was based on evidence Ms. Sandidge may have violated multiple ethics-related statutes, including Idaho Code sections 33-5204A(1), 33-5204A(2), and 74-404(3), in regard to contracts she entered into on behalf of the school with companies she co-owned, and found

this was because the ACVS governing board had failed to exercise consistent and effective oversight over the school and its administrator. PCSC also cited Dr. Sandidge's failure to promptly complete a required ethics course, which had not been completed as of the date of the Commission's hearing in February. Accordingly, ACVS received a "does not meet standard" rating on this measure. *Evidence to be provided at the appeal hearing on this issue will demonstrate that ACVS has corrected the previous concern about this prior, one-time incident involving its previous administrator, Dr. Sandidge, and that the Board has received, and continues to receive board training to ensure all Directors possess a thorough understanding of its leadership and oversight roles, especially bidding contracts to provide goods and services to the school, to ensure similar errors do not occur in the future. The testimony of Superintendent Turner, Chair Wheatley, JD, Board Vice-Chair Frent, and Director Joyner, and additional documentary evidence will be submitted to conclusively demonstrate that this Reason for non-renewal has been resolved, and will not reoccur in the future.*

5. **Reason 5:** ACVS's academic performance has been consistently low throughout the current Performance Certificate term. At the end of the 2017-2018 school year, ACVS earned a total of 27% of the points possible on the academic section of the Performance Framework, securing an overall academic performance rating of "critical". Specifically, ACVS only met standard on one (1) of the nine (9) measures of academic success (Norm-Referenced Math Growth). At the end of the 2018-2019 school year, ACVS earned a total of 30% of the points possible on the academic section of the Performance Framework, securing an overall academic performance rating of "critical". ACVS's Math and ELA proficiency data for the 2020-2021 school year are available (17% and 43%, respectively) and fall below the average of other virtual schools (33% and 57%, respectively) and the statewide average (40% and

54%, respectively). *Evidence to be provided at the appeal hearing on this issue will demonstrate that but-for the leadership failures discussed by the Commission at the hearing and in its Decision, it would have likely renewed the charter with academic conditions. In addition, the test scores will be discussed in additional detail putting into perspective the prior scores in the context of educational difficulties arising from the COVID pandemic. Finally, new evidence will also be submitted discussing the School's ongoing improvement plan through its work with the Idaho Department of Education, as well as additional internal improvements to its program monitoring, assessment and student improvement protocols. Superintendent Turner, will provide testimony discussing these educational issues, and will explain additional documentary evidence, to demonstrate that this Reason for non-renewal is in the process of being resolved, and that making this Reason a condition to the renewal of the School's Charter is appropriate.*

6. **Reason 6:** *ACVS's financial audit for fiscal year 2021 reflects several outcomes indicative of financial distress. Although stated by the Director as a Reason to support her recommendation to not renew the Charter, it does not appear from the Hearing Record, or the Commission's Decision, that concerns about financial distress was a basis cited by the Commission to support non-renewal, and therefore is not an issue before the State Board of Education on appeal. Nonetheless, ACVS will submit evidence demonstrating its current financial viability, as well as future changes and reporting improvements, including creation of a new three-year financial plan, that will further solidify its financial position. Superintendent Turner, and Chief Financial Officer Ross Jones, will provide testimony discussing the School's financial condition and additional measures that have been taken and/or will be taken in the future, to further solidify the School's already sound financial position. In addition to this testimony, the witnesses will discuss the documentary evidence*

*submitted in support of its finances. Such sound financial standing is offered in further support the reasons to grant the appeal, and to renew ACVS's Charter with conditions.*

**PURSUANT TO IDAPA 08.02.04.403, THE FOLLOWING  
ADDITIONAL INFORMATION IS PROVIDED:**

**A. The name, address, and telephone number of the appellant public charter school and the authorized chartering entity that issued the decision being appealed.**

1. Another Choice Virtual Charter School, Inc.  
1014 Hemingway Blvd.  
Nampa, Idaho 83651  
PH: 208.475.4255
2. Idaho Public Charter School Commission  
304 N.8<sup>th</sup> St., Ste. 242  
Boise, Idaho 83702  
PH: 208.332.1561

**B. Copies of all correspondence or other documents between the appellant public charter school and the authorized chartering entity relating to the matter being appealed:**

1. Attached hereto at Tab A are copies of formal correspondence between ACVS and PCSC regarding the PCSC Director's Recommendation to Not Renew ACVS's Charter, ACVS's appeal to the members of the Idaho Public Charter School Commission, and the Notice of Hearing.
2. Attached hereto at Tab B are copies of Exhibits offered by ACVS and admitted by the Commission at the hearing.
3. Attached hereto at Tab C are copies of Exhibits offered by the Director and admitted by the Commission at the hearing.

**C. Copies of audio or video recordings, if any, and the minutes from all meeting(s) where the matter on appeal was considered or discussed.**

1. Attached hereto at Tab D is a copy of the audio-video recording of the February 11, 2022, hearing before the Idaho Public Charter School Commission.

**D. The written decision provided by the authorized chartering entity to the appellant public charter school.**

1. Attached hereto at Tab E is a copy of the Idaho Public Charter School Commission's Findings of Fact, Conclusions of Law, and Final Order, dated March 10, 2022.

This appeal is further made and based upon the record, documents, pleadings and exhibits submitted at the underlying hearing to the PCSC, and additional, new information not previously presented to the PCSC, to be presented at the time of the hearing before the Idaho State Board of Education.

DATED this 4 day of April, 2022.

ANDERSON, JULIAN & HULL LLP

By:   
Bret A. Walther, Of the Firm,  
Attorneys for Another Choice Virtual Charter  
School

**CERTIFICATE OF SERVICE**

I HEREBY CERTIFY that on this 4 day of April, 2022, I served a true and correct copy of the foregoing **NOTICE OF APPEAL** by delivering the same to each of the following party of record, by the method indicated below, addressed as follows:

Idaho Public Charter School Commission  
Attn: Jenn Thompson, Director  
304 North 8<sup>th</sup> St., Suite 242  
Boise, Idaho 83702  
*jenn.thompson@osbe.idaho.gov*

- U.S. Mail, postage prepaid
- Hand-Delivered
- Overnight Mail
- Facsimile
- X E-Mail



\_\_\_\_\_

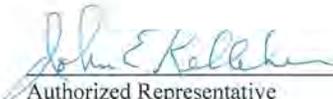
Bret A. Walther

REQUEST FOR ADMINISTRATIVE HEARING

On behalf of ANOTHER CHOICE VIRTUAL CHARTER SCHOOL, INC. ("ACVS"), the undersigned authorized representative acknowledges the receipt of the Notice and Acknowledgment of Commission Director's Recommendation for Nonrenewal of Charter dated November 15, 2021 ("Notice"). ACVS does not agree with the Director's recommendation as stated in the Notice, and is hereby exercising its right to an administrative hearing before the Idaho Public Charter School Commission ("Commission").

The hearing will be held at the date and place to be set forth in a Notice of Hearing, which will be issued by the Commission by no later than January 15, 2022. ACVS will proceed to the hearing under the terms and requirements set forth in the Notice of Hearing. ACVS acknowledges that, at the conclusion of the hearing and after a reasonable period for deliberation, the Commission will vote to either renew ACVS's charter with no conditions, renew ACVS's charter with conditions, or nonrenew ACVS's charter.

Dated: 12-9-21

  
Authorized Representative  
Board Chair/President  
ANOTHER CHOICE VIRTUAL CHARTER SCHOOL,  
INC.

REQUEST FOR ADMINISTRATIVE HEARING - 1

BEFORE THE IDAHO PUBLIC CHARTER SCHOOL COMMISSION  
STATE OF IDAHO

In the Matter of the Charter Renewal for:

Case No. 21-52502

ANOTHER CHOICE VIRTUAL CHARTER  
SCHOOL, INC.

**NOTICE OF HEARING**

NOTICE IS HEREBY GIVEN THAT:

1. On Friday, **February 11, 2022**, starting at 8:00 a.m. (Mountain Time) or as soon thereafter as is reasonably possible, the Idaho Public Charter School Commission (“Commission”) will hold a charter renewal hearing in the above-captioned matter. The hearing will take place in the West Conference Room of the Joe R. Williams Building, located at 700 W. State St., Boise, Idaho 83702. The hearing can be expected to last up to two hours. The hearing will be recorded at the Commission’s expense.

2. The purpose of the charter renewal hearing is to determine whether to renew, renew with conditions, or nonrenew ANOTHER CHOICE VIRTUAL CHARTER SCHOOL, INC.’s (“ACVS”) charter pursuant to Idaho Code section 33-5209B.

3. The charter renewal hearing will be held under the authority of Idaho Code sections 33-5209B and 67-5242, IDAPA 08.03.01.200, and IDAPA 04.11.01. Parties may access and obtain copies of these statutes and rules at the Idaho State Law Library and many county libraries or online as indicated below. The statutes are available online at:

- <https://legislature.idaho.gov/statutesrules/idstat/Title33/T33CH52/SECT33-5209B/>
- <https://legislature.idaho.gov/statutesrules/idstat/title67/t67ch52/sect67-5242/>

The Rules of the Public Charter School Commission are available online at: <https://adminrules.idaho.gov/rules/current/08/080301.pdf>. The Rules of Administrative Procedure of the Attorney General are available online at: <https://adminrules.idaho.gov/rules/current/04/041101.pdf>.

4. The names of the persons who will hear the case, as members of the Commission, are as follows:

Alan Reed, Chairman  
Sherrilynn Bair, Vice-Chair  
Brian Scigliano  
Nils Peterson  
Wanda Quinn  
Julie VanOrden

5. Any questions regarding scheduling, special needs, etc., shall be directed to Deputy Attorney General Karen Sheehan, who will serve as legal counsel to the Commission for all matters relevant to the charter renewal hearing, at the contact information provided above. If any party has special needs or requirements under the Americans with Disabilities Act or other federal or state law, the party shall notify Ms. Sheehan of the need(s) and any specific request for accommodation no later than two weeks before the hearing.

6. Each party may be represented by legal counsel, at their own expense, and may present evidence and witness testimony (additional detail below).

7. Each party may provide supporting documentary evidence (“exhibits”) or witness testimony relevant to renewal of the charter. Exhibits and a list of witnesses must be compiled and submitted by **January 28, 2022**. Each party shall be solely responsible for ensuring receipt of exhibits and the witness list.

a. ACVS must mark exhibits numerically (*i.e.*, Exhibit 1, Exhibit 2, etc.). Commission staff must mark exhibits alphabetically (*i.e.*, Exhibit A, Exhibit B, etc.). Each page of an exhibit must also contain a page number (*i.e.*, Exhibit 1, page 1).

b. Each party shall submit exhibits electronically (along with a witness list, if applicable) in PDF format to Karen Sheehan, the Commission’s legal counsel, at the following

email address: [Karen.Sheehan@ag.idaho.gov](mailto:Karen.Sheehan@ag.idaho.gov), and to the opposing party's legal counsel and at the respective email addresses listed on the attached Certificate of Service.

c. Each party shall prepare both an unredacted and a redacted version of their exhibits.

i. The unredacted version is for the Commission and the opposing party only.

ii. The redacted version is for public viewing. Each party is responsible for redacting their own exhibits. Each party is encouraged to work with legal counsel to redact any information that is confidential or otherwise exempt from public disclosure according to applicable state and federal law.

8. Any and all communications, whether written or verbal, with Karen Sheehan, the Commission's legal counsel, about or related to the charter renewal hearing shall include the opposing party. Communications about or related to the charter renewal hearing between only one party to the hearing, or someone affiliated with a party to hearing, and the Commission's legal counsel are prohibited.

9. At the conclusion of the charter renewal hearing, the Commission will deliberate on the evidence in the record and make a final determination. The final determination will also be conveyed in writing to ACVS.

DATED this 12<sup>th</sup> day of January, 2022.

*Karen Sheehan*

---

Karen Sheehan  
General Counsel for the Idaho Public Charter School  
Commission  
Deputy Attorney General  
State General Counsel & Fair Hearings Division  
954 W. Jefferson St., 2nd Floor  
P.O. Box 83720  
Boise, ID 83720-0010  
Email: [Karen.Sheehan@ag.idaho.gov](mailto:Karen.Sheehan@ag.idaho.gov)

CERTIFICATE OF SERVICE

I HEREBY CERTIFY that on this 12<sup>th</sup> day of January, 2022, I caused to be served a true and correct copy of the foregoing by the following method to:

Representing ACVS:

Amy White  
Anderson, Julian & Hull  
250 S. 5th St., Ste. 700  
P.O. Box 7426  
Boise, ID 83707  
Email: [agwhite@ajhlaw.com](mailto:agwhite@ajhlaw.com)

- U.S. Mail
- Hand Delivery
- Overnight Mail
- Facsimile
- Email

Representing Commission Staff:

Rachel Kolts  
State General Counsel & Fair Hearings Division  
954 W. Jefferson St., 2nd Floor  
P.O. Box 83720  
Boise, ID 83720-0010  
Email: [Rachel.Kolts@ag.idaho.gov](mailto:Rachel.Kolts@ag.idaho.gov)

- U.S. Mail
- Hand Delivery
- Overnight Mail
- Facsimile
- Email

*Karen Sheehan*

Karen Sheehan

**BEFORE THE IDAHO PUBLIC CHARTER SCHOOL COMMISSION  
STATE OF IDAHO**

In the Matter of the Charter Renewal for:

ANOTHER CHOICE VIRTUAL CHARTER  
SCHOOL, INC.,

Respondent.

Reference No. 21-52502

**NOTICE AND ACKNOWLEDGMENT OF  
COMMISSION DIRECTOR'S  
RECOMMENDATION FOR  
NONRENEWAL OF CHARTER**

Pursuant to Idaho Code section 33-5209B, the Director of the Idaho Public Charter School Commission (“Commission”) recommends that the charter for ANOTHER CHOICE VIRTUAL CHARTER SCHOOL, INC. (“ACVS”) not be renewed for the reasons listed below in Section I.

Upon its review of the Director’s recommendation, ACVS may agree to accept the recommendation, or ACVS may request an administrative hearing to contest the Director’s recommendation.

If ACVS agrees to accept the Director’s recommendation as presented below, an authorized representative of ACVS must complete the Consent Agreement, attached to this Notice as Attachment A, and return it to the Director **by no later than December 15, 2021** to the following address:

Jenn Thompson, Director  
Idaho Public Charter School Commission  
304 N. 8<sup>th</sup> St., Ste. 242  
Boise Idaho, 83702  
jenn.thompson@osbe.idaho.gov

If ACVS does not accept the Director’s recommendation as presented herein and wishes to have an administrative hearing before the Commission, an authorized representative of ACVS must complete the Request for Administrative Hearing, attached to this Notice as Attachment B, and return it to the Director **by no later than December 15, 2021** to the address provided above.

If ACVS does not complete either the Consent Agreement or the Request for Administrative Hearing and return it to the Director **by December 15, 2021**, ACVS's inaction will be interpreted as a request for an administrative hearing for recommendation not accepted.

#### **I. DIRECTOR'S RECOMMENDATION FOR NONRENEWAL**

The reasons for the Director's recommendation for nonrenewal of charter are limited to ACVS's failure to meet the terms of its performance certificate, executed by and between ACVS and the Commission. Section 4E of the performance certificate states that ACVS's performance in relation to the measures set forth in the Performance Framework serves as a basis for renewal decisions. Additionally, Section 5G of the performance certificate states that ACVS shall comply with all applicable federal and state laws, rules, and regulations. The Director recommends that ACVS's charter not be renewed for the following reasons:

1. Reason 1: ACVS did not meet standard on "Operational Measure 3a: Governance Requirements" of the Commission's Performance Framework. After conducting an investigation into the conduct of ACVS's governing board, the Commission found there was reason to believe that the governing board may have violated multiple charter statutes. Specifically, the Commission's investigation, in part, revealed: 1) that an ACVS board member may have received a personal pecuniary benefit from a contract entered into by and between ACVS's governing board and a company the board member co-owned, in violation of Idaho Code section 33-5204A(2); and 2) that ACVS's governing board did not follow the statutory procedure for competitive bidding required to be followed when an ACVS board member had an interest in a company the board was seeking to contract with, in violation of Idaho Code section 33-5204(6)(a). Additionally, although ACVS's governing board was notified of the Commission's concerns in April of 2020, the governing board did not immediately take

corrective action on existing contracts entered into in violation of section 33-5204(6)(a), but instead waited until the fall of 2021 to begin taking corrective action. Lastly, pursuant to IDAPA 08.02.04.300.04, when operational issues are identified, the governing board is responsible for providing the Commission with follow-up information as to when, and how, such operational issues are going to be resolved and corrected. The ACVS governing board failed to provide the Commission with follow-up information regarding the concerns identified above. Based on this information, ACVS received a “does not meet standard” rating on this measure.

2. Reason 2: ACVS did not meet standard on “Operational Measure 3d: Public Transparency” of the Commission’s Performance Framework. In conducting standard oversight activities, the Commission found that ACVS failed to publish the following documentation to its website as required by law: its most recent annual performance report, pursuant to Idaho Code section 33-5209C(2); the State Board of Education’s updated model policy governing data collection, access, security, and use of such data pursuant to Idaho Code section 33-133(7); and its updated continuous improvement plan, pursuant to Idaho Code sections 33-320(2)(c) and 33-320(3). Additionally, the Commission found that ACVS failed on multiple occasions to electronically post meeting notices and agendas by the corresponding deadlines, pursuant to Idaho Code section 74-204(1). Lastly, ACVS failed to reasonably cooperate with the Commission’s verbal and written requests for documentation necessary for it to fulfill its statutory responsibilities. Significant delays in providing the requested documentation to the Commission ultimately resulted in the issuance of a courtesy letter to ACVS. Based on this information, ACVS received a “does not meet standard” rating on this measure.

3. Reason 3: ACVS did not meet standard on “Operational Measure 3c: Reporting Requirements” of the Commission’s Performance Framework. Specifically, in September of 2020, the State Department of Education notified ACVS that it reported numerous teacher certifications inaccurately. This inaccurate reporting resulted in the State Department of Education issuing corrections to ACVS’s data and making appropriate adjustments to ACVS’s financial distributions. Based on this information, ACVS received a “does not meet standard” rating on this measure.

4. Reason 4: ACVS did not meet standard on “Operational Measure 3b: Board Oversight” of the Commission’s Performance Framework, which required ACVS’s governing board to practice consistent and effective oversight over the school and its administrator. Specifically, after conducting an investigation into the conduct of ACVS’s administrator, Laura Sandidge, the Commission found there was reason to believe that Ms. Sandidge may have violated multiple ethics-related statutes, including Idaho Code sections 33-5204A(1), 33-5204A(2), and 74-404(3), in regard to contracts she entered into on behalf of the school with companies she co-owned. As ACVS’s governing board failed to exercise consistent and effective oversight over the school and its administrator, ACVS received a “does not meet standard” rating on this measure.

Similarly, ACVS did not meet standard on “Operational Measure 5a: Additional Obligations” of the Commission’s Performance Framework, which required ACVS to comply with the requirements imposed by the State Department of Education. Specifically, the State Department of Education’s Professional Standards Commission (“PSC”) issued a stipulation, signed by Laura Sandidge, on March 25, 2021 and executed by the PSC on April 8, 2021, which determined that probable cause existed for initiating administrative action against Ms.

Sandidge for two code of ethics violations. The stipulation required, in part, that Ms. Sandidge complete a PSC-approved ethics course. As of the date of this Notice, the Commission has not been informed by either Ms. Sandidge or the ACVS governing board that Ms. Sandidge has completed this required ethics course. As this matter of non-compliance has not been quickly remedied, ACVS received a “does not meet standard” rating on this measure.

5. Reason 5: ACVS’s academic performance has been consistently low throughout the current Performance Certificate term. At the end of the 2017-2018 school year, ACVS earned a total of 27% of the points possible on the academic section of the Performance Framework, securing an overall academic performance rating of “critical”. Specifically, ACVS only met standard on one (1) of the nine (9) measures of academic success (Norm-Referenced Math Growth). At the end of the 2018-2019 school year, ACVS earned a total of 30% of the points possible on the academic section of the Performance Framework, securing an overall academic performance rating of “critical”. Specifically, ACVS only met standard on one (1) of the nine (9) measures of academic success (Norm-Referenced ELA Growth). No assessments were given during the 2019-2020 school year due to the COVID-19 pandemic. Academic data for the 2020-2021 school year is limited, as growth cannot be calculated and graduation rate data has not yet been released. However, ACVS’s Math and ELA proficiency data for the 2020-2021 school year are available (17% and 43%, respectively) and fall significantly below the average of other virtual schools (33% and 57%, respectively) and the statewide average (40% and 54%, respectively).

6. Reason 6: ACVS’s financial audit for fiscal year 2021 reflects several outcomes indicative of financial distress. The Commission’s Performance Framework includes eight (8) measures that consider a school’s likelihood of short-term and long-term financial stability.

ACVS achieved low outcomes on five (5) of these measures during FY21. ACVS only maintained 88% of its projected enrollment through the first funding period of the 2020-2021 school year. Because ACVS's actual enrollment percentage was less than the projected number, ACVS generated lesser revenue than it had anticipated, which negatively impacted its FY21 budget. As a result of the school not achieving its enrollment projections, several other measures were impacted. First, ACVS's FY21 total margin was negative, indicating that ACVS expended more than it received in FY21. Second, both ACVS's most recent year cash flow and its multi-year cash flow were negative, indicating that the school did not build its reserves, but instead its reserves decreased significantly between the end of FY19 and the end of FY21. Specifically, ACVS's number of days' of unrestricted cash on hand dropped from one-hundred (100) days at the end of FY20 to forty-one (41) days at the end of FY21, indicating that the school has largely depleted its most readily available financial resource. Finally, the school's debt service coverage ratio was negative, indicating that the school may have greater financial obligations than it can sustain long-term with its current levels of enrollment.

Dated this 15th day of November, 2021.

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Jenn Thompson  
Director  
Idaho Public Charter School Commission

CERTIFICATE OF SERVICE

I HEREBY CERTIFY that on this 15th day of November, 2021, I caused to be served a true and correct copy of the Notice and Acknowledgment of Commission Director’s Recommendation for Nonrenewal of Charter by the following method to:

John Kelleher	<input checked="" type="checkbox"/>	U.S. Mail
Board of Directors Chairperson	<input type="checkbox"/>	Hand Delivery
Another Choice Virtual Charter School, Inc.	<input type="checkbox"/>	Overnight Mail
1014 W Hemingway Blvd.	<input type="checkbox"/>	Facsimile:
Nampa, ID 83651	<input checked="" type="checkbox"/>	Email: jnkelleher@fmtcblue.com
jnkelleher@fmtcblue.com		

Laura Sandidge, Ph.D.	<input checked="" type="checkbox"/>	U.S. Mail
School Administrator	<input type="checkbox"/>	Hand Delivery
Another Choice Virtual Charter School, Inc.	<input type="checkbox"/>	Overnight Mail
1014 W Hemingway Blvd.	<input type="checkbox"/>	Facsimile:
Nampa, ID 83651	<input checked="" type="checkbox"/>	Email:
lsandidge@anotherchoicecharter.org		lsandidge@anotherchoicecharter.org

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Jenn Thompson  
 Director  
 Idaho Public Charter School Commission

# ATTACHMENT A:

CONSENT AGREEMENT  
ACCEPTING DIRECTOR'S RECOMMENDATION

**CONSENT AGREEMENT  
ACCEPTING DIRECTOR’S RECOMMENDATION**

This Consent Agreement (“Agreement”) is entered into between the Director of the Idaho Public Charter School Commission (“Director”) and ANOTHER CHOICE VIRTUAL CHARTER SCHOOL, INC. (“ACVS”). ACVS understands, acknowledges, and agrees to the following:

1. On behalf of ACVS, the undersigned authorized representative acknowledges the receipt of the Notice and Acknowledgment of Commission Director’s Recommendation for Nonrenewal of Charter, dated November 15, 2021 (“Notice”).
2. ACVS understands and acknowledges the recommendation of the Director, and agrees to accept the recommendation for nonrenewal of charter as proposed in the Notice.
3. ACVS understands and acknowledges that the Director’s recommendation will be presented to the Idaho Public Charter School Commission (“Commission”). ACVS further understands and acknowledges that the Commission is under no obligation to agree with the Director’s recommendation, and is under no obligation to adopt this Agreement.
4. ACVS understands and acknowledges that if the Commission decides to renew ACVS’s charter, either with or without conditions, the Commission and ACVS shall negotiate the terms of and execute a new performance certificate, as defined in Idaho Code section 33-5202A(6), by June 30, 2022.
5. On behalf of ACVS, the undersigned authorized representative understands and acknowledges that by accepting the Director’s recommendation as proposed in the Notice and entering into this Agreement, ACVS is freely and voluntarily waiving certain rights provided by the Idaho Administrative Procedure Act and the laws and rules governing public charter schools in Idaho. These rights include: a full and complete administrative hearing; the right to present evidence or to call witnesses; the right to confront and cross-examine witnesses; the right to reconsideration; the right to appeal this matter to district court; and any other rights provided by the aforementioned laws and rules governing public charter schools in the state of Idaho.

*[Signatures on following page]*

The undersigned authorized representative, on behalf of ACVS, and the Director have caused this Agreement to be executed on the date written below, or if signed on different dates, on the later of the two dates written below.

\_\_\_\_\_  
Authorized Representative  
Board Chair/President  
ANOTHER CHOICE VIRTUAL CHARTER SCHOOL, INC.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Jenn Thompson  
Director  
Idaho Public Charter School Commission

\_\_\_\_\_  
Date

# ATTACHMENT B:

REQUEST FOR ADMINISTRATIVE HEARING

**REQUEST FOR ADMINISTRATIVE HEARING**

On behalf of ANOTHER CHOICE VIRTUAL CHARTER SCHOOL, INC. (“ACVS”), the undersigned authorized representative acknowledges the receipt of the Notice and Acknowledgment of Commission Director’s Recommendation for Nonrenewal of Charter dated November 15, 2021 (“Notice”). ACVS does not agree with the Director’s recommendation as stated in the Notice, and is hereby exercising its right to an administrative hearing before the Idaho Public Charter School Commission (“Commission”).

The hearing will be held at the date and place to be set forth in a Notice of Hearing, which will be issued by the Commission by no later than January 15, 2022. ACVS will proceed to the hearing under the terms and requirements set forth in the Notice of Hearing. ACVS acknowledges that, at the conclusion of the hearing and after a reasonable period for deliberation, the Commission will vote to either renew ACVS’s charter with no conditions, renew ACVS’s charter with conditions, or nonrenew ACVS’s charter.

Dated: \_\_\_\_\_.

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Authorized Representative  
Board Chair/President  
ANOTHER CHOICE VIRTUAL CHARTER SCHOOL,  
INC.



# ANOTHER CHOICE VIRTUAL CHARTER SCHOOL

LEA # 476 / School # 1247  
1014 W. Hemingway Blvd.  
Nampa, Idaho 83651

*Laura Sandidge, Ph.D.*  
*Administrator / Head of School*  
208-475-4255  
*lsandidge@anotherchoicecharter.org*

*John Kelleher, Ph.D.*  
*Board Chair*  
208-475-4255  
*jkelleher@anotherchoicecharter.org*

**Mission Statement:** *Another Choice Virtual Charter School seeks to provide a safe, individualized education experience for children with and without disabilities to enable them to meet their full potential both intellectually and socially. Another Choice Virtual School is a charter school that is built on academic achievement, the development of social competence, with a primary focus of assisting individuals with learning differences to become full and active members of their school and community.*

<i>K = 7</i>	<i>7<sup>th</sup> = 31</i>
<i>1<sup>st</sup> = 19</i>	<i>8<sup>th</sup> = 40</i>
<i>2<sup>nd</sup> = 8</i>	<i>9<sup>th</sup> = 45</i>
<i>3<sup>rd</sup> = 11</i>	<i>10<sup>th</sup> = 56</i>
<i>4<sup>th</sup> = 12</i>	<i>11<sup>th</sup> = 69</i>
<i>5<sup>th</sup> = 17</i>	<i>12<sup>th</sup> = 76</i>
<i>6<sup>th</sup> = 24</i>	<i>Total = 415</i>

**Narrative**

ACVS did not meet standard on “Operational Measure 3a: Governance Requirements” of the Commission’s Performance Framework. This Reason pertained to a Board Member who obtained a pecuniary benefit from a contract entered into with the ACVS; and when notified of the issue, failed to take prompt steps to address the concern. Several steps have been taken, and additional steps will be taken to address these concerns.

**The improvements planned for Another Choice Virtual Charter School’s certificate term in the area of governance are as follows:**

- To begin, the Director involved has resigned and no longer is affiliated with the school.
- The Board will be increasing its membership from 5 members to 7 members, and is actively seeking applicants who have previous, successful experience as a charter school director. These additional board members will possess and apply their extensive experience with charter school governance to our organization.
- In addition, the Board has received, and will continue to receive, training through the Idaho School Board Association (ISBA) regarding Board ethics and Board governance. During meetings held on November 19, 2021 and December 9, 2021 the Board firmly established its two priorities for ongoing training in multiple areas of governance as an effort to actively increase their knowledge of governance procedures.
- Dr. Kelleher, who has been the Chairman of the Board since 2013, will be transitioning from the Chairman of the Board to a Board Director when an individual has been secured to take on his position.
- ACVS is ready and willing to accept additional suggested improvements to resolve the cited concerns.

*Operational Outcomes Board Stewardship:* Another Choice Virtual Charter School, ACVS, has worked with the Idaho School Boards Association, ISBA, for several years and modeled our structure and policies per its School District Policy manuals, which we initially purchased in 2010. We have kept our membership intact and purchased the policy update option for our Charter several years ago. This calendar year, ACVS purchased the newer Charter School Policy manual through ISBA and are in the process of converting to the new manual.

As requested, ACVS submitted our policies to the Idaho Public Charter School Commission. Policy documents were requested from the Program Manager of the Idaho Public Charter School Commission on March 12, 2021. ACVS submitted all the policies to the commission on May 16, 2021. It is acknowledged that, due to formatting issues as well as end-of- the year responsibilities surrounding graduation and academic needs during an especially trying year with the myriad number of restrictions due to the Covid-19 pandemic, that Dr. Sandidge was not timely in this submission to the Commission. Dr. Sandidge did ultimately seek out technological

assistance in order to submit the policies in the proper format to the Commission. ACVS has not been informed prior to the proposed Annual Performance Report 2021 received in November 2021 that our policies may be incomplete, as indicated by the words, “Based on IPCSC review, the board’s policies appear to be incomplete.” We look forward to continuing our work with the Idaho Public Charter School Commission to fully understand what that means and ensure we are in compliance.

Our Board arranged for an individualized training through ISBA for Ethical Practices, as well as having representatives attend the ISBA annual convention. We are continuing to work with ISBA for additional training and have worked with Anderson, Julian, & Hull, LLP for additional training on Board practices. Our Board is open and actively seeking training and will continue in this endeavor.

Kevin McLaren was a member on ACVS’s Board. He was a co-owner of a corporation that provided services to ACVS. While he worked diligently to abstain from any voting that could have been perceived as a conflict of interest, it was still an area of concern that we have since addressed on several levels. Mr. McLaren resigned from the board to ensure there was no conflict or possible mismanagement. After an initial investigation from the Idaho Public Charter School Commission, there was a referral from Idaho Public Charter School Commission to the Canyon County Prosecutor for serving on the board while being connected to businesses affiliated with ACVS. No charges were ever issued and no action was ever taken against Mr. McLaren from the Canyon County Prosecutor nor anyone else affiliated with our organization.

**The improvements planned for Another Choice Virtual Charter School’s certificate term in the area of governance oversight and operational compliance are as follows:**

- At the December 9, 2021 meeting Dr. Sandidge submitted her resignation that will go into effect at the end of the 2021 / 2022 school year. This move will ensure that there is no possibility of a conflict of interest between Dr. Sandidge and any locations or contractors ACVS works with going forward.
- At the December 9, 2021 meeting ACVS Board of Directors determined that two full time administrative positions will be created and recruited for to replace the role Dr. Sandidge will vacate. These roles will be what is typically viewed as a school superintendent and a school principal. The search for the administrative positions will be conducted by a search committee and will be advertised through ISBA early in 2022.
- Starting in April and May of 2021, ACVS restructured two positions which included updating job structure and hiring to take on the responsibilities of Human Resources and the Clerk of the Board, as well as ISEE Reporting.

ACVS did not meet standard on “Operational Measure 3b: Board Oversight” of the Commission’s Performance Framework, which required ACVS’s governing board to practice

consistent and effective oversight over the school and its administrator. Dr. Sandidge has been an administrator with ACVS since 2010. She is also a co-owner of a corporation that provided services to ACVS. The relationship was documented with the initial charter authorization within the resume and physical initial location of operation. It was the interpretation that this information was known by the Idaho Public Charter School Commission initially in 2010 as it was documented within the charter documents. Additionally, this was public information. However, as the school grew and as time progressed this public information was not continuously documented adequately. As a result, Dr. Sandidge received a letter of reprimand by the Professional Standards Commission. A requirement for that letter of reprimand is, prior to recertification in 2025, Dr. Sandidge must complete an ethics training. It is acknowledged that to date, while that training has been personally purchased by Dr. Sandidge it has not been completed. Dr. Sandidge did confirm with the Professional Standards Commission when that needed to be completed and that information was verbally discussed with the Idaho Public Charter School Commission staff. Dr. Sandidge was not told by the Idaho Public Charter School Commission this needed to be completed earlier than what was specified by the Professional Standards Commission.

Additionally, as a result of the investigation from the Idaho Public Charter School Commission, there was a referral from Idaho Public Charter School Commission to the Canyon County Prosecutor for being connected to businesses affiliated with ACVS. No charges were ever issued and no action was ever taken against Dr. Sandidge from the Canyon County Prosecutor. That has additionally been made public information.

Dr. Sandidge acknowledges that she did not guide the school well in regards to procurement procedures when establishing financial contacts. Once she was made aware of expected procurement structures and policies, Dr. Sandidge sought out extensive legal guidance to ensure that these procedures were addressed as needed. Upon the completion of their extensive review she fully adhered to their advice. Requests for bids were posted in July and subsequently awarded in the fall of 2021. The entire process was fully overseen by legal counsel to ensure it was done appropriately.

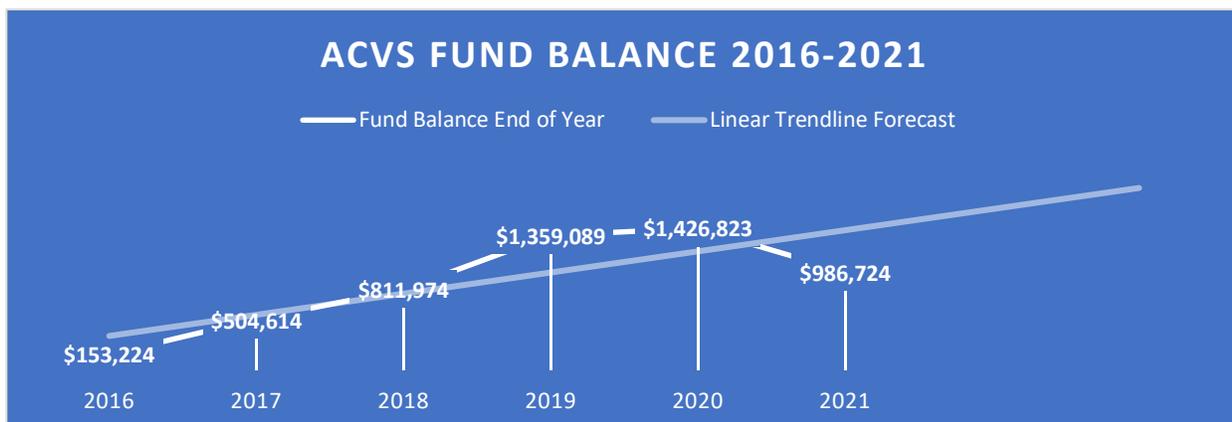
As is often the case in schools, staff are responsible for a variety of areas. As adjustments to the pandemic made clear in 2020, our overall staff responsibilities had grown enough beyond capacity that positions would need to be adjusted in order to ensure that tasks were completed appropriately and in a timely manner. This process is still an ongoing. Our school continues to work on balancing the tasks and roles of staff to ensure they have the time and the training to be equipped to do their tasks well. As part of this goal of continuing to improve our school, four individuals took over key roles within our organization in April and May of 2021. This restructuring has enabled the administrator to delegate key responsibilities to further ensure work on tasks would be addressed in a comprehensive and timely fashion.

These functional leaders began the arduous task of learning these new tasks as of April of 2021. Human Resources and Clerk of the Board were placed into one position and a new staff member was hired for that position. Two highly experienced special educators took on the role of coordination of our extensive special education and 504 accommodation program. Additionally, we fully changed over our ISEE reporter. All of those positions have undergone significant training both inside and outside of ACVS and have worked collaboratively with the Idaho Department of Education, the Idaho Public Charter School Commission, and various outside training entities to ensure they are equipped for the positions they hold. All are key in helping to ensure that operational compliance is addressed. To date these changes have proven very beneficial.

**The improvements planned for Another Choice Virtual Charter School’s certificate term in the area of Fiscal Accountability are as follows:**

- ACVS has zero debt and enough reserves to sustain school operations for 3.2 months (96 days) without revenue. As you can see in the following table, within the past five years we have significantly improved our Fund Balance each year with the exception of last year during the height of the COVID19 pandemic.

ACVS Fiscal Year	Fund Balance End of Year	Fund Balance Improvement End of Year
2016	\$153,224	
2017	\$504,614	\$351,390
2018	\$811,974	\$307,360
2019	\$1,359,089	\$543,006
2020	\$1,426,823	\$67,734
2021	<b>\$986,724</b>	-\$440,099



We have a good history of financial success and improvement demonstrated by real numbers confirmed by our auditor. ACVS did not take any loans during the Covid-19 pandemic and has never taken out a loan for any reason. We work hard to manage resources to the end that our diverse student population is well served. Our distinct student population remains at the forefront of our planning as we strategically spend each dollar for their sole benefit. Not unlike other schools our enrollment numbers dropped during the pandemic. However, we are currently experiencing a return to normal enrollment figures, and expect to continue in this direction in the near future. Regardless, with no debt and significant reserves we anticipate being able to weather occasional downturns.

In the Idaho Public Charter School Commission Annual Performance Reports of 2017 / 2018, 2018 / 2019, and 2019 / 2020 ACVS was provided with the “Accountability Designation” of “Honor” in the “Financial Outcome” component. In 2020 / 2021 the “Accountability Designation” was determined to be “N/A”. According to the performance reports prepared and distributed by the Idaho Public Charter School Commission, ACVS’s Fiscal Accountability was considered exemplary and was provided with a designation of “Honor”, which is above and beyond the designation of “Good Standing”.

Our auditor, Dan Coleman, CPA of Quest CPAs PLLC, has confirmed and agrees with our perspective of the numbers and data I am providing here. I am unsure as to why the Idaho Public Charter School Commission’s recent report recommending non-renewal, characterized “ACVS’s financial audit for fiscal year 2021” as reflecting or being “indicative of financial distress”. In our auditors’ own words, he addressed the “Net Change in Fund Balance” as follows:

Large decrease due to a reduction in state funding for prior year ISEE reporting discrepancies. The School has made adjustments to make sure those discrepancies don’t happen in the future. Although we showed a big loss for FY21, we did have prior year fund balance carryforward that was able to absorb the loss. **The ending fund balance / carryover is about a 3-month operating reserve which is still on the high-end of our 11/2 - 3-month recommendation.**

Throughout the past five years ACVS has consistently improved its financial position. As evidenced by our improving fund balance seen above, ACVS is in a much stronger financial position today than we were five years ago. In fact, we are in a much stronger financial position today than we were three years ago when we earned the Financial Outcome accountability designation of “Honor” from the Idaho Public Charter School Commission in annual performance reports mentioned above.

Fiscal year 2021 was challenging on a number of levels for our school, and all schools, due in large part to the pandemic which started at the beginning of 2020 (end of fiscal year 2020). Prior to the pandemic we enjoyed the privilege of having a waitlist of students who wanted to enroll at

ACVS because we were at maximum capacity with enrollment numbers. The privilege of having a waitlist and maximum enrollment waned throughout the pandemic. However, despite diminishing enrollment numbers in addition to a state-wide reduction in state funding due to the pandemic, ACVS did not experience financial hardship. We did not experience financial hardship because we were responsible with our budget and accumulated sufficient funds to withstand potential hardship. We currently remain prepared to weather potential hardship, should the need present itself.

**The improvements planned for Another Choice Virtual Charter School's certificate term in the area of Data Security and Transparency are as follows:**

- ACVS has made great efforts at working towards increasing data security and transparency on our website. ACVS has worked with our website developer to further enhance the ease of accessing information from our site. This is a matter of great importance to us and we will continue to work with our website developer and the Idaho Public Charter School Commission to keep our site accessible to all.

As required by PCSC policy an ACVS Board Meeting was observed by Mr. Dawson. While Mr. Dawson has attended multiple board meetings and Director Thompson attended one board meeting we were provided one observation form written below which was addressed according to a follow up email from Mr. Dawson.

School: ACVS

**PCSC Board Meeting Observation Summary**

Observation Date: 2/17/2021

Observer: Jared Dawson

ACVS Board of Directors-

Below you will find the summary of the PCSC board meeting observation required by PCSC Policies & Procedures (updated on August 13<sup>th</sup>,2020). The intent of this observation is to follow PCSC standard and serves as documentation of the fulfillment of your annual requirements. If you have any questions/comments/concerns regarding the summary below, please feel free to reach out to the Program Managers or PCSC Director. You have 5 days from the date of receipt of this summary to provide any follow-up as needed.

Director's Name	Office (if applicable)	Present/Remote/Absent
John Kelleher	Chair	Remote
Misty Puckett	Secretary/Treasurer	Remote
Ruth Kropp	Director	Remote
Laura Shoemaker	Director	Remote
School Leadership	Title	Present/Remote/Absent
Laura Sandidge	Administrator	Remote
Ross Jones	Business Manager	Remote

**ACVS Observation Summary**

Observation Category	Status	Date
Open Meeting Law	Concern	2/17/2021
Public Participation	No Concern	2/17/2021
Operational Efficacy	No Concern	2/17/2021
Academic Achievement	No Concern	2/17/2021
Financial Health	No Concern	2/17/2021



Laura Shoemaker <lshoemaker@anotherchoicecharter.org>

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## Meeting

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Jared Dawson <Jared.Dawson@osbe.idaho.gov>  
To: Laura Shoemaker <lshoemaker@anotherchoicecharter.org>

Thu, Nov 18, 2021 at 1:51 PM

Absolutely, Laura. I'm including the formal meeting observation from March, as that is really the only meeting that I took notes on, and it is a required part of the renewal packet. There was a concern about an open meeting law violation with the agenda not being posted in the summary, and that was eventually resolved as it was tied to the new/old website changes, etc.

I don't know if I took notes for the other meetings, as I was mainly there just to keep tabs on where you were in the process (ethics training, contracts, etc.). I can go back and look through my notepads just to make sure, and send that information over to you, but there's nothing in a word doc or formal observation or anything like that. A lot of my contact and follow-up communication was done with Laura via either phone or email.

I'm just fine with working with you as the liaison, and I hope from your perspective you can trust that I'll be transparent and work with you as best I can through this process. Thank you for the heads up on the meeting tomorrow – I know I've been attending all of your meetings – however, with this one, I don't plan on attending unless you recommend that I be there. I know this is difficult and an emotional situation, and I don't want to add any unnecessary pressure and give your team a chance to breathe a little as you begin working through this. If you disagree with this thinking and think it would be a good idea for me to attend instead let me know (with the agenda specifically set for mostly executive session, I also don't have anything to observe, really, although I could be mistaken).

As soon as your board and legal counsel decide how they want to go, I can be as involved in the process to whatever extent or capacity you wish, and will be available to answer whatever questions you have. I appreciate how difficult this situation is and how everyone on your team must be feeling right now. I also want to say thank you for coming to the Renewal presentation yesterday – hopefully that conversation was productive, answered some of your questions, and helped you see how the process should look moving forward. Let me know if you have any questions, and thank you.

JARED DAWSON

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Laura Shoemaker

ACVS Board Clerk / HR

[lshoemaker@anotherchoicecharter.org](mailto:lshoemaker@anotherchoicecharter.org)

**The improvements planned for Another Choice Virtual Charter School's certificate term in the area of Academic Outcomes are as follows:**

- ACVS has made great efforts at increasing Academic Outcomes for all students at ACVS. Our school was identified to be involved with the Department of Education School Improvement project beginning with the 2018 / 2019 school year for a three-year cycle. All schools identified were continued for a fourth year due to the impacts of the pandemic. This has been a major activity for all staff at ACVS. We have fully adjusted multiple key elements of our school's academic program in an effort to increase academic outcomes for all students. While schools have not been identified as yet for school improvement in the 2022 / 2023 school year at this point all meetings with the Department of Education School Improvement project team have indicated that ACVS has sufficiently progressed to the extent that we will no longer be eligible for that supportive and empowering program.
- ACVS plans to continue to develop our staff's capacity in understanding how to better work with students that have experienced trauma. Our school is moving towards a trauma informed model of serving students that stresses academic success and increased mental health.

Since ACVS did have academic concerns according to our last renewal ACVS expected there would be a team site visit as per PCSC policy for the purpose of observing the school's Key Design Elements. This visit has not been scheduled or discussed with ACVS administration prior to this report, most likely due to the pandemic. Therefore key design elements along with data that supports positive academic change is occurring at ACVS will be provided.

ACVS clearly serves a wonderfully diverse population as was the goal of our original charter. This has been discussed with Director Thompson recently when discussing what schools would provide appropriate data comparables to ACVS. Director Thompson and Dr. Sandidge both agreed that while there is no true comparable due to the unique demographics of our students, our school would most likely best be compare to an alternative school. This was consistent with a condition that was placed on ACVS at the last reauthorization.

ACVS's 2019 five (5) year cohort graduation rate will be at least thirty-five percent (35%). Five (5) year cohort graduation rate data for 2019 will be available in early 2020. This condition is based on a rate of increase sufficient to promote ACVS's ability to achieve a five (5) year cohort graduation rate of at least forty-eight percent (48%) by the end of the next performance certificate term. Forty-eight percent (48%) is the 2014 median five (5) year cohort graduation rate for Idaho alternative schools. Although ACVS is not an alternative school, the Commission recognizes that its student population faces similar challenges.

That condition, while dropped due to the Covid-19 pandemic was met due to the changes our school has made. The 2019 / 2020 4 Year Graduation rate was 49.5% and our 5 Year Graduation rate was 52.2%. While the graduation rate for 2020-2021 school year has not been fully compiled from the State our initial data indicates that our rate will continue to move forward by being closer to 55%.

The student demographics for Another Choice Virtual Charter School is as follows:

ACVS currently has 415 students. That population is approximately 50% females and 50% males. Those students further go on to be 36% non-white; 29% on an Individualized Education Plan, 10% on a 504 Accommodation Plan; and 69% of all our students qualify for At-Risk according to Idaho's definition of At-Risk, which means that 69% of our student population is at risk for academic failure or dropping out of school. Additionally, .01% of that population is three or more years behind grade, .07% are two or more years behind grade level, and .38% of the population is approximately one year behind grade level. While this doesn't always impact the graduation rate, it does impact motivation for students to continue with their education. .10% of our current population are already 18 or older. While many students have been consistent with ACVS for many years, there is significant mobility which is as indicative of a high at-risk population.

Additionally, the pandemic exacerbated the mobility rate during the 2020 / 2021 school year considerably. The mobility rate is determined by calculating the total number of new student entries and withdrawals during the year divided by the total opening day enrollment. Therefore, the mobility rate for the 2020 / 2021 school year was 118%. The mobility rate is still being determined for the 2021 / 2022 school year, however, to date it is 72%. This data could include students that entered and withdrew from ACVS multiple times throughout the year due to various circumstances. The population of mobile students require staff that continually work extensively to help students connect with their environment, their curriculum, teachers, as well as other students. Our teachers and staff are continually being taught better ways to engage their students. This has been a successful school improvement goal.

While ACVS's academic performance has been consistently low throughout the current Performance Certificate term we have consistently worked individually with every student that attends ACVS to ameliorate the situation. Given the demographics of our student population the school improvement focus has been on growth in ELA, Math, and Informational Reading, for all students. We have specifically focused on students in grades 6, 7, and 8 as those grades have typically proven to be the population that has experienced the slowest amount of growth. They also represent the key transition grades from elementary to high school. ACVS has utilized the Interims as a tool within the State ISAT portal extensively in order to facilitate student growth. Growth is monitored continuously. The data in Interims and in NWEA's Measures of Academic Progress, MAPs, have been specifically individualized and reviewed continually for students in 7<sup>th</sup> and 8<sup>th</sup> grade to measure growth at the student level, as demonstrated below.

Number System	Opportunity #1	Opportunity #2	Opportunity #3	Analyze & Solve Linear Equations	Opportunity #1	Opportunity #2	Opportunity #3	Proportional Relationships	Opportunity #1	Opportunity #2	Opportunity #3
Student A	6/13 At/Near Standard	8/13 Above Standard		Student A	6/12 At/Near Standard	8/12 Above Standard	9/12 Above Standard	Student A	2/10 Below Standard	8/10 Above Standard	
Student B	7/13 At/Near Standard	9/13 Above Standard		Student B	2/12 Below Standard	6/12 At/Near Standard	8/12 At/Near Standard	Student B	2/10 Below Standard	6/10 At/Near Standard	
Student C	3/13 At/Near Standard	2/13 Below Standard		Student C	1/12 Below Standard	3/12 At/Near Standard	4/12 At/Near Standard	Student C	1/10 Below Standard	2/10 Below Standard	

During the pandemic, and even with an extremely high student mobility rate, ACVS actually outperformed the state on the ISAT in scale growth for math for our students in 6<sup>th</sup> grade and in both ELA and math for our students in 10<sup>th</sup> grade when comparing the growth rate for all students in ACVS in comparison to all students across the state. Additionally, it bears noting that students with special needs are a major focus for our school, therefore we cannot neglect the fact that there is a population of students that need to be celebrated for their growth even though more standardized testing may not reflect it as pronounced as we would like. Progress can and should be measured in a variety of ways. We have seen it as our students blossom and grow in an environment that allows for their differences and focuses on taking the student where they are at while encouraging them to fully realize their academic and personal goals. It is incredibly difficult to statistically measure the growth of a student that literally grew at those that came too close when she initially enrolled at ACVS to her joyful and demonstrative participation with teachers and peers upon her graduation day a few short years later. We fully celebrate the growth of our students and can see that through many forms of data, including IEP goal progress data. In spite of struggles with mental and physical health issues, over 82% of our students with disabilities have made growth on their IEP goals. It is also important to note that over 50% of our students qualifying for special education have shown an upward trend on their grade level MAPs testing scores.

Since the last reauthorization for ACVS three major changes have occurred academically that have had a significant impact on students and staff.

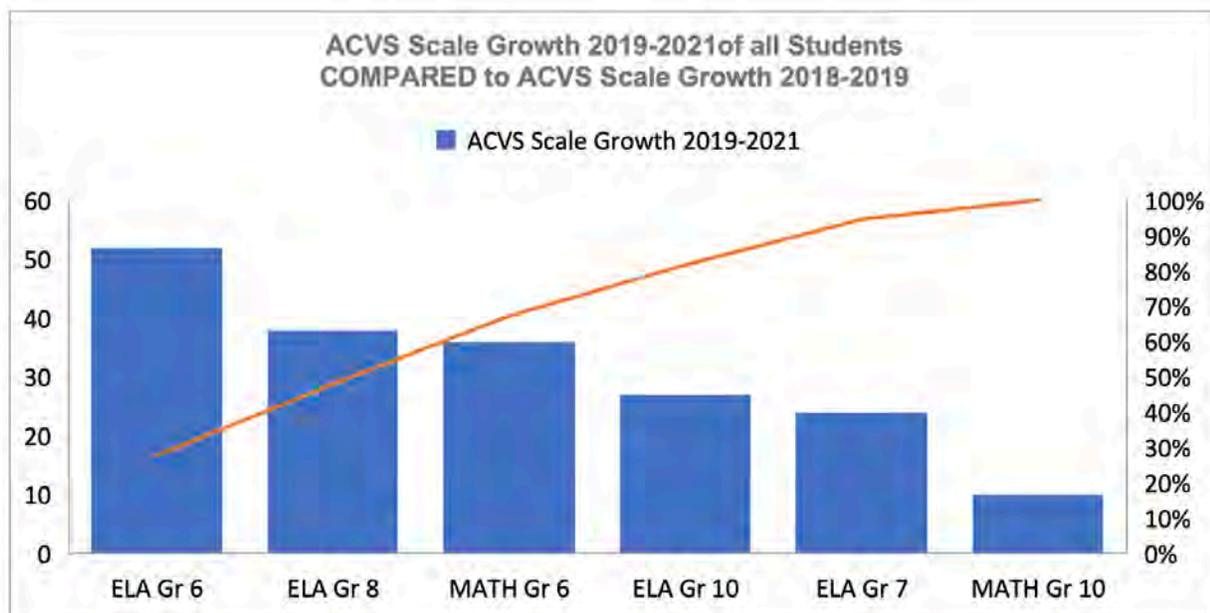
First, all students in grades K through 12 are required to take NWEA Measuring Academic Performance, MAPs, three times a year; prior to entry or at the beginning of the school year, again mid-year, and at the end of the year. Growth is significantly monitored through the MAPS program as well as with the State’s Interims. The Interims typically close in February or early March so MAPs have been key to understanding the full year’s growth.

A second change that ACVS has implemented is based on the results of the MAPs test and how it correlates to the assigned classes students in grades 7 through 12 are placed. ACVS has used the NWEA skills program, as well as other researched-based programs, to work on building key skills for our students. Therefore, if a student scores 75% or below grade level on their ELA or math MAPs test they get their regular subject grade level course that is required and appropriate for their grade level plus another full class designed to build the student’s skill level in the subject area. If the student scores below 50% they are placed in one class and if they score

between 50 and 75% they are placed in more of an accelerated program that still builds their academic skills in the subject area. This has required students who are below grade level to have two class periods in either the ELA or math subject area, one working on grade level skills and the other working on below grade level skills. This has proven very successful for our students. Likewise, students who score 75% or below grade level on their reading MAPs test are assigned a reading class that using research and evidence-based programming to increase their reading level. This program is very individualized and time intensive both for students and staff, but it has been very important for our growth.

Lastly, we have fully revamped our curriculum in grades K through grade 12 for all students over the past five years to ensure that our curriculum is fully aligned with the state standards and embeds progress monitoring to ensure students are achieving. Our academic program is rigorous and time intensive for student and teacher alike. Our students often do not get to have electives that other students would be able to have because their electives are working on skill building. However, our students and families are encouraged by the growth they have seen individually in their specific skill levels.

While ACVS has not met the growth measures we are seeking to. The chart below indicates that the changes we have instituted for all students are impacting our trend towards achieving the growth we hope to achieve. This work is intensive and all staff are fully involved in this endeavor at ACVS.



**Outline of Additional Evidence**

- 1) Exhibit 1: Comparison of ACVS Scale Growth to State Wide Average Scale Growth through the Pandemic.
  - a) This data is a comparison of all students against all students. It does not extract students on an IEP or any other student demographic areas.
- 2) Exhibit 2: Comparison of ISAT proficiency level change between ACVS to the State through the Pandemic in ELA and math.
  - a) This data is a comparison of all students against all students. It does not extract students on an IEP or any other student demographic areas. I provides us with data that says we are comparable with the state in overall proficiency change.
- 3) Exhibit 3: Growth Resiliency Measure Organizational Report.
  - a) Resiliency, or the ability for an individual to overcome a major crises, tragedy, or trauma is extremely important for all students. In a school that has 69% of the student population qualifying as At-Risk for academic failure or dropping out of school requires that all staff are equipped to help our students develop their resiliency skills. Dr. Jonathan Locust from Winona State University in Minnesota has worked with ACVS to help us quantify how well our staff are helping our students build resiliency. This report is not a final report as it will not be complete until the end of the year.

Exhibit 1: Comparison of ACVS Scale Growth to State Wide Average Scale Growth through the Pandemic.

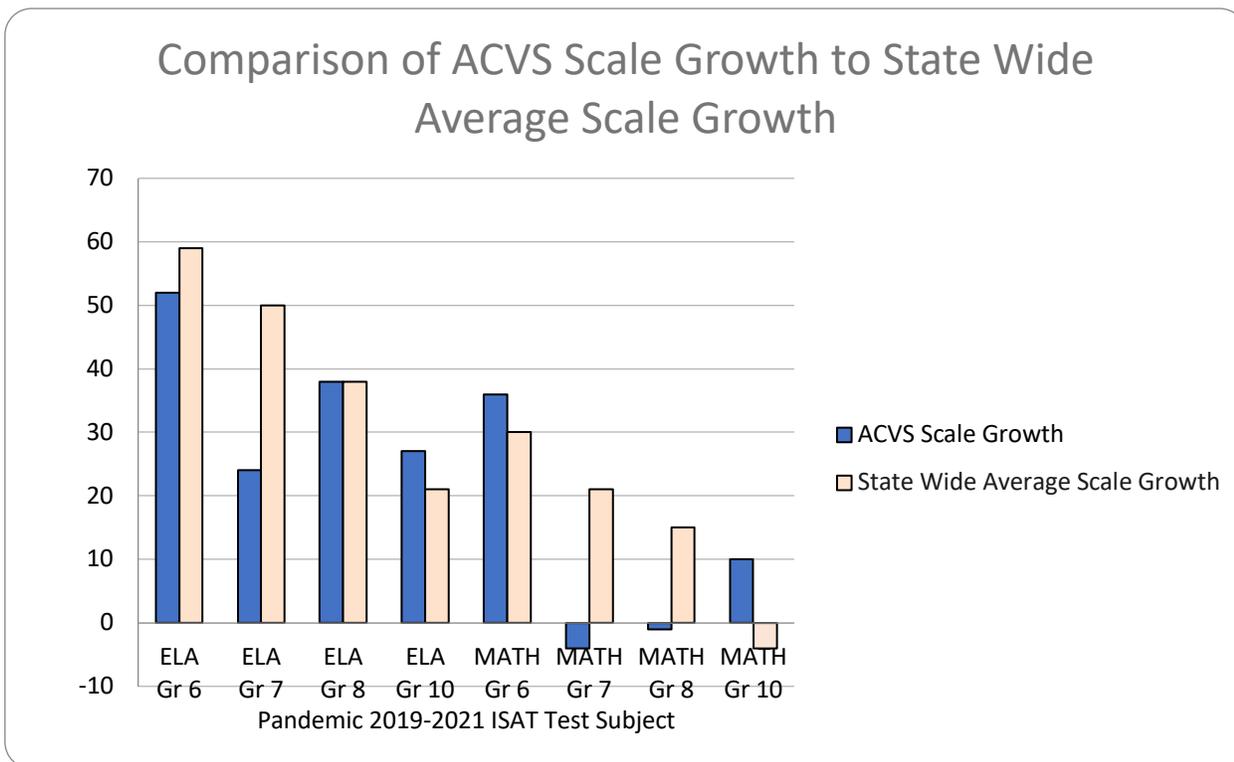
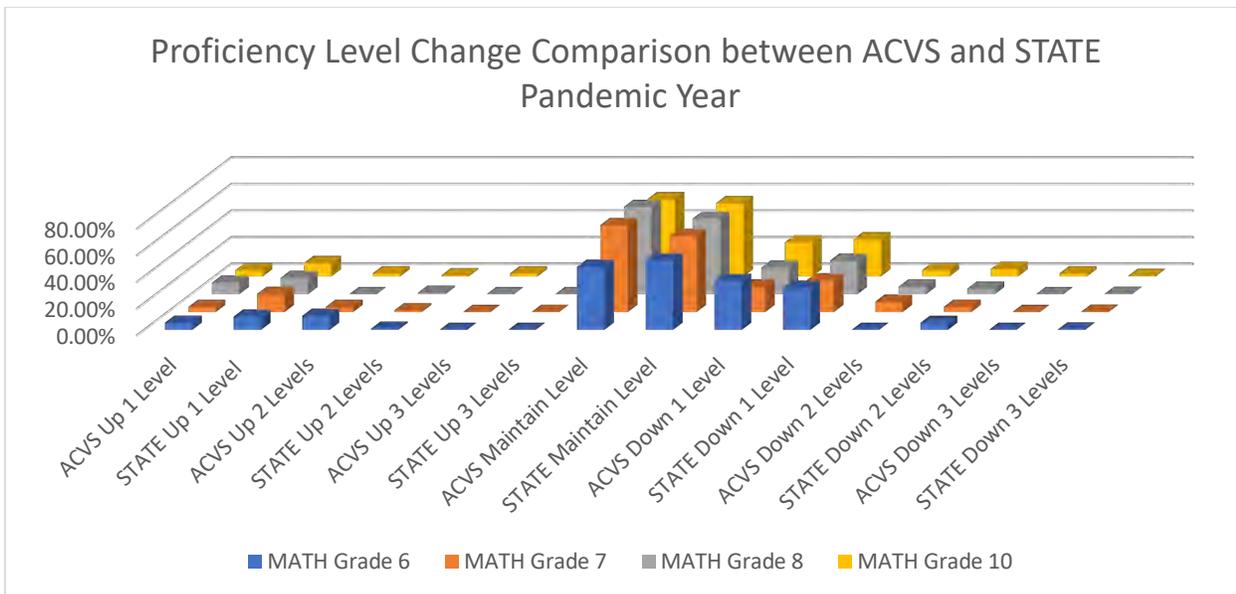
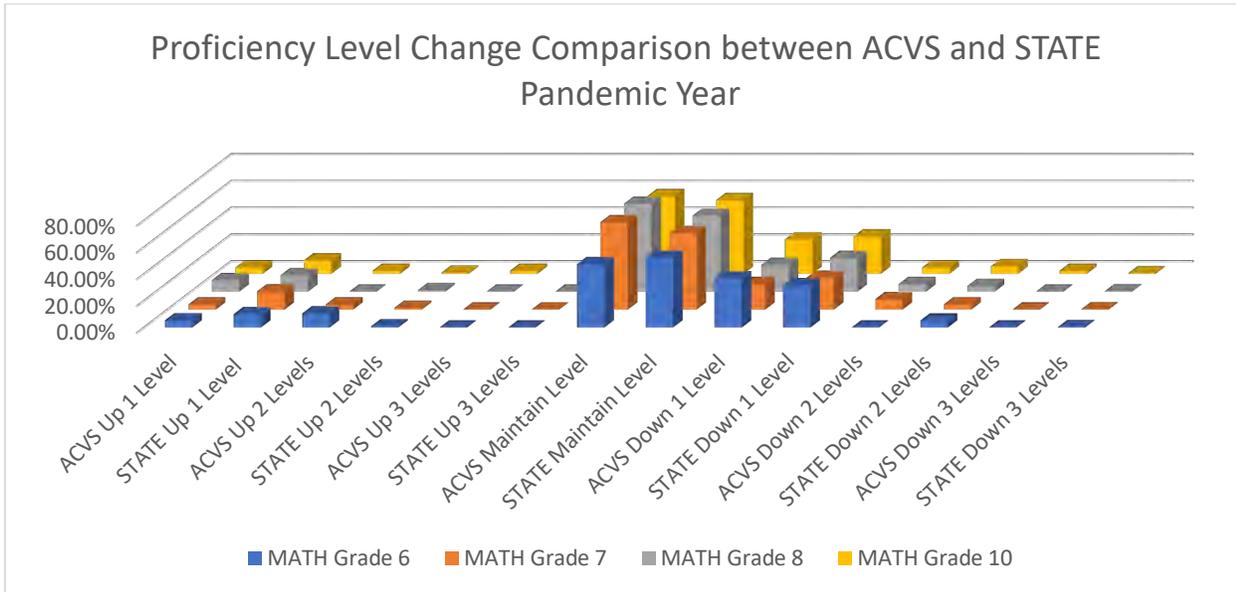


Exhibit 2: Comparison of ISAT proficiency level change between ACVS to the State through the Pandemic in ELA and math.



Additional Evidence

Exhibit Three Growth Resiliency Measure



# Growth Resiliency Measure Organizational Report

## Another Choice Virtual Charter School

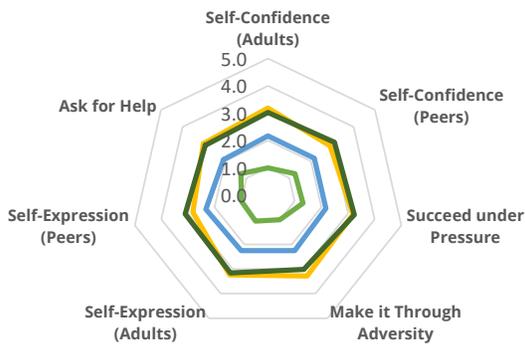
Grades: K-12      # Students: 413      Students of Color: 36%      Male: 50%  
 Female: 49%      Transgender: 1%      At-Risk: 69%      IEP: 29%      504 Plan: 10%  
 Avg. Per Pupil Spending: \$1,554      Free/Discount Lunch: 36.8%

Fall 2021

### Average Scores for Selected Grades

#### Start of the Academic Year

1st Grade (N=19)      6th Grade (N=24)  
 9th Grade (N=38)      12th Grade (N=74)



#### Data Insights

Organizationally, students showed the highest gain in *Self-Confidence w/ Adults* on average.

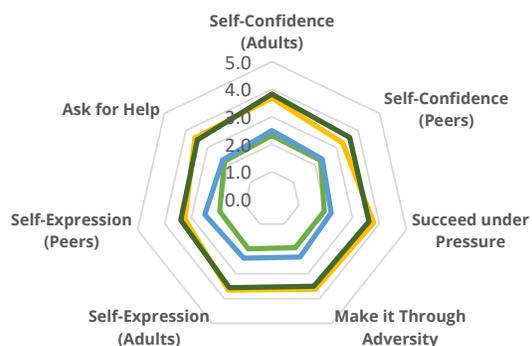
Below is the highest gain components for each grade.

- 1<sup>st</sup> Grade – *Self-Confidence w/ Adults* and *Self-Confidence w/ Peers*
- 2<sup>nd</sup> Grade – *Self Expression w/ Adults*
- 3<sup>rd</sup> Grade – *Self-Confidence w/ Peers* and *Self Expression w/ Adults*
- 4<sup>th</sup> Grade – *Asking for help*
- 5<sup>th</sup> Grade – *Self-Confidence w/ Adults*
- 6<sup>th</sup> Grade – *Self-Confidence w/ Adults*

#### Data Insights (cont'd)

- 7<sup>th</sup> Grade – *Self-Confidence w/ Adults* and *Self Expression w/ Adults*
- 8<sup>th</sup> Grade – *Self-Confidence w/ Adults*, *Succeeding Under Pressure* and *Making it Through Adversity*
- 9<sup>th</sup> Grade – *Succeeding Under Pressure* and *Asking for help*
- 10<sup>th</sup> Grade – *Self-Confidence w/ Adults*
- 11<sup>th</sup> Grade – *Self-Confidence w/ Adults* and *Asking for help*
- 12<sup>th</sup> Grade – *Self-Confidence w/ Adults* and *Succeeding Under Pressure*

#### At the time of Assessment



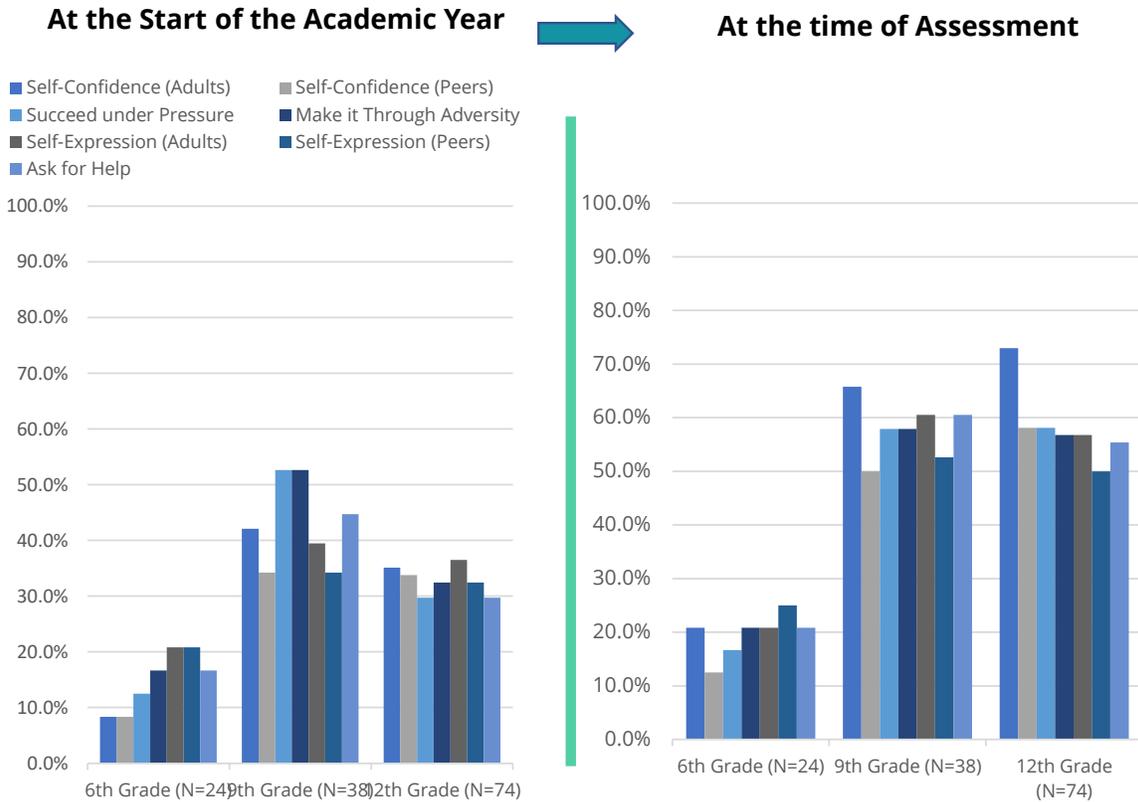
GRM scores were reported by teachers for individual students in their classes at any point in the fall term of 2021. The scores for each category range from 1 through 5, w/ 1 as the lowest and 5 as the highest.



# Growth Resiliency Measure Organizational Report

Fall 2021

Percent of Students w/ High Scores (4 or 5)



### Data Insights

Below are the grades that had the largest percentage of students w/ high scores (4 or 5) for each resilience component. Components are not included if there was no growth.

**Self-confidence w/ Adults** – 5th, 6th, 7th, 9th, 11th, and 12th Grades

**Success under pressure** – 8th Grade

**Ask for help** – 10th Grade

**Self-expression w/ Adults** – 3rd Grade

**Self-expression w/ Peers** – 3rd Grade

GRM scores were reported by teachers for individual students in their classes at any point in the fall term of 2021. The scores for each category range from 1 through 5, w/ 1 as the lowest and 5 as the highest.

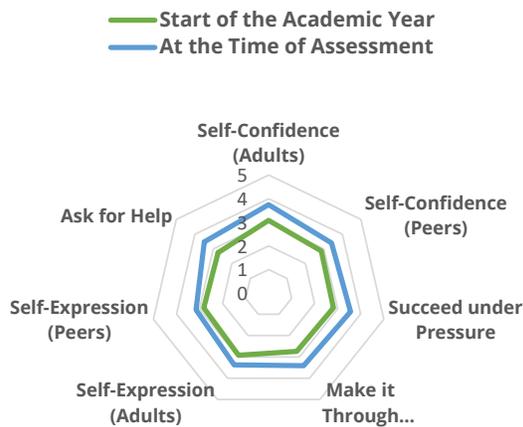


# Growth Resiliency Measure Organizational Report

Fall 2021

*Students of Color*

## Change in GRM Average (12<sup>th</sup> Grade)



Overall, students of color were most represented in *Self-confidence w/ Adults*, followed by *Self Expression w/ Adults*.

*Self-expression w/ Adults* had the highest percentage of 11<sup>th</sup> grade students of color.

*Success under pressure* had the highest percentage of 8<sup>th</sup> grade students of color.

*Self-Confidence w/ Adults* and *Peers* showed the highest percentage of students of color in the 3<sup>rd</sup>, 4<sup>th</sup>, and 10<sup>th</sup> grades.

K, 1<sup>st</sup>, 5<sup>th</sup>, and 6<sup>th</sup> all had 0% of students of color, however, all grades had less than 5 student, with 6<sup>th</sup> having 8.

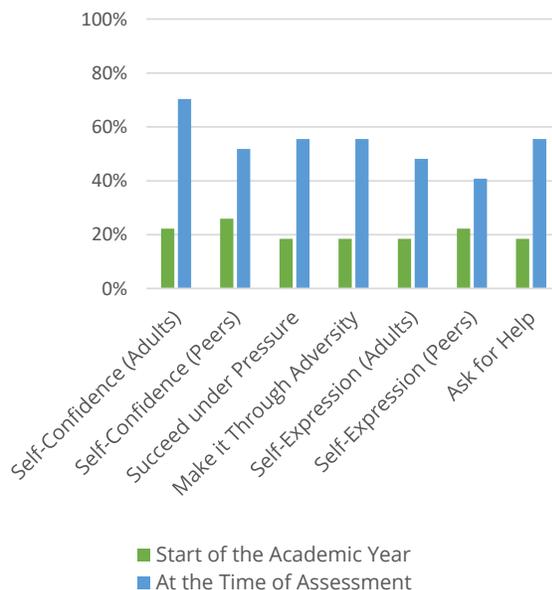
*Note: 2<sup>nd</sup> Grade was evenly distributed amongst all components.*

## Data Insights

For each component of resilience, find the highest gain areas made by students of color for each grade.

- *Self-confidence w/ Adults* – 7<sup>th</sup> grade
- *Self-confidence w/ Peers* – 2<sup>nd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grades
- *Success under pressure* – 8<sup>th</sup> and 9<sup>th</sup> and 11<sup>th</sup> grades
- *Ask for help* – 8<sup>th</sup> and 11<sup>th</sup> Grade
- *Self-expression w/ Adults* – 3<sup>rd</sup> Grade

## Change in Percentage of Students w/ Score 4 or 5 (12<sup>th</sup> Grade)



GRM scores were reported by teachers for individual students in their classes at any point in the fall term of 2021. The scores for each category range from 1 through 5, w/ 1 as the lowest and 5 as the highest.

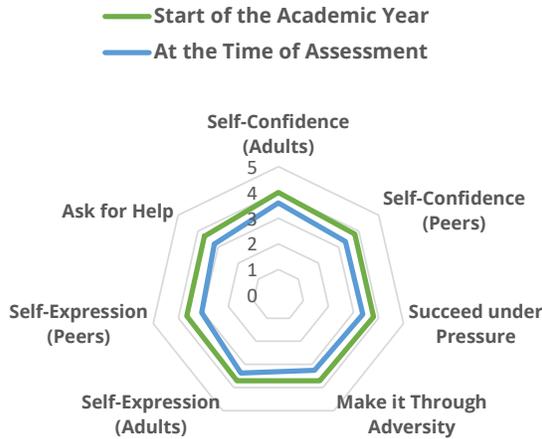


# Growth Resiliency Measure Organizational Report

Fall 2021

## IEP Students

### Change in Average GRM (12<sup>th</sup> Grade)



### Data Insights

For each component of resilience, find the highest gains areas made by students of color for each grade.

- *Self-confidence w/ Adults* – 1st and 5th grade
- *Self-confidence w/ Peers* – 1st, 2nd, 3rd, 4th, 10th, 11th, and 12th grades
- *Success under pressure* – 8th, 9th and 11th grades
- *Make it through Adversity* – 11th grades
- *Ask for help* – 4th, 6th and 11th grades
- *Self-expression w/ Adults* – 7th grade

*Note: K had 0 IEP students.*

Overall, IEP students were most represented in Self-confidence w/ adults, followed by Success Under Pressure.

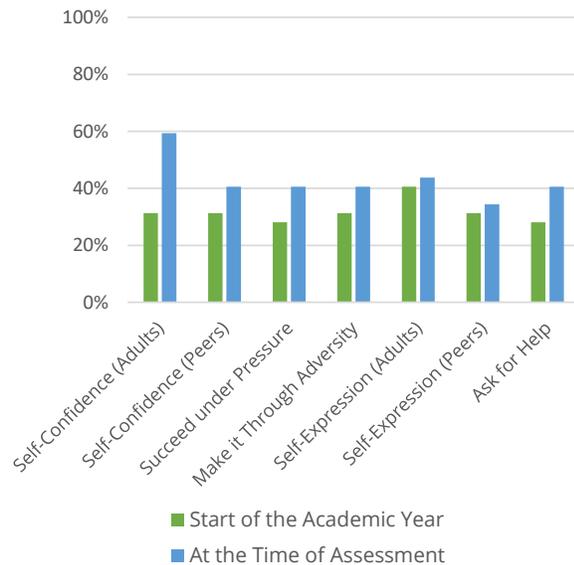
Self-Confidence w/ Adults showed the highest percentage of IEP students in the 11th and 12th grades, and was one of several for grades 4, 6, 7 and 10.

Self-expression w/ Adults had the highest percentage of 9th grade IEP students. gm

Success under pressure had the highest percentage of 8th grade students of color.

*Note: K, 1st, 2nd, 3rd, and 5th all had 0% of IEP students, however, all grades had less than 4 IEP students.*

### Change in the Percentage of Students w/ Score 4 or 5 (12<sup>th</sup> Grade)



*GRM scores were reported by teachers for individual students in their classes at any point in the fall term of 2021. The scores for each category range from 1 through 5, w/ 1 as the lowest and 5 as the highest.*



# Growth Resiliency Measure Organizational Report

## Data Tables – Fall 2021

### 1. GRM Submitted by Student Characteristics

*Excludes students w/out information on their grade level or complete GRM scores*

	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade	Grand Total
<b>Student Count</b>	4	19	8	13	11	12	24	19	39	38	48	74	73	<b>382</b>
<b>Boy %</b>	50%	58%	75%	31%	64%	75%	54%	53%	54%	37%	50%	57%	49%	<b>52%</b>
<b>Girl %</b>	50%	42%	25%	69%	36%	25%	46%	47%	46%	63%	48%	42%	48%	<b>47%</b>
<b>Transgender %</b>	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	2%	1%	1%	<b>1%</b>
<b>Students of Color %</b>	25%	16%	38%	46%	45%	33%	33%	21%	28%	37%	33%	36%	37%	<b>34%</b>
<b>IEP %</b>	0%	11%	13%	15%	36%	33%	50%	63%	46%	42%	46%	45%	44%	<b>41%</b>

### 2. Baseline GRM Averages (at the start of the semester)

Grade	Self-Confidence (Adults)	Self-Confidence (Peers)	Succeed under Pressure	Make it Through Adversity	Self-Expression (Adults)	Self-Expression (Peers)	Ask for Help
Kindergarten	1.3	1.3	1.0	1.0	1.3	1.3	1.3
1st Grade	1.3	1.3	1.0	1.0	1.1	1.0	1.3
2nd Grade	2.9	2.6	2.5	2.5	2.6	2.6	2.5
3rd Grade	2.2	2.0	1.8	1.8	2.2	2.2	2.0
4th Grade	2.7	2.5	2.4	2.5	2.3	2.3	2.0
5th Grade	2.8	2.8	2.4	2.7	2.5	2.6	2.8
6th Grade	2.2	2.2	2.2	2.3	2.3	2.3	2.1
7th Grade	2.9	2.7	2.0	2.1	2.5	2.6	2.1
8th Grade	2.6	2.5	2.4	2.5	2.5	2.4	2.7
9th Grade	3.2	2.9	3.2	3.3	3.2	2.8	3.0
10th Grade	2.9	2.8	2.6	2.8	2.7	2.6	2.8
11th Grade	2.6	2.6	2.4	2.5	2.7	2.7	2.6
12th Grade	3.2	3.1	3.0	3.0	3.2	3.1	2.9
<b>Grand Total</b>	<b>2.7</b>	<b>2.6</b>	<b>2.5</b>	<b>2.6</b>	<b>2.6</b>	<b>2.6</b>	<b>2.6</b>

### 3. Current GRM Averages (at the time of data entry)

Grade	Self-Confidence (Adults)	Self-Confidence (Peers)	Succeed under Pressure	Make it Through Adversity	Self-Expression (Adults)	Self-Expression (Peers)	Ask for Help
Kindergarten	2.3	2.3	2.0	2.0	2.3	2.3	2.3
1st Grade	2.3	2.3	1.9	1.9	2.0	1.9	2.2
2nd Grade	4.0	3.6	3.5	3.5	3.9	3.8	3.6
3rd Grade	3.2	2.8	2.5	2.5	3.0	2.9	2.5
4th Grade	3.0	2.6	2.5	2.5	2.5	2.5	2.4
5th Grade	3.1	2.8	2.5	2.8	2.6	2.7	2.8
6th Grade	2.5	2.3	2.2	2.3	2.4	2.5	2.3
7th Grade	3.3	2.9	2.1	2.2	2.8	2.7	2.2
8th Grade	3.2	2.8	3.1	3.1	3.0	2.8	3.1
9th Grade	3.7	3.3	3.8	3.6	3.7	3.2	3.6
10th Grade	3.1	3.0	2.8	2.9	2.8	2.8	2.9
11th Grade	3.4	3.2	3.1	3.2	3.2	3.1	3.4
12th Grade	3.8	3.6	3.6	3.5	3.6	3.4	3.5
<b>Grand Total</b>	<b>3.30</b>	<b>3.07</b>	<b>3.00</b>	<b>3.01</b>	<b>3.07</b>	<b>2.95</b>	<b>3.07</b>



# Growth Resiliency Measure Organizational Report

## Data Tables - Fall 2021

### 4. Baseline GRM High Scores (4 or 5) - *at the start of the semester*

Grade	Student Count	Self-Confidence (Adults)	Self-Confidence (Peers)	Succeed under Pressure	Make it Through Adversity	Self-Expression (Adults)	Self-Expression (Peers)	Ask for Help
Kindergarten	4							
1st Grade	19							
2nd Grade	8	3	3	3	3	3	3	3
3rd Grade	13	1	1	1	1	1	1	1
4th Grade	11	2		1	1		1	
5th Grade	12	3	3			1	1	3
6th Grade	24	2	2	3	4	5	5	4
7th Grade	19	7	3	2	2	5	3	3
8th Grade	39	10	10	6	8	10	8	13
9th Grade	38	16	13	20	20	15	13	17
10th Grade	49	7	7	3	5	5	6	6
11th Grade	74	17	19	12	16	16	20	24
12th Grade	74	26	25	22	24	27	24	22
<b>Grand Total</b>	<b>384</b>	<b>94</b>	<b>86</b>	<b>73</b>	<b>84</b>	<b>88</b>	<b>85</b>	<b>96</b>

### 5. Current GRM High Scores (4 or 5) - *at the time of data entry*

Grade	Student Count	Self-Confidence (Adults)	Self-Confidence (Peers)	Succeed under Pressure	Make it Through Adversity	Self-Expression (Adults)	Self-Expression (Peers)	Ask for Help
Kindergarten	4							
1st Grade	19							
2nd Grade	8	5	5	5	5	5	5	5
3rd Grade	13	4	2	4	4	5	5	4
4th Grade	11	3	1	1	2	1	1	1
5th Grade	12	5	3			1	1	3
6th Grade	24	5	3	4	5	5	6	5
7th Grade	19	9	4	1	1	6	4	2
8th Grade	39	18	14	17	17	14	12	16
9th Grade	38	25	19	22	22	23	20	23
10th Grade	49	14	15	8	9	10	11	15
11th Grade	74	37	33	31	30	34	31	41
12th Grade	74	54	43	43	42	42	37	41
<b>Grand Total</b>	<b>384</b>	<b>179</b>	<b>142</b>	<b>136</b>	<b>137</b>	<b>146</b>	<b>133</b>	<b>156</b>



# Growth Resiliency Measure Organizational Report

## Data Tables – Fall 2021

### 6. Percent of GRM High Scores (4 or 5) - *at the start of the semester*

Grade	Total Student Count	Self-Confidence (Adults)	Self-Confidence (Peers)	Succeed under Pressure	Make it Through Adversity	Self-Expression (Adults)	Self-Expression (Peers)	Ask for Help
Kindergarten	4	0%	0%	0%	0%	0%	0%	0%
1st Grade	19	0%	0%	0%	0%	0%	0%	0%
2nd Grade	8	38%	38%	38%	38%	38%	38%	38%
3rd Grade	13	8%	8%	8%	8%	8%	8%	8%
4th Grade	11	18%	0%	9%	9%	0%	9%	0%
5th Grade	12	25%	25%	0%	0%	8%	8%	25%
6th Grade	24	8%	8%	13%	17%	21%	21%	17%
7th Grade	19	37%	16%	11%	11%	26%	16%	16%
8th Grade	39	26%	26%	15%	21%	26%	21%	33%
9th Grade	38	42%	34%	53%	53%	39%	34%	45%
10th Grade	49	14%	14%	6%	10%	10%	12%	12%
11th Grade	74	23%	26%	16%	22%	22%	27%	32%
12th Grade	74	35%	34%	30%	32%	36%	32%	30%
<b>Grand Total</b>	<b>384</b>	<b>24%</b>	<b>22%</b>	<b>19%</b>	<b>22%</b>	<b>23%</b>	<b>22%</b>	<b>25%</b>

### 7. Percent of GRM High Scores (4 or 5) - *at the time of data entry*

Grade	Student Count	Self-Confidence (Adults)	Self-Confidence (Peers)	Succeed under Pressure	Make it Through Adversity	Self-Expression (Adults)	Self-Expression (Peers)	Ask for Help
Kindergarten	4	0%	0%	0%	0%	0%	0%	0%
1st Grade	19	0%	0%	0%	0%	0%	0%	0%
2nd Grade	8	63%	63%	63%	63%	63%	63%	63%
3rd Grade	13	31%	15%	31%	31%	38%	38%	31%
4th Grade	11	27%	9%	9%	18%	9%	9%	9%
5th Grade	12	42%	25%	0%	0%	8%	8%	25%
6th Grade	24	21%	13%	17%	21%	21%	25%	21%
7th Grade	19	47%	21%	5%	5%	32%	21%	11%
8th Grade	39	46%	36%	44%	44%	36%	31%	41%
9th Grade	38	66%	50%	58%	58%	61%	53%	61%
10th Grade	49	29%	31%	16%	18%	20%	22%	31%
11th Grade	74	50%	45%	42%	41%	46%	42%	55%
12th Grade	74	73%	58%	58%	57%	57%	50%	55%
<b>Grand Total</b>	<b>384</b>	<b>47%</b>	<b>37%</b>	<b>35%</b>	<b>36%</b>	<b>38%</b>	<b>35%</b>	<b>41%</b>

### 8. GRM Definitions (referred as “components”)

**Self-confidence:** trust in one's abilities, capacities, and judgment.

**Self-expression:** free expression of one's feelings, impulses, thoughts, attitudes, and talents.

**Perseverance:** persistence in doing something despite difficulty or delay in achieving success.

**Success under pressure:** accomplishment through an opposing situation/obstacle.

**Ask for help:** request to see/talk to someone for help.

ANOTHER CHOICE CHARTER - EXHIBIT 1

January 21, 2022

M [REDACTED]

[REDACTED] Nampa Id

To Whom It May Concern:

I am a Parent.

I recently heard that the Idaho Public Charter School Commission has recommended that Another Choice's Charter be revoked, and the school be shut down. My heart just breaks for families like mine. Because Another Choice was truly the Choice that my son needed. I know from meeting other parents that this was true for many many students. My son attended Another Choice for many years. He was a young man with a brain based disability who had failed out of numerous school systems because of behavior issues resulting from fear and anxiety. Home School provided the perfect environment for him where he could be educated in a calm environment. Another Choice Charter was a perfect choice for both of us, as I did not feel qualified to be a teacher. He was on an IEP. The teachers surrounded us and worked with him. they understood his challenges, and supported him so positively. He was able to attend school sometimes to work with the teachers, meet friends and be a part of a school. Yet do the most of his work at home in the calm environment he needed. This was the first time he felt safe and supported while in an educational environment. Teachers and staff were amazing. The support he got we could not have found any place else. My son completed all of his academic requirement and graduated in 2018. What was even better is that he graduate in the top 5 of his class. This would never have happened if we did not have Another Choice Charter School. I really hope the Charter Commission would look again. Too many students were able to succeed and move on to college, careers, and jobs because of this school. It is truly a good fit for so many. No other school offered this to the population of students who needed it. Again, I hope and pray you reconsider this decision. That any issues that may have swayed your decision to close, can we worked out to keep this school open. It would be a tragedy and a loss to students like my son and others.

Sincerely,

[REDACTED]

January 21, 2022

H [REDACTED] C [REDACTED]

[REDACTED] Emmett ID 83617

To Whom It May Concern:

I am a Parent.

ACVS has saved my son's academic career. This school allows him to get the help he needs and go at his own pace. When he started ACVS, he was failing all classes and didn't think he was worth anything. Mr. Hunter his advisor, changed that outlook for him and really helped with his self esteem as a student. My son has severe anxiety and has a hard time connecting to other students. The traditional atmosphere in a classroom was way to stimulating for him and his anxiety just was horrible. ACVS changed that for him. I am asking that ACVS obtain renewal. Every single staff member has a vested interest in my child's well being and learning. They will bend over backwards to help and are always available. This is not just in the school atmosphere, it is in the personal lives as well. If ACVS were to not get renewal, I am very afraid what will happen. ACVS gives students the support students need to achieve goals.

Thank you,

H [REDACTED] D [REDACTED]

[REDACTED]

January 21, 2022

K [REDACTED]

P [REDACTED]

To Whom It May Concern:

I am a Parent.

Growing up I had social anxiety that ultimately led me to be a high school drop out (I'm now three classes away from an MPA and have overcome all of that) my oldest daughter who always excelled in school started to have the same symptoms and her grades and personally started to suffer from the school social environment. Another Choice has allowed her to have strong grades and work on her social strengths at a pace that does not impact her education. This program has and does make a difference for our family. She is now in FFA and wants to be a Farmer- that's worth investing our future into and allowing school formats that work for individual children.

Thank you,

K [REDACTED]

P [REDACTED]

January 21, 2022

C [REDACTED] LI [REDACTED]

[REDACTED] Caldwell ID 83607

To Whom It May Concern:

I am a Parent.

My son has been going to Another choice since his sophomore year. He struggles in a brick and mortar school. He has greatly improved at Another choice. The teacher are great and take the time to help one on one. They reach out to me in text, calls, and emails. I also can reach out to them. I feel more in control of my student learning and know before it's to late to help. Being able to take him to the lab if needed. We love the school.

Thank you,

C [REDACTED] LI [REDACTED]

[REDACTED]

January 21, 2022

J [REDACTED] R [REDACTED]

[REDACTED]

To Whom It May Concern:

I am a Parent.

If not for this Charter School, our child would not have been able to complete the huge milestone in every child/parents life. Which is to graduate with a diploma. Our child did nothing but struggle in public school and the very day our child started at ACVS we saw the benefits and positive change. We would love to have other families experience this same accomplishment.

Thank you,

J [REDACTED] R [REDACTED]

[REDACTED]

January 20, 2022

[REDACTED]

To Whom It May Concern:

I am a Parent.

We have tried other "alternative" schooling methods and this has been the best thing to have ever happened to my son. His teachers are persistent, helpful, understanding and literally go above and beyond - over and over! They force them to be accountable and are flexible when needed. They want to see you graduate, too!! Closing this facility would be a detriment to the youth that thrive in this type of schooling atmosphere. My son talks highly about all of his teachers and that's NEVER been the case! Thankful is an understatement - 2022 I will have my third graduate! Thanks to these guys!!

Thank you,

[REDACTED]

January 20, 2022

J [REDACTED] P [REDACTED]

To Whom It May Concern:

I am a Parent.

Another Choice took my son, who had been kicked out of my house by his mother while I was gone, & took a broken boy & helped finish up turning him into a man. He would not have graduated without the caring people at the school, he just completed his first year of marriage, & is in his 4th year in the Army as a successful Blackhawk Repairer. I couldn't be more proud of him & I can think of no reason why this school would be closed.

Thank you,

J [REDACTED] P [REDACTED]

January 20, 2022

J [REDACTED] E P [REDACTED] Sr  
[REDACTED]

To Whom It May Concern:

I am a Parent.

First, "Grandparent" of FIVE students that have used the Superior services of A.C.V.C.S., Four of which have graduated from the full-service school. Each student, of course, required individual educational services as each person should be entitled to receive. One grandchild was at risk of not finishing high school. He was guided to Another Choice, where he caught up and graduated. He has been in the military now over three years and has been married over a year. Another grandchild is a self-driven student, but requires help in a few subjects. She successfully graduated there and is a Senior at NNU, having earned nearly full ride scholarships. Two other students required vastly different assistances and received them and graduated under full standards and are successful in their individual lives.

I have had opportunity to study several schools, special education and vocational education. I have determined that A.C.V.C.S., being not perfect, has proven itself over and over to provide opportunities for students from all walks of life to make the best possible outcomes in education, depending on their willingness.

Sincerely

J [REDACTED] P [REDACTED] Sr. B.S. (Math) M.Ed. (Counseling) ID State Teaching Cert. (15years)  
[REDACTED]

January 20, 2022

K D

Boise id

To Whom It May Concern:

I am a Parent.

My daughter was diagnosed with epilepsy her 6th grade year. School became very difficult for her to navigate. The over stimulation in the halls and classrooms were a huge trigger for her seizures. She tried a smaller private school but still was struggling. Another choice charter allowed her to continue her education and while tayloring to her specific needs. They have been a huge help to her success as a student. She is graduating this year and I honestly believe if she had to have continued in public school she would not be. Another choice did an amazing job making sure was on task and on track. We are very thankful this was an option for us.

Thank you,

K D

January 20, 2022

C [REDACTED] F [REDACTED]

1122 S. [REDACTED]

To Whom It May Concern:

I am a Parent.

Honestly ACVS has offered my kids another opportunity to learn they've been on point with the tutoring and giving my kids the help they need ONE ON ONE class with the teacher or with the tutor teacher they have been learning much better than when they used to go to regular school and we're very very happy with the ACVS my oldest daughter graduated last year and I have another one that she's been with the school since to.

Thank you,

C [REDACTED] F [REDACTED]

January 20, 2022

L [REDACTED] S [REDACTED]

[REDACTED]

To Whom It May Concern:

I am a Parent.

My kids have never felt more safe in school. The school has allowed me and my kids to have an open schedule. No school is anywhere near as flexible.

Thank you,

L [REDACTED] S [REDACTED]

[REDACTED]

January 20, 2022

M [REDACTED] St [REDACTED]  
[REDACTED]

To Whom It May Concern:

I am a Parent.

This school has allowed my children to excel at academics and has offered me and my children to be safe from covid.

Thank you,

M [REDACTED] St [REDACTED]  
[REDACTED]

January 20, 2022

K [REDACTED] B [REDACTED]

To Whom It May Concern:

I am a Parent.

Another Choice Charter School has helped my child tremendously. He was attending another High School and failing poorly. We took the appropriate steps to get him into something that would fit with our schedule, and he has excelled every since. This is his last year of high school and we are proud to say that he will finish at Another Choice Charter School!

Thank you,

K [REDACTED] B [REDACTED]

January 20, 2022

N. E. [REDACTED]  
[REDACTED]

To Whom It May Concern:

I am a Parent.

Another Choice Charter school has been an excellent school for my sons education . Please renew their licenses. The staff and educators do an excellent job.

Thank you,

N. E. [REDACTED]  
[REDACTED]

January 20, 2022

A [REDACTED] R [REDACTED]  
[REDACTED]

To Whom It May Concern:

I am a Parent.

If it wasn't for another choice I don't think my son would have ever gotten through school and graduated from high school. My son was diagnosed with Asperger's Syndrome when he about 4 years old. My son went through many Public Schools and none of them could help my son. I felt so hopeless for my son's future. I heard about another choice and I decided to take a chance and hope that they would be able to help my son get through school. my son started going to another choice starting in his Elementary years and he graduated High School last school year. I have never seen my son so happy and his life to be able to graduate and get his . I would really be sad to see another Choice close down. I'm sure there's other families out there that are struggling with what I was struggling with my child's education and his disability. We love you another choice you guys will forever be in our hearts.

Thank you,

A [REDACTED] R [REDACTED]  
[REDACTED]

January 20, 2022

P [REDACTED] S [REDACTED]

[REDACTED] Caldwell, Idaho 83607

To Whom It May Concern:

I am a Parent.

I appreciate the opportunity to educate our children in this school. The structured work week and the help that is provided, for our children to learn the material, is invaluable. Being able to accomplish the school work in a more flexible schedule at home is important to me and very worthwhile.

I do not understand why this learning format is being considered to be canceled. Having had our children in the public school system in the past, this is by far a superior way to teach our children.

Thank you,

P [REDACTED] S [REDACTED]

[REDACTED]

January 20, 2022

P [REDACTED] C [REDACTED]  
[REDACTED], Idaho 83634

To Whom It May Concern:

I am a Parent.

As a parent of a past Another Choice Charter graduate and a current student, both of my son's have anxiety and has prevented them attend school in person. Luckily, I was referred to Another Choice Charter by a friend so my sons could continue their education. My oldest attended 2012-2016. He was able to graduate.

My youngest son had anxiety hit in early 2020 with COVID hitting soon after, we tried to wade through in person school as Fall 2020 reopened in hybrid model. Soon we realized he was missing more school the attending. We made a switch to all online for the 2nd semester through school district we live. He thrived and learned more with online classes. Bringing us to need an all online school again in Fall 2021.

So I immediately enrolled him in Another Choice Charter. Seeing the growth of Another Choice Charter and their changes in structure amazes me. I know I have found the school my son needed. He has learned more this year then I think he has all his school past, also has gained confidence in his learning.

Thank you,

P [REDACTED] C [REDACTED]  
[REDACTED]

January 20, 2022

J. [REDACTED] B. [REDACTED]

[REDACTED] Nampa ID 83651

To Whom It May Concern:

I am a Parent.

My name is J. [REDACTED] B. [REDACTED] and I am the mother of a tenth grade student by the name of [REDACTED]. [REDACTED] has Asperger's Syndrome and was diagnosed when he was in first or second grade. He had a hard time making friends, would not focus on his school work, and an absolute nightmare to get up in the mornings for school. I work swing shift and fighting with him each and every morning was incredibly difficult. I would receive letters from the public school district for his attendance, he was threatened by his middle school principal that he would not be able to get his driver's license when the time came, if he would not cooperate and get to school. This went on for years and finally I came to the realization that attending in person was going to continue to be a challenge for [REDACTED] and that I needed to find another school that would better fit our family needs. After speaking with a friend that have children in Another Choice Charter, she told me how it has worked for them. I reluctantly gave in and pulled [REDACTED] out of the public school system here in Nampa back when he was in 8th grade. It was the best choice I have made for him.

[REDACTED] is now in 10th grade and is doing such a wonderful job at his academic studies. His classes have required him to try and come out of his shell with speaking to someone else over video, asking for help when needed which is something he would not do, communicating with his teachers, also something he did not do well with, and their system has been set up to hold him accountable if he does not stay on top of his schoolwork. He is able to go at a pace that best fits his needs. Now that he is older, attending Another Choice Charter has allowed him to start his own business and be able to work his job and do his studies at a time during the day that is convenient for both him and our family. During the first wave of the pandemic, nothing really had changed for him and he kept on track both academically and personally. If he was still at the public school campus, I could guarantee that the changes and the schedule would have been horrible for his spectrum issues. His teachers are always available, encourage him to come in when help is needed, and also has encouraged him to ask us for help rather than hiding in a corner and pretending that he doesn't have school work to do and fighting us on getting up in the morning and going to school.

Our older children whom have since married and moved away, attended a different Charter school for a brief time that closed down shortly after we pulled them out and put them back in public school. That experience was detrimental to my daughter's learning that she fell behind in school and I still feel as if she missed some important aspects of her second grade year and was never caught back up. I still see it to this day and she is 21 years old. If Another Choice Charter were to close down, I am not sure where my son will go. He refuses to go to public school and

since we are in the Nampa High School zone, he said he will not go under any circumstances. Change to his routine will send him spiraling down a path that I just cannot go down again. Another Choice has been a God send to our family and I would imagine to other families that have similar behavioral and social issues such as my son. He literally is doing fantastic in school now, I just don't want to see things go down with his last two years of school. I am trying to keep him in school, not push him out because of whatever issue has come up. As a parent, I am asking for some kind reconsideration and rectification on this matter so our students will not be put in the middle of this dispute and have their lives uprooted.

Thank you,

Je [REDACTED] B [REDACTED]

[REDACTED]

January 20, 2022

I [REDACTED] B [REDACTED]

[REDACTED] Nampa ID 83686

To Whom It May Concern:

I am a Parent.

I am writing you to tell you about my child's experience with Another Choice Charter for the last 12 years.

Little back story. My son [REDACTED] was diagnosed with Autism at the age of 5, while in public school kindergarten. [REDACTED] was labeled the "problem child" because he would throw fits when asked to move to another task BEFORE completing the task he was working on. His teacher thought he was ignoring her because he wouldn't look her in the eye while she was talking to him, so she would sit him in a corner. She would always send him to the principle's office where I was called to come get this child.

I was so sad, and didn't know if I, as a single parent, had to quit my job to home school my son. I was looking for options everywhere, praying every night for an answer.

I came upon this Charter School specializing in kiddos with Autism, difficulties learning, etc. With tons of anxiety, I registered [REDACTED] for his 1st grade year. I was constantly emailing the teacher to see about [REDACTED] behaviors, difficulties in emotion. The teacher would always communicate with me, answer every email. [REDACTED] didn't have the problems like he did at public school. The curriculum at Another Choice catered to [REDACTED] and how he learned and how fast or slow. The teachers cared about [REDACTED] him as a little human, not just a kid they have to deal with cause it's the job.

Another Choice made it possible for [REDACTED] to learn, and be a part of something awesome. [REDACTED] will be graduating this May 2022 as an A/B student. He will be starting a welding school Feb 1st, with continuing help from Another Choice Charter.

The values, the teachers, the administration that Another Choice have are very special. They truly love and care about every child.

Thank you,

I [REDACTED] B [REDACTED]

[REDACTED]

January 20, 2022

J [REDACTED] [REDACTED]

[REDACTED] Caldwell, ID

To Whom It May Concern:

I am a Parent.

Another Choice Virtual Charter school helped my older children continue school when covid restrictions made things difficult.

I have 1 child with social anxiety and ADHD. She could not handle the large amount of people in person at our local high school her freshman year. Virtual school was the choice that helped her finish out the school year last year. We were lucky to get her into Another Choice this year. Though she is struggling a bit personally. We are taking steps as a family to help get her more motivated.

Thank you,

J [REDACTED] [REDACTED]

[REDACTED]

January 20, 2022

A [REDACTED] E [REDACTED]

To Whom It May Concern:

I am a Parent.

I love another choice for my children 🍷. They were in a public school before ' all my children didn't hardly know how to read !!! . Coming to another choice the teachers are wonderful and are always willing to help my child to succeed. Please know I would not want them to close down ' . I would be devastated 😞

Thank you,

A [REDACTED] E [REDACTED]



Laura Sandidge <lsandidge@anotherchoicecharter.org>

**Fwd: ACVCS**

1 message

[REDACTED] Thu, Jan 27, 2022 at 10:38 AM  
 To: "ACVCS - Mrs. Daniels Home Room 3rd Grade" <jdaniels@anotherchoicecharter.org>, L <lsandidge@anotherchoicecharter.org>

Please use this for any purpose you see fit. Thank you.

----- Forwarded message -----

From: S [REDACTED] W [REDACTED]  
 Date: Thu, Jan 27, 2022, 9:18 AM  
 Subject: ACVCS  
 To: ACVCS - Mrs. Daniels Home Room 3rd Grade <jdaniels@anotherchoicecharter.org>

To Whom it may concern:

My name is S [REDACTED] W [REDACTED] I have a 5th grader that goes to Another Choice Virtual Charter School his name is C [REDACTED] W [REDACTED] He has gone to ACVCS since he started school in 1st grade. The teachers are so helpful and encouraging at his school. They get back to me quickly and are C [REDACTED] biggest fans beside his father and me.

This school is very important to my family because we own a business in Oklahoma. My son gets to see his father more and stay up on his schoolwork going to this school. For one parent working out of state it is crucial for my family that my son continues at this school.

[REDACTED] is a straight A student who has always worked hard. [REDACTED] doesn't want candy or money but rather he thrives and exceeds at "Way to Go!" And "Great Job [REDACTED]!" His teachers know that and are quick to point that out every chance they get. Which they know only makes [REDACTED] work harder.

My family would not be as close as we are if my son had to go to another school. We have time together that we would lose if we didn't have this school to go to. That's everything to us. The education my son gets at this school is priceless in so many ways. My son has only ever earned straight A's every quarter and semester since he started first grade at this school. He works hard but a good school is only as good as it's teachers and with how caring and attentive and fun these teachers are at my son's school he thrives at his level. Not the student sitting next to him but rather at [REDACTED]

Another Choice Virtual Charter School Mail - Fwd: ACVCS

<https://mail.google.com/mail/u/0/?ik=1bfd08351f&view=pt&search=all..>

level.

They have seasonal parties and field trips and with their virtual clubs and classes he really gets a super education experience. It's helped keep my family close. Priceless.

Sincerely,

S [REDACTED] V [REDACTED]

State of Idaho

Department of Education

650 West State Street

Boise, ID 83702

(208) 332-6800

Re: Another Choice Virtual Charter School – Dr. Laura Sandidge

To Whom It May Concern,

Regarding the actions taken against Another Choice Virtual Charter School (ACVS) based out of Nampa, Idaho, I hereby give my account of the school and the administration.

My name is M. C. I'm a mother first but I served our community and state in various roles concerning Early Childhood (Region III Chair for Early Childhood with Health and Welfare, State Parent Representative for EC3 appointed by Former Governor Dirk Kempthorne and Idaho State University Early Childhood Council, Autism Speaker/Presenter for the Treasure Valley, etc.) All three of our children, now adults, attended ACVS for over 10 years. We were part of the initial 50 members of a trial group to get ACVS established. We sought out a resolution to the constant problems we encountered within the public schools in District 131 that our children were attending but not receiving adequate care through their IEP, 504 Plan and various accommodations. However, ACVS graciously accepted our children, made the appropriate accommodations and they were more than effective in giving our three children the education they deserved.

Throughout those 10 years, we were very involved in the structure of our children's education and felt that the school, administration and teachers gave our children confidence, security and pride in their achievements. They grew, not only as individuals but gained independence with the help of ACVS and their AFI (Advocates for Inclusion) technicians. Every one of our children graduated from ACVS (2016, 2018 and 2019) and we are ever so grateful for the direction that Dr. Laura Sandidge and staff have given them to be successful in school, life and that they gave them a future.

Our oldest son is 24 and has Autism, he was formerly rejected from other schools in the district, but ACVS accepted him and loved him in all his short-comings, and he is now a vital part of his community serving in many areas across the Treasure Valley in various volunteer positions. Our second son is 21 with Aspergers, was also formerly rejected from other schools in the district, but ACVS accepted him and loved him in all his short-comings, and he is now working at the Boise ACVS office as well as Sodexo on the NNU campus. Both our boys were ruthlessly bullied and no one within the public school system would come to their aid and we were forced to pull them from those establishments. Had ACVS not given them opportunities within the school to gain confidence and grow they would still be struggling in life, work and other areas. Our daughter is 20 and was born with Excessive Femoral Anteversion (twisted femurs) and was bullied by children and teachers on the district but ACVS accepted her with open arms and allowed her to do things that she would otherwise not have had the opportunity. Not only did she graduate a year early from ACVS, but she is currently a senior attending Northwest

Nazarene University as a Graphic Art Design Major with a Minor in Music. She is set to graduate within the year and currently works at Hobby Lobby.

I'm saddened at the fact that the State of Idaho is blind to the value of ACVS and what it is accomplishing in and around our community. Instead, this school should be used as an example of how the districts should be running their schools with those who have disabilities and that these kids are vital to our state but instead, they are being wrongfully accused, chastised and constantly threatened. Dr. Laura Sandidge has devoted her life to the well-being of those with disabilities and it was under my suggestion, due to our children being outcasts in other schools, that she started this wonderful virtual charter school. We consider her to be the most influential in our children's successful educational experience. First and foremost, she wants everyone to succeed, feel important and accomplished. Another Choice Virtual Charter has always worked within the state's guidelines and parameters and never once have they intentionally tried to go against standards, they have always complied. ACVS is accepting of everyone, treats everyone with respect and dignity and my only wish is that the state would reciprocate by not allowing outside disrupters to destroy a perfect model of educational instruction and allow these children to complete their education with self-assurance and pride in their accomplishments.

I appreciate your time and due diligence in this matter to quash those that are simply disappointed that they didn't think of this education model first.

Born and raised an Idahoan,

[REDACTED]

M [REDACTED] C [REDACTED]

[REDACTED]

Nampa, ID 83651

[REDACTED]

January 25, 2022

C [REDACTED] R [REDACTED]  
[REDACTED] Caldwell, Idaho 83607

To Whom It May Concern:

I am a Parent.

I have four kids enrolled in another choice charter school. It started with my second to oldest son, he was diagnosed with being on the spectrum and is actually very high functioning, the term used back in the day would be asbergers, we were just learning about his diagnosis and he was having such a hard time in regular school he shut down. I thought I was going to lose him one day because he was just so depressed, Another choice charter was recommended by a counselor at his school and it was such a blessing. It took the anxiety of having to navigate his diagnosis in public, just out of the way, he was able to deal with everything in a safe environment and not fall behind on school, I have similar stories for each of my kids, my 7 year old son lost half of his intestines and is considered disabled, but you couldn't tell by just looking at him. He has such high medical needs at times and the traditional school was failing him badly even with an iep, he has managed to stay out of the hospital now thanks to another choice and he has not had to miss school work because of his medical appointments. The best part of this school is that my kids can go somewhere locally and get help at the school lab, the teachers that end up working with my kids are amazing. Honestly they are so patient and they accommodate just about anything that is going to help the kids learn. The teachers do more one on one interaction through this school, they do one on one zoom meetings with the kids that can't go to lab, and they keep an eye on grades and reach out almost everyday to see how the work is going. I mean what other school encourages you to text your teacher. There is just so much more help at another choice that I honestly can't imagine it closing. What are all the kids going to do if that happens, the other charter schools in the area do not have an online learning program like this and k12 is so hard my kids tried that and they received no individual help. This school allowed my kids to be happy emotionally strong kids, no bullying, no snotty teachers or administrators, they got encouragement from everyone, the teachers really do show the kids how to advocate for themselves as well. It's a necessity to the community this school remain an option for the kiddos who find themselves in need of a school like this. If it wasn't around my kids would not be a success story I know that for sure.

Thank you,

C [REDACTED] R [REDACTED]  
[REDACTED]

January 25, 2022

B [REDACTED]

To Whom It May Concern:

I am a Parent.

I would be devastated if Another Choice would close. My son wouldn't be in school if it wouldn't be for Another Choice and the staff.

Another Choice has gone above and beyond to help our son. Belive me when I say if it wouldn't be for Another Choice my son wouldn't have a chance and a regular High School.

Thank you,

B [REDACTED]

January 25, 2022

S [REDACTED] W [REDACTED]  
[REDACTED] Nampa Idaho 83651

I am a Parent.

Idaho Public Charter School Commission,

I wanted to share with you how Another Choice Charter School has changed the course of my child's education and his life in an incredible way. His future will be different because of the education and care he has received at Another Choice for the past 5 years. I hope that the support he is receiving will continue both for his sake and for the sake of many others who need alternate learning settings and special resources to make progress.

Previous to coming to Another Choice, my son [REDACTED] attended traditional public school in Washington State. He was in a self contained classroom at a school where I also taught 3rd grade. I saw him in his learning environment every day and also spent time in his classroom every week. He made very little progress in that program because the resources were not in place to make it a viable learning environment. It was a frustrating situation as a parent to walk by my son's classroom several times a day and never see him engaged in any kind of learning. The staff there desperately tried to manage high needs behaviors in the classroom at the expense of academic engagement. My own child was so stressed in this environment that he was completely shut down all of the time. I mention this situation so that I can contrast the incredible experience we have had with Another Choice.

From our first contact with the school I felt that they treated my son, me and my husband with respect, true concern and care. My first contact with a teacher there involved a conversation where I felt heard and the teacher expressed her belief that my son could learn. In subsequent meetings the teachers and other staff presented concrete plans and appropriate and attainable goals for [REDACTED]. Their handling of his IEP has been exceptional. Once goals are attained, the teachers are immediately implementing the next goal. The physical building where students go to learn, get help, and receive interventions is professional and welcoming. The teachers and staff there are caring and perform their work in a professional manner. They give great attention to the needs of each individual and figure out ways to meet those needs. [REDACTED] benefited greatly from their attention to his needs and their creative solutions and instruction. Since I am a 20 year veteran teacher, I recognize how rare it is to have this amount of individualized attention.

We have been with Another Choice for 5 years and in that time my son has received individual instruction from both teachers and para educators on a regular basis. He has been involved in reading intervention and social groups. He has had opportunities for individual Speech and Occupational Therapy. These are things that were not offered to him in any other educational setting for the 5 years that he was in Washington. He has progressed from having zero

academic skills at all, to exceeding our expectations on his academic goals each year. I was shocked at how much he learned in just the first year and cried in relief many times to have found a place for him to learn. The learning and high expectations have continued ever since. We credit the appropriate learning settings, accommodations that work, support from staff, and resources provided by Another Choice. His teachers could see that he had potential to learn and worked hard to provide a setting and resources where this could happen.

I have not perceived there is any other charter school providing something of this caliber for students with special needs. I commend Another Choice for giving such great effort to create a place of learning for students who are different. I also hear from other parents that the typical kids in this school benefit from this individualized approach as well. When I visit the lab building, I see all types of students entering there to learn together in a positive environment where the learning is prioritized. It is obvious that there is a high expectation for students to learn, no matter the level they are working or how difficult it may be for them. The teachers and staff there invest their very best in each student and the board and administration are focused on giving a quality educational experience to all students in their care, no matter their ability.

Another Choice has opened a door for [REDACTED] and our family to see a different future for him. We have hope that he can keep progressing with their help and when he is an adult will advocate for his own needs, participate in meaningful work and activity, develop relationships and participate in social activities that enrich his life. We know that he will always be different than others, but we have hope that with help his future can be just as bright.

Sincerely,

S [REDACTED] W [REDACTED]  
[REDACTED]

January 25, 2022

J [REDACTED] T [REDACTED]

[REDACTED] Nampa ID 83651

To Whom It May Concern:

I am a Parent.

We are learning and growing and this school is allowing us to do so. We can move at our own pace and enjoy learning as a family. We have friends who their kids went to this school and they loved it. I do not want to put my son at a different school. We love this school and our routine and what this school allows us to do and achieve. Two of my nephews and a niece are super excited about applying and attending this school within the next few years when they are of age! Regular in person schools can't even keep their doors open with constant sickness and staffing issues. With another choice charter we are able to continue lessons in our home when we are sick or when life gets in the way. We don't miss assignments and get bad grades because we've been out of school for a week when it's shut down, school is in our home! I searched for months before finding this school and I'm so happy to be apart of it with my son! I believe we are one of many who want this school to stay open! Thank you for your time! - J [REDACTED] and T [REDACTED]

[REDACTED]

January 24, 2022

K. R. [REDACTED]  
[REDACTED] Nampa Idaho 83651

To Whom It May Concern:

I am a Parent.

My daughter [REDACTED] currently attends Another Choice. It has been a blessing for her and our family. [REDACTED] has a hard time making friends because of anxiety and she is also very shy. She attended another charter school in our area 2nd -5th grade However she was missing so much school and would cry almost every night with the stress of going to school. When she came to Another Choice she was able to work from home, come into the school for help and join clubs to help her socialize. (She currently attends Anime club and Kindness club) She says she loves Another Choice because the teachers are great, she gets one on one help when needed and Can go to the lab and not feel judged or singled out. [REDACTED] feels like the students here understand some of what she is going through. As a parent I feel the same way. She is now in the 8th grade and doing very well. I honestly do not know what we would do with out Another Choice.

Thank you,

K. R. [REDACTED]  
[REDACTED]



January 23, 2022

S [REDACTED] H [REDACTED]

[REDACTED] Meridian, ID 83642

To Whom It May Concern:

I am a Parent.

Another Choice Virtual School has changed my son's life and our household. My son is on the spectrum and has always had a hard time in school with terrible grades, social interactions with other students, being bullied, getting in trouble, suspended, never fit in etc...since being at at Another Choice he's had all A's and B's which he's never had his whole life or the desire to have, now he does. He's off all his anxiety meds, he loves school and life now. Another Choice has brought happiness and confidence into his life. He loves all his teacher and they all have been so nice and kind to him. He actually wants to learn and has a drive which he's never had. I don't know what we would have done without Another Choice Virtual School. I ask that you please consider continuing Another Choice Virtual school. It has been a life saver for my son and I don't know where my son would be without this school. It gives him the flexibility he needs when he's having an "off day" and still get the education he needs with out attendance penalties. He has the choice to go into school or not on his own without the pressure of going in if it's not a good day. I am so thankful for what Another Choice has done for our family and my son.

Thank you,

S [REDACTED] H [REDACTED]

[REDACTED]

January 23, 2022

P [REDACTED] E [REDACTED]  
[REDACTED] homedale, Idaho 83628

To Whom It May Concern:

I am a Parent.

Another choice has helped my child to enjoy learning. His teachers are very helpful and do everything to ensure he succeeds. He used to dislike learning but now has become way more independent and enjoys school more than he did in the past. He has had a bad experience with a teacher in public school that made him very leery of doing this program but he has great teachers who've helped him to overcome his past fears. He really has thrived in another choice. We love this program! Hopefully it will always be available for my children and many others who are looking for a great learning program.

Thank you,

P [REDACTED] [REDACTED]  
[REDACTED]

January 22, 2022

J [REDACTED] H [REDACTED]  
[REDACTED]

To Whom It May Concern:

I am a Parent.

My daughter is autistic and has always been on an IEP at the schools she attended. Studies can be very difficult for her. [REDACTED] started at ACVS at the seventh grade level. [REDACTED] was able to work at a pace that was comfortable for her. Subject matter usually proved challenging and rigorous for her, but the faculty provided much needed support, direction and encouragement. [REDACTED] completed her high school education at ACVS and went on to attend Stevens Henegar College. The college staff was reluctant to let [REDACTED] enroll in classes because they do not support IEPs and was worried that she would not be able to handle the rigors of college classes. Not only did [REDACTED] survived at this level, she thrived. I have no doubt that because of the class taking skills she learned at ACVS, she excelled at the college level. She just graduated this summer from Stevens Henegar Magna Cum Laude with a degree in computer programming.

Thank you,

J [REDACTED] H [REDACTED]  
[REDACTED]

January 22, 2022

D [REDACTED] A [REDACTED]

[REDACTED] Boise Idaho 83704

To Whom It May Concern:

I am a Parent.

Until I got my daughter's diagnosis and actually during, it was a constant struggle of chaos. There was never any real consistent accommodations for her that met the needs she needed in her other schools environments. Until I discovered Another Choice Virtual Charter School and she entered there in 7th grade I wondered if she would every graduate high school. Not only did she graduate high school but they worked with me when times were difficult with her mental and special health needs. My daughter has graduated high school all thanks to the choice she and I were given by Another Choice Charter School.

Thank you,

D [REDACTED] A [REDACTED]  
[REDACTED]

January 22, 2022

A [REDACTED]  
[REDACTED] Homedale, ID 83628

To Whom It May Concern:

I am a Parent.

Another Choice Virtual Academy is the school we had been looking for. It offers our family freedoms that are not offered thru a public school setting. Working in agriculture and farming there is always a hand needed and the hours of that are various. It has been a life saver to set our own schedule and still have our children help out with farming while instilling good work ethic and knowledge. As a stay at home mom, I had been searching for a school that would offer my family everything we were looking for, Another Choice has filled that need. I am raising my children while they are receiving an education. I am not sending them off somewhere where they are practically raised by someone else or by themselves, and having very little "home life." My son and daughter both attended public school previously before we switched to Another Choice. My son was bullied nearly everyday he went to school. He came home almost everyday crying and saying he never wanted to go back to school. This was so heartbreaking and hard to explain to him that it was a necessity that he attended school everyday. Since we moved to Another Choice we do not have to worry about that anymore. My son has friends and is still able to get an education in a safe environment. I probably would have home schooled my children on my own if it was not for Another Choice. I did not have to worry about the curriculum, the classes or how I was going to teach them. Another Choice is full of great teachers that are the head of each class, teaching the kids their education instead of me. I feel like they are receiving a very adequate education with Another Choice compared to what me as a teacher would have to offer. I love that my children can receive their education online from Another Choice whether it be in the comforts of our own home or anywhere they can take their computer. I do not care for the public school school system in general. The children can be very rude, pick on others, use fowl language and for the most part get away with it. This society and their use of fowl language all the time is appalling. I try to teach my children so many things, like how it is inappropriate to use fowl language, to have good influences and to be kind to each and everyone. Being enrolled with Another Choice has allowed me to instill these good habits in my children without having to toss them to the wolves. Raising children with good morals and understanding of what a good human being should be like is important to me. This school has allowed me to control the environment my kids are in. My children are not sheltered like you would think, they are not a bunch of shut ins. They have friends, lots of family and are able to gain much needed life experiences. My daughter is on track to graduating next year, she has expressed how much she will be disappointed if we are unable to return. The other day she said even tho she is almost finished with her education she would not return to a public school setting. That means she would rather drop out of school and not finish if she is unable to return to Another Choice and I agree with her. I feel like Another Choice has offered my children a very good education while also

offering a somewhat easiness to life. What I mean is the convenience of being able to receive an education at home. Being able to receive an education if we go on vacation or visit family in another state. My children have always brought their computers with them and was able to complete the tasks asked of them for the day. In public school setting I always had to schedule a vacation time and they had to make up their work when they returned and missed out on the instruction. Another Choice was always brought with us and worked on whether we were home or out of state. There is no other school option like this that I am aware of. If Another Choice would have been around back when I went to school I would have LOVED it! My family would choose Another Choice Virtual academy over and over again for the education of our children. My hope is that my children will be able to return to Another Choice and each receive their educations in full until the graduate. It would make me sad to see my daughter go so far and almost have that victory in hand, only to be denied an education at this school. We all only want what is best for our children in life, and no one can know better than a parent. Please do not deny my children to receive an education that WORKS for them. We need this school and what they have to offer to our children! I do not know what we will do if we are unable to return.

Thank you,

A [REDACTED]

[REDACTED]

January 26, 2022

H [REDACTED]

[REDACTED] Nampa I.D 83687

To Whom It May Concern:

I am a Parent.

Hola mi opinión es que por una persona que se equivocó y iso algo mal. Tanto Maestros como alumnos merecen seguir trabajando por medio de este programa. Por mi parte estoy muy agradecido y a la vez me siento muy bien al saber que mis hijos están en esta escuela más ahora con el COVID 19 me siento más agusto que mis hijos tengan escuela en casa es gran ventaja que no se exponen a enfermaste al asistir en persona a una escuela.

Espero que puedan seguir adelante con esta escuela pues es mucha ayuda sería una lastima que se perdiera por favor permitan que siga adelante por mi parte les doy las gracias por tener este programa y esperando que continúe en el futuro. Por favor. Gracias

Thank you,

H [REDACTED]

[REDACTED]

January 22, 2022

L [REDACTED] G [REDACTED]  
[REDACTED]

To Whom It May Concern:

I am a Parent.

My daughter started attending Another Choice about 3 years ago after a horrible bullying experience that was not dealt with in the Nampa school district. We love Another Choice because they offer a safe environment when my daughter needs to go to the lab. The many options offered by the teachers for one-on-one help is great as my daughter has some special needs.

Thank you,

L [REDACTED] G [REDACTED]  
[REDACTED]

January 21, 2022

L [REDACTED] B [REDACTED]  
[REDACTED] Nampa, Idaho 83686

To Whom It May Concern:

I am a Parent.

I am a Great-Aunt and tutor of four nephews and two neices that have been successful in ACVCS ; one is still attending. One went from a dysfunctional public school and low self-esteem to excelling with ACVCS and joined the Army. The Army wanted to know what happened his last year, and he was proud to say it was ACVCS. No other school personalizes the student's needs and goals to optimize the success of each person. They are all responsible or are becoming responsible adults that go on to college, Army, gainful employment. The school has great leadership.

Thank you,

L [REDACTED] B [REDACTED]  
[REDACTED]

January 21, 2022

D [REDACTED] W [REDACTED]  
PO Box 395 New Plymouth Idaho 83655

To Whom It May Concern:

I am a Parent.

So nice to find a school for my son to finish his Senior year after he was singled out by a supposedly "wonderful basketball coach" who had a vendetta against some peoples religious choices. He was so much happier being able to work his Senior year instead of being stuck in school and still being able to graduates with a diploma! He has had a multitude of job offers and has been continuously employed since his Junior year. He is doing very well, still at home only because of exorbitant housing prices. Idaho needs choices like "Another Choice Charter" so young adults can get on with their lives if they do choose! Thank You!

Thank you,

D [REDACTED] W [REDACTED]

[REDACTED]

January 21, 2022

L [REDACTED]

[REDACTED] Nampa, ID 83686

To Whom It May Concern:

I am a Parent.

It took a long time to find the right school for my daughter. She has a slue of medical issues, anxiety, seizures, etc. She loves her school and the flexibility. She loves the lab, not having to hurry from classroom to classroom and she loves all of the teachers.

Thank you,

L [REDACTED]

[REDACTED]

January 21, 2022

M [REDACTED]

[REDACTED] Caldwell, ID 83607

To Whom It May Concern:

I am a Parent.

I love this option for my kids because it lets me teach them at home but also I can get help from teachers if I need it and everything is already laid out so I don't have to try and make up the curriculum on my own. My kids love that they get their own laptop to do their school on and the fun learning games they can play on them for school. My son has learned a lot from doing this school and I hope to continue to get to teach him through this school.

Thank you,

M: [REDACTED]

[REDACTED]

January 21, 2022

F. [REDACTED] L. [REDACTED]

[REDACTED] Parma, ID 83660

To Whom It May Concern:

I am a Parent.

My son graduated this past year from Another Choice Virtual Charter School. I have 2 sons with high functioning autism. My oldest who is 23 is a high school drop out. Completing only the 8th grade through traditional school through the Nampa School District. My youngest was in the Gateways program in the Nampa School District. He had many behavioral issues. One Neuro-Psych told me that he would be in and out of prison. 6th grade brought many changes for this child. His teacher chose to go to a middle school to teach, leaving behind a bunch of emotional disturbed children without a teacher. From substitute teachers to moving into the secondary school. I requested a meeting for parents to help the transition into the new school & was denied. We stayed with the school until March, that's when my son transferred to Another Choice. Let me tell you...that was the best decision EVER. My son had a 1-on-1 aid to assist with his needs. I am excited to say that my son was able to graduate in May & is a full-time employee at Walmart as a cashier. I am so glad there was a great alternative for education when my son needed it most.

If I ever needed a meeting with staff I was heard. My son enjoyed participating in the clubs that were offered. His behaviors had gotten so much better in the environment that Another Choice offered. If I had to make the decision of my son's education all over again I would have chosen the same, however if they were not around...I would say my son's behaviors would not have changed & that he would have also been a drop out. I am do thankful for all the help & education they offered. By the way because Walmart offers free college, he is actually thinking that is a choice for him in the future.

Thank you,

F. [REDACTED] L. [REDACTED]

[REDACTED]

January 27, 2022

A [REDACTED]: M [REDACTED]  
[REDACTED]

To Whom It May Concern:

I am a Parent.

I am so grateful that I found Another Choice Charter School. When my son was in the eighth grade, 5 years ago, he had a lot of anxiety and stress being around so many students. He was diagnosed with Non Verbal Learning Disability and he was falling through the cracks at his Jr High school. I pulled him out of school and tried homeschooling but it was a disaster. That's when I found Another Choice Charter and it's been a life-saving experience. [REDACTED] has been able to receive the assistance he needed. He's gained more confidence as a student and his teachers are more than willing to assist him in any way they can. The staff communicates well with him and reaches out if he needs help. I am a retired school teacher and I am amazed at how much dedication has been given to my son. The teachers and staff have done a wonderful job. My son is a senior and graduating this year and I give full credit to myself, the staff and teachers at Another Choice Charter School. The only answer for my son was to be in an online school. I honestly don't know what we would've done if Another Choice Charter was not an option.

Thank you,  
A [REDACTED] M [REDACTED]  
[REDACTED]

January 27, 2022

F [REDACTED] [REDACTED]

[REDACTED] Eagle ID 83616

To Whom It May Concern:

I am a Parent.

Another Choice has been a great experience for our family.

Thank you,

F [REDACTED] [REDACTED];

[REDACTED]



ANOTHER CHOICE CHARTER - EXHIBIT 2

January 26, 2022

Idaho Public Charter School Commission  
304 N 8th St Suite 242  
Boise, ID 83702

To whom it may concern,

I am writing this letter in support of keeping Another Choice Virtual Charter School (ACVS) open. I have been teaching for 16 years and the last 8 years have been at ACVS. In the past 8 years at ACVS, I have had the privilege to fill various teaching and leadership assignments. I have been able to teach English, Spanish, and Physical Education and I have also been the English Language Learner coordinator as well as part of the school improvement leadership team. Through these roles, I have been able to see how ACVS has helped so many students grow and reach goals that students might have felt were out of reach.

I have had the opportunity to work with students who needed to help their family financially so they had to find employment and quit going to school. By enrolling at ACVS, these students found that they could accomplish their goal of graduating. ACVS has a unique model that provides the flexibility that some students need to be able to work and help their families while still continuing their education.

ACVS is one of the few schools that is finding solutions for students that a traditional school can't provide. For example, students that excel in activities outside of school can continue to pursue their passion while still having access to a quality education. Another example are students that have children. ACVS provides remote learning for students that need to study at home while they are raising their children. Remote learning also helps students that travel. I work with students that travel to Mexico during the winter. In a traditional school, they would have had to lose credits for not completing their classes. ACVS has provided the framework for students to continue studying no matter where they are at.

As you have read, there is a great need for a school that can service students that would not be successful at a traditional school. ACVS fills that void! I would request that you reconsider your decision to not reauthorize ACVS's charter. I have personally seen many students thrive at ACVS, don't deny that same opportunity for future students.

Sincerely,

Liliana Carreon-Sanders



To whom it may concern,

My name is Anne Madden and I have been the physical therapist providing school based services to Another Choice Virtual Charter School since 2016. My company Proximity Telehealth also provides the Speech Language Pathology Services as well as School Psychology services to the school.

Our company has interactions with students on a daily basis as well as teachers, case managers, parents, and administration. Another Choice puts students with special needs first by providing individualized education and unique accommodations for students who otherwise have difficulty thriving and functioning in a traditional school setting. Their focus on students with disabilities is unique in itself but so is the care, kindness, and respect they show students who are often seen as a burden by others.

I was especially impressed with how they handled COVID in 2020. When other schools and districts closed and left parents and students with no resources, Another Choice was able to continue providing valuable educational services and social contact to their students during this difficult time. We made slight adjustments to our physical therapy and speech therapy services and did not miss a week of connecting and working with our students in 2020. There are few, if any, schools in the entire state who handled COVID as well as they did. This speaks volumes about how much the staff and administration at Another Choice care and value their students.

Now speaking on a more personal level as a parent. Another Choice is a blessing to parents who have a child with special needs. To know that there is a place that is specifically created for your child to thrive and excel when they were not born with all the advantages of a typical child is incredible. There should be more schools like Another Choice Virtual Charter School, not less. I hope you reconsider taking this option away from the families and students who need it.

Respectfully,

A handwritten signature in cursive script that reads "J. Anne Madden".

J. Anne Madden, PT, DPT

Doctor of Physical Therapy

(208) 600-4325

amadden@proximitytelehealth.com

January 27, 2022

Tracey R Crosley

[REDACTED] Nampa ID 83651

To Whom It May Concern:

I am a Teacher.

As a teacher at ACVS, I have seen first-hand how our unique set up has benefited many students.

ACVS is virtual. It's a place where those students both on and off the spectrum can work from the comfort and safety of their own homes. We have a Virtual Lab where students can sign in to a Zoom meeting in order to ask for help, or to just work independently but with accountability from the teacher who is manning the Virtual Lab.

ACVS is hybrid. Students have the option to come into a lab setting where they can get help from a teacher if they want or need it. Many students meet their tutors or techs here and work through the day.

ACVS is people. From its administration to its faculty and staff, ACVS cares about each student that is enrolled. Virtual and face-to-face meetings between teachers and students are the norm. These are taken extremely seriously. All teachers share a "Synchronous Meetings" spreadsheet to which we refer before scheduling any recurring meetings in order to prevent overlap.

ACVS is second chances. It is also third chances. Many students who have withdrawn from ACVS have come back after finding they are less successful at other schools.

In conclusion, every child is welcome and encouraged at ACVS whether they participate 100% virtually or if they take advantage of its hybrid features and it would be a shame to take this unique educational option off the table.

Thank you,

Tracey R Crosley

tcrosley@anotherchoicecharter.org

[REDACTED]

January 27, 2022

Dennis Lenz  
[REDACTED]

To Whom It May Concern:

I am a Teacher.

I just wanted to say in regards to keeping ACVS open, I think it would be a great disservice to many students in our community if we were to close. This is the third school I have taught at, the other two were brick and mortar schools. I feel like I have reached more students at ACVS because of our hybrid model, where I can help them in person and online any time of the day. I am afraid that if our school is not available, many of our students will simply become numbers at a different school and fall through the cracks and not get the education they deserve. At ACVS we have the time and resources to really get to know our kids, which is so important because they often have different needs than most students. State test scores are important but they aren't the only thing that should count when evaluating ACVS. If every student has the right to learn and we are helping students that do not learn traditionally, then we should not be evaluated traditionally. Not only do our students get a quality education but they also get a chance to grow socially and experience things they most likely wouldn't outside of our school. ACVS is a special school with great teachers and unique kids that not only want us to stay open for them, but need us to stay open for them. Thank you for your time.

Thank you,  
Dennis Lenz  
dlenz@anotherchoicecharter.org  
[REDACTED]

January 27, 2022

Ryan Josephson  
[REDACTED]

To Whom It May Concern:

I am a Teacher.

To whom it concerns regarding the operation of ACVS, I've worked at this school for 12 years now and can say we've absolutely grown a lot as a school. Online schools were in the very beginning stages when we opened our doors back in 2010. It was new to the administrators and teachers alike. We've had our growing pains for sure, but we've had many successes too. I've seen students graduate that never had a chance, students with their own babies or those with disabilities that make classrooms difficult for all involved. Even more students that have had to pick up jobs to help pay bills to keep the roof over their head. Students that have been bullied or abused, students with high anxiety. What are you saying to these kids by closing our school? That if they don't fit the mold, then they don't get a seat at the table?

I know our testing scores are low and growth is sometimes hard to show, what with our population being largely SPED and students needing to work. We're also a dumping ground for students from other districts with attendance issues and other problems. Yet we still have our success stories and I think that despite online schools not being a good fit for some students, it's absolutely the right fit for others.

Please consider keeping our doors open, even if that means a change in administration as I still believe we're a good fit for a lot of students and we give them the best opportunity to succeed.

Thank you,  
Ryan Josephson  
rjosephson@anotherchoicecharter.org  
[REDACTED]

January 27, 2022

Taryn

[REDACTED] Homedale Id 83628

To Whom It May Concern:

I am a Teacher.

I have so many positives I can say, but I will do just a few. Starting with the school, I have seen kids grow in ways that I could never believe. From coming in with very low reading to graduating out of the reading class, for example. They are able to get the help and one on one that they can't other places. I personally had a student that was referred to us from a brick and mortar, that was having a hard time excelling in school there, but once they joined us, they have taken off. They are gaining knowledge along with building self confidence. Its reasons like this I am proud to be a teacher here at ACVS. Our admin Laura has also be a big influence on me. I started my teaching career here and I have learned so much from her, on how to care and teach SPED kids. Her heart has always been to help kids. I have gained so much from working here.

Thank you,

Taryn

tcook@anotherchoicecharter.org

[REDACTED]

January 26, 2022

Julie Tonn (Euijin Choe)

[REDACTED] Nampa, ID 83687

To Whom It May Concern:

I am a Teacher.

This is my 2nd year at Another Choice. I've worked at other schools before, but this is one of the most cooperative and well-structured school I've ever seen.

I believe everyone deserves to have equal opportunity for education, regardless of their performance level. Unfortunately, special-need or low-performing students usually don't get much benefit from current school systems. In ACVS, all the teachers and staff truly care about students' success. They go above and beyond the "call of duty" to fill the students' individual need. This school is dedicated to help them to realize they can still success and provide the system they need. They can get extra support from the teachers, tutors and ed partners, student services etc.

We need more schools with hybrid system like Another Choice. Especially with Covid-19, we all have experienced the uncertainty of the future, and lots of schools closed due to the lack of staff and the spread of illness. However, it was much easier for Another Choice to adjust to the changes since we've already had the system built. Another Choice's hybrid system adds more flexibility and allows us to continue education without severe changes, providing both the convenience of online learning and the ability to have in-person contact just like brick-and-mortar schools.

Thank you,  
Julie Tonn (Euijin Choe)  
jtonn@anotherchoicecharter.org

Idaho Charter School Commission:

I would like to share with you some thoughts concerning Another Choice Virtual Charter School. I am aware that I am not privy to all facts in this case but do appreciate being able to share from my perspective as an employee at ACVS. From our administration down to all of our staff there is a sincere desire from the vast majority to provide a good education to our student body. We deal with a huge number of students that have not been successful at other schools and often multiple other schools. I can honestly share with you that the heart of the people involved here is to help them overcome difficulties and find success and help them achieve their goals all the way to graduation and beyond.

As part of our student support team I can tell you that we do things to go above and beyond what the students and parents have seen in other places. More often than not when I travel to a students home to meet with parents or students their reaction is that of surprise because they have never had a staff member from a school go to the trouble of tracking them down to try and come up with a plan to help their student be more successful in their work and they are almost always very appreciative of the effort.

I ask you to seriously consider what the closing of ACVS will mean for our staff, Parents and mostly our student body. I believe we meet an abundance of needs for our student body that may not be met as well other places. I believe our enrollment is an indication of that fact. I appreciate the time and work you are putting into this decision and I thank you for your time.

Les Little



Laura Sandidge <lsandidge@anotherchoicecharter.org>

**Letters from Students**

Whitney Oliver <woliver@anotherchoicecharter.org>

Wed, Jan 26, 2022 at 6:51 PM

To: Laura Sandidge <lsandidge@anotherchoicecharter.org>

██████████

My name is ██████████ ██████████ and I am in tenth grade, I am writing this with the intention of telling you why I like ACVS.

I am a student who recently moved to the United States and how do you know my English is lousy but I am studying it, in this school I feel a little more comfortable learning, because by holding meetings I can see my ability to speak, for example, with the class of reading I have been able to advance with my reading and I have been able to speak better, although I still have an accent but I have been able to improve. I like this school because it gives you the time you need and you are not rushed, for example if you have a job but you are studying at the same time, ACVS gives you the time to hand in your homework and so on.

This school gives you many opportunities and its teachers are great, it seems a bit bad to waste their abilities

so I hope you can reconsider your decision and give ACVS one more chance.

██████████ ██████████

One thing that I love about ACVS, is that its free and anybody can join the school, I remember the first I came here was that I knocked out 6 months of work, and getting help from teachers, which honestly I never had before, this school has shaped who I ma today, now I have As, Bs, and nothing lower than that, these teachers has helped kids grow and be supported, Ms, Oliver and Ms. Flint including all the other teachers has helped and guided me to grow and the gratitude that I have for them is skyrocketing. I love this school, and I think it should stay, and I will try everything in my power to keep it here as a student.

██████████ ██████████

I love AVCS because it gave me hope that I could actually do good in school. Before I joined ACVS I was getting heavily bullied at my old school so I left, I was out of school for almost 6 months because no school would take me, my mom heard great things from my doctor about ACVS and looked into it. When I first joined ACVS I didn't want to graduate and was giving up on school, the teachers at my school didn't give up on me and they helped me because they wanted me to do better and actually believe in myself. I've been at ACVS since 7th grade and it has helped me so much, every year my grades get better and now I plan to graduate from ACVS.

██████████ ██████████

Something I love about our school is how amazing our teachers are and how easily I can communicate with them.

██████████ ██████████

ACVS is as outstanding online virtual school experience. With amazing teachers willing to help you at every second of the way. And not only the teachers are outstanding but the schools curriculum, I feel like I'm learning so much every week and it actually makes me a little excited. So IF you decide not to be open next year, I'm glad to say I had a wonderful experience and thank you for having me.

██████████ ██████████

Dear Commissioners,  
I would love for ACVCS to stay open. I've loved the 3 years I've been here. I have enjoyed all the nice teachers, the students, and I would love to be able to graduate next year here at this school. I have loved the experience of being homeschooled. I would not have changed my decision of coming to an online school. Thanks.

Sincerely, ██████████ ██████████

██████████ ██████████ ██████████

This school has done alot for me. It got me out of syringa middle school where bullies were beating me everywhere I went. This school got me in a better place emotionally. The clubs are great and I really don't want this school to shut down. I was going insane when I was over at syringa and the teachers were not doing anything about it. I feel happy here at another choice. I feel safe here, if i go back to public schools all I have here will disappear.

Whitney Oliver  
High School Reading Teacher  
Another Choice Virtual Charter School  
208-272-9725

January 24, 2022

To Whom It May Concern:

I am writing to protest the closing for Another Choice Virtual Charter School. My protest is two-fold in that the characterization put out from the committee to the media about our leader, Laura Sandidge, was not complete and the way our school was cast aside was prejudicial and not in good faith or focused on the original plan with which we were initially approved. Please allow me this opportunity to clarify my position.

It was stated that Laura benefited from ACVS as if she were using us rather than providing for us as a school. Laura has a missionary heart in that her life's focus has been for children with disabilities. She was a single mom that has worked at the state school, has flown to villages in Alaska to provide services for students, and even wrote a curriculum for an orphanage in China and presented it in person to help them learn what best to do for children with disabilities. Laura went to China when they were still strapping students to potty seats if they were not potty trained. This woman sat on a street in China with a child because an orphanage did not want to take the child in after hours so would have left her there all night alone. Here at home, Laura had a vision for a school that would focus on student improvement rather than "making the grade", because they most likely would never meet the world's standard. In our school they are not stragglers and outliers, they are equals if they do their best. When she provided services from her other business or bought us a building to work out of, it was for the school's benefit. The way she pours herself into our school causes her to sacrifice much more than she gains from it. I will say that she is tough and might overextend herself at times, in efforts for us to succeed, but it is most definitely not from selfishness. To cast her out would be to lose an amazing resource and a wealth of knowledge. It is important for you to know that there is much more to the picture than what you evidently saw when you judged our situation.

Closing Another choice is not something that seems just or warranted. The commission knew the focus for our school would be on student improvement and not dependent on ISAT scores alone. That was the whole point of our school; we were another choice for students with learning differences. Our focus was on student improvement. No school has worked harder to get scores up, but that was not the only thing that you were to consider. In fact, closing our school appears to be a move based on prejudice because our students will find it difficult to produce scores that make Idaho "look good". Not everyone is created equal, but they should be provided equal opportunities. Our students are provided opportunities to interact with each other in class with discussion boards that allow for their various communication abilities, they are allowed to interact in labs that encourage them to do their individual best while working next to another student that might work at a totally different individual best. They are not only allowed, but encouraged to have fun in clubs, on field trips, at a prom, and even as a speaker or entertainer at an event where they can be acknowledged and celebrated. That would not be the case for some of our students in another setting.

Scores do not reflect some of the wonderful things that I have seen, such as a student that responded like a wild kitten upon entry to ACVS only to grow into the young lady that grinned with pride as she walked across the stage for her diploma. Her scores would not win us a prize, but her growth was inspiring! I will never forget the 9<sup>th</sup> grader that came in without an IEP but a doctor's note saying that she was "retarded". This girl was emotional and withdrawn but we tested her and nurtured her to where she graduated a lovely young lady that was NOT "retarded" but had a severe Language disability and was given interventions that helped her to feel seen, heard, and valued. Scores would not reflect the young man that faked his way through school with an amazing smile and personality that cloaked his Intellectual Disability enough so that previous teachers missed his need. Providing him with work that he was able to comprehend and grow with, allowed him confidence that blossomed and aided him in making a decent living after his graduation. I am so proud of the success stories that there are to share about our students. I cannot convey how many suffer with depression as well as lack of confidence and motivation that will be dropped by the wayside if left to schools whose focus is only to compete for scores. Some were encouraged to attend our school by other schools as those students did not present well on the school's reported numbers. We are not only willing to take them but are ready to fight for them to succeed.

In closing, I implore you to reconsider your decision to close Another Choice Virtual Charter School and allow us to continue working with our students. I acknowledge that you have a difficult job, and you want to hold schools accountable to do their best for Idaho students. However, I feel that we are one of those schools that are doing our best for its students. We realize there is much work to be done and improvements to be made along the way. Our mission has not changed from the day we opened, it is to provide students with learning differences an opportunity to grow and be successful in their educational experience. It's to help them stand up and be counted as they flourish in a world that is not always as accepting or accommodating to their abilities. There is a need for our school as demonstrated by the number of students that attend, as demonstrated by the students that are recommended to us from other schools, and as demonstrated by smiling faces that interacting with peers and staff with a feeling of accomplishment. Please widen your lens to include a broader definition of success.

Thank you for your consideration,

*Ramona Jones*

Ramona Jones, Special Education Teacher

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

Dear Idaho Public Charter School Commission,

I am writing to request that you accept the appeal and renew the accreditation for Another Choice Virtual Charter School in Nampa, Idaho. As one of its teachers, I can attest to the value of the school, its unique and incredible student body, the driven heart of the teachers for their students, and the determination to continually improve learning and testing scores.

Another Choice Virtual Charter School meets a specific need within our community. Many of our students face challenges within other school environments that include lack of diversified and leveled curriculum, bullying, and struggle with social engagement. This leads students to enter adulthood with an inability to become active members of society. Students who struggle consistently often give up. Many students say, "Why try when it is always so hard?"

Within our school environment, students demonstrate achievement with individual academic and personal growth. Students learn to believe in themselves and learn the value of their role in the community. After experiencing our unique approach to leveled classes and the supportive collaboration of their teachers, these students graduate. They come back to their advisors and teachers to thank them. They speak to other students and encourage them to press on. The students, who wanted to give up, don't give up! They *graduate*.

Teachers collaborate and work hard to instruct well, reteach concepts in new ways, and focus on growth with state standards. We, as teachers, do this because we are committed to the success of our students. Scores have improved and students continue to demonstrate their learning. More importantly, students are proud of their growth and look forward to accomplishing more. *They want to succeed. They want to learn. They want to be involved in bettering their families and communities. They want to give to others the kindness, the persistence and the heart that their teachers have shown to them.*

Our school is worth the sacrifice. It is worth the hard work. It is worth the determination. Our students need us to educate them, to walk beside them, to challenge them and to celebrate with them. We believe in our students and in our work to provide quality education. Our students are worth the effort. They are worth the re-accreditation of Another Choice Virtual Charter School.

Sincerely,

*Amanda Popescu*

Amanda Popescu, LMSW

apopescu@anotherchoicecharter.org

1/27/22

Dear Idaho Charter Commission,

My name is Hope and I have had the opportunity to be both a student and a hired tutor at Another Choice Virtual Charter School. The amount of support that ACVS provides each of its students is unmatched. I was a student at another charter school when I was in a car accident that resulted in a brain injury. I needed accommodations in the form of a 504 plan that my current school could not provide. Thanks to the support at ACVS I was able to stay on track for graduation the following year.

As a tutor I was able to observe just how vital this school and its staff is to the community. A large portion of the student body at Another Choice is made up of students that other schools have given up on. ACVS takes students from all walks of life and tough situations and gives them the support and encouragement they need to start believing in themselves and their education.

As a current college student studying to be an educator myself, I hold the belief that every student has the potential and the ability to thrive if given the opportunity. That is what ACVS does, they provide the opportunity and support students need to continue their education. Without this school many students would lose the opportunity to be educated by wonderful teachers who truly care about their students' success. ACVS is a wonderful school that I hope will be able to continue to provide education to all students with learning differences in the community.

Thank you,

Hope Grauberger



**A n o t h e r**  
**C h o i c e**  
V I R T U A L S C H O O L

Dear Idaho Charter Commission,

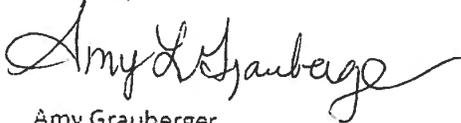
I have been a special education teacher at ACVS for 10 years and am currently the K-6 Special Education Coordinator and the K-12 Low Incidence Program Coordinator, and I have loved every minute of it. Not only is this the first school I have worked for that differentiates and customizes learning to help every child succeed, but I also experienced being a parent of an ACVS student when my daughter suffered a Traumatic Brain Injury from a severe car crash in January of her junior year of high school.

ACVS is a unique place to work because we have a variety of methods and interventions available to help students. Unlike all other districts I have worked for, not once at ACVS have I ever been told that after having identified a data driven need for a student, there was no money or no staff available to help meet that need. Instead, ACVS is full of administrators and staff that think outside the box and freely provide what is needed for student success. When other schools shut down for weeks due to the winter storms of 2017, ACVS stayed open. When other districts struggled to figure out remote learning and shut down their schools for Covid-19, ACVS stayed open and continued to offer all our usual services to our students.

At a school where roughly 50% of the population is special education students, the entire teaching staff needs to know a lot about meeting students' individual needs. I cannot count the number of times families have told me how much they appreciate our school because they feel valued for the first time. The teachers are in constant communication with the students and are willing to hop online and meet with them 1:1 at a moment's notice. Since our charter is about serving those students with learning differences, we have a significant number of students who, because of their disabilities and low-test scores, are not wanted at other schools, but we want them! We want every single one of them! While we strive to help each student achieve personal academic growth, more importantly, we want them to feel like valued, competent, contributing members of the community.

When my daughter had her TBI, her school was kind but their solution to the fact that she could not read, type on the computer, or tolerate sitting in class, was to put off all her schoolwork until summer when she would feel better. They did not seem to understand that a TBI heals on its own timeline. There was no way she would be able to complete a whole semester in just two months during the summer, especially when she would not be fully recovered. There was no way that I was going to let her lose an entire semester of school so I met with the secondary ACVS teachers who graciously offered suggestion after suggestion on how they could accommodate her classes. My daughter's school agreed to have ACVS provide the classes while my daughter sat in study hall, building up her tolerance to the brick-and-mortar setting. It was stressful but we were able to salvage her semester, and then she transferred to ACVS for her senior year so she could work and go to school at the same time. Now, she is a senior and on the dean's list at BSU. Next year she will graduate with her certificate in early childhood special education. If it weren't for ACVS, I do not know how long it would have taken her to finish high school. As a parent, I am truly thankful for a school who was willing to go the extra mile for a student who was not even theirs, but then again, ACVS is unwilling to let one student fall through the cracks. I hope you will reconsider authorization of ACVS so it may continue its mission to help all students overcome their obstacles and receive a highschool diploma.

Sincerely,



Amy Graubeger

Dear Commissioners,

I am writing to you on behalf of ACVS. I am currently the High School reading teacher. Our class focuses on students who are reading below grade level, most of whom are reading significantly below. We currently have 120 students in this class and we work diligently to help them grow in fluency and comprehension.

Our curriculum is designed to take 5-6 hours a week to complete correctly and it has 20 minutes of <sup>(online)</sup> face to face reading time with each student. This is 20 minutes we spend one on one with each student, every week. They don't have to read in front of their peers, but we listen to them, and work directly with each student, at their level, to help them grow.

The reason I say all this is to show that our school works hard to help our students. We are creative in finding the best, data based approach, and are willing to do what it takes to teach them well.

I know it doesn't always show in our test scores, but if you visited our school, and you observed our classes you would see teachers working hard, focusing on the data and doing our best to help our students succeed.

If you look at our student population you would see that many of them struggled prior to joining ACVS, that many are differently abled, and that a brick and mortar environment was not working well for them. Our school gives them another option for their family. Being able to choose an online school that has in person support is huge! We are able to provide a safe place for students to learn. We serve an incredibly vulnerable population who may have been bullied, struggle with anxiety, autism, and other special needs. The parents have chosen our school for a reason.

I hope you will consider keeping our school as doing what is best for the students. I truly believe this.

- Whitney Oliver  
Whitney Oliver

Patrick Berg

Educator

██████████ McCall, ID 83638

patrickberg74@gmail.com

1/22/22

To Whom It May Concern:

I am writing to express my support for Another Choice Virtual Charter School (ACVS). I am currently a Special Education Teacher for Inspire Connections Academy, Boise, ID. Previously I worked in the Nampa School District as an Inst. Coach and VP with Union High School and Ridgeline High School, both schools whose mission is to serve at-risk youth where the traditional model did not work.

I've had many opportunities over the past 15 years to work with students who have left the school I am or was working for to attend ACVS, as well as those who have left ACVS to attend my school. It has always been a pleasure to work with ACVS and the transition of those students between the schools. I am a firm believer and supporter of schools who work hard to meet the individual needs of students and provide flexible educational choices to families. Having choice for families, as well as flexibility in education, is vital in our society. ACVS and other choice schools in the area are perfect examples of how we need these schools to exist.

I am confident ACVS, with fifteen years of experience in working with transient families in the Treasure Valley, will continue to do what's best for students and their families. ACVS provides an exceptional educational choice to elementary, middle school, and high school students in the Treasure Valley.

I support the approval of ACVS to continue serving students in the Treasure Valley. I value the mission, vision and educational philosophy of ACVS and would be pleased to see the continued choice for families in the area. As educators we don't give up on students and as educators we should not give up on schools that offer options to those families who have felt everyone has given up on them.

Sincerely,



Patrick Berg

1-25-22

To Whom It May Concern,

I am writing to you on behalf of Another Choice Charter School. I have the privilege of seeing this school from two different perspectives and cannot express what a blessing it has been in our lives. My daughter attended Another Choice Charter School for middle school and high school and I am currently a special education teacher at Another Choice Charter School.

My daughter has an intellectual disability and when she was in elementary school, I struggled to find a place where she would get the support and educational planning that she needed. She was in an extended resource special education classroom in a traditional school through elementary School. She did not have disruptive behavior issues in that classroom, so she did not get the attention she needed and spent most of her day looking at books and stacking or restacking books and toys on shelves. The teachers and the aides were busy with students with severe disruptive behaviors and did not have time to support students who had less disruptive behavioral issues. As a parent, it was heartbreaking to see her not get the education she needed. She did not get the support she needed to participate in meaningful activities and programs. I tried to work with the school to get this changed, but they could not or would not make changes for my daughter.

After years of trying to make it work in her regular school, we made the decision to give Another Choice Charter School a try. It was a wonderful change! My daughter was able to have one-on-one and small group support to help her with her educational programs and support her participation in various educational and social activities. Although I realize most students do not need this level of support, some truly do.

As a special education teacher and a parent, I am grateful for the flexible support and truly individualized plans that are available to the students who need it. ACVS has a high number of low incidence special education students, many of whom had an experience similar to my daughter's, where they could not get the needed support at their traditional school and came to ACVS to get the much needed support and individualization with their education. It will be devastating to these students and families if Another Choice Charter School does not stay open.

Thank you for your time and attention.

Pam Gaona, Special Education Teacher and Parent of a former ACVS student

██████████

January 26, 2022

Dean Chavez

To Whom It May Concern:

My Name is Dean Chavez and this is my fourth school year working at Another Choice Virtual Charter in Student Support Services. Although we are a small school/district based on others, we are by no means less of a school. The time that I have spent here working with Dr. Laura Sandidge and the rest of the staff has been extremely fulfilling for students, parents as well as myself.

When I came to work with the school I had little experience within academia but as a college graduate as well as parent of four children I had a good understanding of what a good, bad and complacent looked like within schools. The stark difference I experienced almost immediately was how deeply Dr. Sandidge cared about the school, staff, students and parents. I came to realize that Another Choice Virtual Charter was not just a business to her but it was her passion. In my 52 years on this planet I can honestly say she is one of the most dedicated employers I have ever worked for. Her passion is so much so that you can't help but feel the same way...it is infectious. I know that is why I personally stay year after year. When you find someone who believes in a cause so deeply you can't help but want to try and make that dream a reality.

I think something to point out is that Another Choice Virtual Charter fills a pretty specific niche. We see a lot of students that have been turned away by other schools due to not fitting the bigger mold. The High number of SPED students as well as Students that have been expelled or emotionally discarded for one reason or another end up at our door and they are welcomed with open arms. They are not a number, statistic, or diagnosis they are our new students and we are ready to work them and their families in any way it takes. As we see this world changing at an ever rapid speed, we as a society can't afford to lose a school like Another Choice Virtual Charter.

When it comes down to it, I truly feel that the ultimate losers if the school was to close would be the students and families. The way the job market is to day I am sure most staff could find a replacement job quickly. Finding a school that fits a child's needs after taking away one that worked could be the difference between success and failure...graduating and not graduating. Please be sure to look at the entire picture prior to making a potentially drastic decision.

Thank you,  
Dean Chavez  
dchavez623@hotmail.com  
[REDACTED]

January 25, 2022

Cherish Flint

[REDACTED] Bellingham, WA 98225

To Whom It May Concern:

I am a Teacher.

While I am a new secondary teacher at Another Choice Virtual Charter School this year, I have already witnessed countless positive impacts this unique learning environment provides to its students and families. Being a hybrid school with both onsite and online learning options offers flexibility to meet the diverse and often changing needs of our students. Whether a student is experiencing homelessness or frequent relocations and needs a remote learning environment to offer stability, or had adverse experiences at previous schools and needs a safe space such as one of our onsite labs to feel secure within, Another Choice provides an adaptable environment for each student to grow and thrive. Our student body is incredibly diverse and we strive each day to build skills, knowledge, and strategies that will help each child succeed both inside and beyond school. In my own childhood, I benefited greatly from a school that in many ways embodied the underlying principles that drive Another Choice. I was bullied in high school and didn't feel safe. Thankfully, I had the option to transfer to an alternative school where I connected with compassionate teachers who encouraged me to continue my education through high school and college. I don't know what would have happened to my future if I didn't have the choice to attend a school that better understood and advocated for my learning needs. I believe Another Choice offers vital learning paths for our unique students and positively impacts the trajectory of their lives. I hope you consider the important role Another Choice plays in providing a safe learning environment for the diverse children we serve. Thank you for your time and consideration.

Thank you,

Cherish Flint

cflint@anotherchoicecharter.org

[REDACTED]

January 24, 2022

Natasha Tirado

[REDACTED] Caldwell, ID 83607

To Whom It May Concern:

I am a Teacher.

Another Choice is a fantastic and instrumental school to the parts of the community we serve. Our families come to us for many reasons, all special in their respect. Rather it is pregnancy, special education needs, or juvenile probation, Another Choice provides our students with the opportunity to succeed. Where traditional schools are not set up to deal with the real-world demands of our students, we offer them the opportunity to reach their goals with pride. Our outstanding school has a place for everyone and is very much needed and essential to our families. I hope that we can continue to serve our families.

Thank you,

Natasha Tirado

ntirado@anotherchoicecharter.org

[REDACTED]

January 23, 2022

Denise Vincent

[REDACTED], Nampa

To Whom It May Concern:

I am a Teacher.

I have over twenty years of experience as a special education consulting teacher and reading coach in a nearby district. My move to ACVS has allowed me to use my expertise and experience to impact the lives of our diverse, mobile, and high-risk population. We test students three times a year to determine their current reading level. Currently we have 169 secondary students placed in a reading class based on their test results. Some have been with us for several years, but many are new to us.

This year, I teach the Middle School Reading Literacy class for students reading below grade level and am the instructional coach for the school. Translating my expertise to use in an online environment is a continued challenge. At ACVS, I have been encouraged to develop a scientifically research-based reading program for our secondary students. With many schools needing to move to remote learning recently the curriculum companies have stepped up and developed more age-appropriate scientifically research-based reading program choices.

Last year, I piloted one of these programs with a group of middle school students. It showed promise but required more time for teachers to work directly with students on phonics, fluency, and comprehension. This is how reading should be taught. My administrator hired two additional reading teachers at the secondary level to fully implement the program.

We have structured the classes so that any student reading below grade level can receive 1-1 reading instruction weekly and earn course credit. Students do not need to qualify for specialized services. In my experience this is a unique practice at the secondary level. In a traditional school setting students need to qualify for special education services to receive this type of directed instruction. There are many reasons students are not reading at grade level but currently, of the 169 students, only forty-five percent of them qualify for an IEP.

Current reading research states that to close the reading gap for secondary students they must receive teaching at their instructional level as well as at their grade level. I have worked monthly with the secondary reading teachers and the science teachers during the first semester of this school year to develop a plan to do this. In second semester, the reading teachers are now adding directed instruction on grade level science text. Science teachers are integrating strategies to increase student engagement and comprehension.

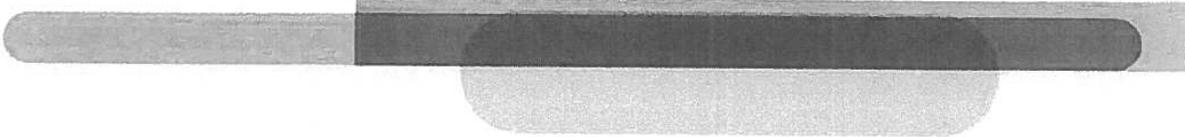
Also, in preparing for second semester the reading teachers analyzed the data and determined that we needed to further differentiate instruction. We proposed to add additional instruction

in phonics, fluency, and comprehension. Students would be assigned to one of these groups based on need. Our administrator was able to adjust teaching assignments to dedicate another certified teacher to teach reading. I firmly believe that our focus on instructing all students through data analysis and research have enabled us to move quickly to restructure our classes to target the needs of our students.

With my years of teaching experience, I could have retired 7 years ago. I continue to be energized by the administrative support and program development opportunities that ACVS provides. It is truly a small school that works dynamically to provide targeted instruction to students who have not been successful in the traditional school environment.

Please consider my input and the long-term impact this decision will have on the education and lives of students and families in our community.

Thank you,  
Denise Vincent  
Reading Teacher  
Instructional Coach


# SOUTH MIDDLE SCHOOL



229 West Greenhurst Rd  
Nampa, ID 83686  
Phone: (208) 468-4740  
Fax: (208) 468-2826

January 25, 2022

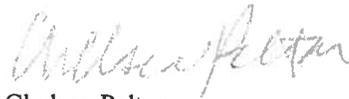
To Whom It May Concern,

I am writing on behalf of Another Choice Virtual Charter School (ACVCS), in an effort to keep their doors open. I have been a school counselor in the Nampa School District for over 10 years, primarily at the middle and high school levels. I am currently a counselor at South Middle School in Nampa. I have worked with many at risk students over my years, and when working with the students and families to find alternate school settings ACVCS has always been my number one choice for an "online" school setting.

I have found that my students who left for online schooling found more success when they were able to attend ACVCS compared to the alternative. What I love about this school is the unique hybrid opportunity they offer. Many of the students I work with need that in person connection with both teachers and students, which ACVCS was able to provide with their local school setting and lab in Nampa, and clubs that they had available for students. Many of the families I work with, love and appreciate the fact that they have the flexibility of working from home, but could go into a school building when needed to work with their teacher. The opportunity of clubs allows those students to still have the essential social connection they need, while still having the flexibility of online academic school.

I believe that our local educational community would be at a detriment to lose such a great school. I urge you to keep Another Choice Virtual Charter School open!

Sincerely,



Chelsea Pelton  
School Counselor  
South Middle School

STUART VICKERS, PRINCIPAL  
JOHN EMERSON, VICE PRINCIPAL  
ROMMIE LEWIS, DEAN OF STUDENTS



**Another Choice**  
Virtual Charter School

1014 Hemingway Blvd

Nampa, ID 83651

208-546-9856

[jwolfe@anotherchoicecharter.org](mailto:jwolfe@anotherchoicecharter.org)

To Whom It May Concern,

I'm writing this letter in full support of the Idaho Charter School Commission reauthorizing Another Choice Virtual Charter School (ACVCS). I'm currently an elementary teacher at ACVCS and have worked at the school since it opened in 2010. Our vision is to meet the individual needs of our students. We partner with families to ensure success for each student. We focus on individual differences and know that all students are unique. I personally believe in a variety of educational institutions both as a teacher and a parent. Schools of choice provide students and families with an opportunity to find success in their educational journey.

Another Choice continues to adapt curriculum and policies as needed to meet state standards and learning differences. We value collaboration with parents/caregivers and colleagues. We continually talk to families and meet as a team each week to analyze data, discuss student progress, and plan future learning opportunities. Prior to working at Another Choice, I taught at Iowa Elementary for 8 years as a first grade teacher and extended resource teacher. As a brick and mortar teacher, I wasn't given the time to personally connect with parents/caregivers like I have at ACVCS. I've witnessed the value in teaming up to help each student find success at his or her individual level.

As a Kindergarten through third grade teacher at ACVCS, I've been blessed to work closely with students and families. Our hybrid approach gives parents/caregivers the opportunity to be their child's primary educational partner at home with the support of a teacher online or in person. With three lab locations in the Treasure Valley, students have plenty of options to meet with teachers for individual and/or small group face-to-face support. This is unlike most virtual schools and helps students continue to build social skills along with academic skills.

ACVCS is essential to the Treasure Valley and gives families hope with its focus on individual needs and uniqueness.

Sincerely,

*Jamie Wolfe*

Jamie Wolfe

ACVS Teacher

██████████  
Nampa, ID 83686  
January 25, 2022

Idaho Public Charter School Commission  
304 North 8th St., Suite 242  
Boise, ID 83702

To Whom It May Concern:

My name is Mindy Wilkins and I have been a teacher at Another Choice Charter for the past 10 years. In those 10 years, I have been blessed by the environment in which I get to teach. Coming from the traditional, brick and mortar school, ACVS has given me the ability to reach students where they are academically and help them grow from that point. I have been able to help students individually find success in our school, where they would have been lost in a traditional setting. There are countless stories about the lives that have been touched by our school, but I will just share a few that have been impactful to me.

(Names have been changed in the stories below).

Andrew was a high achieving student who wanted more opportunities than his traditional school could provide him. He came to us in middle school and was able to take advanced math classes as well as some summer classes to help him get ahead in high school. During his sophomore year, he took multiple dual credit classes as well as classes to fulfill his high school requirements. His junior year, he continued in dual credit classes and was able to hold a job. This job helped him save money to put towards his future college plans. When he graduated high school, he had earned over 24 college credits, established employment, was accepted into college, and completed hours of community service. The flexibility that ACVS provided Andrew, allowed him to accomplish these things.

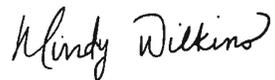
Bella came to us when she was 19 years old. She had been out of school for a couple years, was working, had a 2 year old son, and was expecting another child. She wanted a diploma, but felt like it was out of reach. She sat down with me and we looked at her classes and what she would need to graduate. Tears filled her eyes when she realized that she could continue to provide for her child and complete her schooling. She didn't think she had any other options, but ACVS provided a place for her to excel academically and accomplish her dreams of earning a high school diploma. She graduated the following year and thanked us for being her "last chance" school.

Johnny had some learning difficulties and was placed on an IEP in elementary school to help him be successful in school. He would get pulled from his classes in the traditional school to receive special education services and would miss out on a lot of the content provided by his classroom teacher. Johnny's parents knew that he could do more, but was limited in the traditional school. When Johnny transferred to us, his IEP came with him, but he was able to take grade level courses with accommodations at ACVS. The following year, Johnny, his parents, and his Special Education Teacher at ACVC came to the conclusion that he didn't need an IEP any longer. He was able to finish his high school requirements without special education services and graduated from ACVS with a traditional high school diploma.

These are only a few stories of the countless number of students who have been able to succeed because of ACVS. It has been an honor to work with these students and help them

individually meet their goals that may not have been accomplished in a traditional setting. Our school provides the blended learning option that so many students need. I love having the flexibility to help students online as well as in the learning lab. Some students need the support that the learning lab provides, while others are more successful online. ACVS gives students options that they do not have at other traditional or online schools. I am proud to say that I am a teacher at Another Choice Virtual Charter School. My hope is that ACVS can continue to educate students in the Treasure Valley for years to come.

Sincerely,

A handwritten signature in cursive script that reads "Mindy Wilkins".

Mindy Wilkins

January 27, 2022

To Whom It May Concern:

I am writing to implore you to make a decision to approve renewal for Another Choice Virtual Charter School. I am the Office Manager, and primarily work in the front office and greet all who walk through the front door. I started working at ACVS in 2015, and I can't stress to you enough how important this school is to its students. Our students and their parents choose to come to our school to receive a dynamic educational experience that meets ALL students where they are at and works with them in a way that actually works for them. Our model can provide students with a high-quality individualized education that works for ALL students, including the most disadvantaged students. Many of our students often come from environments that are not conducive to their educational endeavors. The way we execute education for our students caters to students from ALL environments, cultures, and backgrounds. We work in a way that never turns students away. We work with every single student, and never concern ourselves with what the student brings to the table for the school, but ONLY what can we, as a school, bring to the table for them.

As I pointed out earlier, I work throughout the student lab, but primarily at the front door of the office. I know our students, and I have spent years observing students initially walk through those doors discouraged, disadvantaged, and often in pain; and the same students eventually walk out those doors encouraged, empowered, and often comforted and/or hopeful. Shxxxxxe Axxxx, entered our school as a homeless, pregnant, and discouraged student ready to abandon school altogether, but found relief and a way forward with our accommodating education model, caring staff, and the dynamic student support services provided. She graduated from our school in 2018 and now lives in a home, providing for her young child as the manager of a local market. Lxxxxh Mxxxxxxx, a Latina student who was caught between needing to work for the family business while also desiring an education, was relieved to find our school, that provided above and beyond support, both on location while at work, and at the student lab with onsite teachers. With much emotion, she demonstrated her gratitude for the help and accommodation she received from the staff of our school and was beyond ecstatic to graduate in 2019. An accomplishment that she still recalls fondly when I run into her, as a Dental Hygienist after having graduated from dental hygienist school.

These stories were the first two stories that came to my mind, as I recently interacted with them. However, I can rattle off the names of hundreds of students with stories like these, where other schools could not have provided the opportunities for them that we provide. I have never seen a school that does so much to reach students where they are at. There is a place for this school in this community. There is room in this community for a school like this one. There must be a place like this in our community, and all communities, if possible, where students can achieve student learning when all of the odds are stacked against them. As a school, we are equipped to work with and grow students who are truly disadvantaged. It is heartbreaking to think of what students will do without a school option like ours. Parents and students, and even at the advice of other schools and surrounding school districts, know that our school is particularly effective in working with ALL students in most ALL situations. Parents and their children choose to attend our school because they know what is needed, and they know what is best for them. Please respect their decisions and keep this school open. This school is needed here and now.

Thank you for considering.

Sincerely,

Lillian Jones

Emily Farley

Nampa ID, 83687

January 27th, 2022

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

Dear Comissioners,

Thank you for taking the time to read my letter. I am a special education teacher at Another Choice Virtual Charter School. I wanted to take a moment to share my experience at the school as well as why I hope you will reconsider renewing our license. This school meets a critical need in the community; it serves a unique student body that is often underserved and overlooked in the traditional school model. The level of collaboration, student support, and flexibility in educational access that this school has offered has helped us make significant gains with a very vulnerable population.

We often have students transfer to our school who are multiple instructional years behind their same-age peers. These students usually come to us from a traditional school model that could not meet their needs. When a student enrolls in our school, they are placed with an advisor who they will likely have for multiple years. The advisor works with each student in order to get to know them and help orient them to the expectations of their classes as well as how to navigate their computers. Advisory classes are generally smaller for these reasons. The advisory role is a cornerstone position at our school. Advisors help these students move through critical years in their lives and support them on their personal and academic journeys.

During this uncertain time in the pandemic, we are in dire need of alternative school models that are able to sustain access to quality education, regardless of the rise and fall of Covid cases or the evolving variants. During the first year of the pandemic and for some months last year, our in-person labs had to shut down because of the spread of the virus. However, our students were still able to access their education at that time. We knew students would still struggle with this though, so as a staff, we increased our support for them virtually. This year, our labs have not shut down at all. If teachers are sick, their classes are still available online. If students need to quarantine because of Covid, they are still able to access their learning and get help from tutors or their teachers digitally.

Many of the students who I have in my advisory load came to this school as a last attempt to finish high school after 'slipping through the cracks' in the traditional school system for too many years. Closing the school shuts the door on the students who depend on us. Through the close relationships that I have formed with my students, as well as the collaboration, support, and

flexibility that the school offered, I have fourteen advisory students who will be graduating this year. Three of them have experienced homelessness or are currently experiencing it. Three have been in the foster-care system, Two have spent time in juvenile detention, and two come from homes where their parents only speak Spanish. While all of my advisory students have at least one disability, seven of them have one that causes extreme social anxiety. Our academic data may not compare well to traditional schools with typical student bodies but this school serves a critical need for the community. It is a refuge and a beacon of hope for students from disadvantaged and underserved backgrounds who have spent years in broken systems. Sometimes it is their last hope. Please consider renewing our license so that we can continue to support this community.

Sincerely,



Emily Farley  
Special Education Teacher  
[efarley@anotherchoicecharter.org](mailto:efarley@anotherchoicecharter.org)

January 27, 2022

Lorissa Pooley

[REDACTED] Boise ID 83713

To Whom It May Concern:

I am a Teacher.

I love working at Another Choice Charter School. I have spent many years teaching in brick and mortar schools and feel I can give so much more focus and attention on students in this online platform. It has been so rewarding to help students as they need it and give feedback in a timely manner. I also see students taking initiative and advocating for their learning and understanding of the content. I have learned so much and love my experience so far at ACVS.

Thank you,

Lorissa Pooley

lorissa.pooley74@gmail.com

5 [REDACTED]

January 27, 2022

Janice Daniels

[REDACTED], Nampa, ID 83686

To Whom It May Concern:

I am a Teacher.

I have only been a teacher with ACVCS for the past 2.5 years but I can see the difference it is making in students' lives. Many of our students come to us from other settings where they were struggling to succeed academically. The setting or flexibility for instruction was not the right fit for them at that time. In addition, there are often extenuating circumstances for these families that make attendance difficult without the flexibility in schedules for learning. Many students are often below grade level academically when they come to our school and struggling to feel like they can be successful.

Our teachers assess a student's academic levels when they come to us initially, and determine where they need support to move towards proficiency in these skill areas. We constantly review weekly data to ensure they are moving forward and make adjustments/reteach as necessary to provide the support they need to be successful in their new learning environment. They have the flexibility to complete academic learning at varied times and locations, if necessary, seven days a week. We are able to work with students online, in our labs and help them build social skills through weekly advisory meetings and virtual and in person student clubs. They receive both grade level curriculum as well as intervention lessons, as needed, to move towards grade-level proficiencies in core academic standards.

While many of our students do come to us well below grade level, they are making good growth. I see this weekly as I monitor interventions, review classroom work and interact with students. I see them growing academically and see their confidence growing as well.

There is a definite need for ACVCS to be part of the school choice for students and their families in the treasure valley.

Thank you,  
Janice Daniels  
jdaniels@anotherchoicecharter.org  
[REDACTED]

January 27, 2022

Greg Warren  
[REDACTED]

To Whom It May Concern:

I am a Teacher.

The school offers not just an online experience, but much more. All schools should have caring teachers, and we do have caring teachers. All schools should reach out to parents and students, and we do reach out to parents and students. However, our school works with many students that were not fitting into the typical classroom setting. Many of our students have frequent medical appointments and other therapies our school can accommodate because our online learning provides the flexibility they need. I am very proud of our students, teachers, and administration. We are constantly looking at ways to make our school even better. We provide our students and their families an alternative way of learning which enables them a better way of learning.

Thank you,  
Greg Warren  
gwarren@anotherchoicecharter.org  
[REDACTED]

To Whom it May Consider,

I have worked at Another Choice for the past six years and have had the opportunity to work with our students and hear each of their unique situations. The phrase that I hear the most when I talk with families and students is "They would have dropped out without Another Choice." Parents come in at a loss because their child just does not thrive in a typical environment, and they are fighting for them to be educated. I have had students come in on their own because they are working a fulltime job, but they are determined to graduate, and need a school that is flexible enough to attend while meeting their needs at home. Students that have attended multiple schools and at the age of 19 or 20 are giving the chance to have a diploma one more shot.

We also have students that struggle socially and are completely overwhelmed by a typical brick and mortar environment. Another Choice is unique because it offers a variety of ways to communicate to peers and teachers. This flexibility allows kids to reach out on a level that is comfortable for them until they have the confidence and skills to push their boundaries.

I have personally had conversations with school counselors, special education teachers and vice principals asking how to get a student enrolled at ACVS. Their student's needs or behaviors could not be handled at their school, and they were looking for a school that could help them. What would happen to these kids if Another Choice was closed?

On the other end of the spectrum are students that are accelerated in their learning and enjoy the format of the school because it allows them to pursue their goals. One example is a student in special education that came to us in the 9<sup>th</sup> grade. He was overwhelmed in middle school and failing. He was overwhelmed with the thought of high school and wanted to drop out. This child is now thriving. He works a full-time job, is taking a full load at ACVS and two dual credit classes. He is pursuing college and is excited about his education. He is just one example out of literally hundreds of children that have been positively impacted by this school.

The consideration to keep the school open may be complicated, until you talk with our students and their families, it is not complicated for them because it is literally their education on the line. After working here for six years the biggest lesson that I have learned is that our school is not best for every student, but for our students, Another Choice is a necessity. Please do not fail our students after the adversity they have overcome and work they have put in to continue to pursue their education. Allow Another Choice to stay open and continue to work for our students.

Thank you,

Michelle Carroll

This is my 30th year of being a full-time teacher.

It is also my first year of being diagnosed with Stage 4, Metastatic Breast Cancer.

My doctor tells me that my case is too advanced to be cured by surgery or chemotherapy. He expects that I will only live two to four more years.

However, being able to work at Another Choice Virtual Charter School, with Dr. Laura Sandidge as my administrator for the past 12 years, has been a true blessing to me.

Especially during the last year, after learning of my diagnosis, Dr. Sandidge made sure I have been in teaching positions that not only help me feel fulfilled as a teacher, but also comfortable as a person trying to improve in health every day.

Although I have 30 years' experience teaching Elementary, Middle School, and High School students, as well as a Master's degree in Literacy, I would not have been able to teach in a brick and mortar school, because (like some of my students) most of this past year I could not walk.

However, being a teacher at Another Choice has not only allowed me to interact with my students one on one, on a daily basis-- teaching U.S. Government in a positive manner on ZOOM, but it has also given me a reason to look forward to getting up and living each day!

It has also given the State of Idaho one more teacher, who is interested in staying and teaching in Idaho, for as long as possible.

Thank you so much for this opportunity to let you know how important it is not only for our students--but for our teachers as well--to have a CHOICE in the schools in Idaho.

I am so grateful I am allowed to choose to teach at Another Choice Virtual Charter School, with Dr. Laura Sandidge as my administrator. Please allow that blessing for me (and my students) to continue...

***Laureli Christensen, M.Ed.***

*U.S. Government and Virtual Lab Teacher*

*Cell Phone and/or Text:* [REDACTED]

*Virtual Lab Teacher, 11:00 am-7:00 pm, Mon-Thurs.*

January 28, 2022

To Whom It May Concern:

I am happy to submit testimony in support of Another Choice Virtual Charter School (ACVS). To begin, I will share a little about myself. I have been an educator since 1976 after graduating from BSU. I also spent one year as an Intensive Behavior Interventionist (IBI) and 2 years as a service coordinator for families with children who experienced learning challenges due to various diagnoses. I also served at ACVS as a special education teacher, retiring in 2014 and continuing part time until 2021.

During the years I worked in IBI and Service Coordination, I became aware of the frustration of many families whose children experienced these learning challenges in the brick and mortar learning environment. In some cases, at parent request I attended meetings with public school teachers and parents to address the challenges and possible solutions. I was not surprised to find that most teachers were extremely capable and caring and had a desire to help the students, however due to the restrictions placed on them by their class size as well as an inability to change some of the structure or physical environment, their efforts were not entirely successful. When ACVS opened in 2010, I witnessed students who I had worked with or known about who had been failing educationally and/or behaviorally in the brick and mortar setting, now being successful. For the most part, they were able to focus on their on-line classes and achieve academic skills due to the ability of the teachers at ACVS to structure a learning environment specific to individual student needs. Negative behaviors in students also decreased and in some cases, eventually were nonexistent.

I started at ACVS on day one in 2010 and over the years I have been impressed with the way the administrators have monitored the programs, teachers, student progress and each year implemented improvements to the overall program to be able to offer an exemplary education to all students.

My entire career I have worked with special needs children and adults and it is my firm belief that there needs to be multiple educational options available to meet the varied learning styles of the special needs population. ACVS is just one of those options, but I have witnessed first-hand how it has been so crucial to the educational and emotional success of the students and their families.

Sincerely,  
Sylvia Blake  
sylviajeanblake@gmail.com

January 27, 2022

T [REDACTED] T [REDACTED]

[REDACTED] Meridian Idaho

To Whom It May Concern:

I am a Parent.

I do not want Another Choice Charter School to close. It's my choice for my daughter. My daughter has Down Syndrome, so learning is more difficult for her. When I had her in the typical school, she got lost in the cracks. I saw little academic improvement. At Another Choice she has been able to have someone directly assigned to her. They work to keep her on task, to make sure she is understanding the work, and they watch for her cues that it's getting overwhelming for her. I do the same on my days. When a problem arises, the teacher is contacted and helps us adjust to be successful again. My daughter was in typical school for 3 years. Her math goal was to count. They said she struggled with that. This will be her fourth year at Another Choice. She has learned to count by 5's to 100. To add, subtract, borrow, carry, tell time, identify money change, and she is now beginning to learn how to make correct change to buy items and how to multiply. In reading, we have had similar gains. She is reading beginning chapter books. I am asking you to please reconsider your decision and allow Another Choice to remain another choice for children like my daughter. Thank you.

Thank you,

T [REDACTED] T [REDACTED]  
[REDACTED]  
[REDACTED]

January 27, 2022

Hi [REDACTED] [REDACTED]  
[REDACTED]

To Whom It May Concern:

I am a Parent.

Another Choice Charter school has made my children feel safe with everything that has been going on with Covid-19. They have been able to learn without interruption and stress of not knowing when school would be shut down. Our school remained open during the pandemic, which has allowed my children to excel in school and not fall back. Others have said how hard public school has been for there kids because of all the unknown with Covid-19 and how there kids have not even learn anything with sudden closures and always getting sent home. My kids love the one on one they can receive from teachers if they are struggling. Public school does not allow this kind of treatment. If this school were to close my children will be very upset and it will be a very hard task to find a school that will even hold up to the standards of Another Choice Virtual Charter .

Thank you,  
Hi [REDACTED] [REDACTED]  
[REDACTED]  
[REDACTED]

January 27, 2022

M. [REDACTED] Di [REDACTED]  
[REDACTED] [REDACTED] New Plymouth ID 83655

To Whom It May Concern:

I am a Parent.

This school has been the best thing that has happened to my daughter! She has been a student for 5 years. I am an educator in the public school system and I know this school has met her needs. If we would not have found Another Choice Virtual, she probably would have failed and maybe even dropped out. We live in a society that includes school choice. My choice was ACVS! The curriculum, schedule, and most of all, the staff are excellent. I have never worked before with such a caring, available, and encouraging staff! Please don't take this away from my daughter!

Thank you,

M. [REDACTED] Di [REDACTED]  
[REDACTED]  
[REDACTED]

January 27, 2022

To whom it may concern,

My name is [REDACTED] and I have two children who attend Another Choice Virtual Charter School. My daughter is in kindergarten and my son is in first grade. While my children are relatively new to the school, we chose Another Choice for its uniqueness to the other schools in the area. My husband's job keeps us going back and forth between Idaho and the east coast. I did not want to take on the full responsibility of having to homeschool our kids and make the curriculum myself, but I also did not want to stay in Idaho while my husband was away from myself and our five children. When we discovered Another Choice, we felt like the name said it all, it truly gave us another choice.

The structure at Another Choice is great because I feel like my children are learning the information they need for their grade, but with the reward that should they finish their work early, they have that much more time to be free and do what children love to do. It is a great alternative to having them sit in a classroom for 7 hours a day. The teachers do a great job presenting the work required for that week and they are always available with any questions myself or my kids might have. I feel like it is a team effort and if the parents do their part in playing a more active and hands on roll, then the students will thrive. The labs are also beneficial in that it gives the kids time to see and be with their peers, but also work closely with the teachers in a more one on one setting.

While I may not understand the ins and outs as to what the board looks for when deciding on whether to continue with a charter school, I would like to say that from what I can see Another Choice is its own breed. By another breed I mean it does not function and run the way

the other charter schools in Idaho do. I am sure you are aware of this point, but I would ask that you would consider this heavily as you make your decisions about the future of this school. I think it is a great in-between alternative for so many families while still providing a proper education to our children. I feel there should be more schools like this across the country.

Thank you for your time and consideration,

C [REDACTED] E [REDACTED]

January 27, 2022

To whom it may concern;

I am writing to address the very significant need that Another Choice Virtual Charter School addresses for families who have circumstances requiring a flexible schedule. Many families have significant life, medical or in our case, trauma related events that make conventional school an unworkable solution for their children and families.

My family was recently victims to a crime. The aftermath of that both in appointments and processing through emotions meant our day-to-day lives were in upheaval. There were days when my daughter was reliving her trauma and sending her to school was not the answer. Then again, we couldn't have her fall behind. Another Choice allows us to flex our schooling around court dates, counseling and emotional needs. This ability has allowed my kids the ability to move forward healthily without compromising their schooling and progress.

Beyond the flexibility there are a number of benefits that we are already experiencing. One is the level of availability of the teachers. Both kids have commented on how good it is to be able to message their teachers and get focused one on one assistance. For my daughter who has an IEP, this is extremely beneficial to her retention and capacity. Her scores are improving already and she is gaining confidence in her knowledge and ability.

Another benefit is that this format of learning teaches the kids to manage their time and assignments independently. They have to look at their syllabus and work through the assignments and lessons managing their time and scores in real time. This is much closer to a real-life work or college environment and it is exciting to see them grow in their management skills. These are executive skills that so many of our kids struggle with. Many of these independent management skills will benefit our kids greatly as they face their futures.

My biggest concern is that there are many families with medical and extenuating circumstances that make the traditional learning model for their families a challenge at least, a setup for failure at most. Having an option like Another Choice Virtual Charter School has been a God send to us continuing to be our best selves. Asking kids with special circumstances to fit into the traditional model will leave them struggling, discouraged and ultimately failing. It is critical that we continue to have options that equip our kids to succeed and move through circumstances that are unique.

Thank You,

S [REDACTED] T [REDACTED]

ANOTHER CHOICE CHARTER - EXHIBIT 3

January 27, 2022

[REDACTED]

To Whom It May Concern:

I am a Student.

This school has been helpful to me throughout the years. It's open to everyone and lets you work at your own pace. The teachers and staff are very kind and helpful as well. They always like to check in on you, make sure you understand what you're learning, and offer help constantly. The school is a welcoming place and makes sure all your needs are met.

Thank you,

[REDACTED]

[REDACTED]@anotherchoicecharter.org

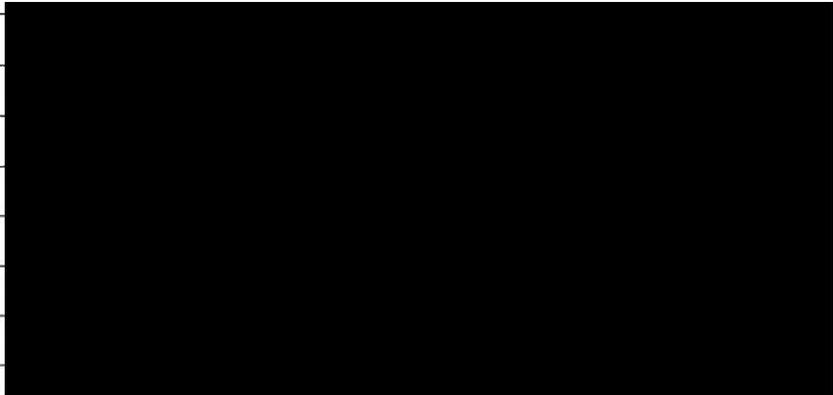
1(208) [REDACTED]

Dear Idaho Public Charter Commission,

- I am one of Another Choice virtual charter's many senior students. I'm writing this letter to you guys because I think that if you close down (ACVS) that it will be very detrimental for the state wide academics. The reason why I think this is because some of the other schools transfer students are one that have learned from (ACVS) but only transferred because of being suspended from the school for not doing their school work because their parents were not strict enough on them. Another Choice virtual charter is an amazing school
- especially for me because they recognized what three of Idaho other schools failed to recognize that I was in need of an [REDACTED]. ACVS recognized that I needed an [REDACTED] plan because I have a learning disability and ever since they recognized that I have finally been able to understand the curriculum that I have been being taught because when I went to Lincoln elementary, Jefferson Middle School, and Lone Star middle school I was never able to understand any of the curriculums that they tried to teach me but
- since I got to (ACVS) my academic life has really improved. If I never join Another Choice virtual

charter, I probably never would  
have made it past the seventh  
grade, so this is why I think  
that another choice virtual  
charter school should stay open.

Sincerely,



January 27, 2022

[REDACTED]

To Whom It May Concern:

I am a Student.

I think this way of online school has helped so many people and I don't see why not doing it is a good option I have always struggled in school and never really been able to have a good year but since I did soccer this was my best option to go with so I could play soccer and since I have been doing good I was able to play and I passed all my classes for one semester which I've never been really capable of that

Thank you,

[REDACTED]

[REDACTED]@anotherchoicecharter.org

208-[REDACTED]

January 27, 2022

[REDACTED], Nampa, Idaho

To Whom It May Concern:

I am a Student.

I like the flexibility and opportunities I get through this school, the teachers are good, so is the environment. It's helped me grow in more ways then one, with out it I wouldn't have my friends, grades, and confidence I've gained because of it.

Thank you,

[REDACTED]@gmail.com

208 [REDACTED]

January 27, 2022

[REDACTED]

To Whom It May Concern:

I am a Student.

We should keep tis school cause its easy to be able to do other things

Thank you.

[REDACTED]

[REDACTED]@anotherchoicecharter.org

208 [REDACTED]

January 27, 2022

[REDACTED]

To Whom It May Concern:

I am a Student.

I like Another Choice Virtual Charter School because it works perfectly with my schedule and makes it easier for me to complete my assignments at home at any time form 7-4. Another thing that I like about this school is that the teachers take a lot of time to work with the students by assigning meetings that are really helpful. They are also at the lab at certain times of the week so they can help you which is really nice for me when I need a lot of help with my math lets say, I can just go to the lab at a certain day that my teacher has told me and get lots of help.

Thank you,

[REDACTED]

[REDACTED]@anotherchoicecharter.org

208 [REDACTED]

January 27, 2022

[REDACTED]

To Whom It May Concern:

I am a Student.

Another choice makes learning easier. I spend years in public schools and it was never right for me, my anxiety made it incredibly difficult to learn. With another choice, I have the ability to work when I'm able to, whenever. It gives me time to clean, babysit, do my hobbies, take care of my family, and learn in a better environment.

Thank you,

[REDACTED]

[REDACTED]@anotherchoicecharter.org

208 [REDACTED]

January 27, 2022

[REDACTED]  
[REDACTED]

To Whom It May Concern:

I am a Student.

This school provides the best teachers, best courses, best help, and flexibility to work at my own time. I've liked this school better than any of my other schools, to be honest.

Thank you,

[REDACTED]  
[REDACTED]@anotherchoicecharter.org  
208-[REDACTED]

January 27, 2022

[REDACTED]  
[REDACTED]. Caldwell Id

To Whom It May Concern:

I am a Student.

Hello, my name is [REDACTED] and I have been at Another Choice for this is the 3 years now. I love the flexibility of this school, and I also love how the service is! The teachers and students are very understanding, and super polite. I like how there is an option for us to go work virtually, or hands on with other teachers. Thanks for letting me be here, it makes me feel very welcomed! You all are very great people and thank you so much!!!

Thank you,

[REDACTED]  
[REDACTED]@anotherchoicecharter.org  
(208) [REDACTED]

January 27, 2022

[REDACTED]

To Whom It May Concern:

I am a Student.

I like how we are able to complete all the work in a couple days. For example if we want to do 3 classes in one day we are able to and if you need anything you just message your teacher and they always respond in less than 20 min. I like that you're able to ask questions and your teacher will help you or you can meet with them and they're able to show you in depth how to do the work. If you need to redo a quiz they let you redo it and they help you figure out why you got it wrong and in my other school they just cared about you finishing your assignments as fast as you can but this school cares about you understanding your work and they don't rush you, you have as much time as you need to go over the lessons and take notes.

I also like my music class because I feel like when I work in this class I write how I feel about a song and sometimes it's hard to describe the exact feelings and she always understands and appreciates my thoughts. I enjoy this class so much just because it doesn't feel like you're doing school work it feels like something I can enjoy and look forward to. Whenever I work in this class I try my best to not rush and actually try my best and whenever she want us to write long paragraphs I start doing the work and then it's like I actually get into it, I start understanding and appreciate the work put into showing us the best way to understand the work were doing.

Thank you,

[REDACTED]  
208 [REDACTED]

@anotherchoicecharter.org

January 26, 2022

[REDACTED]

To Whom It May Concern:

I am a Student.

I am a student that would not graduate this year if i went to any other school

Thank you,

[REDACTED]

[REDACTED]@anotherchoicecharter.org

530 [REDACTED]

January 25, 2022

[REDACTED]

To Whom It May Concern:

I am a Student.

Another choice, help me opened up and talk to someone when I needed help.

Thank you,

[REDACTED]

[REDACTED]@anotherchoicecharter.org

208-[REDACTED]

January 25, 2022

[REDACTED]

To Whom It May Concern:

I am a Student.

This school has done alot for me. It got me out of syringa middle school where bullies were beating me everywhere I went. This school got me in a better place emotionally. The clubs are great and I really don't want this school to shut down.

I was going insane when I was over at syringa and the teachers were not doing anything about it. I feel happy here at another choice. I feel safe here if I go back to public schools all I have here will disappear.

sincerely [REDACTED]

January 21, 2022

[REDACTED]  
[REDACTED]

To Whom It May Concern:

I am a Student.

I've attended several schools, but Another Choice Virtual Charter School is by far the best school I've ever attended. I've never learned so much in just a few days. I've never felt so proud of myself. I never thought I'd get straight A's in my entire life. That is until I entered ACVS. When I first entered this school, I was terrible at writing. My grades were only C's and D's. I didn't even know how to subtract correctly. I entered this school when I was in 3rd grade, I'm now in 8th grade, and I couldn't be happier with ACVS. Another Choice Virtual Charter School has helped give me hope. Now, I'm not only better at learning. I have a better mindset of the world and education altogether. I'm sure I speak for everybody when I say that this school couldn't get better. The teachers and staff have helped me learn and grow. When I was in another school in 1st grade, I would ask my teachers for help with certain things, but they wouldn't help me. They would say: "you should've paid more attention." Or they would say: "think a little more. You need to learn on your own." After entering ACVS, I noticed that what those teachers said was wrong. But, the teachers and staff in ACVS hadn't said such words once. They even encouraged asking for help. I'm sure this school will help many other students with all sorts of things. And I know that if ACVS gets closed down, we'll all be the ones to suffer. I don't want to imagine what'll happen to all the students if ACVS gets closed down.

Thank you,

[REDACTED]  
[REDACTED]@anotherchoicecharter.org

January 21, 2022

[REDACTED]

To Whom It May Concern:

I am a Student.

I have been in this school for around six years, this has been the best school that I have ever been to. This school is what made my brain think and grow as I learned new things everyday, the education system has to be best type of format I've come across. The staff and teachers put their souls into helping each individual student here, not once have I ever came across a "bad" teacher here, and that's saying something. I rely on my teachers because I know they will be there if I need them, without a doubt I always get a reply and the help that I need. The way the classes are formed out is amazing, they have classes that or not too challenging nor too easy; I can work at my own pace and schedule with their system. I have learned so much while attending this school, I've even learned to socialize during my stay. I cross my fingers and hope that I can graduate with my class and teachers, I will be heading into my last year next year and never in a million years thought I would have to change schools; it truly breaks my heart and I only wish for the best regarding the situation. This school feels like family as they truly got me ready for college and the future ahead.

Thank you,

[REDACTED]@anotherchoicecharter.org

N/A

January 20, 2022

[REDACTED]  
[REDACTED]

To Whom It May Concern:

I am a Student.

I would love to continue for the rest of my school years this online school is amazing and helped me so much more and made me feel good when I'm in public school my mental health goes down and online school helps me with that.

Thank you,

[REDACTED]  
[REDACTED]@gmail.com  
208 [REDACTED]

January 27, 2022

[REDACTED]

To Whom It May Concern:

I am a Student.

I love Another Choice School. It gives me flexibility and I can work at my own pace. Regular school stresses me out and I have off days and I am not so stressed when I can do my school work from home. On my off days sometimes I have a hard time socially and I have a lot of anxiety. Another Choice is the best school I've ever gone to. I also have the highest grades I've ever had, because now I care about school since I can work from home. I only have 1 more year of school left, I would be devastated if I couldn't continue here next year.

Thank you,

[REDACTED]  
[REDACTED]@gmail.com  
208-[REDACTED]

January 27, 2022

[REDACTED]

To Whom It May Concern:

I am a Student.

This school helped my get my grades up and they are always there to help and make sure I have everything for my classes. I can always ask them for help when I need it.

Thank you,

[REDACTED]

[REDACTED]@gmail.com

208-626-3337

January 27, 2022

[REDACTED]

To Whom It May Concern:

I am a Student.

I don't think the school should shut down. I believe that my experience at this school has been nothing but positive, the teachers are nice and willing to help every single student to the best of their abilities. Another choice has a lot to offer that other schools don't, such as a flexible schedule one on one time with teachers in the lab and online, if you're sick or can't go into school you can always go on your computer and do school. I would prefer that the school doesn't shut down because I like it here and would like if I could graduate here.

Thank you,

[REDACTED]

[REDACTED]@anotherchoicecharter.org

208-[REDACTED]

January 27, 2022

[REDACTED]

To Whom It May Concern:

I am a Student.

Another choice has helped me improve so much especially with my grades. The teachers there are amazing there! They are very caring and help with so much. Everyone is kind! It has changed me so much. This school is different compared to other schools! before coming to this school my grades were off and weren't good but now i am passing every class which i am great full for and for the teachers help!

Thank you,

[REDACTED]

[REDACTED]@anotherchoicecharter.org

208-[REDACTED]

January 27, 2022

[REDACTED]  
[REDACTED] Nampa, ID 83686

To Whom It May Concern:

I am a Student.

LET THIS SCHOOL STAY! When I first went to another choice I felt comfortable from the start, and I thank everything and everyone for making me feel happy and excited to be at this wonderful school. Secondly, I think this school should stay because I want to thank all the teachers that have been there to support me and accept me, another thing is that this school provides a healthy environment and abstract learning that makes the school extremely fun! Another thing that I love about ACVS, is that it's free and anybody can join the school, I remember the first I came here was that I knocked out 6 months of work, and getting help from teachers, which honestly I never had before, this school has shaped who I ma today, now I have As, Bs, and nothing lower than that, these teachers has helped kids grow and be supported, Ms, Oliver and Ms. Flint including all the other teachers has helped and guided me to grow and the gratitude that I have for them is skyrocketing. I love this school, and I think it should stay, and I will try everything in my power to keep it here as a student. The reason why I love this school so much is that when a student needs help a teacher is there to help them, I have never gotten that in my life, so therefore LET THIS SCHOOL STAY!!!

Thank you,

[REDACTED]  
[REDACTED]@anotherchoicecharter.org

January 27, 2022

[REDACTED]  
I would like to keep that private

To Whom It May Concern:

I am a Student.

I have really bad social anxiety in school settings and although my grades were fine I hated being at school. I went from a normal middle school with hundreds of kids to a school with 124 students in total but then we had to move and I had wanted to try online school so I joined ACVS. My first year here was kind of rough as I was 5 weeks behind and it was my first time in online school. Although I did end up (barely) passing all my classes I had to take summer school but I still wanted to give online school another try just this time not 5 weeks behind. My experiences this year are totally different from when I first joined, all the teachers are really nice (that part hasn't changed) and they really want to help you and because this isn't in a school setting where you have to try and help 30 kids all at once they can really give you the help that you need. One thing I really love about ACVS is the flexibility it gives me with work. Instead of having the work due on one day and not being able to turn it in the next, most of the teachers are totally okay with grading late work no matter how long ago it was due. This is especially useful when you are down to the last couple weeks in the semester and you need to get your grades up. Overall I would say that being in ACVS has been a great experience and I hope the school stays open next year.

Thank you,

[REDACTED]  
[REDACTED]@anotherchoicecharter.org

208-[REDACTED]

January 27, 2022

[REDACTED]  
[REDACTED] Nampa, ID 83686

To Whom It May Concern:

I am a Student.

This school has saved me because when I had no other school to turn to ACVS was there for me. I've been with this school since 7th grade and I've learned so much from all the amazing teachers. I've made great bonds with my teachers and I love them dearly, this school gives students the opportunity to still do school but at home. ACVS gave me the flexibility to do schoolwork while on the road going from Doctor appointment to doctor appointment. No other school has been able to meet my needs other than this school. It's so special because all of the teachers care deeply about every student and the teachers can gain a closer relationship with students because it's a smaller school. I would never want anyone to lose this school because it's so accommodating and it makes school much less stressful and we can't lose this school. It's one of the best schools I've ever worked with.

Thank you,

[REDACTED]  
[REDACTED]@anotherchoicecharter.org  
(208) [REDACTED]

January 27, 2022

[REDACTED]

To Whom It May Concern:

I am a Student.

I love this school

Thank you,

[REDACTED]

[REDACTED]@anotherchoicecharter.org

208 [REDACTED]

January 27, 2022

[REDACTED]  
[REDACTED], Nampa ID 83687

To Whom It May Concern:

I am a Student.

I Like the school Becuse teachers are so nice , Everyone is so nice helpful.

Thank you,

[REDACTED]  
[REDACTED]@anotherchioceharter.org  
(208) [REDACTED]

January 27, 2022

[REDACTED]  
[REDACTED] Nampa, Idaho 83686

To Whom It May Concern:

I am a Student.

Another Choice Virtual Charter School has been an incredible experience. Having the choice to work online and at my own pace while being home with my family has been a great opportunity. Although I have started attending Another Choice Charter since a few weeks ago, the staff/teachers and learning path is the best experience I have had for online learning. Furthermore, I enjoy the work at my pace idea because it doesn't stress me out on finishing something for a certain class fast. Instead, at my own pace so I can stay how much I would like on a lesson and try my best to put my best effort in it. In addition, if I don't understand something/need help, I always have either one of my teachers or a help link that immediately connects me to a live teacher that can help or answer questions. Finally, if this Charter doesn't get renewed it will be detrimental and a loss for the community and many staff and students. The board should reconsider renewing this charter because it has had many successful students that have graduated. In conclusion, going to this charter school has been a big opportunity, and the staff is great, and always their to help you continue and be successful on your learning path.

Thank you,

[REDACTED]  
[REDACTED]@anotherchoicecharter.org

January 27, 2022

[REDACTED]

Greenleaf, ID 83626

To Whom It May Concern:

I am a Student.

I have been doing school at Another Choice for three year and have loved it so much. All of my teachers have been amazing! They are always going out of their way to be helpful and will do extra work to help me understand something I am not catching on to. I tend to ask lots of questions and my teachers always answer promptly and never seem to get frustrated. Being able to do school at home, yet also having teachers to keep me motivated is wonderful. Our family travels a lot so it is awesome to be able to bring my school along. I also love having my school on my computer instead of having a bunch of books to haul around. Since schooling is usually very expensive my parents love having this option of free schooling. Also, as I get into harder subjects my mom is grateful that I can have teachers to help me so I won't get frustrated at her for not understanding my work. Thank you to all of my teachers and the other ACVS staff who are helping me get a good education!

Thank you,

[REDACTED]

[REDACTED]@anotherchoicecharter.org

208 [REDACTED]

January 27, 2022

[REDACTED]  
[REDACTED] Nampa, ID

To Whom It May Concern:

I am a Student.

I really appreciate another choice, all the staff has been super supportive and kind as well as helpful especially my teachers. The flexible hours have really help me, as have the resources. Another choice is a great school.

Thank you,

[REDACTED]  
[REDACTED]@anotherchoicecharter.org  
208 [REDACTED]

ANOTHER CHOICE CHARTER - EXHIBIT 4

Another Choice Virtual Charter School

L. [REDACTED] C. [REDACTED]

21 January 2022

### ACVCS

#### Family

- Two brothers with [REDACTED] one with [REDACTED] and the other is a much higher spectrum that is not allowed to be alone or drive or live alone
- Dad has [REDACTED]
- Mom has an incurable disease called [REDACTED] (which is similar to [REDACTED] and it attacks her body and makes day to day life very difficult
- I grew up with a disability where my legs were turned in and had to have surgery to correct it

#### How ACVCS helped me

- Was able to learn how to be independent
- Learned that if I work hard and learn that I am smart and a hard worker
- Graduated a year early
- Graduated as a salutatorian
- Was finally accepted as me in the school when in earlier other public schools, I was bullied by teachers and students
- Felt like I can do anything I put my mind to whereas other schools made me feel more incompetent

#### How ACVCS helped my family

- [REDACTED]
- My brother [REDACTED] and my mom were told by a doctor that he would never graduate high school and ACVCS was able to push him to be able to tell that doctor that he was wrong
  - ACVCS showed my brother that he is smart and that he can do anything
- At other schools, he was chased down by adult men when they scared him and my mom was called
  - When my mom got there, she found these adult men shoving my brother [REDACTED] into the ground and not explaining to him why they were running at him
- [REDACTED] was bullied every day at other public schools until going to ACVCS and he was told by ACVCS that he is smart and special

- Having [REDACTED] he struggled a lot with socializing and doing his best in school
- Going to ACVCS, he learned how to socialize with other people and found out he can do anything he puts his mind to and that he is smart were other people like doctors and teachers from other schools told him that he can't and that he won't be able to make it through school

[REDACTED] (myself)

- Was bullied by teachers and students
- Was told by those same people that I won't be able to make it and that I am not special or smart enough to graduate
- Was yelled at by teachers at small things like not being able to do criss-cross applesauce because of my disability at the moment before I had surgery and was sent to the principles office for not being able to do it
  - And got yelled at for it too
    - Criss-cross applesauce was like making my legs go backwards and it was so painful as if I was breaking a bone slowly and painfully

At ACVCS

- They understood that I had surgery and was still relearning to walk/run
  - Didn't push me too much for my PE classes
- Fell on my hand one day and made it get inflamed and for 2 years it was easily inflamed the school was very understanding about it when I struggled with finishing assignments because of my bad hand
- Was able to finish a college class in high school
- Was a Senior Editor for 2 years
- Was part of a college club that helped me get ready for college and what scholarships to look for

**ACVCS' Goal**

- ACVCS' goal is to give people, people who were treated badly at other schools and not given chances or pushed to show how far they can go, another chance, which is in the name
- The teachers and faculty all support this goal and push themselves to always be there for their students and they push the students to rise against others who think they are not important or smart enough to make it

**About ACVCS**

- Another Choice Virtual Charter School is a school specifically made for students with no other choice, ones that were kicked out of other schools and bullied to no end and treated like animals than other human beings

**Click here for further details-**

[REDACTED]

[REDACTED]

[REDACTED] 1

L [REDACTED] Cr [REDACTED]

ENGL 1030

Professor Fehrer

30 April 2020

### Special Needs and Charter Schools

Special needs is an umbrella term covering most disabilities that are recognized by the Idaho Board of Education. For what the Rehabilitation Act Amendments of 1974 and the Americans with Disabilities Act of 1990 say that it is an impairment of an individual that limits them from doing regular everyday activities (Disability). The law within the U.S declares that all special needs students have the right to be in any school and these schools must have tools specialized to help each special needs student learn. Yet, within Idaho, the Idaho Board of Education neglects that charter schools are currently in dire need of support for helping special needs students. They only notice if a school is rebuking a child with disabilities and the Board of Education reprimands them for breaking the law. The government does not regard the schools that sacrifice their test scores, average, and Adequate Yearly Progress (AYP), among the community just to be able to devote their help to special needs and at-risk students so they can be and feel successful. If the Idaho Board of Education does notice, they simply keep in consideration that the school has more of these students, but they still warn the charter schools that they need to raise their scores. Within the state of Idaho, there were laws made for special needs kids that charter schools are required to follow, but there are no laws put in place that were made to protect charter schools from being shut down because of lost funding, poor ISATs and/or the loss of atypical students if the schools have an abundance of special needs or at-risk students.

The PCSC and ISBE need to enable leniency in charter schools for special needs and at-risk students and the score requirements should be lowered for these charter schools.

There are many laws in the state of Idaho that were made for students with special needs, but there are no laws or regulations made by the Public Charter School Commission (PCSC) to protect charter schools. A couple of these laws that were made for special needs kids are IDEA (Individuals with Disabilities Education Act) and IEPs (Individual Education Plan). These laws were made by the state of Idaho to protect and help plan the future of each child with a disability so they can have, at least, their high school diploma like their peers. IDEA, Individuals with Disabilities Education Act, was created to protect educational opportunities for every special needs student from the age of 3 all the way to the age of 21.

The Individuals with Disabilities Education Act (IDEA) is the amended 1990 version of the original 1970 Education for All Handicapped Children Act (EAHCA or EHA) and seeks to assure equal opportunity in education for all handicapped children between the ages of 5 and 18, and in most cases for children between the ages of 3–5 and 18–21 years of age as well (Cataldo, Jean, and Bullard).

With this large time frame, it helps give them more time to understand subjects that they do not understand well enough and take their time in learning until they graduate. Other than IDEA, the IEP, Individual Education Plan, is a plan which was made for each student with a diagnosed disability that states they have a right to their education. IEPs are made so a child with disabilities can have a plan of what they need to learn so they can either graduate at age 18 or 21.

Within the state of Idaho, the Public Charter School Commissions, PCSC, has a specific mission for all schools in Idaho. Its mission is, to ensure PCSC-authorized public charter

schools' compliance with Idaho statute, protecting student and public interests by balancing high standards of accountability with respect for the autonomy of public charter schools and implementing best authorizing practices to ensure the excellence of public charter school options available to Idaho families (Webmaster).

The PCSC is like the 'government officials' of all charter schools within the state of Idaho and it has many requirements for each charter school to meet so they can stay as an accredited and funded charter school. If said charter schools do not meet the AYP, Adequate Yearly Progress, by not meeting their 'standards', these charter schools will get consequences by the state. A few consequences could be as bad as the loss of funding, a bad enough reputation that their students are taken out of their schools, or parents of future pupils for such certain charter schools decide not to have them attend.

If an Idaho charter school's test scores start to lower, they will be in the onslaught of the PCSC and the Idaho Board of Education if not raised. Over time, if a charter school does not meet its AYP, which is examined by the outcome of ISAT tests, it can be shut down. Charter schools wouldn't be shut down by the state per-say, but by not being properly funded by taxpayers, losing credibility, and losing students can ensure their closure. This can happen to charter schools in the state of Idaho because the PCSC has requirements for all students in all charter schools to meet a certain testing rank. The testing rank must be met for a charter school to be able to stay accredited and still be funded.

Funding for public education follows the student. If a student chooses to attend a charter school the funding will follow that student. The funding formula is based on three things  
1) average daily attendance, 2) experience and education of teachers, and 3) type of

 4

students taught. The formula is consistent for all public schools (Idaho Charter Schools FAQ).

To this day, many schools that have special needs and at-risk students are currently struggling with the PCSC on their fundings and public scrutiny. This is because not all of their students are passing the same tests as others due to their various learning or developmental status. Schools with these problems would agree there needs to be protection for charter schools, especially ones with the most special needs and at-risk students. For example, two charter schools that are currently struggling in this area are ACVS (Another Choice Virtual School) and HCCS (Heritage Community Charter School). This is because the majority of their kids have to take the same tests like atypical students to determine a charter school's AYP, Adequate Yearly Progress. In which this is difficult for schools like ACVS and HCCS to maintain high levels of achievement with the majority of students having disabilities.

When a school or school district does not make the Adequate Yearly Progress for four years in a row, the state will place it under a corrective action plan. The plan will include resources to improve teaching, administration, or curriculum. If no progress is made, then the state has increased authority to make necessary additional changes to ensure improvement (Idaho State Board of Education).

However, if there is no progress being made, even with the "increased authority", there would be no hope left for that certain charter school. Ideally, this was made to help ensure that all charter schools will be successful in teaching their students, but it destroys those schools that have the most special needs and at-risk students in attendance. Charter schools are regulated and restricted under laws, both state and federal, and can be closed down if "student achievement" is

not improved, which is not the case for regular public schools. Public schools, however, are allowed to keep running and are asked to improve their scores, but they are given an unlimited amount of time to do it (About Idaho Charter Schools).

There is a considerable amount of pressure on charter schools within the Idaho State Board of Education to maintain a standard, and it can be unfair to most of these charter schools. It hinders charter schools accreditations because of the high AYP that are set by the PCSC to try and “match” atypical schools as much as possible. For the PCSC to determine how a school is doing, it keeps the scores of their kids’ ISATs, their graduation rates, and compares them to not only other charter schools but also to public schools. Because of this, it creates a high expectation of all charter schools and only a small amount of leniency for those that are primarily for kids with disabilities and at-risk kids. The Public Charter School Commission has a high expectation of Adequate Yearly Progress that can be lowered for these charter schools because not everyone fits into the same mold.

Mostly, these ISAT tests for Idaho’s charter schools’ AYP are to make sure each charter school in the state of Idaho is on the right track to help parents of “normal” kids choose between schools. ISAT scores help show what school excels or is inadequate at teaching their students, and it makes sense for the PCSC to have this sort of structure for each of their schools to set a high standard. However, the expectations of high AYP and ISAT scores makes it harder for charter schools that have acquired the majority of their students as special needs and at-risk kids. This high expectancy lowers their rating as a school and they lose potential students due to the parents worrying their kids would not progress developmentally if put in these schools. There are

those who think these “achievement tests” or ISATs for Idaho’s tests are made to help instead of hinder kids and the school.

That impact is relevant because concerns have been raised that the tests use arbitrarily set standards, that they do not test important skills, that they shift the learning environment away from more creative learning, that they disadvantage particular groups in society, and that they are being used inappropriately (POST Data).

In many ways, these tests do help the schools and teachers. The tests can help atypical schools by showing where they need to do better and could get a good representation to their community. This test can also help show teachers what they need to work more on with each student to make sure they are being well educated. Many think this is not a problem for charter schools and that what needs to be focused on is the kids and not the schools. To some degree, this is true, kids need to be supervised and all schools need to be accounted for if they are not doing enough for what their students need.

Although, to keep charter schools going, especially ones that try to fulfill each IEP and support every at-risk student, the standards for testing need to be revised. There can be many different ways for the PCSC to counteract this problem within its system. A few ways to counteract this: the PCSC could lower the AYPs for charter schools and put a pie graph on the majority of special needs and/or at-risk kids of a certain charter school. Doing this could help assure the parents it is not the fault of teachers or their teaching methods within the school. It could also help if it shows the percentage of how well they are following and fulfilling each student’s IEP up until their graduation. Other than those ideas, the Public Charter School Commission needs to explain to parents why the AYP is different for that particular charter

[REDACTED] 7

school and why it is important for them to identify how many kids, through percentages, are included within the special needs or at-risk category. The reason for this is because it is unethical to schools who are following the law for special needs kids to get reprimanded by the PCSC, the Idaho State Board of Education, and others consequently due to their uncontrollable low scores as a school.

Overall, there were laws made in Idaho for special needs kids that charter schools are required to follow, but charter schools are forced to fit into an atypical mold that is impossible to achieve. Currently, there are no laws made to protect charter schools from being shut down due to funding loss and the loss of additional students if they have exceedingly more special needs or at-risk students. An accountability process is needed for the PCSC in regards to accommodating these schools. Even though the test for a school's AYP was ideally made to help make sure all charter schools will be successful in teaching, it hurts the schools as a whole with those special needs and at-risk kids. There are many pressures like these on all charter schools within the state of Idaho. By hindering their accreditation, due to the high AYP and expected ISAT scores put on by the PCSC to try and "match" other atypical schools as much as possible, these schools are suffering and need our support. The problem within the Idaho State Board of Education needs to be changed so it adheres not only to public schools, but to charter schools. With this problem and solution in mind, that not everyone fits into the same mold, so we must mold to fit them.

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January 25, 2022

A [REDACTED] G [REDACTED]  
[REDACTED] Delano CA

To Whom It May Concern:

I am a Former Student.

Please do not shut down this school. I was missing so much school due to illness without ACVS I would not have passed 8th grade. I would still be attending if we did not have to move to California. I wish they had ACVS here too.

Thank you,

[REDACTED]  
[REDACTED] [REDACTED] [REDACTED] [REDACTED]  
[REDACTED]

January 23, 2022

S [REDACTED] F [REDACTED]  
[REDACTED] boise 83709

To Whom It May Concern:

I am a Former Student.

This school didn't only change my life but also almost every single one of the students in my graduating class were forever changed by Another Choice Charter. Not only was it great knowledge but also being able to have more of a flexible schedule and individualized learning with a teacher if needed was amazing. If it weren't for Another Choice I wouldn't have had any other Choice but to dropout due to the learning environment of a full school with 30+ students in a class and never learn a thing. Thanks to Another Choice I was able to get my high school diploma when I never thought I would!

Thank you,

S [REDACTED] F [REDACTED]  
[REDACTED]

January 22, 2022

S [REDACTED] A A [REDACTED]

To Whom It May Concern:

I am a Former Student.

Another Choice has always been true to its name. This school has always offered parents and their children another option to choose for education.

The teachers in this school have always gone out of their way for my education, more than they'd ever needed to.

The teachers of Another Choice Charter have always been encouraging and supportive of their students. As a former student, I can confirm that Another Choice has exceeded all qualifications as a School, as public schools in the United States (Specifically in Idaho) have been limited and lacking in their services.

Another Choice has not just taught me the knowledge needed for everyday life, but they as well taught me the philosophies of life and what it means to walk my own journey. This school has never discriminated me.

More than that, this school provides easy access to education, whether from one of their main buildings or from your home on a provided computer.

I am proud to be a student of Another Choice Virtual Charter. As a former student and 2020 Highschool Graduate, I thank all the teachers and workers that have been there for me throughout the years; they have been a great part of my success and will continue to as long as they are around for all students. Thank you Another Choice, for giving us all Another Choice.

Thank you.

S [REDACTED] A A [REDACTED]

[REDACTED]

January 21, 2022

E [REDACTED] R [REDACTED]  
[REDACTED]

To Whom It May Concern:

I am a Former Student.

I was going into eighth grade when I found out I was pregnant, & my counselor at my high school at the time helped me find Another Choice. Since then they've been nothing but excellent & resourceful to me. They allowed me to get my credits quicker & I was able to graduate a year earlier than my class. I was able to do all my required classes online at home while being pregnant & still come in if I needed it. I continued to finish school through them & will forever be grateful that this school was an option for me.

Thank you,

E [REDACTED] F [REDACTED]  
[REDACTED]

January 20, 2022

L [REDACTED] M [REDACTED]  
[REDACTED]

I am a Former Student.

To whom it may concern,

My name is L [REDACTED] M [REDACTED] a graduate from ACVS. I first started off my freshman year at Ridgevue High, and got really bad grades my first semester. I found out about ACVS and decided to give it a try. I started there my second semester and it taught me so much to care about my education. I never would take education serious until I went to ACVS. I can proudly say I graduated ACVS with honor cord. They gave me all the help I needed and attended all my classmates well. All the teachers are wonderful and would be there for students when they needed them. They would always check up on me every week, which was one of my favorite things because in a regular school you don't get as much love and feel cared for how ACVS makes you feel.

I hope everything goes well, there's students who need Virtual schools. There's students out there who get bullied, who have disabilities, or are going through a tough time and this school gives so much help and makes students feel better than ever. I've gone to public schools where kids prefer to not go to school because they just go and get bullied. Virtual schools allow them to get their education without having to hear bad comments, without having to have bad days, ect. Not only that but ACVS allows students to have a lab where they can still make friends and go to school in person to not only be home all day online. ACVS is a great school. Thank you for taking your time to read my comment.

Thank you,

L [REDACTED] M [REDACTED]  
[REDACTED]

January 20, 2022

A [REDACTED] S [REDACTED]

[REDACTED] Orofino, ID 83544

To Whom It May Concern:

I am a Former Student.

I graduated from another choice virtual charter school back in 2019 and if it wasn't for the school and for the teachers that I had, I would not have graduated. This school has not only worked with my hectic lifestyle from moving all over the state, but by allowing me the flexibility to be able to deal with my own personal and mental health issues as a teenager . The school and the teachers were with me every single step of the way they encouraged me and have brought out the best of me. I give all credit to my former teachers and to the school because of them I have since going to college I am close to graduating with my bachelors degree and mostly be working on my masters degree and it's because of the wonderful teachers in that I've had at the school. I struggled a lot and doing my homework doing assignments to the point where I was nearly expelled from other schools and another choice virtual charter school was my holy grail. They did something that no other online school had and I was allowing me to come into a building and to sit with the teacher and to work on my assignments to have that quiet safe space to do my homework without feeling overwhelmed or ostracized by my peers . It allows me to be able to talk to my teachers and work with them on a one-on-one basis that you can't get at a regular school. This school has changed my life not just academically but in every way you can imagine, they set me up for success, they how to encourage me to do nothing but my best, they pushed me to see the greatness that I could accomplish, and also allowed me the flexibility to focus on the environment around me will not giving up a good quality education. Since I graduated in 2019 I have been working towards my own teaching degree and have built my own desire to make a difference in students lives that the school and that these teachers have . To get rid of the school is saying that you don't care about your students you don't care about the education of the children in the state of Idaho because the school allows and the flexibility to be able to learn to get a quality education to be the best that they can be and approve that they can do it by graduating high school is achievable whatever your circumstance may be. The school has not just changed my life but I change the lives of many other students in the state of Idaho and taking that away from our children and from our future of this world is an absolute abomination .

Thank you,

A [REDACTED] S [REDACTED]

January 27, 2022

Julianne C [REDACTED]  
[REDACTED]

To Whom It May Concern:

I am a Former Student.

I truly feel this school is the only reason I was able to graduate and revive my high school diploma. I have several cousins that attend acvs and it would break my heart having them see them not be able to graduate. See many kids have different life situations and it makes it hard to attend public school. As much as public schools have there 504 plans and accommodations they were never fully put in place or really worked. Acvs has provided a not only a safe school but safe place for myself and many students. Having mental illness makes many everyday tasks impossible and sadly at a young age school was that for me. I didn't have good grades or attend school at all. I thought I was going to drop out until I went to another choice. At public school mental health is really silenced but there it was as if everyone had there own thing and understood mine. All the staff and teachers were extremely nice and friendly. Every time I went into the lab I was individually greeted an office lady, a teacher, and at least one student. Every time I went which is such a positive experience. If I had any questions there were 3-4 teachers ready to help, which was an extreme difference from public school. As asking for help is hard and sometimes the teacher won't have time. I love this school I attend 8th- 12 grades there and I wouldn't have been able to do it if there wasn't a school like this. I am extremely great full for all the staff and teachers at acvs. Thank you for taking the time to read this. God bless and have an amazing day :)

Thank you,

J [REDACTED] Ca [REDACTED]  
[REDACTED]

ANOTHER CHOICE CHARTER - EXHIBIT 5

January 27, 2022



To:  
Idaho Public Charter School Commission  
C/O: Chairman Alan Reed

Re:  
Another Choice Virtual Charter  
1014 W. Hemingway Blvd  
Nampa, ID 83651

Dear Chairman Reed and Commission Members,

This correspondence is to certify that Another Choice Virtual Charter School is fully accredited as a digital charter school through Cognia, formerly known as AdvancED. The school has been accredited in good standing since 2010.

The school's most recent accreditation onsite review was conducted March 20-21, 2018. A team of professional colleagues was led by Rich Webb, who is a certified Lead Evaluator for Cognia. The Accreditation Engagement Review Team comprehensively reviewed evidence, heard presentations and interviewed stakeholders to gain a broad understanding of institution quality to provide valuable feedback to help the institution focus and guide their improvement efforts. Following the onsite review, the team developed and submitted a comprehensive "Accreditation Engagement Review Report" that was provided to the institution.

The Accreditation Engagement Review Report is attached to this correspondence and includes a detailed evaluation of the institution's effectiveness based on a set of research-based Performance Standards constructed around three Domains: Leadership Capacity, Learning Capacity and Resource Capacity. Point values are established within the evaluation and an Index of Educational Quality (IEQ) rating is calculated. The average Cognia network average for the 32,000 accredited member institutions falls between 275-285 on a scale of 100 to 400. Another Choice Virtual Charter School IEQ rated at 325.75, which is well above the Cognia network average.

The Review Team noted that the institution demonstrated the ability to support non-engaged, highly discouraged and academically challenged students in a transformative culture that engaged students to develop a positive self-image, become more successful academically and endeavors to build a belief in their worth in the world beyond school. The Review Team also noted that conversations with students were filled with deep emotion and passion about their journey. Reports such as the ones witnessed by the Review Team are difficult to translate into measurable means, but do define a school culture that increases student self-worth and confidence in their abilities at the next level.

The full report is attached to this correspondence and it is our hope that the Commission take into consideration the value of the educational programming that is offered by Another Choice Virtual Charter School. The institution has many strengths that are identified in the Engagement Review Report including the creation of a culture through a structure of support that develops the student's beliefs in their ability to learn and succeed.

Another Choice Virtual Charter School is scheduled for their five-year cycle onsite review during the 22-23 school year. We look forward to supporting the institution's preparation and participation in the activities leading up to and including the Engagement Review activities.

Sincerely,

A handwritten signature in black ink, appearing to read "Dale Kleinert".

Dale Kleinert, Cognia

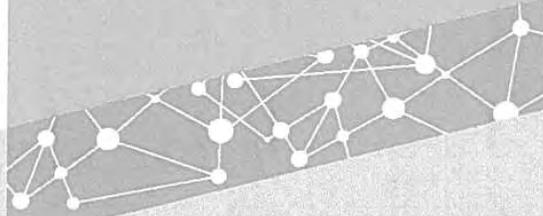
Pacific Region Vice President

March 20-21, 2018

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## AdvancED® Engagement Review Report



## AdvancED® Performance Accreditation

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» **Results for:**  
Another Choice Virtual Charter  
1014 W Hemingway Blvd.  
Nampa, ID 83651



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## Introduction

### AdvancED Performance Accreditation and the Engagement Review

Accreditation is pivotal to leveraging education quality and continuous improvement. Using a set of rigorous research based standards, the accreditation process examines the whole institution—the program, the cultural context and the community of stakeholders—to determine how well the parts work together to meet the needs of learners. Through the AdvancED Accreditation Process, highly skilled and trained Engagement Review Teams gather first-hand evidence and information pertinent to evaluating an institution’s performance against the research-based AdvancED Performance Standards. Using these Standards, Engagement Review Teams assess the quality of learning environments to gain valuable insights and target improvements in teaching and learning. AdvancED provides Standards that are tailored for all education providers so that the benefits of accreditation are universal across the education community.

Through a comprehensive review of evidence and information, our experts gain a broad understanding of institution quality. Using the Standards, the review team provides valuable feedback to institutions that helps to focus and guide each institution’s improvement journey. Valuable evidence and information from other stakeholders, including students, also is obtained through interviews, surveys and additional activities.

As a part of the Engagement Review, stakeholders were interviewed by members of the Engagement Review Team to gain their perspectives on topics relevant to the institution's learning environment and organizational effectiveness. The feedback gained through the stakeholder interviews was considered with other evidences and data to support the findings of the Engagement Review. The following chart depicts the numbers of persons interviewed representative of various stakeholder groups.

Stakeholder Groups	Number
Administrator	2
Support Staff	5
Teachers	10
Parents	6
Students	10
Other	1
<b>Total</b>	<b>34</b>

Once all of the information is compiled and reviewed, the team develops the Engagement Review Report and presents preliminary results to the institution. Results from the Engagement Review are reported in four ratings represented by colors. These ratings provide guidance and insight into an institution's continuous improvement efforts as described below:

Color	Rating	Description
Red	Needs Improvement	Identifies key areas that need more focused improvement efforts
Yellow	Emerging	Represents areas to enhance and extend current improvement efforts
Green	Meets Expectations	Pinpoints quality practices that meet the Standards
Blue	Exceeds Expectations	Demonstrates noteworthy practices producing clear results that exceed expectations



### AdvancED Continuous Improvement System

The AdvancED Continuous Improvement System (CIS) provides a systemic fully integrated solution to help institutions map out and navigate a successful improvement journey. In the same manner that educators are expected to understand the unique needs of every learner and tailor the education experience to drive student success, every institution must be empowered to map out and embrace their unique improvement journey. AdvancED expects institutions to use the results and the analysis of data from various interwoven components for the implementation of improvement actions to drive education quality and improved student outcomes. While each improvement journey is unique, the journey is driven by key actions. AdvancED identifies three important components of a continuous improvement process and provides feedback on the components of the journey using a rubric that identifies the three areas to guide the improvement journey. The areas are as follows:

Commitment to Continuous Improvement	Rating
The institution has collected sufficient and quality data to identify school improvement needs.	Meets Expectations
Implications from the analysis of data have been identified and used for the development of key strategic goals.	Emerging
The institution demonstrates the capacity to implement their continuous improvement journey.	Emerging

### Continuous Improvement Journey Narrative

The Another Choice Virtual Charter School has embraced the process of continuous improvement during its history. The school is chartered with a mission to address the needs of individuals with learning differences. The school provides an academic and socially supportive environment to address this mission. The hybrid teaching model of virtual-based learning with computer labs (face-to-face instruction) is designed to include regular tracked students, title one supported instruction and highly qualified teachers in a robust curriculum and delivery system. In interviews with students and feedback from parents, the school has demonstrated the ability to support non-engaged, highly discouraged and academically challenge students in a transformative culture that has those same students with a positive self-image, success academically and with a belief in their worth in the world beyond school. Those conversations were filled with deep emotion and passion about that journey. The school has remarkable stories with respect to their mission and work that may or may not translate easily into measurable means.

As a result of data analysis and leadership input, Another Choice Virtual Charter School has implemented recently the following:

- Interventions - Increase student skill sets, placement, and course offerings with assessments
- Student placement decisions based upon a MAP, BASI, Program testing, and Easy CBMs
- Board Policy update and review in board meetings via input from stakeholders
- Curriculum alignment - vertical and horizontal alignment of curriculum to state standards
- Cleaner data to better inform decisions by identifying appropriate data and report it in meaningful ways
- Communications is an improvement focus by the leadership and staff
- Professional Development has focused on Stats class, Power School, CPR, and intruder training
- Teacher committee has been formed to look at academic honesty policy that includes a clear definition of plagiarism, consequences for plagiarizing, and training to teach students tactics to avoid plagiarism
- Each teacher has an advisory class - students set goals for themselves
- Ongoing planning to provide an impressive number of options for students to be involved outside of their class time
- Teachers focusing on an orientation model to include a second wave orientation for secondary kids after they begin school
- Teachers have become experts and trainers in Video, Universal Design for Learning, "Super Users" of Power School and a variety of useful computer tools.

The Another Choice Virtual Charter School Virtual High School is using internal data including course progress



reports, completion rate and to include a MAP, BASI, Program testing, and Easy CBMs to analyze and evaluate programmatic and student progress/placement. This effort on the part of Another Choice VCS is impressive as the Engagement Review Team (ERT) interviewed teachers that are using these assessment tools to make changes in their lessons based on this data analysis. The teachers at Another Choice VCS are developing specific and usable reports to pinpoint student issues that make the role of the teacher as an advocate and content specialist increasingly effective. The school has hired a specialist whose job is to build relationships with difficult students that have demonstrated engagement issues.

The Review Team was given a presentation by the Another Choice VCS leadership about the professional development Fridays. The school has a weekly meeting where all staff are required being on site. These Friday meetings are for staff to be together providing an opportunity to work on the needs of the school's learning model, professional tools, and student needs. The school has been through a great deal of growth from a required Continuous Improvement Plan, Idaho Public Charter School Commission reporting, Federal programs audit for Title I and AdvancED's review. Each organization has requirements for the school to demonstrate data analysis and a structure to implement learning and learner improvement. The Review Team looked at documents that demonstrated the efforts of these processes in the google drive (internal) and external sources to include a website, stakeholder interviews/surveys, as well as, interviews with the school's Leadership Team and onsite staff.

The Another Choice Virtual Charter School's Learning Management System (LMS) is used very effectively by the teachers, students, and parents for lessons, and curriculum. Teachers are developing LMS reports that provide opportunities in content areas to determine academic growth and needs for students. The LMS (GradPoint) has to be manually connected to the Student Information System (Power School), however, this procedure seems to provide stakeholders with appropriate information in a timely fashion. Teachers are required to be at a computer lab (Nampa, Meridian, and Boise sites) once a week. Teacher interviews indicated the required lab setting is used to build personalized teaching opportunities with students. The institution does use a process in the evaluation and supervision model that "walks" lessons for effectiveness. It would be helpful to determine the students' side of the lesson that using an eleot™ tool for observation and how that might give information to be used as collaborative feedback and as a professional development tool. The Review Team understands the barriers that occur in an online environment with respect to systematically doing classroom observations.

The Another Choice Virtual Charter School has many strengths and the report will indicate those positive areas. For example, the Review Team found that the school has developed an instruction model that develops a personalized education for each student. The Review Team heard that message from parents and students. The use of teachers in advisory roles and support from counselor and interventionist is the basis for building those relationships. These relationships are used to formalize the culture in which the school wants to build positive inroads to how a student feels towards self and academics.

The practices of the school system are in place, and there are attempts to coordinate efforts to support improvement priorities. There are monitoring processes in place to inform and enhance the improvement efforts. The analysis, planning, and implementation actions are very evident.

## AdvancED Standards Diagnostic Results

The AdvancED Performance Standards Diagnostic is used by the Engagement Review Team to evaluate the institution's effectiveness based on AdvancED's Performance Standards. The diagnostic consists of three components built around each of the three Domains: **Leadership Capacity**, **Learning Capacity** and **Resource Capacity**. Point values are established within the diagnostic and a percentage of the points earned by the institution for each Standard is calculated from the point values for each Standard. Results are reported within four ranges identified by the colors representing Needs Improvement (Red), Emerging (Yellow), Meets Expectations



(Green), and Exceeds Expectations (Blue). The results for the three Domains are presented in the tables that follow.

**Leadership Capacity Domain**

The capacity of leadership to ensure an institution’s progress toward its stated objectives is an essential element of organizational effectiveness. An institution’s leadership capacity includes the fidelity and commitment to its institutional purpose and direction, the effectiveness of governance and leadership to enable the institution to realize its stated objectives, the ability to engage and involve stakeholders in meaningful and productive ways, and the capacity to implement strategies that improve learner and educator performance.

Leadership Capacity Standards		Rating
1.1	The institution commits to a purpose statement that defines beliefs about teaching and learning, including the expectations for learners.	Emerging
1.2	Stakeholders collectively demonstrate actions to ensure the achievement of the institution’s purpose and desired outcomes for learners.	Meets Expectations
1.3	The institution engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.	Emerging
1.4	The governing authority establishes and ensures adherence to policies that are designed to support institutional effectiveness.	Exceeds Expectations
1.5	The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.	Exceeds Expectations
1.6	Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.	Meets Expectations
1.7	Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.	Exceeds Expectations
1.8	Leaders engage stakeholders to support the achievement of the institution’s purpose and direction.	Meets Expectations
1.9	The institution provides experiences that cultivate and improve leadership effectiveness.	Meets Expectations
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.	Emerging
1.11	Leaders utilize ethical marketing and communication practices.	Emerging

**Learning Capacity Domain**

The impact of teaching and learning on student achievement and success is the primary expectation of every institution. An effective learning culture is characterized by positive and productive teacher/learner relationships, high expectations and standards, a challenging and engaging curriculum, quality instruction and comprehensive support that enable all learners to be successful, and assessment practices (formative and summative) that monitor and measure learner progress and achievement. Moreover, a quality institution evaluates the impact of its learning culture, including all programs and support services, and adjusts accordingly.

Learning Capacity Standards	Rating
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Learning Capacity Standards		Rating
2.1	Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the institution.	Exceeds Expectations
2.2	The learning culture promotes creativity, innovation and collaborative problem-solving.	Emerging
2.3	The learning culture develops learners' attitudes, beliefs and skills needed for success.	Exceeds Expectations
2.4	The institution has a formal structure to ensure learners are supported during their educational experiences.	Meets Expectations
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.	Meets Expectations
2.6	The institution implements a process to ensure the curriculum is aligned to standards and best practices.	Meets Expectations
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the institution's learning expectations.	Meets Expectations
2.8	The institution provides programs and services for learners' educational future and career planning.	Emerging
2.9	The institution implements, evaluates, and monitors processes to identify and address the specialized social, emotional, developmental, and academic needs of students.	Exceeds Expectations
2.10	Learning progress is reliably assessed and consistently and clearly communicated.	Exceeds Expectations
2.11	Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.	Exceeds Expectations
2.12	The institution implements a process to continuously assess its programs and organizational conditions to improve student learning.	Emerging
2.13	The institution ensures authenticity in student learning in a digital learning environment.	Emerging

### Resource Capacity Domain

The use and distribution of resources support the stated mission of the institution. Institutions ensure that resources are distributed and utilized equitably so that the needs of all learners are adequately and effectively addressed. The utilization of resources includes support for professional learning for all staff. The institution examines the allocation and use of resources to ensure appropriate levels of funding, sustainability, organizational effectiveness, and increased student learning.

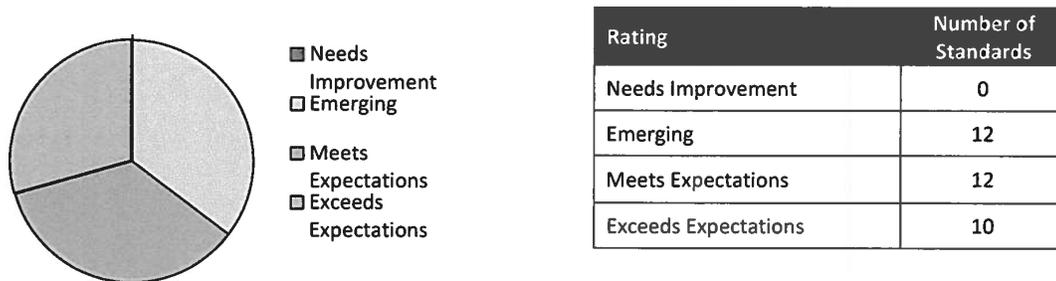
Resource Capacity Standards		Rating
3.1	The institution plans and delivers professional learning to improve the learning environment, learner achievement, and the institution's effectiveness.	Meets Expectations
3.2	The institution's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.	Exceeds Expectations
3.3	The institution provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.	Meets Expectations
3.4	The institution attracts and retains qualified personnel who support the institution's purpose and direction.	Emerging



Resource Capacity Standards		Rating
3.5	The institution integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.	Meets Expectations
3.6	The institution provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the institution.	Meets Expectations
3.7	The institution demonstrates strategic resource management that includes long-range planning and use of resources in support of the institution’s purpose and direction.	Emerging
3.8	The institution allocates human, material, and fiscal resources in alignment with the institution’s identified needs and priorities to improve student performance and organizational effectiveness.	Emerging
3.9	The institution provides an effective Learning Management System.	Exceeds Expectations
3.10	The institution’s technology infrastructure supports teaching, learning and operational effectiveness.	Emerging

## Findings

The chart below provides an overview of the institution ratings across the three Domains.



## Powerful Practices

Powerful Practices reflect noteworthy observations and actions that have yielded clear results in student achievement or organizational effectiveness and are actions that exceed what is typically observed or expected in an institution.

<p><b>Powerful Practice #1</b>      <b>Primary Standard: 2.3</b></p> <p><b>Statement:</b> Another Choice Virtual Charter School has created a culture of student success through a structure of support that develops the student’s beliefs in their ability to learn.</p> <p><b>Evidence:</b> The Review Team’s interviews with stakeholders revealed that Another Choice Virtual Charter School has strong academic counseling services that effectively meet the individual needs of a wide variety of learners. It is evident through student and parent interviews that the school provides a supportive and caring culture which is demonstrated by all staff members. The school provided evidence in surveys, SIS review, teacher handbooks and</p>
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the learning management system demonstrating an effective communication network between school and stakeholder needs.

**Opportunities for Improvement**

Opportunities for Improvement are those actions that will guide and direct institutions to specific areas that are worthy of additional attention.

**Opportunity for Improvement #1 Primary Standard: 2.12**

**Statement:**

Compile existing practices for data analysis of programs and organizational conditions into a written action plan to include specific goals with evaluation timelines.

**Evidence:**

Peripheral evidence exists through staff, student, and parent interviews that data is used to improve student learning; however there is no written documented evidence of evaluation practices that indicate whether or not specific plans have been developed to meet the goals stated in the continuous improvement plan. In interviews, the Review Team heard that the school programs are generally adjusted based on need rather than a formalized procedure. This continuous improvement plan, when formalized in a written form, will indicate a timeline of program needs identification, data gathering and analysis, implementation, and evaluation.

**Improvement Priorities**

Improvement priorities are developed to enhance the capacity of the institution to reach a higher level of performance and reflect the areas identified by the Engagement Review Team to have the greatest impact on improving student performance and organizational effectiveness.

**Improvement Priority #1 Primary Standard: 3.10**

**Statement:**

Develop and implement a written technology plan and crisis management plan, including a systematic evaluation process.

**Evidence:**

Interviews with staff indicated procedures for some components are in place, but no written plan is evident. The plan given to the Review Team addressed technology acquisition needs for the facility and/or Learning Management System only. The Review Team did not see, even in isolation, evidence of procedures for outages, data security, protection for confidentiality, system protection, and help desk procedures.

**Accreditation Recommendation and Index of Educational Quality™ (IEQ™)**

The Engagement Review Team recommends to the AdvancED Accreditation Commission that the institution earns the distinction of accreditation for a five-year term. AdvancED will review the results of the Engagement Review to make a final determination, including the appropriate next steps for the institution in response to these findings.



AdvancED provides the Index of Education Quality™ (IEQ™) as a holistic measure of overall performance based on a comprehensive set of standards and review criteria. A formative tool for improvement, it identifies areas of success as well as areas in need of focus. The IEQ is comprised of the Standards Diagnostic ratings from the three Domains: 1) Leadership Capacity; 2) Learning Capacity; and 3) Resource Capacity and the results of eleot classroom observations. The IEQ results are reported on a scale of 100 to 400 and provides information about how the institution is performing compared to expected criteria.

Institution IEQ	325.75
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### Conclusion Narrative

The Another Choice Virtual Charter School is in the process of an effort to formalize a cycle that will result in continuous improvement. They are evolving their educational program to not only meet the needs of specialized students to include more online education for more traditional students. The Review Team heard from stakeholders and school personnel about the use of effective protocols in a focused education of the “learning differences” population (which will have positive benefits for all students). The model of continuous improvement will be critical in moving forward. Their current structure of improvement has many elements of strength. The school has an improvement cycle that has access to appropriate data and has been used to fine-tune student learning and professional practice. The evolution of defining a problem, generating appropriate data, clear reporting, and analysis, implementing strategies and evaluation of the journey will support improvement in professional practices and institutional effectiveness. The institution has a structure that will support such a journey with time (Fridays), staff committed to the mission and vision and an informal initiative cycle already in place. Those existing elements can be expanded to transform the cycle of improvement to a more formal process. This process will support all efforts use in meeting the requirements by outside agencies that keep knocking at the door. Individual student’s needs are met through an effective use in the advocate and content interventions and ongoing adjustments (formal and informal learning plans).

The road to the AdvancED visit has been described as good learning journey for Another Choice VCS as an institution and leadership group. The challenge to evolve and maintain the purpose of the school has been met through first, a self-study of procedures and protocols of improvement that not only provided “requirements” for outside agencies, but second, a look at the school’s improvement cycle that needs to be a spiral of effective growth rather than a hamster wheel leading nowhere. The Review Team can say Another Choice Virtual Charter School has processes that are emerging and certainly can be used to develop continuous improvement practices as outlined in the AdvancED model.

The school system now must not only pay close attention to the Improvement Priority outlined in this report but also must pay attention to the areas that are in the category of Emerging or Meets. Maintaining the momentum established through a continuous improvement model will be the challenge for Another Choice VCS. Research has shown that the change from a model that sets a focus on specific sets of outcomes to a continuous improvement model is a mindset challenge. The energy needed to create this model will soon be replaced by the energy gained through connections and momentum. The new culture based upon continuous improvement will take an institution through achievements more powerful than one individual or “leadership team” could imagine. The Engagement Review Team appreciates the opportunity to join the Improvement Journey of Another Choice Virtual Charter School, though briefly, and acknowledges the efforts of all stakeholders in providing quality opportunities for all learners to achieve academic success.



## Next Steps

The results of the Engagement Review provide the next step to guide the improvement journey of the institution in their efforts to improve the quality of educational opportunities for all learners. The findings are aligned to research-based criteria designed to improve student learning and organizational effectiveness. The feedback provided in the Accreditation Engagement Review Report will assist the institution in reflecting on their current improvement efforts and to adapt and adjust their plans to continuously strive for improvement.

Upon receiving the Accreditation Engagement Review Report the institution is encouraged to implement the following steps:

- Review and share the findings with stakeholders.
- Develop plans to address the Improvement Priorities identified by the Engagement Review Team.
- Use the findings and data from the report to guide and strengthen the institution’s continuous improvement efforts.
- Celebrate the successes noted in the report
- Continue your Improvement Journey

## Team Roster

The Engagement Review Teams are comprised of professionals with varied backgrounds and professional experiences. All Lead Evaluators and Engagement Review Team members complete AdvancED training and elite® certification to provide knowledge and understanding of the AdvancED tools and processes. The following professionals served on the Engagement Review Team:

Team Member Name	Brief Biography
Rich Webb	Richard Webb recently retired as a principal of a 10-12 high school in Boise, Idaho. Rich has a B.S. degree in Math; secondary education from Boise State and an M. Ed. in Educational Leadership from the University of Idaho. Rich’s 34-year career in education included 8 years as a secondary math teacher and 10 years as a high school assistant principal, 8 ½ years as 7-9 junior high principal and 7 ½ years as principal of the 10-12 high school. Rich has served on several AdvancED Engagement Reviews in Idaho and recently a systems review in South Carolina. Rich will be a lead for AdvancED Leadership Teams in Idaho.
Kathleen Allison	Kathleen McLane Allison is Executive Director for iSucceed Virtual High School. The Executive Director position administers all district and charter roles and responsibilities, is a liaison between the Board, accountability agencies, and staff, as well as top-level management of all school/district personnel. Ms. Allison holds an MS in Education and is currently a doctoral candidate at the University of Idaho. She also holds a BA in Social Science/Sociology with a minor in Theatre. She has been with iSucceed since its opening as a Teacher, Department Chair, Operations Manager, Principal and now as a Charter Administrator. Ms. Allison has given several presentations at national/international conferences and has a completed thesis with the University of Idaho, “Obstacles and Opportunities: Online instruction with incarcerated youth” (2009, University of Idaho). Prior to iSucceed, she worked for 10 years for the State of Idaho, Department of Juvenile Corrections as a teacher and later as an Education Program Supervisor (Principal). During her time at IDJC, she underwent a successful accreditation review as a special purpose school and will be undergoing a review for iSVHS for 2017-2018.



Team Member Name	Brief Biography
Bryan Cox	Bryon Cox has served individuals with disabilities as a special education teacher in public schools for 10 years. During his time as a special educator, Bryon has primarily served students with behavioral and emotional disorders and has assisted fellow educators in developing their capacities as managers of student crisis as a Right Response trainer. He is currently a 9th-grade resource room teacher at a junior high school in the Boise School District. Bryon has served two terms as a board member of the Idaho Council for Children with Behavior Disorders and currently serves as the website and publications manager for the Idaho Council for Exceptional Children. Bryon holds a Masters of Education in Special Education and is in the process of obtaining a Masters of Educational Leadership.
Lora Seabaugh	Lora Seabaugh is the principal of Initial Point High School in Kuna, Idaho. She has been with Initial Point since it opened eight years ago. Prior to Initial Point, Lora worked within the alternative programs in the Nampa School District. Lora has been involved in secondary education over the past 20 years as a classroom teacher, dean of students, assistant principal, and principal. Her passion really is serving those who are at-risk and need that extra time and attention to find success. Lora has served on three engagement review teams over the past four years.
Jeff Simmons	Jeff Simmons is the Director of Curriculum and Instruction for Idaho Digital Learning. In this position, he oversees the Content Team, and all curriculum revision and development activities. He also serves as the principal for Idaho Digital Learning's Full-Time Teachers, collaborates with other teams, and serves on the Leadership Team. Jeff holds an MA in Educational Leadership from the University of Idaho, and a BA in Social Studies and English Education from Northwest Nazarene University. He has experience as a classroom teacher, both online and face-to-face, and as an administrator for Idaho Digital Learning. He has served on several accreditation review teams and on the accreditation team for Idaho Digital Learning.
Dennis Wilson	Dennis Wilson is in his 30th year of being an educator. Currently he is serving in his first year as the Superintendent of Richard McKenna Charter Schools in Mountain Home ID. This is his first year in a Charter School environment. Dennis served as a Spanish/Computer Science teacher for six years in Michigan before entering the realm of administration. His career has taken him from Michigan to Wyoming and now in Idaho. His previous district was Bruneau/Grand View located in Owyhee County, Idaho. He has his BS in Secondary Education, and a Master and Specialist Degree in Educational Leadership. Dennis has served on several accreditation review teams and enjoys the experience. He likes to see how other schools serve their students and has always taken away at least one item to help improve his school or district



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## About AdvancED

AdvancED is a non-profit, non-partisan organization serving the largest community of education professionals in the world. Founded on more than 100 years of work in continuous improvement, AdvancED combines the knowledge and expertise of a research institute, the skills of a management consulting firm and the passion of a grassroots movement for educational change to empower Pre-K-12 schools and school systems to ensure that all learners realize their full potential.

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ANOTHER CHOICE CHARTER - EXHIBIT 6



# ANOTHER CHOICE VIRTUAL CHARTER SCHOOL

LEA # 476 / School # 1247  
1014 W. Hemingway Blvd.  
Nampa, Idaho 83651

*Laura Sandidge, Ph.D.*  
*Administrator / Head of School*  
*208-475-4255*  
*lsandidge@anotherchoicecharter.org*

*John Kelleher, Ph.D.*  
*Board Chair*  
*208-475-4255*  
*jkelleher@anotherchoicecharter.org*

*Mission Statement: Another Choice Virtual Charter School seeks to provide a safe, individualized education experience for children with and without disabilities to enable them to meet their full potential both intellectually and socially. Another Choice Virtual School is a charter school that is built on academic achievement, the development of social competence, with a primary focus of assisting individuals with learning differences to become full and active members of their school and community.*

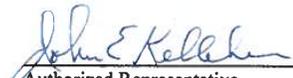
<i>K = 7</i>	<i>7<sup>th</sup> = 31</i>
<i>1<sup>st</sup> = 19</i>	<i>8<sup>th</sup> = 40</i>
<i>2<sup>nd</sup> = 8</i>	<i>9<sup>th</sup> = 45</i>
<i>3<sup>rd</sup> = 11</i>	<i>10<sup>th</sup> = 56</i>
<i>4<sup>th</sup> = 12</i>	<i>11<sup>th</sup> = 69</i>
<i>5<sup>th</sup> = 17</i>	<i>12<sup>th</sup> = 76</i>
<i>6<sup>th</sup> = 24</i>	<i>Total = 415</i>

**REQUEST FOR ADMINISTRATIVE HEARING**

On behalf of ANOTHER CHOICE VIRTUAL CHARTER SCHOOL, INC. ("ACVS"), the undersigned authorized representative acknowledges the receipt of the Notice and Acknowledgment of Commission Director's Recommendation for Nonrenewal of Charter dated November 15, 2021 ("Notice"). ACVS does not agree with the Director's recommendation as stated in the Notice, and is hereby exercising its right to an administrative hearing before the Idaho Public Charter School Commission ("Commission").

The hearing will be held at the date and place to be set forth in a Notice of Hearing, which will be issued by the Commission by no later than January 15, 2022. ACVS will proceed to the hearing under the terms and requirements set forth in the Notice of Hearing. ACVS acknowledges that, at the conclusion of the hearing and after a reasonable period for deliberation, the Commission will vote to either renew ACVS's charter with no conditions, renew ACVS's charter with conditions, or nonrenew ACVS's charter.

Dated: 12-9-21

  
\_\_\_\_\_  
Authorized Representative  
Board Chair/President  
ANOTHER CHOICE VIRTUAL CHARTER SCHOOL,  
INC.

REQUEST FOR ADMINISTRATIVE HEARING - 1

### Executive Summary

Pursuant to Idaho Code section 33-5209B the Director of the Idaho Public Charter School Commission recommended that Another Choice Virtual Charter School, ACVS, not be renewed. The following document outlines and addresses the changes that have been implemented, and are proposed by ACVS to be implemented, to address the concerns outlined by the Commission. As always, ACVS is willing to accept additional suggestions on how to make improvements to resolve the cited concerns.

### Narrative

ACVS did not meet standard on “Operational Measure 3a: Governance Requirements” of the Commission’s Performance Framework. This Reason pertained to a Board Member who obtained a pecuniary benefit from a contract entered into with the ACVS; and when notified of the issue, failed to take prompt steps to address the concern. Several steps have been taken, and additional steps will be taken to address these concerns.

**The improvements planned for Another Choice Virtual Charter School’s certificate term in the area of governance are as follows:**

- To begin, the Director involved has resigned and no longer is affiliated with the school.
- The Board will be increasing its membership from 5 members to 7 members, and is actively seeking applicants who have previous, successful experience as a charter school director. These additional board members will possess and apply their extensive experience with charter school governance to our organization.
- In addition, the Board has received, and will continue to receive, training through the Idaho School Board Association (ISBA) regarding Board ethics and Board governance. During meetings held on November 19, 2021 and December 9, 2021 the Board firmly established its two priorities for ongoing training in multiple areas of governance as an effort to actively increase their knowledge of governance procedures.
- Dr. Kelleher, who has been the Chairman of the Board since 2013, will be transitioning from the Chairman of the Board to a Board Director when an individual has been secured to take on his position.
- ACVS is ready and willing to accept additional suggested improvements to resolve the cited concerns.

*Operational Outcomes Board Stewardship:* Another Choice Virtual Charter School, ACVS, has worked with the Idaho School Boards Association, ISBA, for several years and modeled our structure and policies per its School District Policy manuals, which we initially purchased in 2010. We have kept our membership intact and purchased the policy update option for our

Charter several years ago. This calendar year, ACVS purchased the newer Charter School Policy manual through ISBA and are in the process of converting to the new manual.

As requested, ACVS submitted our policies to the Idaho Public Charter School Commission. Policy documents were requested from the Program Manager of the Idaho Public Charter School Commission on March 12, 2021. ACVS submitted all the policies to the commission on May 16, 2021. It is acknowledged that, due to formatting issues as well as end-of-the year responsibilities surrounding graduation and academic needs during an especially trying year with the myriad number of restrictions due to the Covid-19 pandemic, that Dr. Sandidge was not timely in this submission to the Commission. Dr. Sandidge did ultimately seek out technological assistance in order to submit the policies in the proper format to the Commission. ACVS has not been informed prior to the proposed Annual Performance Report 2021 received in November 2021 that our policies may be incomplete, as indicated by the words, "Based on IPCSC review, the board's policies appear to be incomplete." We look forward to continuing our work with the Idaho Public Charter School Commission to fully understand what that means and ensure we are in compliance.

Our Board arranged for an individualized training through ISBA for Ethical Practices, as well as having representatives attend the ISBA annual convention. We are continuing to work with ISBA for additional training and have worked with Anderson, Julian, & Hull, LLP for additional training on Board practices. Our Board is open and actively seeking training and will continue in this endeavor.

Kevin McLaren was a member on ACVS's Board. He was a co-owner of a corporation that provided services to ACVS. While he worked diligently to abstain from any voting that could have been perceived as a conflict of interest, it was still an area of concern that we have since addressed on several levels. Mr. McLaren resigned from the board to ensure there was no conflict or possible mismanagement. After an initial investigation from the Idaho Public Charter School Commission, there was a referral from Idaho Public Charter School Commission to the Canyon County Prosecutor for serving on the board while being connected to businesses affiliated with ACVS. No charges were ever issued and no action was ever taken against Mr. McLaren from the Canyon County Prosecutor nor anyone else affiliated with our organization.

**The improvements planned for Another Choice Virtual Charter School's certificate term in the area of governance oversight and operational compliance are as follows:**

- At the December 9, 2021 meeting Dr. Sandidge submitted her resignation that will go into effect at the end of the 2021 / 2022 school year. This move will ensure that there is no possibility of a conflict of interest between Dr. Sandidge and any locations or contractors ACVS works with going forward.

- At the December 9, 2021 meeting ACVS Board of Directors determined that two full time administrative positions will be created and recruited for to replace the role Dr. Sandidge will vacate. These roles will be what is typically viewed as a school superintendent and a school principal. The search for the administrative positions will be conducted by a search committee and will be advertised through ISBA early in 2022.
- Starting in April and May of 2021, ACVS restructured two positions which included updating job structure and hiring to take on the responsibilities of Human Resources and the Clerk of the Board, as well as ISEE Reporting.

ACVS did not meet standard on “Operational Measure 3b: Board Oversight” of the Commission’s Performance Framework, which required ACVS’s governing board to practice consistent and effective oversight over the school and its administrator. Dr. Sandidge has been an administrator with ACVS since 2010. She is also a co-owner of a corporation that provided services to ACVS. The relationship was documented with the initial charter authorization within the resume and physical initial location of operation. It was the interpretation that this information was known by the Idaho Public Charter School Commission initially in 2010 as it was documented within the charter documents. Additionally, this was public information. However, as the school grew and as time progressed this public information was not continuously documented adequately. As a result, Dr. Sandidge received a letter of reprimand by the Professional Standards Commission. A requirement for that letter of reprimand is, prior to recertification in 2025, Dr. Sandidge must complete an ethics training. It is acknowledged that to date, while that training has been personally purchased by Dr. Sandidge it has not been completed. Dr. Sandidge did confirm with the Professional Standards Commission when that needed to be completed and that information was verbally discussed with the Idaho Public Charter School Commission staff. Dr. Sandidge was not told by the Idaho Public Charter School Commission this needed to be completed earlier than what was specified by the Professional Standards Commission, therefore the standard on “Operational Measure 5a: Additional Obligations” is still in progress within the timeframes outlined by the Professional Standards Commission.

Additionally, as a result of the investigation from the Idaho Public Charter School Commission, there was a referral from Idaho Public Charter School Commission to the Canyon County Prosecutor for being connected to businesses affiliated with ACVS. No charges were ever issued and no action was ever taken against Dr. Sandidge from the Canyon County Prosecutor. That has additionally been made public information.

Dr. Sandidge acknowledges that she did not guide the school well in regards to procurement procedures when establishing financial contacts. Once she was made aware of expected procurement structures and policies, Dr. Sandidge sought out extensive legal guidance to ensure that these procedures were addressed as needed. Upon the completion of their extensive review she fully adhered to their advice. Requests for bids were posted in July and subsequently

awarded in the fall of 2021. The entire process was fully overseen by legal counsel to ensure it was done appropriately.

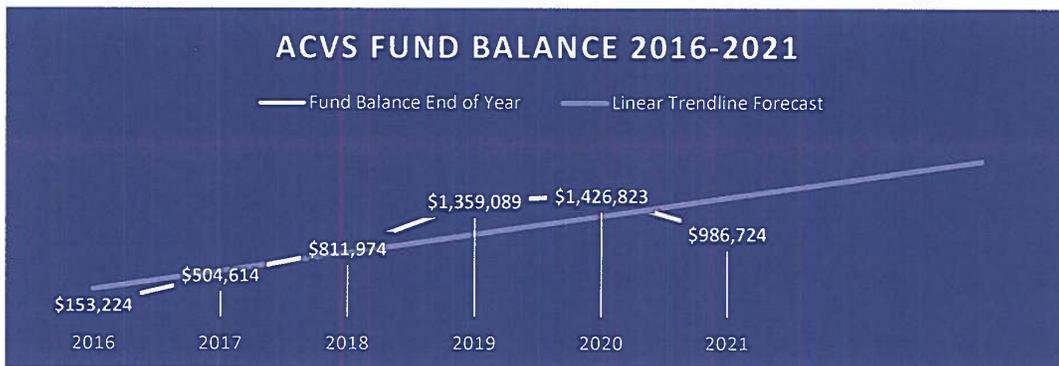
As is often the case in schools, staff are responsible for a variety of areas. As adjustments to the pandemic made clear in 2020, our overall staff responsibilities had grown enough beyond capacity that positions would need to be adjusted in order to ensure that tasks were completed appropriately and in a timely manner. This process is still an ongoing. Our school continues to work on balancing the tasks and roles of staff to ensure they have the time and the training to be equipped to do their tasks well. As part of this goal of continuing to improve our school, four individuals took over key roles within our organization in April and May of 2021. This restructuring has enabled the administrator to delegate key responsibilities to further ensure work on tasks would be addressed in a comprehensive and timely fashion.

These functional leaders began the arduous task of learning these new tasks as of April of 2021. Human Resources and Clerk of the Board were placed into one position and a new staff member was hired for that position. Two highly experienced special educators took on the role of coordination of our extensive special education and 504 accommodation program. Additionally, we fully changed over our ISEE reporter. All of those positions have undergone significant training both inside and outside of ACVS and have worked collaboratively with the Idaho Department of Education, the Idaho Public Charter School Commission, and various outside training entities to ensure they are equipped for the positions they hold. All are key in helping to ensure that operational compliance is addressed. To date these changes have proven very beneficial to address the standard “Operational Measure 3c: Reporting Requirements” of the Commission’s Performance Framework.

**The improvements planned for Another Choice Virtual Charter School’s certificate term in the area of Fiscal Accountability are as follows:**

- ACVS has zero debt and enough reserves to sustain school operations for 3.2 months (96 days) without revenue. As you can see in the following table, within the past five years we have significantly improved our Fund Balance each year with the exception of last year during the height of the COVID19 pandemic.

ACVS Fiscal Year	Fund Balance End of Year	Fund Balance Improvement End of Year
2016	\$153,224	
2017	\$504,614	\$351,390
2018	\$811,974	\$307,360
2019	\$1,359,089	\$543,006
2020	\$1,426,823	\$67,734
2021	\$986,724	-\$440,099



We have a good history of financial success and improvement demonstrated by real numbers confirmed by our auditor. ACVS did not take any loans during the Covid-19 pandemic and has never taken out a loan for any reason. We work hard to manage resources to the end that our diverse student population is well served. Our distinct student population remains at the forefront of our planning as we strategically spend each dollar for their sole benefit. Not unlike other schools our enrollment numbers dropped during the pandemic. However, we are currently experiencing a return to normal enrollment figures, and expect to continue in this direction in the near future. Regardless, with no debt and significant reserves we anticipate being able to weather occasional downturns.

In the Idaho Public Charter School Commission Annual Performance Reports of 2017 / 2018, 2018 / 2019, and 2019 / 2020 ACVS was provided with the “Accountability Designation” of “Honor” in the “Financial Outcome” component. In 2020 / 2021 the “Accountability Designation” was determined to be “N/A”. According to the performance reports prepared and distributed by the Idaho Public Charter School Commission, ACVS’s Fiscal Accountability was considered exemplary and was provided with a designation of “Honor”, which is above and beyond the designation of “Good Standing”.

Our auditor, Dan Coleman, CPA of Quest CPAs PLLC, has confirmed and agrees with our perspective of the numbers and data I am providing here. I am unsure as to why the Idaho Public

Charter School Commission's recent report recommending non-renewal, characterized "ACVS's financial audit for fiscal year 2021" as reflecting or being "indicative of financial distress". In our auditors' own words, he addressed the "Net Change in Fund Balance" as follows:

Large decrease due to a reduction in state funding for prior year ISEE reporting discrepancies. The School has made adjustments to make sure those discrepancies don't happen in the future. Although we showed a big loss for FY21, we did have prior year fund balance carryforward that was able to absorb the loss. **The ending fund balance / carryover is about a 3-month operating reserve which is still on the high-end of our 1 1/2 - 3-month recommendation.**

Throughout the past five years ACVS has consistently improved its financial position. As evidenced by our improving fund balance seen above, ACVS is in a much stronger financial position today than we were five years ago. In fact, we are in a much stronger financial position today than we were three years ago when we earned the Financial Outcome accountability designation of "Honor" from the Idaho Public Charter School Commission in annual performance reports mentioned above.

Fiscal year 2021 was challenging on a number of levels for our school, and all schools, due in large part to the pandemic which started at the beginning of 2020 (end of fiscal year 2020). Prior to the pandemic we enjoyed the privilege of having a waitlist of students who wanted to enroll at ACVS because we were at maximum capacity with enrollment numbers. The privilege of having a waitlist and maximum enrollment waned throughout the pandemic. However, despite diminishing enrollment numbers in addition to a state-wide reduction in state funding due to the pandemic, ACVS did not experience financial hardship. We did not experience financial hardship because we were responsible with our budget and accumulated sufficient funds to withstand potential hardship. We currently remain prepared to weather potential hardship, should the need present itself.

**The improvements planned for Another Choice Virtual Charter School's certificate term in the area of Data Security and Transparency are as follows:**

- ACVS has made great efforts at working towards increasing data security and transparency on our website. ACVS has worked with our website developer to further enhance the ease of accessing information from our site. This is a matter of great importance to us and we will continue to work with our website developer and the Idaho Public Charter School Commission to keep our site accessible to all.

ACVS did not meet standard on "Operational Measure 3d: Public Transparency" of the Commission's Performance Framework. As required by PCSC policy an ACVS Board Meeting was observed by Mr. Dawson. While Mr. Dawson has attended multiple board meetings and

Director Thompson attended one board meeting we were provided one observation form written below which was addressed according to a follow up email from Mr. Dawson.

School: ACVS

**PCSC Board Meeting Observation Summary**

Observation Date: 2/17/2021

Observer: Jared Dawson

ACVS Board of Directors-

Below you will find the summary of the PCSC board meeting observation required by PCSC Policies & Procedures (updated on August 13<sup>th</sup>,2020). The intent of this observation is to follow PCSC standard and serves as documentation of the fulfillment of your annual requirements. If you have any questions/comments/concerns regarding the summary below, please feel free to reach out to the Program Managers or PCSC Director. You have 5 days from the date of receipt of this summary to provide any follow-up as needed.

Director's Name	Office (if applicable)	Present/Remote/Absent
John Kelleher	Chair	Remote
Misty Puckett	Secretary/Treasurer	Remote
Ruth Kropp	Director	Remote
Laura Shoemaker	Director	Remote
School Leadership	Title	Present/Remote/Absent
Laura Sandidge	Administrator	Remote
Ross Jones	Business Manager	Remote

**ACVS Observation Summary**

Observation Category	Status	Date
Open Meeting Law	Concern	2/17/2021
Public Participation	No Concern	2/17/2021
Operational Efficacy	No Concern	2/17/2021
Academic Achievement	No Concern	2/17/2021
Financial Health	No Concern	2/17/2021



Laura Shoemaker <lshoemaker@anotherchoicecharter.org>

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## Meeting

Jared Dawson <Jared.Dawson@osbe.idaho.gov>  
To: Laura Shoemaker <lshoemaker@anotherchoicecharter.org>

Thu, Nov 18, 2021 at 1:51 PM

Absolutely, Laura. I'm including the formal meeting observation from March, as that is really the only meeting that I took notes on, and it is a required part of the renewal packet. There was a concern about an open meeting law violation with the agenda not being posted in the summary, and that was eventually resolved as it was tied to the new/old website changes, etc.

I don't know if I took notes for the other meetings, as I was mainly there just to keep tabs on where you were in the process (ethics training, contracts, etc.). I can go back and look through my notepads just to make sure, and send that information over to you, but there's nothing in a word doc or formal observation or anything like that. A lot of my contact and follow-up communication was done with Laura via either phone or email.

I'm just fine with working with you as the liaison, and I hope from your perspective you can trust that I'll be transparent and work with you as best I can through this process. Thank you for the heads up on the meeting tomorrow – I know I've been attending all of your meetings – however, with this one, I don't plan on attending unless you recommend that I be there. I know this is difficult and an emotional situation, and I don't want to add any unnecessary pressure and give your team a chance to breathe a little as you begin working through this. If you disagree with this thinking and think it would be a good idea for me to attend instead let me know (with the agenda specifically set for mostly executive session, I also don't have anything to observe, really, although I could be mistaken).

As soon as your board and legal counsel decide how they want to go, I can be as involved in the process to whatever extent or capacity you wish, and will be available to answer whatever questions you have. I appreciate how difficult this situation is and how everyone on your team must be feeling right now. I also want to say thank you for coming to the Renewal presentation yesterday – hopefully that conversation was productive, answered some of your questions, and helped you see how the process should look moving forward. Let me know if you have any questions, and thank you.

### JARED DAWSON

Program Manager, Idaho Public Charter School Commission  
(208) 332-1585

PUBLIC RECORDS NOTICE: Pursuant to Idaho Code § 74-101 through 74-126, this email and responses are subject to the Idaho Public Records law and may be disclosed to the public upon request, unless otherwise exempt from disclosure under the law.

[Quoted text hidden]

Laura Shoemaker

ACVS Board Clerk / HR

[lshoemaker@anotherchoicecharter.org](mailto:lshoemaker@anotherchoicecharter.org)

**The improvements planned for Another Choice Virtual Charter School's certificate term in the area of Academic Outcomes are as follows:**

- ACVS has made great efforts at increasing Academic Outcomes for all students at ACVS. Our school was identified to be involved with the Department of Education School Improvement project beginning with the 2018 / 2019 school year for a three-year cycle. All schools identified were continued for a fourth year due to the impacts of the pandemic. This has been a major activity for all staff at ACVS. We have fully adjusted multiple key elements of our school's academic program in an effort to increase academic outcomes for all students. While schools have not been identified as yet for school improvement in the 2022 / 2023 school year at this point all meetings with the Department of Education School Improvement project team have indicated that ACVS has sufficiently progressed to the extent that we will no longer be eligible for that supportive and empowering program.
- ACVS plans to continue to develop our staff's capacity in understanding how to better work with students that have experienced trauma. Our school is moving towards a trauma informed model of serving students that stresses academic success and increased mental health.

Since ACVS did have academic concerns according to our last renewal ACVS expected there would be a team site visit as per PCSC policy for the purpose of observing the school's Key Design Elements. This visit has not been scheduled or discussed with ACVS administration prior to this report, most likely due to the pandemic. Therefore key design elements along with data that supports positive academic change is occurring at ACVS will be provided.

ACVS clearly serves a wonderfully diverse population as was the goal of our original charter. This has been discussed with Director Thompson recently when discussing what schools would provide appropriate data comparables to ACVS. Director Thompson and Dr. Sandidge both agreed that while there is no true comparable due to the unique demographics of our students, our school would most likely best be compare to an alternative school. This was consistent with a condition that was placed on ACVS at the last reauthorization.

ACVS's 2019 five (5) year cohort graduation rate will be at least thirty-five percent (35%). Five (5) year cohort graduation rate data for 2019 will be available in early 2020. This condition is based on a rate of increase sufficient to promote ACVS's ability to achieve a five (5) year cohort graduation rate of at least forty-eight percent (48%) by the end of the next performance certificate term. Forty-eight percent (48%) is the 2014 median five (5) year cohort graduation rate for Idaho alternative schools. Although ACVS is not an alternative school, the Commission recognizes that its student population faces similar challenges.

That condition, while dropped due to the Covid-19 pandemic was met due to the changes our school has made. The 2019 / 2020 4 Year Graduation rate was 49.5% and our 5 Year Graduation rate was 52.2%. While the graduation rate for 2020-2021 school year has not been fully compiled from the State our initial data indicates that our rate will continue to move forward by being closer to 55%.

The student demographics for Another Choice Virtual Charter School is as follows: ACVS currently has 415 students. That population is approximately 50% females and 50% males. Those students further go on to be 36% non-white; 29% on an Individualized Education Plan, 10% on a 504 Accommodation Plan; and 69% of all our students qualify for At-Risk according to Idaho's definition of At-Risk, which means that 69% of our student population is at risk for academic failure or dropping out of school. Additionally, .01% of that population is three or more years behind grade, .07% are two or more years behind grade level, and .38% of the population is approximately one year behind grade level. While this doesn't always impact the graduation rate, it does impact motivation for students to continue with their education. .10% of our current population are already 18 or older. While many students have been consistent with ACVS for many years, there is significant mobility which is as indicative of a high at-risk population.

Additionally, the pandemic exacerbated the mobility rate during the 2020 / 2021 school year considerably. The mobility rate is determined by calculating the total number of new student entries and withdrawals during the year divided by the total opening day enrollment. Therefore, the mobility rate for the 2020 / 2021 school year was 118%. The mobility rate is still being determined for the 2021 / 2022 school year, however, to date it is 72%. This data could include students that entered and withdrew from ACVS multiple times throughout the year due to various circumstances. The population of mobile students require staff that continually work extensively to help students connect with their environment, their curriculum, teachers, as well as other students. Our teachers and staff are continually being taught better ways to engage their students. This has been a successful school improvement goal.

While ACVS's academic performance has been consistently low throughout the current Performance Certificate term we have consistently worked individually with every student that attends ACVS to ameliorate the situation. Given the demographics of our student population the school improvement focus has been on growth in ELA, Math, and Informational Reading, for all students. We have specifically focused on students in grades 6, 7, and 8 as those grades have typically proven to be the population that has experienced the slowest amount of growth. They also represent the key transition grades from elementary to high school. ACVS has utilized the Interims as a tool within the State ISAT portal extensively in order to facilitate student growth. Growth is monitored continuously. The data in Interims and in NWEA's Measures of Academic Progress, MAPs, have been specifically individualized and reviewed continually for students in 7<sup>th</sup> and 8<sup>th</sup> grade to measure growth at the student level, as demonstrated below.

Number System	Opportunity #1	Opportunity #2	Opportunity #3	Analyze & Solve Linear Equations	Opportunity #1	Opportunity #2	Opportunity #3	Proportional Relationships	Opportunity #1	Opportunity #2	Opportunity #3
Student A	6/13	6/13		Student A	6/12	6/12	6/12	Student A	2/10	8/10	
Student B	AI/Near Standard	Above Standard		Student B	AI/Near Standard	Above Standard	Above Standard	Student B	Below Standard	2/10	Above Standard
Student C	AI/Near Standard	Above Standard		Student C	Below Standard	6/12	6/12	Student C	Below Standard	6/10	AI/Near Standard
	3/13	2/13			1/12	AI/Near Standard	4/12		1/10	2/10	
	AI/Near Standard	Below Standard			Below Standard	AI/Near Standard	AI/Near Standard		Below Standard	Below Standard	

During the pandemic, and even with an extremely high student mobility rate, ACVS actually outperformed the state on the ISAT in scale growth for math for our students in 6<sup>th</sup> grade and in both ELA and math for our students in 10<sup>th</sup> grade when comparing the growth rate for all students in ACVS in comparison to all students across the state. Additionally, it bears noting that students with special needs are a major focus for our school, therefore we cannot neglect the fact that there is a population of students that need to be celebrated for their growth even though more standardized testing may not reflect it as pronounced as we would like. Progress can and should be measured in a variety of ways. We have seen it as our students blossom and grow in an environment that allows for their differences and focuses on taking the student where they are at while encouraging them to fully realize their academic and personal goals. It is incredibly difficult to statistically measure the growth of a student that literally growled at those that came too close when she initially enrolled at ACVS to her joyful and demonstrative participation with teachers and peers upon her graduation day a few short years later. We fully celebrate the growth of our students and can see that through many forms of data, including IEP goal progress data. In spite of struggles with mental and physical health issues, over 82% of our students with disabilities have made growth on their IEP goals. It is also important to note that over 50% of our students qualifying for special education have shown an upward trend on their grade level MAPs testing scores.

Since the last reauthorization for ACVS three major changes have occurred academically that have had a significant impact on students and staff.

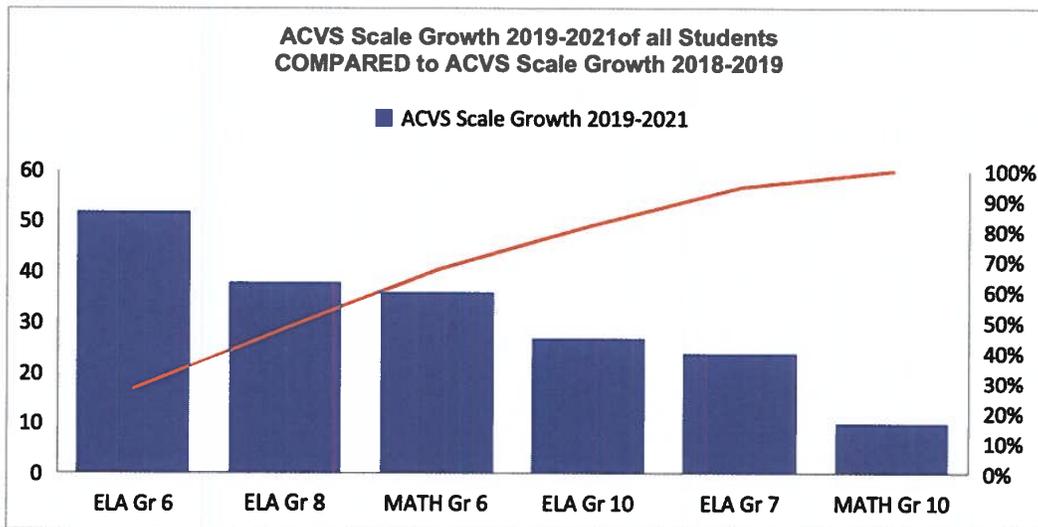
First, all students in grades K through 12 are required to take NWEA Measuring Academic Performance, MAPs, three times a year; prior to entry or at the beginning of the school year, again mid-year, and at the end of the year. Growth is significantly monitored through the MAPS program as well as with the State’s Interims. The Interims typically close in February or early March so MAPs have been key to understanding the full year’s growth.

A second change that ACVS has implemented is based on the results of the MAPs test and how it correlates to the assigned classes students in grades 7 through 12 are placed. ACVS has used the NWEA skills program, as well as other researched-based programs, to work on building key skills for our students. Therefore, if a student scores 75% or below grade level on their ELA or math MAPs test they get their regular subject grade level course that is required and appropriate for their grade level plus another full class designed to build the student’s skill level in the subject area. If the student scores below 50% they are placed in one class and if they score

between 50 and 75% they are placed in more of an accelerated program that still builds their academic skills in the subject area. This has required students who are below grade level to have two class periods in either the ELA or math subject area, one working on grade level skills and the other working on below grade level skills. This has proven very successful for our students. Likewise, students who score 75% or below grade level on their reading MAPs test are assigned a reading class that using research and evidence-based programming to increase their reading level. This program is very individualized and time intensive both for students and staff, but it has been very important for our growth.

Lastly, we have fully revamped our curriculum in grades K through grade 12 for all students over the past five years to ensure that our curriculum is fully aligned with the state standards and embeds progress monitoring to ensure students are achieving. Our academic program is rigorous and time intensive for student and teacher alike. Our students often do not get to have electives that other students would be able to have because their electives are working on skill building. However, our students and families are encouraged by the growth they have seen individually in their specific skill levels.

While ACVS has not met the growth measures we are seeking to. The chart below indicates that the changes we have instituted for all students are impacting our trend towards achieving the growth we hope to achieve. This work is intensive and all staff are fully involved in this endeavor at ACVS. The standard of Academic Progress is paramount to ACVS and is still in progress.



**Outline of Additional Evidence**

- 1) Exhibit 1: Comparison of ACVS Scale Growth to State Wide Average Scale Growth through the Pandemic.
  - a) This data is a comparison of all students against all students. It does not extract students on an IEP or any other student demographic areas.
- 2) Exhibit 2: Comparison of ISAT proficiency level change between ACVS to the State through the Pandemic in ELA and math.
  - a) This data is a comparison of all students against all students. It does not extract students on an IEP or any other student demographic areas. I provides us with data that says we are comparable with the state in overall proficiency change.
- 3) Exhibit 3: Growth Resiliency Measure Organizational Report.
  - a) Resiliency, or the ability for an individual to overcome a major crises, tragedy, or trauma is extremely important for all students. In a school that has 69% of the student population qualifying as At-Risk for academic failure or dropping out of school requires that all staff are equipped to help our students develop their resiliency skills. Dr. Jonathan Locust from Winona State University in Minnesota has worked with ACVS to help us quantify how well our staff are helping our students build resiliency. This report is not a final report as it will not be complete until the end of the year.

Exhibit 1: Comparison of ACVS Scale Growth to State Wide Average Scale Growth through the Pandemic.

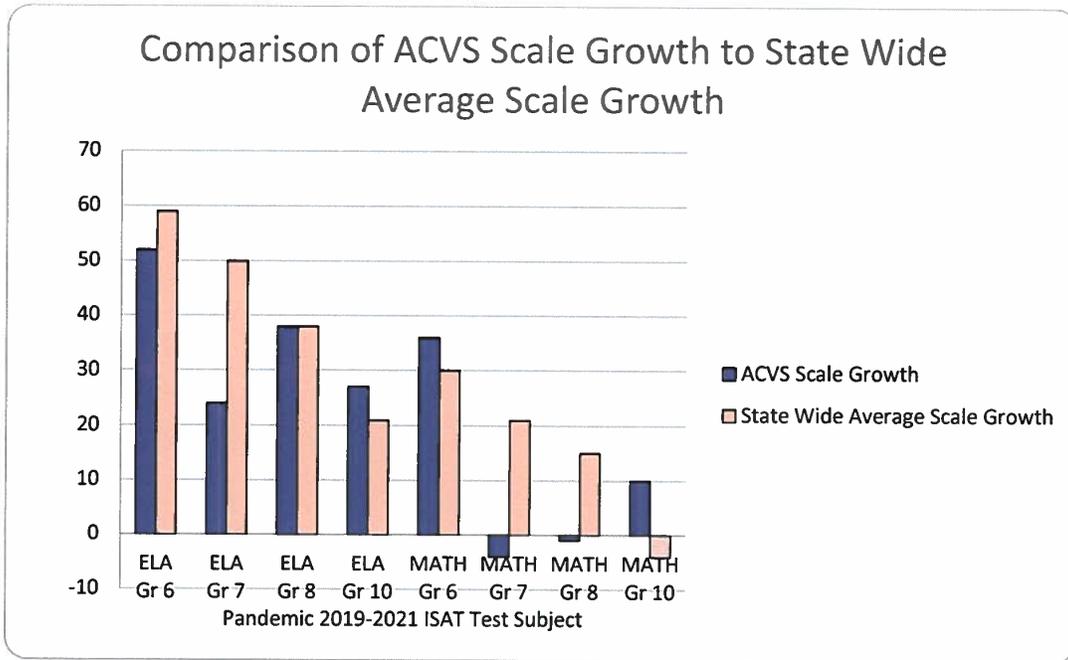
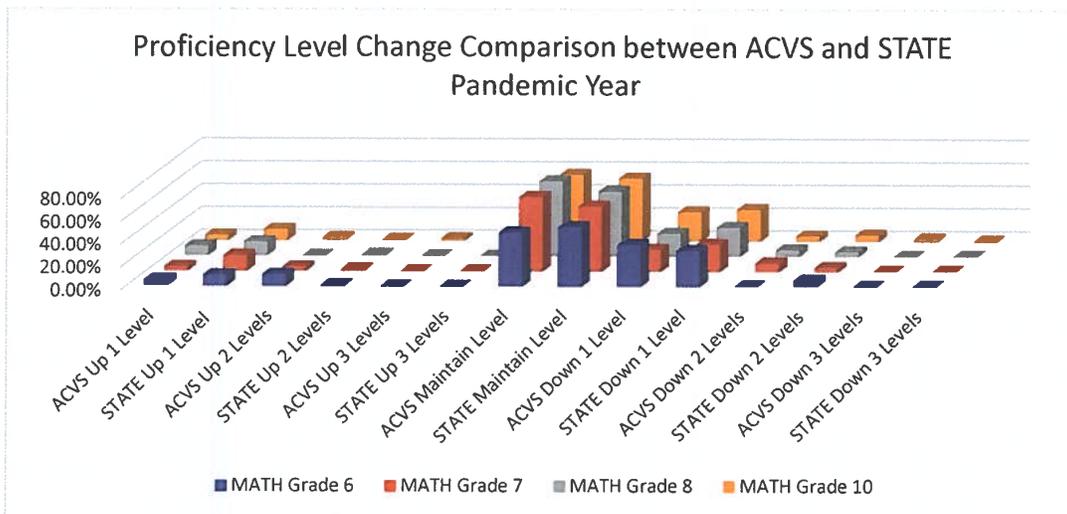
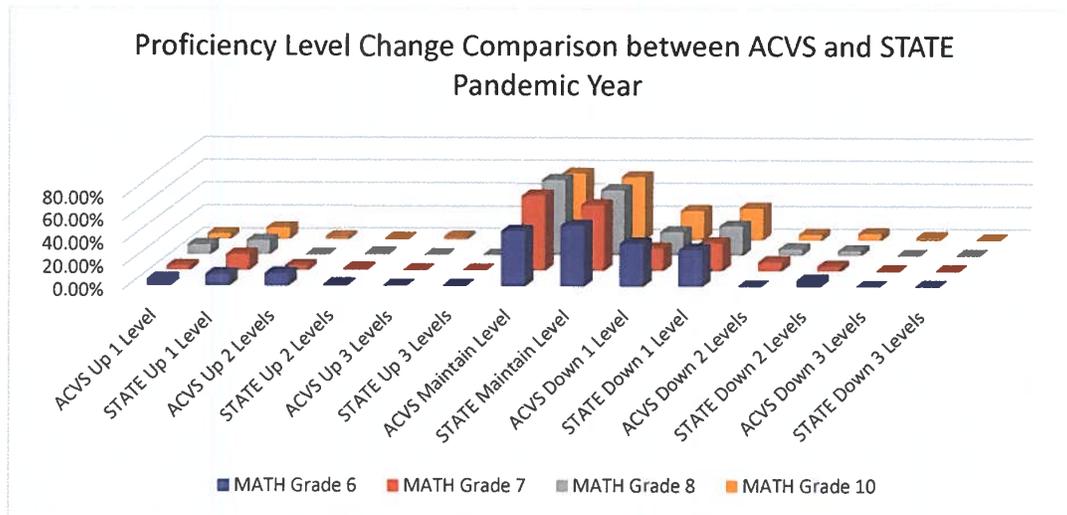


Exhibit 2: Comparison of ISAT proficiency level change between ACVS to the State through the Pandemic in ELA and math.



Additional Evidence  
Exhibit Three Growth Resiliency Measure



# Growth Resiliency Measure Organizational Report

## Another Choice Virtual Charter School

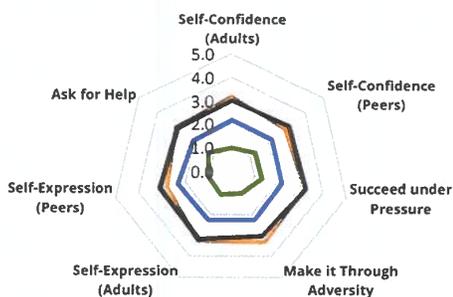
**Grades: K-12**      **# Students: 413**      **Students of Color: 36%**      **Male: 50%**  
**Female: 49%**      **Transgender: 1%**      **At-Risk: 69%**      **IEP: 29%**      **504 Plan: 10%**  
**Avg. Per Pupil Spending: \$1,554**      **Free/Discount Lunch: 36.8%**

Fall 2021

### Average Scores for Selected Grades

#### Start of the Academic Year

— 1st Grade (N=19)      — 6th Grade (N=24)  
— 9th Grade (N=38)      — 12th Grade (N=74)



#### Data Insights

Organizationally, students showed the highest gain in **Self-Confidence w/ Adults** on average.

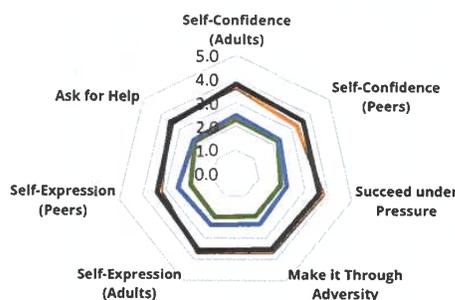
Below is the highest gain components for each grade.

- 1<sup>st</sup> Grade – **Self-Confidence w/ Adults** and **Self-Confidence w/ Peers**
- 2<sup>nd</sup> Grade – **Self Expression w/ Adults**
- 3<sup>rd</sup> Grade – **Self-Confidence w/ Peers** and **Self Expression w/ Adults**
- 4<sup>th</sup> Grade – **Asking for help**
- 5<sup>th</sup> Grade – **Self-Confidence w/ Adults**
- 6<sup>th</sup> Grade – **Self-Confidence w/ Adults**

#### Data Insights (cont'd)

- 7<sup>th</sup> Grade – **Self-Confidence w/ Adults** and **Self Expression w/ Adults**
- 8<sup>th</sup> Grade – **Self-Confidence w/ Adults**, **Succeeding Under Pressure** and **Making it Through Adversity**
- 9<sup>th</sup> Grade – **Succeeding Under Pressure** and **Asking for help**
- 10<sup>th</sup> Grade – **Self-Confidence w/ Adults**
- 11<sup>th</sup> Grade – **Self-Confidence w/ Adults** and **Asking for help**
- 12<sup>th</sup> Grade – **Self-Confidence w/ Adults** and **Succeeding Under Pressure**

#### At the time of Assessment

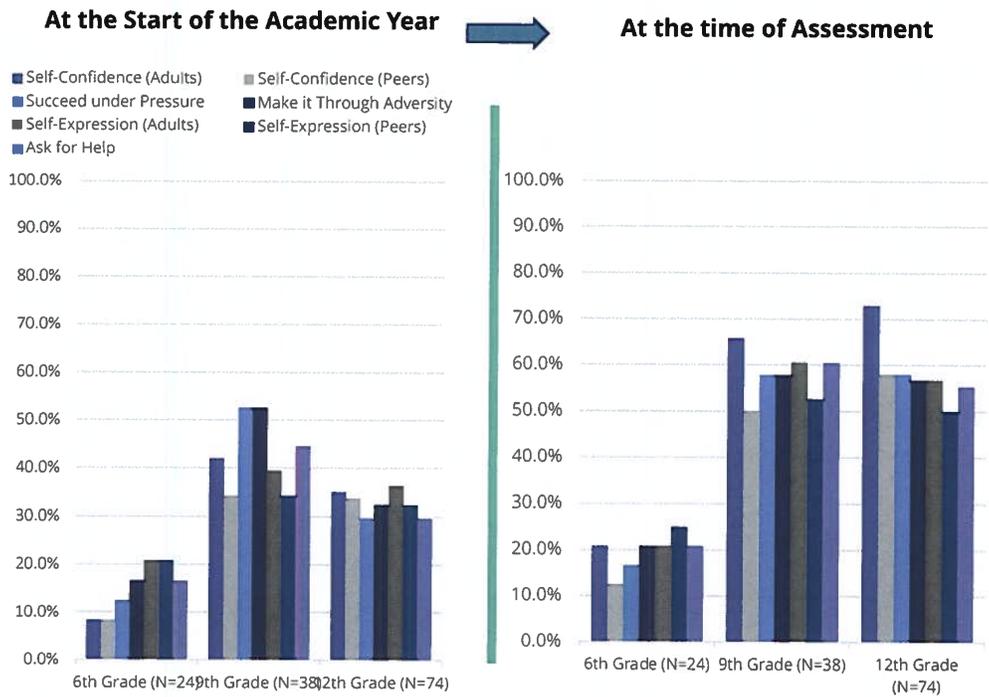


GRM scores were reported by teachers for individual students in their classes at any point in the fall term of 2021. The scores for each category range from 1 through 5, w/ 1 as the lowest and 5 as the highest.

 **Growth Resiliency Measure  
 Organizational Report**

Fall 2021

Percent of Students w/ High Scores (4 or 5)



**Data Insights**

Below are the grades that had the largest percentage of students w/ high scores (4 or 5) for each resilience component. Components are not included if there was no growth.

**Self-confidence w/ Adults – 5th, 6th, 7th, 9th, 11th, and 12th Grades**

**Success under pressure – 8th Grade**

**Ask for help – 10th Grade**

**Self-expression w/ Adults – 3rd Grade**

**Self-expression w/ Peers – 3rd Grade**

GRM scores were reported by teachers for individual students in their classes at any point in the fall term of 2021. The scores for each category range from 1 through 5, w/ 1 as the lowest and 5 as the highest.



# Growth Resiliency Measure Organizational Report

Fall 2021

*Students of Color*

### Change in GRM Average (12<sup>th</sup> Grade)

— Start of the Academic Year  
— At the Time of Assessment



Overall, students of color were most represented in *Self-confidence w/ Adults*, followed by *Self Expression w/ Adults*.

*Self-expression w/ Adults* had the highest percentage of 11<sup>th</sup> grade students of color.

*Success under pressure* had the highest percentage of 8<sup>th</sup> grade students of color.

*Self-Confidence w/ Adults* and *Peers* showed the highest percentage of students of color in the 3<sup>rd</sup>, 4<sup>th</sup>, and 10<sup>th</sup> grades.

K, 1<sup>st</sup>, 5<sup>th</sup>, and 6<sup>th</sup> all had 0% of students of color, however, all grades had less than 5 student, with 6<sup>th</sup> having 8.

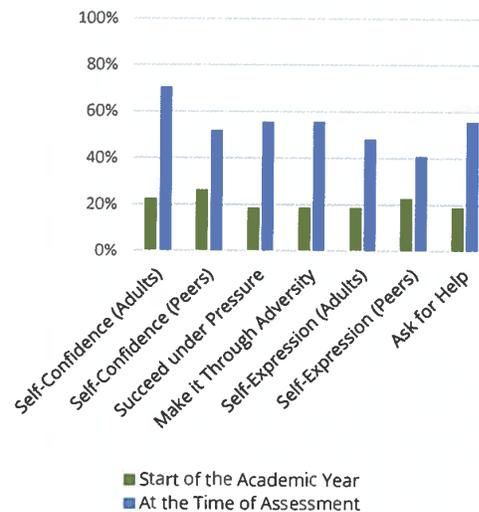
**Note:** 2<sup>nd</sup> Grade was evenly distributed amongst all components.

### Data Insights

For each component of resilience, find the highest gain areas made by students of color for each grade.

- *Self-confidence w/ Adults* - 7<sup>th</sup> grade
- *Self-confidence w/ Peers* - 2<sup>nd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grades
- *Success under pressure* - 8<sup>th</sup> and 9<sup>th</sup> and 11<sup>th</sup> grades
- *Ask for help* - 8<sup>th</sup> and 11<sup>th</sup> Grade
- *Self-expression w/ Adults* - 3<sup>rd</sup> Grade

### Change in Percentage of Students w/ Score 4 or 5 (12<sup>th</sup> Grade)



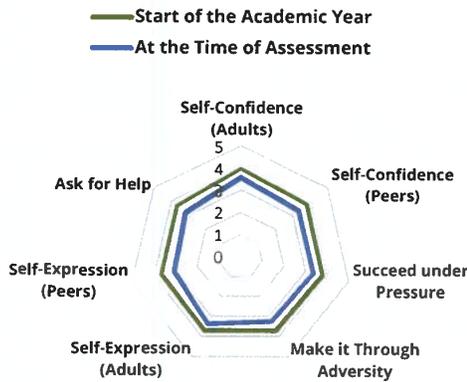
GRM scores were reported by teachers for individual students in their classes at any point in the fall term of 2021. The scores for each category range from 1 through 5, w/ 1 as the lowest and 5 as the highest.

 **Growth Resiliency Measure**  
**Organizational Report**

Fall 2021

**IEP Students**

**Change in Average GRM (12<sup>th</sup> Grade)**



**Data Insights**

For each component of resilience, find the highest gains areas made by students of color for each grade.

- *Self-confidence w/ Adults* – 1st and 5th grade
- *Self-confidence w/ Peers* – 1st, 2nd, 3rd, 4th, 10th, 11th, and 12th grades
- *Success under pressure* – 8th, 9th and 11th grades
- *Make it through Adversity* – 11th grades
- *Ask for help* – 4th, 6th and 11th grades
- *Self-expression w/ Adults* – 7th grade

**Note: K had 0 IEP students.**

Overall, IEP students were most represented in Self-confidence w/ adults, followed by Success Under Pressure.

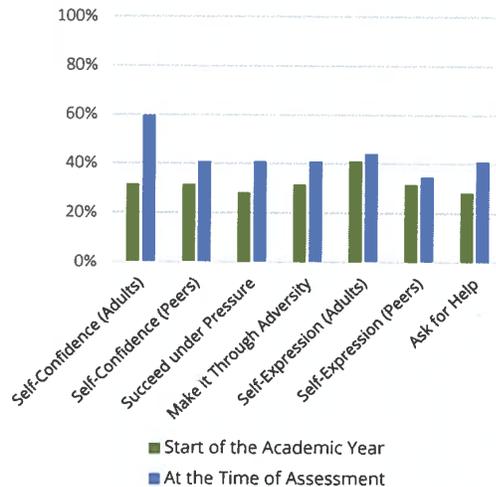
Self-Confidence w/ Adults showed the highest percentage of IEP students in the 11th and 12th grades, and was one of several for grades 4, 6, 7 and 10.

Self-expression w/ Adults had the highest percentage of 9th grade IEP students. gm

Success under pressure had the highest percentage of 8th grade students of color.

**Note: K, 1st, 2nd, 3rd, and 5th all had 0% of IEP students, however, all grades had less than 4 IEP students.**

**Change in the Percentage of Students w/ Score 4 or 5 (12<sup>th</sup> Grade)**



GRM scores were reported by teachers for individual students in their classes at any point in the fall term of 2021. The scores for each category range from 1 through 5, w/ 1 as the lowest and 5 as the highest.



# Growth Resiliency Measure Organizational Report

## Data Tables – Fall 2021

### 1. GRM Submitted by Student Characteristics

*Excludes students w/out information on their grade level or complete GRM scores*

	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade	Grand Total
<b>Student Count</b>	4	19	8	13	11	12	24	19	39	38	48	74	73	<b>382</b>
<b>Boy %</b>	50%	58%	75%	31%	64%	75%	54%	53%	54%	37%	50%	57%	49%	<b>52%</b>
<b>Girl %</b>	50%	42%	25%	69%	36%	25%	46%	47%	46%	63%	48%	42%	48%	<b>47%</b>
<b>Transgender %</b>	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	2%	1%	1%	<b>1%</b>
<b>Students of Color %</b>	25%	16%	38%	46%	45%	33%	33%	21%	28%	37%	33%	36%	37%	<b>34%</b>
<b>IEP %</b>	0%	11%	13%	15%	36%	33%	50%	63%	46%	42%	46%	45%	44%	<b>41%</b>

### 2. Baseline GRM Averages (at the start of the semester)

Grade	Self-Confidence (Adults)	Self-Confidence (Peers)	Succeed under Pressure	Make it Through Adversity	Self-Expression (Adults)	Self-Expression (Peers)	Ask for Help
Kindergarten	1.3	1.3	1.0	1.0	1.3	1.3	1.3
1st Grade	1.3	1.3	1.0	1.0	1.1	1.0	1.3
2nd Grade	2.9	2.6	2.5	2.5	2.6	2.6	2.5
3rd Grade	2.2	2.0	1.8	1.8	2.2	2.2	2.0
4th Grade	2.7	2.5	2.4	2.5	2.3	2.3	2.0
5th Grade	2.8	2.8	2.4	2.7	2.5	2.6	2.8
6th Grade	2.2	2.2	2.2	2.3	2.3	2.3	2.1
7th Grade	2.9	2.7	2.0	2.1	2.5	2.6	2.1
8th Grade	2.6	2.5	2.4	2.5	2.5	2.4	2.7
9th Grade	3.2	2.9	3.2	3.3	3.2	2.8	3.0
10th Grade	2.9	2.8	2.6	2.8	2.7	2.6	2.8
11th Grade	2.6	2.6	2.4	2.5	2.7	2.7	2.6
12th Grade	3.2	3.1	3.0	3.0	3.2	3.1	2.9
<b>Grand Total</b>	<b>2.7</b>	<b>2.6</b>	<b>2.5</b>	<b>2.6</b>	<b>2.6</b>	<b>2.6</b>	<b>2.6</b>

### 3. Current GRM Averages (at the time of data entry)

Grade	Self-Confidence (Adults)	Self-Confidence (Peers)	Succeed under Pressure	Make it Through Adversity	Self-Expression (Adults)	Self-Expression (Peers)	Ask for Help
Kindergarten	2.3	2.3	2.0	2.0	2.3	2.3	2.3
1st Grade	2.3	2.3	1.9	1.9	2.0	1.9	2.2
2nd Grade	4.0	3.6	3.5	3.5	3.9	3.8	3.6
3rd Grade	3.2	2.8	2.5	2.5	3.0	2.9	2.5
4th Grade	3.0	2.6	2.5	2.5	2.5	2.5	2.4
5th Grade	3.1	2.8	2.5	2.8	2.6	2.7	2.8
6th Grade	2.5	2.3	2.2	2.3	2.4	2.5	2.3
7th Grade	3.3	2.9	2.1	2.2	2.8	2.7	2.2
8th Grade	3.2	2.8	3.1	3.1	3.0	2.8	3.1
9th Grade	3.7	3.3	3.8	3.6	3.7	3.2	3.6
10th Grade	3.1	3.0	2.8	2.9	2.8	2.8	2.9
11th Grade	3.4	3.2	3.1	3.2	3.2	3.1	3.4
12th Grade	3.8	3.6	3.6	3.5	3.6	3.4	3.5
<b>Grand Total</b>	<b>3.30</b>	<b>3.07</b>	<b>3.00</b>	<b>3.01</b>	<b>3.07</b>	<b>2.95</b>	<b>3.07</b>



# Growth Resiliency Measure Organizational Report

## Data Tables - Fall 2021

### 4. Baseline GRM High Scores (4 or 5) - at the start of the semester

Grade	Student Count	Self-Confidence (Adults)	Self-Confidence (Peers)	Succeed under Pressure	Make it Through Adversity	Self-Expression (Adults)	Self-Expression (Peers)	Ask for Help
Kindergarten	4							
1st Grade	19							
2nd Grade	8	3	3	3	3	3	3	3
3rd Grade	13	1	1	1	1	1	1	1
4th Grade	11	2		1	1		1	
5th Grade	12	3	3			1	1	3
6th Grade	24	2	2	3	4	5	5	4
7th Grade	19	7	3	2	2	5	3	3
8th Grade	39	10	10	6	8	10	8	13
9th Grade	38	16	13	20	20	15	13	17
10th Grade	49	7	7	3	5	5	6	6
11th Grade	74	17	19	12	16	16	20	24
12th Grade	74	26	25	22	24	27	24	22
<b>Grand Total</b>	<b>384</b>	<b>94</b>	<b>86</b>	<b>73</b>	<b>84</b>	<b>88</b>	<b>85</b>	<b>96</b>

### 5. Current GRM High Scores (4 or 5) - at the time of data entry

Grade	Student Count	Self-Confidence (Adults)	Self-Confidence (Peers)	Succeed under Pressure	Make it Through Adversity	Self-Expression (Adults)	Self-Expression (Peers)	Ask for Help
Kindergarten	4							
1st Grade	19							
2nd Grade	8	5	5	5	5	5	5	5
3rd Grade	13	4	2	4	4	5	5	4
4th Grade	11	3	1	1	2	1	1	1
5th Grade	12	5	3			1	1	3
6th Grade	24	5	3	4	5	5	6	5
7th Grade	19	9	4	1	1	6	4	2
8th Grade	39	18	14	17	17	14	12	16
9th Grade	38	25	19	22	22	23	20	23
10th Grade	49	14	15	8	9	10	11	15
11th Grade	74	37	33	31	30	34	31	41
12th Grade	74	54	43	43	42	42	37	41
<b>Grand Total</b>	<b>384</b>	<b>179</b>	<b>142</b>	<b>136</b>	<b>137</b>	<b>146</b>	<b>133</b>	<b>156</b>



# Growth Resiliency Measure Organizational Report

## Data Tables - Fall 2021

### 6. Percent of GRM High Scores (4 or 5) - at the start of the semester

Grade	Total Student Count	Self-Confidence (Adults)	Self-Confidence (Peers)	Succeed under Pressure	Make it Through Adversity	Self-Expression (Adults)	Self-Expression (Peers)	Ask for Help
Kindergarten	4	0%	0%	0%	0%	0%	0%	0%
1st Grade	19	0%	0%	0%	0%	0%	0%	0%
2nd Grade	8	38%	38%	38%	38%	38%	38%	38%
3rd Grade	13	8%	8%	8%	8%	8%	8%	8%
4th Grade	11	18%	0%	9%	9%	0%	9%	0%
5th Grade	12	25%	25%	0%	0%	8%	8%	25%
6th Grade	24	8%	8%	13%	17%	21%	21%	17%
7th Grade	19	37%	16%	11%	11%	26%	16%	16%
8th Grade	39	26%	26%	15%	21%	26%	21%	33%
9th Grade	38	42%	34%	53%	53%	39%	34%	45%
10th Grade	49	14%	14%	6%	10%	10%	12%	12%
11th Grade	74	23%	26%	16%	22%	22%	27%	32%
12th Grade	74	35%	34%	30%	32%	36%	32%	30%
<b>Grand Total</b>	<b>384</b>	<b>24%</b>	<b>22%</b>	<b>19%</b>	<b>22%</b>	<b>23%</b>	<b>22%</b>	<b>25%</b>

### 7. Percent of GRM High Scores (4 or 5) - at the time of data entry

Grade	Student Count	Self-Confidence (Adults)	Self-Confidence (Peers)	Succeed under Pressure	Make It Through Adversity	Self-Expression (Adults)	Self-Expression (Peers)	Ask for Help
Kindergarten	4	0%	0%	0%	0%	0%	0%	0%
1st Grade	19	0%	0%	0%	0%	0%	0%	0%
2nd Grade	8	63%	63%	63%	63%	63%	63%	63%
3rd Grade	13	31%	15%	31%	31%	38%	38%	31%
4th Grade	11	27%	9%	9%	18%	9%	9%	9%
5th Grade	12	42%	25%	0%	0%	8%	8%	25%
6th Grade	24	21%	13%	17%	21%	21%	25%	21%
7th Grade	19	47%	21%	5%	5%	32%	21%	11%
8th Grade	39	46%	36%	44%	44%	36%	31%	41%
9th Grade	38	66%	50%	58%	58%	61%	53%	61%
10th Grade	49	29%	31%	16%	18%	20%	22%	31%
11th Grade	74	50%	45%	42%	41%	46%	42%	55%
12th Grade	74	73%	58%	58%	57%	57%	50%	55%
<b>Grand Total</b>	<b>384</b>	<b>47%</b>	<b>37%</b>	<b>35%</b>	<b>36%</b>	<b>38%</b>	<b>35%</b>	<b>41%</b>

### 8. GRM Definitions (referred as “components”)

**Self-confidence:** trust in one’s abilities, capacities, and judgment.

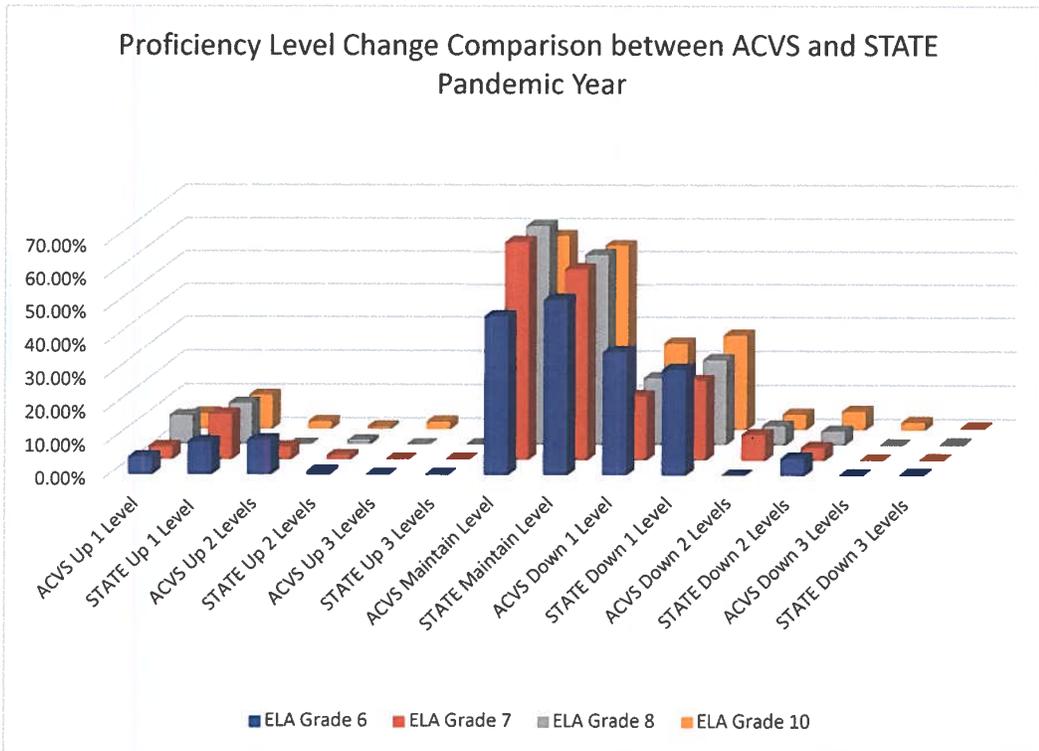
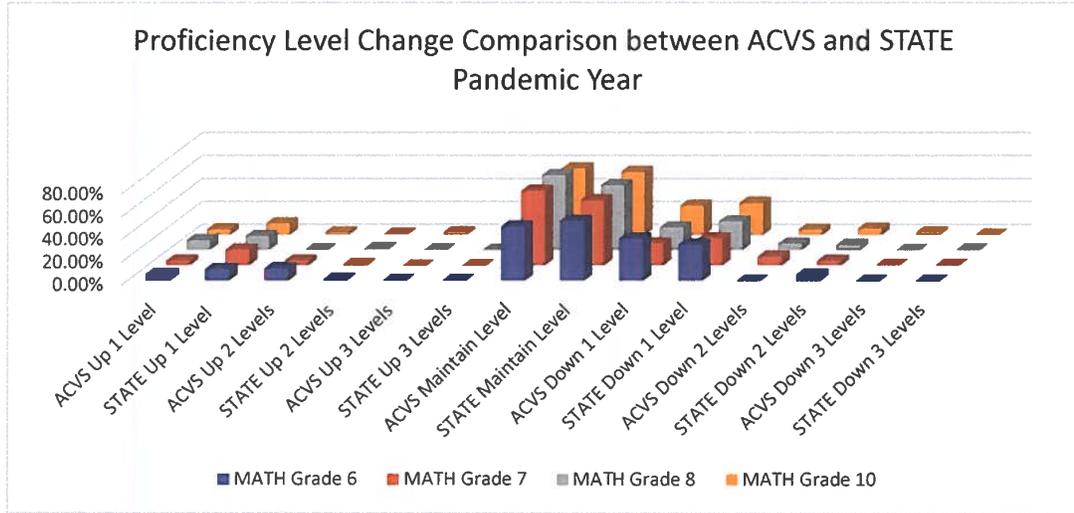
**Self-expression:** free expression of one’s feelings, impulses, thoughts, attitudes, and talents.

**Perseverance:** persistence in doing something despite difficulty or delay in achieving success.

**Success under pressure:** accomplishment through an opposing situation/obstacle.

**Ask for help:** request to see/talk to someone for help.

ANOTHER CHOICE CHARTER - EXHIBIT 7



#### **IV. CONSIDERATION OF CHARTER RENEWAL**

Another Choice Virtual Charter School

#### **APPLICABLE STATUTE, RULE, OR POLICY**

I.C. §33-5209B

#### **BACKGROUND**

Idaho public charter schools operate on five-year operational terms as defined in a performance certificate executed by and between the public charter school and an authorized chartering entity (the IPCSC). At the end of each five-year term, the authorizer must consider whether to renew the school's charter. Renewal decisions must be grounded in the terms of the performance certificate and the measures and metrics incorporated through the performance framework. Each year, schools are provided a performance report communicating the school's performance in relation to the measures and metrics of the framework.

#### **DISCUSSION**

Another Choice Virtual Charter School opened in 2010. The school serves approximately 400 students in grades K-12. The school offers a virtual instructional model with multiple student labs. The school's mission is focused on academic achievement.

ACVS requested an administrative hearing for the purpose of contesting the Director's nonrenewal recommendation.

Exhibits provided by both parties are included in these materials. Exhibits provided by ACVS are identified numerically. Exhibits provided by the IPCSC Director are identified alphabetically.

#### **IMPACT**

Should the Commission choose to renew the school's charter with or without conditions, the school and IPCSC staff will proceed to negotiate a performance certificate, effective July 1, 2022 through June 30, 2027.

Should the Commission choose to nonrenew the school's charter, closure protocol will begin immediately following the issuance of written notification of the nonrenewal decision. ACVS may appeal a nonrenewal decision directly to the state board of education pursuant to IDAPA 08.02.04.403. IPCSC policy Section VIII.D.iii requires closure protocol

to begin regardless of whether the school does or does not appeal the decision.

Final renewal decisions must take place no later than March 15, 2022. Final orders will be issued in writing to each school stating the Commission's renewal decision.

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff recommends that the Commission nonrenew the charter for Another Choice Virtual Charter School. No conditions are recommended.

**COMMISSION ACTION**

1. A motion to renew the charter for Another Choice Virtual Charter School for a five-year operational term to begin July 1, 2022 with no conditions; OR
2. A motion to renew the school's charter for a five-year operational term to begin July 1, 2022 with the following conditions: [state condition(s) in full, including due date(s)]; OR
3. A motion to nonrenew the charter for Another Choice Virtual Charter School, thereby requiring the school to cease operations as of June 30, 2022 and directing the Director to begin closure protocol.



**IPCSC**  
IDAHO PUBLIC CHARTER SCHOOL COMMISSION

Director – Jenn Thompson

ACVS Charter Renewal Hearing

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## Relevant Law

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“[...] An authorized chartering entity may renew or nonrenew any charter in which the public charter school failed to meet one (1) or more of the terms of its performance certificate.” (I.C. § 33-5209B(9))

When making charter renewal decisions, the Commission is required to “[g]round its decisions in evidence of the school’s performance over the term of the performance certificate in accordance with the performance framework set forth in the performance certificate.” (I.C. § 33-5209B(7))

## Relevant Exhibits

**Exhibit B** – Performance Certificate; Page 29 -  
Performance Framework.

## ACVS – Background

- Virtual
- Grades K-12
- Opened in 2010
- Focuses on academic achievement; development of social competence; post-secondary preparedness; and the development and advancement of student's technological skills

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

### **Relevant Exhibits**

**Exhibit A** – Slide Deck

**Exhibit B** – Performance Certificate; Page 32 Charter Narrative.

## Current Performance Certificate

### **Section 4(D)**

The School shall achieve an accountability designation of Good Standing or Honor on each of the three sections of the Performance Framework.

### **Section 5(A)**

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.

### **Section 6(A)**

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 Performance Framework incorporated into this agreement as Appendix B.

### **Relevant Exhibits**

**Exhibit B** = Performance Certificate 2017-2022

## Director's Recommendation

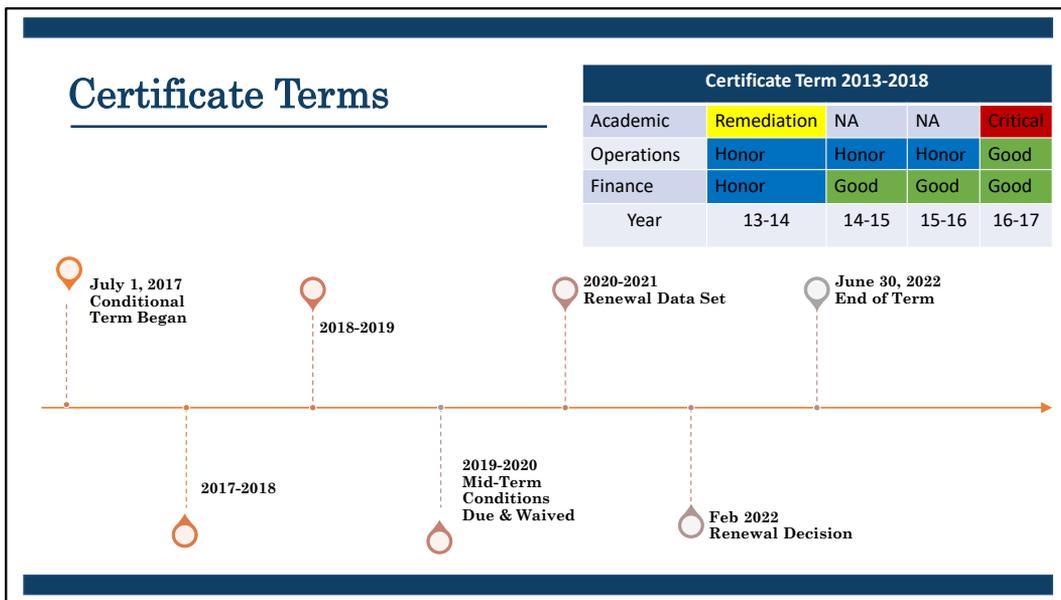
- Nonrenewal of ACVS's charter
  - low academic performance over the course of the current Performance Certificate term (see Section 4(D) of current performance certificate)
  - financial data indicates financial instability and distress (see Section 6(A) of current performance certificate)
  - did not meet standard on 'Operational Measure 3a: Governance Requirements'
  - did not meet standard on 'Operational Measure 3b: Board Oversight'
  - did not meet standard on 'Operational Measure 3c: Reporting Requirements'
  - did not meet standard on 'Operational Measure 3d: Public Transparency' and did not meet standard on 'Operational Measure 5a: Additional Obligations'

### **Relevant Exhibits**

**Exhibit C** – Notice and Acknowledgment of Commission Director's Recommendation for Nonrenewal of Charter

**Exhibit D** – ACVS Renewal Application

**Exhibit E** – ACVS Request for Administrative Hearing



**Relevant Exhibits**

**Exhibit B – Performance Certificate 2017-2022**

- page 18 states the academic conditions put in place when that contract was signed.

**Exhibit F - Previous Certificate Term Annual Reports 2013 and 2017**

- Page 8 highlights 2013 framework ratings
- page 28 highlights 2017 framework ratings

## Current Term Academic Outcomes

	Data Point	Outcome	State	Virtuals	Alts
FY21	Math ISAT Proficiency	17%	40%	33%	22%
	ELA ISAT Proficiency	43%	55%	57%	33%
FY20	Graduation Rate	50%	82%	55%	NA
FY19	Math ISAT Proficiency	11%	45%	18%	NA
	ELA ISAT Proficiency	34%	56%	48%	NA
	Math Growth	18%	54%	33%	NA
	ELA Growth	30%	65%	56%	NA
	Graduation Rate	37%	81%	48%	NA
FY18	Math ISAT Proficiency	16%	45%	14%	NA
	ELA ISAT Proficiency	38%	56%	51%	NA
	Math Growth	25%	54%	41%	NA
	ELA Growth	51%	65%	56%	NA
	Graduation Rate	45%	81%	32%	NA

Alt Schools: 100% At-Risk Students  
ACVS: 62% At-Risk Students

Current Certificate Term Ratings		
Year	2018	2019
Academic	Critical	Critical

Data From Underlying Report Card Data, as published by SDE

### Relevant Exhibits

**Exhibit G** – FINAL Annual Performance Report 2020-2021

**Exhibit H** – ACVS Annual Report Response Form

**Exhibit I** – Notice of No Change to FY21 Annual Report

**Exhibit J** – ACVS - 2020-2021 Annual Report New Framework Preview

**Exhibit K** – Email regarding consideration of custom comparison group 11/30/20

**Exhibit L** – 2019-2020 annual performance report FINAL

**Exhibit M** – 2018-2019 annual performance report FINAL

**Exhibit N** – 2017-2018 annual performance report FINAL

**Exhibit O** – Excerpt from 2021 Underlying Report Card Performance.

## 2020-2021 Financial Performance Outcomes

Financial	
Current Ratio	3.94
Cash Ratio	1.7
Days Cash	41
Default	None
Total Margin and 3 Year Total Margin	-9.5% and 1.14%
Debt to Asset Ratio	.24
Cash Flow and Multi-Year Cash Flow	Multi – Negative Recent - Negative
Debt Service	-1.98

Current Certificate Term Ratings			
Year	2018	2019	2020
Finance	Honor	Honor	Good

1. 3 Year Aggregated Total Margin indicates that the school has expended more than it has received across the past 3 years.
2. Multi-Year Cash Flow indicates that the school has reduced its year-end fund balance across multiple years.
3. Current Year Cash Flow indicates that the school did not add to its reserves in FY21, but rather dipped into funds issued in previous years for operations.
4. Debt Service Ratio indicates that the school is not likely to be able to meet its debt obligations long term based on FY21 revenue.

### Relevant Exhibits

**Exhibit G** – FINAL Annual Performance Report 2020-2021

**Exhibit P** – FY21 Audit Report

- source data used to populate the calculations outlined in the Performance Framework

**Exhibit B** – Performance Certificate,

- page 30 - the formula for each financial measure is defined in the Performance Framework.

### 2020-2021 Operational Performance Outcomes

Operational				Current Certificate Term Ratings				
1a- Educational Model	M	3b – Board Oversight	DNM	Year	2018	2019	2020	2021
1b – Content	DNM	3c – Reporting	DNM	Ops	Honor	Honor	Remediation	Critical
1c – SpEd Program	M	3d - Transparency	DNM	M = Meets Standard DNM = Does Not Meet Standard				
1d – ELL Program	M	3e – Staff Credentialing	DNM					
2a – Financial Reporting	DNM	3f – Data Security	M					
2b – GAAP	DNM	4a - Transportation	NA					
2c Enrollment Variance	DNM	4b - Facilities	M					
3a – Governance Compliance	DNM	5a – Leadership Compliance	DNM					

**Relevant Exhibits**

**Exhibit Q** – IPCSC Investigation Final Letter

- noting that if any concerns remain at the time of renewal they would be considered in the renewal decision.

**Related to Measure 2a** – This measure requires compliance with all laws rules and regulations related to financial reporting.

**Exhibit R** - ACVS Compiled Investigation Documentation

- Page 100 - ACVS 2<sup>nd</sup> response to investigation received on 7/8/2020 stating that no bid had ever been engaged in for Afl services and no written disclosures by McLaren or Sandidge had ever been made, or were ever made after notification.

**Exhibit S** – ACVS Board Meeting Minutes 10/21/20

- noting McLaren’s resignation.

**Exhibit T** – ACVS Board Meeting Minutes 12/09/21

- noting Sandidge’s resignation.

**Exhibit U** – Screenshot from canyon county property ownership

- indicating Sandidge as owner of the Hemingway property in Caldwell.

**Exhibit R**– Articles of Incorporation for SMS Enterprises

- page 129 noting Kevin McLaren and Laura Sandidge as managers and members of the LLC.

**Exhibit R**– Lease Agreement between ACVS and SMS as of end of certificate term.

- Page 121 – Articles of Incorporation for Afl
- page 46 - Services Agreement between ACVS and Afl.
- page 110 – includes a list of expenditures that were identified by the IPCSC as potential issues in that the companies being paid were at the time and continue to be owned/operated by school employees and/or board directors. The pages following that list are the school’s expenditure reports noting the corresponding expenditures.

**Related to Measure 3a-** the governing board failed to properly notice and post public meetings and failed to disclose conflicts of interests appropriately. (no meeting minutes evidence disclosure)

**Exhibit V** – Board meeting observation summary

- indicating concern with failure to properly post the agenda for this meeting.

**Exhibit W** – Compiled Emails between school and IPCSC staff

- Indicating that meeting notices and agendas may not have been properly posted.

**Exhibit X** - Email from Canyon County Prosecutor

- indicating his intent to investigate, but not pursue if criminal charges are not warranted.

**Exhibit Y** – Letter from the Canyon County Prosecutor’s office noting no criminal charges brought in this matter.

**Related to Measure 3b** – the governing board failed to provide competent financial oversight in the area of finances (i.e. poor purchasing/procurement and failure to disclose conflict); in the area of academics (not ensuring that the school meets standards as required by IDAPA); and in the area of operations in not managing their school leader.

**Exhibit R**– The compiled documentation from the IPCSC’s investigation addresses this governance failure in depth.

**Relating to Measure 3c** – Reporting**Exhibit Z**– email from the SDE

- noting late reports that held up payments for the whole state in May of 2019 and indicating concern regarding the school leader’s response to the matter.

**Exhibit AA** – notice of delinquent authorizer fee payment in March of 2019**Exhibit BB** – notice of delinquent authorizer fee payment in March of 2021**Exhibit CC** – Courtesy Letter

- noting leadership’s failure to produce records at the authorizer’s request

**Related to Measure 3d** – this measure evaluates compliance with transparency of public records including expenditure reports, including budget, contracts, policies, and reports, etc.**Exhibit DD** – screenshots of website.**Related to Measure 3e** – this measure requires compliance with staff credentialing.**Exhibit EE** – email from SDE

- noting corrections to funding pending based on inaccurate certification reports.

**Exhibit FF** – email from SDE

- noting amount and timing of funding corrections due to certification reporting.

**Related to Measure 5a** – this measure requires the school’s administration to act in compliance with all laws, rules, and regulations that apply.**Exhibit GG** – Professional Standards Commission Stipulation

- Noting a required ethics course to be taken by the school’s administrator

## Systemic Issues

- Chronic
- Severe
- Direct Action
- Neglect

## Indicators of Distress at ACVS

- Mismatched leadership competencies to context
- Lack of leadership development
- Breakdown in reporting and compliance functions
- Increased Teacher Turn-Over
- Board's inability to hold leadership accountable
- Inadequate capacity to govern

Identifying Indicators of Distress in Charter Schools – Part 1  
U.S. Department of Education National Charter School Resource Center.  
September 2020.

### **Relevant Exhibits**

#### **Exhibit HH – Identifying Indicators of Distress in Charter Schools – Part 1**

- article published by the NCRSC regarding research funded by the US dept of ed in 2020.

#### **Exhibit II – email from a former teacher at ACVS**

- noting internal concerns regarding teacher turn over and nepotism.

## Authorizing Best Practices

A Quality Authorizer...

- Makes Data-Driven Decisions
- Holds schools accountable to the terms of the contract and the measures of the framework.
- Makes renewal decisions based on past performance not promises of future results.
- Considers the difference between potential success and likelihood of success.

Principles and Standards of Quality Charter School Authorizing.  
National Association of Charter School Authorizers, 2018.

### **Relevant Exhibits**

**Exhibit JJ** - Principles and Standards of Quality Charter School Authorizers

- as published by the National Association of Charter School Authorizers in 2018.

<b>Cost of Operations 2020-2021</b>	
Base Support issued - \$2,909,690.92	Federal pandemic relief available to ACVS: \$1.4M.
Facility Support issued - \$327,548.39	Including \$187,731 earmarked for learning loss.
Federal Distributions - <u>\$164,389.00</u>	ACVS has claimed \$0
<b>\$3,401,628.31</b>	
<p>FY 2021 Foundation Payments and Special Distributions as of July 15, 2021                      Published by the State Department of Education</p> <p>2020-2021 Final Federal Allocations                      Published by the State Department of Education</p> <p>Pandemic Relief Funds Data Report                      Published by the State Department of Education, retrieved on Jan. 25, 2022.</p>	

**Relevant Exhibits**

**Exhibit KK** – 2020-2021 Foundation Payments and Special Distributions as of July 15, 2021

- Published by the State Department of Education, available on the SDE’s website

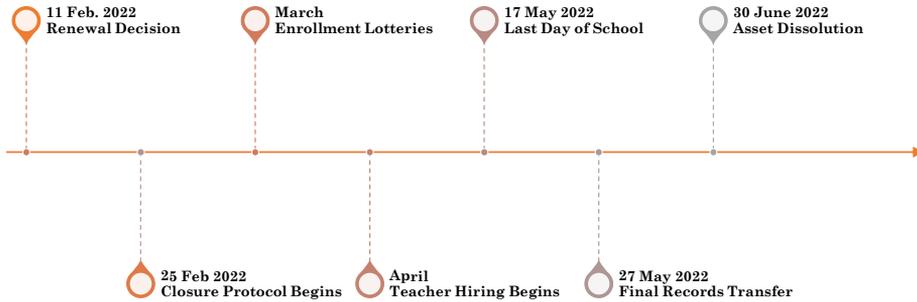
**Exhibit LL** – 2020-2021 Final Federal Allocations

- Published by the State Department of Education, available on the SDE’s website

**Exhibit MM** – Pandemic Relief Funds Data Report

- Published by the State Department of Education, available on the SDE’s website

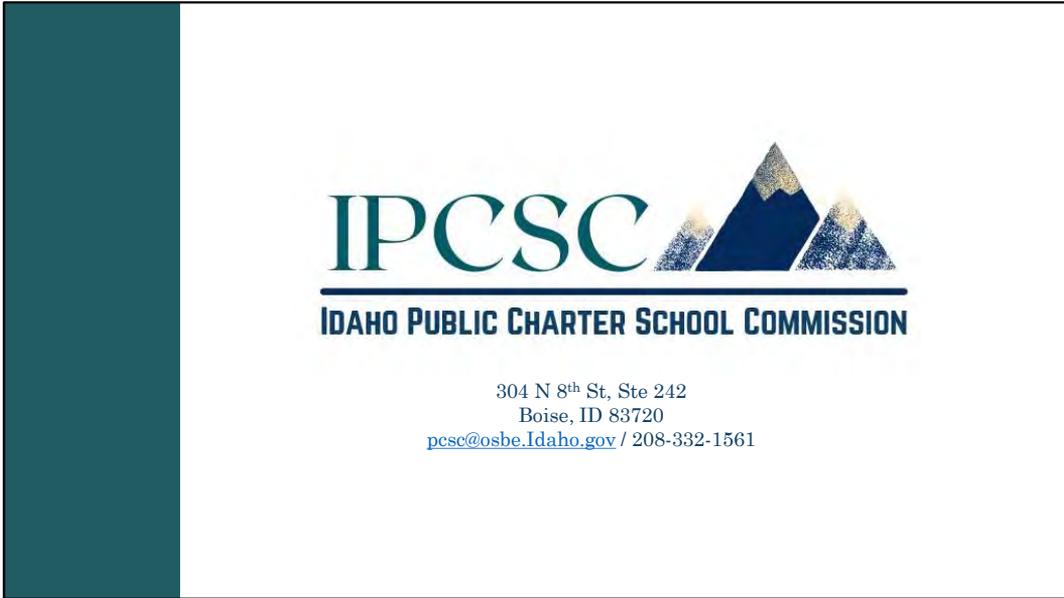
## Nonrenewal Timeline



A nonrenewal decision may be appealed within 30 days of written notification. Appeals are made directly to the SBE. Closure protocol continues regardless of appeal.

### Relevant Exhibits

Exhibit NN – Closure Protocol



## CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 30<sup>th</sup> day of June 2017, by and between the Idaho Public Charter School Commission (the “Authorizer”), and Another Choice Virtual Charter School, Incorporated (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 February 5, 2009, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year 2010; and

WHEREAS, the School’s charter was renewed on February 7, 2017 for a five-year term of operations,

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. **Continued Operation of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the continued operation 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 C.
- B. **Term of Agreement.** This Certificate is effective as of July 1, 2017, and shall continue through June 30, 2022, 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 articles of incorporation and bylaws are attached to this Certificate as Appendix D (the “Articles and Bylaws”). Any modification of the Articles and Bylaws must be submitted to the Authorizer 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:  
 Another Choice Virtual Charter School seeks to provide a safe, individualized, standards-based education for Idaho’s students, K through 12, with and without disabilities, to enable them to meet their full potential both intellectually and socially. Our focus is to offer an individualized education for all, specializing in individuals with learning differences, to become full and active contributing members of society through a virtual and experiential format. Another Choice Virtual Charter School is built on
  - i. Academic achievement,
  - ii. Development of social competence,
  - iii. Post-secondary preparedness,
  - iv. And the development and advancement of student’s technological skills.
- B. Grades Served.** The School may serve students in kindergarten through twelfth grade.
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
  - Our Vision: Together with technology, rigorous academics, and highly qualified teachers, Another Choice Virtual Charter School strives to be Idaho’s model virtual school offering students the utmost in educational quality for an individualized flexible education that prepares Idaho’s future citizens for career and/or college readiness.
  - Educational Philosophy: Another Choice Virtual Charter School meets every student at their current level and seeks to develop their skills based on their individualized learning path. Another Choice Virtual Charter School feels that an educated student is someone who has exceptional character; academic prowess; social competence; and independent thinking skills.
  - Implementation: Another Choice Virtual Charter is a virtual school that uses a blended model of implementation. Our focus is working with individuals with learning differences. All instruction is offered virtually. Asynchronous, synchronous, and/or face-to-face support services via a computer lab location, offer a

variety of enhanced support opportunities for students. Another Choice Virtual Charter School offers:

- i. Various online curriculums to provide core instruction.
- ii. Blended learning opportunities such as face-to-face tutoring through a computer lab, asynchronous, and synchronous options to support the virtual learning.
- iii. Intervention programs to supplement core instruction for students' not meeting proficiency on state assessments and/or not making adequate gains through core curriculum.
- iv. Extended educational opportunities to offer additional learning/credit recovery for students looking to make up credits and/or work ahead.
- v. Socialization opportunities to enhance students' social, emotional, and wellbeing.
- vi. Vocational, college readiness, and dual credit opportunities to prepare students for post-secondary education and other career opportunities.

- 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 514 students. The maximum number of students who may be enrolled per class/grade level as well as the rate at which the school may expand to full capacity, shall be as follows:

	Grades K-6	Grades 7-12	Total
2014-2015	115	265	380
2015-2016	133	305	438
2016-2017 & After	115	399	514

**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.** 1014 W. Hemingway Blvd., Nampa, ID 83651 (Primary); 10114 W. Overland Rd., Boise, ID 83709 (Secondary); 704 Blaine St., Caldwell, ID 83605 (Secondary). 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: Idaho Education District Three, Treasure Valley.

**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 Performance Framework incorporated into this agreement 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 July 1, 2017.

*Alan Reed*

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**Chairperson, Idaho Public Charter School Commission**

*John F. Kellie*

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**Chairperson, Another Choice Virtual School Board**

**Appendix A: Conditions of Authorization/Renewal**

**Appendix B: Performance Framework**

**Appendix C: Charter**

**Appendix D: Articles of Incorporation and Bylaws**

**Appendix E: Public Charter School Closure Protocol**

**Appendix A: Conditions of Authorization / Renewal**

1. By June 30, 2020, ACVS's general education population will achieve an academic accountability designation of good standing or higher on the performance framework adopted by the Commission in 2017. "General education population" is defined as all students who are classified by the State Department of Education as Students without Disabilities.

2. ACVS's 2019 five (5) year cohort graduation rate will be at least thirty-five percent (35%). Five (5) year cohort graduation rate data for 2019 will be available in early 2020. This condition is based on a rate of increase sufficient to promote ACVS's ability to achieve a five (5) year cohort graduation rate of at least forty-eight percent (48%) by the end of the next performance certificate term. Forty-eight percent (48%) is the 2014 median five (5) year cohort graduation rate for Idaho alternative schools. Although ACVS is not an alternative school, the Commission recognizes that its student population faces similar challenges.

Regardless of whether or not ACVS agrees to fulfill the specific conditions above, ACVS remains responsible for meeting the terms and conditions contained in its signed Performance Certificate effective July 1, 2017, through June 30, 2022, which will incorporate the performance framework adopted by the Commission in 2017.

**Appendix B: Performance Framework**

## Another Choice Virtual School [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 4, 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.

<b>PERFORMANCE FRAMEWORK STRUCTURE</b>	
<p>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.</p>	
<b>Academic</b>	<p>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.</p>
<b>Mission-Specific</b>	<p>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.</p>
<b>Operational</b>	<p>The operational section considers whether schools are operating in compliance with federal and state law, authorizer requirements, and the provisions of their performance certificates.</p>
<b>Financial</b>	<p>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.</p>

<b>ACCOUNTABILITY DESIGNATIONS</b>	
<p>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.</p>	
<b>Honor</b>	<p>Schools achieving at this level in all sections are guaranteed renewal. Replication and expansion proposals are likely to succeed.</p>
<b>Good Standing</b>	<p>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.</p>
<b>Remediation</b>	<p>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.</p>
<b>Critical</b>	<p>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.</p>

SCHOOL OVERVIEW			
<b>Mission Statement</b>	Another Choice Virtual Charter School seeks to provide a safe, individualized, standards-based education for Idaho’s students, K through 12, with and without disabilities, to enable them to meet their full potential both intellectually and socially. Our focus is to offer an individualized education for all, specializing in individuals with learning differences, to become full and active contributing members of society through a virtual and experiential format. Another Choice Virtual Charter School is built on: academic achievement, development of social competence, post-secondary preparedness, and the development and advancement of student’s technological skills.		
<b>Key Design Elements</b>	<p>Another Choice Virtual Charter School is a virtual school that uses a blended model of implementation. Our focus is working with individuals with learning differences. All instruction is offered virtually. Asynchronous, synchronous, and/or face-to-face support services via a computer lab location, offer a variety of enhanced support opportunities for students. Another Choice Virtual Charter School offers:</p> <ul style="list-style-type: none"> <li>i. Various online curriculums to provide core instruction.</li> <li>ii. Blended learning opportunities such as face-to-face tutoring through a computer lab, asynchronous, and synchronous options to support the virtual learning.</li> <li>iii. Intervention programs to supplement core instruction for students not meeting proficiency on state assessments and/or not making adequate gains through core curriculum.</li> <li>iv. Extended educational opportunities to offer additional learning/credit recovery for students looking to make up credits and/or work ahead.</li> <li>v. Socialization opportunities to enhance students’ social, emotional, and wellbeing.</li> <li>vi. Vocational, college readiness, and dual credit opportunities to prepare students for post-secondary education and other career opportunities.</li> </ul>		
<b>School Location</b>	Address: 1014 W. Hemingway Blvd. Nampa, Idaho 83651	<b>School Phone</b>	(208) 475-4255
<b>Surrounding District</b>	Treasure Valley Area Districts		
<b>Opening Year</b>	2010		
<b>Current Term</b>	July 1st, 2017- June 30, 2022		
<b>Grades Served</b>	K-12		
<b>Enrollment (Approved)</b>	514	<b>Enrollment (Actual)</b>	

SCHOOL LEADERSHIP	

STUDENT DEMOGRAPHICS				
	School	State	Surrounding District	Neighboring District
<b>Non-White</b>				
<b>Limited English Proficiency</b>				
<b>Special Needs</b>				
<b>Free and Reduced Lunch</b>				

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	

<b>GO-ON RATE (Post-secondary enrollment within 12 months of graduation)</b>	
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**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**

**APRIL 21, 2022**

**ATTACHMENT 1**

SCORECARD

ACADEMIC YEAR

ACADEMIC	Measure	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!

ACVS has opted out of including Mission Specific Goals.

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				
	3c	25	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				
	5a	25	0				
Total Operational Points		400	0				
% of Operational Points			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.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
APRIL 21, 2022**

**ATTACHMENT 1**

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.

<b>INDICATOR 1: STATE PROFICIENCY COMPARISON</b>																				
<b>Measure 1a</b>  <b>Math Proficiency Rate Comparison to State</b>	<b>Do math proficiency rates meet or exceed the state average?</b>  <b>Exceeds Standard:</b> The school's proficiency rate in math exceeds the state average by 16 percentage points or more.  <b>Meets Standard:</b> The school's proficiency rate in math is equal to the state average, or exceeds it by 1 - 15 percentage points.  <b>Does Not Meet Standard:</b> The school's proficiency rate in math is 1 - 10 percentage points lower than the state average.  <b>Falls Far Below Standard:</b> The school's proficiency rate in math is 11 or more percentage points lower than the state 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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	15 - 29	0																		
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		0																		
<b>Notes</b>	The state average will be determined using the same grade set as is served by the public charter school.																			
<b>Measure 1b</b>  <b>ELA Proficiency Rate Comparison to State</b>	<b>Do English Language Arts proficiency rates meet or exceed the state average?</b>  <b>Exceeds Standard:</b> The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.  <b>Meets Standard:</b> The school's proficiency rate in ELA is equal to the state average, or exceeds it by 1 - 15 percentage points.  <b>Does Not Meet Standard:</b> The school's proficiency rate in ELA is 1 - 10 percentage points lower than the state average.  <b>Falls Far Below Standard:</b> The school's proficiency rate in ELA is 11 or more percentage points lower than the state 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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**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
APRIL 21, 2022**

**ATTACHMENT 1**

ACADEMIC K-12

<b>INDICATOR 2: DISTRICT PROFICIENCY COMPARISON</b>																				
<p><b>Measure 2a</b></p> <p><b>Math Proficiency Rate Comparison to District</b></p>	<p><b>Do math (or similar subject area) proficiency rates meet or exceed the district average?</b></p> <p><b>Exceeds Standard:</b> The school's proficiency rate in math either exceeds the district average by 16 percentage points or more, or is at least 80%.</p> <p><b>Meets Standard:</b> The school's proficiency rate in math is equal to the district average, or exceeds it by 1 - 15 percentage points.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in math is 1 - 10 percentage points lower than the district average.</p> <p><b>Falls Far Below Standard:</b> The school's proficiency rate in math is 11 or more percentage points lower than the district average.</p> <p>The district average will be determined using the same grade set as is served by the public charter school. Because ACVS is a virtual school serving students in multiple districts, other Idaho virtual schools (instead of the district) will be used as the comparison group for purposes of this measure.</p>	<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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<p><b>Measure 2b</b></p> <p><b>ELA Proficiency Rate Comparison to District</b></p>	<p><b>Do ELA (or similar subject area) proficiency rates meet or exceed the district average?</b></p> <p><b>Exceeds Standard:</b> The school's proficiency rate in ELA either exceeds the district average by 16 percentage points or more, or is at least 80%.</p> <p><b>Meets Standard:</b> The school's proficiency rate in ELA is equal to the district average, or exceeds it by 1 - 15 percentage points.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in ELA is 1 - 10 percentage points lower than the district average.</p> <p><b>Falls Far Below Standard:</b> The school's proficiency rate in ELA is 11 or more percentage points lower than the district average.</p> <p>The district average will be determined using the same grade set as is served by the public charter school. Because ACVS is a virtual school serving students in multiple districts, other Idaho virtual schools (instead of the district) will be used as the comparison group for purposes of this measure.</p>	<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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**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
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**ATTACHMENT 1**

ACADEMIC K-12

<b>INDICATOR 3: CRITERION-REFERENCED STUDENT GROWTH (GRADES K-8)</b>			<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
<b>Measure 3a</b>	<b>Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade?</b>				
<b>Criterion-Referenced Growth</b>					
<b>Math</b>	<b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth in math.			39-50	0
	<b>Meets Standard:</b> Between 70% and 84% of students are making adequate academic growth in math.			26-38	0
	<b>Does Not Meet Standard:</b> Between 50% and 69% of students are making adequate academic growth in math.			13-25	0
	<b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth in math.			0-12	0
<b>Notes</b>					<u>0</u>
<b>Measure 3b</b>	<b>Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade?</b>				
<b>Criterion-Referenced Growth</b>					
<b>ELA</b>	<b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth in ELA.			39-50	0
	<b>Meets Standard:</b> Between 70% and 84% of students are making adequate academic growth in ELA.			26-38	0
	<b>Does Not Meet Standard:</b> Between 50% and 69% of students are making adequate academic growth in ELA.			13-25	0
	<b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth in ELA.			0-12	0
<b>Notes</b>					<u>0</u>

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ACADEMIC K-12

<b>INDICATOR 4: NORM-REFERENCED STUDENT GROWTH (GRADES 9-12)</b>																				
<p><b>Measure 4a</b></p> <p><b>Norm-Referenced Growth</b></p> <p><b>Math</b></p> <p><b>Notes</b></p>	<p><b>Are students making expected academic growth in math compared to their academic peers?</b></p> <p><b>Exceeds Standard:</b> The school's median student growth percentile in math falls between the 66th and 99th percentile.  <b>Meets Standard:</b> The school's median student growth percentile in math falls between the 43rd and 65th percentile.  <b>Does Not Meet Standard:</b> The school's median student growth percentile in math falls between the 30th and 42nd percentile.  <b>Falls Far Below Standard:</b> The school's median student growth percentile in math falls below the 30th percentile.</p> <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>	<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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<p><b>Measure 4b</b></p> <p><b>Norm-Referenced Growth</b></p> <p><b>ELA</b></p> <p><b>Notes</b></p>	<p><b>Are students making expected academic growth in English Language Arts compared to their academic peers?</b></p> <p><b>Exceeds Standard:</b> The school's median student growth percentile in ELA falls between the 66th and 99th percentile.  <b>Meets Standard:</b> The school's median student growth percentile in ELA falls between the 43rd and 65th percentile.  <b>Does Not Meet Standard:</b> The school's median student growth percentile in ELA falls between the 30th and 42nd percentile.  <b>Falls Far Below Standard:</b> The school's median student growth percentile in ELA falls below the 30th percentile.</p> <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>	<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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<b>INDICATOR 5: COLLEGE &amp; CAREER READINESS (GRADES 9-12)</b>		<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
<b>Measure 5a</b>	<b>Are students graduating from high school on time?</b>			
<b>Four-Year Adjusted Cohort Graduation Rate</b>	<p><b>Exceeds Standard:</b> The school's four-year ACGR was at least 90%.</p> <p><b>Meets Standard:</b> The school either:</p> <p>a) had a four-year ACGR of 80% - 89% OR</p> <p>b) had a four-year ACGR of at least 66% AND met its progress goal.</p> <p><b>Does Not Meet Standard:</b> The school met its progress goal but had a four-year ACGR below 66%.</p> <p><b>Falls Far Below Standard:</b> The school did not meet its progress goal and had a four-year ACGR below 66%.</p> <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>	125		
		100		
		75		
		0-65	0	0
			0	
<b>Notes</b>	<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>			

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<b>INDICATOR 1: EDUCATIONAL PROGRAM</b>																	
<p><b>Measure 1a</b></p> <p><b>Implementation of Educational Program</b></p>	<p><b>Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?</b></p> <p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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>	<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><b>Measure 1b</b></p> <p><b>Educational Requirements</b></p>	<p><b>Is the school complying with applicable educational requirements?</b></p> <p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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>	<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><b>Measure 1c</b> <b>Students with Disabilities</b></p>	<p><b>Is the school protecting the rights of students with disabilities?</b></p> <p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td align="center">25</td> <td></td> </tr> <tr> <td></td> <td align="center">15</td> <td></td> </tr> <tr> <td></td> <td align="center">0</td> <td></td> </tr> <tr> <td></td> <td></td> <td align="center"><hr/>0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				<hr/> 0
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<p><b>Measure 1d</b> <b>English Language Learners</b></p>	<p><b>Is the school protecting the rights of English Language Learner (ELL) students?</b></p> <p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td align="center">25</td> <td></td> </tr> <tr> <td></td> <td align="center">15</td> <td></td> </tr> <tr> <td></td> <td align="center">0</td> <td></td> </tr> <tr> <td></td> <td></td> <td align="center"><hr/>0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				<hr/> 0
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<b>INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT</b>			<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
<b>Measure 2a</b> <b>Financial Reporting and Compliance</b>	<b>Is the school meeting financial reporting and compliance requirements?</b>  <b>Meets Standard:</b> 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.  <b>Partially Meets Standard:</b> 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.  <b>Does Not Meet Standard:</b> 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.			25	
				15	
				0	
<b>Notes</b>					0
<b>Measure 2b</b> <b>GAAP</b>	<b>Is the school following General Accepted Accounting Principles (GAAP)</b>  <b>Meets Standard:</b> 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 option, 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.  <b>Partially Meets Standard:</b> 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.  <b>Does Not Meet Standard:</b> 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.			25	
				15	
				0	
<b>Notes</b>					0
<b>Measure 2c</b> <b>Enrollment Variance</b>	<b>Is the school successfully enrolling the projected number of students?</b>  <b>Meets Standard:</b> Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year. <b>Partially Meets Standard:</b> Enrollment variance was between 90 and 95 percent in the most recent fiscal year. <b>Does Not Meet Standard:</b> Enrollment variance was less than 90 percent in the most recent fiscal year.			25	
				15	
				0	
<b>Notes</b>	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.				0



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<p><b>Measure 3c</b>                      <b>Is the school complying with reporting requirements?</b></p> <p><b>Reporting Requirements</b></p> <p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; and additional information requested by the authorizer.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p> <p><b>Notes</b></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 align="right">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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<p><b>Measure 3d</b>                      <b>Is the school complying with public transparency requirements?</b></p> <p><b>Public Transparency</b></p> <p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency, including but not limited to: maintenance of its website, timely availability of board meeting minutes, and accessibility of documents maintained by the school under the state's Freedom of Information Act, Open Meeting Law, Public Records Law, and other applicable authorities.</p> <p><b>Partially Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency. Any instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p> <p><b>Notes</b></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 align="right">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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<p><b>Measure 3e</b>                      <b>Is the school meeting employee credentialing and background check requirements?</b></p> <p><b>Credentialing &amp; Background Checks</b></p> <p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification and background check requirements.</p> <p><b>Partially Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification and background check requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to state and federal certification and background check requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p> <p><b>Notes</b></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 align="right">0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		25			15			0				0
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		Result	Points Possible	Points Earned
<b>Measure 3f</b> <b>Information Handling</b>	<b>Is the school handling information appropriately?</b>			
	<b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of student records under the Family Educational Rights and Privacy Act and other applicable authorities; storing and transferring student and personnel records; and securely maintaining testing materials.		25	
	<b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes			<hr/> 0	
<b>INDICATOR 4: SCHOOL ENVIRONMENT</b>				
<b>Measure 4a</b> <b>Transportation</b>	<b>Is the school complying with transportation requirements?</b>			
	<b>Meets Standard:</b> The school provides student transportation within its primary attendance area and materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to transportation.		25	
	<b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to transportation; and/or provides an incomplete form of transportation services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board; and/or the school does not provide transportation.		0	
Notes			<hr/> 0	
<b>Measure 4b</b> <b>Public Transparency</b>	<b>Is the school complying with facilities requirements?</b>			
	<b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds, including but not limited to: Americans with Disabilities Act, fire inspections and related records, viable certification of occupancy or other required building use authorization, and documentation of requisite insurance coverage. The school facility is clean, well-maintained, and adequate for school operations.		25	
	<b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Additional facility maintenance and/or updates have been recommended by DBS.		15	
	<b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the school facilities and grounds; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. The school facility may be in need of modification or repair required by DBS.		0	
Notes			<hr/> 0	

OPERATIONAL

INDICATOR 5: ADDITIONAL OBLIGATIONS		
Measure 5a	Is the school complying with all other obligations?	Result
Additional Obligations	<p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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>	<p>Points Possible</p> <p>25</p> <p>15</p> <p>0</p> <hr/> <p>Points Earned</p> <p>0</p>
Notes		

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
APRIL 21, 2022**

**ATTACHMENT 1**

FINANCIAL

INDICATOR 1: NEAR-TERM			Result	Points Possible	Points Earned
Measure 1a Current Ratio	<p><b>Current Ratio: Current Assets divided by Current Liabilities</b></p> <p><b>Meets Standard:</b> 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></p> <p><b>Does Not Meet:</b> 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.</p> <p><b>Falls Far Below Standard:</b> Current ratio is less than or equal to 0.9.</p>			50	
				10	
				0	
Notes					0
Measure 1b Cash Ratio	<p><b>Current Ratio: Cash divided by Current Liabilities</b></p> <p><b>Meets Standard:</b> 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).</p> <p><b>Does Not Meet:</b> Cash Ratio is between 0.9 and 1.0 OR Cash Ratio equals 1.0 and one-year trend is negative.</p> <p><b>Falls Far Below Standard:</b> Cash ratio is equal to or less than 0.9.</p>			50	
				10	
				0	
Notes					0
Measure 1c Unrestricted Days Cash	<p><b>Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense/365)</b></p> <p><b>Meets Standard:</b> 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></p> <p><b>Does Not Meet:</b> Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.</p> <p><b>Falls Far Below Standard:</b> Fewer than 15 Days Cash.</p>			50	
				10	
				0	
Notes					0
Measure 1d Unrestricted Days Cash	<p><b>Default</b></p> <p><b>Meets Standard:</b> 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.</p> <p><b>Does Not Meet:</b> School is in default of financial obligations.</p>			50	
				0	
Notes					0

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
APRIL 21, 2022**

FINANCIAL

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

**Appendix C: Charter**

# Another Choice Virtual Charter School

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Petition for a Charter for School Year Starting 2010-2011

Submitted to the Idaho Department of Education  
on July 11, 2008

Submitted to the Idaho Public Charter School Commission  
August 2008

Amendment Submitted to the Idaho Public Charter School Commission  
February 2014

Attendance Area: Statewide

Physical Location: Nampa, Idaho

Another Choice Virtual Charter School  
1014 W. Hemingway Blvd.  
Nampa, Idaho 83651  
Contact Person:  
Laura Sandidge or Kelsey Williams  
Phone: 475-4255  
FAX: 475-4274

Executive Summary:

In discussions with families and educators of individuals with and without disabilities, it became clear to the founding leaders of Another Choice Virtual Charter School that Idaho, and the Treasure Valley specifically, needs a charter school built on academic achievement, the development of social competence, and connections to the community with a primary focus of having individuals with disabilities as full and active members of their school and community. Since charter schools are mission-driven and locally governed, they are able to design a coherent school program that capitalizes on the strengths of the individuals and the community they reside in to meet the needs of all students. With management and governance decisions under one roof, charter schools eliminate the bureaucratic decision-making that often does not have the best interest in mind for individuals with, and or without, disabilities. Another Choice Virtual Charter School means to capitalize on building upon the strengths of each of their students by proposing a school design that will meet the mission's goals of high academic achievement, social competence, and strong connections to community resources for all students. In order to meet these goals, the founding team has drawn heavily on the effective practices of other charter and district schools as well as the current research in best practice for education of all children.

Another Choice Virtual Charter School will offer all grades, kindergarten through senior high. Every effort will be made to offer preschool as well. Another Choice Virtual Charter School is a public charter that is based on ethical and morally sound standards. Idaho State standards have been accepted as our educational guidelines for verification of student academic success. The Department of Education in Idaho has six accepted regions that make up the state educational boundaries. Another Choice Virtual Charter School primary attendance area will initially fall within the full scope of the Treasure Valley or educational region three. After one year of successful operation within the Treasure Valley, the Another Choice Virtual Charter School Board will make a decision to expand the school attendance zone by up to two regions per year if deemed appropriate

by the Commission. All expansions will be brought forth to the Commission prior to implementation. Therefore, Another Choice Virtual Charter School could be state wide within four years of initial operation.

When a sample of four charter schools and four public schools in Idaho Education district three were reviewed it was found that on average the percentage of special education population for non charter public schools was approximately 12%; when looking at the sample of four public charter schools the average percentage of the special education population was exactly half that, or 6%. This was found to be unacceptable to the founding leaders of Another Choice Virtual Charter School. Our vision is to have all students represented in a manner more consistent with the general American population. According to the 2000 Census 29% of the families living in America have some form of a disability represented within their membership. Another Choice Virtual Charter School would minimally want to reflect that level of appropriate representation (Disability and American Families 2000 found at <http://www.census.gov/prod/2005pubs/censr-23.pdf>).

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Tab One

**Organization**

Articles of Incorporation and By-Laws of Another Choice Virtual Charter School, Inc.

See Appendix One.

Signature of Qualified Electors

See Appendix One.

Vision and Mission Statement

Our Vision:

Through positive academic and social learning opportunities and an educational learning environment that meets the specific learning needs for all, Another Choice Virtual Charter School seeks to make a lasting change in their students by providing a higher quality of life, now and in the future.

Our Mission:

Another Choice Virtual Charter School seeks to provide a safe, individualized educational experience for children with and without disabilities to enable them to meet their full potential both intellectually and socially.

Tab 2

**Proposed Operations and Potential Effects**

PROPOSED OPERATION Ref. Idaho Code 33-5205 (4)

NOTE: If at any time parents, staff, or students have issue with policies set forth hereafter, they are to proceed through Another Choice Virtual School’s, ACVS’s, Uniform Grievance Procedure as follows:

Uniform Grievance Procedure

All individuals should use this grievance procedure if they believe that the ACVS Board, its employees, or agents have violated their rights guaranteed by the state or federal constitution, state or federal statute, or Board policy. ACVS will endeavor to respond to and resolve complaints without resorting to this grievance procedure and, if a complaint is filed, to address the complaint promptly and equitably. The right of a person to prompt and equitable resolution of the complaint filed hereunder will not be impaired by the person’s pursuit of other remedies. Use of this grievance procedure is not a prerequisite to the pursuit of other remedies, and use of this grievance procedure does not extend any filing deadline related to the pursuit of other remedies.

Level 1: Informal

An individual with a complaint is encouraged to first discuss it with the teacher, counselor, or administrator involved, with the objective of resolving the matter promptly and informally. An exception is that complaints of sexual harassment should be discussed with the first line administrator that is not involved in the alleged harassment.

Level 2: Principal

If the complaint is not resolved at Level 1, the grievant may file a written grievance stating: 1) the nature of the grievance and 2) the remedy requested. It must be signed and dated by the grievant. The Level 2 written grievance must be filed with the Principal within sixty (60) days of the event or incident, or from the date the grievant could reasonably become aware of such occurrence. If the complaint alleges a violation of Board policy or procedure, the Principal shall investigate and attempt to resolve the

complaint. If either party is not satisfied with the Principal decision, the grievance may be advanced to Level 3 by requesting in writing that the Board review the Principal’s decision. This request must be submitted to the Board within fifteen (15) days of the Principal’s decision. If the complaint alleges a violation of Title IX, Title II, Section 504 of the Rehabilitation Act, or sexual harassment, the Principal shall turn the complaint over to the Special Education/Special Programs Director, who will also serve as Nondiscrimination Coordinator, who will investigate the complaint. ACVS will appoint Nondiscrimination Coordinators to assist in the handling of discrimination complaints. The Coordinator will complete the investigation and file the report with the Board within thirty (30) days after receipt of the written grievance. The Coordinator may hire an outside investigator if necessary. If the Board agrees with the recommendation of the Coordinator, the recommendation will be implemented. If the Board rejects the recommendation of the Coordinator, and/or either party is not satisfied with the recommendations from Level 2, either party may make a written appeal within fifteen (15) days of receiving the report of the Coordinator to the Board for a hearing.

Level 3: The Board

Upon receipt of a written appeal of the decision of the Principal, and assuming the appeal alleges a failure to follow Board policy, the matter shall be placed on the agenda of the Board for consideration not later than their next regularly scheduled meeting. A decision shall be made and reported in writing to all parties within thirty (30) days of that meeting. The decision of the Board will be final.

Another Choice Virtual Charter School does not deny parents the right to complain directly and immediately to the State Department of Education regarding a special education concern.

**I. Proposed Operation**

A. Organization

Another Choice Virtual Charter School Inc. is a non-profit organization organized and managed under the Idaho Nonprofit Corporation Act meeting Section 501(c)(3) of the

Internal Revenue Code of 1986, or the corresponding provisions of any future federal income tax code. The Corporation was organized to support Another Choice Virtual Charter School. The Articles of Incorporation for Another Choice Virtual Charter School, Inc. were originally filed with the Secretary of the State of Idaho on October 14, 2008 and were fully approved on November 5, 2008. The Employer Identification Number is 26-3533892. An organizing group of founders have written the initial petition for the Charter for ACVS and have recruited and appointed an initial Governing Board of Directors, hereafter referred to as the ACVS Board. The founders will continue to be a data gathering entity, recommending curriculum, teaching instruction, professional development and/or daily operations that will reflect the vision, purpose and mission of ACVS to the ACVS Board. Additional founding members may be recruited prior to the official opening of the first school year in order to accomplish the goals of ACVS. This group will remain as advisors to the Board for three years.

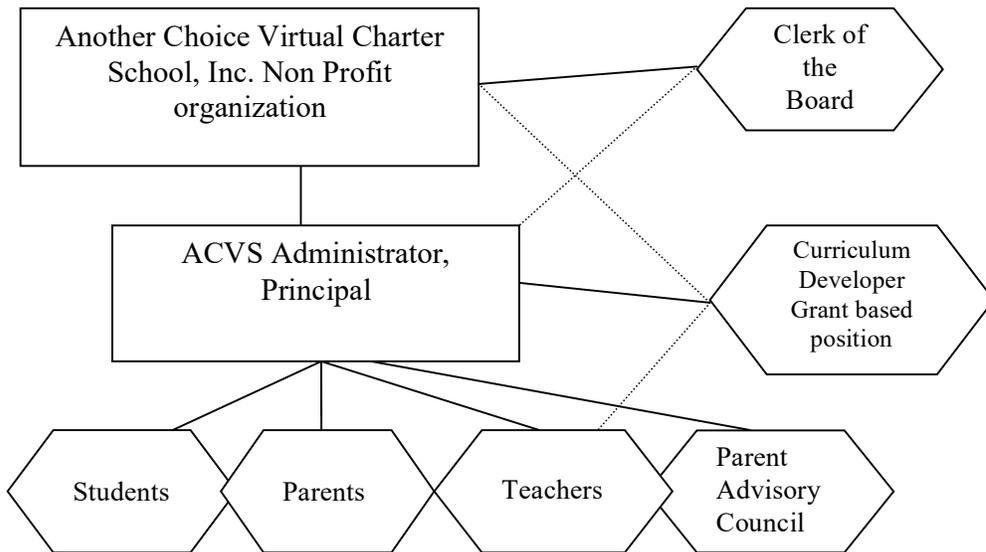
The ACVS Board, as a Board, has the full power and duty to manage and oversee the operation of the Corporation's ACVS business and to pledge the credit, assets, and property of the Corporation when necessary to facilitate the efficient operation thereof. Authority is given to ACVS Board by the State of Idaho as provided in the "Public Charter Schools Act of 1998," (I.C. 33-5204). The Governing Body will adhere to the Another Choice Virtual Charter School Corporate Bylaws addressing the Idaho Open Meeting Law.

Upon approval, members of the Board are deemed public agents to control ACVS. The Board has all the power and duties afforded to a board of directors. ACVS will be considered a public school for all purposes and, as such, will be responsible to identify and comply with all statutory requirements affecting the operation of a public school. Therefore, upon approval, the Board will follow the open meeting laws, keep accurate minutes, and make said minutes available to the public.

ACVS will function as a non-profit organization, organized and managed under the *Idaho Nonprofit Corporation Act*, as outlined in Another Choice Virtual Charter School

Corporate Bylaws and Articles of Incorporation. Accordingly, the organizational flow chart representing the flow of information and the chain of command is as follows:

Tab 2, Table 1



The flow chart above includes, but is not limited to, the following details:

1. The ACVS Board, hereafter known as the Board, will have the full power and duty to manage and oversee the operation of the Corporation’s ACVS business.
2. The Board will have the responsibility to approve the selection of the school Principal, who may not be one of its members. The Board also will be responsible for hearing, and approving or disapproving, the recommendations of the school Principal with respect to changes in staffing, programs, or curriculum.
3. The Board and Parent-Advisory Council (PAC) of ACVS may provide consultation to the Principal/Designee regarding ongoing plans for the school. (Hereafter, the term “parent” will be used to represent parents, legal guardians, or other persons legally responsible for the rights of ACVS students.)
4. The Board will, when necessary, adjudicate disagreements between parents and the administration.
5. The Principal/Designee represents the Board as the liaison between the Board and the ACVS community.

6. A committee, not to exceed six (6) members, comprised of the Principal/Designee and representatives of the Board and faculty will be responsible for hiring all teachers.
7. The Principal supervises, directly or indirectly, all employees of ACVS, with the exception of the Clerk of the Board.
8. The administrative staff’s primary functions will be management of ACVS and facilitation of the implementation of a quality educational program. It is the goal of the Board that the administrative organization:
  - a. provide for efficient and responsible supervision, implementation, evaluation, and improvement of the instructional program, consistent with the policies established by the Board;
  - b. provide effective and responsive communication with staff, students, parents, and other citizens; and
  - c. foster staff initiative and rapport.
9. ACVS’s administrative organization will be designed so that all divisions and departments are part of a single system guided by Board policies which are implemented through the Principal. Other administrators are expected to administer their facilities in accordance with Board policy and the Principal’s rules and procedures.

*Primary Attendance Area*

Another Choice Virtual Charter School (ACVS) plans to open in the fall of 2010 with grades kindergarten through senior high. Residents of Idaho Education District Three, known as the Treasure Valley, will be the primary attendance area during the first year of operation. Ultimately, the State of Idaho will be the primary attendance area.

*School Size*

ACVS will begin relatively small with a maximum cap of approximately 230 students, for the first year.

**II. Facilities**

“Virtual school” means a school that delivers a full-time, sequential program of synchronous and/or asynchronous instruction primarily through the use of technology via

the internet in a distributed environment across more than one primary attendance area. Schools classified as virtual must have an online component to their school with online lessons and tools for student and data management. ACVS will meet this definition of a virtual school as set forth in Idaho Code § 33-5205. Tab 9 of this charter will provide further information specific to virtual schools as set forth in Idaho Code § 33-5205. In spite of ACVS being a virtual school, the Board recognizes the importance the physical plant plays in enhancing the instructional program on occasion. The goal of ACVS is to provide a facility when needed in a convenient location that will both ensure the safety and enhance the education of our students, more than one site may be necessary in order to fully address the student population as the school grows. All sites will be considered based on factors such as safety, diversity of the immediate surrounding neighborhoods, access to major utilities, convenience for transportation, and affordability. The Board will develop a program to maintain and/or upgrade the buildings and grounds of ACVS, or its affiliated partner locations. ACVS's Board has finished negotiations with a local organization that will provide a physical location when and if needed. We have three Letters of Intent to utilize existing buildings and/or other facilities sufficient for our needs (See Appendix Two). We look forward to a long and innovative relationship with our community partners.

Currently, ACVS will have their offices at 958 Corporate Lane, Nampa, Idaho. This is a secured location with a written contract documented in Appendix Six. This location provides minimal office space and a small computer lab location. Our goal will be to move into a new building, which would hold offices, a large computer lab, and a library for our students. These offices would be on the corner of Middleton and Roosevelt Avenues in Nampa. ACVS has a community partner that is interested in leasing to us. They have purchased that property and have secured building permits as well as blue prints for the building.

#### A. Operation and Maintenance of Charter School Facilities

ACVS seeks to maintain and operate facilities in a safe and healthful condition. The operation of ACVS's facilities will be the responsibility of the Principal/Designee. The

Principal/Designee, in cooperation with the fire chief and county sanitarian, will periodically inspect plant and facilities. S/he will provide for a program to maintain ACVS's physical plant by way of a continuous program of repair, maintenance, and reconditioning. If necessary budget recommendations will be made each year to meet these needs and any such needs arising from an emergency.

B. Proof of Insurances

Copies of the initial insurance binders from a company authorized to do business in Idaho for a liability policy, a property loss policy, health insurance, worker's compensation insurance, and unemployment insurance will be provided to the Authorized Chartering Entity no later than thirty (30) days prior to the opening of school, and thereafter thirty (30) days before the expiration of the insurance policies.

**III. Administrative Services: Ref. Idaho Code 33-5205 (4)**

A. Instructional Organization

1. *School Fiscal Year* - The fiscal year of the school is from July 1 to June 30.
  
2. *School Calendar* - The Board will establish the dates for opening and closing classes, teacher in-services, the length and dates of vacation, and the days designated as legal school holidays. The proposed school year begins during the last week of August and dismissal will occur before Memorial Day. This schedule will be reviewed on an annual basis and may be changed, as necessary, by the Principal in consultation with the Board.
  
3. *Holidays/Commemorative Day* - School holidays will include New Year's Day, Thanksgiving Day, and Christmas Day. For those commemorative days that fall on a school day, the teachers and students will devote a portion of the day on each such day designated in Idaho Code § 73-108.
  
4. *Instructional Hours* - The Board will provide the minimum number of instructional hours for students at each grade level as follows:

Grades Hours

K	450
1 through 3	810
4 through 8	900
9 through 12	990

5. *PIR Days* - Not more than twenty-two (22) hours may be utilized for in-service teacher activities. ACVS is considering school wide in-service and/or teacher collaboration time on Friday afternoons from 1:00 to 3:00 p.m. for the purpose of ensuring our teachers are fully trained to meet the goals and objectives of ACVS and consequently our student population.

6. *Records Management* - The Clerk of the Board will be the custodian of records under the supervision of the Principal/Designee. Personnel files and student files are confidential and will be disclosed only as provided in policy and/or by law. A record of persons examining/copying personnel files or student files, other than administrative staff, will be kept for each employment file and student file. All public records will be provided to the public in accordance with the Family Educational Rights and Privacy Act (FERPA), laws of the State of Idaho, and ACVS policy.

7. *Non-Instructional Operations* - Contractor License, Surety Bonds, and Insurance: The school may hire staff or contract with a service provider for services such as transportation, food service, accounting, business management, or other business or educational services. All contract service providers are required to have adequate limits of liability insurance as determined by the Board or other state requirement and will maintain the same throughout any contract period. A list of all contracts identifying the party with whom ACVS has contracted, the length of the contract, and the expenditures required by the contract must be submitted to the Authorized Chartering Entity for its review no later than thirty (30) days prior to the opening of school and thereafter, annually. No contract will be let to any contractor who is not licensed as required by the laws of Idaho. If applicable, before any contract is awarded to any person, such person

will furnish to ACVS performance and payment bonds that will become binding upon award of the contract to a contractor as follows:

- a. Performance bonds in an amount not less than eighty five percent (85%) of the contract amount for the sole protection of ACVS; and
- b. Payment bond in an amount less than eighty five percent (85%) of the contract amount for the protection of persons supplying labor or materials, or renting or otherwise supplying equipment to the contractor and/or his subcontractors in the prosecution of the work performed under the contract.

#### **IV. Potential Civil Liability**

ACVS will obtain its own liability insurance and insure its Board, employees, contents, equipment, and fixtures against injury, damage, or loss. Additionally, both the facility provider and ACVS will insure their respective interests against damage and for liability exposures with minimum limits of liability of not less than \$1,000,000 per person, \$5,000,000 aggregate or such limits as imposed by the State requirement or as otherwise determined by the Board. All such insurance policies will name ACVS as an additional insured and provide for at least ten (10) days written notice prior to cancellation. The facility provider and ACVS will provide to each other certificates of insurance prior to the commencement date of facility occupancy evidencing such coverage. Pursuant to Idaho Code § 33-5204(2), the Authorizing Chartering Entity shall have no liability for the acts, omissions, debts, or other obligations of ACVS, except as may be provided in the Charter. ACVS will operate its business in conformance with all local, state and federal environmental laws. Specific documentation of the above outlined requirements will be contained in the respective insurance policies negotiated with the insurance providers.

#### **V. Potential Affects**

The opening of ACVS will have minimal adverse affects on our community. ACVS will be a small school. Therefore, it is not expected to take a significant number of students away from other public schools within our community. Additionally, not all students would benefit from our model.

The opening of ACVS has the potential to affect the community in a positive way. ACVS can serve as a model of service delivery for other public schools, both virtual and bricks and mortar. Additionally, students with special needs are under served in the charter school community. We feel we will be a viable choice for many families and charter schools. We intend to work in a collaborative manner with other charter and non charter schools.

TAB 3: EDUCATIONAL PROGRAMS AND GOAL

### **Educational Programs**

A school day for individuals attending Another Choice Virtual Charter School will look very similar to any other public school. Students will be required to attend school and to advance in their learning. Idaho state standards will guide the curriculum choices. The curriculum packages that have been selected are aligned with Idaho state standards. Teachers will have classrooms assignments, caseloads and office hours as any other school would. They will be responsible to meet the needs of all students and to assist parents in being an active part of their child's learning. General education teachers and special education teachers will work collaboratively to assist all students. Students attending ACVS will be held accountable for assignments and attendance as they would be in any other public school.

However, there will be significant differences as well. In ACVS learning is personalized and continually visible for all students. Parents will be an active part of their student's education, but will not feel as if it is their responsibility to be the teacher. Certified teachers will be making the lesson plans and accommodations in a collaborative manner as necessary. The general education teacher to student ratio will be approximately 40 to one during the first year of operation. Students with special needs will additionally have a certified special education teacher working with them which will significantly reduce the teacher student ratio in those situations. While the lesson plans and corresponding activities will be developed and implemented by certified teachers they will be delivered via the Blackboard School Central™ learning management platform. This system will allow students to take advantage of a variety of technologies that can facilitate learning. Students will have the capacity to start and stop their school day in a more flexible manner which will allow them to maximize their learning potential. Assistive Technology will not be for just some students, it will be for all. Social skill and language development will be a priority for all. Our hope is to make ACVS a model school that will allow students to excel in their academics as well as in their social skills and civic responsibility which will in turn make well rounded and well grounded citizens.

With that goal in mind the curriculum choice was of paramount concern. It is required by federal law that individuals qualifying for special education have individually designed instruction based on the general education curriculum, which is guided by state standards or set grade level learning expectations. It is very important to the Board that the curriculum be able to engage all levels and ages of the student body. This is complicated within the virtual format. Therefore, it was determined that a mixture of cohesive curriculums aligned with Idaho state standards would be required. ACVS will use the following research based curriculums:

Waterford Early Learning™, developed by Pearson Digital Learning;

Success Maker™, developed by Pearson Digital Learning;

ELLis Academic™, developed by Pearson Digital Learning; and

Nova Net Curriculum™, developed by Pearson Digital Learning.

All of these programs work seamlessly across all grade and ability levels, K through 12 using the BlackBoard learning management platform. Students with Limited English Proficiency can also utilize these programs. The curriculum can be adapted easily at the objective level for all grades which allows for the luxury of providing enrichment and accommodations if needed with minimal teacher assistance. The programs themselves are able to monitor student performance with dynamic data sequencer technology which allows for built in remediation and reintroduction if needed. The programs will initiate cumulative review of curriculum for retention of material as well as progress students on to the next level of learning if they are ready. These programs also connect with assistive technology as needed.

During the first year of operation the majority of students will be elementary age, therefore the majority of teachers will be elementary teachers. However, ACVS will have a small secondary program which will require the hiring of highly qualified core area secondary teachers that will use the NovaNet™ curriculum, an easily accessible curriculum for students through the twelfth grade. During the first year of operation it is not expected that ACVS will be hiring full time secondary teachers. The Idaho Department of Education allows Idaho teachers to teach up to a 1.33 FTE when the

teaching is combined with a virtual format. This provides both our students and secondary teachers with a great opportunity. Students can benefit from highly qualified secondary teachers that are very knowledgeable in their core subject while teachers can experience teaching within the virtual format for their desired core area while maintaining another full time position at another school if desired.

### **I. Educational Programs and Services**

ACVS's Board and Principal will establish a school philosophy embraced by teachers, students, and parents that supports the belief that every student is valued and every student will succeed at a high level both socially and academically. The character education plan will result in a safe school environment infused with positive peer pressure, students who are ready to learn every day, and who possess the self-discipline needed to maximize the educational experiences of themselves and others. Styles and rates of learning are thoroughly taken into account on every level, yet expectations for achievements are not compromised. ACVS promotes a positive and supportive learning environment continually, therefore, when there is low threat of physical and/or emotional harm, and academic content is highly engaging and challenging for all, accelerated learning will take place for all students!

### **II. Educational Thoroughness Standards**

ACVS will achieve the Thoroughness Standards (as defined in § 33-1612, Idaho Code) through its basic and expanded curriculum offerings, which include character education, social skill development, and community, school, and family service projects.

A. Standard A: A safe environment conducive to learning is provided.

*Goal.* Maintain a positive, safe, and orderly teaching and learning environment that will promote student respect for themselves and others. Each student has the right to participate in their school and learning experience without fear of taunting, teasing, or violence. Each parent has the right to expect the school to provide a safe and supportive learning environment for his/her student. The philosophy of ACVS is grounded in the belief that when individual differences are taken into consideration, there is a low threat

of physical or mental harm, and when curricular content is highly engaging and challenging, accelerated learning takes place for all. ACVS will create a safe environment with a unique curriculum that focuses on education while developing qualities such as kindness, empathy, being able to articulate and verbalize emotions and tapping into each student's innate need to know the limitations or boundaries that are continually put on an individual in any setting, all while facilitating and protecting their dignity.

*Objectives.* ACVS will regardless of setting location:

- a. Provide a learning environment which may include facilities that are inspected as required and adopt policies that meet all required city, county, state, and federal health, accessibility, safety, fire, and building codes to ensure the safety of students and staff.
- b. Establish, publish, and enforce policies that define acceptable and unacceptable behavior in all environments, including zero tolerance for weapons, violence, gangs, and use or sale of alcohol and drugs.
- c. Create an environment that encourages parents and other adults to participate fully in their child's education and to participate in the school's activities. There will be advertised opportunities.
- d. Develop a staff/student handbook to provide rules and guidelines for on-line and physical safety. These guidelines will include, and not be limited to, the procedures for fire drills, reporting unsafe equipment, methods for checking students in and out of school locations if applicable, notification of parents' rights, and staff monitoring responsibilities.

B. Standard B: Educators are empowered to maintain classroom discipline.

Each staff member has the right to teach without fear of violence, and students have the right to learn with the same privilege.

*Goal.* Create a positive teaching and learning environment with an emphasis on high expectations of performance and behavior. The atmosphere created by our focus on empathy and kindness allows teachers to teach without fear of harassment from students, parents, and the public. In addition, teachers will enjoy a greater level of interaction with

students as students will not be afraid to take academic risks, such as asking or answering questions in front of peers, or in the virtual environment, because everyone feels safe and supported. Fear will not detract from teaching or learning. The result is an environment that is warm and friendly, filled with mutual respect, orderly, and free from chaos.

*Objectives.* ACVS will:

- a. Develop a student handbook providing a code of conduct including clear expectations with consequences for unacceptable behavior, and a process for teachers to handle minor and major infractions in the educational setting. This will be available on line at all times.
- b. Teach appropriate behaviors and foster responsible decision-making skills by using Ron Clark’s “Essential 55,” “Excellent 11” and “Great Expectations”; “The Daily Five: Fostering Literacy Independence in the Elementary Grades” by Gail Boushey and Joan Moser; “Engaging the Online Learner: Activities and Resources for Creative Instruction (Online Teaching and Learning Series)” by Rita-Marie Conrad and J. Ana Donaldson; and “The Unwritten Rules of Social Relationships: Decoding Social Mysteries Through the Unique Perspectives of Autism” by Temple Grandin, and Sean Barron.
- c. Establish and maintain rules to be used consistently throughout the learning environment.

C. Standard C: The basic values of honesty, self-discipline, unselfishness, respect for authority, and the central importance of work are emphasized.

*Goal.* Offer opportunities for students to develop and express exemplary character traits in concert with the overall educational program.

*Objectives.* ACVS will:

- a. Emphasize the importance of adults modeling important values in the learning environment. This is done through expectation training in which teachers clearly illustrate and define what empathy and kindness looks like before students have a chance to be unkind. Daily procedures are designed to support the school’s emphasis on empathy and kindness. The student will have a variety of

opportunities for social interaction both on line and through community service projects.

b. Help students build personal bonds and carry out responsibilities to one another and to the faculty and staff by providing opportunities for and strongly encouraging age appropriate school and community service hours. Students who display kindness and good citizenship are given special recognition. This will develop a sense of community and service within the school and between the school and the larger community.

c. Evaluate and report student service hours to teachers and/or advisors because community service instills a sense of individual, social, and civic responsibility and enables the student to use newly-gained knowledge to solve community problems.

D. Standard D: The skills necessary to communicate effectively are taught.

*Goal.* Teach students a range of effective verbal and nonverbal communication skills.

*Objectives.* ACVS will:

a. Emphasize meaningful language and social interaction experiences. This will be measured through weekly evaluations.

b. Emphasize meaningful language experience in reading, writing, spelling, and core content materials with enhanced dramatization and memorization. This will be measured through weekly evaluations.

c. Use an age-appropriate curriculum that supports development of a variety of communication skills, including written and verbal.

d. Provide instruction in a foreign language in grades K-8 as budget permits.

Knowledge of a second language is essential in many occupations. In addition, knowledge of a second language boosts English proficiency, improves memory and self-discipline, and enhances verbal and problem-solving skills. Students in grades 9-12 will be highly encouraged to enroll in dual credit with other secondary and post-secondary institutions for advanced language study if courses are not available directly through ACVS.

e. Provide instruction in music, dance, and art as budget permits. This will provide many opportunities for social interaction with peers.

E. Standard E: A basic curriculum necessary to enable students to enter academic or professional-technical postsecondary educational programs is provided. ACVS will utilize approved curriculum choices that will follow Idaho adoption protocol which has its basis in Idaho Code and is defined in the Administrative Rules of the State Board of Education, IDAPA 08.02.03.128.

*Goal.* Develop an educated citizenry that is prepared for the 21<sup>st</sup> century, and beyond, through a dynamic, interactive, academic program where pacing is driven by student capabilities rather than textbooks and or grade levels. Students must be well grounded in the basics such as reading, writing, mathematics, science, and social studies as well as in technology while being able to access current information. ACVS has determined that an educated person in the 21<sup>st</sup> century has the following characteristics:

- a. Understands that learning is personally driven and publicly demonstrated.
- b. Can use a variety of technologies to promote, maintain, and advance learning.
- c. Have a global perspective of knowledge that is able to integrate new information in a proficient manner.
- d. Have a positive and interdisciplinary view towards learning.

*Objectives.* ACVS will:

- a. Use the Idaho State Department of Education's Academic Standards as a starting point to be enhanced by the Core Knowledge® Sequence and a variety of other creative methods.
- b. Use a variety of methods, both digital and tangible, to ensure student learning, including, but not limited to, the Core Knowledge® Sequence.
- c. Emphasize environmental responsibility by providing students with opportunities for voluntary, age-appropriate service opportunities. Service hours may be required in school organizations.
- d. Use field trips and career development discussions, particularly encouraging patriotism, as appropriate. (The school mascot will be determined by the first year's student body.)

F. Standard F: The skills necessary for the students to enter the workforce are taught.

*Goal.* Provide students with basic skills that prepare them for future employment.

By using learning tools such as computers, scientific equipment, and networks linked to local and nationwide resources, students learn how to be life-long learners and will be prepared to enter the workforce with a solid foundation of knowledge and skills.

Vocational education opportunities will be available and required by students in grades higher than 9<sup>th</sup> grade.

*Objectives.* ACVS will:

- a. Provide a strong foundation in basic reading, writing, science, social studies, and written computational skills.
- b. Provide a strong foundation in the social competencies that will allow individuals to enter the job market and retain successful employment.
- b. Provide a technology-rich environment, encouraging the effective use of technology as a tool in the workplace.
- c. Enable students to develop the following intellectual habits important in the work place: adapting to new situations and responding effectively to new information, solving problems, and locating and evaluating information from a variety of sources.

G. Standard G: The students are introduced to current technology.

*Goal.* Provide students with basic skills in technology; by using learning tools such as computers and a wide variety of learning networks linked to local and nationwide resources, students learn how to access current technology and apply that learning in a variety of situations.

*Objectives.* ACVS will:

- a. Provide a strong foundation in technology skills by using a virtual format to deliver education.
- b. Develop a technology team that is composed of representatives from all segments of the school and the community, administrators, teachers, parents, and local businesspeople that have expertise in technology and telecommunications.

A team leader will be designated who is able to delegate responsibility to individuals or committees and keep the team on task. The team's responsibility is to develop a plan for integrating technology into the school based on the school's educational vision. The plan will be a part of an overall school-improvement plan. After development, this plan is periodically reviewed and updated.

c. The technology plan aims to improve student learning, to help students perform authentic tasks, and to help students learn skills that will prepare them for future careers.

d. Professional development and support for staff will be provided on an ongoing basis.

e. Provide a technology-rich environment, encouraging the effective use of technology as a tool in the workplace.

H. Standard H: The importance of students acquiring the skills to enable them to be responsible citizens of their homes, schools and communities is emphasized.

*Goal.* Provide students with basic skills that will enable them to be responsible citizens in their home, school, and community.

*Objectives.* ACVS will:

a. Provide students with basic skills in understanding what it means to be a responsible citizen in their home, school, and community by specifically using the Idaho Standards standard in Civics and Government and Global Perspectives and linking those standards with on-going school based activities.

b. Document the level of civic engagement and the linking of civic education knowledge and skills to service learning or community service, in grade levels four (4) and higher. c. Professional development and support for staff will be provided on an ongoing basis that will allow all teachers to understand the impact of civic engagement on student learning and provide opportunities for students to engage in civic life, politics, and government.

### **III. Educated Person**

A. Definition of an "Educated Person"

ACVS has determined that an educated person in the 21<sup>st</sup> century has the following characteristics:

- a. Understands that learning is personally driven and publicly demonstrated.
- b. Can use a variety of technologies to promote, maintain, and advance learning.
- c. Have a global perspective of knowledge that is able to integrate new information in a proficient manner.
- d. Have a positive and interdisciplinary view towards learning.

ACVS will provide an environment in which students can become an educated citizenry through a dynamic, interactive, academic program with a tempo set by student capabilities, not textbooks or grade levels. Students will be competent in the basics, such as, reading, writing, math, science, and social studies. They will also have opportunities to become well-rounded learners with training in technology, fine arts, and foreign language. ACVS's educational program will seek to provide an opportunity for each student to develop to his or her maximum potential. The objectives for the educational program are, among other things, to:

- Foster the love of learning and independence by using self-discovery, self-awareness, and self-discipline;
- Develop an awareness of and appreciation for cultural and learning diversity;
- Stimulate intellectual curiosity and growth;
- Provide fundamental career concepts and skills;
- Help the student develop sensitivity and empathy to the needs and values of others and respect for individual and group differences;
- Help each student strive for excellence and instill a desire to reach the limit of his or her potential;
- Develop the fundamental skills which will provide a basis for lifelong learning; and
- Be free of any cultural, ethnic, sexual, or religious bias.

#### B. Methods of Instruction

The teacher will work with the multiple learning styles of their students by using interactive and multi-media content. Blackboard School Central™ will be used, which is

a fully-hosted and secure learning platform. If appropriate, the student will initially receive a nationally normed placement test called the BASI, Basic Achievement Skills Inventory. This 2.5 hour computer provided test, along with measuring annual progress, will assist the teacher to determine educational placement. The teacher, with the full support of the curriculum and the curriculum coordinator, will create assignments, projects and assessments that are aligned with Idaho standards and congruent with the student's way of learning. If the student qualifies for special education services, the special education teacher will also be a part of this process. The teacher will utilize synchronous and asynchronous tools specifically through Wimba's Collaboration Suite Express which provides instant messaging, virtual classrooms, blogs and discussion boards. Teachers will be able to provide lessons that are digitally recorded, with both audio and synchronized visuals. Teachers will use observational data, such as traditional grading mechanisms and tracking data via e-mail and log in's. They will also have access to Blackboard Grade Center™ which assists teachers to create assignments and assessments with the capacity for instant feedback. Assignments have the potential to be automatically graded and recorded in the integrated Grade Center. Parents can greatly benefit by being provided with a parent login that will provide access, in real-time, to their student's grades, assignments, tasks, and upcoming tests, making them a vital part of their student's education.

Teachers will receive in-service training on the curriculum prior to school beginning. Additionally, they will continually develop their skills in both teaching and on-line teaching through a variety of in-service opportunities. ACVS has a relationship with two community partners Northwest Nazarene University, NNU and Boise State University, BSU. Both universities are interested and able to provide all our teachers with a variety of course work that will develop their capacity to provide on-line instruction. Additionally, teachers will be engaged in the act of direct and indirect teaching throughout the day using a variety of proven teaching techniques including: tactile, visual, kinesthetic, auditory, group, and independent approaches. By taking into account and addressing the varying developmental rates and learning modalities of the student

population, it is possible through this indirect and direct-teaching and monitoring approach to keep curricula challenging and the expectations for learning high.

#### **IV. Curricular Emphasis**

##### **A. How Learning Best Occurs**

The curriculum will reflect our belief that learning best occurs when:

1. Students are actively engaged in integrated and meaningful tasks;
2. Students see the connection between what they learn and the real world;
3. Students work individually and as members of a group;
4. Students, parents, and educators work together to identify academic and personal learning goals, and the support required in order to reach those goals;
5. Students accept responsibility for learning as an intrinsic part of the educational program;
6. Students are supported by mentors, advocates, and/or learning coaches as needed;
7. All students have advanced learning opportunities;
8. Students see themselves as part of the community and find ways to serve the community;
9. Students are allowed to make mistakes in order to achieve success;
10. A positive and productive learning environment is provided; and
11. Students are given time to reflect on the value and purpose of what they learn.

The curriculum coordinator will be responsible to ensure a variety of quality curriculums are made available for all ACVS students. The Board is responsible for curriculum adoption and must approve all significant changes, including the adoption of new curriculum or textbooks as well as courses, before such changes are made. The Principal and teachers are responsible for making curriculum recommendations. The curriculum will be designed to accomplish the learning objectives and goals for excellence consistent with ACVS's educational philosophy, mission statement, objectives, and goals.

##### **B. Core of Instruction**

Instruction is inclusive of subject matter content and course offerings. Patterns of instructional organization will be determined by a qualified School Administrator and teaching team. ACVS will ensure students meet the school standards with the state standards as a minimum. This includes special instruction that allows Limited-English Proficient students to participate successfully in all aspects of the school's curriculum and keep up with other students in the standard education program. It also includes special learning opportunities for accelerated, learning disabled students, and students with other disabilities.

#### C. Remediation

ACVS will comply with the requirements of IDEA and Section 504. Evaluation of progress assessment data could prompt additional help that could include remediation, tutoring, and/or evaluation for Special Education services. Data indicators include, but are not limited to:

1. Meeting criteria for Special Education services as set forth in IDEA and clarified in the most recent Idaho Special Education Manual.
2. Not reaching grade level on state adopted standardized tests;
3. Reading below grade level as determined by IRI in grades K through 3—teachers will use multiple sources of data such as the BASI, classroom grades, fluency checks, comprehension checks, and/or other computerized programs to determine a student's reading level; and/or
4. Failure to do math at grade level as determined by the BASI or other program assessments and/or on state adopted standardized tests.

#### D. Instructional Methodologies

All curriculum taught at ACVS will be reviewed and approved by ACVS's Board.

##### 1. *Ron Clark's, "Essential 55"*

ACVS will utilize Ron Clark's, "Essential 55," which among other things enables students to develop the following important life skills: accepting responsibility for personal decisions and actions; honesty, courage, and integrity; a healthy lifestyle; empathy, courtesy, and respect for differences among people; self-confidence; concentration and perseverance; responsible time management; assuming a fair share of

the work load; and working cooperatively with others to reach group consensus. ACVS will strongly encourage every parent to read the book. This will familiarize them with Clark's code of conduct and methodologies, which will be used by teachers.

## 2. *Great Expectations*

ACVS will utilize *Great Expectations*, which is a professional development program that:

- a. provides teachers and administrators with the skills needed to create harmony and excitement within the school atmosphere; creates an infrastructure that promotes improved student self-esteem, attendance, discipline, and parent participation—all of which result in improved academic achievement;
- b. creates an infrastructure that promotes improved student self-esteem, attendance, discipline, and parent participation - all of which result in improved academic achievement; and
- c. is grounded in the belief that all students can learn, no matter what labels have been placed on them.

3. ACVS will utilize the following books and programs “The Daily Five: Fostering Literacy Independence in the Elementary Grades;” “Engaging the Online Learner: Activities and Resources for Creative Instruction (Online Teaching and Learning Series);” “Core Knowledge® Sequence materials;” and “The Unwritten Rules of Social Relationships: Decoding Social Mysteries through the Unique Perspectives of Autism,” in their professional development program to:

- a. provide teachers and administrators with the skills needed to deliver appropriate educational services to diverse learners in an on-line format.
- b. create an infrastructure that promotes improved student self-esteem, attendance, discipline, and parent participation, all of which result in improved academic achievement; and
- c. to ensure the belief that all students can learn, no matter what labels have been placed on them is continually addressed.

## E. Instruction Courses

At appropriate grade levels, instruction will include, but not be limited to, the following:

1. Language Arts and Communication will include instruction in reading, writing, English, literature, technological applications, spelling, speech, and listening;
2. Mathematics will include instruction in addition, subtraction, multiplication, division, percentages, mathematical reasoning, and probability;
3. Science will include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences; and
4. Social Studies will include instruction in history, government, geography, economics, current world affairs, citizenship, global perspectives, and sociology.

ACVS may use the unique aspects of the Core Knowledge® Sequence to meet or exceed all Idaho State Standards and benchmarks. The Core Knowledge® Sequence will expose students in each grade to a broad range of historical, scientific, and cultural topics that will build on one another to prepare them for later educational success. This wide array of subject matter will not only develop cultural literacy but also will build the strong vocabulary necessary for *true* reading comprehension. Core Knowledge® tries to develop cultural literacy in a way that is systematic but leaves room for creativity for both teacher and student. This curriculum eliminates the gaps and repetition that characterize a curriculum in which textbooks and programs are selected more or less at random.

#### F. Grading Procedures

ACVS students will be required to meet established academic standards and graduation requirements adopted by the Board. The Board will establish and/or approve grading procedures for students enrolled in supplementary (such as Idaho Digital Learning Academy) programs and other public school dual enrollments as well.

ACVS will utilize a report card developed by the teachers and Principal to indicate growth as well as achievement. All ACVS students will be evaluated on the same platform so parents will be able to detect whether their student is growing in each academic area throughout the year. Students with limited language capacity will be gaining growth so their evaluation will typically reflect growth more than achievement.

G. Other Required Instruction

1. *Elementary School (Grades 1-8)*

a. Other required instruction for all students and other required offerings include:

Fine Arts (art and music)

Health (wellness)

Physical Education (fitness)

b. Additional instructional options as determined by ACVS include:

Foreign Language (Spanish)

Keyboarding

2. *High School Curriculum and Focus (Grades 9-12)*

a. The high school curriculum is composed of required classes and elective classes. All students take required academic and non-academic classes as well as a variety of elective classes which will include vocational placements.

b. Required Classes

i. Freshman Required Core Courses

General Education Credits as required by the State of Idaho for graduation

English I-IV

Mathematics: Algebra I-II

Science: Physical and Biology

Social Sciences: American History I-II

ii. Freshman Elective Courses will be offered

iii. Sophomore Required Core Courses General Education Credits as required by the State of Idaho for graduation

English I-IV

Mathematics: Algebra I-II

Science: Physical and Biology

Social Sciences: American History I-II

iv. Sophomore Elective Courses will be offered

v. Junior-Senior Required Core Courses

General Education Credits as required by the State of Idaho for graduation

English 101 and 102

Algebra and Higher level Math as needed for the student  
 American National Government  
 Economics 201-202  
 Concepts of Biology  
 vi. General Education Credits .....29  
 Communication.....1  
 English .....8  
 Mathematics.....6  
 Social Science .....5  
 Vocational Studies .....6  
 Total Credit Hours Required,..... 46-55

ACVS recognizes students will need to be given the necessary instructional time and accommodations in order to achieve this standard.

H. Alternative Credit Options will be outlined in the student handbook.

I. Graduation Minimum Requirements (IDAPA 08.02.03 105, 106, 107)

- a. For specific graduation requirements see the student handbook.
- b. GPA of 75% on a 100% scale to receive an academic diploma.
- c. 5 of the 17 required elective credits must be vocational in nature.
- d. Provision of educational programs and services such as HIV/AIDS education, family life/sex education, driver education, guidance and counseling services, summer school programs, parent education programs, social work, and psychological services will be identified based on need. The Board, Administrator, and staff will work together to determine the need for, and estimated cost and value of the above programs. These programs will be provided as required by Idaho Code §33-1612 and the rules governing thoroughness at IDAPA 08.02.03.

**V. Special or Alternative Programs**

*Individuals with Disabilities in Education Act (IDEA), Section 504 of the Rehabilitation, (Section 504), and the Americans with Disabilities Act (ADA)*

While the Individuals with Disabilities in Education Act (IDEA), Section 504 of the Rehabilitation, (Section 504), and the Americans with Disabilities Act (ADA) all have different definitions of disability and all three have different purposes and guidelines, ACVS will ensure that all three federal statutes are adhered to as it pertains to ACVS student body and staff. ACVS designs their academic programs based on student strengths in order to ensure that an optimal learning environment is ensured for all students. ACVS provides a Special Education Program in full accordance with federal and state regulations and guidelines. ACVS will adopt the Idaho Special Education Manual from the State Department of Education The ACVS Special Education administrator, which may also be the Administrator/Principal if certified appropriately, will hold the role of the IDEA, Section 504, and ADA Compliance Officer.

ACVS will ensure that students who meet the definition of disability as outlined within the Educational Law of IDEA are identified, evaluated and provided with appropriate educational services, including related services, assistive technology, and Extended School Year, in the least restrictive environment possible to ensure attainment of all their goals. For those students who need or are believed to need special instruction and/or related services under IDEA, ACVS will establish and implement, prior to student enrollment, a system of procedural safeguards. The safeguards will cover students' identification, evaluation, meeting protocol, development of educational goals if necessary, placement, and continued program development as necessary. This system will fully comply with all IDEA regulations.

ACVS will ensure that students and or staff who meet the definition of disability as outlined within the Civil Rights Law of Section 504 and/or ADA will receive the accommodations they need in order to be successful in their endeavors. Prior to the first day of school an ACVS policy will be clarified that delineates what constitutes a 504 accommodation and who would be eligible.

*Eligibility*

ACVS will provide a free and appropriate public education (FAPE) to qualified students who have meet the definition of a disability as outlined in the Idaho Special Education Manual 2007, chapter four. A free and appropriate public education will consist of regular and/or special education and related aids and services designed to meet the individual educational needs of students with disabilities as adequately as the needs of students without disabilities are met. “Qualified students with a disability” for whom ACVS will provide these services are students with a disability who are: between the ages of three through the end of the first semester in which they turn twenty-one; or of an age at which it is mandatory under state law to provide elementary and secondary educational services to students with disabilities; or a student to whom a state is required to provide a free appropriate public education under the Individuals with Disabilities Education Act (IDEA).

A certified special education teacher will be responsible to develop and monitor Individual Education Plans (IEPs) and supervise the implementation as written in a collaborative manner with the general education teachers. Current IEP’s may be accepted from another school; however modifications may be required to adjust to the virtual environment of ACVS. The special education teacher, and/or learning coach under his/her supervision, will provide services as determined through the IEP Team meeting. The special education teacher and general education staff will collaborate fully in order to ensure a successful educational experience for all students.

Students protected under either IDEA, Section 504, and/or ADA will be determined to meet the definition of disability by the federal law they seek protection under.

*Evaluation*

ACVS will utilize evaluative procedures for initial evaluations and periodic re-evaluations of students who need or are believed to need special education and/or related services because of disability that ensure students are not misclassified, unnecessarily labeled as having a disability, or incorrectly placed, based on inappropriate selection,

administration, or interpretation of evaluation materials. ACVS will conduct periodic re-evaluations at three-year intervals or more frequently if conditions warrant, such as prior to a significant change of placement, or if the student's parent or teacher requests a re-evaluation. Changes considered significant by ACVS include, but are not limited to, exclusion from the educational program for more than 10 school days, transfer of a student from one type of program to another, or terminating or significantly reducing a related service.

ACVS will adopt the Idaho Special Education Manual. All forms used by ACVS will comply with, if not fully replicate, State forms.

Pursuant to Section 504 regulations, ACVS will individually obtain information that would substantiate a student as eligible for a 504 accommodation before classifying the student as having a disability or providing the student with accommodations under Section 504. The determination of substantial limitation will be made on a case-by-case basis with respect to each individual student, in accordance with Section 504 regulations. A temporary impairment does not constitute a disability for purposes of Section 504 unless its severity is such that it results in a substantial limitation of one or more major life activities for an extended period of time. The issue of whether a temporary impairment is substantial enough to be a disability will be resolved on a case-by-case basis, taking into consideration either the duration or expected duration, of the impairment and the extent to which it actually limits a major life activity of the student.

All evaluations, whether actually administering the evaluation or gathering specific information will be done without discrimination or bias, presumptions, and/or stereotypes regarding persons with disabilities or classes of such persons. If parents disagree with the determination, a request for a due process hearing may be made.

#### *Impartial Due Process Hearing*

If there is a dispute between the parent of a student who qualifies under IDEA and ACVS with respect to: (1) the identification of the student as qualifying for IDEA; (2) evaluation

of the student; and/or (3) the educational placement of the student; and/or (4) IEP implementation concerning the child, the individual is entitled to certain procedural safeguards. ACVS will adhere fully to the most currently adopted Idaho Special Education Manual (at this writing Chapter 13 of the Idaho Special Education Manual 2007) in regards to these disputes. The student will remain in his/her current placement until the matter has been resolved through the process set forth.

If the parent of a student who qualifies under Section 504, or ADA for accommodations disagrees with a decision of ACVS with respect to: (1) the identification of the student; (2) the obtaining of evaluations of the student; and/or (3) the determined accommodations set forth for the student, the individual and/or their parents will resolve the issue through the following process.

- a. The parent of the student may make a request in writing for an impartial due process hearing. The written request for an impartial due process hearing will identify with specificity the areas in which the parent are in disagreement with ACVS.
- b. The ACVS Special Education administrator, which may also be the Administrator/Principal if certified appropriately, will hold the role of the IDEA, Section 504, and ADA Compliance Officer. That individual will make every effort to resolve the conflict at that level.
- c. Upon receipt of a written request for an impartial due process hearing, a copy of the written request will be forwarded to all interested parties within three (3) business days of receipt of the same by the appointed Compliance Officer. If it is determined that the designated Compliance Officer is not appropriate to serve as the monitor of the proceedings a Hearing Officer will be assigned.
- d. Within ten (10) days of receipt of a written request for an impartial due process hearing, ACVS will provide the parent and all other interested parties with notice of the person selected.
- e. Within five (5) days of ACVS's selection of a Hearing Officer, a pre-hearing conference will be scheduled to set a date and time for a hearing, identify the

issues to be heard and stipulate to undisputed facts to narrow the contested factual issues.

f. The Compliance Officer will in writing notify all parties of the date, time and location of the due process hearing.

g. At the hearing, ACVS and the parent may be represented by counsel.

h. The hearing will be conducted in an informal but orderly manner. Either party may request that the hearing be recorded. Should either party request that the hearing be recorded, it will be recorded using either appropriately equipped or a court-reporter. ACVS will be allowed to present its case first. Thereafter the parent will be allowed to present its case. Witnesses may be called to testify and documentary evidence may be admitted, however, witnesses will not be subject to cross-examination and the Idaho Rules of Evidence will not apply. The Hearing Officer will make all decisions relating the relevancy of all evidence intended to be presented by the parties. Once all evidence has been received the Hearing Officer will close the hearing. The Hearing Officer may request that both parties submit proposed findings of fact, conclusions and decision.

i. Within twenty (20) days of the hearing, the Hearing Officer should issue a written report of his/her decision to the parties.

Appeals may be taken as provided by law. The parent may contact the Office of Civil Rights, 1244 Speer Blvd., Suite 310, Denver, Colorado 80204-3582, (303) 844-5695 or 5696.

*Grading Procedures for Special Education Students*

In every way possible students who qualify for special education at ACVS will be included in all procedures and protocols as specified for all other students at ACVS when deemed appropriate. ACVS will adhere fully to the most currently adopted Idaho Special Education Manual (at this writing Chapter 7 of the Idaho Special Education Manual 2007) in regards to grading. Students on an IEP will receive grades according to criteria set forth in Chapter 7 of Idaho Special Education Manual:

The transcript serves as a record of individual accomplishments, achievements, and courses completed. Transcripts shall adhere to the following conditions:

1. Accommodations that allow the student to complete and demonstrate that he or she has met graduation requirements will not be noted on the transcript.
2. Adapted course work may be noted on the transcript if the parent and/or adult student is informed in advance and the designation is not discriminatory. More specifically, cannot identify the student as having a disability or receiving special education.
3. Course designations, titles, or symbols that are used solely to identify adapted course work that is taken by students with disabilities will not be used.

#### *Disciplinary Procedures for Special Education Students*

In every way possible students who qualify for special education at ACVS will be included in all procedures and protocols as specified for all other students at ACVS when deemed appropriate. However, ACVS will adhere fully to the most currently adopted Idaho Special Education Manual (at this writing Chapter 12 of the Idaho Special Education Manual 2007) in regards to discipline.

#### *Gifted and Talented Program*

Section 33-2001, Idaho Code describes gifted/talented students as "...those students who are identified as possessing demonstrated or potential abilities that give evidence of high performing capabilities in intellectual, creative, specific academic, or leadership areas, or ability in the performing or visual arts and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities." All public schools, including charter schools, must identify and serve gifted/talented students. By law, ACVS is required to provide for special instructional needs of gifted and talented students enrolled in ACVS. The Board, in conjunction with the Principal and staff, will develop the State required plan for ACVS's gifted/talented program. The Plan will include a philosophy statement, definition of giftedness, program goals, program options, identification procedures and a program evaluation. ACVS's initial plan will be submitted to the Department of Education. Pursuant to State Board mandate, the Plan will be updated every three (3) years. The Board designates the Principal or his/her designee to be responsible for development, supervision and implementation of ACVS's

gifted and talented program. Such program will include, but not be limited to, the following:

- Expansion of academic attainments and intellectual skills;
- Stimulation of intellectual curiosity, independence and responsibility;
- Development of a positive attitude toward self and others; and
- Development of originality and creativity.

The Principal/Designee will establish procedures consistent with state guidelines for screening, nominating, assessing, and selecting students of demonstrated achievement, or potential ability in terms of general intellectual ability and academic aptitude.

Development of a continuum of services, ranging from general enrichment, to curriculum differentiation, to acceleration, is recommended by the National Research Center on the Gifted and Talented for challenging gifted and talented students. Additionally, there are a variety of methods for meeting the educational needs of gifted students. Acceleration (skipping grades), enrichment activities, curriculum compacting, pull-out programs for the gifted, ability grouping, and differentiated instruction are some of the options. ACVS will review all of those options as needed to ensure that our population of gifted students are acknowledged and are provided opportunities to achieve their full potential.

#### *Limited-English Proficiency (LEP) Program*

ACVS anticipates an initial enrollment ranging from 100-200 students. ACVS attendance zone is education region 3, or the Treasure Valley, within the Treasure Valley the most prevalent ethnic group are individuals of Hispanic or Latino origin, based upon the 2006 Idaho Census. This population does not have a consistent representation throughout the Treasure Valley, for example, according to the census; individuals of Hispanic or Latino origin constitute 9% of the general population in Idaho, in Canyon County that percentage increases to 21%, while in Boise the percentage reduces to 4.5%. With those statistics in mind it could be feasible that ACVS could anticipate Limited-English Proficient (LEP) students could make up 10-20% of our total enrollment. In accordance with the Board's philosophy to provide a quality educational program to all students, ACVS will provide an appropriately planned instructional program for

identified students whose dominant language is not English. ACVS has specifically made choices on our curriculum, particularly with ELLis Academic, for individuals with limited English proficiency. The purpose of ACVS LEP program is to increase the English proficiency of eligible students, so they can attain academic success. Students that have limited English proficiency (LEP) will be identified, assessed, and provided appropriate services. ACVS will maintain an effective means of outreach to encourage parental involvement in the education of their students. The BlackBoard School Central learning platform can convert to a variety of languages. This will be accomplished at the beginning of each school year. ACVS will enlist the services of an interpreter to communicate with non-English speaking parents, as required by law. Parents will also regularly be apprised of their student's progress.

#### **Progression of Student through LEP Program**

The Principal/Designee will implement, supervise and disseminate written procedures regarding an LEP program which will:

1. Identify and assist LEP students.
2. Create a plan to quickly emerge student in the English language.
3. Transition LEP students through the program with fluency as quickly as possible.
4. Set attainable goals for students to meet.

#### **LEP Program Goals and Procedures**

ACVS's Principal/Designee will also oversee appropriate LEP instruction and compliance with applicable laws and regulations, by ensuring implementation and adherence to the following programs and procedures:

- A. Program goals - Students whose dominant language is not English should be enrolled in ACVS. Students will have access to and be encouraged to participate in all academic and extracurricular activities of ACVS. Students will be identified by teacher referral and by appropriate testing. Identified students will be provided an appropriate, planned instructional program, which may include one-on-one education with a learning coach.
- B. Student Enrollment Procedures - ACVS will establish the following procedure for identifying students whose language is not English.

1. ACVS will have registration cards for every new student that includes at least the question:  
What is the primary language spoken in the home?
2. If a response is any language other than English, ACVS will send a School/Home Language Survey (HLS) home to the parents.
3. If the survey comes back indicating that a student may be LEP, they will be tested with the English language learners (ELL) Placement test within 30 days of registration or within 2 weeks (15 days) of entry into the school (if during the year).
4. If the student tests less than proficient on the ELL Placement test, then a letter will be sent home to the parents indicating that their child was identified as needing specific English language services. The parent will then be given the opportunity to waive or accept services to improve English skills.
5. If the parent does not waive the LEP services for his/her child, the student will be placed in a program of “high quality language instruction,” based on scientifically-based research.
6. Once a student tests proficient on the ELL test, they will be exited from the LEP program and monitored for two years. Students on monitoring status will be coded LEPX on the ISAT and still counted for state and Federal funding purposes.
7. Those students whose parents waive the services may not be considered LEP for state and Federal funding purposes and ISAT coding. However, they are still ELL and will still be served according to their needs.

C. Assessment Procedures for Program Entrance and Measurement of Progress

1. ACVS’s testing coordinator will oversee compliance with the requirements of “No Child Left Behind (NCLB)” by administering the Idaho English Language Assessment (IELA) to determine a student’s proficiency in the English language once they have been placed in the LEP program. This will enable ACVS to comprehensively and accurately track LEP student growth.
2. LEP students will take the IELA in addition to the ISAT or other state content assessment tests administered to students statewide.
3. The IELA will be given using pencil and paper.

4. ACVS will study the results of IELA and ISAT tests to set standards and objectives for raising LEP students’ level of English proficiency.
5. ACVS’s testing coordinator, having been trained in the pre-identification process, will identify all eligible LEP students so labels can be generated and the correct number of tests (by grade span) can be shipped to ACVS.
6. The pre-identification will take place through the same secure website of the ELL Placement test.
7. ACVS’s testing coordinator will administer the IELA each spring (approximately February through April).
8. ACVS plans to use the following state adopted Idaho English Language Development Level Descriptors:

Level 1 – Beginning

Students performing at mastery of this level of English language proficiency begin to demonstrate basic communication skills. They can understand brief, very simple speech on familiar topics, with visual support. They can respond to simple social talk and academic instruction by using gestures or a few words or phrases, or very simple subject predicate sentences. With assistance, they can read very brief text with simple sentences and familiar vocabulary, supported by graphics or pictures. They can write words, phrases and very simple sentences. They exhibit frequent errors in pronunciation, grammar, and writing conventions that often impede meaning. Beginning was chosen to reflect the skill level of English learners as they are just beginning to learn English; it refers to the mastery level after roughly six months of English language development (ELD) instruction.

Level 2 - Advanced Beginning

Students performing at mastery of this level of English language proficiency communicate with increasing ease in a greater variety of social and academic situations. They can understand brief, simple speech on mostly familiar topics, and need visual support. They can engage in basic social talk and academic instruction by using phrases or simple subject-predicate sentences. With assistance, they can read brief text with

simple sentences and mostly familiar vocabulary, supported by graphics or pictures. They can write phrases and simple sentences. They exhibit frequent errors in pronunciation, grammar, and writing conventions that often impede meaning. Advanced Beginning was chosen for the second level because Objectives at that level generally reflect advancement of skills above the Beginning level rather than lack of skills below the Intermediate level.

#### Level 3 – Intermediate

Students performing at mastery of this level of English language proficiency begin to expand the complexity and variety of their communication skills. They can understand speech on familiar and some unfamiliar topics, and may need some visual support. They can engage in social talk and academic instruction using increasingly detailed sentences. They can independently read simple text with mostly familiar vocabulary, and can read more complex text supported by graphics or pictures. They can write simple texts with support. They exhibit fairly frequent errors in pronunciation, grammar, and writing conventions that may impede meaning. Intermediate tends to be a major benchmark in ELD progress; English learners with proficiency at this level can learn in various content areas in a mainstream classroom as long as the teacher provides appropriate support.

#### Level 4 - Early Fluent

Students performing at mastery of this level of English language proficiency communicate adequately in complex, cognitively demanding situations. They can understand social and academic speech at their grade level, and may need some visual support for unfamiliar topics. They can engage in social talk and academic instruction using detailed sentences and expanded vocabulary. They can write texts near grade level. They exhibit some errors in pronunciation, grammar, and writing conventions that usually do not impede meaning.

#### Level 5 – Fluent

Students performing at mastery of this level of English language proficiency communicate effectively with various audiences on a wide range of topics, though they

may need further enhancement and refinement of English language skills to reach the native level of their peers. They can understand a variety of social and academic speech at their grade level. They can engage in social talk and academic instruction using varied sentence structures and vocabulary appropriate to the context. They can independently read grade-level text, including technical text. They can write expanded texts appropriate to their grade level. They may exhibit a few errors in pronunciation, grammar, and writing conventions that do not impede meaning. Early Fluent and Fluent reflect the practice of considering English learners at these levels for redesignation as Fluent English Proficient status (based on a variety of appropriate measures). The tables below show the correspondence between scale scores obtained on the Idaho English Language Assessment (IELA) and Idaho English Proficiency Levels. Scale scores are derived from raw scores and provide results for alternate forms (e.g., B1 and B2) on a common scale. IELA scale scores can be compared for the same domain and the same grade-span test (A, B, C, D or E). For example, all Form C Reading scale scores can be compared, regardless of whether the student took the C1 or the C2 Reading test. However, Form C scale scores cannot be compared to Form D scale scores. Scale scores are useful for making comparisons over individuals and over time (with the restrictions cited above), but they are not useful in gauging absolute levels of performance unless they are mapped onto proficiency levels as they are in the tables that follow. The mapping of score ranges to proficiency levels is based on the results of a formal Standard Setting process involving Idaho educators. These tables can be used to determine a student's level of proficiency based on total test results and within each language domain. In addition, they can be used to know where in the proficiency category (e.g., bottom, middle) a student's score places her or him. The first table below shows the range of Total IELA scale scores that correspond to each of five proficiency levels.

The following table shows scale score ranges corresponding to proficiency levels in each of the language domains (Listening, Speaking, Reading, Writing, and Comprehension.) Only three proficiency levels are reported because the individual language domain tests do not include a sufficient number of items to reliably report more than three levels.

Language Domains Proficiency Levels				
Form	Grade	Beginning	Advanced Beginning to Intermediate	Early Fluent and Above
A	K	Below 80	80-99	100 and above
B1 or B2	1	Below 80	80-99	100 and above
	2	Below 83	83-108	109 and above
C1 or C2	3	Below 80	80-99	100 and above
	4	Below 81	81-106	107 and above
	5	Below 85	85-107	108 and above
D1 or D2	6-8	Below 80	80-99	100 and above
E1 or E2	9-12	Below 80	80-99	100 and above

D. Exit from LEP Program - ACVS will exit students out of the LEP Program when they:

1. Score at the Fluent level overall (5) and at the Early Fluent level or above (EF+) on each domain tested on the IELA; AND one of the following:
2. Receive an Idaho Reading Indicator (IRI) score of at least a 2, or an Idaho Standards Achievement Tests (ISATs) score that meets the “Basic” level; OR
3. Demonstrate access to mainstream content curriculum in one of the following ways:
  - a. Elementary: Consistent proficient scores on grade level benchmark unit assessments; or
  - b. Secondary: Core content area GPA (non-modified) of 2.0; or
  - c. Qualified teacher observations that are based on language proficiency benchmarks and criteria, with supporting portfolio of student classroom work.

Taking into consideration the State recommended exit criteria, ACVS will detail exit criteria on the annual LEP Plans which are approved by the Board and submitted to the LEP Program Manager June 30th of each year.

E. Return to LEP Program - In instances when students who have been exited out of the LEP program still need more assistance, the following procedure for reclassification back into the LEP program will be followed:

1. ACVS will determine whether the student in fact needs to be placed back into the LEP program. In most cases, these students will still be on two-year monitoring status and coded as LEPX. LEPX students are eligible to take the IELA each spring that they are on monitoring status, however it is not required. ACVS's testing coordinator will recommend that these students be tested, so that further monitoring can take place.

Additional forms of monitoring an exited student will be:

- a. classroom teacher observations
- b. classroom or unit assessments
- c. student work
- d. other statewide assessments
- e. conversations with the student and parents

2. If sufficient evidence deems that a particular student needs to be placed back into the LEP program, ACVS's testing coordinator will make sure all documentation is placed in the student's cumulative file.

3. ACVS's reclassification form for the student file might include, but may not be limited to the following:

- a. Date
- b. Student name
- c. Student ID number
- d. Student LEP number
- e. Original entry date into the LEP program
- f. Exit date of original LEP program
- g. Total previous years in the (an) LEP Program prior to exiting
- h. Criteria for originally exiting the LEP program
- i. Reason for placing the student back into the LEP program
- j. Signature of LEP Coordinator
- k. Signature of Principal
- l. Copy of notification letter sent to parents

4. ACVS will notify the parent in writing if the student is placed back into the LEP program. The parent may still opt to waive services. If the parent waives services, documentation should be placed in the student's file.

5. If the student is placed back in a program, then they will again be coded as LEP for testing purposes. ACVS will track the exact number of years (total) that a student has been in an LEP program.

**LEP Instructional Program, Educational Approach, and Classroom**

**Accommodation**

A. ACVS will use of the “sheltered English instruction” as it has produced positive results according to the Idaho State Board of Education and ERIC, the Educational Resources Information Center.

B. ACVS feels teacher in-service helping teachers become proficient in the sheltered model matches our model of teaching to the student needs using proven protocol.

C. The following are examples of some of the methods teachers will employ:

1. Extralinguistic cues such as visuals, props, and body language (Parker, 1985).
2. Linguistic modifications such as repetition and pauses during speech (Parker, 1985).
3. Interactive lectures with frequent comprehension checks.
4. Cooperative learning strategies (Kagan, 1985).
5. Focus on central concepts rather than on details by using a thematic approach.
6. Development of reading strategies such as mapping and writing to develop thinking (Langer & Applebee, 1985).

D. The Principal will monitor the program through the Sheltered Instruction Observation Protocol (SIOP) model to ensure teacher follow through. Teacher’s aides and Principal will constantly evaluate student progress, but test data monitoring progress will be the best and most accurate measure of progress.

1. Teachers will be given instruction on use of the SIOP model, including the following components:

- a. Component 1: Lesson Preparation
- b. Component 2: Building Background
- c. Component 3: Comprehensible Input
- d. Component 4: Strategies
- e. Component 5: Interaction
- f. Component 6: Practice/Application

g. Component 7: Lesson Delivery

h. Component 8: Review and Assessment

2. The Principal will monitor progress of each teacher in the model.

E. Deborah J. Short, Center for Applied Linguistics and Jana Echevarria, California State University, Long Beach (1999) Conclusions referenced Darling-Hammond (1998, pps. 7-8), in which the kinds of knowledge teachers need to prepare students for standards-based instruction include the need for teachers to:

1. Understand the subject matter deeply and flexibly.
2. Know about learning (teaching strategies, decision-making strategies about the content to cover and the best way to do so, assessment strategies, language acquisition theory.
3. Know about curriculum resources and technologies.
4. Know about collaboration-their collaboration with other teachers, students collaborating together, and collaboration with parents.
5. Be able to analyze and reflect on their practice, to assess the effects of their teaching, and to refine and improve their instruction.

F. Additional Support

1. Students not achieving at expected levels will receive additional help with the infusion of a direct pullout program if needed, in which the student is temporarily removed from the educational environment for specialized attention. The program will be run by an appropriately qualified aide.
2. The elementary instruction is centered on specially designed academic instruction in English. The educational approaches chosen for implementation will reflect the demands of a high level of diversity in the LEP population and will be based on sound research.
3. An ELP is required for any student who has an accommodation on a state-wide or district-wide assessment. Any assessment accommodation given must be an accommodation that a student receives during regular classroom instruction. A student may not receive accommodations on any assessment if that specific accommodation is not documented in the ELP and provided in the classroom. The intention is that every school evaluates the specific individual needs of each LEP student and is helping the student daily, rather than just on assessments. The ELP also helps to provide every teacher with valuable information regarding how to serve each of their LEP students. It is

recommended that every LEP student has an ELP on file, even if that particular student is not given accommodations in the classroom.

### **Staffing and Professional Development**

1. An effort will be made to provide some in-service every year on achieving successful sheltered instruction.
2. The Principal will utilize the SIOP model to evaluate use of sheltered instruction.
3. All learning coaches or paraprofessionals who work with LEP students will preferably have experience, training, or language study in the language of the majority of the LEP population.
4. Because sheltered instruction is quality instruction, ACVS will promote using the model in all classes and all lessons.

### **Equal Access to Other School District Programs**

1. Statewide Assessments: Idaho Standards Achievement Test (ISAT), Idaho Reading Indicator (IRI), Direct Writing Assessment (DWA) and Direct Mathematics Assessment (DMA).
  - a. LEP students must take the ISAT, DWA, DMA and IRI tests. However, there are some exceptions for LEP students, which are described below. All tests should be given in English; however, the Spanish IRI may be given to determine fluency in the native language and to assist with student educational learning plans. A person who scores a 3-4 on the Spanish Woodcock-Munoz is able to administer the Spanish IRI for a student.
  - b. ISAT

All LEP students must take the ISAT. However, if a student is coded LEP1, which means that they are new to a U.S. school within the past 12 months before testing, they may be exempt from the Reading and Language Usage ISATs. Those LEP1 students still must take the Math ISAT so they are counted for participation purposes, but will not be counted for proficiency (AYP) calculations. All other LEP students will be coded as LEP and take all ISAT tests. LEPX, students who are exited from an LEP program and who are in their 2-years of monitoring, will be counted in the LEP subgroup for proficiency

calculations, only if they are specifically coded as LEPX. It is imperative that all districts code their LEP students correctly on all tests, including the ISAT. In 2006, a Legislative change in rulemaking was made that affects LEP students on the ISAT.

Rules Governing Thoroughness 08-02-03-0502.111.04.c. Assessment in the Public Schools. This rule change removes the 7 year total that an LEP student may be in an LEP Program. Therefore, there is no longer a limitation on how long a student should be given services, if the services are needed.

2. Parents will be contacted to inform them of available programs and activities in the school and how to qualify.

### **Parent and Community Involvement**

ACVS will communicate in writing with all parents.

#### **A. Notification of Placement and Parental Rights**

1. Each District or School serving English language learners shall inform the parents that their student(s) has been placed in an instructional program for English language learners, no later than 30 days after the beginning of the school year. Or, if the student is identified after the beginning of the school year, the district/school shall notify parents within the first two weeks of the child being placed in a program for ELL students. The notification must include the date it is sent and the date of enrollment of the student.

2. The following information should be included in the Notification of Placement:

- a. The reasons for the identification, which may include results from proficiency test, other test data, teacher, parent or self-referral. Multiple criteria for identification are strongly advised.
- b. The student's level of English proficiency, how such level was assessed, and the status of the student's academic achievement. Please include the name of the test and the date the test(s) was administered.
- c. Methods of instruction used in the program in which the LEP student is or will be participating in.
- d. Methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language of instruction.

- e. How the program in which the student is, or will be participating in, will meet the educational strengths and needs of the student.
- f. How the program will specifically help their child to learn English and meet age appropriate academic achievement standards for grade promotion and graduation.
- g. The exit requirements, including the expected rate of transition from such program into English only instruction classrooms. For secondary school students, also include the expected rate of graduation.
- h. How the program meets the objectives of the individualized education program of a child with a disability.
- i. Information pertaining to parental rights that include written guidance on:
  - i. the right that parents have to have their child immediately removed from the program upon their request;
  - ii. the options that parents have to decline to enroll their child in the program or to choose another program or method of instruction, if available;
  - iii. the assistance available to parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the district or school.

3. Open meetings will be conducted throughout the year with appropriate interpreters present.

### **Program Evaluation, Review, and Improvement**

ACVS will evaluate the success of the LEP Program to ensure student success.

A. Using Data to Drive Decision Making for LEP Programs Data and test scores for each student should be only one way to evaluate if a program is successful. Professional development, teacher training and solid instruction all help to determine or drive the “data”. Therefore, there must be an accountability plan in place for all teachers to begin to implement good teaching strategies aimed at reaching the English language learners in their classroom.

1. Below is some of the information that schools should consider when disaggregating data:

- a. Race/ethnicity
- b. Gender
- c. Migrant, Immigrant or Refugee status
- d. Free or reduced lunch
- e. Individualized Education Plan (IEP) for special education
- f. Gifted
- g. LEP Program of service
- h. 1st year in a U.S. school (LEP1)
- i. LEP on 2 year monitoring status (LEPX1 or LEPX2)
- j. English language proficiency assessment data (IELA)
- k. Academic achievement data
  - i. Classroom grades
  - ii. ISAT, IRI, DWA, DMA

2. ACVS will create a school improvement planning checklist as per sample in Idaho LEP Program Guide.

3. ACVS will use the following grading procedures for students participating in LEP programs:

- a. Students will be required, with accommodations, to meet established academic standards and graduation requirements adopted by the Board.
- b. ACVS will utilize a report card developed by the teachers and Principal to indicate growth as well as achievement. All ACVS students will be evaluated on the same platform so parents will be able to detect whether their student is growing in each academic area throughout the year. Students with limited language will be gaining growth tools so their evaluation will typically reflect growth more than achievement.
- c. Graduation requirements (See Tab 3,)

4. Meet at the minimum with teachers and parents twice a year to discuss LEP progress.

**VI. Plan for Dual Enrollment Participation**

Students enrolled in ACVS will be allowed to participate in dual enrollment with traditional public schools as required by Idaho Code 33-203. Dual enrollment options

will be subject to district procedures as allowed in Idaho Code 33-203 (1). Parents will be provided information concerning dual enrollment options and requirements. State funding of a dually enrolled student will be only to the extent of the student's participation in the public school programs.

TAB 4: MEASUREMENT OF STUDENT PROGRESS

### Measurement of Student Progress

In all program areas and at all levels, ACVS will assess student progress toward achieving learner goals and program area performance standards including: the content and data; the accomplishment of appropriate academic skills; the development of communication, critical thinking and reasoning; and the development of social competence. ACVS will use assessment results to improve the educational program, and use effective and appropriate tools for assessing such progress. This may include, but is not limited to: standardized tests; criterion-referenced tests; teacher-made tests; ongoing observation and evaluation; actual communication assessments such as writing, speaking, and listening assessments; samples of student work and/or narrative reports passed from grade to grade; samples of students' creative and/or performance work; and surveys of carry-over skills to other program areas and outside of school. This will accomplish ACVS's goal for all students to meet, at a minimum, the standards established by the state.

#### **I. Measurable Student Educational Standards: Ref. Idaho Code 33-5202 (3) (b)**

ACVS's goal is to accomplish these educational standards annually:

Goal One: Our students will, within one school year of continuous enrollment from the beginning of the school year, show an annual academic gain of minimally 50% in reading and math skills when measured on standardized state approved tests.

Goal Two: Sixty-five percent (65%) of our students will, within three consecutive academic years at ACVS, score at levels considered proficient or above on state approved standardized tests.

Goal Three: Ninety-five percent (95%) of our students in grades 7-12 will, within one school year, develop and maintain a career portfolio that documents exposure to the job market.

Goal Four: One hundred percent (100%) of students in grades 9 – 12 will, within one school year, participate in a vocational experience that is considered successful as documented by established indicators.

Goal Five: Seventy-five percent (75%) of students enrolled at ACVS in grades 11 and 12 will participate in the ACT and SAT tests within one school year. Of those students, fifty percent (50%) will meet or exceed the college entrance cut-off criteria established by Boise State University.

Goal Six: Seventy-five percent (75%) of our students will, within three consecutive academic years at ACVS, improve their personal scores in on state approved standardized tests.

## **II. Measurable Student Progress: Ref. Idaho Code 33-5205 (3) (c) and (d)**

Goal One: Our students will, within one school year of continuous enrollment from the beginning of the school year, show an annual academic gain of minimally 50% in reading and math skills when measured on standardized state approved tests.

ACVS will measure goal one by:

1. 50% of K – 3 students will receive a score of proficient or better as measured by the Idaho Reading Indicator. This was determined by taking a representative sample of the progress data on the 2005/06 Adequate Yearly Progress data provided by the Idaho Department of Education and comparing it to our expected student population.
2. 50% of students in grades 5, 7, & 9 will receive a score of proficient or better as measured by the Idaho Direct Writing Assessment. This was determined by taking a representative sample of the progress data on the 2005/06 Adequate Yearly Progress data provided by the Idaho Department of Education and comparing it to our expected student population.
3. 50% of grade 4, 6, and 8 students will receive a score of proficient or better as measured by the Idaho Direct Mathematics Assessment. This was determined by taking a representative sample of the progress data on the 2005/06 Adequate Yearly Progress data

provided by the Idaho Department of Education and comparing it to our expected student population.

4. 50% of students will receive a score of proficient or above in all required subjects as measured by the Idaho Standards Achievement Test (ISAT). This was determined by taking a representative sample of the progress data on the 2005/06 Adequate Yearly Progress data provided by the Idaho Department of Education and comparing it to our expected student population.

5. 75% of students will achieve satisfactory or above in core subjects on quarterly academic progress reports as measured by teacher developed classroom assessment tools, such as, but not limited to culminating portfolios, assignments, quizzes and tests. Tools will be an ongoing development starting the first day of school. When ACVS is fully staffed, every teacher will meet with his/her colleagues in the grade below and the grade above to align expectations and established accommodations. Established standards will be reviewed and aligned with the curriculum to ensure teachers are preparing students for success at the next grade level, i.e., kindergarten teaches to first grade and above, first grade teaches to second grade and above, etc. Staff will also review student accomplishment records to direct their teaching efforts most effectively.

Goal Two: Sixty-five percent (65%) of our students will, within three consecutive academic years at ACVS, score at levels considered proficient or above on state approved standardized tests.

ACVS will measure goal two by:

1. Our students will demonstrate a 30% growth rate in reading and math skills through board approved portfolio assessment procedures after a period of two consecutive academic years at ACVS.
2. Our students will reflect continuous social and behavioral skills improvement and growth in skills by using the combined assessment tools of Social Skills Rating System® and the Social Skills Improvement System®. These tools will provide a nationally standardized series of questionnaires that addresses the need for an evidence-based, multi-tiered assessment and intervention system to help students develop, improve and maintain important social skills. Individual growth in social and behavioral skills will be

documented and evidenced by standardized scores annually. School wide growth will be assessed and documented through the overall group standard score which can be broken down by grade, age, and gender.

3. Our students will produce work that depicts academic growth that is acquired, integrated, extended, refined and utilized meaningfully as measured by required State DWA, DMA, IRI, and ISAT assessments.
4. Our students will reflect positive growth on the parent surveys done yearly on the parent’s perception of their student’s attitudes and habits toward, but not limited to, work ethic, honesty, empathy, taking responsibility, self-confidence, knowledge, etc.
5. Our students will reflect positive growth on self-assessment surveys done yearly on attitudes and habits toward task performance.

Goal Three: Ninety-five percent (95%) of our students in grades 7-12 will, within one school year, develop and maintain a career portfolio that documents exposure to the job market.

ACVS will measure goal three by:

1. Completion/progress monitoring benchmarks are:
  - a. All students will achieve satisfactory status or above for their grade appropriate portfolio based on rubrics developed by teaching staff. The rubric for the first grading period will be completed prior to the commencement of the first grading period. The rubric for the second grading period will be developed during the first grading period, and so on. The resulting rubric will be re-evaluated and updated at the conclusion of each academic year to ensure the highest level of academic excellence.
  - b. All eighth-grade students will develop an educational plan including a four year high school and a four year post high school career/education plan as part of their career portfolio.
  - c. Portfolio pieces may include, but not be limited to grade appropriate pictures, interviews, reports, journal pages, speeches, biographies, internships, plans, and college/career investigations. Development of the career portfolio will be directed by a teacher/advisor and reviewed by the parents.

Goal Four: One hundred percent (100%) of students in grades 9 – 12 will, within one school year, participate in a vocational experience that is considered successful as documented by established indicators.

ACVS will measure goal four by:

1. Completion/progress monitoring benchmarks are:

- a. All students will achieve satisfactory status or above for their grade appropriate portfolio based on rubrics developed by teaching staff. The rubric for the first grading period will be completed prior to the commencement of the first grading period. The rubric for the second grading period will be developed during the first grading period, and so on. The resulting rubric will be re-evaluated and updated at the conclusion of each academic year to ensure the highest level of academic excellence.
- b. Portfolio pieces may include, but not be limited to grade appropriate pictures, interviews, reports, journal pages, speeches, biographies, internships, plans, and college/career investigations. Development of the carrier portfolio will be directed by a teacher/advisor and reviewed by the parents.

Goal Five: Seventy-five percent (75%) of students enrolled at ACVS in grades 11 and 12 will participate in the ACT and SAT tests within one school year. Of those students, fifty percent (50%) will meet or exceed the college entrance cut-off criteria established by Boise State University.

ACVS will measure goal five by:

The student will participate in the ACT and SAT tests, fifty percent (50%) will meet or exceed the college entrance cut-off criteria established by Boise State University.

Goal Six: Seventy-five percent (75%) of our students will, within three consecutive academic years at ACVS, improve their personal scores in on state approved standardized tests.

ACVS will measure goal six by:

Seventy-five percent (75%) of students in attendance at ACVS will be expected to improve their personal scores in all aspects of the following assessments:

Direct Writing Assessment (State), Grades 5, 7, & 9

Direct Math Assessment (State), Grades 4, 6, & 8

Idaho Reading Assessment, Grades K– 3

ACT – 11, 12

SAT- 10-12

ISAT assessment, Grades 3-10

### **III. Standardized Testing**

#### **A. Statewide Assessments**

The students at ACVS will be evaluated using the same standardized tests as other Idaho public school students and will follow guidelines as established by the Idaho State Board of Education. Assessments will reflect current Idaho State Board of Education guidelines as determined annually. Students who qualify for special education services will be included in all statewide and district wide assessments as required by law.

#### **B. Additional Assessments**

Additional yearly assessment tools may be required as determined by the ACVS Board.

#### **C. Reporting of Student Test Results**

Staff will report results of the following student tests to the school testing coordinator who will compile a report to be presented to the Principal/Designee:

1. Individual student progress
2. Grade level/school composite scores
3. Year-to-year comparative results by subject
4. Comparative results between ACVS, state, and national averages

D. Annual Reports will be submitted to our Authorizing Chartering Entity, providing formative and summative data to demonstrate that the school is meeting all the performance standards prescribed by the State and other standards still under construction. This data can include emerging Idaho State Department of Education standards, benchmarks and/or ACVS developed criteria.

**IV. Accreditation: Ref. Idaho Code 33-5205 (3) (e)****A. State Accreditation of Charter School**

ACVS will be accredited through the Northwest Association of Accredited Schools as the State of Idaho has determined this entity as the sole accreditation organization for Idaho.

**B. Accreditation Standards**

The Board will comply with all accreditation standards established by the Idaho State Board of Education. ACVS will use the Northwest Accreditation Standards.

**C. Accreditation Reports**

ACVS will submit all accreditation reports to the Elementary/Secondary Accreditation Committee in a timely manner.

**V. “No Child Left Behind” (NCLB)**

Student learning is the primary focus for ACVS. If ACVS is ever deemed to be a school that is in need of improvement as specified under “No Child Left Behind,” a Strategic Plan will be put in place as part of our accreditation process with the State of Idaho. The Strategic Plan will be developed by the ACVS Board, Principal, and staff representatives. The plan will outline, by year, educational steps including needed remediation for all educational goals identified. Explicit curriculum and procedures will be included in the Strategic Plan.

**1. Plan for Improvement per NCLB**

Should it be determined through our measurement systems that learning is being compromised, steps will be taken by the Principal and the Board to identify and target school and individual needs. A comprehensive plan of improvement will be developed that will examine curriculum, time on task, teaching instruction, and other important processes that affect student learning.

TAB 5: GOVERNANCE STRUCTURE

## Governance

### I. Description of Governance Structure

#### A. Governing Body

The Governing Body consists of Directors elected or appointed as set forth in the Corporate Bylaws Article 3. The number of Directors constituting the ACVS Board will be not less than five (5) or more than eight (8) Directors at any time. The function of the Board can be described as policy making and evaluating. The Board will have the further duty of directing the financial means by which the educational program is conducted. They will also ensure that the community be informed of the needs, purposes, values, and status of ACVS. The Board has ultimate responsibility for the fulfillment of the commitments in this charter and compliance with statute and administrative rule.

During the initial year of operation, the Board will be comprised of at least the following positions: president, vice-president, secretary, and treasurer. The responsibilities of these positions are outlined in the Corporate Bylaws. The minimal five (5) Board members must provide adequate representation of the following areas or perspectives: Education, Special Education, Business, Technology or parent of a student of Another Choice Virtual Charter School. The initial ACVS Board will be determined through appointment for a three year term as outlined in the Corporate Bylaws. All subsequent ACVS Board members will be nominated by any interested party and elected by the current board. The Corporate principals will remain the same unless the Articles of Incorporation are amended through the Idaho Secretary of State's office.

#### B. Liability

Upon approval, ACVS will be liable for all acts, omissions, debts or other obligations. To the fullest extent permitted by law, ACVS will defend, hold harmless and indemnify the State of Idaho, Idaho State Board of Education, State Charter School Commission, against any claim, action, loss, damage, injury liability, cost or expense of any kind or nature, including, but not limited to, attorney's fees and court costs, arising out of the operation of ACVS and/or arising out of the acts or omissions of the agents, employees or contractors of ACVS.

Upon approval, ACVS will secure and maintain insurance for liability, errors and omissions, and property loss. Pursuant to Idaho Code § 33-5204(2), the Authorized Chartering Entity has no liability for the acts, omissions, debts, or other obligations of this public charter school. ACVS may sue or be sued, purchase, receive, hold and convey real and personal property for school purposes, and borrow money for such purposes, to the same extent and on the same condition as a public school district. All employees, directors and officers will enjoy the same immunities as employees, directors and officers of traditional public schools.

## **II. Parental Involvement**

The Board will establish policies to ensure parental involvement. These requirements will not require the payment of tuition or mandatory service requirements, but will strongly encourage parental participation in enrollment procedures, school policy recommendation, and student discipline. ACVS is a public school of choice and parents who choose this school for their students are agreeing to abide by the policies of the school. The Board will establish or recognize an official Parent Advisory Council (PAC). All parents of students enrolled in ACVS and full-time faculty will be members of the PAC. Officers of that committee will be elected annually by the members according to policy to be set by resolution of the Board. The PAC will be authorized to make recommendations regarding any aspect of the school. The PAC will assist and counsel the Board in the creation, implementation, and evaluation of school policy.

## **III. Annual Financial and Programmatic Audits**

ACVS will contract to conduct an annual financial audit as defined in Idaho Code 33-701 subsection 6. The audit will be a full and complete audit conducted yearly by a qualified and independent CPA chosen by the Board and contracted by the school. Appropriate financial statements will be prepared throughout the year and presented at the audit. The audit will be conducted in accordance with generally accepted auditing standards. The audit will be included in an annual report to the Authorized Chartering Entity, after approval by the Board, and submitted no later than October 15<sup>th</sup>. During the March or

April Board meeting, ACVS's Board, with assistance from the Principal, will appoint a committee consisting of least one Board member, the Principal, one teacher, two ACVS parents, and one person at large (not affiliated with ACVS) who will conduct a programmatic audit each year targeting the parameters of this petition. The audit will be conducted as required by section 33-5205(3)(k), Idaho Code, and the conclusions will be reported to the Authorized Chartering Entity with suggestions for policy and program changes intended to improve the educational services provided to the students. The programmatic audit report will also be included in an annual report to the Authorized Chartering Entity and submitted no later than October 15<sup>th</sup>.

ACVS's staff will meet or exceed qualifications required by state law, including the following:

1. All individuals to be employed by ACVS will possess the personal characteristics, knowledge base, and successful experiences necessary for meeting the requirements of this Charter.
2. Administrative and instructional staff will be certified teachers, or a waiver or another limited certification option will be obtained as provided by rules of the Idaho State Board of Education. All instructional staff will be highly qualified as required by the "No Child Left Behind Act."
3. ACVS will follow the same personnel practices as are required by the Idaho Code. This will include supervision, evaluation, and dismissal as detailed by the Idaho Code.
4. Those required by Idaho Code 33-130 and others the Board or Administrator require will undergo State of Idaho criminal background checks including the FBI fingerprinting checks.
5. Teachers will be evaluated according to the procedures outlined in Idaho Code 33-513. Parents may make recommendations regarding teacher and/or administrator evaluations.
6. The school will employ as many teachers as course loads demand and as qualified applicants are available. All staffing decisions will be made with the needs of the students being the highest priority.
7. Student/Teacher ratios will be recommended by the Administrator or PAC and subject to Board approval. Student/Teachers ratios established may require the Board to hire

additional staff to ensure adequate services or dismiss staff members to ensure fiscal responsibility.

8. An experienced Clerk of the Board will be hired to be responsible for payroll, data entry, and records management.

TAB 6: EMPLOYEES

## Employees

### I. Employee Qualifications

#### A. Professional Development

A series of professional and in-house professional development sessions will be conducted to train personnel in the unique aspects of ACVS. Training may include, but is not limited to:

1. Instructional models methodology to insure the consistency of instruction as pertinent to ACVS student population and philosophy
2. Social Skill Development
3. Best Practices in Virtual Schools
4. Language Arts
5. Vocabulary Development
6. Teacher Expectations training
7. Math Development
8. Rules and Reasons – Student Behavior Plans
9. Memorization and Dramatization
10. Citizen of the Week/Citizen of the Month
11. Hall of Fame
12. Homework
13. Utilizing Parent Volunteers
14. Effective use of educational assistants, or paraprofessionals, or learning coaches
15. Modeling as a staff
16. Working with diversity

The Principal, Curriculum Developer, Informational Technology Specialist and all ACVS teachers will be strongly encouraged to obtain college level credit in online teaching.

There will be two ways this could be done. Boise State University offers a Graduate Certificate in Online Teaching that consists of 9 credits. This will be an acceptable certificate. Additionally, the following courses will be provided in an ongoing manner within the ACVS virtual community on our BlackBoard Platform:

1 Credit (15 class hours) – Technology: BlackBoard Basics

1 Credit (15 class hours) – Multi Media

1 Credit (15 class hours) – Portfolios & Assessments

3 Credits (45 class hours) – Online Course Design

These courses have been developed for ACVS with Northwest Nazarene University at a cost of \$60 per credit per teacher. It is required that the Curriculum Developer, take these courses prior to school starting. It is strongly encouraged that all teachers take these course offerings during their tenure with ACVS.

There will be significant professional development provided to ACVS staff through Pearson Digital Learning and the BlackBoard School Central learning management system.

#### B. Health and Safety Procedures

ACVS will comply with the provisions of Idaho Code to ensure the health and safety of staff and students by implementing health and safety policies and procedures. The policy/procedure in its entirety may be found in ACVS's Policy Manual, the bulk of which will be modeled after the "Charter School Model Policy Manual" created by the Idaho School Board Association. Applicable policies and procedures will be included in the student handbook. Some of ACVS's applicable health and safety policies and procedures and their references are listed below:

1. Criminal History/Background Check Policy (See Appendix Four)
2. Equal Employment Opportunity and Non-Discrimination Policy (See Appendix Four)
3. Sexual Harassment/Sexual Intimidation in the Workplace Policy (See Appendix Four)
4. Staff Complaints/Uniform Grievance Procedure (See Appendix Four)
5. Substance- and Alcohol-Free Workplace Policy (See Appendix Four)
6. Tobacco-Free Policy (See Appendix Four)
7. Weapons Policy (See Appendix Four and Student Handbook in Appendix Three)
8. Facilities Inspection Policy (See Appendix Four)
9. First Aid/Emergency Treatment Policy (See Appendix Four)
10. Medication Administration Policy (See Student Handbook in Appendix Three)

11. Discipline Policies including, but not limited to, Truancy, Detention, Suspension, and Expulsion (See Tab 7 and Student Handbook in Appendix Three).

C. Employee Benefits

All employees who currently are members of PERSI will continue their participation. All new employees will become members of PERSI. Employees will contribute at the rate established by PERSI. All employees will contribute to the Social Security System.

ACVS will make all employer contributions as required by PERSI, and Federal Social Security. ACVS will also pay for workers compensation insurance, unemployment insurance, and any other payroll obligations of an employer as required by Idaho Code 33-1279. ACVS will also allow for accumulation of sick leave as allowed by Idaho Code 33-1217. The Board will provide health insurance and may establish other benefits.

D. Transfer Rights

The transfer rights of an employee choosing to work at ACVS and the rights of such employees to return to any non-charter school after employment at ACVS will be dependent upon the school district from which an employee might transfer. ACVS claims no transfer rights.

The Board for ACVS will provide coverage for their employees with the Public Employee Retirement System, federal social security, unemployment insurance, and worker’s compensation insurance.

E. Collective Bargaining

The staff of ACVS will be considered a separate unit for purposes of collective bargaining.

F. Teachers and Administrators Under Contract

All teachers and administrators will be on a written contract approved by the ACVS Board of Directors on a form approved by the Superintendent of Public Instruction.

TAB 7: ADMISSION PROCEDURES

## Admission Procedures

### I. Admission Procedures

ACVS will be open to all students, on a space available basis within each grade level as established by the Board. The school will not discriminate based on race, creed, color, gender, national origin, or ancestry. Special needs of students will not be a factor in admission decisions. The school will not charge tuition for students residing in the state of Idaho, levy taxes, or issue bonds. The Board may choose to charge student fees as allowed by state law.

In the 2014.15 school year there will be a cap as follows:

Elementary grades K – 6 will have a cap of no more than 115 students.

Secondary grades 7 – 12 will have a cap of no more than 265 students.

This is a total cap of 380 students for the 2014.15 school year.

In the 2015.16 School year there will be a cap as follows:

Elementary grades K – 6 will have a cap of no more than 133 students.

Secondary grades 7 – 12 will have a cap of no more than 305 students.

This is a total cap of 437 students for the 2015.16 school year.

In the 2016.17 School year there will be a cap as follows:

Elementary grades K – 6 will have a cap of no more than 153 students.

Secondary grades 7 – 12 will have a cap of no more than 351 students.

This is a total cap of 504 students for the 2016.17 school year.

#### A. Enrollment Deadline

ACVS has established an enrollment deadline of the first Friday of every April by which date all requests for admission to attend ACVS for the next school year must be received. Late applications will be accepted for admission for slots remaining open and/or in addition to waiting lists at any time. Enrollment deadline dates will be advertised each

year. The board through the appropriate channels may determine a change in the enrollment deadline. However, that date would need to be advertised as appropriate.

**B. Requests for Admission**

A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a student in Idaho, may make a request in writing for such student to attend ACVS. A single request for admission must be submitted on behalf of all siblings. The request for admission must be submitted to, and received by, ACVS on or before the enrollment deadline. The request for admission will contain the name(s) and grade(s) of student(s) seeking enrollment, address, and telephone number of each prospective family.

**C. Admissions Preference**

If initial capacity is insufficient to enroll all pupils who submit a timely application, then the admission procedures may provide that preference shall be given in the following order: first, to children of founders, provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of the public charter school; second, to siblings of pupils already selected by the lottery or other random method; and third, an equitable selection process such as by lottery or other random method.

**1. Founders**

Founders will be defined as those persons:

- a. involved in the initial writing of the petition for the Charter of ACVS, by:
  - i. researching start-up facilities sites
  - ii. budget planning
  - iii. writing pre-operation policies and definitions
- b. Those individuals who have made a significant contribution to the development and pre-operation establishment of ACVS as defined by the Board.

**D. Priority of Preferences for Initial Enrollment**

**1. Selection Hierarchy**

Admission preferences for initial enrollment of students for ACVS will have the selection hierarchy as described in Section 33-5205 of the Idaho Code and IDAPA 08.02.04.203.

2. Attendance Areas

The primary attendance area for ACVS will be statewide. During the first year of operation the primary attendance area will be Educational Region 3 which includes the Treasure Valley.

3. Re-enrollment

Once enrolled, students will not be required to reapply each year thereafter. Hence, once admitted, a student will not be removed because another student seeks admission.

E. Priority Preferences for Subsequent Enrollment Periods

If capacity is insufficient to enroll all pupils for subsequent school terms, who submit a timely application, then the admission procedures may provide that preference shall be given in the following order: first, to pupils returning to the public charter school in the second or any subsequent year of its operation; second, to children of founders, provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of the public charter school; third, to siblings of pupils already enrolled in the public charter school; and fourth, an equitable selection process such as by lottery or other random method.

F. Proposed Attendance List

There shall be no carryover from year to year of the list maintained to fill vacancies. A new lottery shall be conducted each year to fill vacancies which become available.

G. Provision for Over Enrollment: Equitable Selection Process

If capacity is insufficient to enroll all pupils for subsequent school terms, who submit a timely application, then the admission procedures may provide that preference shall be given in the following order: first, to pupils returning to the public charter school in the second or any subsequent year of its operation; second, to children of founders, provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of the public charter school; third, to siblings of pupils already enrolled in the

public charter school; and fourth, an equitable selection process such as by lottery or other random method.

#### H. Final Selection List

The names of the persons in highest order on the final selection list will have the highest priority for admission to ACVS in that grade, and will be offered admission to ACVS in such grade until all seats for that grade are filled.

##### 1. Notification and Acceptance Process

- a. Within seven days after conducting the selection process, ACVS will send an offer letter to the parent, who submitted an admission request on behalf of the student, advising the person that the student has been selected for admission to ACVS. The offer letter must be signed by the student's parent, and returned to ACVS no later than 15 calendar days from the date of the acceptance letter.
- b. Within seven days after conducting the selection process, ACVS will send a letter to the parent, or other person who has submitted an admission request on behalf of the student, advising them that the perspective student is not eligible for admission, but will be placed on a waiting list and may be eligible for admission at a later date during that school year if a seat becomes available.
- c. If a parent receives an offer letter on behalf of a student and declines admission, or fails to sign and return the offer within 15 calendar days of the acceptance letter, then the name of that student will be stricken from the final selection list, and that seat will be made available to the next eligible student on the selection list.
- d. If a student withdraws from ACVS during the school year for any reason, then the seat that opens in that grade will be made available to the next eligible student on the selection list.

##### 2. Subsequent School Years

The final selection list for a given school year will not roll over to the next subsequent school year.

I. Amendments

ACVS has the right to amend these admission procedures as needed with the approval of the Authorizing Chartering Entity. Any changes will conform to the laws of the State of Idaho and applicable rule of the Idaho State Board of Education.

**II. Disciplinary Procedures**

A. Due Process

When school begins in the fall of each year, the Principal/Designee will review with staff and students ACVS’s expectations of students. At that time, the material contained in the ACVS Student Handbook will be reviewed as well as any other information that may be pertinent. This review will constitute the basis for informing students of policies and procedures, and should they fail to adhere to them, the disciplinary action that will occur.

B. Consequences

Discipline actions and consequences for violations of school rules, regulations, and procedures include, but are not limited to, the following:

- a. Student conference with the Teacher and/or Principal.
- b. Email or phone call to parent
- c. Loss of privileges
- d. Student and parent conference with Teacher and/or Principal
- e. Suspension from extracurricular activities
- f. In-School Suspension (if applicable)
- g. Out-of-school suspension (if applicable)
- h. Referral to Counselor or Student Specialist for intervention

2. Recommendation to Board for Expulsion

The Principal determines appropriate consequences for infractions. Both the seriousness of the violation and the number of violations will be considered in determining the proper disciplinary action(s) to be taken.

C. Suspension Policy

While it is highly unlikely that in a virtual school suspension would be necessary, the Principal may temporarily suspend any pupil for disciplinary reasons. Procedure used for suspension will conform to the minimal requirements of due process and IDEA specifications.

1. Temporary Suspension:

ACVS's Principal may temporarily suspend any student for disciplinary reasons or for other conduct disruptive of good order or of the instructional effectiveness of ACVS. A temporary suspension by the Principal shall not exceed five (5) school days in length; and the Board may extend the temporary suspension an additional ten (10) school days. If the Board finds that immediate return to ACVS by the temporarily suspended student would be detrimental to other students' health, welfare or safety, the Board may extend the temporary suspension for an additional five (5) school days. Prior to suspending any student, the Principal or Board will grant an informal hearing on the reasons for the suspension and the opportunity to challenge those reasons. Any student who has been suspended may be readmitted to ACVS by the Principal or Board who suspended him upon such reasonable conditions as said Principal or Board may prescribe. The Board will be notified of any temporary suspensions, the reasons therefore, and the response, if any, thereto. The Board shall be notified of the reasons for and response, if any, to any temporary suspensions.

2. In-school Suspension:

In-school suspension can be for one (1) period to five (5) days. The student is assigned to a study area during the suspension. The missed period(s) or days do not count as absences and the student is allowed to complete all work for full credit.

D. Expulsion Policy

While it is highly unlikely that in a virtual school expulsion would be necessary, the Principal or Board may deny attendance at ACVS by expulsion of any student who is a habitual truant, or who is incorrigible, or whose conduct, in the judgment of the Principal or Board, is such as to be continuously a discipline problem, or who may be harmful to the other students. IDEA regulations and due process will always be addressed. Any student having been expelled may be readmitted to ACVS by the Principal or Board upon

such reasonable conditions as may be prescribed by the Principal or Board; but such readmission will not prevent the Principal or Board from again expelling such pupil for cause. No student will be expelled nor denied enrollment without the Principal or Board having first given written notice to the parent of the student, which notice shall:

- State the grounds for the proposed expulsion;
- Indicate the time and place where such parent may appear to contest the action of the board to deny school attendance; and
- State the rights of the pupil to be represented by counsel, to produce witnesses and submit evidence on his own behalf, and to cross-examine any adult witnesses who may appear against him.

Within a reasonable period of time following such notification, the Principal or Board will grant the student and his parents a full and fair hearing on the proposed expulsion. However, the board will allow a reasonable period of time between such notification and the holding of such hearing to allow the student and his parents to prepare their response to the charge.

Any student who is within the age of compulsory attendance, who is expelled as herein provided, will come under the purview of the Juvenile Corrections Act, and the Principal or representative designated by the Board will, within five (5) days, give written notice of the student's expulsion to the Prosecuting Attorney of the county of the student's residence.

#### E. Reenrollment to School Following Expulsion

A student who has been expelled may appeal to the Board to hear a petition for reenrollment in school. ACVS's Board will have the right to deny reenrollment for disciplinary or attendance reasons.

### **III. Alcohol, Tobacco, Drug Policy**

ACVS recognizes that substance abuse, the harmful use of drugs, tobacco and alcohol, and the problems associated with it are becoming increasingly commonplace in our society. We recognize that a student's involvement with drugs and alcohol may cause

problems in their daily lives. We also recognize that in many instances a student's involvement can lead to the illnesses of chemical dependency and alcoholism. We support prevention, early intervention, and appropriate referral. Our intent is to identify and document any behavior/appearance that would be considered problematic to the student. We will be involved in disciplinary action when needed as outlined in the policy manual and student handbook (See "Drug Policy" in Student Handbook Appendix Three).

#### **IV. Attendance Alternatives**

Because ACVS is a new entity and not a conversion of an existing school, the attendance alternative will be the same as for those presently residing within the area. Students located within the attendance area of ACVS will have the option to enroll in existing public schools presently serving the area. No student will be required to attend ACVS.

#### **V. Public Notification of Enrollment Opportunities**

In accordance with Idaho Code, all advertising and promotion processes for ACVS will include the dissemination of enrollment information, in English and possibly other language(s) taking into consideration the demographics of the area, at least three (3) months in advance of the enrollment deadline established by ACVS each year, to be posted in highly visible and prominent locations within the area of attendance of ACVS. In addition, ACVS will ensure that such process includes the dissemination of press release and/or public service announcements to media outlets that broadcast within, and/or disseminate printed publications within, the ACVS area(s) of attendance. ACVS will ensure that such announcements are broadcast and/or published by such media outlets on not fewer than three (3) occasions, beginning not later than fourteen (14) days prior to the enrollment deadline each year. Finally, such enrollment information will advise that all prospective students will be given the opportunity to enroll in ACVS, regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.

#### **VI. Denial of School Attendance**

ACVS is a public school, open to all students based on the provisions provided within this petition. Strict adherence to ACVS's Code of Conduct for Students as described in the student handbook is required for optimum learning to be achieved. We will strongly encourage new/incoming students and parents to signify their acceptance of and willingness to comply with the conditions and consequences of ACVS's Code of Conduct. Students who are truant, incorrigible, disruptive to the learning process, or present a health or safety risk will follow the provisions set forth under Disciplinary Procedures in this petition. Except in extenuating circumstances as presented to the Board, a student expelled from another school or district in this state or any other state will be denied the right to enroll in ACVS. Written notice to the parent of the student will state the grounds for the denial of enrollment and will indicate a time and place where parents may appear to contest the action of the Board.

#### **VII. Parental Access to Student Handbook**

Upon approval of the charter, the Board will appoint a committee to further develop the student handbook to ensure it reflects the vision and purpose of ACVS, and will continue to be in compliance with Idaho School Board Policies and the laws of the State of Idaho. The student handbook will be available in hard copy and on the ACVS website. All new students will receive a copy of the student handbook upon enrollment.

#### **VIII. School-Provided Access to Electronic Information, Services, and Networks**

##### **A. General**

Internet access and interconnected computer systems are available to ACVS's students and faculty. Electronic networks, including the Internet, are a part of ACVS's instructional program in order to promote educational excellence by facilitating resource sharing, innovation, and communication. In order for ACVS to be able to continue to make its computer network and Internet access available, all students must take responsibility for appropriate and lawful use of this access. Students utilizing school-provided Internet access are responsible for good behavior online. The same general rules for behavior apply to students' use of school-provided computer systems. Students must understand that one student's misuse of the network and Internet access may

jeopardize the ability of all students to enjoy such access. While the ACVS's teachers and other staff will make reasonable efforts to supervise use of network and Internet access, they must have student cooperation in exercising and promoting responsible use of this access.

#### B. Curriculum

The use of ACVS's electronic networks will be consistent with the curriculum adopted by ACVS, as well as the varied instructional needs, learning styles, abilities, and developmental levels of the students, and will comply with the selection criteria for instructional materials and, if applicable, library media center materials. Staff members may, consistent with ACVS's educational goals, use the Internet throughout the curriculum. ACVS's electronic network is part of the curriculum and is not a public forum for general use.

### **IX. Internet Safety**

If applicable, each ACVS computer with Internet access will have a filtering device that blocks entry to visual depictions that are (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by the Children's Internet Protection Act and as determined by the Principal/Designee.

ACVS will also monitor the online activities of students, through direct observation and/or technological means, to ensure that students are not accessing such depictions or other material that is inappropriate for minors. The Principal/Designee will enforce the use of such filtering devices.

#### A. Definition of "Harmful to Minors"

The term "harmful to minors" is defined by the Communications Act of 1934 (47 USC Section 254 [h][7]).

#### B. Methods of Ensuring Acceptable Internet Usage

Filtering will only be viewed as one of a number of techniques used to manage student's access to the Internet and encourage acceptable usage. It will not be viewed as a foolproof approach to preventing access to material considered inappropriate or harmful to minors. Filtering will be used in conjunction with:

- Educating students to be "Net-smart;"
- Using recognized Internet gateways as a searching tool and/or homepage for students, in order to facilitate access to appropriate material;
- Using "Acceptable Use Agreements;"
- Using behavior management practices for which Internet access privileges can be earned or lost; and
- Appropriate supervision, either in person and/or electronically.

The system administrator and/or Principal/Designee will monitor student Internet access.

#### C. Confidentiality of Student Information

Personally identifiable information concerning students may not be disclosed or used in any way on the Internet without the permission of a parent or, if the student is 18 or over, the permission of the student himself/herself. Users should never give out private or confidential information about themselves or others on the Internet, particularly credit card numbers and social security numbers. A supervising teacher or administrator may authorize the release of directory information, as defined by law, for internal administrative purposes or approved educational projects and activities.

#### D. Internet Access Conduct Agreements

Each student and his/her parent will be required to sign and return to the school at the beginning of each school year the Internet Access Conduct Agreement prior to having access to ACVS's computer system and/or Internet Service (see Student Handbook in Appendix Three).

#### E. Warranties/Indemnification

ACVS makes no warranties of any kind, express or implied, in connection with its provision of access to and use of its computer networks and the Internet provided under

this policy. ACVS is not responsible for any information that may be lost, damaged, or unavailable when using the network, or for any information that is retrieved or transmitted via the Internet. ACVS will not be responsible for any unauthorized charges or fees resulting from access to the Internet, and any user is fully responsible to ACVS and will indemnify and hold ACVS, its trustees, administrators, teachers, and staff harmless from any and all loss, costs, claims, or damages resulting from such user's access to its computer network and the Internet, including but not limited to any fees or charges incurred through purchases of goods or services by the user. The user or, if the user is a minor, the user's parent agrees to cooperate with ACVS in the event of the school's initiating an investigation of a user's use of his/her access to its computer network and the Internet.

#### F. Violations

Given that IDEA must be adhered to, if any user violates this policy, the student's access will be denied, if not already provided, or withdrawn and he/she may be subject to additional disciplinary action. The system administrator and/or Principal/Designee will make all decisions regarding whether or not a user has violated this policy and any related rules or regulations and may deny, revoke, or suspend access at any time, with his/her/their decision being final.

TAB 8: BUSINESS PLAN

## Business Plan

### I. Business Plan

#### A. Description

An organizing group of founders have written the initial petition for a Charter for Another Choice Virtual Charter School and have recruited and appointed an initial Board of Directors with specific areas of expertise. The Board of Directors is to establish and set forth school policies and rules. The founders will continue to be a data gathering entity, recommending curriculum, teaching instruction, professional development and/or daily operations that will reflect the vision, purpose and mission of ACVS Charter School to the ACVS Board. Additional Founding Members may be recruited prior to the official opening of the first school year in order to accomplish the goals of ACVS Charter.

#### B. Marketing Plan

ACVS will be aggressive in marketing prior to the school opening. Advertisements will be on the web, in local newspapers, radio stations, and with other community partners. ACVS will develop a web site. As per Idaho Code, all advertising and promotion processes for ACVS will include the dissemination of enrollment information, in both English and other languages as required by the demographics of the area, at least three (3) months in advance of the enrollment deadline established by the public charter school each year, to be posted in highly visible and prominent locations within the area of attendance of the public charter school. In addition, ACVS will ensure that such process includes the dissemination of press release and/or public service announcements on local radio channels and media outlets that broadcast within, and/or disseminate printed publications within, the attendance area of the public charter school. Marketing will be offered no less than on three (3) occasions, beginning not later than fourteen (14) days prior to the enrollment deadline each year will be presented. Finally, such enrollment information will advise that all prospective students will be given the opportunity to enroll in the public charter school, regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs. Advertising for ACVS may actively recruit students for enrollment using, but not limited to, the following methods:

1. Advertising with public schools located within the target area using flyers upon administrative approval.
2. ACVS website (available after charter approval) that will introduce information about the school.
3. Brochures promoting the curriculum and methods used at ACVS.
4. Public informational meetings about ACVS held in accordance with Idaho Statute §67-23.
5. Other methods that may include: news releases, newspapers, news conferences, and newsletters.

C. Management Plan

1. Operations

ACVS will be organized as outlined in detail under Tab 2, and will generally follow the organizational structure of a multi-grade virtual classroom environment. A virtual environment offers a unique opportunity for the traditional student classroom.

Enrollment shortages in one grade would allow for the possibility of combined grades as deemed appropriate to achieve student learning goals. The Principal will determine the day-to-day operations of the school learning environment including but not limited to the school calendar, schedule, and hours of operation in accordance to State required hours of attendance and Board approval.

2. Board Policy

Upon approval of a charter, the Board will be charged with developing a policy manual modeled after the Idaho School Board Association Model Policy Manual. This manual will include policies including, but not limited to: Instruction, Students, Community Relations, Personnel, Administration, Financial Management, Non-instructional Operations, School Facilities, and Philosophy. Board Policy will be made available to the public either as a hard or electronic copy or both.

3. Class Size

ACVS will be organized to feel and act as a small school with learning clusters typically developed with one to two grade levels per classroom. The general education teacher will typically have a teaching load of 40 students. This may consist of two grade levels or if applicable one subject area. This will be determined based on the most appropriate way to meet the needs of the student population. ACVS plans to offer grades K-12 as the curriculum choices indicate. Teacher assignments will be made based on highly qualified guidelines and student enrollment.

In our initial school year we will have a total student cap of 230 students. We believe that students benefit from uniquely designed learning that can be self-paced; this philosophy can be optimized using the virtual format as well as the curriculum offerings that ACVS offers. Additionally, a Curriculum Coordinator will be employed as a grant funded position for minimally the first three years of operation in order to facilitate more course offerings. The virtual environment makes it possible to turn what often is seen as negative (i.e. large, hard to control classrooms with wide ranges of ability levels) into a more positive, energetic, and vibrant place in which to learn. We anticipate drawing upon a large number of local students enrolled in home school and private schools in neighboring communities, as well as students who have not benefited from other models of education delivery. Market research of approximately 150 parents of students conducted during the fall of 2007 and 2008, supports our belief that parents want educational options for their students, especially for parents of individuals with different learning styles.

#### D. Resumes of Directors

The Board was specifically selected for their expertise in a variety of areas. Appendix Five has a full listing as well as the resumes of all board members.

#### E. Financial Plan

A school that uses a virtual environment has a broad range of initial and ongoing expenses. In order to achieve the educational goals of ACVS a combination of funding sources are required. Ongoing funding sources will include state allocation per student

funding as well as private grants, business collaborations and donations. ACVS determined that a full time grant writer is a highly desired staff member. This position will be initiated minimally in the second year of operation. All these sources will work together for fiscal sustainability of ACVS. Initially ACVS will also be able to access two start-up grants that are offered within the state of Idaho. The allocations and the expected expenditures of these grants, and a very conservative state allocation per student funding allocation have determined the first three years of operation. A detailed listing of how these three funding sources will merge together to support and sustain ACVS, as well as a listing of budget assumptions has been detailed in the first five pages of Appendix Six.

There will be other purchases that will be required in order to fully meet the goals of the charter. These minimal purchases are listed in Appendix Six. Line items for these materials are documented within the Annual Operating Expenses allocations.

#### F. Start-up Budget with Assumptions

The start-up budgets and assumptions listed within the first five pages of Appendix Six are determined off of minimal state allocation and grant allocations. ACVS anticipate additional revenue from a variety of sources. Two highly feasible sources of additional income can be derived from outsourcing our curriculums. The ELLis Academic™ has potential to be an excellent resource for English as Second Language learners of all ages. This program could be used as a revenue maker for ACVS with other public schools and charters, as well as private individuals. The same could be said for the GED, ACT, and SAT test preparatory curriculum that is available to others through the NovaNet™ curriculum. ACVS anticipate that these curriculums could be used to generate income if needed or desired.

#### G. Three-Year Operating Budget Form

The three year operating budget form is listed in Appendix Six.

## II. Transportation

### A. Transportation Services

In a virtual school environment transportation will not be a primary issue. However, the goal of ACVS is to provide a significant amount of social interaction and vocational opportunities with students in order to facilitate social, emotional, and vocational goals. Therefore, in those situations ACVS may provide transportation services to students within our primary attendance area as needed and or requested and agreed upon by the Board.

ACVS, or its contracted designee, may transport any student when it serves to facilitate social, emotional, and/or vocational goals as deemed appropriate for the educational plan when the age, health, safety, and/or educational plan of the student warrants for them to attend. A day care center, family day care home, or a group day care facility, as defined in section 39-1102, Idaho Code, may substitute for the student's residence for student transportation to and from school location. ACVS will not transport students between child care facilities and home in accordance to 33-1501, Idaho Code.

#### B. Student Travel To or From an Extracurricular or Co-Curricular Activity

Unless other travel arrangements are authorized, students will board the contracted bus at the school designated point of origin for the trip and will return to the designated point of origin in the bus if applicable. There will be no stops along the designated route to pick up or discharge students without written permission that is signed and dated by the guardian. The only variation allowed in this regulation is the release of students to parents in a face-to-face situation at the close of the activity before buses begin the return trip.

### III. School Lunch Program

#### A. Student Nutrition

In a virtual school situation the school lunch may not be an issue. However, when the situation deems it appropriate, parents will be responsible to ensure students bring their lunch with them to school. The estimated cost to the school for this program will be \$0. However, no student will be denied acceptance into ACVS based on his/her inability to provide lunch. If necessary, ACVS may work with parents, the Idaho Food Bank, or on

their own to provide food services. Meals provided will be subject to the guidelines of the local health district. When it is determined that there are sufficient funds, facility and resources, ACVS may begin offering hot food services and will follow the guidelines listed by the National School Lunch Program.

**B. Free and Reduced Lunch**

If ACVS develops a school-lunch program, the Board will approve policies for determining eligibility of students for free and reduced prices for meals, verification reporting, and record keeping before the implementation of such program. Any such policies will be consistent with guidance from the Idaho State Department of Education.

**C. Lunchroom Climate**

If applicable, ACVS will provide an environment that provides students with a place where they have adequate space to eat.

**D. Meal Times and Scheduling**

If applicable, ACVS will provide:

1. Students with at least 20 minutes to eat after sitting down for lunch.
2. Meal periods scheduled at appropriate times, e.g., lunch will be scheduled between 11 a.m. and 1 p.m.
3. Recess or break periods will be scheduled to follow lunch periods for all grades.
4. Access to water during mealtimes, in whatever manner is deemed appropriate.
5. Access to hand washing or hand sanitizing before students eat meals or snacks.
6. Reasonable accommodations of the tooth-brushing regimens of students with special oral health needs (e.g., orthodontia or high tooth decay)

TAB 9: VIRTUAL CHARTER SCHOOL REQUIREMEN

### Virtual Charter School

ACVS is a virtual public school. It is deemed virtual because it meets the following definition of a virtual public school in Idaho, “Public virtual school’ means a public charter school that may serve students in more than one (1) school district and through which the primary method for the delivery of instruction to all of its pupils is through virtual distance learning or online technologies. ACVS provides families and student a unique way to deliver and receive their educational services that will be adjusted as needed to fully maximize learning for all students. ACVS provides an opportunity to make the 21<sup>st</sup> century classroom a reality in Idaho for all students.

A. The learning management system by which courses and communication will be delivered is via the Blackboard K-12 School Central <sup>TM</sup>. ACVS board members have a business relationship with the Blackboard provider. This web system is fully hosted by the provider. The cost of Blackboard School Central is \$15,000 annually. During the first three years of operation this cost will be supported through our State grant funds, after the grant expires this cost will be incorporated into the general budget. Once ACVS has been approved the BlackBoard agreement will be confirmed and purchased.

B. Through the Blackboard K-12 School Central <sup>TM</sup> system there are significant opportunities to provide an environment for community building as well as to expand the learning opportunities for both the students and the teachers. In many cases professional development will be delivered via the same format the students will be learning in. This format provides a synchronous and an asynchronous learning environment for both teacher and student. The Blackboard learning system and the Blackboard on line community system connect together seamlessly with the Pearson Digital Learning materials to maximize student engagement and learning in all areas and for all grade levels. Through this system home and school connections, as well as Parent Advisory Committees, are strengthen while maintaining flexibility and affordability.

Teachers will be required to attend the Pearson curriculum training. This training will consist of a total of eleven days; seven of those days will be in a face to face onsite format prior to school starting, and four of those days being delivered via the internet. These days will be incorporated into the school calendar.

BlackBoard School Central provides six weeks of intensive on line training with the purchase of the BlackBoard system. The training is taught in a train the trainer format, allowing our full staff to benefit from the expertise of the individuals trained. It has been determined that minimally the IT Specialist and the curriculum developer will receive that training in order to provide the most comprehensive technical support to ACVS teachers.

Teachers are required to have ongoing professional development specifically in the area of on line instruction, as previously identified in Tab Six, Employee Qualifications. Northwest Nazarene University, a community partner, has significant experience in providing on line instruction utilizing the Blackboard™ format. ACVS and Northwest Nazarene University have a collaborative agreement to facilitate all teachers, both general and special education, to receive university credit in online teaching strategies if needed. Boise State University also has an online educational program available. These courses covers a wide variety of issues including class preparation, fundamentals of online teaching, accountability, assessment, collaboration, and incorporation of various forms of technology.

ACVS teachers are required to make contact minimally twice a week, with their students and/or family members as appropriate. They are required to maintain virtual office hours as well. Contacts may be done via phone, email, face to face meetings, virtual meetings, and on line scheduled phone conferences. Frequent feedback about student progress is vital in order for families to be an active part of their child's education. On line live lessons from teachers and the use of learning coaches will be implemented as needed to ensure student success and to meet the Least Restrictive Environment using a full continuum of services aspect of IDEA.

Attendance is defined as either:

- 1.) actual hours of attendance in ACVS determined on a flexible schedule as determined by the school calendar, or
- 2.) the percentage of coursework completed,
- 3.) in either case the student is required to make twice weekly contact,

Under either definition, the student’s time computation must include the actual time the student is engaged in school based activities as outlined by the ACVS teacher/s. This may include supplemental hours in music, art and Physical Education as determined and approved by the ACVS teacher/s. Both the BlackBoard School Central system and the Pearson learning products have tracking mechanisms within their programs to monitor time usage if needed.

Idaho Code §33-512 requires that each school district adopt a calendar that provides students at each grade level with the following minimum number of hours of instruction:

K	450 hours
Grades 1 -3	810 hours
Grades 4-8	900 hours
Grades 9-12	990 hours

Credit for a course is provided once the class has been completed. Courses have been previously developed through the curriculum choice offerings. School is developed around a traditional school calendar. However, if a student needs addition time to complete their course work an accommodation can be made as long as the course is completed by the end of a 12 month period.

While it is expected that the expansive curriculum offerings will meet most individual student needs, it is possible that more curriculum will be needed based on a student’s particular educational requirement. Therefore, a grant funded position of a Curriculum Coordinator will be established for the first three years of operation. This individual will

work with the teachers and the administrator to ensure that all needed courses developed and offered via the BlackBoard™ system. These courses will be retained allowing other students to access these materials over several years. This will enable the teachers to concentrate solely on teaching while using the system and curriculum for individualization on course material as well as course delivery.

The curriculum selected allows the teacher to adapt the curriculum down to the objective level so accommodations can be made for both higher and lower skills as needed for both the individual and the entire class. The BlackBoard™ learning management system allows students and families to access curriculum, grading and assignment information at all times. Additionally, video presentations and other curriculum enrichment materials can be stored and assessed at any time. This can be very beneficial to a student that may need to see the presentation more than once in order to fully understand the assignment. Teachlets, as well as many other advanced forms of visual presentations such as united streaming can all be utilized using this format. Assistive Technology can be easily connected as needed for our students. It is intentional that as with any course, the teacher will prepare the expectations for the course, provide accommodations as necessary, and then grade and disseminate those grades as appropriate. Furthermore, the Blackboard K-12 School Central™ has a component called Safe Assign that protects originality and copyright infringement and teaches students to individualize work. The learning management system is a well thought out product that works seamlessly with many technology based applications.

In order to provide social experiences opportunities for students to work together in a face to face format will be available on occasion. An Activities Coordinator will facilitate those endeavors. Within the Blackboard K-12 School Central™ students will be able to collaborate in a group within the on line environment with the Wimba Collaboration Suite.

Teacher and parent involvement in student learning is necessary. Through ACVS students can have a personalized learning plan designed in conjunction with the student,

teacher, and parent. The learning plan can be determined quickly using the BASI: Basic Achievement Skills Inventory that is incorporated within the NovaNet™ curriculum package. This assessment is delivered via internet and provides a complete norm and criterion referenced achievement test. If the student requires further assessment, testing and further plan development will be completed with an IEP or a 504 accommodation as needed.

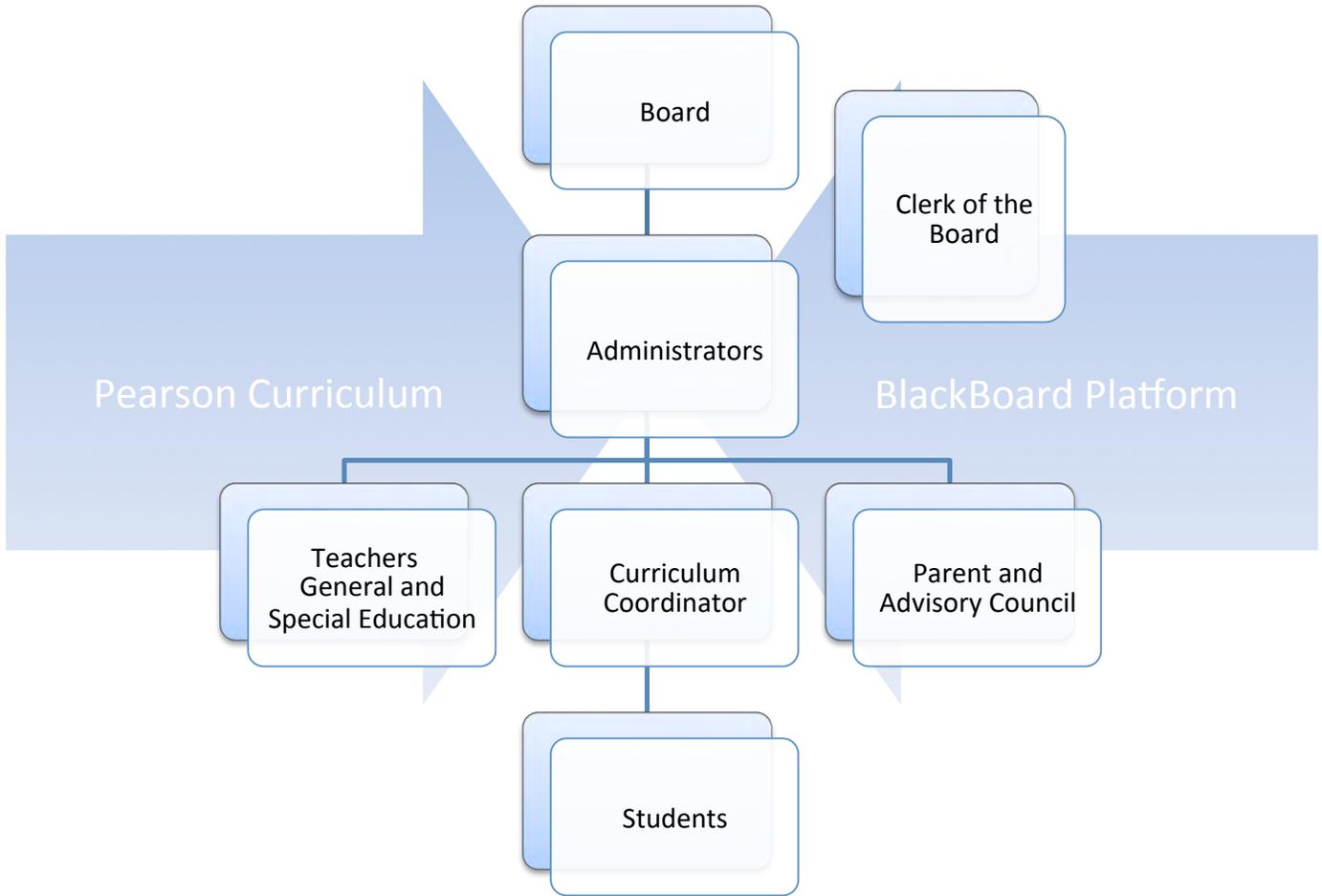
As stated, both the BlackBoard School Central system and the Pearson learning products have tracking mechanisms within their programs to monitor the duration of time the program is used, as well as frequency of accessing materials. Without question teachers will be grading assignments as they would in any school situation, however, with both of these programs grading is minimized due to the technology.

The Blackboard K-12 School Central™ organization assures security, availability, and reliability in accessing their program. Blackboard provides minimal technical support for the hardware and software as it relates to that program. Teachers will be trained in the platform and curriculum prior to the start of school and will be able to assist students with basic questions and issues. The Blackboard K-12 School Central™ is a fully hosted management system. However, it is expected that using a virtual school format technical support will be required. Therefore, ACVS has designated a full time position to provide onsite technical assistance and/or support as it relates to curriculum and teaching or learning activities surrounding the technology. ACVS has additionally designated an additional .5 FTE for an Assistive Technology Coordinator. This individual's duties include working with individuals with special needs that may need more assistance on maximizing their learning by using assistive technology.

ACVS will obtain computers through a contract with Computers for Kids. This is a nonprofit organization that works with Idaho's children and schools to ensure that a computer is available for them at low cost. We will be fiscally responsible by using family computers if the family so desires. Ultimately, ACVS will ensure that all students have access to computers that have the necessary system requirements, and the online

ability needed, to access all educational material. Computers will be considered loaned to the student and will be required to be returned to ACVS within 15 days of exiting our program for any reason. A \$20.00 monthly stipend for nine months of the year will be provided to each student for internet access in their home. If more than one child lives in the same home only one stipend will be provided to the house. The cost for this is documented within grant expenses for the first year, and then absorbed within the general budget thereafter.

A visual representation of how all the components of ACVS work together is shown below.



TAB 10: BUSINESS PRACTICES

## Business Practices

### I. Business Arrangements

#### A. Facilities Contract

ACVS has a commitment and contract with two possible community providers for specific locations. In both locations ACVS students and staff will have access to facilities on their campus to accommodate our needs and educational purposes if applicable. Lease costs have been incorporated into the budget. Both locations have been outlined in Tab Two, Facilities. ACVS will be aggressive in working with our community partner with property located on Middleton and Roosevelt Avenues for the specific reason this location would have a larger square footage and would allow ACVS to be able to have a larger computer lab and actual library. Our budget reflects the expectation that during the initial year we will be in a smaller office and small computer lab location. It is expected and realistic to expect to pay between \$12 and \$15 per square foot. We currently have a commitment from our community provider for a location.

#### B. Curriculum Contract

ACVS has chosen to contract with Pearson Digital Learning for an extensive curriculum package. This contract is in Appendix Six. ACVS additionally expect their teachers, in their effort to teach students using the State standards may need additional choices in order to reach our goal of providing an excellent educational environment. Therefore, a grant funded position of a curriculum coordinator has also been budgeted. That individual will work with the teachers to ensure that ACVS has a wide range of creative teaching materials available. Students attending ACVS will be able to benefit from their education from the first day of school.

#### C. Transportation Contract

ACVS does not plan at this time to have an outside transportation contract as school will primarily be delivered in the virtual format.

#### D. Meals Contract

ACVS does not plan at this time to have an outside provision of meals contract as school will primarily be delivered in the virtual format.

#### E. Legal, Accounting, and Independent Auditor Contracts

ACVS does plan on securing legal, accounting, and independent auditor contracts.

ACVS will work with Ripley Doorn & Company Certified Public Accountants for their auditing needs. Additionally, the legal representative will be from the offices of Carl Hamilton Law Offices.

## II. Additional Information

### A. State Compliance

ACVS will comply with the Idaho State Board of Education and State Department of Education as they relate to Charter Schools and all state statutes applying to public education unless exempt through charter legislation. Accounting records will be in accordance with State Department of Education requirements using the Idaho Financial Accounting Reporting Management System. Documentation of a bonding of all personnel involved in financial operations will be provided prior to the start of school. ACVS will purchase a computer program called 2M Software. The invoice is provided in Appendix Six. This software works in conjunction with the financial reporting requirements of our state.

ACVS will conduct an independent financial audit annually. Ripley Doorn, C.P.A. has confirmed they will do our audits if the Board so desires.

Expenditures will be determined by the Principal. If needed, checks will be written by the Clerk. Three individual Board members will be approved as signers on the ACVS bank account. All checks will have two signatures documented.

### B. Right to Evaluate Contract Compliance

The Public Charter School Commission will retain the right at any time to evaluate the degree to which ACVS is meeting the terms of the charter. The Board (or Designee) may choose to have a district representative(s) or an independent evaluator(s):

1. Visit ACVS;
2. Review ACVS's records and data;
3. Directly survey ACVS's parents, students, or employees;
4. Audit the books of ACVS;
5. Pursue other reasonable means of determining accountability for ACVS contract.
6. A monthly cash flow will be available to the Commission if requested.

### **III. Plan for Termination**

It is the responsibility of the Board of ACVS to maintain communications with the Authorized Chartering Entity regarding any changes, problems, or difficulties in the operations of the school. The Authorized Chartering Entity and ACVS will resolve disputes relating to provisions of the Charter following the procedures set forth in section 33-5209, Idaho Code, and the applicable rules of the Idaho State Board of Education and the Authorized Chartering Entity for notice of defect and submission of a corrective action plan. Copies of any complaints filed against ACVS, including lawsuits, will be provided to the Authorized Chartering Entity within five (5) business days of receipt by ACVS.

#### **A. Dissolution**

Dissolution of ACVS will be conducted by ACVS's Board and will follow the Articles of Incorporation as stated under Tab 1. In the event of dissolution of the school, all parents will be notified in writing. ACVS will offer advice in the placing of students in alternate education settings.

#### **B. Disposal of Assets**

“Upon the winding up and dissolution of this Corporation, after paying or adequately providing for the debts and obligations of the Corporation, pursuant to Sections 30-3-114

and 30-3-115 of Idaho Code, the remaining assets will be distributed as outlined in the Articles of Incorporation. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for public charitable or educational purposes” (Reference Articles of Incorporation).

#### C. Payment of Creditors

The Corporation will pay or adequately provide for the debts and obligations of the Corporation, pursuant to Sections 30-3-114 and 30-3-115 of Idaho Code.

#### D. Transfer of Student Records

It will be the ultimate responsibility of the President of the Board to ensure that all student school records will be forwarded to the local school district or to the school where the student will be attending.

APPENDIX ONE

APPENDIX TWO

APPENDIX THREE

APPENDIX FOUR

APPENDIX FIVE

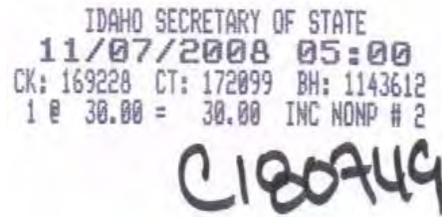
APPENDIX SIX

**Appendix D: Articles of Incorporation and Bylaws**

ARTICLES OF INCORPORATION

OF

Another Choice Virtual Charter School, Inc.



To the Secretary of State of the State of Idaho:

THE UNDERSIGNED INCORPORATOR, in order to form a nonprofit corporation for the purposes hereinafter stated, under and pursuant to the provisions of the Idaho Nonprofit Corporation Act (Title 30, Chapter 3, Idaho Code), submits the following articles of incorporation:

ARTICLE I

The name of the Corporation shall be Another Choice Virtual Charter School, Inc.

ARTICLE II

The purpose for which the corporation is organized is to be a school. The business of the Corporation shall be conducted for the benefit of students, faculty, administration and patrons of the Corporation. The Corporation shall not issue certificates of stock and no dividends or pecuniary profits shall be declared or paid, nor shall any part of the net earnings of the Corporation inure to the benefit of, or be distributable to its incorporators, 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 hereof.

No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting, to influence legislation (except as permitted by section 501(h) of the Code, if applied to the Corporation) and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements), any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE III

The street address of the registered office shall be 958 Corporate Lane, Nampa, Idaho 83651, until the Board of Directors designates another mailing address for the Corporation.

The name and address of the registered agent is as follows:

<b>NAME</b>	<b>ADDRESS</b>
Laura Sandidge	809 W. Riverstone Court Nampa, Idaho 83686

**ARTICLE IV**

The board of directors shall consist of no fewer than three (3) people and no greater than (8) people. The names and addresses of the persons who will serve as the initial Directors until their successors are elected and qualify are as follows:

<b>NAME</b>	<b>ADDRESS</b>
Laura Sandidge, Chairman of the Board	809 W. Riverstone Court Nampa, Idaho 83686
Kim Hunter, Treasurer	712 W. Redwood Lane Nampa, Idaho 83651
Jeri Hyslop, Secretary	11901 Emerson St. Caldwell, ID 83605

The Corporation may accept contributions, gifts, loans (including program related loans) and grants of whatever nature, and may accept contributions, gifts, loans and grants subject to conditions or restrictions as to use or expenditure of income and capital, or may reject any proposed contributions, gifts, loans and grants, all as in the discretion of the Board of Directors shall be determined to be consistent with the purposes for which the Corporation is formed.

As a means of accomplishing the foregoing purposes, the Corporation shall have the power to engage in any lawful act or activity necessary or conducive to the attainment of the purposes hereinbefore set forth; provided, however, that notwithstanding any provision of these Articles or any provisions of law, the Corporation shall not have the power to carry on any activities which would cause it to fail to qualify, or to fail to continue to qualify, as (a) an organization exempt from Federal income tax under section 501(c)(3) of the Code, or (b) an organization contributions to which are deductible under section 170 of the Code.

**ARTICLE V**

The name and address of the incorporators is as follows:

<b>NAME</b>	<b>ADDRESS</b>
Laura Sandidge	809 W. Riverstone Court
Chairman of the Board	Nampa, Idaho 83686
Kim Hunter,	712 W. Redwood Lane
Treasurer	Nampa, Idaho 83651
Jeri Hyslop,	11901 Emerson St.
Secretary	Caldwell, ID 83605

The powers of the incorporators shall cease upon the filing of these Articles of Incorporation.

**ARTICLE VI**

The mailing address of the Corporation shall be 958 Corporate Lane, Nampa, Idaho 83651, until the Board of Directors designates another mailing address for the Corporation.

**ARTICLE VII**

The Corporation shall not have voting members. The Corporation will have voting directors.

**ARTICLE VIII**

The Corporation is not organized for profit and shall not have authority to issue capital stock. There will be no payment provided to directors for serving on the Board.

In the event of the liquidation, dissolution, or winding up of the affairs of the Corporation, whether voluntary, involuntary, or by operation of law, the Board of Directors of the Corporation shall,

except as may be otherwise provided by law, transfer all of the assets of the Corporation in to the Idaho Charter School Commission, once all creditors have been satisfied.

**ARTICLE IX**

The Corporation shall not endorse candidates for public office, distribute or publish statements for or against candidates, raise funds for or donate to candidates, or become involved in any activity on behalf of or in opposition to any candidate. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation. However, the Corporation may, as a part of its educational activities, sponsor debates or forums to educate students and/or voters, so long as the debate or forum evidences no preference for or against a certain candidate or political position.

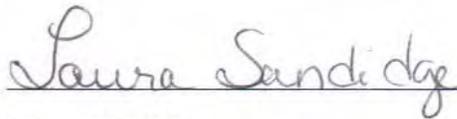
**ARTICLE X**

The affairs and business of the Corporation shall be managed and conducted by the Board of Directors. The other qualifications, election, number, tenure, powers, and duties of the members of the Board of Directors shall be as provided in the Bylaws, except that the number of directors constituting the Board of Directors shall be not less than three (3). The Board of Directors shall have the power to adopt, amend, or repeal the Bylaws.

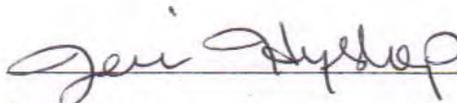
ARTICLE XI

These Articles of Incorporation may be amended by a majority vote of the Directors then in office at any annual, regular or special meeting that meets as prescribed in Idaho Open Meeting Laws. No amendment shall authorize the Corporation to conduct its affairs in any manner or for any purpose contrary to the provisions of section 501(c) (3) of the Code.

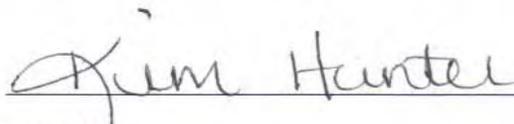
Dated this 15<sup>th</sup> day of October, 2008.

  
\_\_\_\_\_

Laura Sandidge

  
\_\_\_\_\_

Jeri Hyslop

  
\_\_\_\_\_

Kim Hunter

**BYLAWS**

**OF**

**Another Choice Virtual Charter School, Inc.**

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**BY LAWS OF Another Choice Virtual Charter School, Inc.****ARTICLE I****OFFICES**

The principal office of the Corporation shall be located at such place, within the State of Idaho, as the Board of Directors shall designate from time to time. The Corporation may maintain additional offices at such other places as the Board of Directors may designate. The Corporation shall maintain a registered office within the State of Idaho at such place as the Board of Directors may designate.

**ARTICLE II****EMPLOYEES**

“Member” shall also mean stockholder(s) or shareholder(s) the Corporation shall have no members or stockholders or shareholders. “Employee” does not include an officer or director who is not otherwise employed by the corporation.

**ARTICLE III****BOARD OF DIRECTORS**

Section 3.1: **Powers.** The Board of Directors of the Corporation shall supervise, manage, and control all of the affairs, business activities and policies of the Corporation.

Section 3.2: **Number, Tenure and Qualifications.** The number of directors constituting the Board of Directors shall be not less than three (3) or more than eight (8). The exact number of directors shall be fixed by a resolution adopted by the affirmative vote of a majority of the directors then in office. The initial Board of Directors shall be composed of those directors named in the Corporation’s Articles of Incorporation. Initially those directors shall appoint no more than five (5) additional board members that will represent adequate representation of the following areas or perspectives: Education, Special Education, Business, Technology or parent of a student of Another Choice Virtual Charter School. This shall be done within sixty days, or at the annual meeting of the directors, whichever comes first. All directors shall hold office for a

term of three (3) years and until his or her successor has been duly elected and/or appointed or until his or her earlier death, resignation or removal. Directors may hold consecutive terms. With unanimous board approval a director may choose to hold a one (1) year term in an effort to establish staggered terms.

The Board of Directors will consist of appointed directors and elected directors. All appointed and elected directors must have the approval of fifty percent of the current serving Board of Directors. Nominations for appointed directors may be presented to the Board by either a past or present director or a founding member. Nominations for elected directors may be presented to the Board by either a past or present director or a member of the Parent Advisory Council at-large. The director for both the education and parent perspectives will be elected positions. Nominations and appointments will be discussed during a regularly scheduled meeting when an opening has occurred. Notice of such meeting shall comply with state laws. Elections will be conducted as needed using a mechanism that is accessible to the full body. Notification of the election will be provided to the full body thirty (30) days prior to the election date.

Section 3.3: **Resignation.** A director may resign at any time by delivering written notice of his or her resignation to the Board of Directors, to the Chairman or to the Secretary of the Corporation. Such resignation shall be effective when the notice is delivered unless the notice specifies a later effective date. If a resignation is made effective at a later date, the Board of Directors may fill the pending vacancy before the effective date if the Board of Directors deems it appropriate.

Section 3.4: **Removal.** A director may be removed, with or without cause, at an annual, regular, or special meeting of the Board of Directors by the affirmative vote of a two-thirds majority of the directors then in office. Notice of such meeting shall be provided in writing to each director at least five (5) days before the meeting. A director must be removed if they do not attend a minimum of one fourth of all regular meetings annually.

Section 3.5: **Vacancies and Newly-Created Directorships.** Vacancies on the Board of Directors resulting from the death, resignation, or removal of a director or from an increase in the authorized number of directors may be filled by an affirmative vote of a majority of the

remaining directors. A director elected to fill any vacancy resulting from the death, resignation or removal of a director shall hold office for the unexpired portion of his or her predecessor's term and until his or her successor has been duly elected or qualified. A director elected to fill a newly-created directorship shall hold office for a term of three (3) years, or for such shorter period as the Board of Directors may provide when electing such director, and until his or her successor has been duly elected or qualified.

Section 3.6: **Compensation.** Directors shall not receive compensation for their services as directors, but by resolution of the Board of Directors, expenses of attendance, if any, may be reimbursed to a director for each special or regular Board meeting that he or she attends.

#### ARTICLE IV

##### MEETINGS OF THE BOARD OF DIRECTORS

Section 4.1: **Regular Meetings.** Regular meetings of the Board of Directors may be held at such times and at such places, as may from time to time be determined by resolution of the Board. It is expected that meetings will be held monthly unless the Board has determined this is not appropriate. The Board of Directors may authorize the Chairman to fix the exact date and place of each regular meeting, in which case notice of the time and place of such regular meetings shall be given in the manner provided in Section 11.1 herein.

Section 4.2: **Special Meetings.** Special meetings of the Board of Directors may be called at any time by the Chairman and shall be called by the Chairman or the Secretary at the request of any two directors. Special meetings may be held at such place, within the State of Idaho, and at such time as shall be specified in the notice of meeting, given in the manner provided in Section 11.2 herein.

Section 4.3: **Quorum.** A majority of the current directors in office shall constitute a quorum for the transaction of business. The action of a majority of the directors present at a meeting at which a quorum is present shall be the action of the Board of Directors, except as otherwise provided by law, the Corporation's Articles of Incorporation or these Bylaws.

Section 4.4: **Conduct of Meetings.** The Chairman of the Board shall preside over meetings of the Board of Directors using Robert's Rules of Order as a guideline for professionalism. The Secretary or their designee shall act as Secretary of the meeting.

Section 4.5: **Electronic Meetings.** A director may participate in a meeting of the Board of Directors by means of conference telephone or similar means of communications by means of which all directors participating in the meeting may simultaneously hear each other during the meeting. Participation in a meeting pursuant to this Section 4.6 shall constitute presence in person at the meeting.

Section 4.6: **General Powers as to Negotiable Paper.** The Board of Directors shall, from time to time, prescribe the manner of signature or endorsement of checks, drafts, notes, acceptances, bills of exchange, obligations and other negotiable paper or other instruments for the payment of money and designate the officer or officers, or agent or agents, who shall from time to time be authorized to make, sign or endorse the same on behalf of the Corporation.

Section 4.7: **Powers as to Other Documents.** The Board of Directors may authorize any officer or officers, or agent or agents, to enter into any contract or execute or deliver any instrument in the name of the Corporation. Such authority shall be in writing and may be general or confined to specific instances. When the execution of any contract or instrument has been authorized without specifying the exact officers authorized to execute such contract or instrument, the Chairman or the Vice Chairman may execute it on behalf of the Corporation.

## ARTICLE V

### COMMITTEES

Section 5.1: **Committees of the Board of Directors.** The Board of Directors, by resolution adopted by a majority of the directors then in office, may designate one or more committees, each of which shall consist of one (1) or more directors, which committees, to the extent provided in said resolution and not restricted by law, shall have and exercise the authority and act on behalf of the Board of Directors in the management of the Corporation; provided, however, that no such committee shall have power to (i) approve dissolution, merger or the sale,

pledge or transfer of all or substantially all of the Corporation's assets, (ii) elect, appoint or remove directors or fill vacancies on the Board or any of its committees, (iii) adopt, amend or repeal the Corporation's Articles of Incorporation, or (iv) adopt, amend or repeal the Corporation's Bylaws. Such committee will keep a record of its proceedings and report to the Board in a timely manner as required by the Board. Vacancies in the membership of any committee may be filled by appointments made in the same manner as provided in the case of the original appointments.

Section 5.2: **Term of Office.** Each member of a committee shall continue as such until his or her successor is appointed, unless the committee shall be sooner terminated, or until his or her earlier death, resignation or removal.

Section 5.3: **Chairman.** One member of each committee shall be appointed Chairman of the committee.

Section 5.4: **Quorum.** Unless otherwise provided in the resolution of the Board of Directors designating a committee, a majority of the whole committee shall constitute a quorum and the act of a majority of the members present at a meeting at which a quorum is present shall be the act of the committee.

Section 5.5: **Rules.** Each committee adopts the rules of ACVS for its own government that is consistent with these Bylaws.

Section 5.6: **Electronic Meetings.** A member of a committee may participate in a meeting of a committee by means of conference telephone or similar means of communications by means of which all committee members participating in the meeting may simultaneously hear each other during the meeting. Participation in a meeting pursuant to this Section 5.6 shall constitute presence in person at the meeting.

**ARTICLE VI****OFFICERS**

Section 6.1: **Officers.** The officers of the Corporation shall minimally consist of a Chairman, Treasurer, and a Secretary, and such other officers as may be elected or appointed by the Board of Directors. Officers whose authority and duties are not prescribed in these Bylaws shall have the authority to perform the duties prescribed, from time to time, by resolution of the Board of Directors. The same individual may simultaneously hold more than one office.

Section 6.2: **Term of Office.** The term of office of all officers shall commence upon their election or appointment and shall continue until the regularly scheduled meeting of the Board of Directors of the Corporation held during the third calendar year of the officer's election or appointment and thereafter until their respective successors are chosen or until their earlier resignation or removal.

Section 6.3: **Chairman.** The Chairman shall be the principal executive officer of the Corporation and shall, if present, preside at all meetings of the Board of Directors. Subject to the direction and control of the Board of Directors, he or she shall be in charge of the business and affairs of the Corporation and shall see that the resolutions and directives of the Board of Directors are carried into effect except in those instances in which responsibility is assigned to some other person by the Board of Directors. Except in those instances in which the authority to execute is expressly delegated to another officer or agent of the Corporation or a different mode of execution is expressly prescribed by the Board of Directors, he or she may execute for the Corporation any contracts or other instruments which the Board of Directors has authorized to be executed, and he or she may accomplish such execution either under or without the seal of the Corporation and either individually or with the Secretary or any other officer thereunto authorized by the Board of Directors, according to the requirements of the form of the instrument. He or she may vote all securities which the Corporation is entitled to vote except to the extent such authority shall be vested in a different officer or agent of the Corporation by the Board of Directors.

Section 6.4: **Vice Chairman.** If applicable, the Vice Chairman shall, in the absence or disability of the Chairman, perform the duties and exercise the powers of the Chairman and shall perform such other duties as the Board of Directors shall prescribe.

Section 6.5: **Secretary.** The Secretary, or his/her designee, shall attend all meetings of the Board of Directors of the Corporation and record all votes and the minutes of all proceedings in the minute book of the Corporation. The Secretary, or his/her designee, shall give, or cause to be given, notice of all meetings of the Board of Directors of the Corporation for which notice may be required, and shall perform such other duties as may be prescribed by the Board of Directors or the Chairman, under whose supervision the Secretary shall act.

Section 6.6: **Treasurer.** If the Board determines, the Treasurer, or his/her designee, shall have custody of the funds and securities of the Corporation, shall keep full and accurate accounts of receipts and disbursements in financial books of the Corporation and shall deposit all monies and other valuable effects in the name and to the credit of the Corporation in such bank or depositories as may be designated by the Board of Directors. The Treasurer, or his/her designee, shall be charged with the disbursement of funds of the Corporation, including, without limitation, distributions authorized by the Board of Directors in furtherance of the charitable purposes of the Corporation. The Treasurer shall render to the Chairman and to the Board of Directors, at the regular meetings of the Board of Directors, or whenever they may require it, an account of all his or her transactions as Treasurer and of the financial condition of the Corporation.

## ARTICLE VII

### INDEMNIFICATION AND INSURANCE

Section 7.1: **Indemnification.** The Corporation shall, except as provided in or limited by Section 7.3 herein, indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative, by reason of the fact that he or she is or was a director, officer, employee or agent of the Corporation, and shall advance expenses to such person reasonably incurred in connection therewith, to the fullest extent permitted by the relevant provisions of the

Idaho Nonprofit Corporation Act, as such law presently exists or may hereafter be amended. The Corporation shall be required to indemnify a person in connection with a proceeding initiated by such person only if the proceeding was authorized by the Board of Directors.

Section 7.2: **Insurance.** The Corporation may purchase and maintain insurance on behalf of any person who is or was a director, officer, employee or agent of the Corporation, or who is or was serving at the request of the Corporation as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise, against any liability asserted against him or her and incurred by him or her in any such capacity or arising out of his or her status as such, whether or not the Corporation would have the power to indemnify him or her against such liability under the provisions of this Article VII.

Section 7.3: **Certain Limitations on Indemnification.** At any time the Corporation is deemed to be a private foundation within the meaning of Section 509 of the Internal Revenue Code of 1986 as it presently exists or may hereafter be amended (the "Code"), then, during such time, no payment shall be made under this Article VII if such payment would constitute an act of self-dealing or a taxable expenditure as defined in Sections 4941(d) or 4945(d), respectively, of the Code or under the comparable or corresponding provisions of any future United States internal revenue laws.

## ARTICLE VIII

### BOOKS, RECORDS, CONTRACTS AND CHECKS

Section 8.1: **Books and Records.** The Corporation shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of its Board of Directors and committees having any of the authority of the Board of Directors.

Section 8.2: **Contracts and Other Documents.** The Board of Directors may, except as otherwise required by law, the Corporation's Articles of Incorporation, or these Bylaws, authorize any officer or officers, agent or agents of the Corporation, in addition to the Chairman, to enter into any contract or execute and deliver any instrument or document in the name of and on behalf of the Corporation and such authority may be general or confined to specific instances. The Board may delegate this power to the Chairman, on such terms as it prescribes.

Section 8.3: **Checks, Drafts, Loans, Etc.** All checks, drafts, loans or other orders for the payment of money, notes or other evidence of indebtedness issued in the name of the Corporation shall be signed by two (2) such officer or officers, agent or agents of the Corporation and in such manner as shall be from time to time determined by the Board of Directors. The Board may delegate this power to the Chairman, on such terms as it prescribes. In the absence of such determination, such instruments shall be signed by the Treasurer and the Chairman. No loans shall be made by the Corporation to its directors or officers, and the Corporation shall not guarantee the obligation of a director or officer of the Corporation.

Section 8.4: **Conflict of Interest.** There is a Duty to Disclose in connection with any actual or possible conflict of interest when an interested person may have a financial or personal interest in a matter. Disclosure must be made to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement. After disclosure of all material facts, and after any discussion with the interested person, he/she may leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists. Presentation, discussion, and full review of possible conflicts will receive due diligence. The organization's best interest is of importance. If, after hearing all response and after making further investigation as warranted by the circumstances, the governing board or committee determines if there has been a failure to disclose an actual or possible conflict of interest, and appropriate disciplinary and corrective action will ensue. If applicable, there will be full compliance with the Ethics in Government Act.

## ARTICLE IX

### FISCAL YEAR

The fiscal year of the Corporation shall be July 1 to June 30.

**ARTICLE X****SEAL**

The corporate seal shall have inscribed thereon the name of the Corporation, the year of its incorporation and the words "Corporate Seal, State of Idaho."

**ARTICLE XI****NOTICE**

Section 11.1: **Notice of Regular Meeting.** Meeting Notice must be posted five (5) or more calendar days prior to the meeting date, as per Idaho Code § 67-2343. Agenda Notice must be posted at least 48 hours prior to the meeting, as per Idaho Code § 67-2343. Minutes of the meeting will be made available to the public within a reasonable time after the meeting as per Idaho Code § 67-2344.

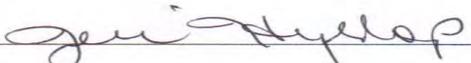
Section 11.2: **Notice of Special Meeting.** Meeting and Agenda Notice must be posted at least 24 hours prior to the meeting date, as per Idaho Code § 67-2343(2). Notification must be provided to the news media as per Idaho Code § 67-2343(2). Minutes of the meeting will be made available to the public within a reasonable time after the meeting as per Idaho Code § 67-2344.

**ARTICLE XII****AMENDMENTS**

These Bylaws may be amended, altered or repealed and new Bylaws may be adopted by a majority vote of the directors then in office at any regular or special meeting for which each director receives at least five (5) days written notice, stating that the purpose, or one of the purposes of the meeting, is to consider a proposed amendment to the Bylaws and containing or accompanied by a copy or summary of the amendment or stating the general nature of the amendment.

\* \* \* \* \*

I certify that the foregoing Bylaws were approved and adopted for the organization by its Board of Directors by unanimous consent on 15<sup>th</sup> October, 2008, and that they are currently in effect.

  
Secretary

11-12-08  
Date

\* \* \* \* \*

**Appendix E: Public Charter School Closure Protocol**

**IDAHO** PUBLIC CHARTER SCHOOL COMMISSION



**CLOSURE  
PROTOCOL**

**August 2013**

## Background

This Closure Protocol is aligned to Idaho statute and rule and is designed to reflect best practices for managing the school closure process in an organized manner that protects the state, students and the community.

The Idaho Public Charter School Commission Closure Protocol is based on the Colorado Charter School Sample Closure Framework released in 2011 and publicly available at [www.charterschoolquality.org](http://www.charterschoolquality.org). The Colorado Sample Closure Framework was created through the collaborative work of the Colorado Department of Education, the Colorado League of Charter Schools, and the Colorado Charter School Institute.

The Colorado Charter School Sample Closure Framework incorporated information from the following sources:

1. *Accountability in Action: A Comprehensive Guide to Charter School Closure*. Edited by Kim Wechtenhiser, Andrew Wade, and Margaret Lin. National Association of Charter School Authorizers (2010).
2. Colorado Charter School Institute Closure Project Plan (2010).
3. *Charter Renewal*. Charter Schools Institute, The State University of New York (SUNY).
4. *Pre-Opening Checklist and Closing Checklist*. Office of Education Innovation, Office of the Mayor, City of Indianapolis.
5. *2010-2011 Charter Renewal Guidelines*. District of Columbia Public Charter School Board.

During the revision process, the following additional sources were integrated into the Idaho Public Charter School Commission Closure Protocol:

6. *Navigating the Closure Process*. Matthew Shaw. Authorizing Matters Issue Brief, May 2011. National Association of Charter School Authorizers (2011).

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## Introduction

Charter school closures happen when a school’s charter is revoked, non-renewed, or relinquished. A number of factors can lead to closure of the school, including poor academic performance, finances, governance, or safety issues. Regardless of the reasons for closure, the board of directors of the public charter school is responsible for managing the closure and dissolution process.<sup>2</sup> Cooperation between the public charter school board and administrator, authorizer, and other state entities can allow for the facilitation of a smooth process that “minimize[s] disruption for students while ensuring that public funds are used appropriately.”<sup>3</sup>

The closure process should begin as soon as the authorizer or the charter school board takes initial action to close the school, regardless of whether an appeals process has been completed or the decision has been finalized. This allows the school and authorizer to discuss the potential closure, identify a tentative timeline for the final decision, and work together to establish a closure team and clear paths of communication with each other, stakeholders, and the community.

Whenever possible, the authorizer and public charter school should work together to ensure that the school is able to operate through the completion of the regularly-scheduled school year. Under most circumstances, this should allow adequate time to complete all closure tasks. More importantly, it minimizes instructional gaps for students. However, there are occasions when it is necessary for a school to close mid-year. In these cases, students’ educational transitions should be the highest priority. The school, authorizer, and other state entities must also identify the appropriate closure team and work closely together to prioritize closure tasks and manage their completion in as organized and efficient manner as possible.

Though individual schools should develop closure plans that are tailored to their situation, resources, and needs, all schools should keep the following primary goals in mind:

1. Providing educational services in accordance with the charter and performance certificate until the end of the school year, or the agreed upon date when instruction will stop.
2. Reassigning students to schools that meet their educational needs.
3. Addressing the school’s financial, legal and reporting obligations.

The closure process has many tasks, which are illustrated in the chart below. Based on the circumstances surrounding the closure, not all tasks in this protocol may apply. When the charter school, authorizer, and other state entities meet at the outset of the closure process, they should refer to the Closure Protocol and identify which tasks will be required or necessary. During this meeting, responsible parties and completion dates should be agreed upon to ensure a transparent and smooth closure. The template that follows includes the basic tasks that will usually need to be addressed to close a school; the format allows for the insertion of responsible parties and task deadlines.

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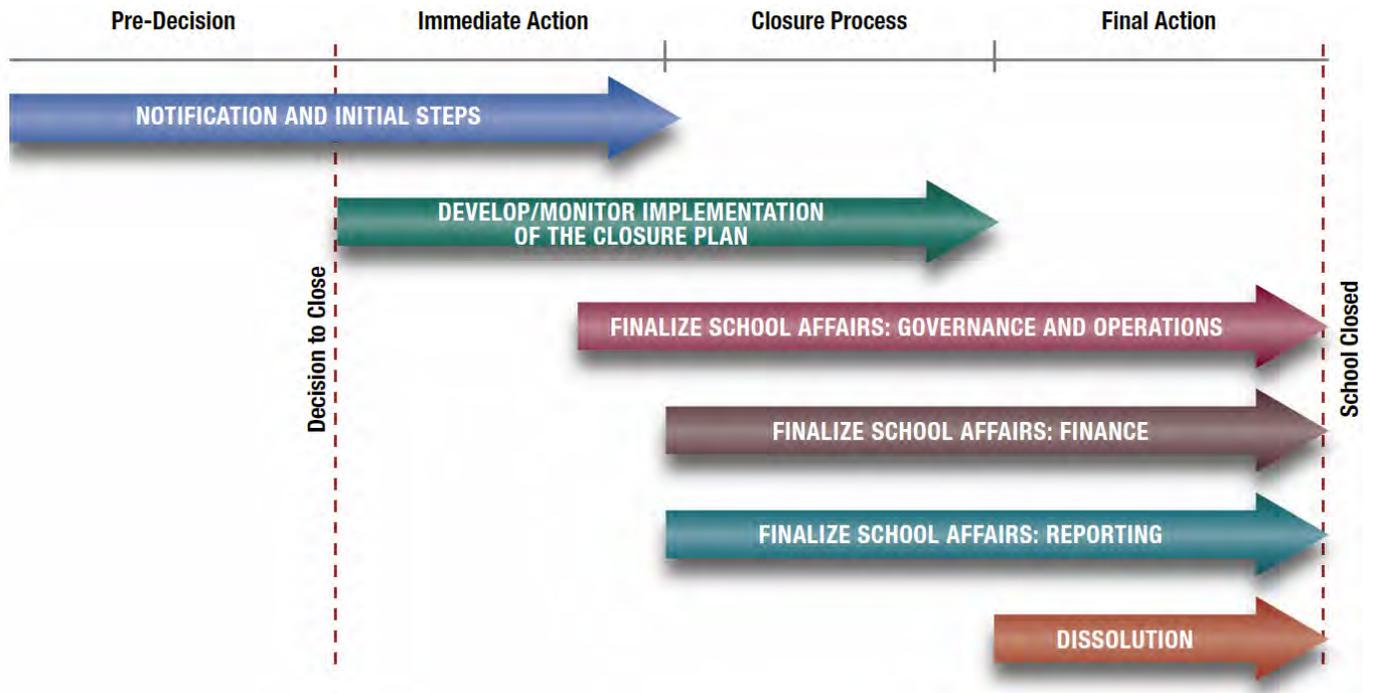
### Endnotes

<sup>1</sup> Peyser, J. and Marino, M. “Why Good Authorizers Should Close Bad Schools.” *Accountability in Action: A Comprehensive Guide to Charter School Closure*. National Association of Charter School Authorizers (2010). Pages 6 and 9.

<sup>2</sup> I.C. § 33-5212

<sup>3</sup> Shaw, M. “Navigating the Closure Process.” *Authorizing Matters Issue Brief*, May 2011. National Association of Charter School Authorizers (2011). Pages 2-3.

### A Conceptual Timeline for Closure



Notification and Initial Steps

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p><b>Meet with PCSC and SDE staff</b></p> <p>Within 3 business days of the authorizer’s or school’s initial / intended closure decision, the charter school administrator and a representative of the school’s board will meet (in-person or via telephone or web conference) with staff representatives of the PCSC and SDE to:</p> <ol style="list-style-type: none"> <li>1. Review the remaining process for finalizing the closure decision as applicable</li> <li>2. Review the Closure Protocol and tasks and clarify critical deadlines</li> <li>3. Identify points of contact for media or community questions</li> <li>4. Draft communication to staff, families, and affected districts</li> </ol>	School, PCSC, SDE			
<p><b>Notify Parents / Guardians of Potential Closure</b></p> <ol style="list-style-type: none"> <li>1. Within one week of the authorizer’s or school’s initial / intended closure decision, the charter school will send letters to enrolled families. Notification should include: <ul style="list-style-type: none"> <li>• The reasons for closure.</li> <li>• If applicable, an explanation of the appeals process and likely timeline for a final decision.</li> <li>• Assurance that instruction will continue through the end of the school year or an estimation of when instruction will cease.</li> <li>• Assurance that after a final decision is reached, parents/students will be notified and assisted in the reassignment process.</li> <li>• Public Charter School Closure FAQ.</li> <li>• Contact information for parents/guardians with questions.</li> </ul> </li> </ol>	School, PCSC			
<p><b>Notify School Districts Materially Impacted</b></p> <ol style="list-style-type: none"> <li>1. Within one week of the authorizer’s or school’s initial / intended closure decision, the charter school will send letters to districts materially impacted by the closure decision. Notification should include: <ul style="list-style-type: none"> <li>• The reasons for closure.</li> <li>• If applicable, an explanation of the appeals process and likely timeline for a final decision.</li> <li>• Copy of the letter sent to parents.</li> <li>• Public Charter School Closure FAQ.</li> <li>• Contact information for questions.</li> </ul> </li> </ol>	School, PCSC			
<p><b>Meet with Charter School Faculty and Staff</b></p> <p>Administrator and charter board chair meet with the faculty and staff to:</p> <ol style="list-style-type: none"> <li>1. Discuss reasons for closure, status of appeals process (if applicable), and likely timeline for a final decision.</li> <li>2. Emphasize importance of maintaining continuity of instruction through the end of the school year.</li> <li>3. Emphasize need to limit expenditures to necessities.</li> <li>4. Discuss plans for helping students find new schools and need for teachers and staff to have organized student files prepared for transfer.</li> <li>5. Identify date when last salary checks will be issued, when benefits terminate, and anticipated last day of work.</li> <li>6. Describe assistance, if any, that will be provided to faculty and staff to find new positions.</li> </ol>	School			
<p><b>Review and Report on Finances</b></p> <ol style="list-style-type: none"> <li>1. Review budget to ensure that funds are sufficient to operate the school through the end of the school year, if applicable. Communicate with the PCSC and SDE regarding financial status and next steps.</li> <li>2. Limit expenditures to only those in the approved budget and delay approving expenditures that might no longer be necessary until a revised budget is approved.</li> <li>3. Communicate with the SDE regarding whether there are any anticipated changes to remaining disbursements from the state.</li> </ol>	School, PCSC, SDE			

<p><b>Send Additional and Final Notifications</b></p> <ol style="list-style-type: none"> <li>1. Notify parents and affected school districts in writing after key events (e.g., denial of an appeal) and when the closure decision is final.</li> <li>2. The letters notifying staff, parents, and other districts of the final closure decision should include:             <ul style="list-style-type: none"> <li>• The last day of instruction.</li> <li>• Any end-of-the-year activities that are planned to make the transition easier for parents and students.</li> <li>• Assistance that will be provided to families in identifying new schools. This may include a list of school options; application deadlines or open house dates for traditional public, public charter, or private schools; or individual meetings with families.</li> <li>• Basic information about the process for access and transfer of student and personnel records.</li> </ul> </li> </ol>	<p>School, PCSC</p>			
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Develop/Monitor Implementation of the Closure Plan

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p><b>Establish Transition Team, Develop Closure Plan, and Assign Roles</b></p> <ol style="list-style-type: none"> <li>1. Contact appropriate entities to establish a transition team, including:                             <ul style="list-style-type: none"> <li>• A member of the PCSC staff</li> <li>• A member of the SDE staff</li> <li>• Charter school board chair</li> <li>• Lead administrator from the charter school</li> <li>• Lead finance person from the charter school</li> <li>• Additional members as deemed appropriate</li> </ul> </li> <li>2. Develop plan, review roles of primary entities, identify individuals responsible for closure tasks, and exchange contact information.</li> </ol>	School, PCSC, SDE			
<p><b>Establish a Schedule for Meetings and Interim Status Reports</b></p> <p>Agree on a meeting schedule to review progress and interim, written status reports to include:</p> <ol style="list-style-type: none"> <li>1. Reassignment of students and transfer of student records.</li> <li>2. Identification of long-term storage location of student and personnel records; plan for access and communication to parents regarding access.</li> <li>3. Notification to entities doing business with the school.</li> <li>4. The status of the school’s finances, including outstanding expenses and payment of creditors and contractors.</li> <li>5. Sale, dissolution, or return of assets.</li> <li>6. Submission of all required reports and data to the authorizer and/or state.</li> </ol>	School			
<p><b>Submit Final Closure Report</b></p> <p>Submit the completed closure Protocol document and appropriate final closure documents to the PCSC (see the Reporting section for more details).</p>	School			

Finalize School Affairs: Governance and Operations

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p><b>Maintain Identifiable Location</b>                      Maintain the school’s current location through the winding up of its affairs or relocate its business records and remaining assets to a location with operational telephone service that has voice message capability.</p>	School			
<p><b>Protect School Assets</b>                      Protect the school’s assets and any assets in the school that belong to others against theft, misappropriation and deterioration.</p> <ol style="list-style-type: none"> <li>Maintain existing insurance coverage on assets, including facility, until the disposal of such assets in accordance with the closure plan.</li> <li>Negotiate school facility insurance with entities that may take possession of school facility – lenders, mortgagors, bond holders, etc.</li> <li>Obtain or maintain appropriate security services. Action may include moving assets to secure storage after closure or loss of facility.</li> </ol>	School			
<p><b>Notify Commercial Lenders / Bond Holders (if applicable)</b>                      If the school has existing loans - Within 10 days after the final decision to close the charter school (after appeals process is complete), notify banks, bond holders, etc., of the school’s closure and projected dates for the school’s last payment towards its debt and if/when default will occur.</p>	School			
<p><b>Terminate EMO /CMO Agreement (if applicable)</b>                      Review the management agreement and take steps needed to terminate the agreement at the end of the school year or prior to the intended closure date.</p> <ol style="list-style-type: none"> <li>The management company should be asked for a final invoice and accounting, including an accounting of any retained school funds and the status of grant funds.</li> <li>The school and the management company should agree upon how the company will continue to provide educational services until the last day of instruction.</li> </ol> <p>The school and the management company agree when other services including business services will end.</p>	School			
<p><b>Notify Contractors and Terminate Contracts</b></p> <ol style="list-style-type: none"> <li>Notify all contractors, including food service and transportation, of school closure.</li> <li>Retain records of past contracts and payments.</li> <li>Terminate contracts for goods and services as of the last date such goods or services will be needed.</li> </ol>	School			
<p><b>Notify Employees and Benefit Providers</b></p> <ol style="list-style-type: none"> <li>Whenever possible, provide employees with formal, written notification of termination of employment at least 60 days before closure to include date of termination of all benefits in accordance with applicable law and regulations (i.e. <a href="#">WARN</a> and <a href="#">COBRA</a>) and eligibility for unemployment insurance pursuant to federal or state law or regulations of the Idaho Department of Labor.</li> <li>Notify benefit providers of pending termination of all employees, to include:                             <ul style="list-style-type: none"> <li>Medical, dental, vision plans.</li> <li>Life insurance.</li> <li>PERSI, 403(b), or other retirement plans</li> </ul> </li> <li>Consult legal counsel as specific rules and regulations may apply to such programs.</li> </ol>	School			

Finalize School Affairs: Governance and Operations (continued)

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p><b>Maintain and Organize Records</b></p> <ol style="list-style-type: none"> <li>1. Maintain all corporate records related to:                             <ul style="list-style-type: none"> <li>• Loans, bonds, mortgages and other financing.</li> <li>• Contracts.</li> <li>• Leases.</li> <li>• Assets and their sale, redistribution, etc.</li> <li>• Grants -- records relating to federal grants must be kept in accordance with 34 CFR 80.42.</li> <li>• Governance (minutes, bylaws, policies).</li> <li>• Accounting/audit, taxes and tax status, etc.</li> <li>• Employees (background checks, personnel files).</li> <li>• Employee benefit programs and benefits.</li> <li>• Any other items listed in the closure plan.</li> </ul> </li> <li>2. Determine where records will be stored after dissolution.</li> </ol>	School			
<p><b>Transfer Student Records and Testing Material</b></p> <ol style="list-style-type: none"> <li>1. Ensure that all student records are organized and complete</li> <li>2. Within 10 days of receiving a records request, send student records, including final grades and evaluations, to the students' parent or new district and/or school, including:                             <ul style="list-style-type: none"> <li>• Individual Education Programs (IEPs) and all records regarding special education and supplemental services.</li> <li>• Student health / immunization records.</li> <li>• Attendance record.</li> <li>• Any testing materials required to be maintained by the school.</li> <li>• Student transcripts and report cards.</li> <li>• All other student records.</li> </ul> </li> <li>3. Document the transfer of records to include:                             <ul style="list-style-type: none"> <li>• Date of transfer (for each individual student file transferred).</li> <li>• Signature and printed name of the charter school representative releasing the records.</li> <li>• Name and contact information of the receiver's representative.</li> <li>• The total number and percentage of general and special education records transferred.</li> </ul> </li> </ol>	School			
<p><b>Inventory Assets and Prepare Federal Items for Pick-up</b></p> <ol style="list-style-type: none"> <li>1. Inventory school assets, and identify items:                             <ul style="list-style-type: none"> <li>• Loaned from other entities.</li> <li>• Encumbered by the terms of a contingent gift, grant or donation, or a security interest.</li> <li>• Belonging to the EMO/CMO, if applicable, or other contractors.</li> <li>• Purchased with federal grants or funds (i.e. Charter Start grant)                                     <ul style="list-style-type: none"> <li>➢ Items purchased with federal funds should be listed on the Federal Items Inventory spreadsheet provided by the PCSC. The list should be very detailed and complete, and items should not be sold or re-distributed.</li> </ul> </li> </ul> </li> <li>2. Return assets not belonging to school where appropriate documentation exists. Keep records of assets returned.</li> <li>3. Organize and pack items purchased with federal funds and arrange for PCSC walk-through and pick-up.                             <ul style="list-style-type: none"> <li>➢ Boxes should be packed, closed, taped, and <i>clearly</i> labeled with name(s) and/or number(s) corresponding to the inventory.</li> <li>➢ PCSC walk-through must be scheduled in advance and must be at least 2 days prior to the scheduled move day.</li> <li>➢ At the time of the walk-through, all federal items must be prepared and distinctly separate from other school assets. If the school's items are not adequately prepared for moving, the PCSC will delay the date for pick-up of federal items.</li> </ul> </li> </ol>	School, PCSC			

Finalize School Affairs: Finance

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<b>Maintain IRS 501(c)(3) Status</b> Maintain IRS 501(c)(3) status until final dissolution. Notify IRS regarding any address change(s) and file required tax returns and reports.	School			
<b>Notify Funding Sources / Charitable Partners</b> Notify all funding sources, including charitable partners of school closure. Notify state and federal agencies overseeing grants / programs of school closure.	School			
<b>Review and Revise School Budget</b> <ol style="list-style-type: none"> <li>1. Review the school’s budget and overall financial condition.</li> <li>2. Make revisions, taking closure expenses into account closure while prioritizing continuity of instruction. Submit budget to PCSC and SDE.</li> <li>3. Identify acceptable use of reserve funds.</li> </ol>	School, PCSC, SDE			
<b>List all Creditors and Debtors</b> Formulate a list of creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor. Note that the creditor list is not the same as the contractor list (above), but should include any contractors with whom the school owes money (based on a contract or invoice). <ol style="list-style-type: none"> <li>1. Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors.</li> <li>2. Debtors include persons who owe the school fees or credits, any lessees or sub-lessees of the school, and any person holding property of the school.</li> </ol>	School			
<b>Notify Debtors and Process Payments</b> Contact debtors to request payment. Process and document received payments.	School			
<b>Determine PERSI Obligations</b> Contact PERSI to determine remaining liabilities for employee retirement program.	School			
<b>Notify and Pay Creditors</b> <ol style="list-style-type: none"> <li>1. Notify all creditors of the school’s closure and request final invoices.</li> <li>2. Sell appropriate assets.</li> <li>3. Prioritize and pay creditors in accordance with I.C. § 33-5212(2). Document payments made.</li> </ol>	School			
<b>Itemize Financials</b> Review, prepare and make available the following: <ol style="list-style-type: none"> <li>1. Fiscal year-end financial statements.</li> <li>2. Cash analysis.</li> <li>3. Bank statements for the year, investments, payables, unused checks, petty cash, bank accounts, and payroll reports including taxes.</li> <li>4. Collect and void all unused checks and destroy all credit and debit cards. Close accounts after transactions have cleared.</li> </ol>	School			
<b>Close Out All State and Federal Grants</b> Close out state, federal, and other grants. This includes filing any required expenditure reports or receipts and any required program reports, including disposition of grant assets.	School, SDE, Fed			
<b>Prepare Final Financial Statement</b> Retain an independent accountant to prepare a final statement of the status of all contracts and obligations of the school and all funds owed to the school, showing: <ol style="list-style-type: none"> <li>1. All assets and the value and location thereof.</li> <li>2. Each remaining creditor and amounts owed.</li> <li>3. Statement that all debts have been collected or that good faith efforts have been made to collect same.</li> <li>4. Each remaining debtor and the amounts owed.</li> </ol>	School			
<b>Complete Final Financial Audit</b> Complete a financial audit of the school in accordance with statute by a date to be determined by the authorizer. Submit final audit to the PCSC and SDE.	School, PCSC, SDE			
<b>Reconcile with State</b> Reconcile state billings and payments. Reimbursement of funds previously disbursed to the school may be required.	School, SDE			

Finalize School Affairs: Reporting

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p><b>Prepare and Submit End-of-Year Reports</b></p> <ol style="list-style-type: none"> <li>1. Communicate with the PCSC regarding necessary end-year or annual data or reporting that needs to be submitted and identify deadlines.</li> <li>2. Prepare and submit annual reports to the authorizer.</li> </ol>	School, PCSC			
<p><b>Prepare Final Report Cards and Student Records Notice</b></p> <p>Provide parents / guardians with copies of final report cards and notice of where student records will be sent along with contact information.</p>	School			
<p><b>Prepare and Submit Final ISEE Report</b></p> <p>Within 10 days of final closure, submit a final ISEE report to the SDE.</p>	School, SDE			
<p><b>Prepare and Submit Final Budget and Financial Reporting</b></p> <p>Within 120 days of final closure, submit a final budget and financial reporting, including final financial audit, to the SDE.</p>	School, SDE			
<p><b>Prepare and Submit All Other Required State and Federal Reports</b></p> <ol style="list-style-type: none"> <li>1. Communicate with the SDE and the federal government to identify any outstanding or final reports required for federal, state, or special programs (special education, Title I, etc.) and confirm deadlines.</li> <li>2. Prepare and submit reports to the SDE and/or federal government.</li> </ol>	School, SDE			
<p><b>Prepare and Submit Final Closure Report to the PCSC</b></p> <p>Submit the completed closure Protocol document and a narrative and/or attachments that outline the following:</p> <ol style="list-style-type: none"> <li>1. The name and contact information of the individual(s) with whom the PCSC can follow-up after closure if there are questions or issues to be addressed</li> <li>2. The school's final financial status, including the final independent audit</li> <li>3. The status of the transfer and storage of student records, including: <ul style="list-style-type: none"> <li>• The school's total enrollment at the start of the final semester</li> <li>• The number and percentage of student records that have been transferred prior to closure</li> <li>• The plan for storage and access to student records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure</li> <li>• A copy of public communication to parents regarding how to access student records after closure</li> </ul> </li> <li>4. The status of the transfer and storage of personnel records, including: <ul style="list-style-type: none"> <li>• The school's total number of staff at the beginning of the final semester</li> <li>• The number and percentage of personnel records that have been distributed to staff and/or new employers</li> <li>• If necessary, the plan for storage and access to personnel records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure</li> <li>• A copy of communication to staff regarding how to access personnel records after closure</li> </ul> </li> <li>5. Additional documentation (inventories, operational info, etc.) may be included with the report</li> </ol>	School, PCSC			

Dissolution

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p><b>Dissolve the Charter School</b> (I.C. § 30-3-110)</p> <ol style="list-style-type: none"> <li>1. Give appropriate notice of the meeting per Open Meeting law and statute, including the intention to vote on the dissolution of the corporation.</li> <li>2. The charter school board adopts a plan of dissolution indicating to whom the assets of the non-profit corporation will be distributed after all creditors have been paid. (I.C. § 33-5206(9))</li> <li>3. Unless otherwise provided in the bylaws, the board of directors votes on the resolution to dissolve. A non-profit corporation is dissolved upon the effective date of its articles of dissolution. (I.C. § 30-3-112)</li> </ol>	School			
<p><b>Notify the Secretary of State</b> (I.C. § 30-3-112)</p> <ol style="list-style-type: none"> <li>1. After the resolution to dissolve is authorized, dissolve the corporation by delivering to the Secretary of State for filing articles of dissolution setting forth: <ul style="list-style-type: none"> <li>• The name of the non-profit corporation.</li> <li>• The date dissolution was authorized.</li> <li>• A statement that dissolution was approved by sufficient vote of the board.</li> <li>• If approval of members was not required (commonly true for public charter schools), a statement to that effect and a statement that dissolution was approved by a sufficient vote of the board of directors or incorporators</li> <li>• Such additional information as the Secretary of State determines is necessary or appropriate.</li> </ul> </li> </ol>	School			
<p><b>Notify Known Claimants</b> (I.C. § 30-3-114)</p> <p>Give written notice of the dissolution to known claimants after the effective date of the dissolution. Claimants have 120 days from the effective date of the written notice to submit a claim.</p>	School			
<p><b>End Corporate Existence</b> (I.C. § 30-3-113)</p> <p>A dissolved non-profit corporation continues its corporate existence, but may not carry on any activities except as is appropriate to wind up and liquidate its affairs, including:</p> <ol style="list-style-type: none"> <li>1. Preserving and protecting its assets and minimizing its liabilities.</li> <li>2. Discharging or making provision for discharging its liabilities.</li> <li>3. Disposing of its properties that will not be distributed in kind.</li> <li>4. Returning, transferring or conveying assets held by the corporation upon a condition requiring return, transfer or conveyance, which condition occurs by reason of dissolution, in accordance with such condition.</li> <li>5. Transferring, subject to any contractual or legal requirements, its assets as provided in or authorized by its articles of incorporation or bylaws.</li> <li>6. Doing every other act necessary to wind up and liquidate its assets and affairs.</li> </ol>	School			
<p><b>Notify IRS</b></p> <p>Notify the IRS of dissolution of the education corporation and its 501(c)(3) status and furnish a copy to the authorizer.</p>	School			

“If charter schools are to have any hope of transforming public education, they cannot settle for simply being pretty good or just above average – especially when that average is well below what students need to succeed in the world. From this perspective, charter schools need to be about excellence. Specifically, they need to prove that excellence is possible and achievable at scale and under difficult circumstances, even with students whom others may have given up on.”

“All of those who embark on this perilous journey of hope deserve our deepest gratitude and respect for embracing this challenge with courage, persistence and good faith. But these virtues alone are not enough. Charter schools are not supposed to rest on good intentions and earnest effort; they are supposed to achieve meaningful results demonstrated by a sound body of evidence over the charter term. Charter schools that cannot deliver on that promise, either to their students or the broader public, need to be closed. This is the unpleasant, but imperative responsibility of authorizers.”

-- James A. Peyser and Maura Marino. “Why Good Authorizers Should Close Bad Schools.”<sup>1</sup>

**BEFORE THE IDAHO PUBLIC CHARTER SCHOOL COMMISSION  
STATE OF IDAHO**

In the Matter of the Charter Renewal for:

ANOTHER CHOICE VIRTUAL CHARTER  
SCHOOL, INC.,

Respondent.

Reference No. 21-52502

**NOTICE AND ACKNOWLEDGMENT OF  
COMMISSION DIRECTOR'S  
RECOMMENDATION FOR  
NONRENEWAL OF CHARTER**

Pursuant to Idaho Code section 33-5209B, the Director of the Idaho Public Charter School Commission (“Commission”) recommends that the charter for ANOTHER CHOICE VIRTUAL CHARTER SCHOOL, INC. (“ACVS”) not be renewed for the reasons listed below in Section I.

Upon its review of the Director’s recommendation, ACVS may agree to accept the recommendation, or ACVS may request an administrative hearing to contest the Director’s recommendation.

If ACVS agrees to accept the Director’s recommendation as presented below, an authorized representative of ACVS must complete the Consent Agreement, attached to this Notice as Attachment A, and return it to the Director **by no later than December 15, 2021** to the following address:

Jenn Thompson, Director  
Idaho Public Charter School Commission  
304 N. 8<sup>th</sup> St., Ste. 242  
Boise Idaho, 83702  
jenn.thompson@osbe.idaho.gov

If ACVS does not accept the Director’s recommendation as presented herein and wishes to have an administrative hearing before the Commission, an authorized representative of ACVS must complete the Request for Administrative Hearing, attached to this Notice as Attachment B, and return it to the Director **by no later than December 15, 2021** to the address provided above.

If ACVS does not complete either the Consent Agreement or the Request for Administrative Hearing and return it to the Director **by December 15, 2021**, ACVS's inaction will be interpreted as a request for an administrative hearing for recommendation not accepted.

#### **I. DIRECTOR'S RECOMMENDATION FOR NONRENEWAL**

The reasons for the Director's recommendation for nonrenewal of charter are limited to ACVS's failure to meet the terms of its performance certificate, executed by and between ACVS and the Commission. Section 4E of the performance certificate states that ACVS's performance in relation to the measures set forth in the Performance Framework serves as a basis for renewal decisions. Additionally, Section 5G of the performance certificate states that ACVS shall comply with all applicable federal and state laws, rules, and regulations. The Director recommends that ACVS's charter not be renewed for the following reasons:

1. Reason 1: ACVS did not meet standard on "Operational Measure 3a: Governance Requirements" of the Commission's Performance Framework. After conducting an investigation into the conduct of ACVS's governing board, the Commission found there was reason to believe that the governing board may have violated multiple charter statutes. Specifically, the Commission's investigation, in part, revealed: 1) that an ACVS board member may have received a personal pecuniary benefit from a contract entered into by and between ACVS's governing board and a company the board member co-owned, in violation of Idaho Code section 33-5204A(2); and 2) that ACVS's governing board did not follow the statutory procedure for competitive bidding required to be followed when an ACVS board member had an interest in a company the board was seeking to contract with, in violation of Idaho Code section 33-5204(6)(a). Additionally, although ACVS's governing board was notified of the Commission's concerns in April of 2020, the governing board did not immediately take

corrective action on existing contracts entered into in violation of section 33-5204(6)(a), but instead waited until the fall of 2021 to begin taking corrective action. Lastly, pursuant to IDAPA 08.02.04.300.04, when operational issues are identified, the governing board is responsible for providing the Commission with follow-up information as to when, and how, such operational issues are going to be resolved and corrected. The ACVS governing board failed to provide the Commission with follow-up information regarding the concerns identified above. Based on this information, ACVS received a “does not meet standard” rating on this measure.

2. Reason 2: ACVS did not meet standard on “Operational Measure 3d: Public Transparency” of the Commission’s Performance Framework. In conducting standard oversight activities, the Commission found that ACVS failed to publish the following documentation to its website as required by law: its most recent annual performance report, pursuant to Idaho Code section 33-5209C(2); the State Board of Education’s updated model policy governing data collection, access, security, and use of such data pursuant to Idaho Code section 33-133(7); and its updated continuous improvement plan, pursuant to Idaho Code sections 33-320(2)(c) and 33-320(3). Additionally, the Commission found that ACVS failed on multiple occasions to electronically post meeting notices and agendas by the corresponding deadlines, pursuant to Idaho Code section 74-204(1). Lastly, ACVS failed to reasonably cooperate with the Commission’s verbal and written requests for documentation necessary for it to fulfill its statutory responsibilities. Significant delays in providing the requested documentation to the Commission ultimately resulted in the issuance of a courtesy letter to ACVS. Based on this information, ACVS received a “does not meet standard” rating on this measure.

3. Reason 3: ACVS did not meet standard on “Operational Measure 3c: Reporting Requirements” of the Commission’s Performance Framework. Specifically, in September of 2020, the State Department of Education notified ACVS that it reported numerous teacher certifications inaccurately. This inaccurate reporting resulted in the State Department of Education issuing corrections to ACVS’s data and making appropriate adjustments to ACVS’s financial distributions. Based on this information, ACVS received a “does not meet standard” rating on this measure.

4. Reason 4: ACVS did not meet standard on “Operational Measure 3b: Board Oversight” of the Commission’s Performance Framework, which required ACVS’s governing board to practice consistent and effective oversight over the school and its administrator. Specifically, after conducting an investigation into the conduct of ACVS’s administrator, Laura Sandidge, the Commission found there was reason to believe that Ms. Sandidge may have violated multiple ethics-related statutes, including Idaho Code sections 33-5204A(1), 33-5204A(2), and 74-404(3), in regard to contracts she entered into on behalf of the school with companies she co-owned. As ACVS’s governing board failed to exercise consistent and effective oversight over the school and its administrator, ACVS received a “does not meet standard” rating on this measure.

Similarly, ACVS did not meet standard on “Operational Measure 5a: Additional Obligations” of the Commission’s Performance Framework, which required ACVS to comply with the requirements imposed by the State Department of Education. Specifically, the State Department of Education’s Professional Standards Commission (“PSC”) issued a stipulation, signed by Laura Sandidge, on March 25, 2021 and executed by the PSC on April 8, 2021, which determined that probable cause existed for initiating administrative action against Ms.

Sandidge for two code of ethics violations. The stipulation required, in part, that Ms. Sandidge complete a PSC-approved ethics course. As of the date of this Notice, the Commission has not been informed by either Ms. Sandidge or the ACVS governing board that Ms. Sandidge has completed this required ethics course. As this matter of non-compliance has not been quickly remedied, ACVS received a “does not meet standard” rating on this measure.

5. Reason 5: ACVS’s academic performance has been consistently low throughout the current Performance Certificate term. At the end of the 2017-2018 school year, ACVS earned a total of 27% of the points possible on the academic section of the Performance Framework, securing an overall academic performance rating of “critical”. Specifically, ACVS only met standard on one (1) of the nine (9) measures of academic success (Norm-Referenced Math Growth). At the end of the 2018-2019 school year, ACVS earned a total of 30% of the points possible on the academic section of the Performance Framework, securing an overall academic performance rating of “critical”. Specifically, ACVS only met standard on one (1) of the nine (9) measures of academic success (Norm-Referenced ELA Growth). No assessments were given during the 2019-2020 school year due to the COVID-19 pandemic. Academic data for the 2020-2021 school year is limited, as growth cannot be calculated and graduation rate data has not yet been released. However, ACVS’s Math and ELA proficiency data for the 2020-2021 school year are available (17% and 43%, respectively) and fall significantly below the average of other virtual schools (33% and 57%, respectively) and the statewide average (40% and 54%, respectively).

6. Reason 6: ACVS’s financial audit for fiscal year 2021 reflects several outcomes indicative of financial distress. The Commission’s Performance Framework includes eight (8) measures that consider a school’s likelihood of short-term and long-term financial stability.

ACVS achieved low outcomes on five (5) of these measures during FY21. ACVS only maintained 88% of its projected enrollment through the first funding period of the 2020-2021 school year. Because ACVS's actual enrollment percentage was less than the projected number, ACVS generated lesser revenue than it had anticipated, which negatively impacted its FY21 budget. As a result of the school not achieving its enrollment projections, several other measures were impacted. First, ACVS's FY21 total margin was negative, indicating that ACVS expended more than it received in FY21. Second, both ACVS's most recent year cash flow and its multi-year cash flow were negative, indicating that the school did not build its reserves, but instead its reserves decreased significantly between the end of FY19 and the end of FY21. Specifically, ACVS's number of days' of unrestricted cash on hand dropped from one-hundred (100) days at the end of FY20 to forty-one (41) days at the end of FY21, indicating that the school has largely depleted its most readily available financial resource. Finally, the school's debt service coverage ratio was negative, indicating that the school may have greater financial obligations than it can sustain long-term with its current levels of enrollment.

Dated this 15th day of November, 2021.

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Jenn Thompson  
Director  
Idaho Public Charter School Commission

CERTIFICATE OF SERVICE

I HEREBY CERTIFY that on this 15th day of November, 2021, I caused to be served a true and correct copy of the Notice and Acknowledgment of Commission Director’s Recommendation for Nonrenewal of Charter by the following method to:

John Kelleher	<input checked="" type="checkbox"/>	U.S. Mail
Board of Directors Chairperson	<input type="checkbox"/>	Hand Delivery
Another Choice Virtual Charter School, Inc.	<input type="checkbox"/>	Overnight Mail
1014 W Hemingway Blvd.	<input type="checkbox"/>	Facsimile:
Nampa, ID 83651	<input checked="" type="checkbox"/>	Email: jnkelleher@fmtcblue.com
jnkelleher@fmtcblue.com		

Laura Sandidge, Ph.D.	<input checked="" type="checkbox"/>	U.S. Mail
School Administrator	<input type="checkbox"/>	Hand Delivery
Another Choice Virtual Charter School, Inc.	<input type="checkbox"/>	Overnight Mail
1014 W Hemingway Blvd.	<input type="checkbox"/>	Facsimile:
Nampa, ID 83651	<input checked="" type="checkbox"/>	Email:
lsandidge@anotherchoicecharter.org		lsandidge@anotherchoicecharter.org

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Jenn Thompson  
 Director  
 Idaho Public Charter School Commission

# ATTACHMENT A:

CONSENT AGREEMENT  
ACCEPTING DIRECTOR'S RECOMMENDATION

**CONSENT AGREEMENT  
ACCEPTING DIRECTOR’S RECOMMENDATION**

This Consent Agreement (“Agreement”) is entered into between the Director of the Idaho Public Charter School Commission (“Director”) and ANOTHER CHOICE VIRTUAL CHARTER SCHOOL, INC. (“ACVS”). ACVS understands, acknowledges, and agrees to the following:

1. On behalf of ACVS, the undersigned authorized representative acknowledges the receipt of the Notice and Acknowledgment of Commission Director’s Recommendation for Nonrenewal of Charter, dated November 15, 2021 (“Notice”).
2. ACVS understands and acknowledges the recommendation of the Director, and agrees to accept the recommendation for nonrenewal of charter as proposed in the Notice.
3. ACVS understands and acknowledges that the Director’s recommendation will be presented to the Idaho Public Charter School Commission (“Commission”). ACVS further understands and acknowledges that the Commission is under no obligation to agree with the Director’s recommendation, and is under no obligation to adopt this Agreement.
4. ACVS understands and acknowledges that if the Commission decides to renew ACVS’s charter, either with or without conditions, the Commission and ACVS shall negotiate the terms of and execute a new performance certificate, as defined in Idaho Code section 33-5202A(6), by June 30, 2022.
5. On behalf of ACVS, the undersigned authorized representative understands and acknowledges that by accepting the Director’s recommendation as proposed in the Notice and entering into this Agreement, ACVS is freely and voluntarily waiving certain rights provided by the Idaho Administrative Procedure Act and the laws and rules governing public charter schools in Idaho. These rights include: a full and complete administrative hearing; the right to present evidence or to call witnesses; the right to confront and cross-examine witnesses; the right to reconsideration; the right to appeal this matter to district court; and any other rights provided by the aforementioned laws and rules governing public charter schools in the state of Idaho.

*[Signatures on following page]*

The undersigned authorized representative, on behalf of ACVS, and the Director have caused this Agreement to be executed on the date written below, or if signed on different dates, on the later of the two dates written below.

\_\_\_\_\_  
Authorized Representative  
Board Chair/President  
ANOTHER CHOICE VIRTUAL CHARTER SCHOOL, INC.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Jenn Thompson  
Director  
Idaho Public Charter School Commission

\_\_\_\_\_  
Date

# ATTACHMENT B:

REQUEST FOR ADMINISTRATIVE HEARING

**REQUEST FOR ADMINISTRATIVE HEARING**

On behalf of ANOTHER CHOICE VIRTUAL CHARTER SCHOOL, INC. (“ACVS”), the undersigned authorized representative acknowledges the receipt of the Notice and Acknowledgment of Commission Director’s Recommendation for Nonrenewal of Charter dated November 15, 2021 (“Notice”). ACVS does not agree with the Director’s recommendation as stated in the Notice, and is hereby exercising its right to an administrative hearing before the Idaho Public Charter School Commission (“Commission”).

The hearing will be held at the date and place to be set forth in a Notice of Hearing, which will be issued by the Commission by no later than January 15, 2022. ACVS will proceed to the hearing under the terms and requirements set forth in the Notice of Hearing. ACVS acknowledges that, at the conclusion of the hearing and after a reasonable period for deliberation, the Commission will vote to either renew ACVS’s charter with no conditions, renew ACVS’s charter with conditions, or nonrenew ACVS’s charter.

Dated: \_\_\_\_\_.

\_\_\_\_\_  
Authorized Representative  
Board Chair/President  
ANOTHER CHOICE VIRTUAL CHARTER SCHOOL,  
INC.



# ANOTHER CHOICE VIRTUAL CHARTER SCHOOL

LEA # 476 / School # 1247  
1014 W. Hemingway Blvd.  
Nampa, Idaho 83651

*Laura Sandidge, Ph.D.*  
Administrator / Head of School  
208-475-4255  
lsandidge@anotherchoicecharter.org

*John Kelleher, Ph.D.*  
Board Chair  
208-475-4255  
jkelleher@anotherchoicecharter.org

**Mission Statement:** *Another Choice Virtual Charter School seeks to provide a safe, individualized education experience for children with and without disabilities to enable them to meet their full potential both intellectually and socially. Another Choice Virtual School is a charter school that is built on academic achievement, the development of social competence, with a primary focus of assisting individuals with learning differences to become full and active members of their school and community.*

K = 7	7 <sup>th</sup> = 31
1 <sup>st</sup> = 19	8 <sup>th</sup> = 40
2 <sup>nd</sup> = 8	9 <sup>th</sup> = 45
3 <sup>rd</sup> = 11	10 <sup>th</sup> = 56
4 <sup>th</sup> = 12	11 <sup>th</sup> = 69
5 <sup>th</sup> = 17	12 <sup>th</sup> = 76
6 <sup>th</sup> = 24	Total = 415

REQUEST FOR ADMINISTRATIVE HEARING

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Dated: 12-9-21

John E. Kalka
Authorized Representative
Board Chair/President
ANOTHER CHOICE VIRTUAL CHARTER SCHOOL, INC.

REQUEST FOR ADMINISTRATIVE HEARING - 1

## Executive Summary

Pursuant to Idaho Code section 33-5209B the Director of the Idaho Public Charter School Commission recommended that Another Choice Virtual Charter School, ACVS, not be renewed. The following document outlines and addresses the changes that have been implemented, and are proposed by ACVS to be implemented, to address the concerns outlined by the Commission. As always, ACVS is willing to accept additional suggestions on how to make improvements to resolve the cited concerns.

## Narrative

ACVS did not meet standard on “Operational Measure 3a: Governance Requirements” of the Commission’s Performance Framework. This Reason pertained to a Board Member who obtained a pecuniary benefit from a contract entered into with the ACVS; and when notified of the issue, failed to take prompt steps to address the concern. Several steps have been taken, and additional steps will be taken to address these concerns.

### **The improvements planned for Another Choice Virtual Charter School’s certificate term in the area of governance are as follows:**

- To begin, the Director involved has resigned and no longer is affiliated with the school.
- The Board will be increasing its membership from 5 members to 7 members, and is actively seeking applicants who have previous, successful experience as a charter school director. These additional board members will possess and apply their extensive experience with charter school governance to our organization.
- In addition, the Board has received, and will continue to receive, training through the Idaho School Board Association (ISBA) regarding Board ethics and Board governance. During meetings held on November 19, 2021 and December 9, 2021 the Board firmly established its two priorities for ongoing training in multiple areas of governance as an effort to actively increase their knowledge of governance procedures.
- Dr. Kelleher, who has been the Chairman of the Board since 2013, will be transitioning from the Chairman of the Board to a Board Director when an individual has been secured to take on his position.
- ACVS is ready and willing to accept additional suggested improvements to resolve the cited concerns.

*Operational Outcomes Board Stewardship:* Another Choice Virtual Charter School, ACVS, has worked with the Idaho School Boards Association, ISBA, for several years and modeled our structure and policies per its School District Policy manuals, which we initially purchased in 2010. We have kept our membership intact and purchased the policy update option for our

Charter several years ago. This calendar year, ACVS purchased the newer Charter School Policy manual through ISBA and are in the process of converting to the new manual.

As requested, ACVS submitted our policies to the Idaho Public Charter School Commission. Policy documents were requested from the Program Manager of the Idaho Public Charter School Commission on March 12, 2021. ACVS submitted all the policies to the commission on May 16, 2021. It is acknowledged that, due to formatting issues as well as end-of- the year responsibilities surrounding graduation and academic needs during an especially trying year with the myriad number of restrictions due to the Covid-19 pandemic, that Dr. Sandidge was not timely in this submission to the Commission. Dr. Sandidge did ultimately seek out technological assistance in order to submit the policies in the proper format to the Commission. ACVS has not been informed prior to the proposed Annual Performance Report 2021 received in November 2021 that our policies may be incomplete, as indicated by the words, “Based on IPCSC review, the board’s policies appear to be incomplete.” We look forward to continuing our work with the Idaho Public Charter School Commission to fully understand what that means and ensure we are in compliance.

Our Board arranged for an individualized training through ISBA for Ethical Practices, as well as having representatives attend the ISBA annual convention. We are continuing to work with ISBA for additional training and have worked with Anderson, Julian, & Hull, LLP for additional training on Board practices. Our Board is open and actively seeking training and will continue in this endeavor.

Kevin McLaren was a member on ACVS’s Board. He was a co-owner of a corporation that provided services to ACVS. While he worked diligently to abstain from any voting that could have been perceived as a conflict of interest, it was still an area of concern that we have since addressed on several levels. Mr. McLaren resigned from the board to ensure there was no conflict or possible mismanagement. After an initial investigation from the Idaho Public Charter School Commission, there was a referral from Idaho Public Charter School Commission to the Canyon County Prosecutor for serving on the board while being connected to businesses affiliated with ACVS. No charges were ever issued and no action was ever taken against Mr. McLaren from the Canyon County Prosecutor nor anyone else affiliated with our organization.

**The improvements planned for Another Choice Virtual Charter School’s certificate term in the area of governance oversight and operational compliance are as follows:**

- At the December 9, 2021 meeting Dr. Sandidge submitted her resignation that will go into effect at the end of the 2021 / 2022 school year. This move will ensure that there is no possibility of a conflict of interest between Dr. Sandidge and any locations or contractors ACVS works with going forward.

- At the December 9, 2021 meeting ACVS Board of Directors determined that two full time administrative positions will be created and recruited for to replace the role Dr. Sandidge will vacate. These roles will be what is typically viewed as a school superintendent and a school principal. The search for the administrative positions will be conducted by a search committee and will be advertised through ISBA early in 2022.
- Starting in April and May of 2021, ACVS restructured two positions which included updating job structure and hiring to take on the responsibilities of Human Resources and the Clerk of the Board, as well as ISEE Reporting.

ACVS did not meet standard on “Operational Measure 3b: Board Oversight” of the Commission’s Performance Framework, which required ACVS’s governing board to practice consistent and effective oversight over the school and its administrator. Dr. Sandidge has been an administrator with ACVS since 2010. She is also a co-owner of a corporation that provided services to ACVS. The relationship was documented with the initial charter authorization within the resume and physical initial location of operation. It was the interpretation that this information was known by the Idaho Public Charter School Commission initially in 2010 as it was documented within the charter documents. Additionally, this was public information. However, as the school grew and as time progressed this public information was not continuously documented adequately. As a result, Dr. Sandidge received a letter of reprimand by the Professional Standards Commission. A requirement for that letter of reprimand is, prior to recertification in 2025, Dr. Sandidge must complete an ethics training. It is acknowledged that to date, while that training has been personally purchased by Dr. Sandidge it has not been completed. Dr. Sandidge did confirm with the Professional Standards Commission when that needed to be completed and that information was verbally discussed with the Idaho Public Charter School Commission staff. Dr. Sandidge was not told by the Idaho Public Charter School Commission this needed to be completed earlier than what was specified by the Professional Standards Commission, therefore the standard on “Operational Measure 5a: Additional Obligations” is still in progress within the timeframes outlined by the Professional Standards Commission.

Additionally, as a result of the investigation from the Idaho Public Charter School Commission, there was a referral from Idaho Public Charter School Commission to the Canyon County Prosecutor for being connected to businesses affiliated with ACVS. No charges were ever issued and no action was ever taken against Dr. Sandidge from the Canyon County Prosecutor. That has additionally been made public information.

Dr. Sandidge acknowledges that she did not guide the school well in regards to procurement procedures when establishing financial contacts. Once she was made aware of expected procurement structures and policies, Dr. Sandidge sought out extensive legal guidance to ensure that these procedures were addressed as needed. Upon the completion of their extensive review she fully adhered to their advice. Requests for bids were posted in July and subsequently

awarded in the fall of 2021. The entire process was fully overseen by legal counsel to ensure it was done appropriately.

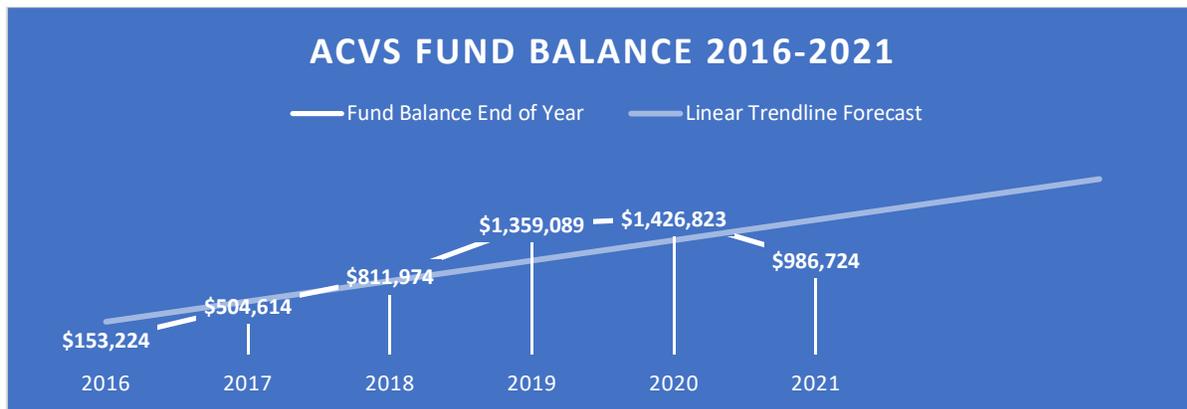
As is often the case in schools, staff are responsible for a variety of areas. As adjustments to the pandemic made clear in 2020, our overall staff responsibilities had grown enough beyond capacity that positions would need to be adjusted in order to ensure that tasks were completed appropriately and in a timely manner. This process is still an ongoing. Our school continues to work on balancing the tasks and roles of staff to ensure they have the time and the training to be equipped to do their tasks well. As part of this goal of continuing to improve our school, four individuals took over key roles within our organization in April and May of 2021. This restructuring has enabled the administrator to delegate key responsibilities to further ensure work on tasks would be addressed in a comprehensive and timely fashion.

These functional leaders began the arduous task of learning these new tasks as of April of 2021. Human Resources and Clerk of the Board were placed into one position and a new staff member was hired for that position. Two highly experienced special educators took on the role of coordination of our extensive special education and 504 accommodation program. Additionally, we fully changed over our ISEE reporter. All of those positions have undergone significant training both inside and outside of ACVS and have worked collaboratively with the Idaho Department of Education, the Idaho Public Charter School Commission, and various outside training entities to ensure they are equipped for the positions they hold. All are key in helping to ensure that operational compliance is addressed. To date these changes have proven very beneficial to address the standard “Operational Measure 3c: Reporting Requirements” of the Commission’s Performance Framework.

**The improvements planned for Another Choice Virtual Charter School’s certificate term in the area of Fiscal Accountability are as follows:**

- ACVS has zero debt and enough reserves to sustain school operations for 3.2 months (96 days) without revenue. As you can see in the following table, within the past five years we have significantly improved our Fund Balance each year with the exception of last year during the height of the COVID19 pandemic.

ACVS Fiscal Year	Fund Balance End of Year	Fund Balance Improvement End of Year
2016	\$153,224	
2017	\$504,614	\$351,390
2018	\$811,974	\$307,360
2019	\$1,359,089	\$543,006
2020	\$1,426,823	\$67,734
2021	<b>\$986,724</b>	-\$440,099



We have a good history of financial success and improvement demonstrated by real numbers confirmed by our auditor. ACVS did not take any loans during the Covid-19 pandemic and has never taken out a loan for any reason. We work hard to manage resources to the end that our diverse student population is well served. Our distinct student population remains at the forefront of our planning as we strategically spend each dollar for their sole benefit. Not unlike other schools our enrollment numbers dropped during the pandemic. However, we are currently experiencing a return to normal enrollment figures, and expect to continue in this direction in the near future. Regardless, with no debt and significant reserves we anticipate being able to weather occasional downturns.

In the Idaho Public Charter School Commission Annual Performance Reports of 2017 / 2018, 2018 / 2019, and 2019 / 2020 ACVS was provided with the “Accountability Designation” of “Honor” in the “Financial Outcome” component. In 2020 / 2021 the “Accountability Designation” was determined to be “N/A”. According to the performance reports prepared and distributed by the Idaho Public Charter School Commission, ACVS’s Fiscal Accountability was considered exemplary and was provided with a designation of “Honor”, which is above and beyond the designation of “Good Standing”.

Our auditor, Dan Coleman, CPA of Quest CPAs PLLC, has confirmed and agrees with our perspective of the numbers and data I am providing here. I am unsure as to why the Idaho Public

Charter School Commission's recent report recommending non-renewal, characterized "ACVS's financial audit for fiscal year 2021" as reflecting or being "indicative of financial distress". In our auditors' own words, he addressed the "Net Change in Fund Balance" as follows:

Large decrease due to a reduction in state funding for prior year ISEE reporting discrepancies. The School has made adjustments to make sure those discrepancies don't happen in the future. Although we showed a big loss for FY21, we did have prior year fund balance carryforward that was able to absorb the loss. **The ending fund balance / carryover is about a 3-month operating reserve which is still on the high-end of our 1 1/2 - 3-month recommendation.**

Throughout the past five years ACVS has consistently improved its financial position. As evidenced by our improving fund balance seen above, ACVS is in a much stronger financial position today than we were five years ago. In fact, we are in a much stronger financial position today than we were three years ago when we earned the Financial Outcome accountability designation of "Honor" from the Idaho Public Charter School Commission in annual performance reports mentioned above.

Fiscal year 2021 was challenging on a number of levels for our school, and all schools, due in large part to the pandemic which started at the beginning of 2020 (end of fiscal year 2020). Prior to the pandemic we enjoyed the privilege of having a waitlist of students who wanted to enroll at ACVS because we were at maximum capacity with enrollment numbers. The privilege of having a waitlist and maximum enrollment waned throughout the pandemic. However, despite diminishing enrollment numbers in addition to a state-wide reduction in state funding due to the pandemic, ACVS did not experience financial hardship. We did not experience financial hardship because we were responsible with our budget and accumulated sufficient funds to withstand potential hardship. We currently remain prepared to weather potential hardship, should the need present itself.

**The improvements planned for Another Choice Virtual Charter School's certificate term in the area of Data Security and Transparency are as follows:**

- ACVS has made great efforts at working towards increasing data security and transparency on our website. ACVS has worked with our website developer to further enhance the ease of accessing information from our site. This is a matter of great importance to us and we will continue to work with our website developer and the Idaho Public Charter School Commission to keep our site accessible to all.

ACVS did not meet standard on "Operational Measure 3d: Public Transparency" of the Commission's Performance Framework. As required by PCSC policy an ACVS Board Meeting was observed by Mr. Dawson. While Mr. Dawson has attended multiple board meetings and

Director Thompson attended one board meeting we were provided one observation form written below which was addressed according to a follow up email from Mr. Dawson.

School: ACVS

**PCSC Board Meeting Observation Summary**

Observation Date: 2/17/2021

Observer: Jared Dawson

ACVS Board of Directors-

Below you will find the summary of the PCSC board meeting observation required by PCSC Policies & Procedures (updated on August 13<sup>th</sup>,2020). The intent of this observation is to follow PCSC standard and serves as documentation of the fulfillment of your annual requirements. If you have any questions/comments/concerns regarding the summary below, please feel free to reach out to the Program Managers or PCSC Director. You have 5 days from the date of receipt of this summary to provide any follow-up as needed.

Director's Name	Office (if applicable)	Present/Remote/Absent
John Kelleher	Chair	Remote
Misty Puckett	Secretary/Treasurer	Remote
Ruth Kropp	Director	Remote
Laura Shoemaker	Director	Remote
School Leadership	Title	Present/Remote/Absent
Laura Sandidge	Administrator	Remote
Ross Jones	Business Manager	Remote

**ACVS Observation Summary**

Observation Category	Status	Date
Open Meeting Law	Concern	2/17/2021
Public Participation	No Concern	2/17/2021
Operational Efficacy	No Concern	2/17/2021
Academic Achievement	No Concern	2/17/2021
Financial Health	No Concern	2/17/2021



Laura Shoemaker <lshoemaker@anotherchoicecharter.org>

**Meeting**

**Jared Dawson** <Jared.Dawson@osbe.idaho.gov>  
 To: Laura Shoemaker <lshoemaker@anotherchoicecharter.org>

Thu, Nov 18, 2021 at 1:51 PM

Absolutely, Laura. I'm including the formal meeting observation from March, as that is really the only meeting that I took notes on, and it is a required part of the renewal packet. There was a concern about an open meeting law violation with the agenda not being posted in the summary, and that was eventually resolved as it was tied to the new/old website changes, etc.

I don't know if I took notes for the other meetings, as I was mainly there just to keep tabs on where you were in the process (ethics training, contracts, etc.). I can go back and look through my notepads just to make sure, and send that information over to you, but there's nothing in a word doc or formal observation or anything like that. A lot of my contact and follow-up communication was done with Laura via either phone or email.

I'm just fine with working with you as the liaison, and I hope from your perspective you can trust that I'll be transparent and work with you as best I can through this process. Thank you for the heads up on the meeting tomorrow – I know I've been attending all of your meetings – however, with this one, I don't plan on attending unless you recommend that I be there. I know this is difficult and an emotional situation, and I don't want to add any unnecessary pressure and give your team a chance to breathe a little as you begin working through this. If you disagree with this thinking and think it would be a good idea for me to attend instead let me know (with the agenda specifically set for mostly executive session, I also don't have anything to observe, really, although I could be mistaken).

As soon as your board and legal counsel decide how they want to go, I can be as involved in the process to whatever extent or capacity you wish, and will be available to answer whatever questions you have. I appreciate how difficult this situation is and how everyone on your team must be feeling right now. I also want to say thank you for coming to the Renewal presentation yesterday – hopefully that conversation was productive, answered some of your questions, and helped you see how the process should look moving forward. Let me know if you have any questions, and thank you.

**JARED DAWSON**

Program Manager, Idaho Public Charter School Commission  
 (208) 332-1585

PUBLIC RECORDS NOTICE: Pursuant to Idaho Code § 74-101 through 74-126, this email and responses are subject to the Idaho Public Records law and may be disclosed to the public upon request, unless otherwise exempt from disclosure under the law.

[Quoted text hidden]

Laura Shoemaker

ACVS Board Clerk / HR

[lshoemaker@anotherchoicecharter.org](mailto:lshoemaker@anotherchoicecharter.org)

**The improvements planned for Another Choice Virtual Charter School's certificate term in the area of Academic Outcomes are as follows:**

- ACVS has made great efforts at increasing Academic Outcomes for all students at ACVS. Our school was identified to be involved with the Department of Education School Improvement project beginning with the 2018 / 2019 school year for a three-year cycle. All schools identified were continued for a fourth year due to the impacts of the pandemic. This has been a major activity for all staff at ACVS. We have fully adjusted multiple key elements of our school's academic program in an effort to increase academic outcomes for all students. While schools have not been identified as yet for school improvement in the 2022 / 2023 school year at this point all meetings with the Department of Education School Improvement project team have indicated that ACVS has sufficiently progressed to the extent that we will no longer be eligible for that supportive and empowering program.
- ACVS plans to continue to develop our staff's capacity in understanding how to better work with students that have experienced trauma. Our school is moving towards a trauma informed model of serving students that stresses academic success and increased mental health.

Since ACVS did have academic concerns according to our last renewal ACVS expected there would be a team site visit as per PCSC policy for the purpose of observing the school's Key Design Elements. This visit has not been scheduled or discussed with ACVS administration prior to this report, most likely due to the pandemic. Therefore key design elements along with data that supports positive academic change is occurring at ACVS will be provided.

ACVS clearly serves a wonderfully diverse population as was the goal of our original charter. This has been discussed with Director Thompson recently when discussing what schools would provide appropriate data comparables to ACVS. Director Thompson and Dr. Sandidge both agreed that while there is no true comparable due to the unique demographics of our students, our school would most likely best be compare to an alternative school. This was consistent with a condition that was placed on ACVS at the last reauthorization.

ACVS's 2019 five (5) year cohort graduation rate will be at least thirty-five percent (35%). Five (5) year cohort graduation rate data for 2019 will be available in early 2020. This condition is based on a rate of increase sufficient to promote ACVS's ability to achieve a five (5) year cohort graduation rate of at least forty-eight percent (48%) by the end of the next performance certificate term. Forty-eight percent (48%) is the 2014 median five (5) year cohort graduation rate for Idaho alternative schools. Although ACVS is not an alternative school, the Commission recognizes that its student population faces similar challenges.

That condition, while dropped due to the Covid-19 pandemic was met due to the changes our school has made. The 2019 / 2020 4 Year Graduation rate was 49.5% and our 5 Year Graduation rate was 52.2%. While the graduation rate for 2020-2021 school year has not been fully compiled from the State our initial data indicates that our rate will continue to move forward by being closer to 55%.

The student demographics for Another Choice Virtual Charter School is as follows: ACVS currently has 415 students. That population is approximately 50% females and 50% males. Those students further go on to be 36% non-white; 29% on an Individualized Education Plan, 10% on a 504 Accommodation Plan; and 69% of all our students qualify for At-Risk according to Idaho's definition of At-Risk, which means that 69% of our student population is at risk for academic failure or dropping out of school. Additionally, .01% of that population is three or more years behind grade, .07% are two or more years behind grade level, and .38% of the population is approximately one year behind grade level. While this doesn't always impact the graduation rate, it does impact motivation for students to continue with their education. .10% of our current population are already 18 or older. While many students have been consistent with ACVS for many years, there is significant mobility which is as indicative of a high at-risk population.

Additionally, the pandemic exacerbated the mobility rate during the 2020 / 2021 school year considerably. The mobility rate is determined by calculating the total number of new student entries and withdrawals during the year divided by the total opening day enrollment. Therefore, the mobility rate for the 2020 / 2021 school year was 118%. The mobility rate is still being determined for the 2021 / 2022 school year, however, to date it is 72%. This data could include students that entered and withdrew from ACVS multiple times throughout the year due to various circumstances. The population of mobile students require staff that continually work extensively to help students connect with their environment, their curriculum, teachers, as well as other students. Our teachers and staff are continually being taught better ways to engage their students. This has been a successful school improvement goal.

While ACVS's academic performance has been consistently low throughout the current Performance Certificate term we have consistently worked individually with every student that attends ACVS to ameliorate the situation. Given the demographics of our student population the school improvement focus has been on growth in ELA, Math, and Informational Reading, for all students. We have specifically focused on students in grades 6, 7, and 8 as those grades have typically proven to be the population that has experienced the slowest amount of growth. They also represent the key transition grades from elementary to high school. ACVS has utilized the Interims as a tool within the State ISAT portal extensively in order to facilitate student growth. Growth is monitored continuously. The data in Interims and in NWEA's Measures of Academic Progress, MAPs, have been specifically individualized and reviewed continually for students in 7<sup>th</sup> and 8<sup>th</sup> grade to measure growth at the student level, as demonstrated below.

Number System	Opportunity #1	Opportunity #2	Opportunity #3	Analyze & Solve Linear Equations	Opportunity #1	Opportunity #2	Opportunity #3	Proportional Relationships	Opportunity #1	Opportunity #2	Opportunity #3
Student A	6/13 At/Near Standard	8/13 Above Standard		Student A	6/12 At/Near Standard	8/12 Above Standard	9/12 Above Standard	Student A	2/10 Below Standard	8/10 Above Standard	
Student B	7/13 At/Near Standard	9/13 Above Standard		Student B	2/12 Below Standard	6/12 At/Near Standard	8/12 At/Near Standard	Student B	2/10 Below Standard	6/10 At/Near Standard	
Student C	3/13 At/Near Standard	2/13 Below Standard		Student C	1/12 Below Standard	3/12 At/Near Standard	4/12 At/Near Standard	Student C	1/10 Below Standard	2/10 Below Standard	

During the pandemic, and even with an extremely high student mobility rate, ACVS actually outperformed the state on the ISAT in scale growth for math for our students in 6<sup>th</sup> grade and in both ELA and math for our students in 10<sup>th</sup> grade when comparing the growth rate for all students in ACVS in comparison to all students across the state. Additionally, it bears noting that students with special needs are a major focus for our school, therefore we cannot neglect the fact that there is a population of students that need to be celebrated for their growth even though more standardized testing may not reflect it as pronounced as we would like. Progress can and should be measured in a variety of ways. We have seen it as our students blossom and grow in an environment that allows for their differences and focuses on taking the student where they are at while encouraging them to fully realize their academic and personal goals. It is incredibly difficult to statistically measure the growth of a student that literally growled at those that came too close when she initially enrolled at ACVS to her joyful and demonstrative participation with teachers and peers upon her graduation day a few short years later. We fully celebrate the growth of our students and can see that through many forms of data, including IEP goal progress data. In spite of struggles with mental and physical health issues, over 82% of our students with disabilities have made growth on their IEP goals. It is also important to note that over 50% of our students qualifying for special education have shown an upward trend on their grade level MAPs testing scores.

Since the last reauthorization for ACVS three major changes have occurred academically that have had a significant impact on students and staff.

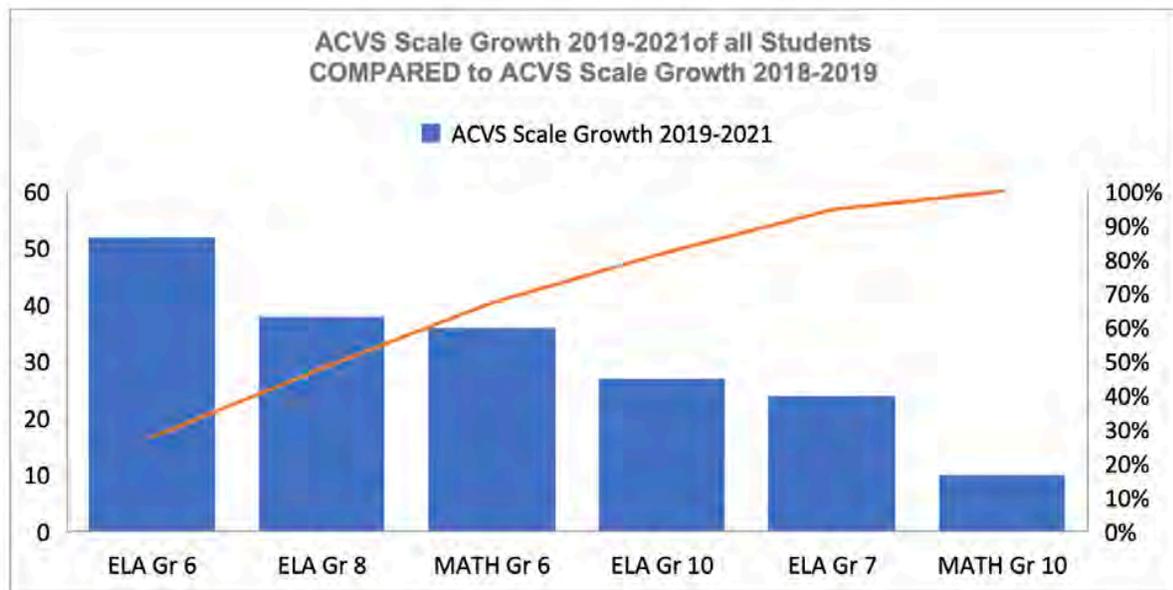
First, all students in grades K through 12 are required to take NWEA Measuring Academic Performance, MAPs, three times a year; prior to entry or at the beginning of the school year, again mid-year, and at the end of the year. Growth is significantly monitored through the MAPS program as well as with the State’s Interims. The Interims typically close in February or early March so MAPs have been key to understanding the full year’s growth.

A second change that ACVS has implemented is based on the results of the MAPs test and how it correlates to the assigned classes students in grades 7 through 12 are placed. ACVS has used the NWEA skills program, as well as other researched-based programs, to work on building key skills for our students. Therefore, if a student scores 75% or below grade level on their ELA or math MAPs test they get their regular subject grade level course that is required and appropriate for their grade level plus another full class designed to build the student’s skill level in the subject area. If the student scores below 50% they are placed in one class and if they score

between 50 and 75% they are placed in more of an accelerated program that still builds their academic skills in the subject area. This has required students who are below grade level to have two class periods in either the ELA or math subject area, one working on grade level skills and the other working on below grade level skills. This has proven very successful for our students. Likewise, students who score 75% or below grade level on their reading MAPs test are assigned a reading class that using research and evidence-based programming to increase their reading level. This program is very individualized and time intensive both for students and staff, but it has been very important for our growth.

Lastly, we have fully revamped our curriculum in grades K through grade 12 for all students over the past five years to ensure that our curriculum is fully aligned with the state standards and embeds progress monitoring to ensure students are achieving. Our academic program is rigorous and time intensive for student and teacher alike. Our students often do not get to have electives that other students would be able to have because their electives are working on skill building. However, our students and families are encouraged by the growth they have seen individually in their specific skill levels.

While ACVS has not met the growth measures we are seeking to. The chart below indicates that the changes we have instituted for all students are impacting our trend towards achieving the growth we hope to achieve. This work is intensive and all staff are fully involved in this endeavor at ACVS. The standard of Academic Progress is paramount to ACVS and is still in progress.



**Outline of Additional Evidence**

- 1) Exhibit 1: Comparison of ACVS Scale Growth to State Wide Average Scale Growth through the Pandemic.
  - a) This data is a comparison of all students against all students. It does not extract students on an IEP or any other student demographic areas.
- 2) Exhibit 2: Comparison of ISAT proficiency level change between ACVS to the State through the Pandemic in ELA and math.
  - a) This data is a comparison of all students against all students. It does not extract students on an IEP or any other student demographic areas. I provides us with data that says we are comparable with the state in overall proficiency change.
- 3) Exhibit 3: Growth Resiliency Measure Organizational Report.
  - a) Resiliency, or the ability for an individual to overcome a major crises, tragedy, or trauma is extremely important for all students. In a school that has 69% of the student population qualifying as At-Risk for academic failure or dropping out of school requires that all staff are equipped to help our students develop their resiliency skills. Dr. Jonathan Locust from Winona State University in Minnesota has worked with ACVS to help us quantify how well our staff are helping our students build resiliency. This report is not a final report as it will not be complete until the end of the year.

Exhibit 1: Comparison of ACVS Scale Growth to State Wide Average Scale Growth through the Pandemic.

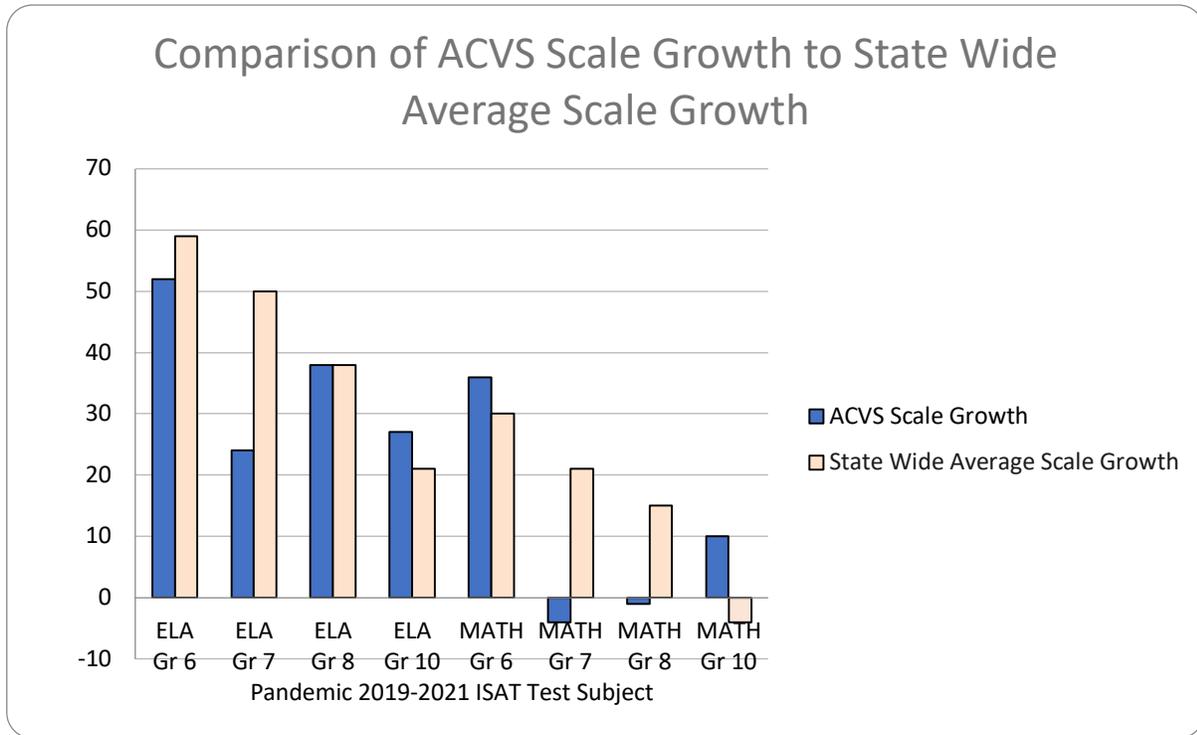
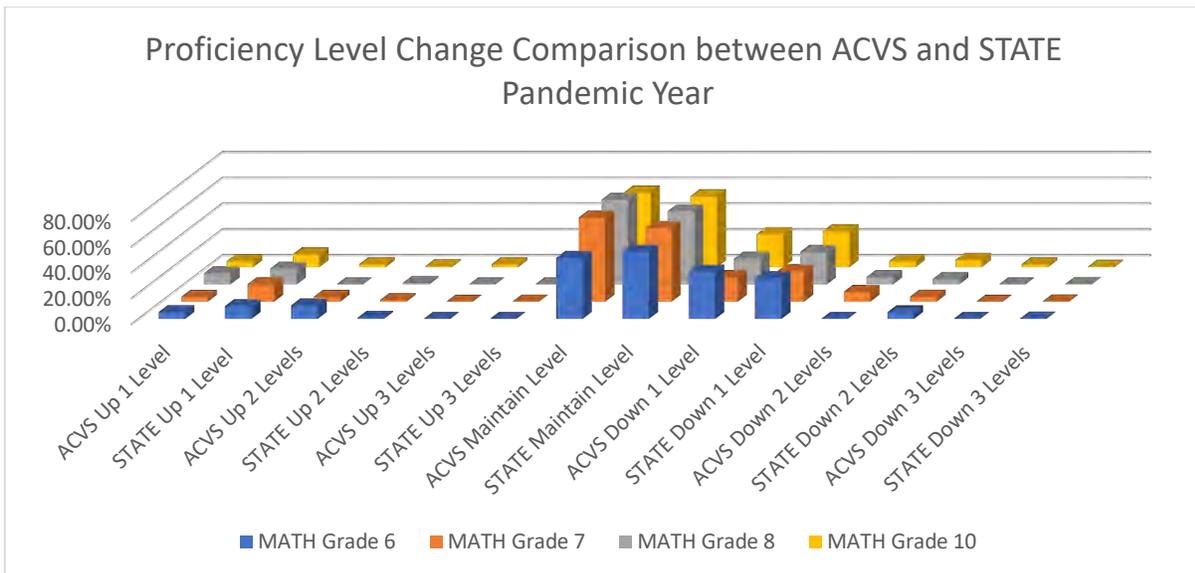
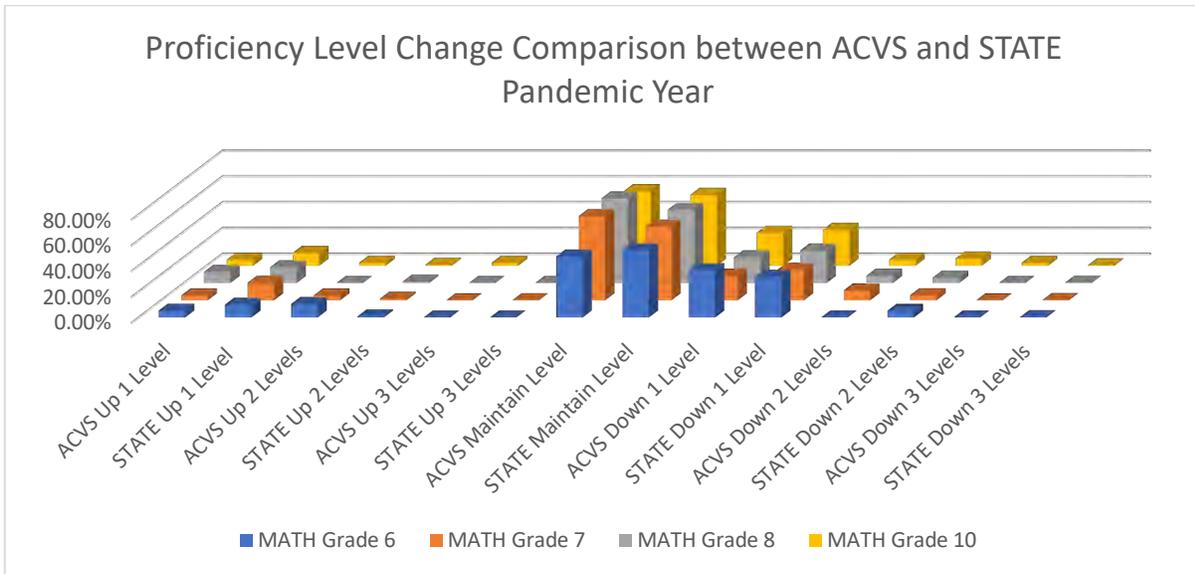


Exhibit 2: Comparison of ISAT proficiency level change between ACVS to the State through the Pandemic in ELA and math.



Additional Evidence

Exhibit Three Growth Resiliency Measure



# GRM Growth Resiliency Measure Organizational Report

## Another Choice Virtual Charter School

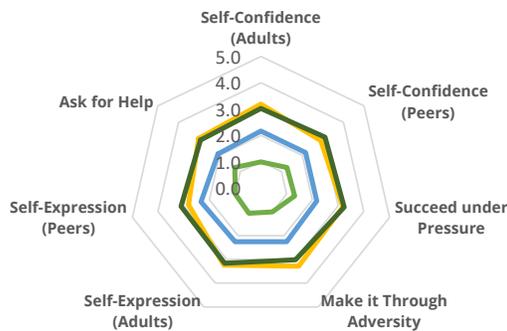
Grades: K-12      # Students: 413      Students of Color: 36%      Male: 50%  
 Female: 49%      Transgender: 1%      At-Risk: 69%      IEP: 29%      504 Plan: 10%  
 Avg. Per Pupil Spending: \$1,554      Free/Discount Lunch: 36.8%

### Fall 2021

### Average Scores for Selected Grades

#### Start of the Academic Year

— 1st Grade (N=19)      — 6th Grade (N=24)  
— 9th Grade (N=38)      — 12th Grade (N=74)



#### Data Insights

Organizationally, students showed the highest gain in **Self-Confidence w/ Adults** on average.

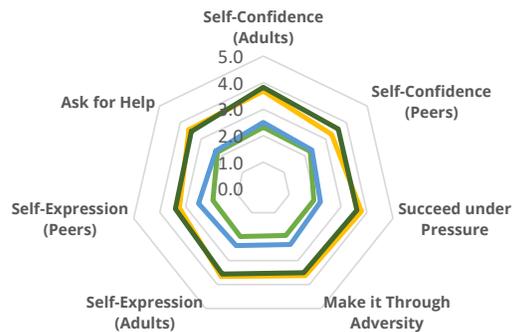
Below is the highest gain components for each grade.

- 1<sup>st</sup> Grade – **Self-Confidence w/ Adults** and **Self-Confidence w/ Peers**
- 2<sup>nd</sup> Grade – **Self Expression w/ Adults**
- 3<sup>rd</sup> Grade – **Self-Confidence w/ Peers** and **Self Expression w/ Adults**
- 4<sup>th</sup> Grade – **Asking for help**
- 5<sup>th</sup> Grade – **Self-Confidence w/ Adults**
- 6<sup>th</sup> Grade – **Self-Confidence w/ Adults**

#### Data Insights (cont'd)

- 7<sup>th</sup> Grade – **Self-Confidence w/ Adults** and **Self Expression w/ Adults**
- 8<sup>th</sup> Grade – **Self-Confidence w/ Adults**, **Succeeding Under Pressure** and **Making it Through Adversity**
- 9<sup>th</sup> Grade – **Succeeding Under Pressure** and **Asking for help**
- 10<sup>th</sup> Grade – **Self-Confidence w/ Adults**
- 11<sup>th</sup> Grade – **Self-Confidence w/ Adults** and **Asking for help**
- 12<sup>th</sup> Grade – **Self-Confidence w/ Adults** and **Succeeding Under Pressure**

#### At the time of Assessment



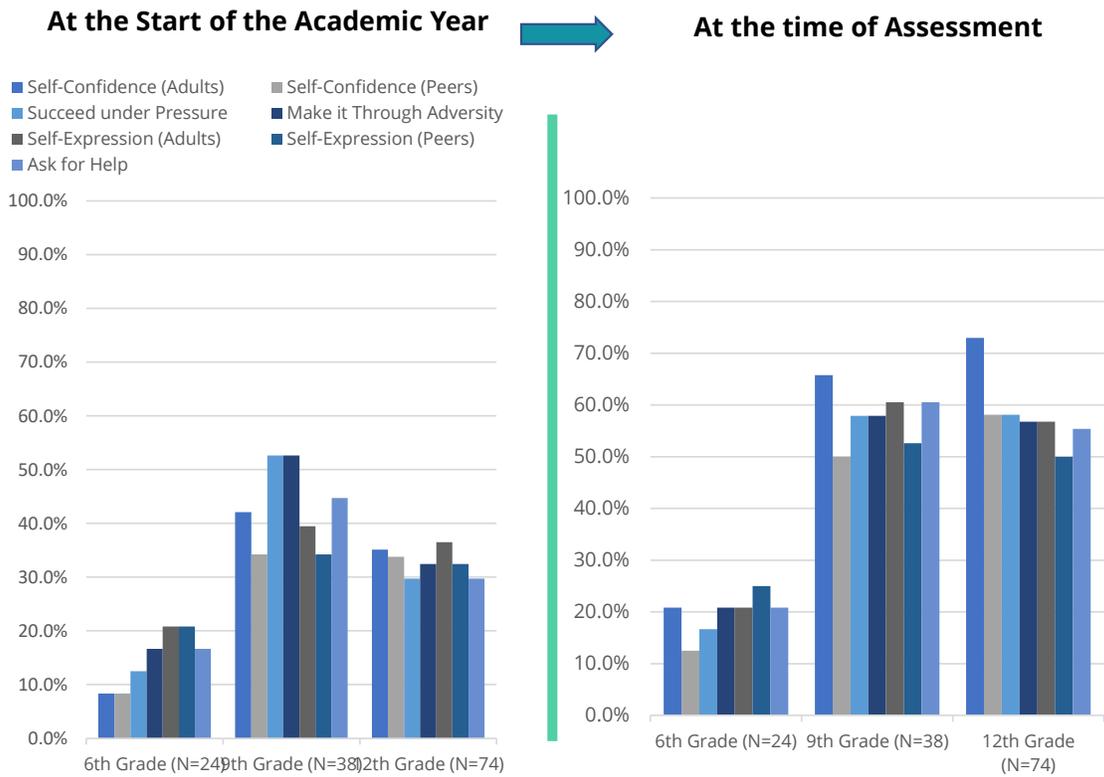
GRM scores were reported by teachers for individual students in their classes at any point in the fall term of 2021. The scores for each category range from 1 through 5, w/ 1 as the lowest and 5 as the highest.



# GRM Growth Resiliency Measure Organizational Report

Fall 2021

Percent of Students w/ High Scores (4 or 5)



**Data Insights**

Below are the grades that had the largest percentage of students w/ high scores (4 or 5) for each resilience component. Components are not included if there was no growth.

- Self-confidence w/ Adults* – 5th, 6th, 7th, 9th, 11th, and 12th Grades
- Success under pressure* – 8th Grade
- Ask for help* – 10th Grade
- Self-expression w/ Adults* – 3rd Grade
- Self-expression w/ Peers* – 3rd Grade

GRM scores were reported by teachers for individual students in their classes at any point in the fall term of 2021. The scores for each category range from 1 through 5, w/ 1 as the lowest and 5 as the highest.

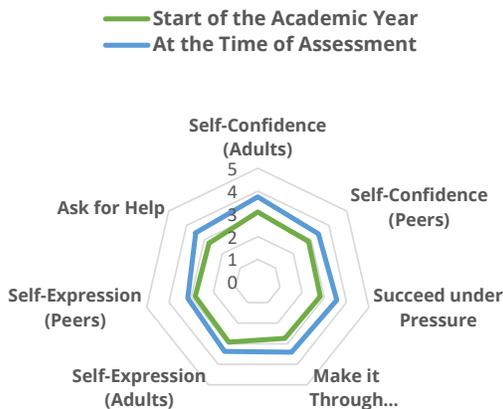


# Growth Resiliency Measure Organizational Report

Fall 2021

*Students of Color*

### Change in GRM Average (12<sup>th</sup> Grade)



Overall, students of color were most represented in *Self-confidence w/ Adults*, followed by *Self Expression w/ Adults*.

*Self-expression w/ Adults* had the highest percentage of 11<sup>th</sup> grade students of color.

*Success under pressure* had the highest percentage of 8<sup>th</sup> grade students of color.

*Self-Confidence w/ Adults* and *Peers* showed the highest percentage of students of color in the 3<sup>rd</sup>, 4<sup>th</sup>, and 10<sup>th</sup> grades.

K, 1<sup>st</sup>, 5<sup>th</sup>, and 6<sup>th</sup> all had 0% of students of color, however, all grades had less than 5 student, with 6<sup>th</sup> having 8.

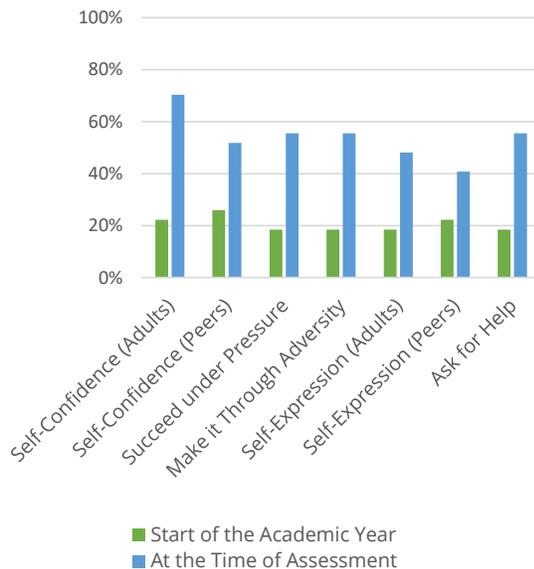
*Note: 2<sup>nd</sup> Grade was evenly distributed amongst all components.*

### Data Insights

For each component of resilience, find the highest gain areas made by students of color for each grade.

- *Self-confidence w/ Adults* – 7<sup>th</sup> grade
- *Self-confidence w/ Peers* – 2<sup>nd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grades
- *Success under pressure* – 8<sup>th</sup> and 9<sup>th</sup> and 11<sup>th</sup> grades
- *Ask for help* – 8<sup>th</sup> and 11<sup>th</sup> Grade
- *Self-expression w/ Adults* – 3<sup>rd</sup> Grade

### Change in Percentage of Students w/ Score 4 or 5 (12<sup>th</sup> Grade)



GRM scores were reported by teachers for individual students in their classes at any point in the fall term of 2021. The scores for each category range from 1 through 5, w/ 1 as the lowest and 5 as the highest.

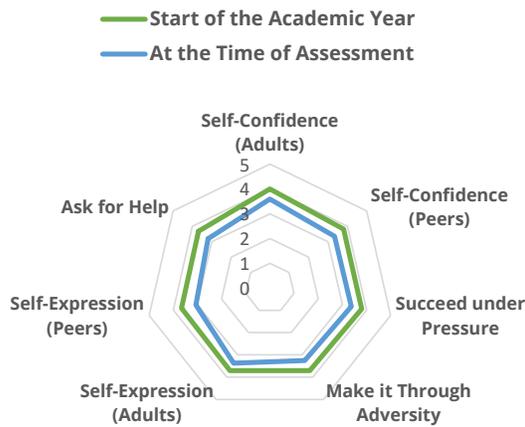


# GRM Growth Resiliency Measure Organizational Report

## Fall 2021

## IEP Students

### Change in Average GRM (12<sup>th</sup> Grade)



### Data Insights

For each component of resilience, find the highest gains areas made by students of color for each grade.

- *Self-confidence w/ Adults* – 1st and 5th grade
- *Self-confidence w/ Peers* – 1st, 2nd, 3rd, 4th, 10th, 11th, and 12th grades
- *Success under pressure* – 8th, 9th and 11th grades
- *Make it through Adversity* – 11th grades
- *Ask for help* – 4th, 6th and 11th grades
- *Self-expression w/ Adults* – 7th grade

**Note: K had 0 IEP students.**

Overall, IEP students were most represented in Self-confidence w/ adults, followed by Success Under Pressure.

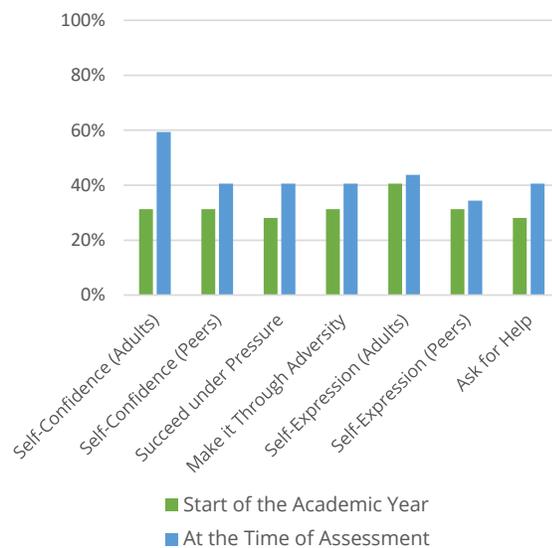
Self-Confidence w/ Adults showed the highest percentage of IEP students in the 11th and 12th grades, and was one of several for grades 4, 6, 7 and 10.

Self-expression w/ Adults had the highest percentage of 9th grade IEP students. gm

Success under pressure had the highest percentage of 8th grade students of color.

**Note: K, 1st, 2nd, 3rd, and 5th all had 0% of IEP students, however, all grades had less than 4 IEP students.**

### Change in the Percentage of Students w/ Score 4 or 5 (12<sup>th</sup> Grade)



GRM scores were reported by teachers for individual students in their classes at any point in the fall term of 2021. The scores for each category range from 1 through 5, w/ 1 as the lowest and 5 as the highest.



# GRM Growth Resiliency Measure Organizational Report

## Data Tables – Fall 2021

### 1. GRM Submitted by Student Characteristics

*Excludes students w/out information on their grade level or complete GRM scores*

	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade	Grand Total
<b>Student Count</b>	4	19	8	13	11	12	24	19	39	38	48	74	73	<b>382</b>
<b>Boy %</b>	50%	58%	75%	31%	64%	75%	54%	53%	54%	37%	50%	57%	49%	<b>52%</b>
<b>Girl %</b>	50%	42%	25%	69%	36%	25%	46%	47%	46%	63%	48%	42%	48%	<b>47%</b>
<b>Transgender %</b>	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	2%	1%	1%	<b>1%</b>
<b>Students of Color %</b>	25%	16%	38%	46%	45%	33%	33%	21%	28%	37%	33%	36%	37%	<b>34%</b>
<b>IEP %</b>	0%	11%	13%	15%	36%	33%	50%	63%	46%	42%	46%	45%	44%	<b>41%</b>

### 2. Baseline GRM Averages (at the start of the semester)

Grade	Self-Confidence (Adults)	Self-Confidence (Peers)	Succeed under Pressure	Make it Through Adversity	Self-Expression (Adults)	Self-Expression (Peers)	Ask for Help
Kindergarten	1.3	1.3	1.0	1.0	1.3	1.3	1.3
1st Grade	1.3	1.3	1.0	1.0	1.1	1.0	1.3
2nd Grade	2.9	2.6	2.5	2.5	2.6	2.6	2.5
3rd Grade	2.2	2.0	1.8	1.8	2.2	2.2	2.0
4th Grade	2.7	2.5	2.4	2.5	2.3	2.3	2.0
5th Grade	2.8	2.8	2.4	2.7	2.5	2.6	2.8
6th Grade	2.2	2.2	2.2	2.3	2.3	2.3	2.1
7th Grade	2.9	2.7	2.0	2.1	2.5	2.6	2.1
8th Grade	2.6	2.5	2.4	2.5	2.5	2.4	2.7
9th Grade	3.2	2.9	3.2	3.3	3.2	2.8	3.0
10th Grade	2.9	2.8	2.6	2.8	2.7	2.6	2.8
11th Grade	2.6	2.6	2.4	2.5	2.7	2.7	2.6
12th Grade	3.2	3.1	3.0	3.0	3.2	3.1	2.9
<b>Grand Total</b>	<b>2.7</b>	<b>2.6</b>	<b>2.5</b>	<b>2.6</b>	<b>2.6</b>	<b>2.6</b>	<b>2.6</b>

### 3. Current GRM Averages (at the time of data entry)

Grade	Self-Confidence (Adults)	Self-Confidence (Peers)	Succeed under Pressure	Make it Through Adversity	Self-Expression (Adults)	Self-Expression (Peers)	Ask for Help
Kindergarten	2.3	2.3	2.0	2.0	2.3	2.3	2.3
1st Grade	2.3	2.3	1.9	1.9	2.0	1.9	2.2
2nd Grade	4.0	3.6	3.5	3.5	3.9	3.8	3.6
3rd Grade	3.2	2.8	2.5	2.5	3.0	2.9	2.5
4th Grade	3.0	2.6	2.5	2.5	2.5	2.5	2.4
5th Grade	3.1	2.8	2.5	2.8	2.6	2.7	2.8
6th Grade	2.5	2.3	2.2	2.3	2.4	2.5	2.3
7th Grade	3.3	2.9	2.1	2.2	2.8	2.7	2.2
8th Grade	3.2	2.8	3.1	3.1	3.0	2.8	3.1
9th Grade	3.7	3.3	3.8	3.6	3.7	3.2	3.6
10th Grade	3.1	3.0	2.8	2.9	2.8	2.8	2.9
11th Grade	3.4	3.2	3.1	3.2	3.2	3.1	3.4
12th Grade	3.8	3.6	3.6	3.5	3.6	3.4	3.5
<b>Grand Total</b>	<b>3.30</b>	<b>3.07</b>	<b>3.00</b>	<b>3.01</b>	<b>3.07</b>	<b>2.95</b>	<b>3.07</b>





# GRM Growth Resiliency Measure Organizational Report

## Data Tables – Fall 2021

### 4. Baseline GRM High Scores (4 or 5) - *at the start of the semester*

Grade	Student Count	Self-Confidence (Adults)	Self-Confidence (Peers)	Succeed under Pressure	Make it Through Adversity	Self-Expression (Adults)	Self-Expression (Peers)	Ask for Help
Kindergarten	4							
1st Grade	19							
2nd Grade	8	3	3	3	3	3	3	3
3rd Grade	13	1	1	1	1	1	1	1
4th Grade	11	2		1	1		1	
5th Grade	12	3	3			1	1	3
6th Grade	24	2	2	3	4	5	5	4
7th Grade	19	7	3	2	2	5	3	3
8th Grade	39	10	10	6	8	10	8	13
9th Grade	38	16	13	20	20	15	13	17
10th Grade	49	7	7	3	5	5	6	6
11th Grade	74	17	19	12	16	16	20	24
12th Grade	74	26	25	22	24	27	24	22
<b>Grand Total</b>	<b>384</b>	<b>94</b>	<b>86</b>	<b>73</b>	<b>84</b>	<b>88</b>	<b>85</b>	<b>96</b>

### 5. Current GRM High Scores (4 or 5) - *at the time of data entry*

Grade	Student Count	Self-Confidence (Adults)	Self-Confidence (Peers)	Succeed under Pressure	Make it Through Adversity	Self-Expression (Adults)	Self-Expression (Peers)	Ask for Help
Kindergarten	4							
1st Grade	19							
2nd Grade	8	5	5	5	5	5	5	5
3rd Grade	13	4	2	4	4	5	5	4
4th Grade	11	3	1	1	2	1	1	1
5th Grade	12	5	3			1	1	3
6th Grade	24	5	3	4	5	5	6	5
7th Grade	19	9	4	1	1	6	4	2
8th Grade	39	18	14	17	17	14	12	16
9th Grade	38	25	19	22	22	23	20	23
10th Grade	49	14	15	8	9	10	11	15
11th Grade	74	37	33	31	30	34	31	41
12th Grade	74	54	43	43	42	42	37	41
<b>Grand Total</b>	<b>384</b>	<b>179</b>	<b>142</b>	<b>136</b>	<b>137</b>	<b>146</b>	<b>133</b>	<b>156</b>



# GRM Growth Resiliency Measure Organizational Report

## Data Tables - Fall 2021

### 6. Percent of GRM High Scores (4 or 5) - *at the start of the semester*

Grade	Total Student Count	Self-Confidence (Adults)	Self-Confidence (Peers)	Succeed under Pressure	Make it Through Adversity	Self-Expression (Adults)	Self-Expression (Peers)	Ask for Help
Kindergarten	4	0%	0%	0%	0%	0%	0%	0%
1st Grade	19	0%	0%	0%	0%	0%	0%	0%
2nd Grade	8	38%	38%	38%	38%	38%	38%	38%
3rd Grade	13	8%	8%	8%	8%	8%	8%	8%
4th Grade	11	18%	0%	9%	9%	0%	9%	0%
5th Grade	12	25%	25%	0%	0%	8%	8%	25%
6th Grade	24	8%	8%	13%	17%	21%	21%	17%
7th Grade	19	37%	16%	11%	11%	26%	16%	16%
8th Grade	39	26%	26%	15%	21%	26%	21%	33%
9th Grade	38	42%	34%	53%	53%	39%	34%	45%
10th Grade	49	14%	14%	6%	10%	10%	12%	12%
11th Grade	74	23%	26%	16%	22%	22%	27%	32%
12th Grade	74	35%	34%	30%	32%	36%	32%	30%
<b>Grand Total</b>	<b>384</b>	<b>24%</b>	<b>22%</b>	<b>19%</b>	<b>22%</b>	<b>23%</b>	<b>22%</b>	<b>25%</b>

### 7. Percent of GRM High Scores (4 or 5) - *at the time of data entry*

Grade	Student Count	Self-Confidence (Adults)	Self-Confidence (Peers)	Succeed under Pressure	Make it Through Adversity	Self-Expression (Adults)	Self-Expression (Peers)	Ask for Help
Kindergarten	4	0%	0%	0%	0%	0%	0%	0%
1st Grade	19	0%	0%	0%	0%	0%	0%	0%
2nd Grade	8	63%	63%	63%	63%	63%	63%	63%
3rd Grade	13	31%	15%	31%	31%	38%	38%	31%
4th Grade	11	27%	9%	9%	18%	9%	9%	9%
5th Grade	12	42%	25%	0%	0%	8%	8%	25%
6th Grade	24	21%	13%	17%	21%	21%	25%	21%
7th Grade	19	47%	21%	5%	5%	32%	21%	11%
8th Grade	39	46%	36%	44%	44%	36%	31%	41%
9th Grade	38	66%	50%	58%	58%	61%	53%	61%
10th Grade	49	29%	31%	16%	18%	20%	22%	31%
11th Grade	74	50%	45%	42%	41%	46%	42%	55%
12th Grade	74	73%	58%	58%	57%	57%	50%	55%
<b>Grand Total</b>	<b>384</b>	<b>47%</b>	<b>37%</b>	<b>35%</b>	<b>36%</b>	<b>38%</b>	<b>35%</b>	<b>41%</b>

### 8. GRM Definitions (referred as “components”)

**Self-confidence:** trust in one’s abilities, capacities, and judgment.

**Self-expression:** free expression of one’s feelings, impulses, thoughts, attitudes, and talents.

**Perseverance:** persistence in doing something despite difficulty or delay in achieving success.

**Success under pressure:** accomplishment through an opposing situation/obstacle.

**Ask for help:** request to see/talk to someone for help.

REQUEST FOR ADMINISTRATIVE HEARING

On behalf of ANOTHER CHOICE VIRTUAL CHARTER SCHOOL, INC. ("ACVS"), the undersigned authorized representative acknowledges the receipt of the Notice and Acknowledgment of Commission Director's Recommendation for Nonrenewal of Charter dated November 15, 2021 ("Notice"). ACVS does not agree with the Director's recommendation as stated in the Notice, and is hereby exercising its right to an administrative hearing before the Idaho Public Charter School Commission ("Commission").

The hearing will be held at the date and place to be set forth in a Notice of Hearing, which will be issued by the Commission by no later than January 15, 2022. ACVS will proceed to the hearing under the terms and requirements set forth in the Notice of Hearing. ACVS acknowledges that, at the conclusion of the hearing and after a reasonable period for deliberation, the Commission will vote to either renew ACVS's charter with no conditions, renew ACVS's charter with conditions, or nonrenew ACVS's charter.

Dated: 12-9-21

John E. Kalka
Authorized Representative
Board Chair/President
ANOTHER CHOICE VIRTUAL CHARTER SCHOOL, INC.

REQUEST FOR ADMINISTRATIVE HEARING - 1

# ANOTHER CHOICE VIRTUAL CHARTER SCHOOL



## ANNUAL PERFORMANCE REPORT 2013-2014

Idaho Public Charter School Commission  
304 North 8<sup>th</sup> Street, Room 242  
Boise, Idaho 83702

Phone: (208) 332-1561  
[chartercommission.idaho.gov](http://chartercommission.idaho.gov)

Alan Reed, Chairman  
Tamara Baysinger, Director

Distributed Spring 2015



## 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 that 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 decision making, such as the evaluation of charter amendment proposals.

This report contains an overview of the school, including its history, 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 is comprised of four sections: Academic, Mission-Specific, Operational, and Financial. Each section contains a number of measures intended to evaluate the school's performance against specific criteria. The scorecard pages of the framework offer a summary of the school's scores and accountability designation ranging from Honor (high) to Critical (low).

Schools have an opportunity to correct or clarify their 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 full, contextualized understanding of the school's performance.

Additional information about how the performance framework was developed and how results may be interpreted is available on the PCSC's website: [chartercommission.idaho.gov](https://chartercommission.idaho.gov).

School Overview

<p><b>Mission Statement</b></p>	<p>Another Choice Virtual Charter School seeks to provide a safe, individualized, standards-based education for Idaho’s students, K through 12, with and without disabilities, to enable them to meet their full potential both intellectually and socially. Our focus is to offer an individualized education for all, specializing in individuals with learning differences, to become full and active contributing members of society through a virtual and experiential format. Another Choice Virtual Charter School is built on: academic achievement, development of social competence, post-secondary preparedness, and the development and advancement of student’s technological skills.</p>	
<p><b>Key Design Elements</b></p>	<p>Another Choice Virtual Charter School is a virtual school that uses a blended model of implementation. Our focus is working with individuals with learning differences. All instruction is offered virtually. Asynchronous, synchronous, and/or face-to-face support services via a computer lab location, offer a variety of enhanced support opportunities for students. Another Choice Virtual Charter School offers:</p> <ul style="list-style-type: none"> <li>i. Various online curriculums to provide core instruction.</li> <li>ii. Blended learning opportunities such as face-to-face tutoring through a computer lab, asynchronous, and synchronous options to support the virtual learning.</li> <li>iii. Intervention programs to supplement core instruction for students not meeting proficiency on state assessments and/or not making adequate gains through core curriculum.</li> <li>iv. Extended educational opportunities to offer additional learning/credit recovery for students looking to make up credits and/or work ahead.</li> <li>v. Socialization opportunities to enhance students’ social, emotional, and wellbeing.</li> <li>vi. Vocational, college readiness, and dual credit opportunities to prepare students for post-secondary education and other career opportunities.</li> </ul>	
<p><b>School Contact Information</b></p>	<p>Address: 1014 W. Hemingway Blvd. Nampa, Idaho 83651</p>	<p>Phone: (208) 475-4255</p>
<p><b>Surrounding District</b></p>	<p>Kuna Joint School District</p>	
<p><b>Opening Year</b></p>	<p>2010</p>	
<p><b>Current Term</b></p>	<p>April 17, 2014 - June 30, 2017</p>	
<p><b>Grades Served</b></p>	<p>K-12</p>	
<p><b>Enrollment</b></p>	<p>Approved: 504</p>	<p>Actual: 326</p>

	School	Surrounding District	State
Non-White	32.49%	13.43%	22.56%
Limited English Proficiency	10.09%	3.07%	6.24%
Special Needs	35.33%	10.49%	9.46%
Free & Reduced Lunch	70.35%	44.60%	47.07%

School Leadership	Role
John Kelleher, Ph.D.	Chairman
Misty Puckett	Secretary/Treasurer
Harold Kropp	Member
Landon Shaffer, MBA	Member
Amanda Towle Popescu	Member
Kelsey Williams Ph.D.	Administrator
Laura Sandidge Ph.D.	Administrator

To facilitate a clearer context for the academic results, the demographic data provided above is from the 2012-13 school year. The enrollment and school leadership information provided above is from the 2013-14 school year. Updated enrollment and school leadership information is available upon request from the school or PCSC office.

PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: Another Choice Virtual Charter School Year Opened: 2010 Operating Term: 4/17/14 - 6/30/17 Date Executed: 4/17/2014

**Introduction**

Idaho’s charter school legislation requires each public charter school authorizer to develop a Performance Framework on which the provisions of the Performance Certificate will be based. Performance Frameworks must clearly set forth the academic and operational performance indicators, measures, and metrics that will guide the authorizer’s evaluations of each public charter school, and must contain the following:

- Indicators, measures, and metrics for student academic proficiency;
- Indicators, measures, and metrics for student academic growth;
- Indicators, measures, and metrics for college and career readiness (for high schools); and
- Indicators, measures, and metrics for board performance and stewardship, including compliance with all applicable laws, regulations and terms of the performance certificate.

The measurable performance targets contained within the framework must require, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. This Performance Framework was adopted by the Public Charter School Commission (PCSC) on August 30, 2013, and is intended for use with non-alternative public charter schools authorized by the PCSC.

**Performance Framework Structure**

The Performance Framework is divided into four sections: Academic, Mission-Specific, Operational, and Financial. The Academic and Mission-Specific sections comprise the primary indicators on which most renewal or non-renewal decisions will be based. The Operational and Financial sections contribute additional indicators that will, except in cases of egregious failure to meet standards, be considered secondary.

**Academic:**

A high percentage (60%) of a school’s total score for the Academic & Mission Specific Accountability Designation reflects the school’s performance on a set of academic measures. These measures are the same for all non-alternative schools. The “Meets Standard” rating for each measure is designed to align closely with state minimum standards as established in Idaho’s ESEA waiver and Star Rating System.

**Mission-Specific:**

A significant portion (40%) of a school’s total score for the Academic & Mission Specific Accountability Designation reflects the school’s performance on a set of mission-specific measures. These measures may be academic or non-academic in nature, but must be objective and data-driven. The number and weighting of mission-specific measures should be established during one-on-one negotiations between the school and authorizer.

*During their first Performance Certificate term only, schools authorized to open in or before Fall 2014 may choose to opt-out of the Mission-Specific section of the framework. Schools choosing to opt out of Mission-Specific measures for their first term agree that the weight of those measures will be placed instead on the Academic section, which then becomes the single, primary factor considered for purposes of renewal or non-renewal.*

**Operational:**

Operational indicators comprise a secondary element for consideration during the renewal process. While each school will receive a score in the operational section, this score should not be used as the primary rationale for non-renewal unless the non-compliance with organizational expectations is severe or systemic. Particularly for a school whose academic performance meets or exceeds standards, poor results in this area are more likely to lead to a conditional renewal decision than to non-renewal.

**Financial:**

Financial indicators comprise a secondary element for consideration during the renewal process. While each school will receive a score in the financial section, this score should not be used as the primary rationale for non-renewal unless the school's financial state at the time of renewal is dire. Particularly for a school whose academic performance meets or exceeds standards, poor results in this area are more likely to lead to a conditional renewal decision than to non-renewal. The PCSC may also elect to renew a financially troubled school that is clearly providing a high quality education, but notify the SDE of the situation so that the payment schedule may be modified in order to safeguard taxpayer dollars.

**Accountability Designations**

Calculation of the percentage of eligible points earned for each school will guide the determination of that school's accountability designation: Honor, Good Standing, Remediation, or Critical. The accountability designation will, in turn, guide the PCSC's renewal or non-renewal decision-making. Measures for which a school lacks data due to factors such as grade configuration or small size will not contribute to that school's accountability designation. The PCSC will consider contextual factors affecting a school's accountability designation when making renewal or non-renewal decisions.

**Honor:**

Schools achieving at this level in all categories (academic, mission-specific, operational, and financial) are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed. The Framework places schools that earn 75-100% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 5-star schools, high-range 4-star schools with solid mission-specific outcomes, and mid-range 4-star schools with strong mission-specific outcomes to receive an honor designation. Schools that fall into this point-percentage category but have poor operational and/or financial outcomes will not be eligible for an honor designation.

**Good Standing:**

Schools achieving at this level will be recommended for renewal; however, conditional renewal may be recommended if operational and/or financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category, schools must receive the appropriate percentage of the combined academic and mission-specific points possible and have at least a 3-star rating. The Framework places schools that earn 55-74% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 3-star or 4-star schools with solid mission-specific outcomes, or 5-star schools with poor mission-specific, financial, and/or operational outcomes to receive a good standing designation. Although 2-star schools with strong mission-specific outcomes could fall into this point-percentage range, they would not be eligible to receive a good standing designation due to their star ratings; the Framework is drafted thus in recognition of Idaho's statutory provision that the performance framework shall, at a minimum, require that each school meet applicable federal and state goals for student achievement.

**Remediation:**

Schools achieving at this level may be recommended for non-renewal or conditional renewal, particularly if operational and/or financial outcomes are poor. Replication and expansion proposals are unlikely to succeed. The Framework places schools that earn 31-54% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 3-star schools with poor mission-specific outcomes, 2-star schools, or 1-star schools with strong mission-specific outcomes to receive a remediation designation.

**Critical:**

Schools achieving at this level face a strong likelihood of non-renewal, particularly if operational and/or financial outcomes are also poor. Replication and expansion proposals should not be considered. The Framework places schools that earn less than 30% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 1-star schools or 2-star schools with poor mission-specific outcomes to receive a Critical designation.

# PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

APRIL 21, 2022

ATTACHMENT 1

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL --- PERFORMANCE FRAMEWORK SCORECARD

ACADEMIC	Measure	Possible Elem / MS Points	% of Total Points	POINTS EARNED	Possible HS Points	% of Total Points	POINTS EARNED
State/Federal Accountability	1a	25	2%	0.00	25	2%	0.00
	1b	25	2%	0.00	25	2%	0.00
Proficiency	2a	75	5%	39.81	75	7%	39.81
	2b	75	5%	23.88	75	7%	23.88
	2c	75	5%	27.70	75	7%	27.70
	3a	100	7%	46.63	100	10%	46.63
Growth	3b	100	7%	17.94	100	10%	17.94
	3c	100	7%	23.81	100	10%	23.81
	3d	75	5%	43.20	75	7%	43.20
	3e	75	5%	33.54	75	7%	33.54
	3f	75	5%	33.54	75	7%	33.54
	3g	100	7%	43.33	100	10%	43.33
College & Career Readiness	4a				50	5%	0.00
	4b1				50	5%	0.00
	4c				50	5%	8.13
Total Possible Academic Points		900			1050	100%	
- Points from Non-Applicable							
Total Possible Academic Points for This School		900			1050		
<b>Total Academic Points Received</b>				333.37			341.50
<b>% of Possible Academic Points for This School</b>				37.04%			32.52%

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Course Completion (7-12 grade)	1						
Language Arts Growth (K-6)	2						
Math Growth (K-6)	3						
Motivation to Learn (SPED)	4						
Engagement in Learning (7, 9, 11)	5						
Postsecondary Course Completion (12)	6						
Typing Skills (8)	7						
Total Possible Mission-Specific Points		600	40%		0	0%	
<b>Total Mission-Specific Points Received</b>				0.00			0.00
<b>% of Possible Mission-Specific Points Received</b>				0.00%			#DIV/0!

<b>TOTAL POSSIBLE ACADEMIC &amp; MISSION-SPECIFIC POINTS</b>	1500				1050		
<b>TOTAL POINTS RECEIVED</b>				333.37			341.50
<b>% OF POSSIBLE ACADEMIC &amp; MISSION-SPECIFIC POINTS</b>				22.22%			32.52%

OPERATIONAL	Measure	Points Possible	% of Total Points	Points Earned
Educational Program	1a	25	6%	25.00
	1b	25	6%	25.00
	1c	25	6%	25.00
	1d	25	6%	25.00
Financial Management & Oversight	2a	25	6%	15.00
	2b	25	6%	25.00
Governance & Reporting	3a	25	6%	25.00
	3b	25	6%	25.00
Students & Employees	4a	25	6%	25.00
	4b	25	6%	25.00
	4c	25	6%	25.00
	4d	25	6%	25.00
School Environment	5a	25	6%	25.00
	5b	25	6%	25.00
	5c	25	6%	25.00
Additional Obligations	6a	25	6%	25.00
<b>TOTAL OPERATIONAL POINTS</b>		400	100%	390.00
<b>% OF POSSIBLE OPERATIONAL POINTS</b>				97.50%

FINANCIAL	Measure	Points Possible	% of Total Points	Points Earned
Near-Term Measures	1a	50	13%	50.00
	1b	50	13%	10.00
	1c	50	13%	50.00
	1d	50	13%	50.00
Sustainability Measures	2a	50	13%	50.00
	2b	50	13%	50.00
	2c	50	13%	50.00
	2d	50	13%	50.00
<b>TOTAL FINANCIAL POINTS</b>		400	100%	360.00
<b>% OF POSSIBLE FINANCIAL POINTS</b>				90.00%

The financial measures included here are based on industry standards. They are not intended to reflect the nuances of a school's financial status. A low score on any single measure indicates only the possibility of a problem. In many cases, contextual information that alleviates concern is provided in the notes that accompany individual measures. Please see the financial section of this framework for additional detail.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
APRIL 21, 2022**

**ATTACHMENT 1**

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL --- PERFORMANCE FRAMEWORK SCORECARD

ACCOUNTABILITY DESIGNATION	Academic & Mission-Specific		Operational		Financial	
	Range	% of Points Possible Earned	Range	% of Points Possible Earned	Range	% of Points Possible Earned
<p><b>Honor</b> Schools achieving at this level in all categories are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed.</p>	75% - 100% of points possible		90% - 100% of points possible	97.50%	85% - 100% of points possible	90.00
<p><b>Good Standing</b> Schools achieving at this level in Academic &amp; Mission-Specific will be recommended for renewal; however, conditional renewal may be recommended if Operational and/or Financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category for Academic &amp; Mission-Specific, schools must receive the appropriate percentage of points and have at least a Three Star Rating.</p>	55% - 74% of points possible		80% - 89% of points possible		65% - 84% of points possible	
<p><b>Remediation</b> Schools achieving at this level in Academic &amp; Mission-Specific may be recommended for non-renewal or conditional renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals are unlikely to succeed.</p>	31% - 54% of points possible	32.52%	61% - 79% of points possible		46% - 64% of points possible	
<p><b>Critical</b> Schools achieving at this level in Academic &amp; Mission-Specific face a strong likelihood of non-renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals should not be considered.</p>	0% - 30% of points possible		0% - 60% of points possible		0% - 45% of points possible	

# PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

## APRIL 21, 2022

# ATTACHMENT 1

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL --- ACADEMIC FRAMEWORK (2012-2013 data)

INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY							
<b>Measure 1a</b> Overall Star Rating	Is the school meeting acceptable standards according to existing state grading or rating systems?  Exceeds Standard: School received five stars on the Star Rating System. Meets Standard: School received three or four stars on the Star Rating System. Does Not Meet Standard: School received two stars on the Star Rating System. Falls Far Below Standard: School received one star on the Star Rating System.	Result (Stars)	Points Possible	Points Earned			
		5	25				
		4	20				
		3	15				
		2	0	0			
		1	0				
					0		
Notes							
INDICATOR 2: STUDENT ACADEMIC PROFICIENCY							
<b>Measure 1b</b> State Designations	Is the school meeting state designation expectations as set forth by state and federal accountability systems?  Exceeds Standard: School was identified as a "Reward" school. Meets Standard: School does not have a designation. Does Not Meet Standard: School was identified as a "Focus" school. Falls Far Below Standard: School was identified as a "Priority" school.	Result	Points Possible	Points Earned			
		Reward	25				
		None	15				
		Focus	0				
		Priority	0	0			
					0		
Notes							
<b>Measure 2a</b> ISAT / SBA % Proficiency Reading	Are students achieving reading proficiency on state examinations?  Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
			57-75	19	90-100	11	0
		67.70	38-56	19	65-89	25	40
			20-37	18	41-64	24	0
			0-19	19	1-40	40	0
					40		
Notes							
<b>Measure 2b</b> ISAT / SBA % Proficiency Math	Are students achieving math proficiency on state examinations?  Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
			57-75	19	90-100	11	0
			38-56	19	65-89	25	0
		46.50	20-37	18	41-64	24	24
			0-19	19	1-40	40	0
					24		
Notes							
<b>Measure 2c</b> ISAT / SBA % Proficiency Language Arts	Are students achieving language proficiency on state examinations?  Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 70-84% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
			57-75	19	90-100	11	0
			38-56	19	65-89	25	0
		51.60	20-37	18	41-64	24	28
			0-19	19	1-40	40	0
					28		
Notes							
INDICATOR 3: STUDENT ACADEMIC GROWTH							
<b>Measure 3a</b> Criterion-Referenced Growth in Reading	Are students making adequate annual academic growth to achieve proficiency in reading with 3 years or by 10th grade?  Exceeds Standard: At least 85% of students are making adequate academic growth. Meets Standard: Between 70-84% of students are making adequate academic growth. Does Not Meet Standard: Between 50-69% of students are making adequate academic growth. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
			76-100	25	85-100	16	0
			51-75	25	70-84	15	0
		66.30	26-50	25	50-69	20	47
			0-25	25	1-49	49	0
					47		
Notes							
<b>Measure 3b</b> Criterion-Referenced Growth in Math	Are students making adequate annual 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. Meets Standard: Between 70-84% of students are making adequate academic growth. Does Not Meet Standard: Between 50-69% of students are making adequate academic growth. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.	Result (Percentage)	Points Possible	Points possible in this Range	Percentile Targets	Percentile Points	Points Earned
			76-100	25	85-100	16	0
			51-75	25	70-84	15	0
			26-50	25	50-69	20	0
		35.16	0-25	25	1-49	49	18
					18		
Notes							

# PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

## APRIL 21, 2022

# ATTACHMENT 1

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL --- ACADEMIC FRAMEWORK (2012-2013 data)

<p><b>Measure 3c</b> Criterion-Referenced <b>Growth in Language</b></p>	<p>Are students making adequate annual academic growth to achieve language proficiency within 3 years or by 10th grade?</p> <p><b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth.  <b>Meets Standard:</b> Between 70-84% of students are making adequate academic growth.  <b>Does Not Meet Standard:</b> Between 50-69% of students are making adequate academic growth.  <b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth.</p>	<table border="1"> <thead> <tr> <th>Result (Percentage)</th> <th>Points Possible</th> <th>Possible in this Range</th> <th>Percentile Targets</th> <th>Percentile Points</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>76-100</td> <td>25</td> <td>85-100</td> <td>16</td> <td>0</td> </tr> <tr> <td></td> <td>51-75</td> <td>25</td> <td>70-84</td> <td>15</td> <td>0</td> </tr> <tr> <td></td> <td>26-50</td> <td>25</td> <td>50-69</td> <td>20</td> <td>0</td> </tr> <tr style="background-color: #ffcccc;"> <td><b>46.67</b></td> <td><b>0-25</b></td> <td><b>25</b></td> <td><b>1-49</b></td> <td><b>49</b></td> <td><b>24</b></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td style="border-top: 1px solid black;"><b>24</b></td> </tr> </tbody> </table>	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned		76-100	25	85-100	16	0		51-75	25	70-84	15	0		26-50	25	50-69	20	0	<b>46.67</b>	<b>0-25</b>	<b>25</b>	<b>1-49</b>	<b>49</b>	<b>24</b>						<b>24</b>
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	51-75	25	70-84	15	0																																	
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					<b>24</b>																																	
Notes																																						
<p><b>Measure 3d</b> Norm-Referenced <b>Growth in Reading</b></p>	<p>Are students making expected annual academic growth in reading compared to their academic peers?</p> <p><b>Exceeds Standard:</b> The school's Median SGP in reading falls between the 66<sup>th</sup> and 99<sup>th</sup> percentile.  <b>Meets Standard:</b> The school's Median SGP in reading falls between the 43<sup>rd</sup> and 65<sup>th</sup> percentile.  <b>Does Not Meet Standard:</b> The school's Median SGP in reading falls between the 30<sup>th</sup> and 42<sup>nd</sup> percentile.  <b>Falls Far Below Standard:</b> The school's Median SGP in reading falls below the 30<sup>th</sup> percentile.</p>	<table border="1"> <thead> <tr> <th>Result (Percentage)</th> <th>Points Possible</th> <th>Possible in this Range</th> <th>Percentile Targets</th> <th>Percentile Points</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>57-75</td> <td>19</td> <td>66-99</td> <td>34</td> <td>0</td> </tr> <tr style="background-color: #ccffcc;"> <td><b>49.50</b></td> <td><b>38-56</b></td> <td><b>19</b></td> <td><b>43-65</b></td> <td><b>23</b></td> <td><b>43</b></td> </tr> <tr> <td></td> <td>20-37</td> <td>18</td> <td>30-42</td> <td>13</td> <td>0</td> </tr> <tr> <td></td> <td>0-19</td> <td>19</td> <td>1-29</td> <td>29</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td style="border-top: 1px solid black;"><b>43</b></td> </tr> </tbody> </table>	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned		57-75	19	66-99	34	0	<b>49.50</b>	<b>38-56</b>	<b>19</b>	<b>43-65</b>	<b>23</b>	<b>43</b>		20-37	18	30-42	13	0		0-19	19	1-29	29	0						<b>43</b>
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<p><b>Measure 3e</b> Norm-Referenced <b>Growth in Math</b></p>	<p>Are students making expected annual academic growth in math compared to their academic peers?</p> <p><b>Exceeds Standard:</b> The school's Median SGP in math falls between the 66<sup>th</sup> and 99<sup>th</sup> percentile.  <b>Meets Standard:</b> The school's Median SGP in math falls between the 43<sup>rd</sup> and 65<sup>th</sup> percentile.  <b>Does Not Meet Standard:</b> The school's Median SGP in math falls between the 30<sup>th</sup> and 42<sup>nd</sup> percentile.  <b>Falls Far Below Standard:</b> The school's Median SGP in math falls below the 30<sup>th</sup> percentile.</p>	<table border="1"> <thead> <tr> <th>Result (Percentage)</th> <th>Points Possible</th> <th>Possible in this Range</th> <th>Percentile Targets</th> <th>Percentile Points</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>57-75</td> <td>19</td> <td>66-99</td> <td>34</td> <td>0</td> </tr> <tr style="background-color: #ffffcc;"> <td><b>42.00</b></td> <td><b>38-56</b></td> <td><b>19</b></td> <td><b>43-65</b></td> <td><b>23</b></td> <td><b>0</b></td> </tr> <tr> <td></td> <td>20-37</td> <td>18</td> <td>30-42</td> <td>13</td> <td><b>34</b></td> </tr> <tr> <td></td> <td>0-19</td> <td>19</td> <td>1-29</td> <td>29</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td style="border-top: 1px solid black;"><b>34</b></td> </tr> </tbody> </table>	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned		57-75	19	66-99	34	0	<b>42.00</b>	<b>38-56</b>	<b>19</b>	<b>43-65</b>	<b>23</b>	<b>0</b>		20-37	18	30-42	13	<b>34</b>		0-19	19	1-29	29	0						<b>34</b>
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<p><b>Measure 3f</b> Norm-Referenced <b>Growth in Language</b></p>	<p>Are students making expected annual academic growth in language compared to their academic peers?</p> <p><b>Exceeds Standard:</b> The school's Median SGP in language arts falls between the 66<sup>th</sup> and 99<sup>th</sup> percentile.  <b>Meets Standard:</b> The school's Median SGP in language arts falls between the 43<sup>rd</sup> and 65<sup>th</sup> percentile.  <b>Does Not Meet Standard:</b> The school's Median SGP in language arts falls between the 30<sup>th</sup> and 42<sup>nd</sup> percentile.  <b>Falls Far Below Standard:</b> The school's Median SGP in language arts falls below the 30<sup>th</sup> percentile.</p>	<table border="1"> <thead> <tr> <th>Result (Percentage)</th> <th>Points Possible</th> <th>Possible in this Range</th> <th>Percentile Targets</th> <th>Percentile Points</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>57-75</td> <td>19</td> <td>66-99</td> <td>34</td> <td>0</td> </tr> <tr> <td></td> <td>38-56</td> <td>19</td> <td>43-65</td> <td>23</td> <td>0</td> </tr> <tr style="background-color: #ffffcc;"> <td><b>39.50</b></td> <td><b>20-37</b></td> <td><b>18</b></td> <td><b>30-42</b></td> <td><b>13</b></td> <td><b>34</b></td> </tr> <tr> <td></td> <td>0-19</td> <td>19</td> <td>1-29</td> <td>29</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td style="border-top: 1px solid black;"><b>34</b></td> </tr> </tbody> </table>	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned		57-75	19	66-99	34	0		38-56	19	43-65	23	0	<b>39.50</b>	<b>20-37</b>	<b>18</b>	<b>30-42</b>	<b>13</b>	<b>34</b>		0-19	19	1-29	29	0						<b>34</b>
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<p><b>Measure 3g</b> Subgroup Growth Combined Subjects</p>	<p>Is the school increasing subgroup academic performance over time?</p> <p><b>Exceeds Standard:</b> School earned at least 70% of possible points in SRS Accountability Area 3.  <b>Meets Standard:</b> School earned 45-69% of possible points in SRS Accountability Area 3.  <b>Does Not Meet Standard:</b> School earned 30-44% of possible points in SRS Accountability Area 3.  <b>Falls Far Below Standard:</b> School earned fewer than 30% of possible points in SRS Accountability Area 3.</p>	<table border="1"> <thead> <tr> <th>Result (Percentage)</th> <th>Points Possible</th> <th>Possible in this Range</th> <th>Percentile Targets</th> <th>Percentile Points</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>76-100</td> <td>25</td> <td>70-100</td> <td>31</td> <td>0</td> </tr> <tr> <td></td> <td>51-75</td> <td>25</td> <td>45-69</td> <td>25</td> <td>0</td> </tr> <tr style="background-color: #ffffcc;"> <td><b>40.00</b></td> <td><b>26-50</b></td> <td><b>25</b></td> <td><b>30-44</b></td> <td><b>15</b></td> <td><b>43</b></td> </tr> <tr> <td></td> <td>0-25</td> <td>25</td> <td>1-29</td> <td>29</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td style="border-top: 1px solid black;"><b>43</b></td> </tr> </tbody> </table>	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned		76-100	25	70-100	31	0		51-75	25	45-69	25	0	<b>40.00</b>	<b>26-50</b>	<b>25</b>	<b>30-44</b>	<b>15</b>	<b>43</b>		0-25	25	1-29	29	0						<b>43</b>
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# PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

## APRIL 21, 2022

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL --- ACADEMIC FRAMEWORK (2012-2013 data)

INDICATOR 4: COLLEGE AND CAREER READINESS							
Measure 4a Advanced Opportunity  Coursework  Notes	Are students participating successfully in advance opportunity coursework?	Result	Points Possible	Points Earned			
	<b>Exceeds Standard:</b> School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity	5	50				
	<b>Meets Standard:</b> School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity	3-4	30				
	<b>Does Not Meet Standard:</b> School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity	2	10				
	<b>Falls Far Below Standard:</b> School earned 1 or fewer points in SRS Post-Secondary Content Area: Adv Oppty	1	0	0.00			
			0				
Measure 4b1 College Entrance Exam Results  Notes	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible	Points Earned			
	<b>Exceeds Standard:</b> Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
	<b>Meets Standard:</b> Effective in 2013-14, between 25-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	3-4	30				
	<b>Does Not Meet Standard:</b> Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	2	10				
	<b>Falls Far Below Standard:</b> Effective in 2013-14, fewer than 20% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0				
			0				
Notes: <a href="#">No result due to insufficient sample size.</a>							
Measure 4b2 College Entrance Exam Results  Notes	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible	Points Earned			
	<b>Exceeds Standard:</b> Effective in 2014-15 and thereafter, at least 45% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
	<b>Meets Standard:</b> Effective in 2014-15 and thereafter, between 35-44% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	3-4	30				
	<b>Does Not Meet Standard:</b> Effective in 2014-15 and thereafter, between 30-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	2	10				
	<b>Falls Far Below Standard:</b> Effective in 2014-15 and thereafter, fewer than 30% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0				
			0				
Notes: <a href="#">N/A</a>							
Measure 4c Graduation Rate  Notes	Are students graduating from high school?	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	<b>Exceeds Standard:</b> At least 90% of students graduated from high school.		39-50	12	90-100	11	0
	<b>Meets Standard:</b> 81-89% of students graduated from high school.		26-38	13	81-89	9	0
	<b>Does Not Meet Standard:</b> 71%-80% of students graduated from high school.		14-25	12	71-80	10	0
	<b>Falls Far Below Standard:</b> Fewer than 70% of students graduated from high school.	43.80	0-13	13	1-70	70	8
							8

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
APRIL 21, 2022**

**ATTACHMENT 1**

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL --- MISSION-SPECIFIC FRAMEWORK (N/A. Initial data set will be available fall 2015.)

MISSION-SPECIFIC GOALS			
<b>Measure 1</b>	<b>Is the school ensuring that secondary students successfully complete coursework?</b>	<b>Result</b>	<b>Points Possible</b>
	<b>Exceeds Standard:</b> 85% - 100% of 7-12 grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better achieved a course completion rate of 70% or better.		100
	<b>Meets Standard:</b> 65% - 84% of 7-12 grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better achieved a course completion rate of 70% or better.		80
	<b>Does Not Meet Standard:</b> 50% - 64% of 7-12 grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better achieved a course completion rate of 70% or better.		40
	<b>Falls Far Below Standard:</b> Less than 50% of 7-12 grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better achieved a course completion rate of 70% or better.		0
			<b>0.00</b>
<b>Notes</b>	For the purposes of this measure, a student will be considered enrolled at the "beginning of the school year" if he/she is enrolled no later than 2 weeks after the start of school. A student's attendance rate will be calculated by averaging the student's attendance rates for all of the courses in which the student was enrolled during the school year. Course completion will be defined as completion of the course with a 60% or better. The school will report data to the PCSC by October 1.		
MISSION-SPECIFIC GOALS			
<b>Measure 2</b>	<b>Is the school ensuring that elementary students make appropriate academic growth in language arts?</b>	<b>Result</b>	<b>Points Possible</b>
	<b>Exceeds Standard:</b> 85% to 100% of kindergarten through 6th grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better made at least one year of academic growth in language arts as demonstrated through pre and post curriculum-based assessments.		100
	<b>Meets Standard:</b> 65% to 84% of kindergarten through 6th grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better made at least one year of academic growth in language arts as demonstrated through pre and post curriculum-based assessments.		80
	<b>Does Not Meet Standard:</b> 50% to 64% of kindergarten through 6th grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better made at least one year of academic growth in language arts as demonstrated through pre and post curriculum-based assessments.		40
	<b>Falls Far Below Standard:</b> Less than 50% of kindergarten through 6th grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better made at least one year of academic growth in language arts as demonstrated through pre and post curriculum-based assessments.		0
			<b>0.00</b>
<b>Notes</b>	For the purposes of this measure, a student will be considered enrolled at the "beginning of the school year" if he/she is enrolled no later than 2 weeks after the start of school. A student's attendance rate will be calculated by averaging the student's attendance rates for all of the courses in which the student was enrolled during the school year. Pre assessments will be given within the first 60 days of the start of school. Post assessments will be given within the last 30 days of school. The school will report data to the PCSC by October 1.		

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
APRIL 21, 2022**

**ATTACHMENT 1**

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL --- MISSION-SPECIFIC FRAMEWORK (N/A. Initial data set will be available fall 2015.)

Measure 3	Is the school ensuring that elementary students make appropriate academic growth in math?	Result	Points Possible	Points Earned
	<p><b>Exceeds Standard:</b> 85% to 100% of kindergarten through 6th grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better made at least one year of academic growth in math as demonstrated through pre and post curriculum-based assessments.</p> <p><b>Meets Standard:</b> 65% to 84% of kindergarten through 6th grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better made at least one year of academic growth in math as demonstrated through pre and post curriculum-based assessments.</p> <p><b>Does Not Meet Standard:</b> 50% to 64% of kindergarten through 6th grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better made at least one year of academic growth in math as demonstrated through pre and post curriculum-based assessments.</p> <p><b>Falls Far Below Standard:</b> Less than 50% of kindergarten through 6th grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better made at least one year of academic growth in math as demonstrated through pre and post curriculum-based assessments.</p>		100	
			80	
			40	
			0	
				<b>0.00</b>
<b>Notes</b>	For the purposes of this measure, a student will be considered enrolled at the "beginning of the school year" if he/she is enrolled no later than 2 weeks after the start of school. A student's attendance rate will be calculated by averaging the student's attendance rates for all of the courses in which the student was enrolled during the school year. Pre assessments will be given within the first 60 days of the start of school. Post assessments will be given within the last 30 days of school. The school will report data to the PCSC by October 1.			
Measure 4	Is the school encouraging special education students' motivation to learn?	Result	Points Possible	Points Earned
	<p><b>Exceeds Standard:</b> 90% to 100% of special education students who were enrolled since the beginning of the school year and whose attendance rate was 90% or better EITHER demonstrated growth of 1 rating category or more OR achieved a rating of 4 or 5 on the SSIS Motivation to Learn Screening Guide.</p> <p><b>Meets Standard:</b> 70% to 89% of special education students who were enrolled since the beginning of the school year and whose attendance rate was 90% or better EITHER demonstrated growth of 1 rating category or more OR achieved a rating of 4 or 5 on the SSIS Motivation to Learn Screening Guide.</p> <p><b>Does Not Meet Standard:</b> 40% to 69% of special education students who were enrolled since the beginning of the school year and whose attendance rate was 90% or better EITHER demonstrated growth of 1 rating category or more OR achieved a rating of 4 or 5 on the SSIS Motivation to Learn Screening Guide.</p> <p><b>Falls Far Below Standard:</b> Less than 40% of special education students who were enrolled since the beginning of the school year and whose attendance rate was 90% or better EITHER demonstrated growth of 1 rating category or more OR achieved a rating of 4 or 5 on the SSIS Motivation to Learn Screening Guide.</p>		100	
			80	
			40	
			0	
				<b>0.00</b>
<b>Notes</b>	For the purposes of this measure, a student will be considered enrolled at the "beginning of the school year" if he/she is enrolled no later than 2 weeks after the start of school. The Motivation to Learn Screening Guide is a section of the Social Skills Improvement System (SSIS). All special education students who have the appropriate attendance rate will take a post test within the last 30 days of the school year. The school will report data to the PCSC by October 1.			

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
APRIL 21, 2022**

**ATTACHMENT 1**

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL --- MISSION-SPECIFIC FRAMEWORK (N/A. Initial data set will be available fall 2015.)

Measure 5	Is the school encouraging at-risk secondary students to engage in their learning?	Result	Points Possible	Points Earned
	<p><b>Exceeds Standard:</b> 90% to 100% of general education at-risk students in grades 7, 9, and 11 who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better achieved an average score of 3 or higher on the engaged learning questions within the Student Engagement Instrument.</p> <p><b>Meets Standard:</b> 70% to 89% of general education at-risk students in grades 7, 9, and 11 who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better achieved an average score of 3 or higher on the engaged learning questions within the Student Engagement Instrument.</p> <p><b>Does Not Meet Standard:</b> 40% to 69% of general education at-risk students in grades 7, 9, and 11 who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better achieved an average score of 3 or higher on the engaged learning questions within the Student Engagement Instrument.</p> <p><b>Falls Far Below Standard:</b> Less than 40% of general education at-risk students in grades 7, 9, and 11 who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better achieved an average score of 3 or higher on the engaged learning questions within the Student Engagement Instrument.</p>		100  80  40  0	<hr/> 0.00
<b>Notes</b>	Engaged learning questions = 2, 8, 9, 11, 15, 17, 18, 19, 22, 23, 25, 28, 29, 30, 32, 33, and 34. For the purposes of this measure, a student will be considered enrolled at the "beginning of the school year" if he/she is enrolled no later than 2 weeks after the start of school. The school will use the state's definition of "at risk." The school will report data to the PCSC by October 1.			
Measure 6	Is the school ensuring that a significant percentage of high school students complete postsecondary work prior to graduation?	Result	Points Possible	Points Earned
	<p><b>Exceeds Standard:</b> 90%-100% of 12th grade students who have been enrolled since the beginning of their 11th grade year completed one or more vocational, PTE, and/or concurrent credit courses prior to graduation.</p> <p><b>Meets Standard:</b> 70%-89% of 12th grade students who have been enrolled since the beginning of their 11th grade year completed one or more vocational, PTE, and/or concurrent credit courses prior to graduation.</p> <p><b>Does Not Meet Standard:</b> 40%-69% of 12th grade students who have been enrolled since the beginning of their 11th grade year completed one or more vocational, PTE, and/or concurrent credit courses prior to graduation.</p> <p><b>Falls Far Below Standard:</b> Less than 40% of 12th grade students who have been enrolled since the beginning of their 11th grade year completed one or more vocational, PTE, and/or concurrent credit courses prior to graduation.</p>		100  80  40  0	<hr/> 0.00
<b>Notes</b>	For the purposes of this measure, a student will be considered enrolled at the "beginning of their 11th grade year" if he/she was enrolled no later than 2 weeks after the start of school during their 11th grade year. Course completion will be defined as completion of the course with a 60% or better. The minimum sample size for this measure will be 20 students. If the school has an inadequate sample size, the points assigned to this measure will be redistributed evenly amongst the remaining measures. The school will report data to the PCSC by October 1.			

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
APRIL 21, 2022**

**ATTACHMENT 1**

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL --- MISSION-SPECIFIC FRAMEWORK (N/A. Initial data set will be available fall 2015.)

Measure 7	Is the school improving middle school students' technology literacy?	Result	Points Possible	Points Earned
	<b>Exceeds Standard:</b> 80%-100% of 8th grade general education students who have been continuously enrolled since at least the beginning of 7th grade typed 35 wpm or higher with at least 85% accuracy on the spring typing assessment.		100	
	<b>Meets Standard:</b> 60%-79% of 8th grade general education students who have been continuously enrolled since at least the beginning of 7th grade typed 35 wpm or higher with at least 85% accuracy on the spring typing assessment.		80	
	<b>Does Not Meet Standard:</b> 40%-59% of 8th grade general education students who have been continuously enrolled since at least the beginning of 7th grade typed 35 wpm or higher with at least 85% accuracy on the spring typing assessment.		40	
	<b>Falls Far Below Standard:</b> Less than 40% of 8th grade general education students who have been continuously enrolled since at least the beginning of 7th grade typed 35 wpm or higher with at least 85% accuracy on the spring typing assessment.		0	
				<b>0.00</b>
<b>Notes</b>	<p>Students will be given a curriculum-based typing assessment within 30 days of the end of school year. ACVS will notify the PCSC no later than August 15, 2014 regarding the name of the specific typing assessment that has been adopted. This assessment will be used for the entirety of the performance certificate term. The school will provide data to the PCSC no later than October 1.</p> <p>The word-per-minute (wpm) target and performance ranges are based on current and past data of ACVS's 8th grade students' performance on typing tests.</p> <p>ACVS recognizes that overall technology literacy is critical and closely-tied to the school's mission as a virtual school. Therefore, ACVS intends to identify or develop an appropriate measurement tool to evaluate students' overall technology literacy. At the time of renewal, ACVS will present a new mission-specific measure focused on students' technology literacy using this tool.</p>			

# PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

## APRIL 21, 2022

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL --- OPERATIONAL FRAMEWORK

INDICATOR 1: EDUCATIONAL PROGRAM		Result	Points Possible	Points Earned
<b>Measure 1a</b> Implementation of Educational Program	<b>Is the school implementing the material terms of the educational program as defined in the performance certificate?</b>  <b>Meets Standard:</b> 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 performance certificate, or the school has gained approval for a charter modification to the material terms.  <b>Does Not Meet Standard:</b> School has deviated from the material terms of the mission, vision, and essential elements of the educational program as described in the performance certificate, without approval for a charter modification, such that the program provided differs substantially from the program described in the charter and performance certificate.	No instances of non-compliance documented	25	25.00
		0		25.00
	Notes			
<b>Measure 1b</b> Education Requirements	<b>Is the school complying with applicable education requirements?</b>  <b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements, including but not limited to: Instructional time requirements, graduation and promotion 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.  <b>Meets Standard:</b> The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the education requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.  <b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	No instances of non-compliance documented	25	25.00
		15		
		0		25.00
Notes				
<b>Measure 1c</b> Students with Disabilities	<b>Is the school protecting the rights of students with disabilities?</b>  <b>Exceeds Standard:</b> 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 provision 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 the school's facility and program; appropriate use of all available, applicable funding.  <b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.  <b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance 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; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	No instances of non-compliance documented	25	25.00
		15		
		0		25.00
Notes				
<b>Measure 1d</b> English Language Learners	<b>Is the school protecting the rights of English Language Learner (ELL) students?</b>  <b>Exceeds Standard:</b> 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 of students from ELL services; and ongoing monitoring of exited students. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.  <b>Meets Standard:</b> 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.  <b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and 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.	No instances of non-compliance documented	25	25.00
		15		
		0		25.00
Notes				

# PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

## APRIL 21, 2022

# ATTACHMENT 1

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL --- OPERATIONAL FRAMEWORK

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT		Result	Points Possible	Points Earned
<b>Measure 2a</b> <b>Financial Reporting and Compliance</b>	<b>Is the school meeting financial reporting and compliance requirements?</b>  <b>Exceeds Standard:</b> 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 the PCSC, and any reporting requirements if the board contracts with an Education Service Provider; on-time submission and completion of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.  <b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or 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.  <b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to comply with applicable laws, rules, regulations, and 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.		25	
		See note	15	15.00
		0		15.00
				15.00
<b>Notes</b>				
	FY13 fiscal audit (due Nov 15, 2013) was submitted 12/18/13.			
<b>Measure 2b</b> <b>GAAP</b>	<b>Is the school following Generally Accepted Accounting Principles (GAAP)?</b>  <b>Meets Standard:</b> 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 weaknesses, 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.  <b>Does Not Meet Standard:</b> The school exhibits failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audits; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		25	25.00
		No instances of non-compliance documented	25	25.00
		0		25.00
				25.00
<b>Notes</b>				
	The FY14 fiscal audit includes a note that the school's management failed to include the management's discussion and analysis information required by GAAP; however, this is very common in Idaho school audits and is general recognized as inconsequential.			
GOVERNANCE AND REPORTING		Result	Points Possible	Points Earned
<b>Measure 3a</b> <b>Governance Requirements</b>	<b>Is the school complying with governance requirements?</b>  <b>Exceeds Standard:</b> 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; state open meetings law; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.  <b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or 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.  <b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and 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.		25	25.00
		No instances of non-compliance documented	25	25.00
		15		25.00
		0		25.00
			25.00	
<b>Notes</b>				
<b>Measure 3b</b> <b>Reporting Requirements</b>	<b>Is the school complying with reporting requirements?</b>  <b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; additional information requested by the authorizer.  <b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.  <b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		25	25.00
		No instances of non-compliance documented	25	25.00
		15		25.00
		0		25.00
			25.00	
<b>Notes</b>				

# PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

## APRIL 21, 2022

# ATTACHMENT 1

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL --- OPERATIONAL FRAMEWORK

INDICATOR 4: STUDENTS AND EMPLOYEES		Result	Points Possible	Points Earned
<b>Measure 4a Student Rights</b>	<p><b>Is the school protecting the rights of all students?</b></p> <p><b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the rights of students, including but not limited to: policies and practices related to recruitment and enrollment; the collection and protection of student information; due process protections, privacy, civil rights, and student liberties requirements; conduct of discipline.</p> <p><b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the rights of students. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the rights of students; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	<p>No instances of non-compliance documented</p>	<p>25</p>	<p>25.00</p>
<b>Notes</b>		15	0	25.00
<b>Measure 4b Credentialing</b>	<p><b>Is the school meeting teacher and other staff credentialing requirements?</b></p> <p><b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification requirements.</p> <p><b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to state and federal certification requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	<p>No instances of non-compliance documented</p>	<p>25</p>	<p>25.00</p>
<b>Notes</b>		15	0	25.00
<b>Measure 4c Employee Rights</b>	<p><b>Is the school complying with laws regarding employee rights?</b></p> <p><b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to employment considerations, including those relating to the Family Medical Leave Act, the Americans with Disabilities Act, and employment contracts.</p> <p><b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to employment considerations or employee rights. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to employment considerations; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	<p>No instances of non-compliance documented</p>	<p>25</p>	<p>25.00</p>
<b>Notes</b>		15	0	25.00
<b>Measure 4d Background Checks</b>	<p><b>Is the school completing required background checks?</b></p> <p><b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to background checks of all applicable individuals.</p> <p><b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to background checks of all applicable individuals. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to background checks of all applicable individuals; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	<p>No instances of non-compliance documented</p>	<p>25</p>	<p>25.00</p>
<b>Notes</b>		15	0	25.00

# PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

## APRIL 21, 2022

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL --- OPERATIONAL FRAMEWORK

INDICATOR 5: SCHOOL ENVIRONMENT		Result	Points Possible	Points Earned
<b>Measure 5a</b> <b>Facilities and Transportation</b>	<b>Is the school complying with facilities and transportation requirements?</b>  <b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities, grounds, and transportation, including but not limited to: American's with Disabilities Act, fire inspections and related records, viable certificate of occupancy or other required building use authorization, documentation of requisite insurance coverage, and student transportation.  <b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the school facilities, grounds, or transportation. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.  <b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the school facilities, grounds, and transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	No instances of non-compliance documented   15   0	25   15   0	25.00   25.00   25.00
Notes				
<b>Measure 5b</b> <b>Health and Safety</b>	<b>Is the school complying with health and safety requirements?</b>  <b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to safety and the provision of health-related services.  <b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to safety or the provision of health-related services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.  <b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to safety and the provision of health-related services; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	No instances of non-compliance documented   15   0	25   15   0	25.00   25.00   25.00
Notes				
<b>Measure 5c</b> <b>Information Handling</b>	<b>Is the school handling information appropriately?</b>  <b>Exceeds Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act and other applicable authorities; accessing documents maintained by the school under the state's Freedom of Information law and other applicable authorities; transferring of student records; proper and secure maintenance of testing materials.  <b>Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.  <b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	No instances of non-compliance documented   15   0	25   15   0	25.00   25.00   25.00
Notes				
ADDITIONAL OBLIGATIONS		Result	Points Possible	Points Earned
<b>Measure 6a</b> <b>Additional Obligations</b>	<b>Is the school complying with all other obligations?</b>  <b>Meets Standard:</b> The school materially complies with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to state charter law; and requirements of the State Department of Education. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.  <b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with 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.	No instances of non-compliance documented   0	25   0	25.00   25.00
Notes				

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
APRIL 21, 2022**

**ATTACHMENT 1**

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL --- FINANCIAL FRAMEWORK

INDICATOR 1: NEAR-TERM MEASURES			
Measure 1a Current Ratio	<p><b>Current Ratio: Current Assets divided by Current Liabilities</b></p> <p><b>Meets Standard:</b> 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></p> <p><b>Does Not Meet Standard:</b> Current Ratio is between 0.9 and 1.0 or equalis 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.</p> <p><b>Falls Far Below Standard:</b> Current ratio is less than or equal to 0.9.</p>	<b>Result</b>	25
		<b>Points Possible</b>	50
		<b>Points Earned</b>	50.00
			50.00
Notes			
Measure 1b Unrestricted Days Cash	<p><b>Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)</b></p> <p><b>Meets Standard:</b> 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></p> <p><b>Does Note Meet Standard:</b> Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.</p> <p><b>Falls Far Below Standard:</b> Fewer than 15 Days Cash.</p>	<b>Result</b>	50
		<b>Points Possible</b>	10
		<b>Points Earned</b>	10.00
			10.00
Notes			
Measure 1c Enrollment Variance	<p><b>Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget</b></p> <p><b>Meets Standard:</b> Enrollment Variance equals or exceeds 95 percent in the most recent year.</p> <p><b>Does Not Meet Standard:</b> Enrollment Variance is between 85-95 percent in the most recent year.</p> <p><b>Falls Far Below Standard:</b> Enrollment Variance is less than 85 percent in the most recent year.</p>	<b>Result</b>	50
		<b>Points Possible</b>	30
		<b>Points Earned</b>	50.00
			50.00
Notes			
Measure 1d Default	<p><b>Default</b></p> <p><b>Meets Standard:</b> School is not in default of loan covenant(s) and/or is not delinquent with debt service payments.</p> <p><b>Does Not Meet Standard:</b> Not applicable</p> <p><b>Falls Far Below Standard:</b> School is in default of loan covenant(s) and/or is delinquent with debt service payments.</p>	<b>Result</b>	50
		<b>Points Possible</b>	0
		<b>Points Earned</b>	50.00
			50.00
Notes			

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
APRIL 21, 2022**

**ATTACHMENT 1**

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL --- FINANCIAL FRAMEWORK

INDICATOR 2: SUSTAINABILITY MEASURES																	
<b>Measure 2a</b> <b>Total Margin and Aggregated 3-Year Total Margin</b>	<b>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues</b>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>Current year is 0.09 and aggregated is 0.001</td> <td align="center">50</td> <td align="center">50.00</td> </tr> <tr> <td></td> <td align="center">10</td> <td></td> </tr> <tr> <td></td> <td align="center">0</td> <td></td> </tr> <tr> <td></td> <td></td> <td align="center"><hr/>50.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	Current year is 0.09 and aggregated is 0.001	50	50.00		10			0				<hr/> 50.00
	Result	Points Possible	Points Earned														
	Current year is 0.09 and aggregated is 0.001	50	50.00														
		10															
	0																
		<hr/> 50.00															
<b>Meets Standard:</b> Aggregated 3-year 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 cumulative Total Margin must be positive.</i>																	
<b>Does Not Meet Standard:</b> Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"																	
<b>Falls Far Below Standard:</b> 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.																	
Notes																	
<b>Measure 2b</b> <b>Debt to Asset Ratio</b>	<b>Debt to Asset Ratio: Total Liabilities divided by Total Assets</b>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>Ratio is .41</td> <td align="center">50</td> <td align="center">50.00</td> </tr> <tr> <td></td> <td align="center">30</td> <td></td> </tr> <tr> <td></td> <td align="center">0</td> <td></td> </tr> <tr> <td></td> <td></td> <td align="center"><hr/>50.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	Ratio is .41	50	50.00		30			0				<hr/> 50.00
	Result	Points Possible	Points Earned														
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		30															
	0																
		<hr/> 50.00															
<b>Meets Standard:</b> Debt to Asset Ratio is less than 0.9																	
<b>Does Not Meet Standard:</b> Debt to Asset Ratio is between 0.9 and 1.0																	
<b>Falls Far Below Standard:</b> Debt to Asset Ratio is greater than 1.0																	
Notes																	
<b>Measure 2c</b> <b>Cash Flow</b>	<b>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</b>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>Multi-year cumulative is \$129,731 &amp; each year is positive</td> <td align="center">50</td> <td align="center">50.00</td> </tr> <tr> <td></td> <td align="center">30</td> <td></td> </tr> <tr> <td></td> <td align="center">0</td> <td></td> </tr> <tr> <td></td> <td></td> <td align="center"><hr/>50.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	Multi-year cumulative is \$129,731 & each year is positive	50	50.00		30			0				<hr/> 50.00
	Result	Points Possible	Points Earned														
	Multi-year cumulative is \$129,731 & each year is positive	50	50.00														
		30															
	0																
		<hr/> 50.00															
<b>Meets Standard (in one of two ways):</b> 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 first or second year of operation must have positive cash flow.</i>																	
<b>Does Not Meet Standard:</b> Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"																	
<b>Falls Far Below Standard:</b> Multi-Year Cumulative Cash Flow is negative																	
Notes																	
<b>Measure 2d</b> <b>Debt Service Coverage Ratio</b>	<b>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</b>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>See note</td> <td align="center">50</td> <td align="center">50.00</td> </tr> <tr> <td></td> <td align="center">0</td> <td></td> </tr> <tr> <td></td> <td></td> <td align="center"><hr/>50.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	See note	50	50.00		0				<hr/> 50.00			
	Result	Points Possible	Points Earned														
	See note	50	50.00														
		0															
		<hr/> 50.00															
<b>Meets Standard:</b> Debt Service Coverage Ratio is equal to or exceeds 1.1																	
<b>Does Not Meet Standard:</b> Debt Service Coverage Ratio is less than 1.1																	
<b>Falls Far Below Standard:</b> Not Applicable																	
Notes	The school has only operating leases for its facility.																



“Performance-based accountability is the cornerstone of charter schools.”

Alison Consoletti, The Center for Education Reform

## ANOTHER CHOICE VIRTUAL SCHOOL 2017 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 4, 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.

<b>PERFORMANCE FRAMEWORK STRUCTURE</b>	
<p>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.</p>	
<b>Academic</b>	<p>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.</p>
<b>Mission-Specific</b>	<p>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.</p>
<b>Operational</b>	<p>The operational section considers whether schools are operating in compliance with federal and state law, authorizer requirements, and the provisions of their performance certificates.</p>
<b>Financial</b>	<p>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.</p>

<b>ACCOUNTABILITY DESIGNATIONS</b>	
<p>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.</p>	
<b>Honor</b>	<p>Schools achieving at this level in all sections are guaranteed renewal. Replication and expansion proposals are likely to succeed.</p>
<b>Good Standing</b>	<p>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.</p>
<b>Remediation</b>	<p>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.</p>
<b>Critical</b>	<p>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.</p>

<b>SCHOOL OVERVIEW</b>			
<b>Mission Statement</b>	<p>Another Choice Virtual Charter School seeks to provide a safe, individualized, standards-based education for Idaho’s students, K through 12, with and without disabilities, to enable them to meet their full potential both intellectually and socially. Our focus is to offer an individualized education for all, specializing in individuals with learning differences, to become full and active contributing members of society through a virtual and experiential format. Another Choice Virtual Charter School is built on: academic achievement, development of social competence, post-secondary preparedness, and the development and advancement of student’s technological skills.</p>		
<b>Key Design Elements</b>	<p>Another Choice Virtual Charter School is a virtual school that uses a blended model of implementation. Our focus is working with individuals with learning differences. All instruction is offered virtually. Asynchronous, synchronous, and/or face-to-face support services via a computer lab location, offer a variety of enhanced support opportunities for students. Another Choice Virtual Charter School offers:</p> <ul style="list-style-type: none"> <li>i. Various online curriculums to provide core instruction.</li> <li>ii. Blended learning opportunities such as face-to-face tutoring through a computer lab, asynchronous, and synchronous options to support the virtual learning.</li> <li>iii. Intervention programs to supplement core instruction for students not meeting proficiency on state assessments and/or not making adequate gains through core curriculum.</li> <li>iv. Extended educational opportunities to offer additional learning/credit recovery for students looking to make up credits and/or work ahead.</li> <li>v. Socialization opportunities to enhance students’ social, emotional, and wellbeing.</li> <li>vi. Vocational, college readiness, and dual credit opportunities to prepare students for post-secondary education and other career opportunities.</li> </ul>		
<b>School Location</b>	Address: 1014 W. Hemingway Blvd. Nampa, Idaho 83651	<b>School Phone</b>	(208) 475-4255
<b>Surrounding District</b>	Treasure Valley Area Districts		
<b>Opening Year</b>	2010		
<b>Current Term</b>	July 1, 2017- June 30, 2022		
<b>Grades Served</b>	K-12		
<b>Enrollment (Approved)</b>	514	<b>Enrollment (Actual)</b>	477

SCHOOL LEADERSHIP	
John Kelleher	Chairman
Misty Puckett	Secretary/Treasurer
Harold Kropp	Member
Kevin McLaren	Member
Kelsey Williams	Administrator
Laura Sandidge	Administrator

STUDENT DEMOGRAPHICS				
	School	State	Surrounding	Neighboring
Non-White	23%	26%	N/A	N/A
Limited English Proficiency	2%	6%	N/A	N/A
Special Needs	29%	10%	N/A	N/A
Free and Reduced Lunch	N/A	49%	N/A	N/A

ISAT PROFICIENCY RATES	
Percentage of students meeting or exceeding proficiency in Math	8%
Percentage of students meeting or exceeding proficiency in English Language Arts	26%
Percentage of students meeting or exceeding proficiency in Science	41%

<b>GO-ON RATE (Post-secondary enrollment within 12 months of graduation)</b>	18%
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# PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

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SCORECARD

ANOTHER CHOICE VIRTUAL SCHOOL

2016-2017

ACADEMIC	Measure	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	4		
District Proficiency Comparison	2a	50	0	50	0	50	8	50	0
	2b	50	0	50	0	50	4	50	0
Criterion-Referenced Growth	3a	100	0			50	4		
	3b	100	0			50	11		
Norm-Referenced Growth	4a			100	0	50	23	50	0
	4b			100	0	50	14	50	0
Post-Secondary Readiness	5a			125	0	125	75	100	0
Total Academic Points		400	0	525	0	525	143	300	0
% of Academic Points			0%		0%		27%		0%

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

ACVS has chosen not to include mission-specific measures.

OPERATIONAL	Measure	Points Possible	Points Earned	FINANCIAL	Measure	Points Possible	Points Earned
	1b	25	25		1b	50	0
	1c	25	25		1c	50	10
	1d	25	25		1d	50	50
Financial Management & Oversight	2a	25	15	Sustainability	2a	50	50
	2b	25	25		2b	50	50
	2c	25	25		2c	50	50
Governance & Reporting	3a	25	25		2d	50	50
	3b	25	25	Total Financial Points		400	310
	3c	25	15	% of Financial Points			78%
	3d	25	0				
	3e	25	25				
	3f	25	25				
School Environment	4a	25	25				
	4b	25	25				
Additional Obligations	5a	25	25				
Total Operational Points		400	355				
% of Operational Points			89%				

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.

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%	27%	0%	55% - 74%	NA	80% - 89%	89%	65% - 84%	78%
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.

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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.

<b>INDICATOR 1: STATE PROFICIENCY COMPARISON</b>					
<b>Measure 1a</b>	<b>Do math proficiency rates meet or exceed the state average?</b>		<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
<b>Math Proficiency Rate Comparison to State</b>	<b>Exceeds Standard:</b> The school's proficiency rate in math exceeds the state average by 16 percentage points or more.			50	0
	<b>Meets Standard:</b> The school's proficiency rate in math is equal to the state average, or exceeds it by 1 - 15 percentage points.			30 - 45	0
	<b>Does Not Meet Standard:</b> The school's proficiency rate in math is 1 - 15 percentage points lower than the state average.			15 - 29	0
	<b>Falls Far Below Standard:</b> The school's proficiency rate in math is 16 or more percentage points lower than the state average.		X	0 - 14	0
				0	
<b>Notes</b>	The state average will be determined using the same grade set as is served by the public charter school.				
<b>Measure 1b</b>	<b>Do English Language Arts proficiency rates meet or exceed the state average?</b>		<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
<b>ELA Proficiency Rate Comparison to State</b>	<b>Exceeds Standard:</b> The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.			50	0
	<b>Meets Standard:</b> The school's proficiency rate in ELA is equal to the state average, or exceeds it by 1 - 15 percentage points.			30 - 45	0
	<b>Does Not Meet Standard:</b> The school's proficiency rate in ELA is 1 - 15 percentage points lower than the state average.			15 - 29	0
	<b>Falls Far Below Standard:</b> The school's proficiency rate in ELA is 16 or more percentage points lower than the state average.		X	0 - 14	4
				4	
<b>Notes</b>	The state average will be determined using the same grade set as is served by the public charter school.				

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<b>INDICATOR 2: DISTRICT PROFICIENCY COMPARISON</b>																				
<p><b>Measure 2a</b></p> <p><b>Math Proficiency Rate Comparison to District</b></p>	<p><b>Do math (or similar subject area) proficiency rates meet or exceed the district average?</b></p> <p><b>Exceeds Standard:</b> The school's proficiency rate in math either exceeds the district average by 16 percentage points or more, or is at least 80%.</p> <p><b>Meets Standard:</b> The school's proficiency rate in math is equal to the district average, or exceeds it by 1 - 15 percentage points.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in math is 1 - 15 percentage points lower than the district average.</p> <p><b>Falls Far Below Standard:</b> The school's proficiency rate in math is 16 or more percentage points lower than the district average.</p> <p>The district average will be determined using the same grade set as is served by the public charter school. Because ACVS is a virtual school serving students in multiple districts, other Idaho virtual schools (instead of the district) will be used as the comparison group for purposes of this measure.</p>	<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>X</td> <td>0 - 14</td> <td>8</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">8</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0		30 - 45	0		15 - 29	0	X	0 - 14	8			8
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<p><b>Measure 2b</b></p> <p><b>ELA Proficiency Rate Comparison to District</b></p>	<p><b>Do ELA (or similar subject area) proficiency rates meet or exceed the district average?</b></p> <p><b>Exceeds Standard:</b> The school's proficiency rate in ELA either exceeds the district average by 16 percentage points or more, or is at least 80%.</p> <p><b>Meets Standard:</b> The school's proficiency rate in ELA is equal to the district average, or exceeds it by 1 - 15 percentage points.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in ELA is 1 - 15 percentage points lower than the district average.</p> <p><b>Falls Far Below Standard:</b> The school's proficiency rate in ELA is 16 or more percentage points lower than the district average.</p> <p>The district average will be determined using the same grade set as is served by the public charter school. Because ACVS is a virtual school serving students in multiple districts, other Idaho virtual schools (instead of the district) will be used as the comparison group for purposes of this measure.</p>	<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>X</td> <td>0 - 14</td> <td>4</td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">4</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50	0		30 - 45	0		15 - 29	0	X	0 - 14	4			4
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INDICATOR 3: CRITERION-REFERENCED STUDENT GROWTH (GRADES K-8)																	
<b>Measure 3a</b>	<b>Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade?</b>	<b>Result</b>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 2px;">Points Possible</th> <th style="text-align: left; padding: 2px;">Points Earned</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">39-50</td> <td style="text-align: center; padding: 2px;">0</td> </tr> <tr> <td style="padding: 2px;">26-38</td> <td style="text-align: center; padding: 2px;">0</td> </tr> <tr> <td style="padding: 2px;">13-25</td> <td style="text-align: center; padding: 2px;">0</td> </tr> <tr> <td style="padding: 2px;">0-12</td> <td style="text-align: center; padding: 2px;">4</td> </tr> <tr> <td colspan="2" style="border-top: 1px solid black; padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;"></td> <td style="text-align: center; padding: 2px;">4</td> </tr> </tbody> </table>	Points Possible	Points Earned	39-50	0	26-38	0	13-25	0	0-12	4				4
Points Possible	Points Earned																
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	4																
<b>Criterion-Referenced Growth</b>	<b>Math</b>																
	<b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth in math.																
	<b>Meets Standard:</b> Between 70% and 84% of students are making adequate academic growth in math.																
	<b>Does Not Meet Standard:</b> Between 50% and 69% of students are making adequate academic growth in math.																
	<b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth in math.	18															
<b>Notes</b>																	
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	<b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth in ELA.	44															
<b>Notes</b>																	

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ACADEMIC K-12

<b>INDICATOR 4: NORM-REFERENCED STUDENT GROWTH (GRADES 9-12)</b>																							
<b>Measure 4a</b>	<b>Are students making expected academic growth in math compared to their academic peers?</b>		<b>Result</b>																				
<b>Norm-Referenced Growth</b>			<b>Points Possible</b>																				
<b>Math</b>	<p><b>Exceeds Standard:</b> The school's median student growth percentile in math falls between the 66th and 99th percentile.</p> <p><b>Meets Standard:</b> The school's median student growth percentile in math falls between the 43rd and 65th percentile.</p> <p><b>Does Not Meet Standard:</b> The school's median student growth percentile in math falls between the 30th and 42nd percentile.</p> <p><b>Falls Far Below Standard:</b> The school's median student growth percentile in math falls below the 30th percentile.</p>		<b>Points Earned</b>																				
<b>Notes</b>	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.																						
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<b>Measure 4b</b>	<b>Are students making expected academic growth in English Language Arts compared to their academic peers?</b>		<b>Result</b>																				
<b>Norm-Referenced Growth</b>			<b>Points Possible</b>																				
<b>ELA</b>	<p><b>Exceeds Standard:</b> The school's median student growth percentile in ELA falls between the 66th and 99th percentile.</p> <p><b>Meets Standard:</b> The school's median student growth percentile in ELA falls between the 43rd and 65th percentile.</p> <p><b>Does Not Meet Standard:</b> The school's median student growth percentile in ELA falls between the 30th and 42nd percentile.</p> <p><b>Falls Far Below Standard:</b> The school's median student growth percentile in ELA falls below the 30th percentile.</p>		<b>Points Earned</b>																				
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ACADEMIC K-12

<b>INDICATOR 5: COLLEGE &amp; CAREER READINESS (GRADES 9-12)</b>		<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
<b>Measure 5a</b>	<b>Are students graduating from high school on time?</b>			
<b>Four-Year Adjusted Cohort Graduation Rate</b>	<p><b>Exceeds Standard:</b> The school's four-year ACGR was at least 90%.</p> <p><b>Meets Standard:</b> The school either:</p> <p>a) had a four-year ACGR of 80% - 89% OR</p> <p>b) had a four-year ACGR of at least 66% AND met its progress goal.</p> <p><b>Does Not Meet Standard:</b> The school met its progress goal but had a four-year ACGR below 66%.</p> <p><b>Falls Far Below Standard:</b> The school did not meet its progress goal and had a four-year ACGR below 66%.</p> <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. ACVS's progress goal for 2017 was 30%.</p>	125		
<b>Notes</b>	<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>	34	75 0-65	75 0 <hr/> 75

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OPERATIONAL

<b>INDICATOR 1: EDUCATIONAL PROGRAM</b>																	
<p><b>Measure 1a</b> <b>Implementation of Educational Program</b></p>	<p><b>Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?</b></p> <p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</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;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
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<b>Notes</b>																	
<p><b>Measure 1b</b> <b>Educational Requirements</b></p>	<p><b>Is the school complying with applicable educational requirements?</b></p> <p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td>25</td> <td>25</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;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
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**ATTACHMENT 1**

OPERATIONAL

Measure 1c	Is the school protecting the rights of students with disabilities?	Result	Points Possible	Points Earned
<b>Students with Disabilities</b>	<p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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>	No instances of non-compliance documented	25	25
<b>Notes</b>				25
Measure 1d	Is the school protecting the rights of English Language Learner (ELL) students?	Result	Points Possible	Points Earned
<b>English Language Learners</b>	<p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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>	No instances of non-compliance documented	25	25
<b>Notes</b>	No instances of non-compliance documented.			25

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<b>INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT</b>			
<b>Measure 2a</b>	<b>Is the school meeting financial reporting and compliance requirements?</b>	<b>Result</b>	<b>Points Possible</b>
<b>Financial Reporting and Compliance</b>	<p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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>		
			25
		See note	15
			0
			<hr/> 15
<b>Notes</b>	The school's third-quarter financial report, due May 1, 2017, was received May 3, 2017.		
<b>Measure 2b</b>	<b>Is the school following General Accepted Accounting Principles (GAAP)</b>	<b>Result</b>	<b>Points Possible</b>
<b>GAAP</b>	<p><b>Meets Standard:</b> 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 option, 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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>	No instances of non-compliance documented	
			25
			15
			0
			<hr/> 25
<b>Notes</b>			
<b>Measure 2c</b>	<b>Is the school successfully enrolling the projected number of students?</b>	<b>Result</b>	<b>Points Possible</b>
<b>Enrollment Variance</b>	<p><b>Meets Standard:</b> Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year.</p> <p><b>Partially Meets Standard:</b> Enrollment variance was between 90 and 95 percent in the most recent fiscal year.</p> <p><b>Does Not Meet Standard:</b> Enrollment variance was less than 90 percent in the most recent fiscal year.</p>	100%	
			25
			15
			0
			<hr/> 25
<b>Notes</b>	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.		

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<b>INDICATOR 3: GOVERNANCE AND REPORTING</b>			<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
<b>Measure 3a</b>	<b>Is the school complying with governance requirements?</b>				
<b>Governance Requirements</b>					
<p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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>		No instances of non-compliance documented	25	25	
			15		
			0		
<b>Notes</b>					25
<b>Measure 3b</b>	<b>Is the board fulfilling its oversight obligations?</b>				
<b>Board Oversight</b>					
<p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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>		No instances of non-compliance documented	25	25	
			15		
			0		
<b>Notes</b>					25

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Measure 3c	Is the school complying with reporting requirements?	Result	Points Possible	Points Earned
<b>Reporting Requirements</b>	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; and additional information requested by the authorizer.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
		See note	15	15
			0	
<b>Notes</b>	The school's calendar, due to the SDE on May 31, 2017, was submitted June 28, 2017.			
<b>Measure 3d</b>	Is the school complying with public transparency requirements?	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
<b>Public Transparency</b>	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency, including but not limited to: maintenance of its website, timely availability of board meeting minutes, and accessibility of documents maintained by the school under the state's Freedom of Information Act, Open Meeting Law, Public Records Law, and other applicable authorities.</p> <p><b>Partially Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency. Any instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
		See note	0	0
<b>Notes</b>	The school's 2015-16 annual performance report was not published on the school's website in accordance with §33-5209C, Idaho Code. The school has not posted a Continuous Improvement Plan on its website as required by §33-320, Idaho Code. These matters had not been remedied as of November 6, 2017.			

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Measure 3e	Is the school meeting employee credentialing and background check requirements?	Result	Points Possible	Points Earned
<b>Credentialing &amp; Background Checks</b>	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification and background check requirements.</p> <p><b>Partially Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification and background check requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to state and federal certification and background check requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25
<b>Notes</b>		15		
		0		<hr/> 25
Measure 3f	Is the school handling information appropriately?	Result	Points Possible	Points Earned
<b>Information Handling</b>	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of student records under the Family Educational Rights and Privacy Act and other applicable authorities; storing and transferring student and personnel records; and securely maintaining testing materials.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25
<b>Notes</b>		15		
		0		<hr/> 25

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<b>INDICATOR 4: SCHOOL ENVIRONMENT</b>				
<b>Measure 4a</b> <b>Transportation</b>	<b>Is the school complying with transportation requirements?</b>  <b>Meets Standard:</b> The school provides student transportation within its primary attendance area and materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to transportation.  <b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to transportation; and/or provides and incomplete form of transportation services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. <b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board; and/or the school does not provide transportation.	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
		No instances of non-compliance documented	25	25
			15	
			0	
<b>Notes</b>				25
<b>Measure 4b</b> <b>Public Transparency</b>	<b>Is the school complying with facilities requirements?</b>  <b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds, including but not limited to: Americans with Disabilities Act, fire inspections and related records, viable certification of occupancy or other required building use authorization, and documentation of requisite insurance coverage. The school facility is clean, well-maintained, and adequate for school operations.  <b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Additional facility maintenance and/or updates have been recommended by DBS.  <b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the school facilities and grounds; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. The school facility may be in need of modification or repair required by DBS.	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
		No instances of non-compliance documented	25	25
			15	
			0	
<b>Notes</b>				25

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<b>INDICATOR 5: ADDITIONAL OBLIGATIONS</b>		
<b>Measure 5a</b>	<b>Is the school complying with all other obligations?</b>	<b>Result      Points Possible      Points Earned</b>
<b>Additional Obligations</b>	<p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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>	<p>No instances of non-compliance documented</p> <p align="center">25      25</p> <p align="center">15</p> <p align="center">0</p> <hr/> <p align="right">25</p>
<b>Notes</b>		

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**ATTACHMENT 1**

FINANCIAL

INDICATOR 1: NEAR-TERM			Result	Points Possible	Points Earned
Measure 1a	Current Ratio: Current Assets divided by Current Liabilities				
Current Ratio	<p><b>Meets Standard:</b> 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></p> <p><b>Does Not Meet:</b> 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.</p> <p><b>Falls Far Below Standard:</b> Current ratio is less than or equal to 0.9.</p>		Current Ratio: 2.72	50	50
Notes				10	
				0	50
Measure 1b	Current Ratio: Cash divided by Current Liabilities				
Cash Ratio	<p><b>Meets Standard:</b> 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).</p> <p><b>Does Not Meet:</b> Cash Ratio is between 0.9 and 1.0 OR Cash Ratio equals 1.0 and one-year trend is negative.</p> <p><b>Falls Far Below Standard:</b> Cash ratio is equal to or less than 0.9.</p>		Cash Ratio: 0.79	50	0
Notes				10	0
				0	0
Measure 1c	Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense/365)				
Unrestricted Days Cash	<p><b>Meets Standard:</b> 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></p> <p><b>Does Not Meet:</b> Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.</p> <p><b>Falls Far Below Standard:</b> Fewer than 15 Days Cash.</p>		No. of Days Cash: 22	50	10
Notes				10	10
				0	10
Measure 1d	Default				
Default	<p><b>Meets Standard:</b> 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.</p> <p><b>Does Not Meet:</b> School is in default of financial obligations.</p>		No Default Noted	50	50
Notes				0	50

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INDICATOR 2: SUSTAINABILITY			Result	Points Possible	Points Earned
<b>Measure 2a</b>	<b>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues.</b>				
<b>Total Margin and Aggregated</b>			Aggregated 3-Year Totals:		
<b>3-Year Total Margin</b>	<p><b>Meets Standard:</b> 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></p> <p><b>Does Not Meet:</b> Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard".</p> <p><b>Falls Far Below Standard:</b> 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.</p>		3.45%	50	50
				30	
				0	
					50
<b>Notes</b>	Due to the Restatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension restatement that do not provide or require current financial resources have been removed from the Net Position calculation. This restatement had no material effect on the standard outcome.				
<b>Measure 2b</b>	<b>Debt to Asset Ratio: Total Liabilities divided by Total Assets</b>		<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
<b>Debt to Asset Ratio</b>	<p><b>Meets Standard:</b> Debt to Asset Ratio is less than 0.9.</p> <p><b>Does Not Meet:</b> Debt to Asset Ratio is between 0.9 and 1.0</p> <p><b>Falls Far Below Standard:</b> Debt to Asset Ratio is greater than 1.0</p>		Ratio is:		
			0.34	50	50
				30	
				0	
					50
<b>Notes</b>	Due to the Restatement of Pension Liability, as required by GASB 68, Total Liabilities may be higher than expected. The restatement had a material effect on the standard outcome, decreasing/increasing the rating from "Meets Standard" (.34) to "Falls Far Below Standard" (1.49). However, the pension liability was removed from the Total Liability calculation in the reported standard outcome.				
<b>Measure 2c</b>	<b>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</b>		<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
<b>Cash Flow</b>	<p><b>Meets Standard:</b> 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 first or second year of operation must have positive cash flow.</i></p> <p><b>Does Not Meet:</b> Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p><b>Falls Far Below Standard:</b> Multi-Year Cumulative Cash Flow is negative.</p>		Multi-Year Cumulative is:		
			\$120,075	50	50
				30	
				0	
					50
<b>Notes</b>					

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		Result	Points Possible	Points Earned
<b>Measure 2d</b>	<b>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</b>			
<b>Debt Service Coverage Ratio</b>		Ratio is:		
	<b>Meets Standard:</b> Debt Service Coverage Ratio is equal to or exceeds 1.1	2.43	50	50
	<b>Does Not Meet:</b> Debt Service Coverage Ratio is less than 1.1		0	
			0	50
<b>Notes</b>	Due to the Restatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension restatement that do not provide or require current financial resources have been removed from the Net Position calculation. This restatement had no material effect on the standard outcome.			

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ANOTHER CHOICE VIRTUAL SCHOOL --- MISSION-SPECIFIC FRAMEWORK

# ATTACHMENT 1

The mission-specific measures below are not part of the school's current performance framework. The outcomes are included here to recognize the school's achievement during the final year during which its previous performance framework applied.

MISSION-SPECIFIC GOALS					
<b>Measure 1</b>	<b>Is the school ensuring that secondary students successfully complete coursework?</b>	<b>Result</b>	<b>Points Possible</b>		
		<b>Points Earned</b>			
		<b>Exceeds Standard:</b> 85% - 100% of 7-12 grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better achieved a course completion rate of 70% or better.	89.10%	100	100
		<b>Meets Standard:</b> 65% - 84% of 7-12 grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better achieved a course completion rate of 70% or better.		80	
		<b>Does Not Meet Standard:</b> 50% - 64% of 7-12 grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better achieved a course completion rate of 70% or better.		40	
			0		
			100.00		
<b>Notes</b>	For the purposes of this measure, a student will be considered enrolled at the "beginning of the school year" if he/she is enrolled no later than 2 weeks after the start of school. A student's attendance rate will be calculated by averaging the student's attendance rates for all of the courses in which the student was enrolled during the school year. Course completion will be defined as completion of the course with a 60% or better. The school will report data to the PCSC by October 1.				
<b>Measure 2</b>	<b>Is the school ensuring that elementary students make appropriate academic growth in language arts?</b>	<b>Result</b>	<b>Points Possible</b>		
		<b>Points Earned</b>			
		<b>Exceeds Standard:</b> 85% to 100% of kindergarten through 6th grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better made at least one year of academic growth in language arts as demonstrated through pre and post curriculum-based assessments.	53.73%	100	40
		<b>Meets Standard:</b> 65% to 84% of kindergarten through 6th grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better made at least one year of academic growth in language arts as demonstrated through pre and post curriculum-based assessments.		80	
		<b>Does Not Meet Standard:</b> 50% to 64% of kindergarten through 6th grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better made at least one year of academic growth in language arts as demonstrated through pre and post curriculum-based assessments.		40	
			0		
			40.00		
<b>Notes</b>	For the purposes of this measure, a student will be considered enrolled at the "beginning of the school year" if he/she is enrolled no later than 2 weeks after the start of school. A student's attendance rate will be calculated by averaging the student's attendance rates for all of the courses in which the student was enrolled during the school year. Pre assessments will be given within the first 60 days of the start of school. Post assessments will be given within the last 30 days of school. The school will report data to the PCSC by October 1.				
<b>Measure 3</b>	<b>Is the school ensuring that elementary students make appropriate academic growth in math?</b>	<b>Result</b>	<b>Points Possible</b>		
		<b>Points Earned</b>			
		<b>Exceeds Standard:</b> 85% to 100% of kindergarten through 6th grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better made at least one year of academic growth in math as demonstrated through pre and post curriculum-based assessments.	60.65%	100	40
		<b>Meets Standard:</b> 65% to 84% of kindergarten through 6th grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better made at least one year of academic growth in math as demonstrated through pre and post curriculum-based assessments.		80	
		<b>Does Not Meet Standard:</b> 50% to 64% of kindergarten through 6th grade students who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better made at least one year of academic growth in math as demonstrated through pre and post curriculum-based assessments.		40	
			0		
			40.00		
<b>Notes</b>	For the purposes of this measure, a student will be considered enrolled at the "beginning of the school year" if he/she is enrolled no later than 2 weeks after the start of school. A student's attendance rate will be calculated by averaging the student's attendance rates for all of the courses in which the student was enrolled during the school year. Pre assessments will be given within the first 60 days of the start of school. Post assessments will be given within the last 30 days of school. The school will report data to the PCSC by October 1.				

# PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

APRIL 21, 2022

ANOTHER CHOICE VIRTUAL SCHOOL --- MISSION-SPECIFIC FRAMEWORK

# ATTACHMENT 1

		Result	Points Possible	Points Earned
<b>Measure 4</b>	<b>Is the school encouraging special education students' motivation to learn?</b>			
	<b>Exceeds Standard:</b> 90% to 100% of special education students who were enrolled since the beginning of the school year and whose attendance rate was 90% or better EITHER demonstrated growth of 1 rating category or more OR achieved a rating of 4 or 5 on the SSIS Motivation to Learn Screening Guide.		100	
	<b>Meets Standard:</b> 70% to 89% of special education students who were enrolled since the beginning of the school year and whose attendance rate was 90% or better EITHER demonstrated growth of 1 rating category or more OR achieved a rating of 4 or 5 on the SSIS Motivation to Learn Screening Guide.	70.27%	80	80
	<b>Does Not Meet Standard:</b> 40% to 69% of special education students who were enrolled since the beginning of the school year and whose attendance rate was 90% or better EITHER demonstrated growth of 1 rating category or more OR achieved a rating of 4 or 5 on the SSIS Motivation to Learn Screening Guide.		40	
	<b>Falls Far Below Standard:</b> Less than 40% of special education students who were enrolled since the beginning of the school year and whose attendance rate was 90% or better EITHER demonstrated growth of 1 rating category or more OR achieved a rating of 4 or 5 on the SSIS Motivation to Learn Screening Guide.		0	
				80.00
<b>Notes</b>	For the purposes of this measure, a student will be considered enrolled at the "beginning of the school year" if he/she is enrolled no later than 2 weeks after the start of school. The Motivation to Learn Screening Guide is a section of the Social Skills Improvement System (SSIS). All special education students who have the appropriate attendance rate will take a post test within the last 30 days of the school year. The school will report data to the PCSC by October 1.			
<b>Measure 5</b>	<b>Is the school encouraging at-risk secondary students to engage in their learning?</b>			
	<b>Exceeds Standard:</b> 90% to 100% of general education at-risk students in grades 7, 9, and 11 who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better achieved an average score of 3 or higher on the engaged learning questions within the Student Engagement Instrument.		100	
	<b>Meets Standard:</b> 70% to 89% of general education at-risk students in grades 7, 9, and 11 who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better achieved an average score of 3 or higher on the engaged learning questions within the Student Engagement Instrument.		80	
	<b>Does Not Meet Standard:</b> 40% to 69% of general education at-risk students in grades 7, 9, and 11 who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better achieved an average score of 3 or higher on the engaged learning questions within the Student Engagement Instrument.	63%	40	40
	<b>Falls Far Below Standard:</b> Less than 40% of general education at-risk students in grades 7, 9, and 11 who have been enrolled since the beginning of the school year and whose attendance rate was 90% or better achieved an average score of 3 or higher on the engaged learning questions within the Student Engagement Instrument.		0	
				40.00
<b>Notes</b>	Engaged learning questions = 2, 8, 9, 11, 15, 17, 18, 19, 22, 23, 25, 28, 29, 30, 32, 33, and 34. For the purposes of this measure, a student will be considered enrolled at the "beginning of the school year" if he/she is enrolled no later than 2 weeks after the start of school. The school will use the state's definition of "at risk." The school will report data to the PCSC by October 1.			
<b>Measure 6</b>	<b>Is the school ensuring that a significant percentage of high school students complete postsecondary work prior to graduation?</b>			
	<b>Exceeds Standard:</b> 90%-100% of 12th grade students who have been enrolled since the beginning of their 11th grade year completed one or more vocational, PTE, and/or concurrent credit courses prior to graduation.		100	
	<b>Meets Standard:</b> 70%-89% of 12th grade students who have been enrolled since the beginning of their 11th grade year completed one or more vocational, PTE, and/or concurrent credit courses prior to graduation.	85%	80	80
	<b>Does Not Meet Standard:</b> 40%-69% of 12th grade students who have been enrolled since the beginning of their 11th grade year completed one or more vocational, PTE, and/or concurrent credit courses prior to graduation.		40	
	<b>Falls Far Below Standard:</b> Less than 40% of 12th grade students who have been enrolled since the beginning of their 11th grade year completed one or more vocational, PTE, and/or concurrent credit courses prior to graduation.		0	
				80.00
<b>Notes</b>	For the purposes of this measure, a student will be considered enrolled at the "beginning of their 11th grade year" if he/she was enrolled no later than 2 weeks after the start of school during their 11th grade year. Course completion will be defined as completion of the course with a 60% or better. The minimum sample size for this measure will be 20 students. If the school has an inadequate sample size, the points assigned to this measure will be redistributed evenly amongst the remaining measures. The school will report data to the PCSC by October 1.			

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
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ANOTHER CHOICE VIRTUAL SCHOOL --- MISSION-SPECIFIC FRAMEWORK

Measure 7	Is the school improving middle school students' technology literacy?	Result	Points Possible	Points Earned
	<p><b>Exceeds Standard:</b> 80%-100% of 8th grade general education students who have been continuously enrolled since at least the beginning of 7th grade typed 35 wpm or higher with at least 85% accuracy on the spring typing assessment.</p> <p><b>Meets Standard:</b> 60%-79% of 8th grade general education students who have been continuously enrolled since at least the beginning of 7th grade typed 35 wpm or higher with at least 85% accuracy on the spring typing assessment.</p> <p><b>Does Not Meet Standard:</b> 40%-59% of 8th grade general education students who have been continuously enrolled since at least the beginning of 7th grade typed 35 wpm or higher with at least 85% accuracy on the spring typing assessment.</p> <p><b>Falls Far Below Standard:</b> Less than 40% of 8th grade general education students who have been continuously enrolled since at least the beginning of 7th grade typed 35 wpm or higher with at least 85% accuracy on the spring typing assessment.</p>		100	
			80	
			40	
			0	
				<hr/> 0.00
<b>Notes</b>	<p>Students will be given a curriculum-based typing assessment within 30 days of the end of school year. ACVS will notify the PCSC no later than August 15, 2014 regarding the name of the specific typing assessment that has been adopted. This assessment will be used for the entirety of the performance certificate term. The school will provide data to the PCSC no later than October 1.</p> <p>The word-per-minute (wpm) target and performance ranges are based on current and past data of ACVS's 8th grade students' performance on typing tests.</p> <p>ACVS recognizes that overall technology literacy is critical and closely-tied to the school's mission as a virtual school. Therefore, ACVS intends to identify or develop an appropriate measurement tool to evaluate students' overall technology literacy. At the time of renewal, ACVS will present a new mission-specific measure focused on students' technology literacy using this tool. Due to small sample size, no result is available for the 2016-17 school year.</p>			

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ACADEMIC	Measure	Points Possible	Points Earned						
		K-8	K-8	9-12	9-12	K-12	K-12	Alternative	Alternative
State Proficiency Comparison	1a	50	NA*	50	NA*	50	NA*		
	1b	50	NA*	50	NA*	50	NA*		
District Proficiency Comparison	2a	50	NA*	50	NA*	50	NA*	50	NA*
	2b	50	NA*	50	NA*	50	NA*	50	NA*
Criterion-Referenced Growth	3a	100	NA*			50	NA*		
	3b	100	NA*			50	NA*		
Norm-Referenced Growth	4a			100	NA*	50	NA*	50	NA*
	4b			100	NA*	50	NA*	50	NA*
Post-Secondary Readiness	5a			125	NA*	125	NA*	100	NA*
Total Academic Points		400	NA*	525	NA*	525	NA*	300	NA*
% of Academic Points			NA*		NA*		NA*		NA*

OPERATIONAL	Measure	Points Possible	Points Earned	FINANCIAL	Measure	Points Possible	Points Earned
Educational Program	1a	25	25	Near-Term	1a	50	NA*
	1b	25	0		1b	50	NA*
	1c	25	25		1c	50	NA*
	1d	25	25		1d	50	NA*
Financial Management & Oversight	2a	25	0	Sustainability	2a	50	NA*
	2b	25	0		2b	50	NA*
	2c	25	0		2c	50	NA*
Governance & Reporting	3a	25	0	Total Financial Points % of Financial Points	2d	50	NA*
	3b	25	0			400	NA*
	3c	25	0				NA*
	3d	25	0				
	3e	25	0				
	3f	25	25				
School Environment	4a	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.			
4b	25	25					
5a	25	0					
Total Operational Points		375	125				
% of Operational Points			33%				

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%	33%	85% - 100%	
Good Standing	55% - 74%	NA	NA	55% - 74%	NA	80% - 89%		65% - 84%	NA
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.

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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			
<b>Measure 1a</b>	<b>Do math proficiency rates meet or exceed the state average?</b>	<b>Result</b>	<b>Points Possible</b>
<b>Math Proficiency Rate Comparison to State</b>	<p><b>Exceeds Standard:</b> The school's proficiency rate in math exceeds the state average by 16 percentage points or more.</p> <p><b>Meets Standard:</b> The school's proficiency rate in math is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in math is 1 - 15 percentage points lower than the state average.</p> <p><b>Falls Far Below Standard:</b> The school's proficiency rate in math is 16 or more percentage points lower than the state average.</p>	School	NA
		17%	NA
		State	NA
		40%	NA
<b>Notes</b>	The state average will be determined using the same grade set as is served by the public charter school.		
<b>Measure 1b</b>	<b>Do English Language Arts proficiency rates meet or exceed the state average?</b>		<b>Points Possible</b>
<b>ELA Proficiency Rate Comparison to State</b>	<p><b>Exceeds Standard:</b> The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.</p> <p><b>Meets Standard:</b> The school's proficiency rate in ELA is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in ELA is 1 - 15 percentage points lower than the state average.</p> <p><b>Falls Far Below Standard:</b> The school's proficiency rate in ELA is 16 or more percentage points lower than the state average.</p>	School	NA
		43%	NA
		State	NA
		55%	NA
<b>Notes</b>	The state average will be determined using the same grade set as is served by the public charter school.		

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INDICATOR 2: DISTRICT PROFICIENCY COMPARISON

		Points Possible	Points Earned												
<b>Measure 2a</b>	<b>Do math (or similar subject area) proficiency rates meet or exceed the district average?</b>														
<b>Math Proficiency Rate</b>															
<b>Comparison to District</b>	<p><b>Exceeds Standard:</b> The school's proficiency rate in math either exceeds the district average by 16 percentage points or more, or is at least 80%.</p> <p><b>Meets Standard:</b> The school's proficiency rate in math is equal to the district average, or exceeds it by 1 - 15 percentage points.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in math is 1 - 15 percentage points lower than the district average.</p> <p><b>Falls Far Below Standard:</b> The school's proficiency rate in math is 16 or more percentage points lower than the district average.</p>	<table border="1"> <tr> <td>School</td> <td>NA</td> <td>NA</td> </tr> <tr> <td>17%</td> <td>NA</td> <td>NA</td> </tr> <tr> <td>District</td> <td>NA</td> <td>NA</td> </tr> <tr> <td>33%</td> <td></td> <td></td> </tr> </table>	School	NA	NA	17%	NA	NA	District	NA	NA	33%			
School	NA	NA													
17%	NA	NA													
District	NA	NA													
33%															
<b>Notes</b>	The district average will be determined using the same grade set as is served by the public charter school. Because ACVS is a virtual school serving students in multiple districts, other Idaho virtual schools (instead of the district) will be used as the comparison group for purposes of this measure.														
<b>Measure 2b</b>	<b>Do ELA (or similar subject area) proficiency rates meet or exceed the district average?</b>														
<b>ELA Proficiency Rate</b>															
<b>Comparison to District</b>	<p><b>Exceeds Standard:</b> The school's proficiency rate in ELA either exceeds the district average by 16 percentage points or more, or is at least 80%.</p> <p><b>Meets Standard:</b> The school's proficiency rate in ELA is equal to the district average, or exceeds it by 1 - 15 percentage points.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in ELA is 1 - 15 percentage points lower than the district average.</p> <p><b>Falls Far Below Standard:</b> The school's proficiency rate in ELA is 16 or more percentage points lower than the district average.</p>	<table border="1"> <tr> <td>School</td> <td>NA</td> <td>NA</td> </tr> <tr> <td>43%</td> <td>NA</td> <td>NA</td> </tr> <tr> <td>District</td> <td>NA</td> <td>NA</td> </tr> <tr> <td>57%</td> <td></td> <td></td> </tr> </table>	School	NA	NA	43%	NA	NA	District	NA	NA	57%			
School	NA	NA													
43%	NA	NA													
District	NA	NA													
57%															
<b>Notes</b>	The district average will be determined using the same grade set as is served by the public charter school. Because ACVS is a virtual school serving students in multiple districts, other Idaho virtual schools (instead of the district) will be used as the comparison group for purposes of this measure.														

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INDICATOR 3: CRITERION-REFERENCED STUDENT GROWTH (GRADES K-8)			
<b>Measure 3a</b>	<b>Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade?</b>		
<b>Criterion-Referenced Growth</b>			<b>Points Possible</b>
<b>Math</b>	<p><b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth in math.</p> <p><b>Meets Standard:</b> Between 70% and 84% of students are making adequate academic growth in math.</p> <p><b>Does Not Meet Standard:</b> Between 50% and 69% of students are making adequate academic growth in math.</p> <p><b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth in math.</p>		<b>Points Earned</b>
			NA
			NA
			NA
<b>Notes</b>			
<b>Measure 3b</b>	<b>Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade?</b>		
<b>Criterion-Referenced Growth</b>			<b>Points Possible</b>
<b>ELA</b>	<p><b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth in ELA.</p> <p><b>Meets Standard:</b> Between 70% and 84% of students are making adequate academic growth in ELA.</p> <p><b>Does Not Meet Standard:</b> Between 50% and 69% of students are making adequate academic growth in ELA.</p> <p><b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth in ELA.</p>		<b>Points Earned</b>
			NA
			NA
			NA
<b>Notes</b>			

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INDICATOR 4: NORM-REFERENCED STUDENT GROWTH (GRADES 9-12)				
<b>Measure 4a</b>	<b>Are students making expected academic growth in math compared to their academic peers?</b>		<b>Points Possible</b>	<b>Points Earned</b>
<b>Norm-Referenced Growth</b>				
<b>Math</b>	<p><b>Exceeds Standard:</b> The school's median student growth percentile in math falls between the 66th and 99th percentile.</p> <p><b>Meets Standard:</b> The school's median student growth percentile in math falls between the 43rd and 65th percentile.</p> <p><b>Does Not Meet Standard:</b> The school's median student growth percentile in math falls between the 30th and 42nd percentile.</p> <p><b>Falls Far Below Standard:</b> The school's median student growth percentile in math falls below the 30th percentile.</p>		NA	NA
			NA	NA
			NA	NA
<b>Notes</b>	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.			
<b>Measure 4b</b>	<b>Are students making expected academic growth in English Language Arts compared to their academic peers?</b>		<b>Points Possible</b>	<b>Points Earned</b>
<b>Norm-Referenced Growth</b>				
<b>ELA</b>	<p><b>Exceeds Standard:</b> The school's median student growth percentile in ELA falls between the 66th and 99th percentile.</p> <p><b>Meets Standard:</b> The school's median student growth percentile in ELA falls between the 43rd and 65th percentile.</p> <p><b>Does Not Meet Standard:</b> The school's median student growth percentile in ELA falls between the 30th and 42nd percentile.</p> <p><b>Falls Far Below Standard:</b> The school's median student growth percentile in ELA falls below the 30th percentile.</p>		NA	NA
			NA	NA
			NA	NA
<b>Notes</b>	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.			

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INDICATOR 5: COLLEGE & CAREER READINESS (GRADES 9-12)		Points Possible	Points Earned
<b>Measure 5a</b>  <b>Four-Year Adjusted Cohort Graduation Rate</b>	<b>Are students graduating from high school on time?</b>  <b>Exceeds Standard:</b> The school's four-year ACGR was at least 90%. <b>Meets Standard:</b> 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. <b>Does Not Meet Standard:</b> The school met its progress goal but had a four-year ACGR below 66%. <b>Falls Far Below Standard:</b> The school did not meet its progress goal and had a four-year ACGR below 66%.	NA  NA  NA	NA  NA  NA
<b>Notes</b>	The school's 4 Year ACGR of 45% met the progress goal of 35.98%. The progress goal is calculated as follows: last year's 4-year ACGR plus 8.3% of the non-graduates from that cohort.		

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INDICATOR 1: EDUCATIONAL PROGRAM			Result	Points Possible	Points Earned
<b>Measure 1a</b> <b>Implementation of Educational Program</b>	<b>Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?</b>  <b>Meets Standard:</b> 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.  <b>Partially Meets Standard:</b> 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.  <b>Does Not Meet Standard:</b> 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.		No instances of non-compliance documented	25	25
				15	
				0	
					25
<b>Notes</b>					
<b>Measure 1b</b> <b>Educational Requirements</b>	<b>Is the school complying with applicable educational requirements?</b>  <b>Meets Standard:</b> 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.  <b>Partially Meets Standard:</b> 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.  <b>Does Not Meet Standard:</b> 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.			25	
				15	
			see note	0	0
					0
<b>Notes</b>	School has open corrective action plan with SDE regarding Title One audit findings that must be resolved.				

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Measure 1c	Is the school protecting the rights of students with disabilities?	Result	Points Possible	Points Earned
<p><b>Students with Disabilities</b></p> <p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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> <p>Notes</p>		<p>No instances of non-compliance documented</p>	<p>25</p>	<p>25</p>
<p><b>Measure 1d</b></p> <p><b>English Language Learners</b></p> <p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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> <p>Notes</p>	<p><b>Is the school protecting the rights of English Language Learner (ELL) students?</b></p>	<p>No instances of non-compliance documented</p>	<p>25</p>	<p>25</p>

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INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT		Result	Points Possible	Points Earned
<b>Measure 2a</b> <b>Financial Reporting and Compliance</b>	<b>Is the school meeting financial reporting and compliance requirements?</b>  <b>Meets Standard:</b> 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.  <b>Partially Meets Standard:</b> 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.  <b>Does Not Meet Standard:</b> 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.  Mr. McLaren resigned from the board in October of 2020. However, the required written disclosure of financial interest in contracts before the board was not properly disclosed by Mr. McLaren. The board was made aware of the issue in September of 2020 but chose not to begin procurement procedures until FY22.	see note	25 15 0	0  0
<b>Measure 2b</b> <b>GAAP</b>	<b>Is the school following General Accepted Accounting Principles (GAAP)</b>  <b>Meets Standard:</b> 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 option, 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.  <b>Partially Meets Standard:</b> 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.  <b>Does Not Meet Standard:</b> 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.  The IPCSC's investigation found that proper separation of duties and/or internal controls were not in place for Dr. Sandidge with regards to her role as principal of the school and as co-owner of various companies the school contracted with. Decisions she made to hire contractors for a company she owns were the same decisions that impacted the contractual payments from the school to the company.	see note	25 15 0	0  0
<b>Measure 2c</b> <b>Enrollment Variance</b>	<b>Is the school successfully enrolling the projected number of students?</b>  <b>Meets Standard:</b> Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year. <b>Partially Meets Standard:</b> Enrollment variance was between 90 and 95 percent in the most recent fiscal year. <b>Does Not Meet Standard:</b> Enrollment variance was less than 90 percent in the most recent fiscal year.  Enrollment variance is calculated by dividing mid-term ADA by the enrollment projection reported to the PCSC at the beginning of the fiscal year.	88.33%	25 15 0	0  0

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

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INDICATOR 3: GOVERNANCE AND REPORTING		Result	Points Possible	Points Earned
<b>Measure 3a</b>	<b>Is the school complying with governance requirements?</b>			
<b>Governance Requirements</b>	<p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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>		25	
			15	
		see note	0	0
				0
<b>Notes</b>	8/21/2020 letter update to ongoing investigation; this issue was eventually referred to the Canyon County Prosecutor on 9/30/2020; notice of delinquent authorizer fees sent 3/16/2021; courtesy letter sent 5/12/2021 regarding excessive time without receiving requested records. The Canyon County Prosecutor's Office notified the IPCSC on 10/19/21 that it chose not to pursue criminal charges in this matter.			
<b>Measure 3b</b>	<b>Is the board fulfilling its oversight obligations?</b>			
<b>Board Oversight</b>	<p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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>		25	
			15	0
		see note	0	0
				0
<b>Notes</b>	The governing board has failed to take action to ensure the operational, academic, and financial success of the school through management of its employee, the school director. Based on IPCSC review, the board's policies appear to be incomplete.			

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Measure 3c	Is the school complying with reporting requirements?	Result	Points Possible	Points Earned
Reporting Requirements	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; and additional information requested by the authorizer.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
		see note	0	0
Notes	Courtesy letter sent May 12, 2021, due to excessive wait time after the IPCSC submitted a request for documentation.			
Measure 3d	Is the school complying with public transparency requirements?	Result	Points Possible	Points Earned
Public Transparency	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency, including but not limited to: maintenance of its website, timely availability of board meeting minutes, and accessibility of documents maintained by the school under the state's Freedom of Information Act, Open Meeting Law, Public Records Law, and other applicable authorities.</p> <p><b>Partially Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency. Any instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
		see note	0	0
Notes	The school did not post contracts that support expenditures (I.C. 33-357), did not post the Annual Report for the prior fiscal year (I.C. 33-5209C(2)), and did not have the Continuous Improvement Plan posted.			
Measure 3e	Is the school meeting employee credentialing and background check requirements?	Result	Points Possible	Points Earned
Credentialing & Background Checks	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification and background check requirements.</p> <p><b>Partially Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification and background check requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to state and federal certification and background check requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
		see note	0	0
Notes	The SDE made notice of concerns regarding the accuracy of teacher certification reporting in FY20 and FY21 on 9/21/20. The inaccurate reporting may have resulted in inaccurate funding in both years. The SDE is currently determining the necessary corrections. The school did not take action to resolve the matter within 30 days. The issue is not currently resolved.			

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Measure 3f	Is the school handling information appropriately?	Result	Points Possible	Points Earned
<p><b>Information Handling</b></p> <p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of student records under the Family Educational Rights and Privacy Act and other applicable authorities; storing and transferring student and personnel records; and securely maintaining testing materials.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p> <p>Notes</p>		<p>No instances of non-compliance documented</p>	<p>25</p> <p>15</p> <p>0</p> <hr/> <p>25</p>	<p>25</p>
<b>INDICATOR 4: SCHOOL ENVIRONMENT</b>				
Measure 4a	Is the school complying with transportation requirements?	Result	Points Possible	Points Earned
<p><b>Transportation</b></p> <p><b>Meets Standard:</b> The school provides student transportation within its primary attendance area and materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to transportation.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to transportation; and/or provides an incomplete form of transportation services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board; and/or the school does not provide transportation.</p> <p>Notes</p>	<p>This measure does not apply to online schools.</p>		<p>25</p> <p>15</p> <p>0</p> <hr/> <p>0</p>	<p>0</p>
Measure 4b	Is the school complying with facilities requirements?	Result	Points Possible	Points Earned
<p><b>Facilities</b></p> <p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds, including but not limited to: Americans with Disabilities Act, fire inspections and related records, viable certification of occupancy or other required building use authorization, and documentation of requisite insurance coverage. The school facility is clean, well-maintained, and adequate for school operations.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Additional facility maintenance and/or updates have been recommended by DBS.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the school facilities and grounds; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. The school facility may be in need of modification or repair required by DBS.</p> <p>Notes</p>		<p>No instances of non-compliance documented</p>	<p>25</p> <p>15</p> <p>0</p> <hr/> <p>25</p>	<p>25</p>

INDICATOR 5: ADDITIONAL OBLIGATIONS		Result	Points Possible	Points Earned
Measure 5a	Is the school complying with all other obligations?			
Additional Obligations	<p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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	
		see note	0	0
				0
Notes	Dr. Laura Sandidge was issued a letter of reprimand by the Professional Standards Commission and was required to take an ethics course due to her failure to disclose ownership of businesses with which the school contracts and failed to guide the school through appropriate procurement procedures when establishing financial contracts.			

# PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

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FINANCIAL

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INDICATOR 1: NEAR-TERM														
<b>Measure 1a</b> Current Ratio	<b>Current Ratio: Current Assets divided by Current Liabilities</b>  <b>Meets Standard:</b> 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>  <b>Does Not Meet:</b> 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.  <b>Falls Far Below Standard:</b> Current ratio is less than or equal to 0.9.	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Result</th> <th style="text-align: center;">Points Possible</th> <th style="text-align: center;">Points Earned</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3.94</td> <td style="text-align: center;">NA</td> <td style="text-align: center;">NA</td> </tr> <tr> <td></td> <td style="text-align: center;">NA</td> <td style="text-align: center;">NA</td> </tr> <tr> <td></td> <td style="text-align: center;">NA</td> <td style="text-align: center;">NA</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	3.94	NA	NA		NA	NA		NA	NA
Result	Points Possible	Points Earned												
3.94	NA	NA												
	NA	NA												
	NA	NA												
Notes														
<b>Measure 1b</b> Cash Ratio	<b>Current Ratio: Cash divided by Current Liabilities</b>  <b>Meets Standard:</b> 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).  <b>Does Not Meet:</b> Cash Ratio is between 0.9 and 1.0 OR Cash Ratio equals 1.0 and one-year trend is negative.  <b>Falls Far Below Standard:</b> Cash ratio is equal to or less than 0.9.	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Result</th> <th style="text-align: center;">Points Possible</th> <th style="text-align: center;">Points Earned</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1.7</td> <td style="text-align: center;">NA</td> <td style="text-align: center;">NA</td> </tr> <tr> <td></td> <td style="text-align: center;">NA</td> <td style="text-align: center;">NA</td> </tr> <tr> <td></td> <td style="text-align: center;">NA</td> <td style="text-align: center;">NA</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	1.7	NA	NA		NA	NA		NA	NA
Result	Points Possible	Points Earned												
1.7	NA	NA												
	NA	NA												
	NA	NA												
Notes														
<b>Measure 1c</b> Unrestricted Days Cash	<b>Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense/365)</b>  <b>Meets Standard:</b> 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>  <b>Does Not Meet:</b> Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.  <b>Falls Far Below Standard:</b> Fewer than 15 Days Cash.	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Result</th> <th style="text-align: center;">Points Possible</th> <th style="text-align: center;">Points Earned</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">41</td> <td style="text-align: center;">NA</td> <td style="text-align: center;">NA</td> </tr> <tr> <td></td> <td style="text-align: center;">NA</td> <td style="text-align: center;">NA</td> </tr> <tr> <td></td> <td style="text-align: center;">NA</td> <td style="text-align: center;">NA</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	41	NA	NA		NA	NA		NA	NA
Result	Points Possible	Points Earned												
41	NA	NA												
	NA	NA												
	NA	NA												
Notes														
<b>Measure 1d</b> Default	<b>Default</b>  <b>Meets Standard:</b> 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.  <b>Does Not Meet:</b> School is in default of financial obligations.	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Result</th> <th style="text-align: center;">Points Possible</th> <th style="text-align: center;">Points Earned</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">None</td> <td style="text-align: center;">NA</td> <td style="text-align: center;">NA</td> </tr> <tr> <td></td> <td style="text-align: center;">NA</td> <td style="text-align: center;">NA</td> </tr> <tr> <td></td> <td style="text-align: center;">NA</td> <td style="text-align: center;">NA</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	None	NA	NA		NA	NA		NA	NA
Result	Points Possible	Points Earned												
None	NA	NA												
	NA	NA												
	NA	NA												
Notes														

# PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

APRIL 21, 2022

Another Choice Virtual Charter School

# ATTACHMENT 1

2020-2021

FINANCIAL

INDICATOR 2: SUSTAINABILITY																							
<p><b>Measure 2a</b></p> <p>Total Margin and Aggregated</p> <p>3-Year Total Margin</p> <p>Notes</p>	<p><b>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues.</b></p> <p><b>Meets Standard:</b> Aggregated 3-year 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 cumulative Total Margin must be positive.</i></p> <p><b>Does Not Meet:</b> Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard".</p> <p><b>Falls Far Below Standard:</b> 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.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>-9.50%</td> <td></td> <td></td> </tr> <tr> <td>1.14%</td> <td></td> <td></td> </tr> <tr style="background-color: #f2f2f2;"> <td></td> <td>NA</td> <td>NA</td> </tr> <tr> <td></td> <td>NA</td> <td>NA</td> </tr> <tr style="background-color: #f2f2f2;"> <td></td> <td>NA</td> <td>NA</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	-9.50%			1.14%				NA	NA		NA	NA		NA	NA			
Result	Points Possible	Points Earned																					
-9.50%																							
1.14%																							
	NA	NA																					
	NA	NA																					
	NA	NA																					
<p><b>Measure 2b</b></p> <p>Debt to Asset Ratio</p> <p>Notes</p>	<p><b>Debt to Asset Ratio: Total Liabilities divided by Total Assets</b></p> <p><b>Meets Standard:</b> Debt to Asset Ratio is less than 0.9.</p> <p><b>Does Not Meet:</b> Debt to Asset Ratio is between 0.9. and 1.0</p> <p><b>Falls Far Below Standard:</b> Debt to Asset Ratio is greater than 1.0</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>0.24</td> <td></td> <td></td> </tr> <tr style="background-color: #f2f2f2;"> <td></td> <td>NA</td> <td>NA</td> </tr> <tr> <td></td> <td>NA</td> <td>NA</td> </tr> <tr style="background-color: #f2f2f2;"> <td></td> <td>NA</td> <td>NA</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	0.24				NA	NA		NA	NA		NA	NA						
Result	Points Possible	Points Earned																					
0.24																							
	NA	NA																					
	NA	NA																					
	NA	NA																					
<p><b>Measure 2c</b></p> <p>Cash Flow</p> <p>Notes</p>	<p><b>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</b></p> <p><b>Meets Standard:</b> 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 first or second year of operation must have positive cash flow.</i></p> <p><b>Does Not Meet:</b> Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p><b>Falls Far Below Standard:</b> Multi-Year Cumulative Cash Flow is negative.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>Multi - (\$626,381)</td> <td></td> <td></td> </tr> <tr> <td>Recent One - (\$717,507)</td> <td></td> <td></td> </tr> <tr> <td>Previous One - \$91,126</td> <td></td> <td></td> </tr> <tr style="background-color: #f2f2f2;"> <td></td> <td>NA</td> <td>NA</td> </tr> <tr> <td></td> <td>NA</td> <td>NA</td> </tr> <tr style="background-color: #f2f2f2;"> <td></td> <td>NA</td> <td>NA</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	Multi - (\$626,381)			Recent One - (\$717,507)			Previous One - \$91,126				NA	NA		NA	NA		NA	NA
Result	Points Possible	Points Earned																					
Multi - (\$626,381)																							
Recent One - (\$717,507)																							
Previous One - \$91,126																							
	NA	NA																					
	NA	NA																					
	NA	NA																					
<p><b>Measure 2d</b></p> <p>Debt Service Coverage Ratio</p> <p>Notes</p>	<p><b>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</b></p> <p><b>Meets Standard:</b> Debt Service Coverage Ratio is equal to or exceeds 1.1</p> <p><b>Does Not Meet:</b> Debt Service Coverage Ratio is less than 1.1</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>-1.98</td> <td></td> <td></td> </tr> <tr style="background-color: #f2f2f2;"> <td></td> <td>NA</td> <td>NA</td> </tr> <tr> <td></td> <td>NA</td> <td>NA</td> </tr> <tr style="background-color: #f2f2f2;"> <td></td> <td>NA</td> <td>NA</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	-1.98				NA	NA		NA	NA		NA	NA						
Result	Points Possible	Points Earned																					
-1.98																							
	NA	NA																					
	NA	NA																					
	NA	NA																					

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**

**APRIL 21, 2022**

**ATTACHMENT 1**

Longitudinal

Another Choice Virtual Charter School

2020-2021

Another Choice Virtual School Longitudinal Results

		Percentage of Points Earned					
<b>ACADEMIC</b>	<b>Measure</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>
State Proficiency Comparison	1a			0%	NA	NA	
	1b			0%	NA	NA	
District Proficiency Comparison	2a			19%	NA	NA	
	2b			13%	NA	NA	
Criterion-Referenced Growth	3a			7%	NA	NA	
	3b			21%	NA	NA	
Norm-Referenced Growth	4a			Masked	NA	NA	
	4b			Masked	NA	NA	
Post-Secondary Readiness	5a	60%	24%	60%	NA	NA	
<b>% of Possible Academic Points for this School</b>		<b>27%</b>	<b>27%</b>	<b>30%</b>	NA	NA	

		Percentage of Points Earned					
<b>OPERATIONAL</b>	<b>Measure</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>
Educational Program	1a -1d	100%	100%	100%	100%	75%	
Financial Management	2a - 2c	87%	87%	100%	100%	0%	
Governance & Reporting	3a - 3f	77%	100%	87%	100%	17%	
School Environment	4a - 4b	100%	100%	100%	100%	100%	
Additional Obligations	5a	100%	100%	100%	100%	0%	
<b>% of Possible Operational Points for this School</b>		<b>89%</b>	<b>97%</b>	<b>95%</b>	<b>100%</b>	<b>33%</b>	

		Percentage of Points Earned					
<b>FINANCIAL</b>	<b>Measure</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>
Near-Term	1a - 1d	55%	100%	100%	100%	NA	
Sustainability	2a - 2d	100%	90%	100%	100%	NA	
<b>% of Possible Financial Points for this School</b>		<b>78%</b>	<b>95%</b>	<b>100%</b>	<b>100%</b>	NA	

<b>ACCOUNTABILITY DESIGNATION</b>		<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>
Academic		Critical	Critical	Critical	N/A	N/A	
Mission Specific		N/A	N/A	N/A	N/A	N/A	
Operational		Good Standing	Honor	Honor	Critical	Critical	
Financial		Good Standing	Honor	Honor	Honor	N/A	

Idaho Public Charter School Commission  
New Framework-Annual Report Response Form

Thank you for taking the time to review your preliminary annual report results. If you would like to correct factual errors or provide contextual information, please complete this form and return it to the PCSC office by January 10, 2021.

**Instructions**

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

<i>PERFORMANCE FRAMEWORK</i>	<i>CORRECTION or CONTEXTUAL INFORMATION</i>
Choose an Item(Academic)	<p>The school bylaws and articles of incorporation have been amended.</p> <h2 style="margin: 0;">EXAMPLE</h2> <p><i>*Please provide a brief description of correction or contextual information.</i></p>
Choose an Item(Operational)	
Choose an Item (Financial)	
Choose an Item (Academic)	<p>Academic: During discussions during the 2021.2022 school year ACVS was told our comparison group was challenging due to our student population. It was understood that ACVS would be compared to alternative schools, however, we were compared to all virtual schools in Idaho. See Attachment A.</p> <p><i>*Please provide a brief description of correction or contextual information.</i></p>
Choose an Item(Operational)	
Choose an Item(Financial)	
Choose an Item(Academic)	<p>Operational: Clarification on Board Stewardship is found in Attachment A ACVS Supporting Documentation.</p>
Governance   Board Stewardship	
Choose an Item(Financial)	
<i>Ex.-Supporting Documentation</i>	<i>Example: Attachment A.- “July 2020 Bank Statement”</i>
#1-Supporting Documentation	Attachment A - ACVS Supporting Documentation
#2-Supporting Documentation	
#3-Supporting Documentation	
#4-Supporting Documentation	
#5-Supporting Documentation	
#6-Supporting Documentation	

<i>PERFORMANCE FRAMEWORK</i>	<i>CORRECTION or CONTEXTUAL INFORMATION</i>
Choose an Item(Academic) Governance   Management Choose an Item (Financial)	<p><i>*Please provide a brief description of correction or contextual information.</i></p> <p>Operational: Clarification on Board Management is found in Attachment A ACVS Supporting Documentation.</p>
Choose an Item (Academic) Choose an Item(Operational) Unrestricted Days Cash	<p><i>*Please provide a brief description of correction or contextual information.</i></p> <p>Financial: Clarification on unrestricted days cash t is found in Attachment A ACVS Supporting Documentation.</p>
Choose an Item(Academic) Choose an Item(Operational) Financial   Near Term Health	<p><i>*Please provide a brief description of correction or contextual information.</i></p>
<i>Ex.-Supporting Documentation</i>	<i>Attachment A.- "July 2020 Bank Statement"</i>
<i>#7-Supporting Documentation</i>	
<i>#8-Supporting Documentation</i>	
<i>#9-Supporting Documentation</i>	
<i>#10-Supporting Documentation</i>	
<i>#11-Supporting Documentation</i>	
<i>#12-Supporting Documentation</i>	

**Attachment A – ACVS Supporting Documentation****Academic Supporting Documentation:**

ACVS has made great efforts at increasing Academic Outcomes for all students at ACVS. Our school was identified to be involved with the Department of Education School Improvement project beginning with the 2018 / 2019 school year for a three-year cycle. All schools identified were continued for a fourth year due to the impacts of the pandemic. This has been a major activity for all staff at ACVS. We have fully adjusted multiple key elements of our school's academic program in an effort to increase academic outcomes for all students. While schools have not been identified as yet for school improvement in the 2022 / 2023 school year at this point all meetings with the Department of Education School Improvement project team have indicated that ACVS has sufficiently progressed to the extent that we will no longer be eligible for that supportive and empowering program.

Since ACVS did have academic concerns according to our last renewal ACVS expected there would be a team site visit as per PCSC policy for the purpose of observing the school's Key Design Elements. This visit has not been scheduled or discussed with ACVS administration prior to this report, most likely due to the pandemic. Therefore key design elements along with data that supports positive academic change is occurring at ACVS will be provided.

ACVS clearly serves a wonderfully diverse population as was the goal of our original charter. This has been discussed with Director Thompson recently when discussing what schools would provide appropriate data comparables to ACVS. Director Thompson and Dr. Sandidge both agreed that while there is no true comparable due to the unique demographics of our students, our school would most likely best be compare to an alternative school. This was consistent with a condition that was placed on ACVS at the last reauthorization.

ACVS's 2019 five (5) year cohort graduation rate will be at least thirty-five percent (35%). Five (5) year cohort graduation rate data for 2019 will be available in early 2020. This condition is based on a rate of increase sufficient to promote ACVS's ability to achieve a five (5) year cohort graduation rate of at least forty-eight percent (48%) by the end of the next performance certificate term. Forty-eight percent (48%) is the 2014 median five (5) year cohort graduation rate for Idaho alternative schools. Although ACVS is not an alternative school, the Commission recognizes that its student population faces similar challenges.

That condition, while dropped due to the Covid-19 pandemic was met due to the changes our school has made. The 2019 / 2020 4 Year Graduation rate was 49.5% and our 5 Year Graduation rate was 52.2%. While the graduation rate for 2020-2021 school year has not been fully

compiled from the State our initial data indicates that our rate will continue to move forward by being closer to 55%.

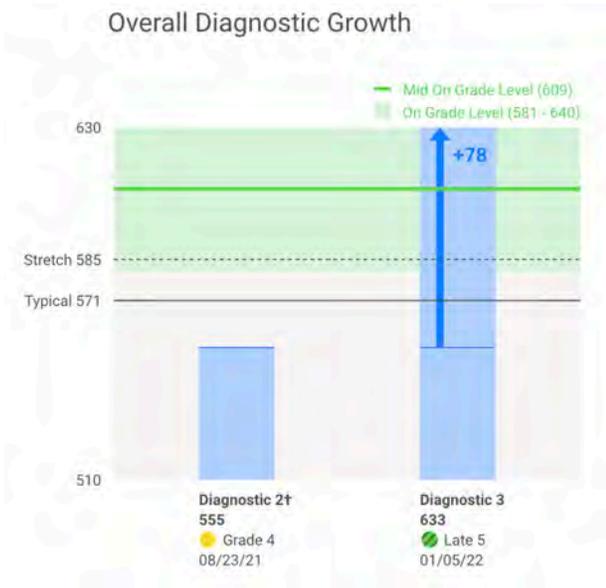
The student demographics for Another Choice Virtual Charter School is as follows: ACVS currently has 415 students. That population is approximately 50% females and 50% males. Those students further go on to be 36% non-white; 29% on an Individualized Education Plan, 10% on a 504 Accommodation Plan; and 69% of all our students qualify for At-Risk according to Idaho's definition of At-Risk, which means that 69% of our student population is at risk for academic failure or dropping out of school. Additionally, .01% of that population is three or more years behind grade, .07% are two or more years behind grade level, and .38% of the population is approximately one year behind grade level. While this doesn't always impact the graduation rate, it does impact motivation for students to continue with their education. .10% of our current population are already 18 or older. While many students have been consistent with ACVS for many years, there is significant mobility which is as indicative of a high at-risk population.

Additionally, the pandemic exacerbated the mobility rate during the 2020 / 2021 school year considerably. The mobility rate is determined by calculating the total number of new student entries and withdrawals during the year divided by the total opening day enrollment. Therefore, the mobility rate for the 2020 / 2021 school year was 118%. The mobility rate is still being determined for the 2021 / 2022 school year, however, to date it is 72%. This data could include students that entered and withdrew from ACVS multiple times throughout the year due to various circumstances. The population of mobile students require staff that continually work extensively to help students connect with their environment, their curriculum, teachers, as well as other students. Our teachers and staff are continually being taught better ways to engage their students. This has been a successful school improvement goal.

While ACVS's academic performance has been consistently low throughout the current Performance Certificate term we have consistently worked individually with every student that attends ACVS to ameliorate the situation. Given the demographics of our student population the school improvement focus has been on growth in ELA, Math, and Informational Reading, for all students. We have specifically focused on students in grades 6, 7, and 8 as those grades have typically proven to be the population that has experienced the slowest amount of growth. They also represent the key transition grades from elementary to high school. ACVS has utilized the Interims as a tool within the State ISAT portal extensively in order to facilitate student growth. Growth is monitored continuously. The data in Interims and in NWEA's Measures of Academic Progress, MAPs, have been specifically individualized and reviewed continually for students in 7<sup>th</sup> and 8<sup>th</sup> grade to measure growth at the student level, as demonstrated below.

Number System	Opportunity #1	Opportunity #2	Opportunity #3	Analyze & Solve Linear Equations	Opportunity #1	Opportunity #2	Opportunity #3	Proportional Relationships	Opportunity #1	Opportunity #2	Opportunity #3
Student A	6/13 At/Near Standard	8/13 Above Standard		Student A	6/12 At/Near Standard	8/12 Above Standard	9/12 Above Standard	Student A	2/10 Below Standard	8/10 Above Standard	
Student B	7/13 At/Near Standard	9/13 Above Standard		Student B	2/12 Below Standard	6/12 At/Near Standard	8/12 At/Near Standard	Student B	2/10 Below Standard	6/10 At/Near Standard	
Student C	3/13 At/Near Standard	2/13 Below Standard		Student C	1/12 Below Standard	3/12 At/Near Standard	4/12 At/Near Standard	Student C	1/10 Below Standard	2/10 Below Standard	

As a school we have not just looked at our middle school students. All grades are concentrating on academic improvement and reviewing data continually. This is an example of one 5<sup>th</sup> grade student and the overall growth they have experienced in the first semester of our 2021.2022 school year:



While this represents the growth of one 5<sup>th</sup> grade student many others are demonstrating growth as well due to the conscious efforts of our teachers and staff and students.

During the pandemic, and even with an extremely high student mobility rate, ACVS actually outperformed the state on the ISAT in scale growth for math for our students in 6<sup>th</sup> grade and in both ELA and math for our students in 10<sup>th</sup> grade when comparing the growth rate for all students in ACVS in comparison to all students across the state. Additionally, it bears noting that students with special needs are a major focus for our school, therefore we cannot neglect the fact that there is a population of students that need to be celebrated for their growth even though more standardized testing may not reflect it as pronounced as we would like. Progress can and should be measured in a variety of ways. We have seen it as our students blossom and grow in an environment that allows for their differences and focuses on taking the student where they are at while encouraging them to fully realize their academic and personal goals. It is incredibly difficult to statistically measure the growth of a student that literally grew at those that came too close when she initially enrolled at ACVS to her joyful and demonstrative participation with teachers and peers upon her graduation day a few short years later. We fully celebrate the growth of our students and can see that through many forms of data, including IEP goal progress

data. In spite of struggles with mental and physical health issues, over 82% of our students with disabilities have made growth on their IEP goals. It is also important to note that over 50% of our students qualifying for special education have shown an upward trend on their grade level MAPs testing scores.

Since the last reauthorization for ACVS three major changes have occurred academically that have had a significant impact on students and staff.

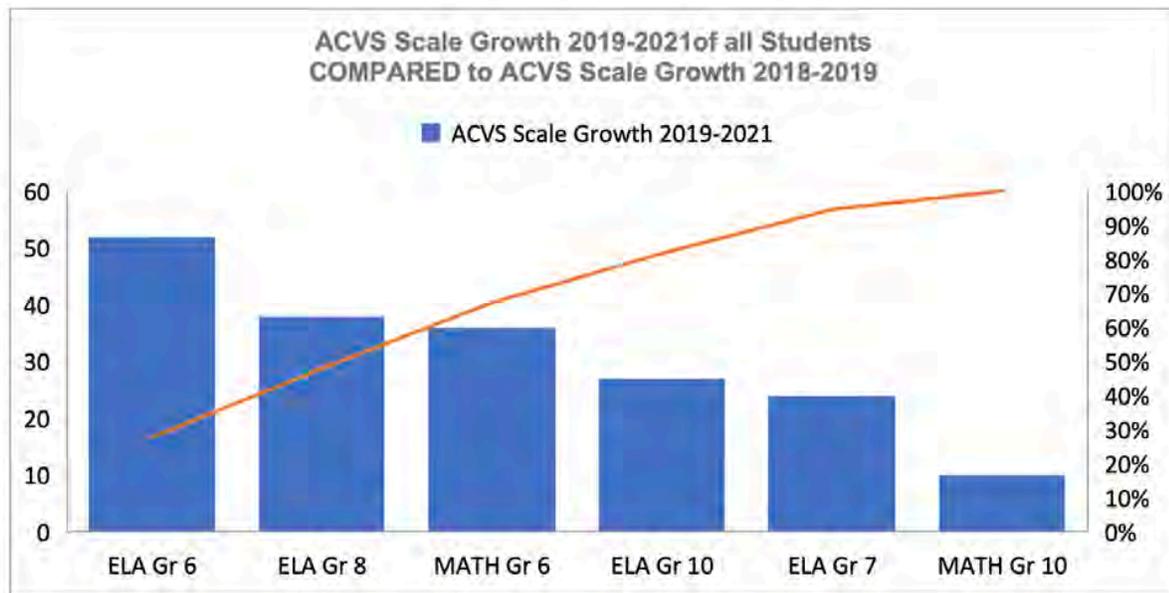
First, all students in grades K through 12 are required to take NWEA Measuring Academic Performance, MAPs, three times a year; prior to entry or at the beginning of the school year, again mid-year, and at the end of the year. Growth is significantly monitored through the MAPS program as well as with the State's Interims. The Interims typically close in February or early March so MAPs have been key to understanding the full year's growth.

A second change that ACVS has implemented is based on the results of the MAPs test and how it correlates to the assigned classes students in grades 7 through 12 are placed. ACVS has used the NWEA skills program, as well as other researched-based programs, to work on building key skills for our students. Therefore, if a student scores 75% or below grade level on their ELA or math MAPs test they get their regular subject grade level course that is required and appropriate for their grade level plus another full class designed to build the student's skill level in the subject area. If the student scores below 50% they are placed in one class and if they score between 50 and 75% they are placed in more of an accelerated program that still builds their academic skills in the subject area. This has required students who are below grade level to have two class periods in either the ELA or math subject area, one working on grade level skills and the other working on below grade level skills. This has proven very successful for our students. Likewise, students who score 75% or below grade level on their reading MAPs test are assigned a reading class that using research and evidence-based programming to increase their reading level. This program is very individualized and time intensive both for students and staff, but it has been very important for our growth.

Lastly, we have fully revamped our curriculum in grades K through grade 12 for all students over the past five years to ensure that our curriculum is fully aligned with the state standards and embeds progress monitoring to ensure students are achieving. Our academic program is rigorous and time intensive for student and teacher alike. Our students often do not get to have electives that other students would be able to have because their electives are working on skill building. However, our students and families are encouraged by the growth they have seen individually in their specific skill levels.

While ACVS has not met the growth measures we are seeking to. The chart below indicates that the changes we have instituted for all students are impacting our trend towards achieving the

growth we hope to achieve. This work is intensive and all staff are fully involved in this endeavor at ACVS. The standard of Academic Progress is paramount to ACVS and is still in progress.



**Board Stewardship Supporting Documentation:**

The annual report states: The board was made aware of the issue in September of 2020 but chose not to begin procurement procedures until FY22. The Board immediately sought counsel from our legal team to ensure that our procurement procedures were firmly in place. It is acknowledged that during the Covid-19 pandemic things moved slower than would have been desired. However, upon the completion of our counsel’s extensive review the Board posted in July and subsequently awarded in the fall of 2021. The entire process was fully overseen by legal counsel to ensure it was done appropriately.

**Board Management Supporting Documentation:**

Dr. Sandidge has been an administrator with ACVS since 2010. She is also a co-owner of a corporation that provided services to ACVS. The relationship was documented with the initial charter authorization within the resume and physical initial location of operation. It was the interpretation that this information was known by the Idaho Public Charter School Commission initially in 2010 as it was documented within the charter documents. Additionally, this was public information. However, as the school grew and as time progressed this public information was not continuously documented adequately. As a result, Dr. Sandidge received a letter of reprimand by the Professional Standards Commission. A requirement for that letter of reprimand

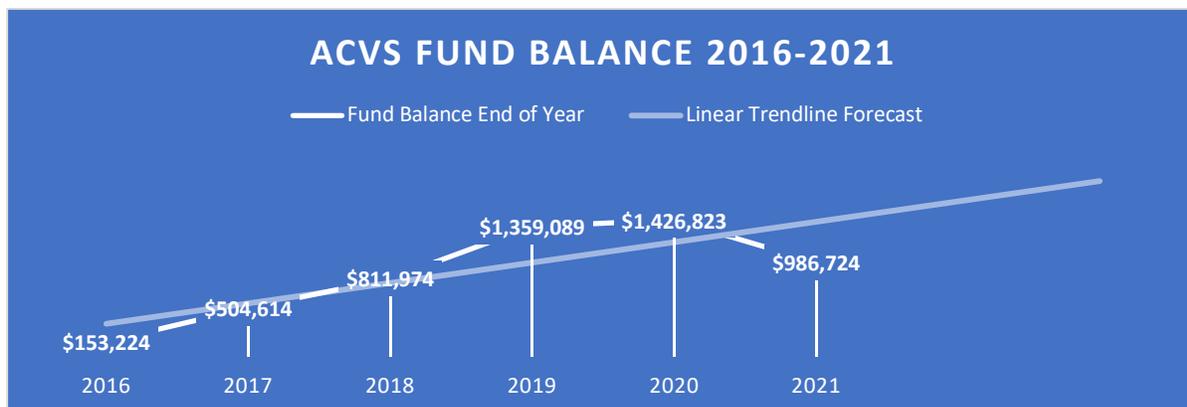
is, prior to recertification in 2025, Dr. Sandidge must complete an ethics training. It is acknowledged that to date, while that training has been personally purchased by Dr. Sandidge it has not been completed. Dr. Sandidge did confirm with the Professional Standards Commission when that needed to be completed and that information was verbally discussed with the Idaho Public Charter School Commission staff. Dr. Sandidge was not told by the Idaho Public Charter School Commission this needed to be completed earlier than what was specified by the Professional Standards Commission.

**Financial Outcomes Supporting Documentation:**

In the Idaho Public Charter School Commission Annual Performance Reports of 2017 / 2018, 2018 / 2019, and 2019 / 2020 ACVS was provided with the “Accountability Designation” of “Honor” in the “Financial Outcome” component. In 2020 / 2021 the “Accountability Designation” was determined to be “N/A”. According to the performance reports prepared and distributed by the Idaho Public Charter School Commission, ACVS’s Fiscal Accountability was considered exemplary and was provided with a designation of “Honor”, which is above and beyond the designation of “Good Standing”.

Our auditor, Dan Coleman, CPA of Quest CPAs PLLC, has confirmed and addressed the “Net Change in Fund Balance” as follows:

Large decrease due to a reduction in state funding for prior year ISEE reporting discrepancies. The School has made adjustments to make sure those discrepancies don’t happen in the future. Although we showed a big loss for FY21, we did have prior year fund balance carryforward that was able to absorb the loss. **The ending fund balance / carryover is about a 3-month operating reserve which is still on the high-end of our 1 1/2 - 3-month recommendation.**





304 North 8th Street, Room 242  
 P.O. Box 83720 • Boise, ID 83720-037  
 208-332-1561 • pcsc@osbe.idaho.gov

1/12/21

Another Choice Virtual Charter School  
 1014 Hemingway Blvd  
 Nampa, ID 83651  
 Delivered via email

Dear ACVS School Board and Administration,

After review of the FY21 Annual Report Response Form submitted by ACVS on 1/10/22, I am writing to inform you that no changes to the annual report will be made. The report is released to you in its final format through the ShareFile secure transfer folder. This report will be posted on the IPCSC website by January 30<sup>th</sup>. Your report response and this letter will be included in your Renewal Portfolio.

Your report response form notes four areas of concern. I will address each briefly.

1. The annual report response form indicates that the school does not agree with the data presented across all measures of the academic section of the FY21 annual report. The school states that it was under the impression that academic performance outcomes would be compared to those of alternative schools, not virtual schools.

While it is true that Dr. Sandidge and I discussed the potential of creating a custom comparison group and amending the school’s current performance certificate to reflect that change, two factors contributed to the change not being made. First, Dr. Sandidge did not respond to a request for confirmation of the potential comparison group; subsequently, the amendment was never drafted, considered, or signed by either party. IPCSC policy, Section V.B.v states: “If the amended Performance Certificate or Charter is not executed by both parties within thirty (30) days of notification of approval, the amendment shall be considered failed and the Performance Certificate or Charter will revert to its state prior to the failed amendment.” In this case the amendment was not completed and the performance certificate reverted to the original comparison group of all virtual schools.

Second, while Dr. Sandidge states that the student body is largely at-risk, data reported to the State Board of Education by the school does not support that the school serves proportionately more at-risk students than the local district. Additional, verifiable data will need to be provided should this amendment be considered again in the future.

2. The annual report response form contests the ratings earned on Operational Measures 3a and 3b (regarding governance) in the FY21 annual report. The response form states the timeline by which the school’s governing board took action to correct the noted procurement issues. The

response form further explains that the pandemic caused a delay of over a year in the board's ability to take action.

The school administrator and board chair were initially made aware of the concerns in April of 2020. The IPCSC completed its investigation in September of 2020, issuing a final letter stating the outstanding concerns. The governing board initiated a bid process in July of 2021. This timeline is not contested by either party. While I am sensitive to the impact of the pandemic, the board's ability to research, seek training, and discuss the issue with legal counsel were not prevented by the pandemic, nor does a state of pandemic absolve the board of its responsibility to ensure that the school is operating within the boundaries of the law. The argument presented is insufficient to warrant a change in the earned rating on these measures.

3. The annual report response form indicates that the school contests the "does not meet standard" rating on Operational Measure 5a. The response form includes information stating that the stipulation issued by the Professional Standards Commission is not required to be completed until 2025, and that as the IPCSC did not inform the school of an expectation of an earlier due date, the rating is unwarranted.

Measure 5a of the FY21 annual report issued by the IPCSC includes the following note: "Dr. Laura Sandidge was issued a letter of reprimand by the Professional Standards Commission and was required to take an ethics course due to her failure to disclose ownership of businesses with which the school contracts and failed to guide the school through appropriate procurement procedures when establishing financial contracts."

The school earned a "Does Not Meet Standard" rating on this measure because the stipulation was issued. While the lack of urgency on the part of the administrator and governing board to ensure that this crucial training is completed is quite concerning, it was not a factor in the rating of this measure, and therefore no change will be made.

4. The annual report response form indicates that the school generally contests the financial data reported in the FY21 annual report. The school does not appear to be contesting the data, but rather presents an argument stating that the reason the school's fund balance is low is due to the fact that the SDE withheld funds. Further, the school presents previous year's financial framework ratings as indication that the school is financially successful.

It is unclear which measure the school is referring to, specifically in this section of the response form. The financial framework data reported in the FY21 annual report is drawn directly from the school's independent fiscal audit. The calculations are accurate. It appears that this section of the school's annual report response form is addressing the renewal recommendation, which does indicate general financial concern, rather than identifying an error or correction necessary on any given measure of the annual report.

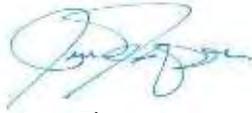
Indirectly, the annual report response form does appear to address the cash flow measure. The school notes that its year end fund balance for FY21 was significantly lower than normal due to the State Department of Education's decision to withhold funds mid-year. Importantly, the cause of this withholding was inaccurate reporting by the school that resulted in the school being issued more funding than it was eligible for. Once the SDE identified the problem, the

error was corrected. The school received accurate funding. Unfortunately, due to inaccurate reporting, and poor checks and balances in the school's operations, the school built a budget and staff around an inflated assumption of revenue.

While the school has previously earned ratings of "honor" on the measures of the financial framework, the FY21 annual report only considers FY21. In this case the ratings are accurate and no changes will be made.

The annual report response form is intended to provide an opportunity for charter schools to review the report for the purpose of identifying any inaccuracies in the reported data. While I appreciate ACVS's willingness to engage in this process, much of the content included in the annual report response form may be more applicable to the renewal hearing than a direct response to the FY21 annual report.

Sincerely,



Jenn Thompson

Director, Idaho Public Charter School Commission



# Annual Performance Report 2021

## Another Choice Virtual Charter School

**Mission Statement:** Another Choice Virtual Charter School seeks to provide a safe, individualized, standards-based education for Idaho’s students, K through 12, with and without disabilities, to enable them to meet their full potential both intellectually and socially. Our focus is to offer an individualized education for all, specializing in individuals with learning differences, to become full and active contributing members of society through a virtual and experiential format. Another Choice Virtual Charter School is built on: academic achievement, development of social competence, post-secondary preparedness, and the development and advancement of student’s technological skills.

<b>Chair/President</b>	Dr. John Kelleher
<b>Treasurer/Secretary</b>	Misty Puckett
<b>Administrator</b>	Dr. Laura Sandidge
<b>Business Manager</b>	Ross Jones
<b>School Location</b>	1014 W. Hemingway Blvd., Nampa
<b>School Phone</b>	208-475-4274

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## Introduction

Charter schools in Idaho operate on 5-year terms as defined in a Performance Certificate executed between the school's board and its authorizer. In addition, Idaho law requires that every certificate includes a framework describing the expectations the school must meet in order to earn a next operational term. It also requires that charter school authorizer's complete performance reports for the schools they oversee each year. The annual performance report serves the following purposes:

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

This report reflects how the school's outcomes during the most recently completed school year measure up against the expectations established in the framework. At the end of each 5-year term, the authorizer reviews the school's annual reports and financial data to inform its decision to renew, conditionally renew, or non-renew, the school for a subsequent term.

Each measure included in the IPCSC's framework has a meets standard benchmark. A school that meets standard on all measures at the end of its current operational term is guaranteed an unconditional renewal. A school that does not meet standard on at least one measure at the end of its current operational term may be conditionally renewed or non-renewed. Because the outcomes on this report inform high-stakes decisions, schools are encouraged to use this information to support their strategic planning efforts each year.

**COVID-19 NOTE: Please note that due to the COVID-19 pandemic, the IPCSC has suspended ratings (exceeds, meets, etc.) on academic and financial measures for the FY21 report. All outcomes are included in this report; however, outcomes are not rated.**

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Another Choice Virtual School Performance Certificate: [ACVS Performance Certificate](#)

Performance Framework: [IPCSC Performance Framework](#)

Current Term: 2017-2022

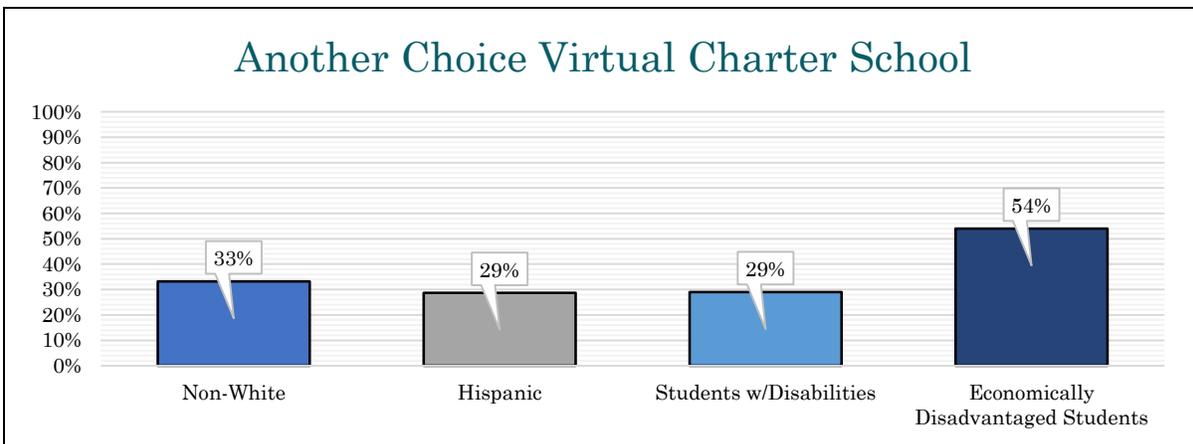
## School Overview

Model:	Virtual
Enrollment Capacity:	514
Grades Served:	K-12
Enrollment Projected FY22:	514

### Key Design Elements:

- Our Vision: Together with technology, rigorous academics, and highly qualified teachers, Another Choice Virtual Charter School strives to be Idaho’s model virtual school offering students the utmost in educational quality for an individualized flexible education that prepares Idaho’s future citizens for career and/or college readiness.
- Educational Philosophy: Another Choice Virtual Charter School meets every student at their current level and seeks to develop their skills based on their individualized learning path. Another Choice Virtual Charter School feels that a educated student is someone who has exceptional character; academic prowess; social competence; and independent thinking skills.
- Implementation: Another Choice Virtual Charter is a virtual school that uses a blended model of implementation. Our focus is working with individuals with learning differences. All instruction is offered virtually. Asynchronous, synchronous, and/or face-to-face support services via a computer lab location, offer a variety of enhanced support opportunities for students. Another Choice Virtual Charter School offers:
  - i. Various online curriculums to provide core instruction.
  - ii. Blended learning opportunities such as face-to-face tutoring through a computer lab, asynchronous, and synchronous options to support the virtual learning.
  - iii. Intervention programs to supplement core instruction for students’ not meeting proficiency on state assessments and/or not making adequate gains through core curriculum.
  - iv. Extended educational opportunities to offer additional learning/credit recovery for students looking to make up credits and/or work ahead.
  - v. Socialization opportunities to enhance students’ social, emotional, and wellbeing.
  - vi. Vocational, college readiness, and dual credit opportunities to prepare students for post-secondary education and other career opportunities.

### 2021 ANOTHER CHOICE VIRTUAL CHARTER SCHOOL DEMOGRAPHIC SUMMARY:



## 2020-2021 Annual Snapshot

*Schools are encouraged to use this information for strategic planning and to ensure that any identified weaknesses are addressed in advance of renewal consideration.*

<b>RATING LEGEND</b>	<b>DOES NOT MEET STANDARD</b>	<b>APPROACHES STANDARD</b>	<b>MEETS STANDARD</b>	<b>EXCEEDS STANDARD</b>	<b>NOT RATED DUE TO PANDEMIC</b>
----------------------	-------------------------------	----------------------------	-----------------------	-------------------------	----------------------------------

<b>ACADEMIC OUTCOMES:</b>	
Math Proficiency	17%
Math Growth	<i>Data Not Available for 2020-2021</i>
ELA Proficiency	43%
ELA Growth	<i>Data Not Available for 2020-2021</i>
Literacy Proficiency	FALL IRI: 50 SPRING IRI: 47
College & Career Readiness	

<b>FINANCIAL OUTCOMES: NEAR TERM MEASURES</b>	
Current Ratio	3.94
Unrestricted Days Cash	41
Default	None
Enrollment Variance	88.33%

<b>OPERATIONAL OUTCOMES: BOARD STEWARDSHIP</b>	
Governance Structure	<b>DOES NOT MEET STANDARD</b>
Governance Oversight	<b>DOES NOT MEET STANDARD</b>
Governance Compliance	<b>DOES NOT MEET STANDARD</b>

<b>FINANCIAL OUTCOMES: SUSTAINABILITY MEASURES</b>	
Total Margin 3 Yr. Aggregate Margin	TM: -9.50% 3YR: 1.14%
Cash Flow Multi-Year Cash Flow	CF: -\$717,507 MY: -\$626,381
Debt Service Coverage Ratio	-1.98
Debt Asset Ratio	.24
Financial Compliance	Not Rated for 2020-2021

<b>OPERATIONAL OUTCOMES: MANAGEMENT</b>	
Student Services	<b>EXCEEDS STANDARD</b>
Data Security/Transparency	<b>DOES NOT MEET STANDARD</b>
Facility & Services	<b>EXCEEDS STANDARD</b>
Operational Compliance	<b>DOES NOT MEET STANDARD</b>

*Note: Due to the impact of the pandemic, Academic outcomes were not available for the 2019-2020 school year. Academic outcomes are available but will not be rated for the 2020-2021 school year.*

Academic Outcomes

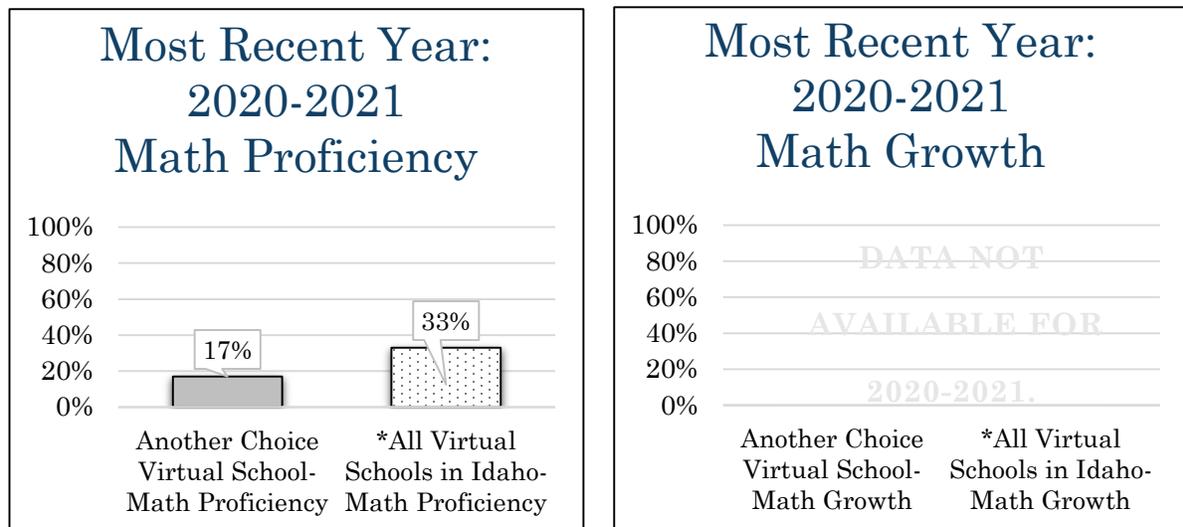
MATH PROFICIENCY & MATH GROWTH

**Why This Matters:**

The IPCSC must determine whether the academic performance at the school represents a favorable return on the investment of public dollars. For context, the IPCSC considers the school’s performance in relation to other educational choices available to families. A school that performs as well or better than the average of its comparison group on the statewide mathematics assessment (ISAT) meets the IPCSC standard on both the math proficiency and math growth measures.

If this standard is not yet met, the school should focus its strategic planning on improving mathematics achievement outcomes to ensure the school will earn a next operational term. If the standard is met, strategic planning may focus on whatever data points will best establish and sustain an exemplary school of the specific model for which the school is chartered.

**Comparison Group: All Virtual Schools in Idaho**



<b>RATING LEGEND</b>	<b>DOES NOT MEET STANDARD</b>	<b>APPROACHES STANDARD</b>	<b>MEETS STANDARD</b>	<b>EXCEEDS STANDARD</b>	<b>NOT RATED DUE TO PANDEMIC</b>
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\*Please see the [Performance Framework Rubrics](#) for details regarding how each measure is rated.

MEASURE	PROFICIENCY RATING	APPLICABLE RUBRIC DESCRIPTION
MATH PROFICIENCY	Rating Not Applicable for 2020-2021	Not Applicable for 2020-2021 School Year

MEASURE	GROWTH RATING	APPLICABLE RUBRIC DESCRIPTION
MATH GROWTH	Rating Not Applicable for 2020-2021	Not Applicable for 2020-2021 School Year

Academic Outcomes

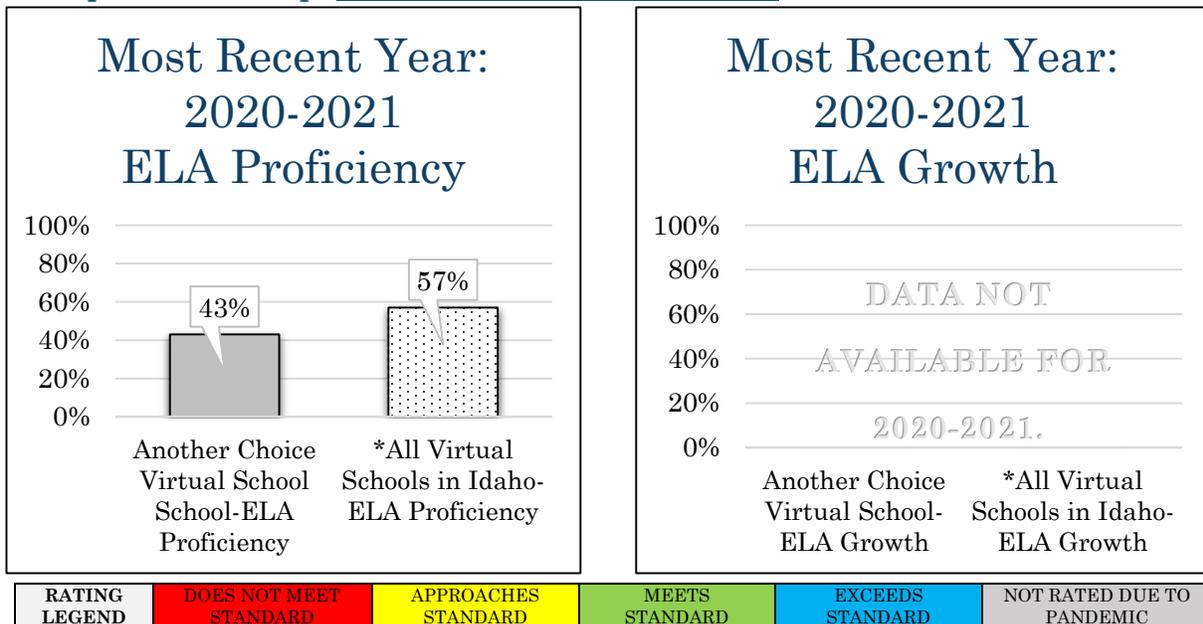
ELA PROFICIENCY & ELA GROWTH

**Why This Matters:**

The IPCSC must determine whether the academic performance at the school represents a favorable return on the investment of public dollars. For context, the IPCSC considers the school’s performance in relation to other educational choices available to families. A school that performs as well or better than the average of its comparison group on the statewide ELA assessment (ISAT) meets the IPCSC standard on both the ELA proficiency and ELA growth measures.

If this standard is not yet met, the school should focus its strategic planning on improving these outcomes to ensure the school will earn a next operational term. If the standard is met, strategic planning may focus on whatever data points will best establish and sustain an exemplary school of the specific model for which the school is chartered.

**Comparison Group: All Virtual Schools in Idaho**



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

MEASURE	PROFICIENCY RATING	APPLICABLE RUBRIC DESCRIPTION
ELA PROFICIENCY	Rating Not Applicable for 2020-2021	Not Applicable for 2020-2021 School Year

MEASURE	GROWTH RATING	APPLICABLE RUBRIC DESCRIPTION
ELA GROWTH	Rating Not Applicable for 2020-2021	Not Applicable for 2020-2021 School Year

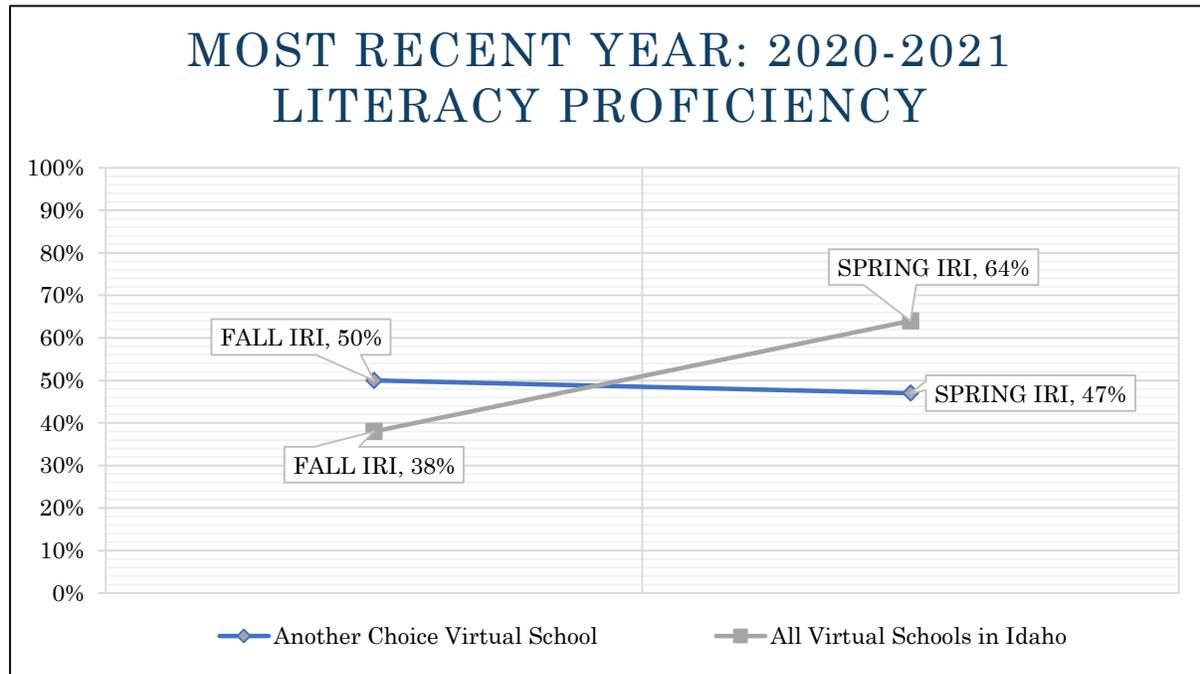
Academic Outcomes  
LITERACY PROFICIENCY

**Why This Matters:**

The IPCSC must determine whether the academic performance at the school represents a favorable return on the investment of public dollars. For context, the IPCSC considers the school’s performance in relation to other educational choices available to families. A school that performs as well or better than the average of its comparison group on the spring statewide literacy assessment (IRI) meets the IPCSC standard. Alternatively, a school that did not perform as well or better than its comparison group on the spring assessment, but that did improve its outcome by at least 10% from fall to spring, also meets standard.

If this standard is not yet met, the school should focus its strategic planning on improving these outcomes to ensure the school will earn a next operational term. If the standard is met, strategic planning may focus on whatever data points will best establish and sustain an exemplary school of the specific model for which the school is chartered.

**Comparison Group: All Virtual Schools in Idaho**



<b>RATING LEGEND</b>	<b>DOES NOT MEET STANDARD</b>	<b>APPROACHES STANDARD</b>	<b>MEETS STANDARD</b>	<b>EXCEEDS STANDARD</b>	<b>NOT RATED DUE TO PANDEMIC</b>
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\*Please see the [Performance Framework Rubrics](#) for details regarding how each measure is rated.

MEASURE	PROFICIENCY RATING	APPLICABLE RUBRIC DESCRIPTION
LITERACY PROFICIENCY	Rating Not Applicable for 2020-2021	Not Applicable for 2020-2021 School Year

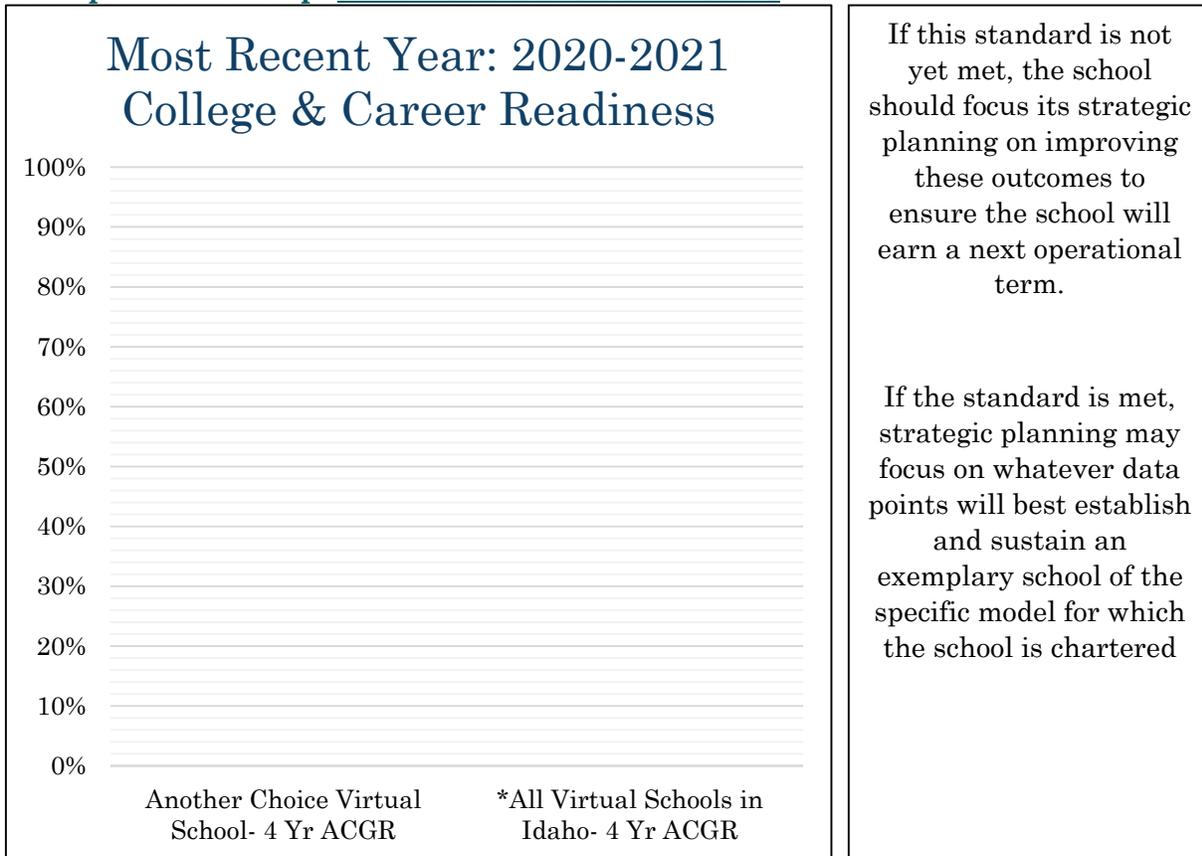
Academic Outcomes

COLLEGE & CAREER READINESS

**Why This Matters:**

The IPCSC must determine whether the academic performance at the school represents a favorable return on the investment of public dollars. For context, the IPCSC considers the school’s performance in relation to other educational choices available to families. A school with a 4-year graduation rate equal to or greater than the average of its comparison group meets the IPCSC standard.

**Comparison Group: All Virtual Schools in Idaho**



<b>RATING LEGEND</b>	<b>DOES NOT MEET STANDARD</b>	<b>APPROACHES STANDARD</b>	<b>MEETS STANDARD</b>	<b>EXCEEDS STANDARD</b>	<b>NOT RATED DUE TO PANDEMIC</b>
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\*Please see the [Performance Framework Rubrics](#) for details regarding how each measure is rated.

MEASURE	COLLEGE & CAREER RATING	APPLICABLE RUBRIC DESCRIPTION
College & Career Readiness	Ratings Not Applicable for 2020-2021	Not Applicable for 2020-2021 School Year.

Longitudinal Academic Ratings | 2017-2022

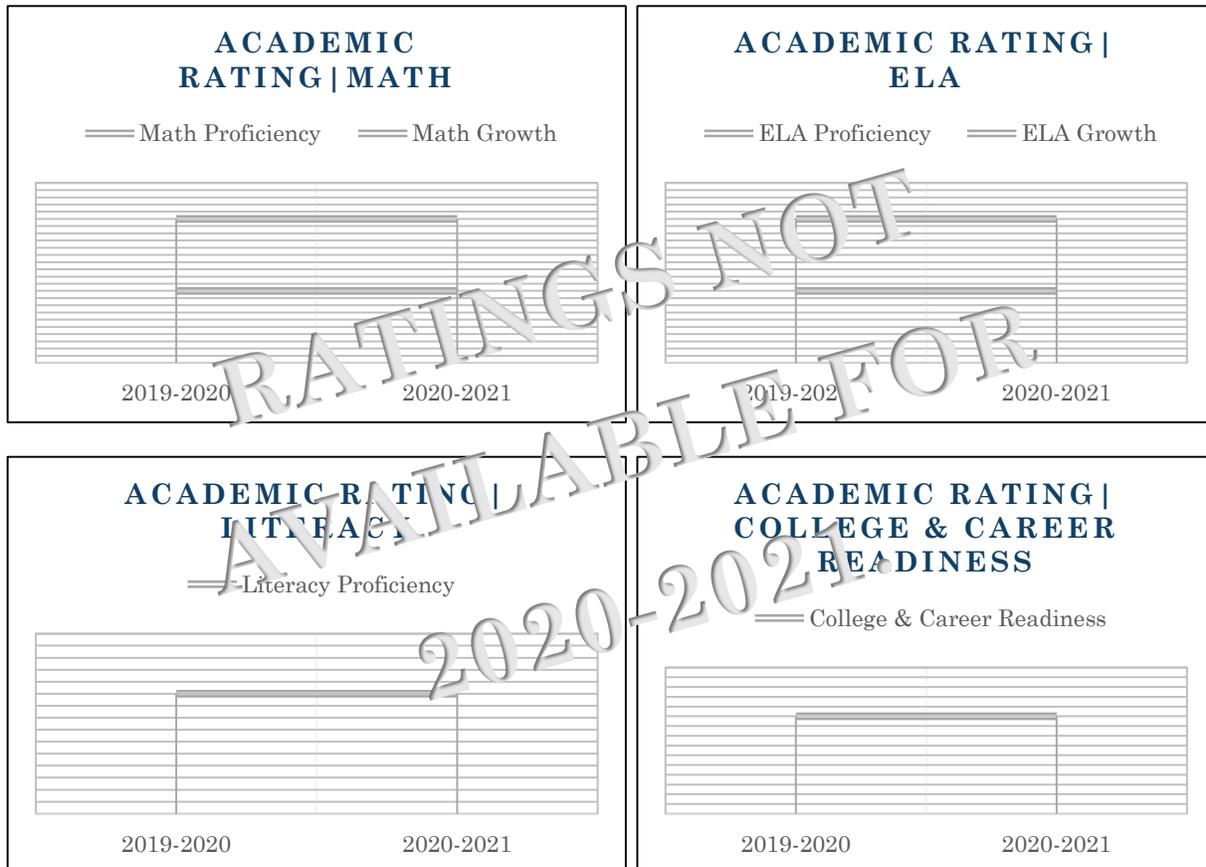
Longitudinal data provides a snapshot of a school’s ratings over the school’s current performance certificate (5 years). This data helps to identify performance trends and changes over time. Schools are encouraged to consider how this data might be used to drive strategic planning as the school approach its next renewal decision.

Academic Ratings | Historical Framework

School Year	ACADEMIC GEN ED OUTCOME
2017-2018	CRITICAL
2018-2019	CRITICAL

Academic Ratings | Revised Framework

Due to COVID-19 pandemic, no academic data was available for the 2019-2020 school year. Additionally, as ratings are used to inform charter renewal decisions, the IPCSC chose to suspend ratings for the 2020-21 school year due to the anticipated impact of the pandemic.



RATING LEGEND	DOES NOT MEET STANDARD	APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD	NOT RATED DUE TO PANDEMIC
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Operational Outcomes

BOARD STEWARDSHIP

**Why This Matters:**

At the highest level, the success of a charter school is driven by the ability of its governing board to govern effectively. The measures in this section help identify the strengths and challenges faced by the school’s board. As success on these measures was not unduly influenced by the pandemic, ratings are applied for the 2020-2021 school year. \*Please see the [Performance Framework Rubrics](#) for details regarding how each measure is rated.

STANDARD RATING: DOES NOT MEET STANDARD	
Governance Structure Measure	Data/Evidence Source
The board bylaws are compliant with ID law.	Bylaws 06/04/2021. *Please provide an updated copy if any amendments have been made as of 7/1/21.
The school’s articles of incorporation are current.	Articles of Incorporation initially filed on 11/7/2008.
The board does operate in compliance with its bylaws.	*No instances of non-compliance documented.
Investigations were conducted into ethical behavior or conflict of interest regarding any board director this year.	Kevin McLaren was the subject of an investigation into financial mismanagement by the IPCSC beginning in 9/30/2020;
The board did not experience Open Meeting Law violations that needed to be cured this year.	*No instances of non-compliance documented.
<b>Comments/ Context:</b> Mr. McLaren resigned from the board in October of 2020. However, the required written disclosure of financial interest in contracts before the board was not properly disclosed by Mr. McLaren. The board was made aware of the issue in September of 2020 but chose not to begin procurement procedures until FY22.	

STANDARD RATING: DOES NOT MEET STANDARD	
Governance Oversight Measure	Data/Evidence Source
The IPCSC did not evaluate the boards review of academic data in a timely and thorough manner due to pandemic for 2020-2021.	*No instances of non-compliance documented.
The board did review financial reports in a timely and thorough manner.	*No instances of non-compliance documented.
The board did not maintain compliant policies.	Based on IPCSC review, the board’s policies appear to be incomplete.
The board did engage in strategic planning.	*No instances of non-compliance documented.
The board did not conduct a compliant evaluation of their school leader or management organization.	The governing board has failed to take action to ensure the operational, academic, and financial success of the school through management of its employee, the school director.
<b>Comments/ Context:</b>	

STANDARD RATING: DOES NOT MEET STANDARD	
Governance Compliance Measure	Data/Evidence Source
The IPCSC did issue courtesy letters to the school noting compliance concerns this year.	Formal letters issued August 21, 2020, March 16, 2021 and May 12, 2021.
Another investigative body was notified of concerns at this school this year.	Professional Standards Commission and Canyon County Prosecutor notified this year.
<b>Comments/ Context:</b> 8/21/2020 letter update to ongoing investigation; this issue was eventually referred to the Canyon County Prosecutor on 9/30/2020; notice of delinquent authorizer fees sent 3/16/2021; courtesy letter sent 5/12/2021 regarding excessive time without receiving requested records. The Canyon County Prosecutor’s Office notified the IPCSC on 10/19/21 that it chose not to pursue criminal charges in this matter.	

Operational Outcomes

MANAGEMENT

**Why This Matters:**

The systems and structures that support school operations are an important part of the school's overall success. The measures in this section help identify the strengths and challenges that impact the school's day-to-day operations. As success on these measures was not unduly influenced by the pandemic, ratings are applied for the 2020-2021 school year.

<b>STANDARD RATING: EXCEEDS STANDARD</b>	
<b>Student Services</b>	<b>Data/Evidence Source</b>
The school's English Language Learners program is in good standing.	*No instances of non-compliance documented.
The school's Special Education program is in good standing.	*No instances of non-compliance documented.
The school's college and career readiness program is in good standing.	Continuous Improvement Plan 2020-2021
<b>Comments/ Context:</b> The school has met this standard for three or more consecutive years.	

<b>STANDARD RATING: DOES NOT MEET STANDARD</b>	
<b>Data Security and Information Transparency</b>	<b>Data/Evidence Source</b>
The school's website is not compliant and updated appropriately.	See comment below.
The school did not experience issues involving data security this year.	*No instances of non-compliance documented.
The school did experience compliance issues with public records requests.	Courtesy letter sent May 12, 2021, due to excessive wait time after the IPCSC submitted a request for documentation.
<b>Comments/ Context:</b> The school did not post contracts that support expenditures (I.C. 33-357), did not post the Annual Report for the prior fiscal year (I.C. 33-5209C(2)), and did not have the Continuous Improvement Plan posted.	

<b>STANDARD RATING: EXCEEDS STANDARD</b>	
<b>Facility and Services</b>	<b>Data/Evidence Source</b>
The school's occupancy certificate is current.	*No instances of non-compliance documented. <i>Please provide an updated copy for the 2020-2021 school year to IPCSC staff.</i>
Safety inspections and evacuation drills are compliant.	*No instances of non-compliance documented. <i>Please provide an updated copy for the 2020-2021 school year to IPCSC staff.</i>
<i>The IPCSC did not evaluate school transportation for students due to measure being waived for 2020-2021.</i>	*No instances of non-compliance documented.
<i>The IPCSC did not evaluate school nutrition for students due to measure being waived for 2020-2021</i>	*No instances of non-compliance documented.
<b>Comments/ Context:</b> The school has met this standard for three or more consecutive years.	

<b>STANDARD RATING: DOES NOT MEET STANDARD</b>	
<b>Operational Compliance</b>	<b>Data/Evidence Source</b>
Required reports were submitted accurately and on time.	*No instances of non-compliance documented.
The enrollment process is compliant.	*No instances of non-compliance documented.
The teachers are not properly credentialed.	The SDE made notice of concerns regarding the accuracy of teacher certification reporting in FY20 and FY21 on 9/21/20. The inaccurate reporting may have resulted in inaccurate funding in both years. The SDE is currently determining the necessary corrections. The school did not take action to resolve the matter within 30 days. The issue is not currently resolved.
Corrective action plans were not issued by the SDE this year.	School has open corrective action plan with SDE regarding Title One audit findings that must be resolved.
<b>Comments/ Context:</b> Dr. Laura Sandidge was issued a letter of reprimand by the Professional Standards Commission and was required to take an ethics course due to her failure to disclose ownership of businesses with which the school contracts and failed to guide the school through appropriate procurement procedures when establishing financial contracts.	

Longitudinal Operational Ratings | 2017-2022

Board Stewardship

Longitudinal data provides a snapshot of a school’s ratings over the school’s current performance certificate (5 years). This data helps to identify performance trends and changes over time. Schools are encouraged to consider how this data might be used to drive your strategic planning as your school approach its next renewal decision.

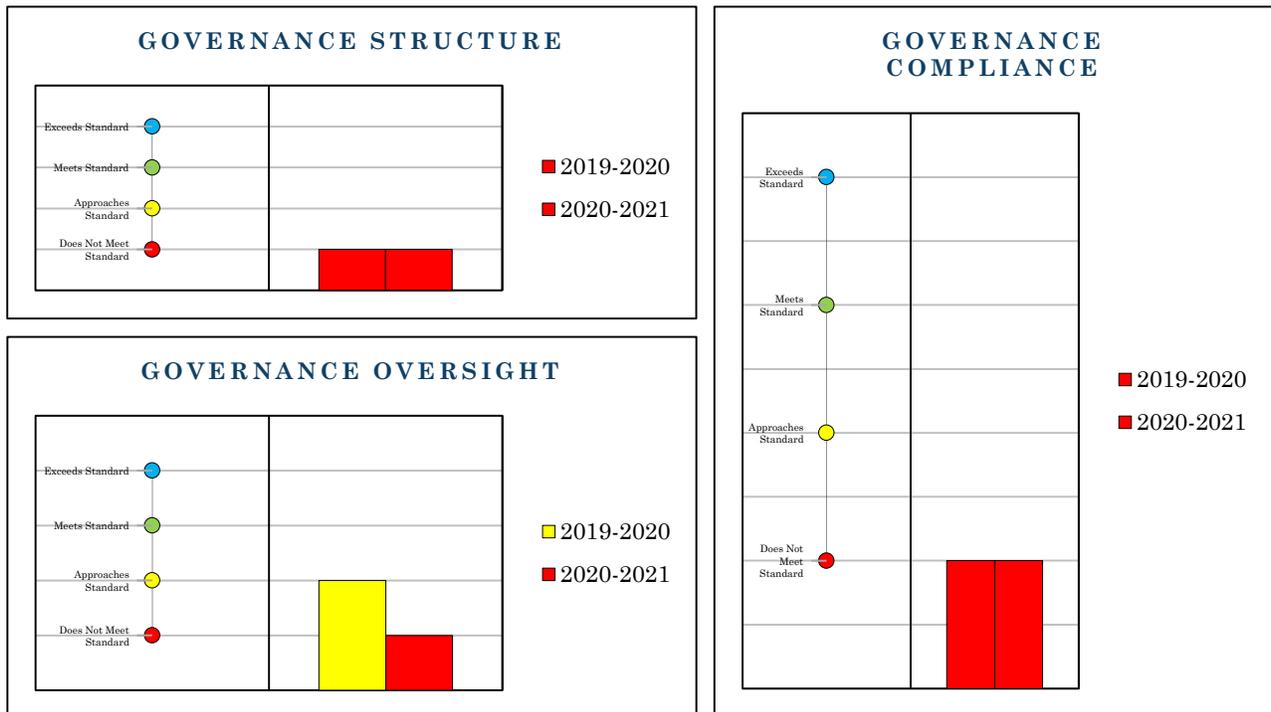
Ratings on the historical and revised framework are not comparable in the operational section. The two sets of data have been included. The school’s operational ratings on the historical framework are provided for reference.

Operational Ratings | Historical Framework

School Year	Rating
2017-2018	HONOR
2018-2019	HONOR

Note: In 2020, the IPCSC reorganized these measures for clarity. Operational outcomes are now divided into two sections (board stewardship and management) based on the primary party responsible for the school’s success on each measure.

Operational Ratings: Board Stewardship | Revised Framework



Longitudinal Operational Ratings | 2017-2022

Management

Longitudinal data provides a snapshot of a school’s ratings over a 5-year period. This data helps to identify performance trends and changes over time. Schools are encouraged to consider how this data might be used to drive your strategic planning as your school approach its next renewal decision.

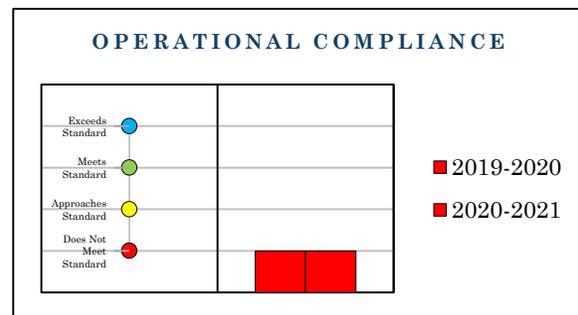
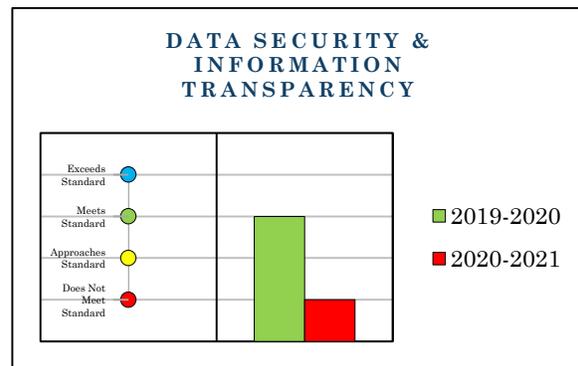
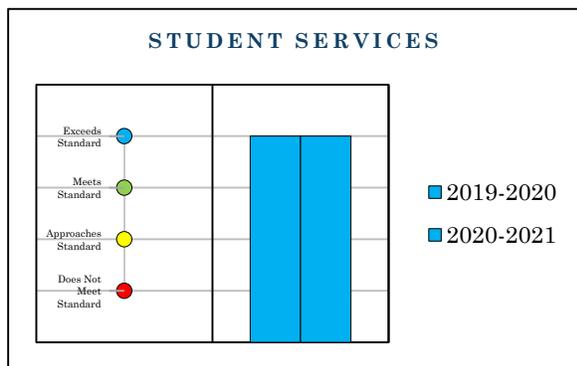
Ratings on the historical and revised framework are not comparable in the operational section. The two sets of data have been included. The school’s operational ratings on the historical framework are provided for reference.

Operational Ratings | Historical Framework

School Year	Rating
2017-2018	HONOR
2018-2019	HONOR

Note: In 2020, the IPCSC reorganized these measures for clarity. Operational outcomes are now divided into two sections (board stewardship and management) based on the primary party responsible for the school’s success on each measure.

Operational Ratings: Management | Revised Framework



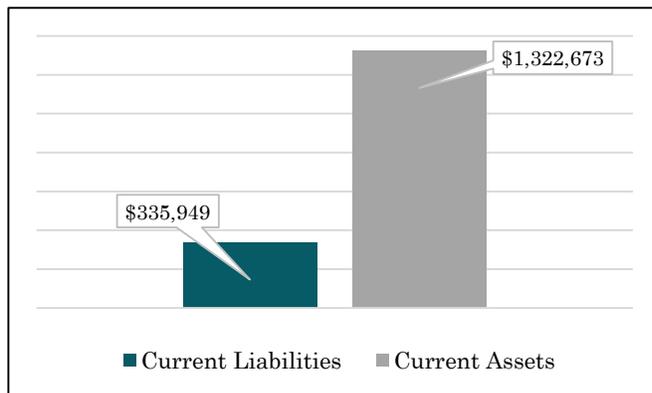
## Financial Outcomes

### NEAR TERM MEASURES

These measures evaluate whether a school is likely to meet its financial obligations in the next year. \*Please see the [Performance Framework Rubrics](#) for details regarding how each measure is rated.

### Current Ratio

The school has a current ratio of more than 1.5.	Current Ratio 3.94	Ratings Not Applicable for 2020-2021
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**Why This Matters:**

Current Ratio is a comparison of a school’s financial obligations due within one year (current liabilities) to the cash and investments held by the school (current assets).

A school with more assets than liabilities (a Current Ratio greater than 1.0) would be able to meet its financial obligations for the

next year without relying on future revenue.

A school with more liabilities than assets (a Current Ratio of less than 1.0) is dependent on revenue it has not yet received to meet existing financial obligations.

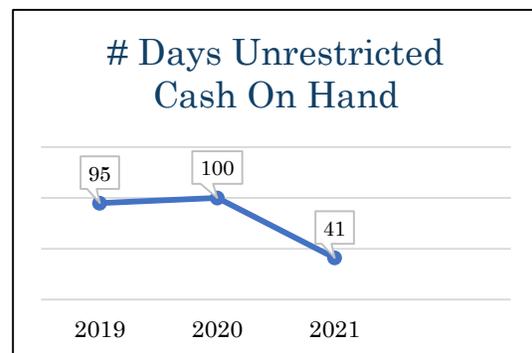
### Unrestricted Days Cash

The school has between 30- and 60-days cash on hand, but the 1-year trend is negative.	41 Days	Ratings Not Applicable for 2020-2021
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**Why this Matters:**

This measure estimates a school’s average daily cost of operations and considers the number of days a school could operate using only its available cash and investments.

A school with at least 60 days cash on hand would be able to meet its immediate financial obligations with available cash, buying the time it might take to access other current assets. Occasionally, a planned purchase may decrease this number temporarily. In those cases, 30-60 days cash on hand with an upward trend is acceptable. A school with less than 15 days cash on hand is in financial distress and is at risk of automatic closure.



## Default

The school is not in default of any financial obligations and did not experience any instances of default during the fiscal year.	Ratings Not Applicable for 2020-2021
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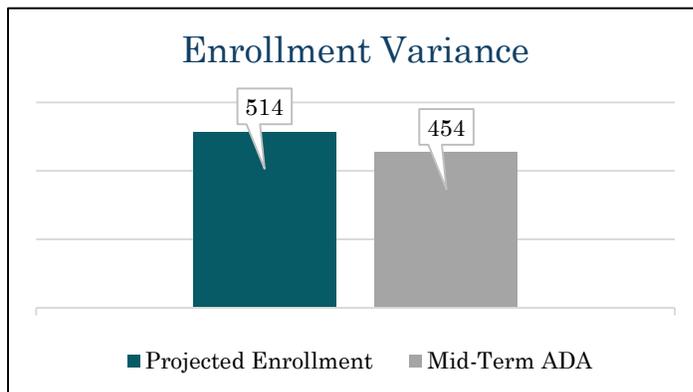
### Why this Matters:

This measure identifies whether a school has defaulted on any of its financial obligations. Default can mean many things. Examples of default include: paying bills late, failing to make payroll, or inaccurately filing reports required for funding. Default can also include a failure to meet any additional requirements of long-term debt as established by the lender (such as meeting a specific enrollment target or maintaining a greater amount of cash on hand than the PCSC requires).

Any act of default can result in disruption of services, loans being called due, or funding that is inaccurate or withheld.

## Enrollment Variance

The school achieved and sustained less than 90% of its projected enrollment and did not provide a mid-year amended budget evidencing a break-even financial plan.	Enrollment Variance 88.33%	Ratings Not Applicable for 2020-2021
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### Why this Matters:

The Enrollment Variance measure considers what percentage of a school’s projected enrollment was achieved. As the majority of a public school’s funding is generated by student enrollment, this measure reflects a school’s ability to execute its budget to plan.

A school that achieves at least 95% of its projected enrollment will likely experience few bumps and may make minor adjustments. A school that achieves less than 95% of projected enrollment is likely to face budget challenges requiring more significant budget amendments and may be in financial distress.

Financial Outcomes  
 SUSTAINABILITY MEASURES

These measures help determine whether a school is likely to remain financially stable into the future.

Total Margin

The school's aggregated 3-year total margin is less than or equal to -1.5%.	CY Total Margin -9.50%  3-Year Aggregated 1.14%	Ratings Not Applicable for 2020-2021
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**Why this Matters:**

The Total Margin compares a school's total revenue to its net income. Specifically, this measure identifies what percentage of a school's total revenue in a given year was not expended during that year. A school with a positive total margin spent less than it brought in. That is, the school is living within its means and can plan for future purchases and investments.

An occasional negative total margin may indicate that a planned or necessary purchase has taken place. This is not necessarily a negative indicator.

However, if the Total Margin is chronically negative or severe decreases appear, the school may be in financial distress. Aggregating this margin over three years helps to identify these long-term trends.

Note: for the purposes of this calculation, pension liability is excluded from the school's net income.



### Cash Flow

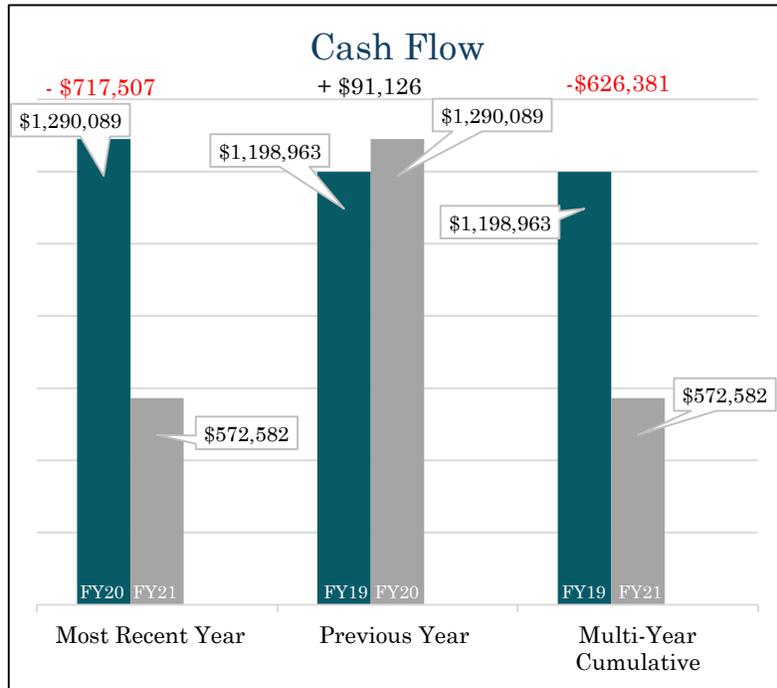
The school's multi-year cumulative cash flow is negative.	Most Recent Year <b>-\$717,507</b> Previous Year \$91,126 Multi-Year <b>-\$626,381</b>	Ratings Not Applicable for 2020-2021
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#### Why this Matters:

The Cash Flow measure considers the change in a school's cash balance over time. A school with a positive cash flow is increasing its reserves and is likely able to fund future projects and purchases.

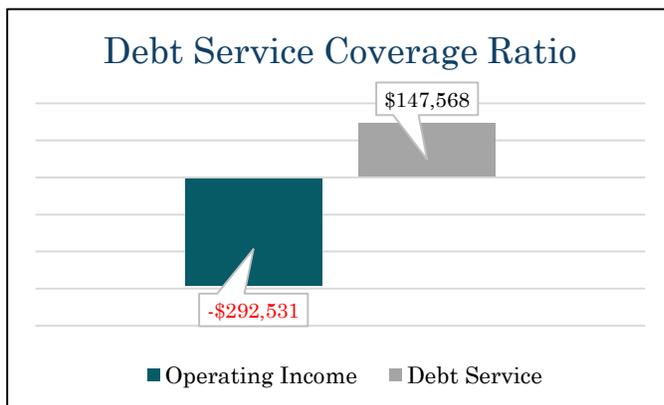
A school with a negative cash flow is using its existing reserves to fund general operations and is not likely to have the financial flexibility to fund future plans.

A multi-year cumulative cash flow helps to identify long-term trends.



### Debt Service Coverage Ratio

The school's debt service coverage ratio is less than .9	Debt Service Coverage Ratio -1.98	Ratings Not Applicable for 2020-2021
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#### Why this Matters:

This measure evaluates a school's ability to make payments on debt due in a given year using only that year's income. This helps determine whether a school has more debt than it can manage.

A school with more Operating Income than Debt Service (a Debt Service Coverage Ratio greater than 1) can meet the financial obligations of their debt. A

school with more Debt Service than Operating Income (a ratio of less than 1) is reliant on either reserves or revenues anticipated in future years to meet its debt obligations.

### Debt to Asset Ratio

The school's Debt to Asset Ratio is less than 0.9	Debt/Asset Ratio .24	Ratings Not Applicable for 2020-2021
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**Why This Matters:**

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



A school whose total liabilities are 90% or less of its Total Assets is

likely to be able to repay all short-term debts and still manage to set its long-term affairs in order in a worst-case scenario. A school with more liabilities than assets would not be able to meet all its financial obligations in a worst-case scenario.

Note: for the purposes of this measure, pension liability is excluded from the school's total liabilities.

### Financial Compliance

STANDARD RATING: NOT RATE FOR 2020-2021	
Financial Operations	Data and/or Evidence Source
The school's finances are managed in compliance with GAAP.	Financial Audit 10/29/2021
Expenditures and contracts are not posted online appropriately.	School's Expenditure Page 7/29/2021 *See Comments
The school maintains compliant internal controls.	*No instances of non-compliance documented.
The school is not operating under a Notification of Fiscal Concern.	*No instances of non-compliance documented.
The school is not operating under a Notification of Possible or Imminent Closure.	*No instances of non-compliance documented.
<b>Comments/Context</b> IPCSC staff could not verify/locate contracts that supported the school's expenditures on the school's website.	

Longitudinal Financial Ratings | 2017-2022

Longitudinal data provides a snapshot of a school’s ratings over the school’s current performance certificate (5 years). This data helps to identify performance trends and changes over time. Schools are encouraged to consider how this data might be used to drive your strategic planning as your school approach its next renewal decision.

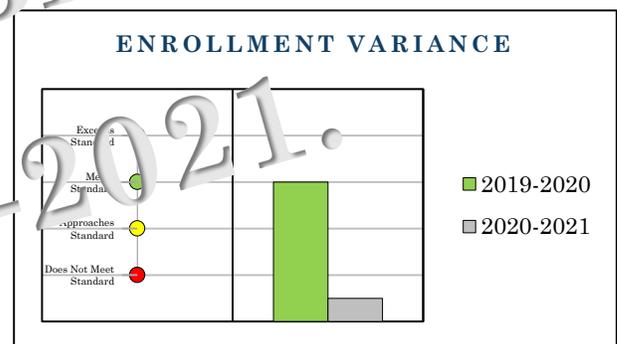
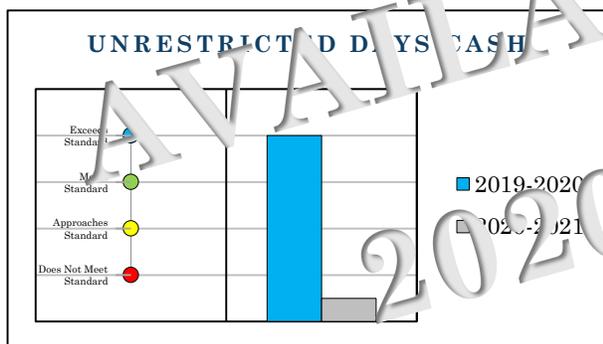
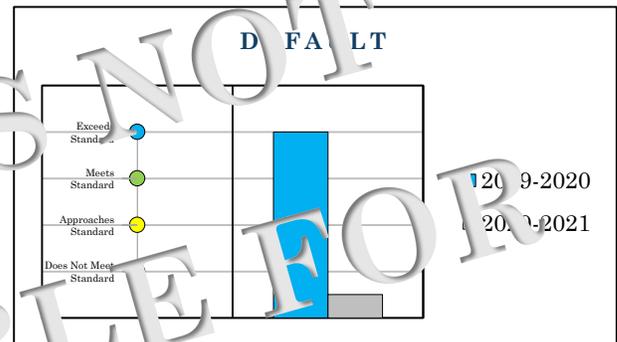
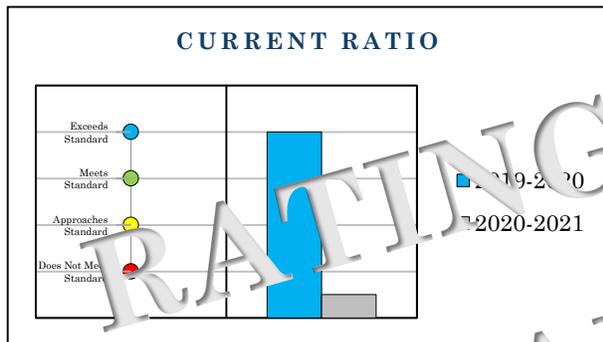
Notes: The 2020 framework revision removed the “cash ratio” measure and moved the existing enrollment variance measure to the financial section.

Due to the impact of the pandemic, financial outcomes are not rated for 2020-21. Additionally, the enrollment variance measure was calculated based on projected enrollment and actual enrollment (not ADA).

Financial Near Term Health Ratings | Historical Framework

School Year	Near Term Health Rating
2017-2018	HONOR
2018-2019	HONOR

Financial Near Term Health Ratings | Revised Framework



Longitudinal Financial Ratings | 2017-2022

Longitudinal data provides a snapshot of a school's ratings over the school's current performance certificate (5 years). This data helps to identify performance trends and changes over time. Schools are encouraged to consider how this data might be used to drive your strategic planning as your school approach its next renewal decision.

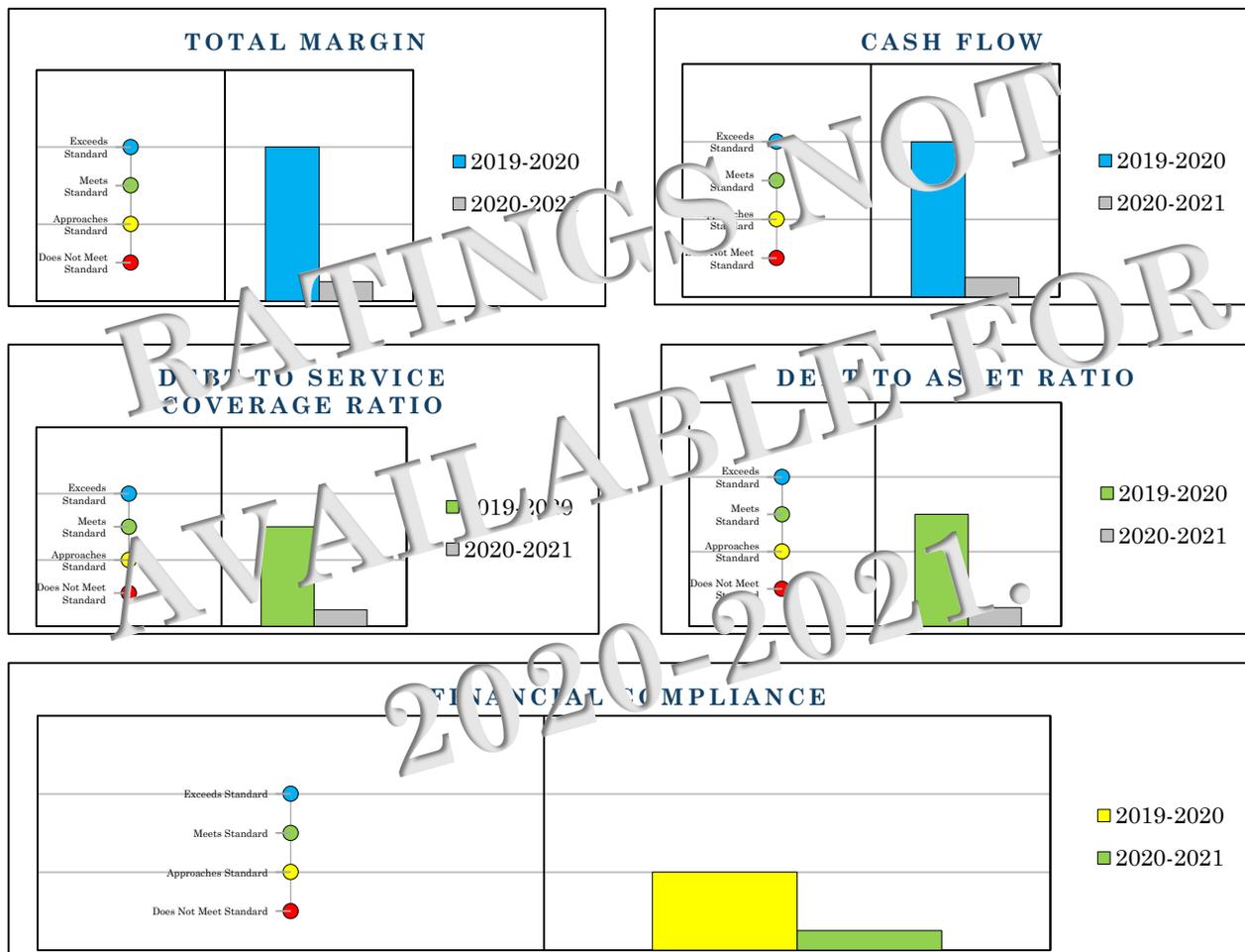
Notes: The 2020 framework revision removed the "cash ratio" measure and moved the existing enrollment variance measure to the financial section.

Due to the impact of the pandemic, financial outcomes are not rated for 2020-21. Additionally, the enrollment variance measure was calculated based on projected enrollment and actual enrollment (not ADA).

Financial Sustainability Ratings | Historical Framework

School Year	Sustainability Rating
2017-2018	HONOR
2018-2019	GOOD STANDING

Financial Sustainability Ratings | Revised Framework



## Conditional Certificate Status Update

Another Choice Virtual Charter School's Performance Certificate was renewed in 2017 subject to the conditions listed below. The school's status with regard to each condition is also provided.

### Condition 1: Condition Waived

By June 30, 2020, ACVS's general education population will achieve an academic accountability designation of good standing or higher on the performance framework adopted by the Commission in 2017. "General education population" is defined as all students who are classified by the State Department of Education as Students without Disabilities.

**Status:** IPCSC did not consider revocation of the school's charter for failure to meet this condition on June 30, 2020, due to a lack of assessment data for the 2019-2020 school year.

### Condition 2: Condition Waived

ACVS's 2019 five (5) year cohort graduation rate will be at least thirty-five percent (35%).

Five (5) year cohort graduation rate data for 2019 will be available in early 2020. This condition is based on a rate of increase sufficient to promote ACVS's ability to achieve a five (5) year cohort graduation rate of at least forty-eight percent (48%) by the end of the next performance certificate term. Forty-eight percent (48%) is the 2014 median five (5) year cohort graduation rate for Idaho alternative schools. Although ACVS is not an alternative school, the Commission recognizes that its student population faces similar challenges.

**Status:** IPCSC did not consider revocation of the school's charter for failure to meet this condition on June 30, 2020, due to the pandemic.

*The 2020-2021 Annual Report has been finalized by the  
Idaho Public Charter School Commission staff.*

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



**IDAHO PUBLIC CHARTER SCHOOL COMMISSION**

304 N. 8<sup>th</sup> St. Ste.242

Boise, ID 83720

208-332-1561

[pcsc@osbe.idaho.gov](mailto:pcsc@osbe.idaho.gov)

**From:** [Jenn Thompson](#)  
**To:** [Laura Sandidge](#)  
**Subject:** RE: Checking in  
**Date:** Friday, November 13, 2020 3:26:45 PM  
**Attachments:** [image002.png](#)

Hi Laura. I ran the 2019 alternative schools data to what that looked like as a comparison group for you. I can send you all the data if you want to look through it, but the results charts are embedded below. Obviously, there's work to do regardless of the comparison group.

But as long as we can verify high % of at-risk students, I think this is the best comparison group to use. Let me know what you'd like to do and I'll get the amendment drafted up for you.

ELA Proficiency						
Does Not Meet	Approaches	Meets	Exceeds			
below.	28	29	40	41	53	54 above
ACVS's ELA proficiency in 2019 was 36%, which approaches standard.						
Math Proficiency						
Does Not Meet	Approaches	Meets	Exceeds			
below.	20	21	33	34	46	47 above
ACVS's Math proficiency in 2019 was 14%, which does not meet standard						

**From:** Laura Sandidge <lsandidge@anotherchoicecharter.org>  
**Sent:** Thursday, November 5, 2020 5:05 PM  
**To:** Jenn Thompson <Jenn.Thompson@osbe.idaho.gov>  
**Cc:** Chair <jnkelleher@fmtcblue.com>  
**Subject:** Re: Checking in

Oh wonderful! I am so glad! I will solidly be available. I was so concerned when you hadn't seen my emails. Thank you so much and I will look forward to your call.

Laura

Sent from my iPad

On Nov 5, 2020, at 4:28 PM, Jenn Thompson <[Jenn.Thompson@osbe.idaho.gov](mailto:Jenn.Thompson@osbe.idaho.gov)> wrote:

Hi Laura. I got your voicemail. And I did get your emails. You were correct, the were sorted into an "other" bucket. My apologies for missing them.

If you still have time to chat tomorrow morning, let's do that. Zero frustration on my end. I just didn't want to let it sit too long or forget about it and honestly hadn't seen your response.

cc'ing John, so he knows we're back on track.

Laura, could I call you tomorrow around 10? That would work really well for me.

*Jenn Thompson*

Director, Idaho Public Charter School Commission

office: 208-332-1594

cell: 208-781-2937

[jenn.thompson@osbe.idaho.gov](mailto:jenn.thompson@osbe.idaho.gov)

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**From:** Laura Sandidge <[lsandidge@anotherchoicecharter.org](mailto:lsandidge@anotherchoicecharter.org)>

**Sent:** Thursday, November 5, 2020 10:37 AM

**To:** Jenn Thompson <[Jenn.Thompson@osbe.idaho.gov](mailto:Jenn.Thompson@osbe.idaho.gov)>

**Cc:** Chair <[jnkelleher@fmtcblue.com](mailto:jnkelleher@fmtcblue.com)>

**Subject:** Re: Checking in

Hello Jenn,

I did send you an email last week. I was surprised I didn't hear from you, I am sorry if you didn't get that email for any reason. Thank you for getting back to me. Our next board meeting is on November 18th at 4:00 and we would love to have you join us. I will ensure you have a link. We do have someone on site during our meetings to welcome physical guests and board members are currently virtual.

If you would like to meet prior to that please know I am available. I apologize you didn't get my response.

Thank you,  
Laura Sandidge

On Thu, Nov 5, 2020 at 10:30 AM Jenn Thompson  
<[Jenn.Thompson@osbe.idaho.gov](mailto:Jenn.Thompson@osbe.idaho.gov)> wrote:

Hi Laura I haven't heard back from you; I'm sure you are busy. I do want to touch base on that progress monitoring plan. I think what we really need is to understand what is happening with your school at a board level. I think that is best done by attending your meetings as a member of the public. And then if something comes up during the meeting that we need more information on, we'll let you know.

I believe this is where your meetings are noticed:

<https://www.anotherchoicecharter.org/o/another-choice/page/school-board--33>. It looks like agendas are supposed to post here:

<https://www.anotherchoicecharter.org/o/another-choice/browse/11796>, but I don't see any. Please let me know if I have either of those incorrect as I'll

need access to both.

As far as attending meetings, I will be attending as a member of the public, so I'll need whatever access you are providing for public participation (a link to your live stream of the meeting, a login to the meeting platform, or the location of the meeting to attend in person).

The waiver that allowed for no public participation in person at the site of the meeting expired a few months ago. Just as a reminder, you do need to have a physical location option for public observation, though you can limit it for social distancing and offer a video/audio live stream for overflow. Obviously, during the pandemic, I wouldn't want to attend in person unless it was the only option. Also, a reminder to make sure that the means of public observation is either noticed on your website or on your agendas.

Please let me know how I can observe board meetings going forward. I'm assuming your next meeting is Nov.16th at 4.

Thank you,

*Jenn Thompson*

Director, Idaho Public Charter School Commission

office: 208-332-1594

cell: 208-781-2937

[jenn.thompson@osbe.idaho.gov](mailto:jenn.thompson@osbe.idaho.gov)

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--

Laura Sandidge, Ph.D.  
Administrator / Head of School  
Another Choice Virtual Charter School  
<http://www.anotherchoicecharter.org>

\* Please note no links come from me without communication concerning the link.

# Idaho Public Charter School Commission

## Annual Performance Report 2020

### PCSC School: Another Choice Virtual Charter School

**Mission Statement:** *Another Choice Virtual Charter School seeks to provide a safe, individualized, standards-based education for Idaho’s students, K through 12, with and without disabilities, to enable them to meet their full potential both intellectually and socially. Our focus is to offer an individualized education for all, specializing in individuals with learning differences, to become full and active contributing members of society through a virtual and experiential format.*

*Another Choice Virtual Charter School is built on: academic achievement, development of social competence, post-secondary preparedness, and the development and advancement of student’s technological skills.*

<b>School Location:</b>	1014 W. Hemmingway Blvd. Nampa, Idaho 83651
<b>School Phone:</b>	208-475-4255
<b>Comparison Group:</b>	All Alternative Schools
<b>Opening Year:</b>	2010
<b>Current Term:</b>	2017-2022
<b>Model:</b>	Virtual
<b>Grades Served:</b>	K-12
<b>Enrollment Capacity:</b>	514
<b>Enrollment (Projected):</b>	488
<b>Mid Term ADA (Actual):</b>	459
<b>FY20 Full-Term ADA:</b>	490

### School Leadership

Chair	John Kelleher
Vice-Chair	Laura Shoemaker
Treasurer / Secretary	Misty Puckett
Director	Ruth Kropp
Director	Open Seat
Executive Director	Laura Sandidge
Business Manager	Ross Jones

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PREPARED BY

Idaho Public Charter School Commission

Jenn Thompson  
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## Introduction

Charter schools in Idaho operate on 5-year terms as defined in a [Performance Certificate](#) executed between the school's board and its authorizer. In addition, Idaho law requires that every certificate include a framework describing the expectations the school must meet in order to earn a next operational term. It also requires that charter school authorizers complete performance reports for the schools they oversees each year. The annual performance report serves the following purposes:

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

This report, based on the performance framework adopted by the PCSC on October 8, 2020, reflects how the school's outcomes during the most recently completed school year measure up against the expectations established in the framework. At the end of each 5-year term, the authorizer reviews the school's annual reports and financial data to inform its decision to renew, conditionally renew, or non-renew, the school for a subsequent term of operation.

Each measure included in the PCSC's framework has a meets standard benchmark. A school that meets standard on all measures at the end of its current operational term is guaranteed an unconditional renewal. A school that does not meet standard on at least one measure at the end of its current operational term may be conditionally renewed or non-renewed. Because the outcomes on this report inform high-stakes decisions, schools are encouraged to use this information to support their strategic planning efforts each year.

COVID-19 NOTE: Please note that due to the COVID-19 pandemic, statewide assessments were canceled in the spring of 2020. No academic evaluation has been made in this report due to absent and incomplete data. The academic outcomes overview page only includes graduation rate (if applicable), though the measure is not rated.

The [performance framework](#) rubrics provide detail on calculations and data sources.

---

*Each authorized chartering entity shall annually publish and make available to the public a performance report for each public charter school it oversees, in accordance with the performance framework set forth in the performance certificate and section 33-5209(C)(2), Idaho Code.*

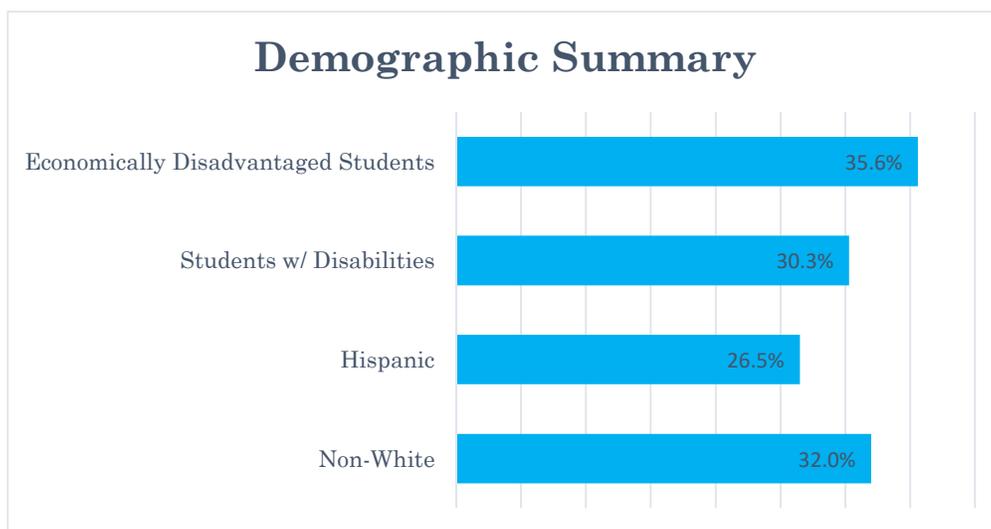
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## School Overview

### Key Design Elements

Another Choice Virtual Charter School is a virtual school that uses a blended model of implementation. Our focus is working with individuals with learning differences. All instruction is offered virtually. Asynchronous, synchronous, and/or face-to-face support services via a computer lab location, offer a variety of enhanced support opportunities for students. Another Choice Virtual Charter School offers:

- I. Various online curriculum to provide core instruction.
- II. Blended learning opportunities such as face-to-face tutoring through a computer lab, asynchronous, and synchronous options to support the virtual learning.
- III. Intervention programs to supplement core instruction for students not meeting proficiency on state assessments and/or not making adequate gains through core curriculum.
- IV. Extended educational opportunities to offer additional learning/credit recovery for students looking to make up credits and/or work ahead.
- V. Socialization opportunities to enhance students' social, emotional, and wellbeing.
- VI. Vocational, college readiness, and dual credit opportunities to prepare students for post-secondary education and other career opportunities.



## Annual Snapshot



*Schools are encouraged to use this information for strategic planning and to ensure that any identified weaknesses are addressed in advance of renewal consideration.*

<b>ACADEMIC</b>	
Math Proficiency	<i>Not Applicable (2020)</i>
ELA Proficiency	<i>Not Applicable (2020)</i>
Literacy Proficiency	<i>Not Applicable (2020)</i>
Math Growth	<i>Not Applicable (2020)</i>
ELA Growth	<i>Not Applicable (2020)</i>
5-Year Grad Rate	<i>Not Applicable (2020)</i>

<b>FINANCIAL HEALTH (NEAR TERM MEASURES)</b>	
Current Ratio	<i>Exceeds Standard</i>
Unrestricted Days Cash	<i>Exceeds Standard</i>
Default	<i>Exceeds Standard</i>
Enrollment Variance	<i>Meets Standard</i>

<b>BOARD STEWARDSHIP</b>	
Governance Structure	<i>Does Not Meet Standard</i>
Governance Oversight	<i>Approaches Standard</i>
Governance Compliance	<i>Does Not Meet Standard</i>

<b>FINANCIAL HEALTH (SUSTAINABILITY MEASURES)</b>	
Total Margin	<i>Exceeds Standard</i>
Debt to Asset Ratio	<i>Meets Standard</i>
Cash Flow	<i>Exceeds Standard</i>
Debt Service Coverage Ratio	<i>Meets Standard</i>
Financial Compliance	<i>Approaches Standard</i>

<b>MANAGEMENT</b>	
Student Services	<i>Exceeds Standard</i>
Data Security/ Transparency	<i>Meets Standard</i>
Facility & Services	<i>Exceeds Standard</i>
Operational Compliance	<i>Does Not Meet Standard</i>

## Academic Outcomes

### Proficiency

*(Data Source: Scatterplot)*

Math Proficiency	Standard Rating
Math proficiency data is not available for FY20.	N/A
ELA Proficiency	Standard Rating
ELA proficiency data is not available for FY20.	N/A
IRI Spring Proficiency	Standard Rating
IRI spring proficiency data is not available for FY20	N/A
<b>Comments/ Context:</b> <i>Academic ratings are <u>not applicable for 2020 outcomes.</u></i>	

### Growth

*(Data Source: Scatterplot)*

Math Growth	Standard Rating
Math growth data is not available for FY20.	N/A
ELA Growth	Standard Rating
ELA growth data is not available for FY20.	N/A
<b>Comments/ Context:</b> <i>Academic ratings are <u>not applicable for 2020 outcomes.</u></i>	

## College and Career Readiness

*(Data Source: Scatterplot)*

4-Year Graduation Rate (ACGR)	Standard Rating
5-Year ACGR	48.5%
<b>Comments/ Context:</b> <i>Academic ratings are <u>not applicable for 2020 outcomes.</u></i> This school serves a high percentage of at-risk students. The average 5-Year ACGRs for all alternative schools in Idaho is 46%.	

## Operational Outcomes: Board Stewardship

STANDARD RATING: DOES NOTE MEET STANDARD	
Governance Structure	Data/Evidence Source
The board bylaws are compliant with ID law.	Bylaws 11/12/08. *Please provide an updated copy if any amendments have been made.
The school's articles of incorporation are current.	Articles of Incorporation were initially filed in 2008 and most recently updated 10/3/2019.
The board does operate in compliance with its bylaws.	*No instances of non-compliance documented.
Investigations were conducted into either ethical behavior or conflict of interest regarding any board director this year.	The school was initially notified of concerns on 4/14/20. The school did cooperate with request for documentation and is working to resolve the issues. However, the issues are not currently resolved.
The board did not experience Open Meeting Law violations that needed to be cured this year.	*No instances of non-compliance documented.
<b>Comments/ Context:</b>	

STANDARD RATING: APPROACHES STANDARD	
Governance Oversight	Data/Evidence Source
The board did review academic data in a timely and thorough manner.	*No instances of non-compliance documented.
The board did not review financial reports in a timely and thorough manner.	Board meeting minutes requested by the PCSC note review and approval of financial reports and contracts; however, a PCSC investigation found that more thorough review by this board is necessary.
The board did maintain compliant policies.	Policy provided to the PCSC upon request appears to be compliant. However, failure to implement compliant policy does not meet PCSC standard.  While board policy notes that purchasing will be compliant with the appropriate laws, the actions of the board do not appear to have complied with the policy or the law. A courtesy letter issued on 9/30/20 provides detail on this issue.
The board did engages in strategic planning.	*No instances of non-compliance documented.
The board did conduct a compliant evaluation of their school leader or management organization.	*No instances of non-compliance documented.
<b>Comments/ Context:</b> The school's website designates a location for meeting minutes and board policy, but none are posted. While these documents are not required to be posted online, the school's approach is unclear.	
Please note that due to the PCSC's concern regarding governance practices at the school, PCSC staff will monitor the school's progress toward resolution through board meeting observations and additional request for documentation if necessary.	

STANDARD RATING: DOES NOT MEET STANDARD	
Governance Compliance	Data/Evidence Source
The PCSC did issue courtesy letters to the school noting compliance concerns this year.	The PCSC received a complaint regarding operational compliance issues at the school in April of 2020. Two courtesy letters were issued during FY20, and two additional letters have been issued in FY21. The issues had not been resolved at the time of this report. Courtesy Letters are dated: 4/15/20, 5/28/20, 8/21/20, and 9/30/20.
Another investigative body was notified of concerns at this school this year.	The PCSC notified both the Professional Standards Commission and the Canyon County Prosecutor on 9/30/20 of possible violations of law under their jurisdiction that took place during the reporting period. Further investigation is pending.

## Operation Outcomes: Management

STANDARD RATING: EXCEEDS STANDARD	
Student Services	Data/Evidence Source
The school's English Language Learners program is in good standing.	*No instances of non-compliance documented.
The school's Special Education program is in good standing.	*No instances of non-compliance documented.
The school's college and career readiness program is in good standing.	Continuous Improvement Plan 2019-20.
<b>Comments/ Context:</b> The school has met this standard for three or more consecutive years.	

STANDARD RATING: MEETS STANDARD	
Data Security and Information Transparency	Data/Evidence Source
The school's website is compliant and updated appropriately.	*No instances of non-compliance documented.
The school did not experience issues involving data security this year.	*No instances of non-compliance documented.
The school did not experience compliance issues with public records requests.	*No instances of non-compliance documented.
<b>Comments/ Context:</b>	

STANDARD RATING: EXCEEDS STANDARD	
Facility and Services	Data/Evidence Source
The school's occupancy certificate is current.	*No instances of non-compliance documented. <i>Please provide an updated copy for the 2020-2021 school year to PCSC staff.</i>
Safety inspections and evacuation drills are compliant.	*No instances of non-compliance documented. <i>Please provide an updated copy for the 2020-2021 school year to PCSC staff.</i>
The school does not provide daily transportation for students.	N/A Virtual School
The school does not provide a compliant National School Lunch Program.	N/A Virtual School
<b>Comments/ Context:</b> The school has met this standard for three or more consecutive years.	

STANDARD RATING: DOES NOT MEET STANDARD	
Operational Compliance	Data/Evidence Source
Required reports were submitted accurately and on time.	*No instances of non-compliance documented.
The enrollment process is compliant.	*No instances of non-compliance documented.
The teachers are not properly credentialed.	The SDE made notice of concerns regarding the accuracy of teacher certification reporting in FY20 and FY21 on 9/21/20. The inaccurate reporting may have resulted in inaccurate funding in both years. The SDE is currently determining the necessary corrections. The school did not take action to resolve the matter within 30 days. The issue is not currently resolved.
Corrective action plans were not issued by the SDE this year.	*No instances of non-compliance documented.
<b>Comments/ Context:</b>	

## Financial Outcomes

*(Primary Data Source: FY20 Financial Audit.)*

Near Term Measures		STANDARD RATING
The school has a current ratio of more than 1.5.	Current Ratio 5.91	Exceeds Standard
The school has more than 60 days cash on hand.	100 Days	Exceeds Standard
The school is not in default of any financial obligations, and did not experience any instances of default during the fiscal year. The school has met this standard for at least 3 years.	No Default	Exceeds Standard
Enrollment variance was between 90% and 95%.	Enrollment Variance 94.07%	Meets Standard

Sustainability Measures		STANDARD RATING
Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive. The school has met this standard for at least three consecutive years.	CY Total Margin 1.37% 3-Year Aggregated 6.32%	Exceeds Standard
Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive in the most recent year is positive	Most Recent Year \$91,126 Previous Year \$264,107 3-Year \$355,233	Meets Standard
Debt Service Coverage Ratio is between 1.1 and 1.49	Debt Service Coverage Ratio 1.48	Meets Standard
The school's Debt to Asset Ratio is less than 0.9 and the school has met this standard for at least three consecutive years.	Debt/Asset Ratio .16	Exceeds Standard

STANDARD RATING: APPROACHES STANDARD	
Financial Operations	Data and/or Evidence Source
The school's finances are managed in compliance with GAAP.	Financial Audit received on 10/26/20.
Expenditures and contracts are not posted online appropriately.	School's Expenditure Page was reviewed quarterly. Expenditures were not updated on two occasions.
The school maintains compliant internal controls.	The school appears to maintain appropriate policies; however, it does not appear that the policy was implemented appropriately.
The school is not operating under a Notification of Fiscal Concern.	N/A
The school is not operating under a Notification of Possible or Imminent Closure.	N/A

## Longitudinal Snapshot

### Operational Outcomes: Board Stewardship

	2020	2021	2022	2023
Governance Structure	DOES NOT MEET STANDARD	DATA NOT AVAILABLE	DATA NOT AVAILABLE	DATA NOT AVAILABLE
Governance Oversight	APPROACHES STANDARD	DATA NOT AVAILABLE	DATA NOT AVAILABLE	DATA NOT AVAILABLE
Governance Compliance	DOES NOT MEET STANDARD	DATA NOT AVAILABLE	DATA NOT AVAILABLE	DATA NOT AVAILABLE

*“Success is the sum of small efforts repeated day in and day out.”*  
 -Anonymous

### Operational Outcomes: Management

	2020	2021	2022	2023
Student Services	EXCEEDS STANDARD	DATA NOT AVAILABLE	DATA NOT AVAILABLE	DATA NOT AVAILABLE
Data Security & Transparency	MEETS STANDARD	DATA NOT AVAILABLE	DATA NOT AVAILABLE	DATA NOT AVAILABLE
Facility & Services	EXCEEDS STANDARD	DATA NOT AVAILABLE	DATA NOT AVAILABLE	DATA NOT AVAILABLE
Operational Compliance	DOES NOT MEET STANDARD	DATA NOT AVAILABLE	DATA NOT AVAILABLE	DATA NOT AVAILABLE

*“Education is the MOST powerful weapon which you can use to change the world.”*  
 -Nelson Mandela

## ANOTHER CHOICE VIRTUAL SCHOOL 2019 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 schools' 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.

<b>PERFORMANCE FRAMEWORK STRUCTURE</b>	
<p>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.</p>	
<b>Academic</b>	<p>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 publicly 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.</p>
<b>Mission-Specific</b>	<p>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.</p>
<b>Operational</b>	<p>The operational section considers whether schools are operating in compliance with federal and state law, authorizer requirements, and the provisions of their performance certificates.</p>
<b>Financial</b>	<p>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.</p>

<b>ACCOUNTABILITY DESIGNATIONS</b>	
<p>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.</p>	
<b>Honor</b>	<p>Schools achieving at this level in all sections are guaranteed renewal. Replication and expansion proposals are likely to succeed.</p>
<b>Good Standing</b>	<p>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.</p>
<b>Remediation</b>	<p>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.</p>
<b>Critical</b>	<p>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.</p>

SCHOOL OVERVIEW			
<b>Mission Statement</b>	Another Choice Virtual Charter School seeks to provide a safe, individualized, standards-based education for Idaho’s students, K through 12, with and without disabilities, to enable them to meet their full potential both intellectually and socially. Our focus is to offer an individualized education for all, specializing in individuals with learning differences, to become full and active contributing members of society through a virtual and experiential format. Another Choice Virtual Charter School is built on: academic achievement, development of social competence, post-secondary preparedness, and the development and advancement of student’s technological skills.		
<b>Key Design Elements</b>	<p>Another Choice Virtual Charter School is a virtual school that uses a blended model of implementation. Our focus is working with individuals with learning differences. All instruction is offered virtually. Asynchronous, synchronous, and/or face-to-face support services via a computer lab location, offer a variety of enhanced support opportunities for students. Another Choice Virtual Charter School offers:</p> <ul style="list-style-type: none"> <li>i. Various online curriculum to provide core instruction.</li> <li>ii. Blended learning opportunities such as face-to-face tutoring through a computer lab, asynchronous, and synchronous options to support the virtual learning.</li> <li>iii. Intervention programs to supplement core instruction for students not meeting proficiency on state assessments and/or not making adequate gains through core curriculum.</li> <li>iv. Extended educational opportunities to offer additional learning/credit recovery for students looking to make up credits and/or work ahead.</li> <li>v. Socialization opportunities to enhance students’ social, emotional, and wellbeing.</li> <li>vi. Vocational, college readiness, and dual credit opportunities to prepare students for post-secondary education and other career opportunities.</li> </ul>		
<b>School Location</b>	1014 W. Hemmingway Blvd. Nampa, Idaho 83651	<b>School Phone</b>	208-475-4255
<b>Surrounding District</b>	Treasure Valley Area Districts		
<b>Opening Year</b>	2010		
<b>Current Term</b>	July 1, 2017- June 30, 2022		
<b>Grades Served</b>	K-12		
<b>Enrollment (Approved)</b>	514	<b>Enrollment (Actual)</b>	535

SCHOOL LEADERSHIP	
Dr. John Kelleher	Chair
Misty Puckett	Secretary/Treasurer
Kevin McLaren	Member
Laura Shoemaker	Member
Ruth Kropp	Member

STUDENT DEMOGRAPHICS				
	School	State	Surrounding District	Neighboring District
<b>Non-White</b>	30.65%	24.85%	N/A	N/A
<b>Limited English Proficiency</b>	2.80%	6.44%	N/A	N/A
<b>Special Needs</b>	31.96%	10.73%	N/A	N/A
<b>Free and Reduced Lunch</b>	Masked	44.74%	N/A	N/A

ISAT PROFICIENCY RATES	
Percentage of students meeting or exceeding proficiency in Math	9.28%
Percentage of students meeting or exceeding proficiency in English Language Arts	32.99%
Percentage of students meeting or exceeding proficiency in Science	23.08%

<b>GO-ON RATE (Post-secondary enrollment within 12 months of graduation)</b>	16.36%
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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

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SCORECARD

Another Choice Virtual School

2018-2019

ACADEMIC	Measure	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	9	50	0
	2b	50	0	50	0	50	6	50	0
Criterion-Referenced Growth	3a	100	0			50	4		
	3b	100	0			50	10		
Norm-Referenced Growth	4a			100	0	50	Masked	50	0
	4b			100	0	50	Masked	50	0
Post-Secondary Readiness	5a			125	0	125	75	100	0
Total Academic Points		400	0	525	0	525	155	300	0
% of Academic Points			0%		0%		30%		0%

MISSION-SPECIFIC	Measure	Points Possible	Points Earned
	1		
	2		
	3		
	4		
	5		
	6		
Total Mission-Specific Points			
% of Mission-Specific Points			

ACVS has chosen not to include mission-specific measures.

OPERATIONAL	Measure	Points Possible	Points Earned	FINANCIAL	Measure	Points Possible	Points Earned
	1b	25	25		1b	50	50
	1c	25	25		1c	50	50
	1d	25	25		1d	50	50
Financial Management & Oversight	2a	25	25	Sustainability	2a	50	50
	2b	25	25		2b	50	50
	2c	25	25		2c	50	50
Governance & Reporting	3a	25	25		2d	50	50
	3b	25	15	Total Financial Points		400	400
	3c	25	25	% of Financial Points			100%
	3d	25	15				
	3e	25	25				
	3f	25	25				
School Environment	4a	0	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.			
	4b	25	25				
Additional Obligations	5a	25	25				
Total Operational Points		375	355				
% of Operational Points			95%				

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%	30%	0%	55% - 74%	NA	80% - 89%	95%	65% - 84%	100%
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.

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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.

<b>INDICATOR 1: STATE PROFICIENCY COMPARISON</b>														
<b>Measure 1a</b>	<b>Do math proficiency rates meet or exceed the state average?</b>	<b>Result</b>												
<b>Math Proficiency Rate Comparison to State</b>	<p><b>Exceeds Standard:</b> The school's proficiency rate in math exceeds the state average by 16 percentage points or more.</p> <p><b>Meets Standard:</b> The school's proficiency rate in math is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in math is 1 - 15 percentage points lower than the state average.</p> <p><b>Falls Far Below Standard:</b> The school's proficiency rate in math is 16 or more percentage points lower than the state average.</p>	<table border="1"> <thead> <tr> <th style="text-align: center;">Points Possible</th> <th style="text-align: center;">Points Earned</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">50</td> <td style="text-align: center;">0</td> </tr> <tr> <td style="text-align: center;">30 - 45</td> <td style="text-align: center;">0</td> </tr> <tr> <td style="text-align: center;">15 - 29</td> <td style="text-align: center;">0</td> </tr> <tr> <td style="text-align: center;">X 0 - 14</td> <td style="text-align: center;">0</td> </tr> <tr> <td colspan="2" style="border-top: 1px solid black; text-align: center;">0</td> </tr> </tbody> </table>	Points Possible	Points Earned	50	0	30 - 45	0	15 - 29	0	X 0 - 14	0	0	
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30 - 45	0													
15 - 29	0													
X 0 - 14	0													
0														
<b>Notes</b>	The state average will be determined using the same grade set as is served by the public charter school.													
<b>Measure 1b</b>	<b>Do English Language Arts proficiency rates meet or exceed the state average?</b>	<b>Points Possible</b>												
<b>ELA Proficiency Rate Comparison to State</b>	<p><b>Exceeds Standard:</b> The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.</p> <p><b>Meets Standard:</b> The school's proficiency rate in ELA is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in ELA is 1 - 15 percentage points lower than the state average.</p> <p><b>Falls Far Below Standard:</b> The school's proficiency rate in ELA is 16 or more percentage points lower than the state average.</p>	<table border="1"> <thead> <tr> <th style="text-align: center;">Points Possible</th> <th style="text-align: center;">Points Earned</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">50</td> <td style="text-align: center;">0</td> </tr> <tr> <td style="text-align: center;">30 - 45</td> <td style="text-align: center;">0</td> </tr> <tr> <td style="text-align: center;">15 - 29</td> <td style="text-align: center;">0</td> </tr> <tr> <td style="text-align: center;">X 0 - 14</td> <td style="text-align: center;">0</td> </tr> <tr> <td colspan="2" style="border-top: 1px solid black; text-align: center;">0</td> </tr> </tbody> </table>	Points Possible	Points Earned	50	0	30 - 45	0	15 - 29	0	X 0 - 14	0	0	
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INDICATOR 2: DISTRICT PROFICIENCY COMPARISON																				
<b>Measure 2a</b>	<b>Do math (or similar subject area) proficiency rates meet or exceed the district average?</b>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;"></th> <th style="width: 20%; text-align: center;">Points Possible</th> <th style="width: 20%; text-align: center;">Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td style="text-align: center;">50</td> <td style="text-align: center;">0</td> </tr> <tr> <td></td> <td style="text-align: center;">30 - 45</td> <td style="text-align: center;">0</td> </tr> <tr> <td></td> <td style="text-align: center;">15 - 29</td> <td style="text-align: center;">0</td> </tr> <tr> <td style="text-align: center;">X</td> <td style="text-align: center;">0 - 14</td> <td style="text-align: center;">9</td> </tr> <tr> <td></td> <td></td> <td style="text-align: center; border-top: 1px solid black;">9</td> </tr> </tbody> </table>		Points Possible	Points Earned		50	0		30 - 45	0		15 - 29	0	X	0 - 14	9			9
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	50	0																		
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	15 - 29	0																		
X	0 - 14	9																		
		9																		
<b>Math Proficiency Rate</b>	<b>Exceeds Standard:</b> The school's proficiency rate in math either exceeds the district average by 16 percentage points or more, or is at least 80%.																			
<b>Comparison to District</b>	<b>Meets Standard:</b> The school's proficiency rate in math is equal to the district average, or exceeds it by 1 - 15 percentage points. <b>Does Not Meet Standard:</b> The school's proficiency rate in math is 1 - 15 percentage points lower than the district average. <b>Falls Far Below Standard:</b> The school's proficiency rate in math is 16 or more percentage points lower than the district average.																			
<b>Notes</b>	The district average will be determined using the same grade set as is served by the public charter school. Because ACVS is a virtual school serving students in multiple districts, other Idaho virtual schools (instead of the district) will be used as the comparison group for purposes of this measure.																			
<b>Measure 2b</b>	<b>Do ELA (or similar subject area) proficiency rates meet or exceed the district average?</b>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;"></th> <th style="width: 20%; text-align: center;">Points Possible</th> <th style="width: 20%; text-align: center;">Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td style="text-align: center;">50</td> <td style="text-align: center;">0</td> </tr> <tr> <td></td> <td style="text-align: center;">30 - 45</td> <td style="text-align: center;">0</td> </tr> <tr> <td></td> <td style="text-align: center;">15 - 29</td> <td style="text-align: center;">0</td> </tr> <tr> <td style="text-align: center;">X</td> <td style="text-align: center;">0 - 14</td> <td style="text-align: center;">6</td> </tr> <tr> <td></td> <td></td> <td style="text-align: center; border-top: 1px solid black;">6</td> </tr> </tbody> </table>		Points Possible	Points Earned		50	0		30 - 45	0		15 - 29	0	X	0 - 14	6			6
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X	0 - 14	6																		
		6																		
<b>ELA Proficiency Rate</b>	<b>Exceeds Standard:</b> The school's proficiency rate in ELA either exceeds the district average by 16 percentage points or more, or is at least 80%.																			
<b>Comparison to District</b>	<b>Meets Standard:</b> The school's proficiency rate in ELA is equal to the district average, or exceeds it by 1 - 15 percentage points. <b>Does Not Meet Standard:</b> The school's proficiency rate in ELA is 1 - 15 percentage points lower than the district average. <b>Falls Far Below Standard:</b> The school's proficiency rate in ELA is 16 or more percentage points lower than the district average.																			
<b>Notes</b>	The district average will be determined using the same grade set as is served by the public charter school. Because ACVS is a virtual school serving students in multiple districts, other Idaho virtual schools (instead of the district) will be used as the comparison group for purposes of this measure.																			

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<b>INDICATOR 3: CRITERION-REFERENCED STUDENT GROWTH (GRADES K-8)</b>		
<b>Measure 3a</b>	<b>Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade?</b>	<b>Points Possible</b>
<b>Criterion-Referenced Growth</b>		<b>Points Earned</b>
<b>Math</b>	<b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth in math.	39-50
	<b>Meets Standard:</b> Between 70% and 84% of students are making adequate academic growth in math.	26-38
	<b>Does Not Meet Standard:</b> Between 50% and 69% of students are making adequate academic growth in math.	13-25
	<b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth in math.	0-12
		15
<b>Notes</b>		<hr/> 4
<b>Measure 3b</b>	<b>Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade?</b>	<b>Points Possible</b>
<b>Criterion-Referenced Growth</b>		<b>Points Earned</b>
<b>ELA</b>	<b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth in ELA.	39-50
	<b>Meets Standard:</b> Between 70% and 84% of students are making adequate academic growth in ELA.	26-38
	<b>Does Not Meet Standard:</b> Between 50% and 69% of students are making adequate academic growth in ELA.	13-25
	<b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth in ELA.	0-12
		42
<b>Notes</b>		<hr/> 10

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ACADEMIC K-12

<b>INDICATOR 4: NORM-REFERENCED STUDENT GROWTH (GRADES 9-12)</b>		
<b>Measure 4a</b>	<b>Are students making expected academic growth in math compared to their academic peers?</b>	<b>Points Possible</b>
<b>Norm-Referenced Growth</b>		<b>Points Earned</b>
<b>Math</b>	<p><b>Exceeds Standard:</b> The school's median student growth percentile in math falls between the 66th and 99th percentile.</p> <p><b>Meets Standard:</b> The school's median student growth percentile in math falls between the 43rd and 65th percentile.</p> <p><b>Does Not Meet Standard:</b> The school's median student growth percentile in math falls between the 30th and 42nd percentile.</p> <p><b>Falls Far Below Standard:</b> The school's median student growth percentile in math falls below the 30th percentile.</p>	<p>39-50</p> <p>26-38</p> <p>Masked</p> <p>13-25</p> <p>0-12</p> <hr/> <p>Masked</p>
<b>Notes</b>	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.	
<b>Measure 4b</b>	<b>Are students making expected academic growth in English Language Arts compared to their academic peers?</b>	<b>Points Possible</b>
<b>Norm-Referenced Growth</b>		<b>Points Earned</b>
<b>ELA</b>	<p><b>Exceeds Standard:</b> The school's median student growth percentile in ELA falls between the 66th and 99th percentile.</p> <p><b>Meets Standard:</b> The school's median student growth percentile in ELA falls between the 43rd and 65th percentile.</p> <p><b>Does Not Meet Standard:</b> The school's median student growth percentile in ELA falls between the 30th and 42nd percentile.</p> <p><b>Falls Far Below Standard:</b> The school's median student growth percentile in ELA falls below the 30th percentile.</p>	<p>39-50</p> <p>26-38</p> <p>Masked</p> <p>13-25</p> <p>0-12</p> <hr/> <p>Masked</p>
<b>Notes</b>	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.	

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<b>INDICATOR 5: COLLEGE &amp; CAREER READINESS (GRADES 9-12)</b>		
<b>Measure 5a</b>	<b>Are students graduating from high school on time?</b>	<b>Points Possible</b>
<b>Four-Year Adjusted Cohort Graduation Rate</b>	<p><b>Exceeds Standard:</b> The school's four-year ACGR was at least 90%.</p> <p><b>Meets Standard:</b> The school either:</p> <p>a) had a four-year ACGR of 80% - 89% OR</p> <p>b) had a four-year ACGR of at least 66% AND met its progress goal.</p> <p><b>Does Not Meet Standard:</b> The school met its progress goal but had a four-year ACGR below 66%.</p> <p><b>Falls Far Below Standard:</b> The school did not meet its progress goal and had a four-year ACGR below 66%.</p>	<b>Points Earned</b>
		125
		0
		100
		0
		45
		75
		0-65
		0
		<hr/> 75
<b>Notes</b>	The school's 4 Year ACGR of 45% met the progress goal of 35.98%. The progress goal is calculated as follows: last year's 4-year ACGR plus 8.3% of the non-graduates from that cohort.	

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INDICATOR 1: EDUCATIONAL PROGRAM					
<b>Measure 1a</b>  <b>Implementation of Educational Program</b>	<b>Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?</b>  <b>Meets Standard:</b> 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.  <b>Partially Meets Standard:</b> 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.  <b>Does Not Meet Standard:</b> 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.	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>	
		No instances of non-compliance documented	25	25	
			15		
			0		
				25	
<b>Notes</b>					
<b>Measure 1b</b>  <b>Educational Requirements</b>	<b>Is the school complying with applicable educational requirements?</b>  <b>Meets Standard:</b> 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. <b>Partially Meets Standard:</b> 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. <b>Does Not Meet Standard:</b> 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.	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>	
		No instances of non-compliance documented	25	25	
			15		
			0		
				25	
<b>Notes</b>					

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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><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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>	No instances of non-compliance documented	25	25
			15	
			0	
Notes				25
Measure 1d	Is the school protecting the rights of English Language Learner (ELL) students?	Result	Points Possible	Points Earned
English Language Learners	<p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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>	No instances of non-compliance documented	25	25
			15	
			0	
Notes				25

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<b>INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT</b>		<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
<b>Measure 2a</b> <b>Financial Reporting and Compliance</b>	<p><b>Is the school meeting financial reporting and compliance requirements?</b></p> <p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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>	<p>No instances of non-compliance documented</p> <p>15</p> <p>0</p>	<p>25</p> <p>15</p> <p>0</p>	<p>25</p> <p>15</p> <p>0</p> <hr/> <p>25</p>
<b>Notes</b>				
<b>Measure 2b</b> <b>GAAP</b>	<p><b>Is the school following General Accepted Accounting Principles (GAAP)</b></p> <p><b>Meets Standard:</b> 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 option, 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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>	<p>See note</p> <p>15</p> <p>0</p>	<p>25</p> <p>15</p> <p>0</p>	<p>25</p> <p>15</p> <p>0</p> <hr/> <p>25</p>
<b>Notes</b>	No points are deducted for failure to comply with GASB 75.			
<b>Measure 2c</b> <b>Enrollment Variance</b>	<p><b>Is the school successfully enrolling the projected number of students?</b></p> <p><b>Meets Standard:</b> Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year.</p> <p><b>Partially Meets Standard:</b> Enrollment variance was between 90 and 95 percent in the most recent fiscal year.</p> <p><b>Does Not Meet Standard:</b> Enrollment variance was less than 90 percent in the most recent fiscal year.</p>	<p>106.00%</p> <p>15</p> <p>0</p>	<p>25</p> <p>15</p> <p>0</p>	<p>25</p> <p>15</p> <p>0</p> <hr/> <p>25</p>
<b>Notes</b>	Enrollment variance is calculated by dividing mid-term ADA by the enrollment projection reported to the PCSC at the beginning of the fiscal year.			

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<b>INDICATOR 3: GOVERNANCE AND REPORTING</b>																
<p><b>Measure 3a</b></p> <p><b>Is the school complying with governance requirements?</b></p> <p><b>Governance Requirements</b></p> <p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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> <p>Notes</p>	<table border="1"> <thead> <tr> <th style="text-align: center;">Result</th> <th style="text-align: center;">Points Possible</th> <th style="text-align: center;">Points Earned</th> </tr> </thead> <tbody> <tr> <td>No instances of non-compliance documented</td> <td style="text-align: center;">25</td> <td style="text-align: center;">25</td> </tr> <tr> <td></td> <td style="text-align: center;">15</td> <td></td> </tr> <tr> <td></td> <td style="text-align: center;">0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="text-align: center; border-top: 1px solid black;">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
Result	Points Possible	Points Earned														
No instances of non-compliance documented	25	25														
	15															
	0															
		25														
<p><b>Measure 3b</b></p> <p><b>Is the board fulfilling its oversight obligations?</b></p> <p><b>Board Oversight</b></p> <p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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> <p>Notes</p>	<table border="1"> <thead> <tr> <th style="text-align: center;">Result</th> <th style="text-align: center;">Points Possible</th> <th style="text-align: center;">Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td style="text-align: center;">25</td> <td></td> </tr> <tr> <td>See note</td> <td style="text-align: center;">15</td> <td style="text-align: center;">15</td> </tr> <tr> <td></td> <td style="text-align: center;">0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="text-align: center; border-top: 1px solid black;">15</td> </tr> </tbody> </table> <p>Meeting minutes do not appear to evidence thorough review of academic, operational, and financial data at the board level.</p>	Result	Points Possible	Points Earned		25		See note	15	15		0				15
Result	Points Possible	Points Earned														
	25															
See note	15	15														
	0															
		15														

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Measure 3c	Is the school complying with reporting requirements?	Result	Points Possible	Points Earned
<b>Reporting Requirements</b>	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; and additional information requested by the authorizer.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25
Notes			15	
			0	<hr/> 25
Measure 3d	Is the school complying with public transparency requirements?	Result	Points Possible	Points Earned
<b>Public Transparency</b>	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency, including but not limited to: maintenance of its website, timely availability of board meeting minutes, and accessibility of documents maintained by the school under the state's Freedom of Information Act, Open Meeting Law, Public Records Law, and other applicable authorities.</p> <p><b>Partially Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency. Any instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
Notes	As of 5/6/2019, several links to board policy were broken. As of 4/30/19 the school's annual performance report was not posted on the school's website.	See note	15	15
			0	<hr/> 15
Measure 3e	Is the school meeting employee credentialing and background check requirements?	Result	Points Possible	Points Earned
<b>Credentialing &amp; Background Checks</b>	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification and background check requirements.</p> <p><b>Partially Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification and background check requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to state and federal certification and background check requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25
Notes			15	
			0	<hr/> 25

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Measure 3f	Is the school handling information appropriately?	Result	Points Possible	Points Earned
<b>Information Handling</b>	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of student records under the Family Educational Rights and Privacy Act and other applicable authorities; storing and transferring student and personnel records; and securely maintaining testing materials.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	No instances of non-compliance documented	25	25
			15	
			0	
<b>Notes</b>				25
<b>INDICATOR 4: SCHOOL ENVIRONMENT</b>				
Measure 4a	Is the school complying with transportation requirements?	Result	Points Possible	Points Earned
<b>Transportation</b>	<p><b>Meets Standard:</b> The school provides student transportation within its primary attendance area and materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to transportation.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to transportation; and/or provides an incomplete form of transportation services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board; and/or the school does not provide transportation.</p>		25	
			15	
			0	
<b>Notes</b>	This measure does not apply to online schools.			0
Measure 4b	Is the school complying with facilities requirements?	Result	Points Possible	Points Earned
<b>Facilities</b>	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds, including but not limited to: Americans with Disabilities Act, fire inspections and related records, viable certification of occupancy or other required building use authorization, and documentation of requisite insurance coverage. The school facility is clean, well-maintained, and adequate for school operations.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Additional facility maintenance and/or updates have been recommended by DBS.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the school facilities and grounds; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. The school facility may be in need of modification or repair required by DBS.</p>	No instances of non-compliance documented	25	25
			15	
			0	
<b>Notes</b>				25

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INDICATOR 5: ADDITIONAL OBLIGATIONS		Result	Points Possible	Points Earned
Measure 5a Additional Obligations	<p>Is the school complying with all other obligations?</p> <p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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>	<p>No instances of non-compliance documented</p>	<p>25</p>	<p>25</p>
Notes			<p>15</p>	<p>0</p>
				<p>25</p>

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
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FINANCIAL

INDICATOR 1: NEAR-TERM			Result	Points Possible	Points Earned
Measure 1a Current Ratio	Current Ratio: Current Assets divided by Current Liabilities	<p><b>Meets Standard:</b> 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></p> <p><b>Does Not Meet:</b> 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.</p> <p><b>Falls Far Below Standard:</b> Current ratio is less than or equal to 0.9.</p>	5.96	50	50
Notes				10	
				0	
					50
Measure 1b Cash Ratio	Current Ratio: Cash divided by Current Liabilities	<p><b>Meets Standard:</b> 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).</p> <p><b>Does Not Meet:</b> Cash Ratio is between 0.9 and 1.0 OR Cash Ratio equals 1.0 and one-year trend is negative.</p> <p><b>Falls Far Below Standard:</b> Cash ratio is equal to or less than 0.9.</p>	4.38	50	50
Notes				10	
				0	
					50
Measure 1c Unrestricted Days Cash	Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense/365)	<p><b>Meets Standard:</b> 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></p> <p><b>Does Not Meet:</b> Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.</p> <p><b>Falls Far Below Standard:</b> Fewer than 15 Days Cash.</p>	96 days	50	50
Notes				10	
				0	
					50
Measure 1d Default	Default	<p><b>Meets Standard:</b> 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.</p> <p><b>Does Not Meet:</b> School is in default of financial obligations.</p>	No default noted	50	50
Notes				0	
					50

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FINANCIAL

INDICATOR 2: SUSTAINABILITY																	
<p><b>Measure 2a</b></p> <p><b>Total Margin and Aggregated</b></p> <p><b>3-Year Total Margin</b></p> <p><b>Notes</b></p>	<p><b>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues.</b></p> <p><b>Meets Standard:</b> Aggregated 3-year 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 cumulative Total Margin must be positive.</i></p> <p><b>Does Not Meet:</b> Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard".</p> <p><b>Falls Far Below Standard:</b> 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.</p> <p>The Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive. Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>See note</td> <td>50</td> <td>50</td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td align="right">50</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	See note	50	50		30			0				50
Result	Points Possible	Points Earned															
See note	50	50															
	30																
	0																
		50															
<p><b>Measure 2b</b></p> <p><b>Debt to Asset Ratio</b></p> <p><b>Notes</b></p>	<p><b>Debt to Asset Ratio: Total Liabilities divided by Total Assets</b></p> <p><b>Meets Standard:</b> Debt to Asset Ratio is less than 0.9.</p> <p><b>Does Not Meet:</b> Debt to Asset Ratio is between 0.9. and 1.0</p> <p><b>Falls Far Below Standard:</b> Debt to Asset Ratio is greater than 1.0</p> <p>Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>0.16</td> <td>50</td> <td>50</td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td align="right">50</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	0.16	50	50		30			0				50
Result	Points Possible	Points Earned															
0.16	50	50															
	30																
	0																
		50															
<p><b>Measure 2c</b></p> <p><b>Cash Flow</b></p> <p><b>Notes</b></p>	<p><b>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</b></p> <p><b>Meets Standard:</b> 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></p> <p><b>Does Not Meet:</b> Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p><b>Falls Far Below Standard:</b> Multi-Year Cumulative Cash Flow is negative.</p> <p>The Multi-Year Cumulative Cash Flow is positive. The most recent year Cash Flow is positive.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>See note</td> <td>50</td> <td>50</td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td align="right">50</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	See note	50	50		30			0				50
Result	Points Possible	Points Earned															
See note	50	50															
	30																
	0																
		50															
<p><b>Measure 2d</b></p> <p><b>Debt Service Coverage Ratio</b></p> <p><b>Notes</b></p>	<p><b>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</b></p> <p><b>Meets Standard:</b> Debt Service Coverage Ratio is equal to or exceeds 1.1</p> <p><b>Does Not Meet:</b> Debt Service Coverage Ratio is less than 1.1</p> <p>Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>2.35</td> <td>50</td> <td>50</td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td align="right">50</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	2.35	50	50		0				50			
Result	Points Possible	Points Earned															
2.35	50	50															
	0																
		50															

Another Choice Virtual School Longitudinal Results

ACADEMIC		Percentage of Points Earned					
Measure	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	
State Proficiency Comparison	1a			0%			
	1b			0%			
District Proficiency Comparison	2a			19%			
	2b			13%			
Criterion-Referenced Growth	3a			7%			
	3b			21%			
Norm-Referenced Growth	4a			Masked			
	4b			Masked			
Post-Secondary Readiness	5a	60%	24%	60%			
<b>% of Possible Academic Points for this School</b>		<b>27%</b>	<b>27%</b>	<b>30%</b>			

OPERATIONAL		Percentage of Points Earned					
Measure	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	
Educational Program	1a -1d	100%	100%	100%			
Financial Management	2a - 2c	87%	87%	100%			
Governance & Reporting	3a - 3f	77%	100%	87%			
School Environment	4a - 4b	100%	100%	100%			
Additional Obligations	5a	100%	100%	100%			
<b>% of Possible Operational Points for this School</b>		<b>89%</b>	<b>97%</b>	<b>95%</b>			

FINANCIAL		Percentage of Points Earned					
Measure	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	
Near-Term	1a - 1d	55%	100%	100%			
Sustainability	2a - 2d	100%	90%	100%			
<b>% of Possible Financial Points for this School</b>		<b>78%</b>	<b>95%</b>	<b>100%</b>			

ACCOUNTABILITY DESIGNATION		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Academic		Critical	Critical	Critical			
Mission Specific		N/A	N/A	N/A			
Operational		Good Standing	Honor	Honor			
Financial		Good Standing	Honor	Honor			

## ANOTHER CHOICE VIRTUAL SCHOOL 2018 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.

<b>PERFORMANCE FRAMEWORK STRUCTURE</b>	
<p>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.</p>	
<b>Academic</b>	<p>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.</p>
<b>Mission-Specific</b>	<p>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.</p>
<b>Operational</b>	<p>The operational section considers whether schools are operating in compliance with federal and state law, authorizer requirements, and the provisions of their performance certificates.</p>
<b>Financial</b>	<p>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.</p>

<b>ACCOUNTABILITY DESIGNATIONS</b>	
<p>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.</p>	
<b>Honor</b>	<p>Schools achieving at this level in all sections are guaranteed renewal. Replication and expansion proposals are likely to succeed.</p>
<b>Good Standing</b>	<p>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.</p>
<b>Remediation</b>	<p>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.</p>
<b>Critical</b>	<p>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.</p>

SCHOOL OVERVIEW			
<b>Mission Statement</b>	Another Choice Virtual Charter School seeks to provide a safe, individualized, standards-based education for Idaho’s students, K through 12, with and without disabilities, to enable them to meet their full potential both intellectually and socially. Our focus is to offer an individualized education for all, specializing in individuals with learning differences, to become full and active contributing members of society through a virtual and experiential format. Another Choice Virtual Charter School is built on: academic achievement, development of social competence, post-secondary preparedness, and the development and advancement of student’s technological skills.		
<b>Key Design Elements</b>	<p>Another Choice Virtual Charter School is a virtual school that uses a blended model of implementation. Our focus is working with individuals with learning differences. All instruction is offered virtually. Asynchronous, synchronous, and/or face-to-face support services via a computer lab location, offer a variety of enhanced support opportunities for students. Another Choice Virtual Charter School offers:</p> <ul style="list-style-type: none"> <li>I. Various online curriculums to provide core instruction.</li> <li>ii. Blended learning opportunities such as face-to-face tutoring through a computer lab, asynchronous, and synchronous options to support the virtual learning.</li> <li>iii. Intervention programs to supplement core instruction for students not meeting proficiency on state assessments and/or not making adequate gains through core curriculum.</li> <li>iv. Extended educational opportunities to offer additional learning/credit recovery for students looking to make up credits and/or work ahead.</li> <li>v. Socialization opportunities to enhance students’ social, emotional, and wellbeing.</li> <li>vi. Vocational, college readiness, and dual credit opportunities to prepare students for post-secondary education and other career opportunities.</li> </ul>		
<b>School Location</b>	1014 W. Hemingway Blvd. Nampa, Idaho 83651	<b>School Phone</b>	208-475-4255
<b>Surrounding District</b>	Treasure Valley Area Districts		
<b>Opening Year</b>	2010		
<b>Current Term</b>	July 1, 2017- June 30, 2022		
<b>Grades Served</b>	K-12		
<b>Enrollment (Approved)</b>	514	<b>Enrollment (Actual)</b>	474

SCHOOL LEADERSHIP	
John Kelleher	Chairman
Misty Puckett	Secretary/Treasurer
Harold Kropp	Member
Kevin McLaren	Member
Laura Sandidge	Administrator

STUDENT DEMOGRAPHICS				
	School	State	Surrounding	Neighboring
<b>Non-White</b>	28%	25%	N/A	N/A
<b>Limited English Proficiency</b>	2%	6%	N/A	N/A
<b>Special Needs</b>	32%	10%	N/A	N/A
<b>Free and Reduced Lunch</b>	42%	47%	N/A	N/A

<b>ISAT PROFICIENCY RATES</b>	
Percentage of students meeting or exceeding proficiency in Math	14%
Percentage of students meeting or exceeding proficiency in English Language Arts	37%
Percentage of students meeting or exceeding proficiency in Science	38%

<b>GO-ON RATE (Post-secondary enrollment within 12 months of graduation)</b>	18%
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SCORECARD

ANOTHER CHOICE VIRTUAL SCHOOL

2017-18

ACADEMIC	Measure	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			
	1b	50	0	50	0	50			
District Proficiency Comparison	2a	50	0	50	0	50		50	0
	2b	50	0	50	0	50		50	0
Criterion-Referenced Growth	3a	100	0			50			
	3b	100	0			50			
Norm-Referenced Growth	4a			100	0	50		50	0
	4b			100	0	50		50	0
Post-Secondary Readiness	5a			125	0	125		100	0
Total Academic Points		400	0	525	0	525	142	300	0
% of Academic Points			0%		0%		27%		0%

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

ACVS has chosen not to include mission-specific measures.

OPERATIONAL	Measure	Points Possible	Points Earned	FINANCIAL	Measure	Points Possible	Points Earned
Educational Program	1a	25	25	Near-Term	1a	50	50
	1b	25	25		1b	50	50
	1c	25	25		1c	50	50
	1d	25	25		1d	50	50
Financial Management & Oversight	2a	25	15	Sustainability	2a	50	50
	2b	25	25		2b	50	50
	2c	25	25		2c	50	30
Governance & Reporting	3a	25	25	Total Financial Points	2d	50	50
	3b	25	25				
	3c	25	25				
	3d	25	25				
	3e	25	25				
	3f	25	25				
School Environment	4a	0	0	% of Financial Points		400	380
Additional Obligations	4b	25	25				95%
Total Operational Points	5a	25	25				
% of Operational Points		375	365				
			97%				

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.

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%	27%	0%	55% - 74%	NA	80% - 89%	97%	65% - 84%	95%
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.

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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.

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

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<b>INDICATOR 2: DISTRICT PROFICIENCY COMPARISON</b>																	
<p><b>Measure 2a</b></p> <p><b>Math Proficiency Rate</b></p> <p><b>Comparison to District</b></p> <p><b>Notes</b></p>	<p><b>Do math (or similar subject area) proficiency rates meet or exceed the district average?</b></p> <p><b>Exceeds Standard:</b> The school's proficiency rate in math either exceeds the district average by 16 percentage points or more, or is at least 80%.</p> <p><b>Meets Standard:</b> The school's proficiency rate in math is equal to the district average, or exceeds it by 1 - 15 percentage points.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in math is 1 - 15 percentage points lower than the district average.</p> <p><b>Falls Far Below Standard:</b> The school's proficiency rate in math is 16 or more percentage points lower than the district average.</p> <p>The district average will be determined using the same grade set as is served by the public charter school. Because ACVS is a virtual school serving students in multiple districts, other Idaho virtual schools (instead of the district) will be used as the comparison group for purposes of this measure.</p>	<table border="1"> <thead> <tr> <th><b>Result</b></th> <th><b>Points Possible</b></th> <th><b>Points Earned</b></th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>30 - 45</td> <td></td> </tr> <tr> <td></td> <td>15 - 29</td> <td></td> </tr> <tr> <td></td> <td>0 - 14</td> <td></td> </tr> </tbody> </table>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>		50			30 - 45			15 - 29			0 - 14	
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	50																
	30 - 45																
	15 - 29																
	0 - 14																
<p><b>Measure 2b</b></p> <p><b>ELA Proficiency Rate</b></p> <p><b>Comparison to District</b></p> <p><b>Notes</b></p>	<p><b>Do ELA (or similar subject area) proficiency rates meet or exceed the district average?</b></p> <p><b>Exceeds Standard:</b> The school's proficiency rate in ELA either exceeds the district average by 16 percentage points or more, or is at least 80%.</p> <p><b>Meets Standard:</b> The school's proficiency rate in ELA is equal to the district average, or exceeds it by 1 - 15 percentage points.</p> <p><b>Does Not Meet Standard:</b> The school's proficiency rate in ELA is 1 - 15 percentage points lower than the district average.</p> <p><b>Falls Far Below Standard:</b> The school's proficiency rate in ELA is 16 or more percentage points lower than the district average.</p> <p>The district average will be determined using the same grade set as is served by the public charter school. Because ACVS is a virtual school serving students in multiple districts, other Idaho virtual schools (instead of the district) will be used as the comparison group for purposes of this measure.</p>	<table border="1"> <thead> <tr> <th><b>Result</b></th> <th><b>Points Possible</b></th> <th><b>Points Earned</b></th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>30 - 45</td> <td></td> </tr> <tr> <td></td> <td>15 - 29</td> <td></td> </tr> <tr> <td></td> <td>0 - 14</td> <td></td> </tr> </tbody> </table>	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>		50			30 - 45			15 - 29			0 - 14	
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<b>INDICATOR 3: CRITERION-REFERENCED STUDENT GROWTH (GRADES K-8)</b>			
<b>Measure 3a</b>	<b>Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade?</b>	<b>Result</b>	<b>Points Possible</b> <b>Points Earned</b>
<b>Criterion-Referenced Growth</b>			
<b>Math</b>	<p><b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth in math.</p> <p><b>Meets Standard:</b> Between 70% and 84% of students are making adequate academic growth in math.</p> <p><b>Does Not Meet Standard:</b> Between 50% and 69% of students are making adequate academic growth in math.</p> <p><b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth in math.</p>		<p>39-50</p> <p>26-38</p> <p>13-25</p> <p>0-12</p>
<b>Notes</b>			
<b>Measure 3b</b>	<b>Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade?</b>	<b>Result</b>	<b>Points Possible</b> <b>Points Earned</b>
<b>Criterion-Referenced Growth</b>			
<b>ELA</b>	<p><b>Exceeds Standard:</b> At least 85% of students are making adequate academic growth in ELA.</p> <p><b>Meets Standard:</b> Between 70% and 84% of students are making adequate academic growth in ELA.</p> <p><b>Does Not Meet Standard:</b> Between 50% and 69% of students are making adequate academic growth in ELA.</p> <p><b>Falls Far Below Standard:</b> Fewer than 50% of students are making adequate academic growth in ELA.</p>		<p>39-50</p> <p>26-38</p> <p>13-25</p> <p>0-12</p>
<b>Notes</b>			

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<b>INDICATOR 4: NORM-REFERENCED STUDENT GROWTH (GRADES 9-12)</b>			
<b>Measure 4a</b>	<b>Are students making expected academic growth in math compared to their academic peers?</b>	<b>Result</b>	<b>Points Possible</b> <b>Points Earned</b>
<b>Norm-Referenced Growth</b>			
<b>Math</b>	<p><b>Exceeds Standard:</b> The school's median student growth percentile in math falls between the 66th and 99th percentile.</p> <p><b>Meets Standard:</b> The school's median student growth percentile in math falls between the 43rd and 65th percentile.</p> <p><b>Does Not Meet Standard:</b> The school's median student growth percentile in math falls between the 30th and 42nd percentile.</p> <p><b>Falls Far Below Standard:</b> The school's median student growth percentile in math falls below the 30th percentile.</p>		
<b>Notes</b>	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.		
<b>Measure 4b</b>	<b>Are students making expected academic growth in English Language Arts compared to their academic peers?</b>	<b>Result</b>	<b>Points Possible</b> <b>Points Earned</b>
<b>Norm-Referenced Growth</b>			
<b>ELA</b>	<p><b>Exceeds Standard:</b> The school's median student growth percentile in ELA falls between the 66th and 99th percentile.</p> <p><b>Meets Standard:</b> The school's median student growth percentile in ELA falls between the 43rd and 65th percentile.</p> <p><b>Does Not Meet Standard:</b> The school's median student growth percentile in ELA falls between the 30th and 42nd percentile.</p> <p><b>Falls Far Below Standard:</b> The school's median student growth percentile in ELA falls below the 30th percentile.</p>		
<b>Notes</b>	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.		

ACADEMIC K-12

<b>INDICATOR 5: COLLEGE &amp; CAREER READINESS (GRADES 9-12)</b>		<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
<b>Measure 5a</b>	<b>Are students graduating from high school on time?</b>			
<b>Four-Year Adjusted Cohort Graduation Rate</b>	<p><b>Exceeds Standard:</b> The school's four-year ACGR was at least 90%.  <b>Meets Standard:</b> 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.  <b>Does Not Meet Standard:</b> The school met its progress goal but had a four-year ACGR below 66%.  <b>Falls Far Below Standard:</b> The school did not meet its progress goal and had a four-year ACGR below 66%.</p> <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>		125	
<b>Notes</b>	<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>		100	
			75	
			0-65	

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OPERATIONAL

<b>INDICATOR 1: EDUCATIONAL PROGRAM</b>			<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
<b>Measure 1a</b> <b>Implementation of Educational Program</b>	<p><b>Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?</b></p> <p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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>No instances of non-compliance documented</p>	<p>25</p> <p>15</p> <p>0</p>	<p>25</p> <hr/> <p>25</p>
<b>Notes</b>					
<b>Measure 1b</b> <b>Educational Requirements</b>	<p><b>Is the school complying with applicable educational requirements?</b></p> <p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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>No instances of non-compliance documented</p>	<p>25</p> <p>15</p> <p>0</p>	<p>25</p> <hr/> <p>25</p>
<b>Notes</b>					

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OPERATIONAL

Measure 1c	Is the school protecting the rights of students with disabilities?	Result	Points Possible	Points Earned
Students with Disabilities	<p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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>	No instances of non-compliance documented	25	25
Notes				<hr/> 25
Measure 1d	Is the school protecting the rights of English Language Learner (ELL) students?	Result	Points Possible	Points Earned
English Language Learners	<p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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>	No instances of non-compliance documented	25	25
Notes				<hr/> 25

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OPERATIONAL

<b>INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT</b>					
<b>Measure 2a</b>  <b>Financial Reporting and Compliance</b>	<b>Is the school meeting financial reporting and compliance requirements?</b>  <b>Meets Standard:</b> 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.  <b>Partially Meets Standard:</b> 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.  <b>Does Not Meet Standard:</b> 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.	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>	
			25		
		See note	15	15	
			0		
				15	
<b>Notes</b>	First quarter income statement and balance sheet were submitted late to the PCSC.				
<b>Measure 2b</b>  <b>GAAP</b>	<b>Is the school following General Accepted Accounting Principles (GAAP)</b>  <b>Meets Standard:</b> 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 option, 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.  <b>Partially Meets Standard:</b> 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.  <b>Does Not Meet Standard:</b> 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.	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>	
		See note	25	25	
			15		
			0		
				25	
<b>Notes</b>	The school's audit notes that the school was compliant with GAAP, except for GASB Statement 75, which requires actuarial calculations performed for post-employment benefits other than pensions (OPEB). While the PCSC must note that the school was not entirely compliant with GAAP, points have not been deducted from this measure for failure to comply with GASB 75.				
<b>Measure 2c</b>  <b>Enrollment Variance</b>	<b>Is the school successfully enrolling the projected number of students?</b>  <b>Meets Standard:</b> Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year. <b>Partially Meets Standard:</b> Enrollment variance was between 90 and 95 percent in the most recent fiscal year. <b>Does Not Meet Standard:</b> Enrollment variance was less than 90 percent in the most recent fiscal year.	<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>	
		100%	25	25	
			15		
			0		
				25	
<b>Notes</b>	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.				

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
APRIL 21, 2022**

OPERATIONAL

<b>INDICATOR 3: GOVERNANCE AND REPORTING</b>			<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
<b>Measure 3a</b>	<b>Is the school complying with governance requirements?</b>				
<b>Governance Requirements</b>	<p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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>		No instances of non-compliance documented	25	25
<b>Notes</b>					25
<b>Measure 3b</b>	<b>Is the board fulfilling its oversight obligations?</b>				
<b>Board Oversight</b>	<p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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>		No instances of non-compliance documented	25	25
<b>Notes</b>					25

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
APRIL 21, 2022**

**ATTACHMENT 1**

OPERATIONAL

<p><b>Measure 3c</b> <b>Reporting Requirements</b></p>	<p><b>Is the school complying with reporting requirements?</b></p> <p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; and additional information requested by the authorizer.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities; 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>No instances of non-compliance documented</td> <td>25</td> <td>25</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 align="right">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
Result	Points Possible	Points Earned															
No instances of non-compliance documented	25	25															
	15																
	0																
		25															
<p><b>Measure 3d</b> <b>Public Transparency</b></p>	<p><b>Is the school complying with public transparency requirements?</b></p> <p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency, including but not limited to: maintenance of its website, timely availability of board meeting minutes, and accessibility of documents maintained by the school under the state's Freedom of Information Act, Open Meeting Law, Public Records Law, and other applicable authorities.</p> <p><b>Partially Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency. Any instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency; 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>No instances of non-compliance documented</td> <td>25</td> <td>25</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 align="right">25</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No instances of non-compliance documented	25	25		15			0				25
Result	Points Possible	Points Earned															
No instances of non-compliance documented	25	25															
	15																
	0																
		25															

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
APRIL 21, 2022**

**ATTACHMENT 1**

OPERATIONAL

Measure 3e	Is the school meeting employee credentialing and background check requirements?	Result	Points Possible	Points Earned
<b>Credentialing &amp; Background Checks</b>  <b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification and background check requirements.  <b>Partially Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification and background check requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.  <b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to state and federal certification and background check requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	No instances of non-compliance documented   15   0	25   15   0	25   15   0	<hr style="width: 100%;"/> 25
Notes				
Measure 3f	Is the school handling information appropriately?	Result	Points Possible	Points Earned
<b>Information Handling</b>  <b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of student records under the Family Educational Rights and Privacy Act and other applicable authorities; storing and transferring student and personnel records; and securely maintaining testing materials.  <b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.  <b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	No instances of non-compliance documented   15   0	25   15   0	25   15   0	<hr style="width: 100%;"/> 25
Notes				

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
APRIL 21, 2022**

OPERATIONAL

<b>INDICATOR 4: SCHOOL ENVIRONMENT</b>			<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
<b>Measure 4a</b>	<b>Is the school complying with transportation requirements?</b>				
<b>Transportation</b>	<p><b>Meets Standard:</b> The school provides student transportation within its primary attendance area and materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to transportation.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to transportation; and/or provides an incomplete form of transportation services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board; and/or the school does not provide transportation.</p>		See note	25	
				15	
				0	
<b>Notes</b>	This measure does not apply to online schools.				0
<b>Measure 4b</b>	<b>Is the school complying with facilities requirements?</b>				
<b>Public Transparency</b>	<p><b>Meets Standard:</b> The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds, including but not limited to: Americans with Disabilities Act, fire inspections and related records, viable certification of occupancy or other required building use authorization, and documentation of requisite insurance coverage. The school facility is clean, well-maintained, and adequate for school operations.</p> <p><b>Partially Meets Standard:</b> The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Additional facility maintenance and/or updates have been recommended by DBS.</p> <p><b>Does Not Meet Standard:</b> The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the school facilities and grounds; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. The school facility may be in need of modification or repair required by DBS.</p>		No instances of non-compliance documented	25	25
				15	
				0	
<b>Notes</b>					25

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
APRIL 21, 2022**

OPERATIONAL

<b>INDICATOR 5: ADDITIONAL OBLIGATIONS</b>		<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
<b>Measure 5a</b>	<b>Is the school complying with all other obligations?</b>			
<b>Additional Obligations</b>	<p><b>Meets Standard:</b> 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><b>Partially Meets Standard:</b> 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><b>Does Not Meet Standard:</b> 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>	No instances of non-compliance documented	25	25
			15	
			0	
				25
<b>Notes</b>				

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
APRIL 21, 2022**

**ATTACHMENT 1**

FINANCIAL

INDICATOR 1: NEAR-TERM																				
<b>Measure 1a</b> <b>Current Ratio</b>  Notes	<b>Current Ratio: Current Assets divided by Current Liabilities</b>  <b>Meets Standard:</b> 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>  <b>Does Not Meet:</b> 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.  <b>Falls Far Below Standard:</b> Current ratio is less than or equal to 0.9.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>4.61</td> <td>50</td> <td>50</td> </tr> <tr> <td></td> <td>10</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;">50</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	4.61	50	50		10			0				50			
Result	Points Possible	Points Earned																		
4.61	50	50																		
	10																			
	0																			
		50																		
<b>Measure 1b</b> <b>Cash Ratio</b>  Notes	<b>Current Ratio: Cash divided by Current Liabilities</b>  <b>Meets Standard:</b> 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).  <b>Does Not Meet:</b> Cash Ratio is between 0.9 and 1.0 OR Cash Ratio equals 1.0 and one-year trend is negative.  <b>Falls Far Below Standard:</b> Cash ratio is equal to or less than 0.9.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>4.15</td> <td>50</td> <td>50</td> </tr> <tr> <td></td> <td>10</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;">50</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	4.15	50	50		10			0				50			
Result	Points Possible	Points Earned																		
4.15	50	50																		
	10																			
	0																			
		50																		
<b>Measure 1c</b> <b>Unrestricted Days Cash</b>  Notes	<b>Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense/365)</b>  <b>Meets Standard:</b> 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>  <b>Does Not Meet:</b> Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.  <b>Falls Far Below Standard:</b> Fewer than 15 Days Cash.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>80 days</td> <td>50</td> <td>50</td> </tr> <tr> <td></td> <td>10</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;">50</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	80 days	50	50		10			0				50			
Result	Points Possible	Points Earned																		
80 days	50	50																		
	10																			
	0																			
		50																		
<b>Measure 1d</b> <b>Default</b>  Notes	<b>Default</b>  <b>Meets Standard:</b> 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.  <b>Does Not Meet:</b> School is in default of financial obligations.	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>No default noted</td> <td>50</td> <td>50</td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="border-top: 1px solid black;">50</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned	No default noted	50	50		0				50						
Result	Points Possible	Points Earned																		
No default noted	50	50																		
	0																			
		50																		

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
APRIL 21, 2022**

FINANCIAL

<b>INDICATOR 2: SUSTAINABILITY</b>			<b>Result</b>	<b>Points Possible</b>	<b>Points Earned</b>
<b>Measure 2a</b> <b>Total Margin and Aggregated</b> <b>3-Year Total Margin</b>	<b>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues.</b>  <b>Meets Standard:</b> Aggregated 3-year 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 cumulative Total Margin must be positive.</i>  <b>Does Not Meet:</b> Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard".  <b>Falls Far Below Standard:</b> 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.	See note	50  30  0	50   50	
<b>Notes</b>	The Aggregated 3-Year Total Margin is positive and the most recent year Total Margin is positive. Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.				
<b>Measure 2b</b> <b>Debt to Asset Ratio</b>	<b>Debt to Asset Ratio: Total Liabilities divided by Total Assets</b>  <b>Meets Standard:</b> Debt to Asset Ratio is less than 0.9.  <b>Does Not Meet:</b> Debt to Asset Ratio is between 0.9 and 1.0  <b>Falls Far Below Standard:</b> Debt to Asset Ratio is greater than 1.0	0.2	50  30  0	50   50	
<b>Notes</b>	Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.				
<b>Measure 2c</b> <b>Cash Flow</b>	<b>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</b>  <b>Meets Standard:</b> 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 first or second year of operation must have positive cash flow.</i>  <b>Does Not Meet:</b> Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"  <b>Falls Far Below Standard:</b> Multi-Year Cumulative Cash Flow is negative.	See note	50  30  0	30   30	
<b>Notes</b>	Multi-Year Cumulative Cash Flow is positive. The most recent year Cash Flow is negative.				
<b>Measure 2d</b> <b>Debt Service Coverage Ratio</b>	<b>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</b>  <b>Meets Standard:</b> Debt Service Coverage Ratio is equal to or exceeds 1.1  <b>Does Not Meet:</b> Debt Service Coverage Ratio is less than 1.1	1.94	50  0	50   50	
<b>Notes</b>	Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.				

Another Choice Virtual School Longitudinal Results

ACADEMIC	Measure	Percentage of Points Earned					
		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
State Proficiency Comparison	1a						
	1b						
District Proficiency Comparison	2a						
	2b						
Criterion-Referenced Growth	3a						
	3b						
Norm-Referenced Growth	4a						
	4b						
Post-Secondary Readiness	5a						
<b>% of Possible Academic Points for this School</b>		<b>27%</b>	<b>27%</b>				

OPERATIONAL	Measure	Percentage of Points Earned					
		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Educational Program	1a -1d	100%	100%				
Financial Management	2a - 2c	87%	87%				
Governance & Reporting	3a - 3f	77%	100%				
School Environment	4a - 4b	100%	100%				
Additional Obligations	5a	100%	100%				
<b>% of Possible Operational Points for this School</b>		<b>89%</b>	<b>97%</b>				

FINANCIAL	Measure	Percentage of Points Earned					
		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Near-Term	1a - 1d	55%	100%				
Sustainability	2a - 2d	100%	90%				
<b>% of Possible Financial Points for this School</b>		<b>78%</b>	<b>95%</b>				

ACCOUNTABILITY DESIGNATION		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Academic		Critical	Critical				
Mission Specific		N/A	N/A				
Operational		Good Standing	Honor				
Financial		Good Standing	Honor				

entity_id	entity_name	analysis_group	metric	year	value
ID	State of Idaho	all_students	ela_proficiency	2019	55.6
ID	State of Idaho	all_students	ela_proficiency	2021	54.6
ID	State of Idaho	all_students	math_proficiency	2019	45.1
ID	State of Idaho	all_students	math_proficiency	2021	40.3
1247	ANOTHER CHC	all_students	ela_proficiency	2019	34
1247	ANOTHER CHC	all_students	grad_4yr	2018	44.7
1247	ANOTHER CHC	all_students	grad_4yr	2019	36.9
1247	ANOTHER CHC	all_students	grad_4yr	2020	49.5
1247	ANOTHER CHC	all_students	math_proficiency	2019	10.7
1247	ANOTHER CHC	all_students	ela_proficiency	2021	42.9
1247	ANOTHER CHC	all_students	math_proficiency	2021	16.5

# Another Choice Virtual Charter School

Year Ended June 30, 2021

## Audited Financial Statements



**Quest CPAs PLLC**

[www.qcpas.com](http://www.qcpas.com)

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL

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## Independent Auditor's Report

Board of Directors  
Another Choice Virtual Charter School

### Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Another Choice Virtual Charter School (the School) as of and for the year ended June 30, 2021, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

### Management's Responsibility for the Financial Statements

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

### Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

**Basis for Qualified Opinion on Governmental Activities**

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

**Qualified Opinion**

In our opinion, except for the effects of the matter described in the “Basis for Qualified Opinion on Governmental Activities” paragraph, the financial statements referred to previously present fairly, in all material respects, the financial position of the governmental activities of the School, as of June 30, 2021, and the changes in financial position thereof for the year then ended in conformity with accounting principles generally accepted in the United States of America.

**Unmodified Opinions**

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of each major fund and the aggregate remaining fund information of the School as of June 30, 2021, and the respective changes in financial position thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

**Other Matters***Required Supplementary Information*

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

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

*Other Information*

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the School's basic financial statements. The accompanying combining and individual nonmajor fund financial statements are presented for purposes of additional analysis and are not a required part of the basic financial statements.

The combining and individual nonmajor fund financial statements are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the combining and individual nonmajor fund financial statements are fairly stated in all material respects in relation to the basic financial statements as a whole.

**Other Reporting Required by *Government Auditing Standards***

In accordance with *Government Auditing Standards*, we have also issued our report dated October 7, 2021, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

***Quest CPAs PLLC***

Payette, Idaho  
October 7, 2021

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL

Statement of Net Position

June 30, 2021

	<u>Governmental Activities</u>
<b>Assets</b>	
Current Assets	
Cash	\$572,582
Receivables:	
Local Sources	
State Sources	306,175
Federal Sources	443,916
Total Current Assets	<u>1,322,673</u>
Noncurrent Assets	
Nondepreciable Capital Assets	
Depreciable Net Capital Assets	67,319
Total Noncurrent Assets	<u>67,319</u>
<b>Total Assets</b>	<u>1,389,992</u>
<b>Deferred Outflows of Resources</b>	
Pension Deferred Outflows	584,227
<b>Total Deferred Outflows of Resources</b>	<u>584,227</u>
<b>Total Assets and Deferred Outflows of Resources</b>	<u><u>\$1,974,219</u></u>
<b>Liabilities</b>	
Current Liabilities	
Accounts Payable	
Salaries & Benefits Payable	\$335,949
Unspent Grant Allocation	
Total Current Liabilities	<u>335,949</u>
Noncurrent Liabilities	
Net Pension Liability	1,470,472
Total Noncurrent Liabilities	<u>1,470,472</u>
<b>Total Liabilities</b>	<u>1,806,421</u>
<b>Deferred Inflows of Resources</b>	
Pension Deferred Inflows	48,014
<b>Total Deferred Inflows of Resources</b>	<u>48,014</u>
<b>Total Liabilities and Deferred Inflows of Resources</b>	<u>1,854,435</u>
<b>Net Position</b>	
Invested in Capital Assets	67,319
Restricted:	
Special Programs	4,109
Unrestricted	48,356
<b>Total Net Position</b>	<u>119,784</u>
<b>Total Liabilities and Deferred Inflows of Resources and Net Position</b>	<u><u>\$1,974,219</u></u>

See Accompanying Notes

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL

Statement of Activities  
Year Ended June 30, 2021

Functions/Programs	Expenses	Program Revenues		Net (Expense) Revenue And Changes in Net Position
		Charges For Services	Operating Grants And Contributions	
<b>Governmental Activities</b>				
Instructional Programs				
Elementary School	\$634,759		\$428,640	(\$206,119)
Secondary School	1,625,147			(1,625,147)
Alternative School	0			0
Special Education	686,636		581,256	(105,380)
Summer School	0			0
Support Service Programs				
Special Education Support Services	288,717		250,124	(38,593)
Instruction Improvement	7,928			(7,928)
Instruction Related Technology	75,004			(75,004)
Board of Education	35,726			(35,726)
District Administration	772,222		12,245	(759,977)
Administrative Technology	259,156			(259,156)
Buildings - Care	271,224			(271,224)
Maintenance - Grounds	14,603			(14,603)
Other Support Services	142,740		142,740	0
Non-Instructional Programs				
Capital Assets - Student Occupied	1,566			(1,566)
Capital Assets - Non-Student Occupied	0			0
<b>Total</b>	<u>\$4,815,428</u>	<u>\$0</u>	<u>\$1,415,005</u>	<u>\$0</u>
<b>General Revenues</b>				
Local Revenue				5,868
State Revenue				3,228,816
Federal Revenue				0
Pension Revenue (Expense)				(633,718)
<b>Total</b>				<u>2,600,966</u>
<b>Change in Net Position</b>				(799,457)
<b>Net Position - Beginning</b>				<u>919,241</u>
<b>Net Position - Ending</b>				<u>\$119,784</u>

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL

Balance Sheet - Governmental Funds

June 30, 2021

	<u>General Fund</u>	<u>Other Governmental Funds</u>	<u>Total Governmental Funds</u>
<b>Assets</b>			
Cash	\$568,473	\$4,109	\$572,582
Receivables:			
Local Sources		0	0
State Sources	306,175	0	306,175
Federal Sources		443,916	443,916
Due From Other Funds	443,916	0	443,916
<b>Total Assets</b>	<u>\$1,318,564</u>	<u>\$448,025</u>	<u>\$1,766,589</u>
<b>Liabilities</b>			
Accounts Payable		\$0	\$0
Due To Other Funds		443,916	443,916
Salaries & Benefits Payable	\$335,949	0	335,949
Unspent Grant Allocation		0	0
<b>Total Liabilities</b>	<u>335,949</u>	<u>443,916</u>	<u>779,865</u>
<b>Fund Balances</b>			
Restricted:			
Special Programs		4,109	4,109
Unassigned	982,615	0	982,615
<b>Total Fund Balances</b>	<u>982,615</u>	<u>4,109</u>	<u>986,724</u>
<b>Total Liabilities and Fund Balances</b>	<u>\$1,318,564</u>	<u>\$448,025</u>	<u>\$1,766,589</u>

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL

Balance Sheet - Governmental Funds

June 30, 2021

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

<b>Total Governmental Fund Balances</b>	\$986,724
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Amounts reported for governmental activities in the statement of net position are different because:

Capital assets used in governmental activities are not financial resources and therefore are not reported in the funds.	67,319
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Net pension liability and related pension source deferred outflow and deferred inflow of resources, are not due and payable in the current period and therefore are not reported in the funds.	(934,259)
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<b>Net Position of Governmental Activities</b>	<u><u>\$119,784</u></u>
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ANOTHER CHOICE VIRTUAL CHARTER SCHOOL

Statement of Revenues, Expenditures, and Changes in  
Fund Balances - Governmental Funds  
Year Ended June 30, 2021

	General Fund	Other Governmental Funds	Total Governmental Funds
<b>Revenues</b>			
Local Revenue	\$5,868	\$0	\$5,868
State Revenue	3,228,816	8,114	3,236,930
Federal Revenue		1,406,891	1,406,891
<b>Total Revenues</b>	<u>3,234,684</u>	<u>1,415,005</u>	<u>4,649,689</u>
<b>Expenditures</b>			
Instructional Programs			
Elementary School	283,621	428,640	712,261
Secondary School	1,823,571	0	1,823,571
Alternative School		0	0
Special Education	105,380	581,256	686,636
Summer School		0	0
Support Service Programs			
Special Education Support Services	38,593	250,124	288,717
Instruction Improvement	7,928	0	7,928
Instruction Related Technology	75,004	0	75,004
Board of Education	35,726	0	35,726
District Administration	759,977	12,245	772,222
Administrative Technology	259,156	0	259,156
Buildings - Care	271,224	0	271,224
Maintenance - Grounds	14,603	0	14,603
Other Support Services		142,740	142,740
Non-Instructional Programs			
Capital Assets - Student Occupied		0	0
Capital Assets - Non-Student Occupied		0	0
<b>Total Expenditures</b>	<u>3,674,783</u>	<u>1,415,005</u>	<u>5,089,788</u>
<b>Excess (Deficiency) of Revenues Over Expenditures</b>	(440,099)	0	(440,099)
<b>Other Financing Sources (Uses)</b>			
Transfers In		0	0
Transfers Out		0	0
<b>Total Other Financing Sources (Uses)</b>	<u>0</u>	<u>0</u>	<u>0</u>
<b>Net Change in Fund Balances</b>	(440,099)	0	(440,099)
<b>Fund Balances - Beginning</b>	1,422,714	4,109	1,426,823
<b>Fund Balances - Ending</b>	<u>\$982,615</u>	<u>\$4,109</u>	<u>\$986,724</u>

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL

Page 2 of 2

Statement of Revenues, Expenditures, and Changes in  
Fund Balances - Governmental Funds  
Year Ended June 30, 2021

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

**Net Change in Fund Balances - Total Governmental Funds** (440,099)

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

Government funds report capital outlays as expenditures. However, in the statement of activities the cost of those assets is allocated over their estimated useful lives as depreciation expense. This is the excess of capital outlays over (under) depreciation expense in the current period. (1,566)

Changes in net pension liability and related pension source deferred outflow and deferred inflow of resources do not provide or require current financial resources and therefore are not reflected in the funds. (357,792)

**Change in Net Position of Governmental Activities** (799,457)

## ANOTHER CHOICE VIRTUAL CHARTER SCHOOL

## Notes to Financial Statements

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**A. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

**Reporting Entity** – Another Choice Virtual Charter School (the School) is organized as a nonprofit corporation providing public charter school educational services as authorized by Section 33 of Idaho Code.

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

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

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

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

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

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

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

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

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

## ANOTHER CHOICE VIRTUAL CHARTER SCHOOL

Notes to Financial Statements

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

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

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

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

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

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

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

**Cash** – Nearly all the cash balances of the School's funds are pooled for investment purposes. The individual funds' portions of the pooled cash are reported in each fund as cash. Interest earned on pooled cash is allocated to the various funds in proportion to each fund's respective investment balance.

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

**Inventories** – Material supplies on hand at year end are stated at the lower of cost or net realizable value using the first-in, first-out method.

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

**Compensated Absences** – The School provides certain compensated absences to its employees. The estimated amount of compensation for future amounts is deemed to be immaterial and, accordingly, no liability is recorded.

## ANOTHER CHOICE VIRTUAL CHARTER SCHOOL

Notes to Financial Statements

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**Other Post-Employment Benefits** – The School does not provide benefits to retired employees other than retirement benefits funded through the Public Employees Retirement System of Idaho. However, certain retired employees can remain on the School insurance policy after retirement if the retired employee pays the average monthly cost. The difference between the age-adjusted monthly cost and the average monthly cost is referred to as an “implicit subsidy” since the medical insurance rate of a retired employee is generally higher than the medical insurance rate of a younger employee. GASB 75 requires that employers have actuarial calculations performed for these other post-employment benefits so that an asset or liability, deferred outflows of resources, deferred inflows of resources, and expenses can be recorded in the government-wide financial statements and related notes and required supplementary information can be prepared. Management believes the costs of implementing GASB 75 cannot be justified at this time. Accordingly, the School accounts for the other-post employment benefits for retirees on the pay-as-you-go basis.

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

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

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

**Income Taxes** – The School is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code except for income, if any, derived from unrelated business activities. The School’s tax returns for the current year and prior two years are subject to examination by the IRS and state tax authorities, generally for three years after they are filed.

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

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL

Notes to Financial Statements

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

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

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

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

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

**B. CASH**

Cash consists of the following at year end:

Cash - Deposits	<u>\$572,582</u>
<b>Total</b>	<u><u>\$572,582</u></u>

**Deposits** – At year end, the carrying amounts of the School's deposits were \$572,582 and the bank balances were \$785,055. Of the bank balances, \$250,000 was insured and the remainder was uninsured and uncollateralized.

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

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL

Notes to Financial Statements

**C. RECEIVABLES**

Receivables consist of the following at year end:

	<u>General Fund</u>	<u>Special Revenue Funds</u>	<u>Total</u>
State Sources			
Foundation Program	\$306,175		\$306,175
<b>Total</b>	<u>\$306,175</u>		<u>\$306,175</u>
Federal Sources			
Special Programs		\$443,916	\$443,916
<b>Total</b>		<u>\$443,916</u>	<u>\$443,916</u>

**D. CAPITAL ASSETS**

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

	<u>Beginning Balance</u>	<u>Increases</u>	<u>Decreases</u>	<u>Ending Balance</u>
Nondepreciable Capital Assets				
Land	\$0			\$0
<b>Total</b>	<u>0</u>	<u>\$0</u>	<u>\$0</u>	<u>0</u>
Depreciable Capital Assets				
Buildings	78,278			78,278
Equipment	5,000			5,000
Subtotal	<u>83,278</u>	<u>0</u>	<u>0</u>	<u>83,278</u>
Accumulated Depreciation				
Buildings	9,393	1,566		10,959
Equipment	5,000			5,000
Subtotal	<u>14,393</u>	<u>1,566</u>	<u>0</u>	<u>15,959</u>
<b>Total</b>	<u>68,885</u>	<u>(1,566)</u>	<u>0</u>	<u>67,319</u>
<b>Net Capital Assets</b>	<u>\$68,885</u>	<u>(\$1,566)</u>	<u>\$0</u>	<u>\$67,319</u>

Depreciation expense of \$1,566 was charged to the capital assets – student occupied program.

**E. OPERATING LEASES**

The School has four operating leases for its premises and all are considered non-cancelable. The term for the first lease is from July 18, 2012 through July 17, 2022. The term for the second lease is from July 1, 2021 through July 31, 2023. The terms for all other leases are from September 1, 2021 through July 31,

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL

Notes to Financial Statements

2023. Each lease has options to renew. The leases call for monthly payments and total lease payments for the year amounted to \$147,568.

Future minimum lease payments are estimated as follows:

<b>Year Ended</b>	
6/30/22	\$137,780
6/30/23	82,586
6/30/24	<u>6,393</u>
<b>Total</b>	<u><u>\$226,759</u></u>

**F. PENSION PLAN**

*Plan Description*

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

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

*Pension Benefits*

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

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

*Member and Employer Contributions*

Member and employer contributions paid to the Base Plan are set by statute and are established as a percent of covered compensation. Contribution rates are determined by the PERSI Board within limitations, as defined by state law. The Board may make periodic changes to employer and employee contribution rates

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL

Notes to Financial Statements

(expressed as percentages of annual covered payroll) that are adequate to accumulate sufficient assets to pay benefits when due.

The contribution rates for employees are set by statute at 60% of the employer rate for general employees and 72% for police and firefighters. As of June 30, 2020 it was 7.16% for general employees and 8.81% for police and firefighters. The employer contribution rate as a percent of covered payroll is set by the Retirement Board and was 11.94% for general employees and 12.28% for police and firefighters. The School’s contributions were \$275,926 for the year ended June 30, 2021.

*Pension Liabilities, Pension Expense (Revenue), and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions*

At June 30, 2021, the School reported a liability for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2020, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of that date. The School’s proportion of the net pension liability was based on the School’s share of contributions in the Base Plan pension plan relative to the total contributions of all participating PERSI Base Plan employers. At June 30, 2020, the School’s proportion was 0.0633242 percent.

For the year ended June 30, 2021, the School recognized pension revenue (expense) of (\$633,718). At June 30, 2021, the School reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	<b>Deferred Outflows of Resources</b>	<b>Deferred Inflows of Resources</b>
Differences between expected and actual experience	\$114,889	\$48,014
Changes in assumptions or other inputs	24,868	
Net difference between projected and actual earnings on pension plan investments	168,544	
Employer contributions subsequent to the measurement date	<u>275,926</u>	
<b>Total</b>	<u><u>\$584,227</u></u>	<u><u>\$48,014</u></u>

\$275,926 reported as deferred outflows of resources related to pensions resulting from School contributions made subsequent to the measurement date will be recognized as an addition to the pension expense or reduction of the pension revenue in the year ending June 30, 2022.

The average of the expected remaining service lives of all employees that are provided with pensions through the System (active and inactive employees) determined at July 1, 2019 the beginning of the measurement period ended June 30, 2019 is 4.8 and 4.8 for the measurement period June 30, 2020.

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

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Notes to Financial Statements

<b>Year Ended</b>	
6/30/22	(\$4,749)
6/30/23	(61,942)
6/30/24	(84,070)
6/30/25	<u>(109,526)</u>
<b>Total</b>	<u><u>(\$260,287)</u></u>

*Actuarial Assumptions*

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

The total pension liability in the June 30, 2020 actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	3.00%
Salary increases	3.75%
Salary inflation	3.75%
Investment rate of return	7.05%, net of investment expenses
Cost-of-living adjustments	1%

Mortality rates were based on the RP – 2000 combined table for healthy males or females as appropriate with the following offsets:

- Set back 3 years for teachers
- No offset for male fire and police
- Forward one year for female fire and police
- Set back one year for all general employees and all beneficiaries

An experience study was performed for the period July 1, 2013 through June 30, 2017 which reviewed all economic and demographic assumptions other than mortality. The total pension liability as of June 30, 2020 is based on the results of an actuarial valuation date of July 1, 2020.

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

Even though history provides a valuable perspective for setting the investment return assumption, the System relies primarily on an approach which builds upon the latest capital market assumptions. Specifically, the System uses consultants, investment managers and trustees to develop capital market

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL

Notes to Financial Statements

assumptions in analyzing the System’s asset allocation. The assumptions and the System’s formal policy for asset allocation are shown below. The formal asset allocation policy is somewhat more conservative than the current allocation of System’s assets.

The best-estimate range for the long-term expected rate of return is determined by adding expected inflation to expected long-term real returns and reflecting expected volatility and correlation. The capital market assumptions are as of 2020.

**Capital Market Assumptions from Callen 2020**

<b>Asset Class</b>	<b>Target Allocation</b>	<b>Long-Term Expected Nominal Rate of Return (Arithmetic)</b>	<b>Long-Term Expected Real Rate of Return (Arithmetic)</b>
Core Fixed Income	30.00%	2.80%	0.55%
Broad US Equities	55.00%	8.55%	6.30%
Developed Foreign Equities	15.00%	8.70%	6.45%
Assumed Inflation - Mean		2.25%	2.25%
Assumed Inflation - Standard Deviation		1.50%	1.50%
Portfolio Arithmetic Mean Return		6.85%	4.60%
Portfolio Standard Deviation		12.33%	12.33%
Portfolio Long-Term (Geometric) Expected Rate of Return		6.25%	3.89%
Assumed Investment Expenses		0.40%	0.40%
Portfolio Long-Term (Geometric) Expected Rate of Return*		5.85%	3.49%

**Investment Policy Assumptions from PERSI November 2019**

Portfolio Long-Term Expected Real Rate of Return*	4.14%
Portfolio Standard Deviation	14.16%

**Economic/Demographic Assumptions from Milliman 2018**

<b>Valuation Assumptions Chosen by PERSI Board</b>	
Long-Term Expected Real Rate of Return*	4.05%
Assumed Inflation	3.00%
<b>Long-Term Expected Geometric Rate of Return*</b>	<b>7.05%</b>
*Net of Investment Expenses	

*Discount Rate*

The discount rate used to measure the total pension liability was 7.05%. The projection of cash flows used to determine the discount rate assumed that contributions from plan members will be made at the current contribution rate. Based on these assumptions, the pension plans’ net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability. The long-term expected rate of return was determined net of pension plan investment expense but without reduction for pension plan administrative expense.

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL

Notes to Financial Statements

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

The following presents the School's proportionate share of the net pension liability calculated using the discount rate of 7.05 percent, as well as what the School's proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1-percentage-point lower (6.05 percent) or 1-percentage-point higher (8.05 percent) than the current rate:

	<b>1% Decrease (6.05%)</b>	<b>Current Discount Rate (7.05%)</b>	<b>1% Increase (8.05%)</b>
School's proportionate share of the net pension liability (asset)	\$3,015,535	\$1,470,472	\$192,956

*Pension plan fiduciary net position*

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

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

*Impacts on the School's net position*

Depending on the annual performance of the Base Plan and the various non-financial factors that affect the collective Base Plan net pension liability (as described above), the School may periodically experience a deficit in its net position. This can occur as a result of recording the School's allocable portion of the net pension liability which is an estimated liability that changes substantially from year to year depending on the factors described above but does not currently require cash outflows. As the net pension liability of the Base Plan is closely monitored by PERSI's board (who makes changes to the contribution rates and other terms of the Base Plan whenever deemed necessary), such deficits are not deemed to be of substantial concern.

**G. INTERFUND BALANCES**

Interfund balances at year end consist of the following:

<b>Due To Fund</b>	<b>Due From Fund</b>	
	<b>Nonmajor Governmental</b>	<b>Total</b>
General	\$443,916	\$443,916
<b>Total</b>	<b>\$443,916</b>	<b>\$443,916</b>

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

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL  
 Budgetary Comparison Schedule - General and Major Special Revenue Funds  
 Year Ended June 30, 2021

General Fund	Budgeted Amounts (GAAP Basis)		Actual Amounts	Final Budget Variance Positive (Negative)
	Original	Final		
<b>Revenues</b>				
Local Revenue	\$71,040	\$71,040	\$5,868	(\$65,172)
State Revenue	3,780,105	3,780,105	3,228,816	(551,289)
Federal Revenue	0	0	0	0
<b>Total Revenues</b>	<b>3,851,145</b>	<b>3,851,145</b>	<b>3,234,684</b>	<b>(616,461)</b>
<b>Expenditures</b>				
Instructional Programs				
Elementary School	547,110	547,110	283,621	263,489
Secondary School	1,735,575	1,735,575	1,823,571	(87,996)
Alternative School	52,164	52,164	0	52,164
Special Education	0	0	105,380	(105,380)
Summer School	0	0	0	0
Support Service Programs				
Special Education Support Services	300,000	300,000	38,593	261,407
Instruction Improvement	45,000	45,000	7,928	37,072
Instruction Related Technology	205,462	205,462	75,004	130,458
Board of Education	33,400	33,400	35,726	(2,326)
District Administration	913,327	913,327	759,977	153,350
Administrative Technology	402,011	402,011	259,156	142,855
Buildings - Care	678,304	678,304	271,224	407,080
Maintenance - Grounds	36,000	36,000	14,603	21,397
Other Support Services	1,380	1,380	0	1,380
Non-Instructional Programs				
Capital Assets - Student Occupied	260,500	260,500	0	260,500
Capital Assets - Non-Student Occupied	0	0	0	0
<b>Total Expenditures</b>	<b>5,210,233</b>	<b>5,210,233</b>	<b>3,674,783</b>	<b>1,535,450 *</b>
<b>Excess (Deficiency) of Revenues Over Expenditures</b>				
	(1,359,088)	(1,359,088)	(440,099)	918,989
<b>Other Financing Sources (Uses)</b>				
Transfers In	0	0	0	0
Transfers Out	0	0	0	0 *
<b>Total Other Financing Sources (Uses)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Net Change in Fund Balances</b>	<b>(1,359,088)</b>	<b>(1,359,088)</b>	<b>(440,099)</b>	<b>918,989</b>
<b>Fund Balances - Beginning</b>	<b>1,359,089</b>	<b>1,359,089</b>	<b>1,422,714</b>	<b>63,625</b>
<b>Fund Balances - Ending</b>	<b>\$1</b>	<b>\$1</b>	<b>\$982,615</b>	<b>\$982,614</b>

\*Total expenditures (over) under appropriations are: \$1,535,450

**ANOTHER CHOICE VIRTUAL CHARTER SCHOOL**

Schedule of Employer's Share of Net Pension Liability

PERSI - Base Plan

Last 10 - Fiscal Years\*

	<u>2021</u>	<u>2020</u>	<u>2019</u>
School's portion of the net pension liability	0.0633242%	0.0564800%	0.0551315%
School's proportionate share of the net pension liability	\$1,470,472	\$644,703	\$813,199
School's covered payroll	\$2,245,168	\$1,918,286	\$1,770,168
School's proportional share of the net pension liability as a percentage of its covered payroll	65.49%	33.61%	45.94%
Plan fiduciary net position as a percentage of the total pension liability	88.22%	93.79%	91.69%
	<u>2018</u>	<u>2017</u>	<u>2016</u>
School's portion of the net pension liability	0.0525366%	0.0499363%	0.0386604%
School's proportionate share of the net pension liability	\$825,785	\$1,012,285	\$509,095
School's covered payroll	\$1,631,749	\$1,460,495	\$980,194
School's proportional share of the net pension liability as a percentage of its covered payroll	50.61%	69.31%	46.65%
Plan fiduciary net position as a percentage of the total pension liability	90.68%	87.26%	94.95%

\*GASB 68 requires ten years of information to be presented in this table. However, until a 10-year trend is compiled, only those years for which information is available will be presented.

Data reported is measured as of June 30, 2020.

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL

Schedule of Employer Contributions

PERSI - Base Plan

Last 10 - Fiscal Years\*

	<u>2021</u>	<u>2020</u>	<u>2019</u>
Statutorily required contribution	\$275,926	\$268,073	\$217,150
Contributions in relation to the statutorily required contribution	<u>\$275,926</u>	<u>\$268,073</u>	<u>\$217,150</u>
Contribution deficiency (excess)	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
School's covered payroll	\$2,310,938	\$2,245,168	\$1,918,286
Contributions as a percentage of covered payroll	11.94%	11.94%	11.32%

	<u>2018</u>	<u>2017</u>	<u>2016</u>	<u>2015</u>
Statutorily required contribution	\$200,383	\$184,714	\$165,328	\$123,542
Contributions in relation to the statutorily required contribution	<u>\$200,383</u>	<u>\$184,714</u>	<u>\$165,328</u>	<u>\$123,542</u>
Contribution deficiency (excess)	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL  
 Combining Balance Sheet - Nonmajor Governmental Funds  
 June 30, 2021

	Special Revenue Funds			
	Substance Abuse	Title I-A ESSA IBP	IDEA Part B 611 School Age 3-21	School Based Medicaid
<b>Assets</b>				
Cash	\$4,109			
Receivables:				
Local Sources				
State Sources				
Federal Sources				\$443,916
Due From Other Funds				
<b>Total Assets</b>	<u>\$4,109</u>	<u>\$0</u>	<u>\$0</u>	<u>\$443,916</u>
<b>Liabilities</b>				
Accounts Payable				
Due To Other Funds				\$443,916
Salaries & Benefits Payable				
Unspent Grant Allocation				
<b>Total Liabilities</b>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>443,916</u>
<b>Fund Balances</b>				
Restricted:				
Special Programs	4,109			
Unassigned				
<b>Total Fund Balances</b>	<u>4,109</u>	<u>0</u>	<u>0</u>	<u>0</u>
<b>Total Liabilities and Fund Balances</b>	<u>\$4,109</u>	<u>\$0</u>	<u>\$0</u>	<u>\$443,916</u>

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL  
 Combining Balance Sheet - Nonmajor Governmental Funds  
 June 30, 2021

	Special Revenue Funds			Total
	Title IV-A	Title II-A	CRF	
	ESSA SS & AE	ESSA SEI		
<b>Assets</b>				
Cash				\$4,109
Receivables:				
Local Sources				0
State Sources				0
Federal Sources				443,916
Due From Other Funds				0
<b>Total Assets</b>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$448,025</u>
<b>Liabilities</b>				
Accounts Payable				\$0
Due To Other Funds				443,916
Salaries & Benefits Payable				0
Unspent Grant Allocation				0
<b>Total Liabilities</b>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>443,916</u>
<b>Fund Balances</b>				
Restricted:				
Special Programs				4,109
Unassigned				0
<b>Total Fund Balances</b>	<u>0</u>	<u>0</u>	<u>0</u>	<u>4,109</u>
<b>Total Liabilities and Fund Balances</b>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$448,025</u>

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL  
 Combining Statement of Revenues, Expenditures, and Changes in  
 Fund Balances - Nonmajor Governmental Funds  
 Year Ended June 30, 2021

	Special Revenue Funds			
	Substance Abuse	Title I-A ESSA IBP	IDEA Part B 611 School Age 3-21	School Based Medicaid
<b>Revenues</b>				
Local Revenue				
State Revenue	\$8,114			
Federal Revenue		\$270,235	\$99,067	\$724,199
<b>Total Revenues</b>	<u>8,114</u>	<u>270,235</u>	<u>99,067</u>	<u>724,199</u>
<b>Expenditures</b>				
Instructional Programs				
Elementary School		127,495		
Secondary School				
Alternative School				
Special Education	8,114		99,067	474,075
Summer School				
Support Service Programs				
Special Education Support Services				250,124
Instruction Improvement				
Instruction Related Technology				
Board of Education				
District Administration				
Administrative Technology				
Buildings - Care				
Maintenance - Grounds				
Other Support Services		142,740		
Non-Instructional Programs				
Capital Assets - Student Occupied				
Capital Assets - Non-Student Occupied				
<b>Total Expenditures</b>	<u>8,114</u>	<u>270,235</u>	<u>99,067</u>	<u>724,199</u>
<b>Excess (Deficiency) of Revenues Over Expenditures</b>	0	0	0	0
<b>Other Financing Sources (Uses)</b>				
Transfers In				
Transfers Out				
<b>Total Other Financing Sources (Uses)</b>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<b>Net Change in Fund Balances</b>	0	0	0	0
<b>Fund Balances - Beginning</b>	4,109	0	0	0
<b>Fund Balances - Ending</b>	<u>\$4,109</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

**ANOTHER CHOICE VIRTUAL CHARTER SCHOOL**  
 Combining Statement of Revenues, Expenditures, and Changes in  
 Fund Balances - Nonmajor Governmental Funds  
 Year Ended June 30, 2021

	<b>Special Revenue Funds</b>			<b>Total</b>
	<b>Title IV-A</b>	<b>Title II-A</b>	<b>CRF</b>	
	<b>ESSA SS &amp; AE</b>	<b>ESSA SEI</b>		
<b>Revenues</b>				
Local Revenue				\$0
State Revenue				8,114
Federal Revenue	\$12,245	\$21,872	\$279,273	1,406,891
<b>Total Revenues</b>	<u>12,245</u>	<u>21,872</u>	<u>279,273</u>	<u>1,415,005</u>
<b>Expenditures</b>				
Instructional Programs				
Elementary School		21,872	279,273	428,640
Secondary School				0
Alternative School				0
Special Education				581,256
Summer School				0
Support Service Programs				
Special Education Support Services				250,124
Instruction Improvement				0
Instruction Related Technology				0
Board of Education				0
District Administration	12,245			12,245
Administrative Technology				0
Buildings - Care				0
Maintenance - Grounds				0
Other Support Services				142,740
Non-Instructional Programs				
Capital Assets - Student Occupied				0
Capital Assets - Non-Student Occupied				0
<b>Total Expenditures</b>	<u>12,245</u>	<u>21,872</u>	<u>279,273</u>	<u>1,415,005</u>
<b>Excess (Deficiency) of Revenues Over Expenditures</b>	0	0	0	0
<b>Other Financing Sources (Uses)</b>				
Transfers In				0
Transfers Out				0
<b>Total Other Financing Sources (Uses)</b>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<b>Net Change in Fund Balances</b>	0	0	0	0
<b>Fund Balances - Beginning</b>	0	0	0	4,109
<b>Fund Balances - Ending</b>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$4,109</u>



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

Board of Directors  
Another Choice Virtual Charter School

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the Another Choice Virtual Charter School (the School), as of and for the year ended June 30, 2021, and the related notes to the financial statements, which collectively comprise the School's basic financial statements, and have issued our report thereon dated October 7, 2021.

### **Internal Control Over Financial Reporting**

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

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

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

### **Compliance and Other Matters**

As part of obtaining reasonable assurance about whether the School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The

results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

**Purpose of this Report**

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

***Quest CPAs PLLC***

Payette, Idaho  
October 7, 2021



9/30/20

Another Choice Virtual Charter School  
1014 West Hemingway Boulevard  
Nampa, ID 83651

Dear Another Choice Virtual School Board of Directors,

As you are aware, the PCSC received a complaint regarding operational practices at Another Choice Virtual Charter School (ACVS) in April of 2020. Since that time, we have made two written requests of your school for documentation to assist us in evaluating the validity of the complaint. We appreciate your cooperation through this process.

Idaho Code requires charter school authorizers to inform the entity responsible for enforcing a particular law, rule, or regulation if the authorizer has reason to believe that such law, rule, or regulation has been violated. At the conclusion of the PCSC's investigation, we do indeed have reason to believe that the school's board, an individual board member, and the school's principal may have committed various violations. The attached letter will be sent to the entities responsible for administering the laws referenced therein. These entities may or may not choose to investigate the matter further.

As legal compliance is a term of ACVS's performance certificate (operational contract) this incident will be noted in your school's FY20 and FY21 annual reports as a matter of record.

To be clear, the PCSC has no grounds on which to begin revocation procedures at this time. ACVS's operational certificate is valid through June 30, 2022, and a renewal hearing will take place in early March of that year. However, should the PCSC have outstanding concerns related to this matter at that time, or should an external entity choose to conduct an investigation and/or issue findings, documentation of such will be included in ACVS's renewal dossier and will be considered when the PCSC decides whether to renew, conditionally renew, or non-renew ACVS's performance certificate term.

Please feel free to contact our office if you have any questions.

Sincerely,

Handwritten signature of Jenn Thompson in blue ink.

Jenn Thompson  
Director, Idaho Public Charter School Commission

**IDAHO PUBLIC CHARTER SCHOOL COMMISSION**

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

208-332-1561 • Fax: 208-334-2632

e-mail: [pcsc@osbe.idaho.gov](mailto:pcsc@osbe.idaho.gov)

April 15, 2020

Delivered: via email

Dear Chairman Kelleher and Dr. Sandidge,

I am writing to follow-up on the conversation we had on April 14, 2020. As you know, the PCSC office received a complaint from a member of the community regarding your school's operational structure and financial practices. In its capacity as authorizer of your school, the PCSC is obligated to evaluate the validity of that complaint and to ensure that your board is aware of the applicable laws, rules, and regulations.

As we discussed today, the complaint alleges the following:

- Familial relationships between board directors, the administrator, and employees present conflicts of interest that may not have been appropriately addressed.
- The school administrator, a board member, and the school's business manager own various businesses that profit from services provided to the school. These service agreements may have been executed outside of proper procurement procedures.
- A request for records may not have been fulfilled within the appropriate time frame.
- Public transparency of financial information may not be up to date on the school's website.

Laws, rules, and regulations that may be related to these issues include: I.C. §33-357 Creation of Internet Based Expenditure Website; I.C. §67-28 Purchasing; I.C. §74-103 Public Records Act; I.C. §74-404 Ethics in Government, Required Action in Conflicts; I.C. §18-13 Bribery and Corruption; Professional Standards for Educators; ACVS's Performance Certificate.

Based on our discussion today, it is my understanding that the school believes its operational structure and financial practices have been appropriately addressed and that documentation is readily available. It is also my understanding that the delay in updating the school's website is related to the COVID-19 facility closures, and can be easily remedied.

I appreciate your willingness to assist us in better understanding the situation by providing the documentation requested on the following pages. Please feel free to reach out if you have any questions.

Sincerely,

A handwritten signature in blue ink, appearing to read "Jenn Thompson".

Jenn Thompson

Director, Public Charter School Commission

[jenn.thompson@osbe.idaho.gov](mailto:jenn.thompson@osbe.idaho.gov)

208-332-1594

## Requested Documentation

**Issue 1: Many potential conflicts exist in the relationships between employees, school leadership, and the governing board. Please provide documentation as requested.**

- Please provide meeting minutes evidencing disclosure to the ACVS board by Kevin McLaren regarding his familial relationship with Laura Sandidge.
- Please provide meeting minutes that include motions regarding contract approvals for Laura Sandidge which have taken place since McLaren joined the board in 2015.
- Please provide any additional meeting minutes that note any board director's recusal from a vote based on any disclosure of real or potential conflict from July 2018 –April 2020.
- Please provide a list of all current employees and board directors, noting relationships by blood or marriage. Please specifically address the relationship between Dr. Sandidge and the Business Manager, IT Director, and any teachers who are nieces, nephews, or their spouses.
- Please provide an organizational chart indicating which employees report to whom.

**Issue 2: It appears that several employees and board members profit financially through associations with vendors that supplying services to the school. Please provide documentation as requested.**

- Board Director, Kevin McLaren is the registered agent for an Idaho for-profit company called "Advocates for Inclusion". This company's website lists Dr. Sandidge, her son, her daughter, and her son-in-law, as partners in a "family owned and operated" business.
  - ACVS's expenditure reports indicate that the school paid approximately \$500,000 to Advocates for Inclusion for special education services during FY19. Please provide documentation of the procurement procedures used in selecting this vendor.
  - Please provide meeting minutes evidencing Mr. McLaren's disclosure of conflict related to the school's contract with Advocates for Inclusion.
- Dr. Sandidge is the registered agent for a non-profit called "AFI".
  - Please provide documentation clarifying how AFI is related to Mr. McLaren's company, Advocates for Inclusion.
  - If Dr. Sandidge receives personal gain from AFI or Advocates for Inclusion, 74-404(3) indicates that a written disclosure to the board must be made prior to awarding the contract. Please provide such documentation and meeting minutes evidencing board review of this disclosure.
- The complaint received by the PCSC indicates that Misty Pucker and Laura Shoemaker, both currently serving as board directors for ACVS, are employed by Advocates for Inclusion as "DTs"
  - Please provide meeting minutes evidencing disclosure of this employment to the ACVS Board.
- The school's Business Manager owns a real estate company called Homeward. ACVS's expenditure reports indicate that this company was paid \$25,000 for services rendered to the school. The school indicated that this money was refunded.
  - Please provide meeting minutes evidencing disclosure of an employee's ownership of this company to the ACVS board of directors.
  - Please provide documentation of the procurement procedures used to select this vendor.

- If the funds were returned to the school, as indicated in our phone conversation, please provide documentation of the deposit, including the date of the deposit and the source of the revenue.
- According to Canyon County records, Dr. Sandidge is the owner of the school’s facility. However, the school makes regular lease payments to SMS Enterprises, which is owned by Board Director, Kevin McLaren. It may be that both Dr. Sandidge and Mr. McLaren, have financial interest in this lease agreement.
  - Please provide meeting minutes evidencing disclosure of this business relationship to the ACVS board.
  - Please confirm whether Dr. Sandidge or Mr. McLaren receive financial compensation based on the school’s lease payments to/through SMS Enterprises.

**Issue 3: Failure to comply with a public records request.**

- The complaint indicates that a formal records request was made to the school by an individual in February and that this records request had not yet been fulfilled as of April 6<sup>th</sup>.
  - Please provide any emails or communications (received or sent by any ACVS employee or board director) related to any public records requests received by the school in February of 2020.

**Issue 4: Financial Transparency and Internal Controls**

- The business manager is the nephew of the school leader; however, the complaint indicates that he may be more closely related to other employee to whom he issues checks in his professional role.
  - Please provide all current ACVS financial policies.
- Two reimbursements for tuition are noted in the expenditures. The complaint indicates that both recipients are nieces of the school leader and that the board may not have formal policies or procedures in place to ensure a fair and equitable award of this benefit.
  - Please provide the board policy outlining how award decisions are made.
- I.C. §33-357 states that a school must maintain financial transparency by posting expenditure reports and related contracts. As of 4/7/2020 the most recent expenditures posted are from November of 2019. No vendor contracts appear to be posted.
  - Please provide expenditure reports for December 2019, January 2020, and February 2020.
  - Please provide copies of the services agreements/vendor contracts between ACVS and AFI, Advocates for Inclusion, SMS Enterprises, Homeward, and any other contracts or service agreements with companies owned or operated by employees or board directors of the school.
  - Please be sure to update the school’s website if necessary.



Laura Sandidge Ph.D., Administrator  
1014 W. Hemingway Blvd.  
Nampa, ID 83651  
Office Phone: 208-475-4255  
Fax: 208-475-4274  
lsandidge@anotherchoicecharter.org

Jenn Thompson  
Director, Public Charter School Commission  
304 North 8<sup>th</sup> Street, Room 242  
P. O. Box 83720  
Boise, Idaho 83720

April 28, 2020

Dear Ms. Thompson;

Thank you for allowing me to have this opportunity to respond to the complaint from a member of the community concerning the operational structure and financial practices. As you know Another Choice Virtual Charter School, (hereinafter "ACVS"), was authorized by the Commission and opened in 2010. At that time there were a few individuals that worked together to develop a school that would adhere to the requirements of the Commission and the Department of Education, while focusing on educating students with learning differences. In Idaho, as I am sure is true in other states as well, the field of education, not to mention special education, has various forms of connections. For example, over the years I have had many students come through our doors that I worked with when they were babies when I was a developmental therapist for the State of Idaho. They did not seek me out, we were just connected because of our shared background and/or interests. I have seen that with other relationships within our school as well. While we have definitely gotten bigger over the years, we are still a small school with a purposeful focus on an area that connects to an even smaller population.

I have attached a variety of documents and information that I believe will address the concerns mentioned in the complaint. If you have any questions on those attachments I am available to respond.

However, there are some additional issues that I would like to respond to:

AFI Non-Profit:

I am the registered agent for AFI Non-Profit. AFI Non-Profit is a local non-profit entity that is only connected to Another Choice Virtual Charter School or Advocates for Inclusion by nature of me. The AFI Non-Profit has no staff. It is solely run for the purpose of helping families of individuals with special needs. AFI NP was formed prior to ACVS, and was listed on my initial resume, included in the Amendments within our initial Charter documents and for which the Board has possession. I am attaching page one of that original resume.

The last fund raiser was done by AFI NP was several years ago to help a non-related family gather funds for a wheelchair for their child. There is no financial connection or gain to either ACVS or AFI and never has been. Since this non-profit has not been utilized in several years to help families other than through such endeavors like Toys-for-Tots, etc. I recently did not renew the IRS 501 3( c ) status as the non-profit does not require that classification to help families at this time.

The school has no contractual relationship or business relationship with AFI NP and AFI NP has no contractual or business relationship with the school.

SMS Enterprises:

As the Commission is aware, Another Choice runs several learning labs for our students. This is part of our model, in the past the Commission has referenced we were "high tech / high touch", while that may or may not be true we have definitely aimed for it, which has been reflected in the people we hire and the locations we are at. Therefore, we have always had learning labs purposely. As we have grown we have needed more room and have continued to expand when possible to meet the needs of our students. Since many of our students are low income they are not able to drive long distances to get to help directly from a teacher. Accordingly, years ago ACVS made the commitment to rent learning labs in areas where we have many students such as Boise, Nampa, and Caldwell. We have those in place, but in order to do so we have worked hard to also balance the requirement to have unrestricted days cash on hand as recommended from the Commission and is of course best practice for sustainability.

Originally ACVS did not have the financial ability or organizational credit history to be able to fund a building purchased solely by the school. We knew we would need to utilize our resources. Understanding this limitation, within our initial charter we submitted documentation that acknowledged that we would be renting from SMS Enterprises.

SMS is an entity that I do have partial ownership in that rents us an extra room in Nampa for our therapy services and also owns the building that we use in Boise. The Board has always been aware of this business relationship.

As stated, we were small and did not have the financial capability to purchase buildings. Additionally, we have found over the years as well that an organization such as ours brings a level of challenge for the buildings we rent. Simply put, by nature of our population we bring a significant amount of wear and tear on buildings that has not always been viewed positively by the people we rent from.

In the Amendments within our initial Charter documents we acknowledge that Ross Jones was going to be our realtor. He has worked with us over the years with several lease agreements and buildings. He understands what we need. I am submitting a

letter written by him that was part of our initial Charter that recognizes him as our relator.

We currently feel we could benefit from a larger or additional place for our Nampa location so we are constantly looking for ways to expand or purchase a new Nampa location. I am the owner of the Nampa building and have rented that to ACVS, often for below costs to help ACVS. All of those contracts have been approved by our board.

Currently we rent a learning lab in Caldwell from an individual that has no connection to AFI or ACVS.

Advocates for Inclusion:

Within the Amendments of our initial Charter documents I had submitted my resume. This provided written documentation that I was a co-owner of Advocates for Inclusion. That same resume was provided as part of my original hiring documentation for ACVS as well. For me and for the people who have been a part of ACVS there has never been a time it was not recognized that I was part of Advocates for Inclusion. This was always part of the public record. ACVS first contracted with Advocates for Inclusion in 2010. Upon initial contract as well as to the current date, Advocates for Inclusion continues to provide services below the cost to ACVS.

Further, Mr. McLaren has not negotiated new contracts since he has been on the board and has in fact recused himself from voting on any related matter.

The complaint alleged that Misty Puckett was an employee of Advocates for Inclusion. Misty Puckett was an employee of Advocates for Inclusion in the past. She has not been an employee for approximately a year.

The complaint additionally alleged that Laura Shoemaker, a board director, worked for Advocates for Inclusion. Laura Shoemaker has never worked for Advocates for Inclusion, at any time.

Lastly, I wanted to share a little about our staff. We, like many Idaho public schools, do have a lot of family connections, mine and other familial relations as well. I have listed those in the attached organizational chart. All of our employees have been hired because of their unique abilities. I feel that our staff, all of them, are extremely qualified for their positions, some could actually be considered over-qualified in some situations. When Jason Sandidge left his job in Alaska as the IT Director for over a thousand individuals, to help a first-year school with less than one hundred it was a fairly risky venture. However, all of us knew at that time we needed someone who understood technology at a different level than we as board members or staff did. That same skill that served us well since 2010 was evidenced in 2020 by our IT department working together to ensure that ACVS did not miss one single day of technology delivered education for 500 students when the Coronavirus stopped us from educating students face to

face. I am fully appreciative of our hard-working staff no matter who they are or are not related to.

Additionally, when family members of school employees were hired those individuals were brought to the board by two administrators, as shown by the hire dates listed, with the exception of one past ACVS graduate that is not related to a Board member or myself. When there were two administrators we worked hard to make sure there was a separation of oversight. When one of our administrators left to pursue other interests in 2017, we admittedly have had less administrative staff and so we have worked more with the board and other staff members to garner help in all areas, including staffing decisions. The board and I purposely chose not to hire another administrator, but to put our efforts at having individuals who could work with our students directly. This was done for two reasons, to increase our unrestricted cash flow and to work on getting our students' scores up. This has taken a lot of work from our amazing staff that have worked closely and hard together for several years. The board and I do feel that until we are able to demonstrate the level of student achievement we want to see, and know with time our students can do, we need to focus on building the skills of students and that is why we have put personnel efforts more towards student development rather than to administrative staff.

Attached with this letter please find documentation responsive to your inquiry. As the request was extremely broad in nature, we will continue to provide additional supplemental materials if discovered. As always, if you have any questions or if you are in need of additional information, please do not hesitate to contact us at your convenience.

Thank you,



Laura Sandidge, Ph.D.  
Administrator / Head of School

Issue 1 Attachments

- 1-A Meeting Notes from 3.18.15;
- 1-B Meeting Notes from 4.22.15;
- 1-C Meeting Notes from 4.27.16;
- 1-D Meeting Notes from 4.19.17;
- 1-E Meeting Notes from 6.6.18;
- 1-D Meeting Notes from 3.20.19;
- 1-E Meeting Notes from 4.15.20;
- 1-F Organizational Chart for ACVS;
- 1-G Board Members for ACVS;

Issue 2 Attachments

- 2-A Page 2 of Meeting Notes from 7.13.10;
- 2-B Meeting Notes from 8.16.17;
- 2-C 1.2.09 Letter written by Laura Sandidge, submitted with the original Charter documents clarifying I was the Administrator of Advocates for Inclusion giving working space in our rented building at that time;
- 2-D Page 1 of Laura Sandidge’s resume that was submitted with the original Charter documents as well as the resume for initial hiring with ACVS;
- 2-E Letter from SMS Enterprises that documents we will be renting from them that was submitted with the original Charter documents;
- 2-F Letter from Ross Jones submitted with the original Charter documents stating he was the realtor for ACVS since the beginning of ACVS formation;
- 2-G 3 pages of Bank Documentation on money in question;

Issue 3 Attachments

The matter at issue was not a request for a public record. A personnel file is specifically exempted from public record disclosure pursuant to Section 74-106(1), Idaho Code and Section 74-104(1) Idaho Code in conjunction with Section 33-518, Idaho Code.

We acknowledge that there was a delay in providing personnel file materials to an employee who made such a request. Our offices have been closed since March 16, 2020, due to Covid-19 as well as our scheduled spring break. Idaho Code 33-518, addressing personnel files, does not contain the same time deadlines as provided in the Idaho Public Records Act, instead requiring provision “in a timely manner upon request.” We do wish that we had been more prompt in getting this information to the former employee. Along with the office closure the delay was due to assuring that the personnel file was complete, coupled with minimal office staff being available to fulfill the request yet maintaining confidentiality of the former employee. Upon the conclusion of the Covid-19 restrictions upon our school, we will be looking to put into place a more efficient set of procedures to address such inquiries.

Issue 4 Attachments

- 4-A Signed letter from Board members confirming knowledge of relationship;
- 4-B Financial Policies for ACVS; Email attached
- 4-C 5 pages relating to Tuition Reimbursement: Letter from Mr. Jones; Sample email that is communicated to staff annually; Past Professional Development document communication from 2014; Current Professional Development protocol from Staff Handbook available to all staff;  
Reimbursements are made for all individuals who submit a request for reimbursement, staff receive clarification on types of reimbursement that are approved; training is provided to staff based on training needs.
- 4-D Expenditure reports for December 2019; January 2020; and February 2020;  
Expenditure reports will be updated on our web by May 1, 2020;
- 4-E Vendor Contract between ACVS and AFI; Lease of Hemingway Building; Lease of Nampa building; Lease of Boise building;



**Another Choice Virtual Charter School Board Meeting Notes**

3/18/15

- 4:00 Welcome
- In Attendance: John Kelleher; Harold Kropp; Misty Puckett; Amanda Towle Popescu; Laura Sandidge; Kelsey Williams; Ross Jones;
- Board Members Absent: None
  - Welcome at 4:00
  - Approval of Board Minutes - Motion: Misty, Second John, All Approved
  - Approval of Meeting Agenda - Motion: Amanda, Second Harold, All Approved
- Agenda Items:
  - 4:00 – 4:15 Open Forum – The Board encourages public participation and wishes to ensure that Board members and the public have an opportunity to communicate if needed. The Chairman of the Board will use the following rules of order during this time:
    - An individual who would like to speak on an agenda item will make that known at this time.
    - An individual who would like to speak on a non-agenda item will make that known at this time.
    - The Chairman of the Board may choose to schedule the requested items in a future board meeting.
 There were no guests at the meeting outside of staff members.
  - Old Business
    - Policy Review Committee – The committee provided an update of our progress – no readings at this time.
    - Report on the Winter Retreat – Kelsey reported about the Retreat. It was a great success.
    - NCAA Update – For over a year we have worked to get our school approved by the NCAA so our students could benefit from scholarships. We are very excited to report we are approved.
    - Summer Building Up keep:
      - Air Conditioner (Elementary & Computer Room) – Done – this was installed and is working very well.
      - Bathroom Revision – The board was provided with the official bid for proposals and this was posted.
      - Resurfacing the parking lot – The board was provided with bids by vendors in our efforts to price check. It was agreed that we would go with the cheapest resurfacing company.
      - Carpets approved last year – We discussed a few vendors for this and again went with the most reasonably priced vendor.
  - New Business
    - Approval of the 2015.16 School Calendar – Kelsey and Laura presented the calendar we worked on. Nampa has not provided their calendar as yet. Since we have so many students that share a home with other Nampa students we try to link up as much as possible. We will approve our calendar and make adjustments if required. Motion to accept by Amanda, seconded by Misty, all approved.
    - Staffing Requests:
      - NEW SPED Teacher – Laura presented her student numbers, with our approval for an increase in student numbers next year we will need a new special education teacher. We would like to open the position and of course the board will approve the hire. This was approved.
      - NEW ENGLISH / SOCIAL STUDIES Teacher – Kelsey presented her student numbers in the English and History classes, with our approval for an increase in numbers in students we will need a to offer more sections of these classes. We would like to open the position and of

Documentation Requirements: As per Idaho Open Meeting law attendance of all board members must be documented. Additionally, motions, resolutions, orders, / or ordinances proposed and their disposition must be documented. The results of all votes and upon the request of a member, the vote of each member, by name must be documented. Minutes of executive sessions may be limited to material of which is not inconsistent with the provisions of section 67-2345 of Idaho Code, but shall contain sufficient detail to convey the general tenor of the meeting for disclosure purposes. In accordance with Idaho Code 67-2340 through 67-2346, a motion may be requested to recess this open meeting and convene into an executive session for the purpose of discussing matters pertaining to negotiations, property and/or personnel. Following discussion, the Board will reconvene into open session to take Board action on matters discussed in the executive session and/or adjourn the meeting. Per Idaho Open Meeting Law, Section 67-2344: Neither a full transcript nor a recording of the meeting is required, except as otherwise provided by law. All minutes shall be available to the public within a reasonable time after the meeting.





**Another Choice Virtual Charter School Board Meeting Notes**

4/22/15

- 4:15 Welcome
- In Attendance: John Kelleher; Harold Kropp; Misty Puckett; Amanda Towle Popescu; Laura Sandidge; Kelsey Williams; Ross Jones;
- Board Members Absent: Kevin McLaren
  - Welcome at 4:15
  - Approval of Board Minutes - Motion: Harold, Second John, All Approved
  - Approval of Meeting Agenda - Motion: Misty, Second Harold, All Approved
- Agenda Items:
  - 4:00 – 4:15 Open Forum – The Board encourages public participation and wishes to ensure that Board members and the public have an opportunity to communicate if needed. The Chairman of the Board will use the following rules of order during this time:
    - An individual who would like to speak on an agenda item will make that known at this time.
    - An individual who would like to speak on a non-agenda item will make that known at this time.
    - The Chairman of the Board may choose to schedule the requested items in a future board meeting.
 There were no guests at the meeting outside of staff members. Due to the fact that we typically do not have people during this time we have moved this section of our board agenda to just before the board meeting. Our board members are typically there at 4:00, but this allows the ones that need a 4:15 start to have that.
  - Old Business
    - Summer School – An update was given by Laura as to the status of the proposed Amendment of the Charter to make it more specific – at this point we have asked for information on the process from the Commission but have not heard anything as yet.
    - Summer Building Up keep:
      - Bathroom Revision – Review of Proposals – we only had one proposal so we have kept this open for a few more weeks in hopes of getting a few more in. The proposal we did get was very good, we just want to have more options if possible.
      - Resurfacing the parking lot – We have agreed on this last month, we just need to schedule once the bathroom plans are finalized.
      - Carpets approved last year – Again, we have agreed on this last month, we just need to schedule once the bathroom plans are finalized.
  - New Business
    - Technology Stipend – Amendment of the Charter to remove - Ross presented the financials and perspective on offering a stipend for technology, this has been a part of our charter since the beginning. Most virtual schools are not providing this. Twice a year Ross prepares the checks to pay for the stipends after various individuals put hours into verifying if people are approved for the stipends based on the agreement they sign. After hours of determining the stipend and printing the stipend checks approximately 50% of the checks are never picked up. The board discussed the impacts of this decision. A motion was made by John and seconded by Amanda. All approved.
    - Sick Leave / PERSI Policy Review – Ross, Laura, and Kelsey presented a proposal to allow new staff to bring in 90 days of their sick leave from a previous school. As our school has been small we chose to not allow new staff to bring in sick leave. After discussion it was agreed that our school can now allow new staff to bring in up to 90 days of their sick leave from a different district. It was determined that this was the first reading of the policy due to the wording changes in our current policy.

Documentation Requirements: As per Idaho Open Meeting law attendance of all board members must be documented. Additionally, motions, resolutions, orders, or ordinances proposed and their disposition must be documented. The results of all votes and upon the request of a member, the vote of each member, by name must be documented. Minutes of executive sessions may be limited to material of which is not inconsistent with the provisions of section 67-2345 of Idaho Code, but shall contain sufficient detail to convey the general tenor of the meeting for disclosure purposes. In accordance with Idaho Code 67-2340 through 67-2346, a motion may be requested to recess this open meeting and convene into an executive session for the purpose of discussing matters pertaining to negotiations, property and/or personnel. Following discussion, the Board will reconvene into open session to take Board action on matters discussed in the executive session and/or adjourn the meeting. Per Idaho Open Meeting Law, Section 67-2344: Neither a full transcript nor a recording of the meeting is required, except as otherwise provided by law. All minutes shall be available to the public within a reasonable time after the meeting.

- Staffing Requests:
  - NEW SPED Teacher – There are actually two positions that need to be filled for our SPED Department. For the 2013.14 school year our board had approved a position, the teacher was not fully able to come on due to certification issues, so that position was subbed out all year. Additionally, at our last board meeting a SPED position was opened. Laura presented two individuals for the positions, both with extensive experience and excellent referrals.
    - A motion was made by Misty and seconded by Amanda to hire Heidi Friend, All approved.
    - A motion was made by John and seconded by Amanda to hire Denise Vincent, All approved.
  - NEW ENGLISH / SOCIAL STUDIES Teacher – Last month the board approved to hire one English position. The hope was to find one English teacher. Kelsey presented two teachers that have excellent endorsements in both English and graphic arts as well ESL.
    - Additional English Teacher Request - There was a discussion on the ability to hire both teachers in order to offer more electives for our students as well as to provide many more English course offering. The board discussed this and approved the additional position.
    - A motion was made by Harold and seconded by Misty to hire Candice Grover, All approved.
    - A motion was made by Misty and seconded by Harold to hire Rachel Rojas, All approved.
  - NEW SECONDARY TEACHER / ACTIVITIES COORDINATOR Teacher – This position was approved last month and Kelsey and Laura presented a candidate that has experience with our specific population as well as extensive experience leading activities for students.
    - A motion was made by John and seconded by Misty to hire Jeb Bulmer as a part time activities coordinator and secondary history teacher, All approved.
- All teacher / staff Contracts were put forward to continue, this was approved by unanimous consent.
- Annual rental agreements for the labs were discussed and will continue. Board approved by unanimous consent.
- First Reading of Budget for 2015.16 School Year / Budget Planning – a discussion ensued, the budget was presented by Ross primarily, with Laura and Kelsey providing significant input.
- Special, Standing, and Informational Reports
  - PROM Update – Kelsey gave the board an update on our successful prom.
  - Standing Reports – Kelsey and Laura presented an update of general and special education programs as well as overall activities of the school, questions were answered.
  - Financial Report - Ross presented an updated and complete report of the current budget, discussion was minimal as there was discussion with the first reading of the budget, however questions were answered satisfactorily.
- BOARD Training: Photo Black & White for the Board – discussed again we had tried to schedule this last month but were not able. We will continue trying to find a time.
- Meeting Adjourned
  - Upcoming Dates:
    - Graduation, Board President requested, May 15<sup>th</sup> John will be out of town on the 15<sup>th</sup>, therefore Harold agreed to stand in for John.
    - Last day for students: May 20<sup>th</sup> & school wide BBQ
    - Last day for teachers: May 22<sup>nd</sup>
  - Next meetings:
    - Wednesday, May 20<sup>th</sup> 2015 . ACVS Computer Lab at 4:15 (Budget will be reviewed again)
    - June 3, 2015 (Budget Approval Meeting - out of normal sequence)
    - No meeting in July as per board protocol

If you would like to join this meeting virtually please call or ask us to call you to join in a Google Chat.

*Laura Sandidge*

Documentation Requirements: As per Idaho Open Meeting law attendance of all board members must be documented. Additionally, motions, resolutions, orders, or 2 ordinances proposed and their disposition must be documented. The results of all votes and upon the request of a member, the vote of each member, by name must be documented. Minutes of executive sessions may be limited to material of which is not inconsistent with the provisions of section 67-2345 of Idaho Code, but shall contain sufficient detail to convey the general tenor of the meeting for disclosure purposes. In accordance with Idaho Code 67-2340 through 67-2346, a motion may be requested to recess this open meeting and convene into an executive session for the purpose of discussing matters pertaining to negotiations, property and/or personnel. Following discussion, the Board will reconvene into open session to take Board action on matters discussed in the executive session and/or adjourn the meeting. Per Idaho Open Meeting Law, Section 67-2344: Neither a full transcript nor a recording of the meeting is required, except as otherwise provided by law. All minutes shall be available to the public within a reasonable time after the meeting.



### Another Choice Virtual Charter School Board Meeting Notes

4/27/16

- 4:15 Welcome
- In Attendance: John Kelleher; Harold Kropp; Misty Puckett; Kevin McLaren; Laura Sandidge; Kelsey Williams; Ross Jones; Amanda Towle Popescu left at the beginning of New Business.
- Board Members Absent: None
  - Welcome at 4:15
  - Approval of Board Minutes – Unanimous Agreement
  - Approval of Meeting Agenda - Unanimous Agreement
- Agenda Items:
  - 4:00 – 4:15 Open Forum – The Board encourages public participation and wishes to ensure that Board members and the public have an opportunity to communicate if needed. The Chairman of the Board will use the following rules of order during this time:
    - An individual who would like to speak on an agenda item will make that known at this time.
    - An individual who would like to speak on a non-agenda item will make that known at this time.
    - The Chairman of the Board may choose to schedule the requested items in a future board meeting.
    - There were no visitors outside of the ones that were listed.
  - Old Business
    - Update on the Extended Locations – Kelsey and Laura provided an update on the locations. We have found a great building in Caldwell, and one in Boise – we shared with the board that upon further thought Kelsey and I would like to hold off on opening a lab in Mountain Home until next year. Ross and Kelsey all discussed the financial agreements that would pertain to the locations, the lease and other caveats.
      - John motioned to approve the proposed rent for the two locations, to officially have three new locations, and to hold on opening in Mountain Home until further notice. Amanda seconded. The votes and approvals for Caldwell 5 voted, 5 approved. The votes and approvals for Boise 4 voted, 4 approved, Kevin abstained from voting and declared his dual relationship with the Boise location.
      - Caldwell, Boise, Mountain Home
        - Caldwell Carpet
        - Caldwell Wall
      - Kelsey and Laura discussed that there would need to be some minimal repairs to the Caldwell location, it was determined by unanimous agreement that we would pay and approve the wall addition that would allow more student privacy but to hold off on installing carpeting at this time.
    - Calendar for 2016.17 school year – next month requesting approval - Kelsey and Laura had wanted to move for approval on the calendar this month, however NSD has not finalized their calendar and we have a lot of kids that connect to that district via family. Therefore, we will wait one more month to see if we could link our spring breaks.
  - New Business
    - Discussion – Budget Planning – Ross shared and Laura and Kelsey provided comment on the current status of our budget planning process. The board was invited to provide input and we talked about general areas of supply and need.
    - Discussion / Request to add one additional SPED Teacher – Laura presented that we had several quality applicants for the SPED position. While that is a nice problem to have it does bear us looking at more in detail. The need in the secondary department continues to grow. Laura proposed that the board allow us to have an additional SPED teacher for the 16.17 school year, allowing us to hire two SPED teachers rather than one this year. Laura also made notice that she will again want a SPED teacher for the 17.18 school year, which would allow for every grade level in the secondary department to have a SPED teacher

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assigned specifically to that grade level. This will really be nice and beneficial to the numbers of our school.

- John motioned to approve an additional position to the SPED department making the way for ACVS to hire two SPED teachers for the 2016.17 school year. Kevin seconded, the motion passed unanimously.
- Update Office Staff
  - Update: Multitasking on the Boise office (already approved)
  - Update: Current Office staff increasing hours and moving to Caldwell
  - Update: Nampa FT staff moving to 2 17 hour staff
  - Laura and Kelsey discussed the plan for office staff during the 2016.17 school year. We will be doing the following plan: We will have the new hire that has been approved for Laura (SPED Admin Assistant full time) to be stationed in Boise Monday through Thursday to cover the front office needs in Boise while we increase our numbers in that location. Martha, who works now in Nampa part time will increase her hours to full time and move to Caldwell Monday through Thursday and then will work in Nampa on Friday. We had one full time office staff member that has quit, so that position of 40 hours will be split in the following ways: hire 2 17 hour staff and move the rest of the hours to Martha which would allow her to be full time.
  - No motion necessary as all positions were approved previously.
- Discussion / Request to add IT Staff
  - Increase Jason’s Hours
  - New Hire IT Assistants 2 18 hour staff
  - Kelsey and Laura discussed that our IT staff is quite busy. We would like to increase Jason’s hours, and hire up to 2 16 – 18 hour per week assistants to help our IT department.
  - Harold motioned to approve, Misty seconded, and motion passed unanimously.
- Request for wording on the Charter Change:
  - Given a base student enrollment of 504 students In the 2017.18 school year and each school year thereafter there will not be an official cap for any grade level division, however in order to manage growth effectively ACVS will not exceed 35% more in attendance than the previous year per educational region.
  - Our board and staff worked together on the charter wording for our charter revision. The wording was worked on and submitted in the revision.
- Special, Standing, and Informational Reports
  - Update of the Current Year for all programs – Kelsey and Laura shared the current update for all programs with the board.
  - Financial Report – Ross presented the current financial monthly budget. We discussed it and Ross answered a few questions. Harold motioned to accept, Kevin seconded, and all approved.
- BOARD Training: Review Strategic Plan in the Google Folder – any comments please send to Laura
- Meeting Adjourned
  - Next meetings:
    - Wednesday, May 18, 2016, ACVS Computer Lab at 4:00 (public time) 4:15 Meeting Starts: Official Budget Review Meeting
    - Wednesday, June 15, 2016, ACVS Computer Lab at 4:00 (public time) 4:15 Meeting Starts: Official Annual Meeting & Budget Approval
    - July – no board meeting as approved by the Board.

If you would like to join this, or any future board meetings virtually, please call or ask us to call you to join in a Google Chat.

Respectfully Submitted,



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### Another Choice Virtual Charter School Board Meeting Minutes

4/19/17

- 4:15 Welcome
  - Welcome
  - In Attendance: John Kelleher; Harold Kropp; Misty Puckett; Kevin McLaren; Laura Sandidge; Ross Jones;
  - Board Members Absent: None
  - Approval of Board Minutes - Motion: Harold, Second Misty, All Approved
  - Approval of Meeting Agenda - Motion: Kevin, Second Misty, All Approved
- Agenda Items:
  - 4:00 – 4:15 Open Forum – The Board encourages public participation and wishes to ensure that Board members and the public have an opportunity to communicate if needed. The Chairman of the Board will use the following rules of order during this time:
    - An individual who would like to speak on an agenda item will make that known at this time.
    - An individual who would like to speak on a non-agenda item will make that known at this time.
    - The Chairman of the Board may choose to schedule the requested items in a future board meeting.
      - There were no guests at the meeting.
  - Old Business
    - Charter Renewal Process – Next Steps
      - Renewal Application & Performance Report Provided to us by 11.15.16 – Done on the day
      - Renewal Application submitted by 12.15.16 – Done on the day
      - Charter Hearing in February 2017 – Completed on 2.7.2017 and approved for 5 year reauthorization with 2 conditions
        - Graduation Rate
        - Finances
      - Next steps – still pending – waiting on new legislation:
        - Performance Framework – meeting to set
        - Updating of the Charter specifically for increase of students
      - Laura updated the board on our framework renewal.
  - New Business
    - Current Financial Report – discussion
      - Ross provided an overview of the current status of the financial situation for ACVS. Things are going well we are hopeful that we are making gains in our fund balance since we have not had a lot of spending. The board reviewed the documents provided. John motioned to accept the financial report and Harold seconded the motion. All approved.
      - Laura confirmed with the board for the positions that were continuing for teacher, Admin, and other staff were put forward to continue, this was approved by common consent; Kevin abstained.
      - Annual rental agreements for the labs were discussed and will continue, this was approved by common consent; Kevin abstained.
    - Update of the Current Year for all programs / Status Update on School
      - Special, Standing, and Informational Reports
        - Laura provided an update of the status of the school.
    - Teacher Pay Scale 2017.2018

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**Another Choice Virtual Charter School Board Meeting Notes**

6/6/18

- 4:15 Welcome
    - Welcome
    - In Attendance: John Kelleher; Ruth Kropp; Misty Puckett; Kevin McLaren; Laura Shoemaker; Laura Sandidge; Ross Jones;
    - Board Members Absent: None
    - Approval of Board Minutes – By unanimous consent Approved
    - Approval of Meeting Agenda - Motion: – By unanimous consent Approved
  - Agenda Items:
    - 4:00 – 4:15 Open Forum – The Board encourages public participation and wishes to ensure that Board members and the public have an opportunity to communicate if needed. The Chairman of the Board will use the following rules of order during this time:
      - An individual who would like to speak on an agenda item will make that known at this time.
      - An individual who would like to speak on a non-agenda item will make that known at this time.
      - The Chairman of the Board may choose to schedule the requested items in a future board meeting.
- We had no guests this month.
- Old Business
    - Safety within our labs (Updates) – We went through the most updated safety videos and discussed the plan for 2018.2019 school year.
    - Annual rental agreements for the labs were discussed and will continue, all approved by common consent: Kevin abstained.
    - Vote Required: Accept or Reject 2018.2019 Budget - Ross presented our final budget for the 2018.2019 year. He answered questions and there was discussion. Kevin motioned to accept the budget, Misty seconded. All approved.
  - New Business
    - Current Financial Report (Discussion) - Ross presented and answered questions concerning the budget.
    - Update of the Current Year for all programs / Status Update on School Laura updated the board on the following items.
      - Special, Standing, and Informational Reports
        - Training / Professional Development
        - Graduation Update
    - BOARD Training: Reading provided within the Board Folder & via email from the commission
  - Meeting Adjourned
    - Upcoming Dates:
      - Summer Events - Check Website for other activities and important dates
    - Next meetings:
      - Next meetings: always at 4:15 at the Another Choice Virtual Charter School Nampa Lab
        - No Meeting in July per Board procedure;
        - August 15, 2018 first meeting of next year

All Standing Reports should be provided to the Chairman of the Board in written format. Reports need to be submitted to John Kelleher or his designee 2 weeks prior to the scheduled Board Meeting in order for it to be included with the materials for the Board.

If you would like to join this, or any future board meetings virtually, please call or ask us to call you to join in a Google Chat.

**Meeting adjourned at 5:15, Respectfully submitted**

*Laura Sandidge*

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**Another Choice Virtual Charter School Board Meeting Notes**

**3/20/19**

- 4:15 Welcome
  - Welcome
  - In Attendance: John Kelleher; Ruth Kropp; Misty Puckett; Kevin McLaren; Laura Shoemaker; Laura Sandidge; Ross Jones;
  - Board Members Absent: None
  - Approval of Board Minutes – By unanimous consent Approved
  - Approval of Meeting Agenda - Motion: – By unanimous consent Approved
- Agenda Items:
  - 4:00 – 4:15 Open Forum – The Board encourages public participation and wishes to ensure that Board members and the public have an opportunity to communicate if needed. The Chairman of the Board will use the following rules of order during this time:
    - An individual who would like to speak on an agenda item will make that known at this time.
    - An individual who would like to speak on a non-agenda item will make that known at this time.
    - The Chairman of the Board may choose to schedule the requested items in a future board meeting.

We had no guests this month.
  - Old Business
    - Laura Updated on - Update School Improvement – CSI UP and CSI Grad
    - Laura Updated on -Update PREVIOUSLY approved positions
      - 2019 – 2020 SPED Teacher – on our web
      - Boise office support for 16 hours –still pending
    - Laura Updated on -Update on Open Replacement positions:
      - Elementary
      - SPED
    - Ross and Laura discussed the new changes that will need to be done. Discussion also centered on incentives and filling the positions we have open. – Review of New Pay Scale per law
  - New Business
    - Staffing Updates for 2019.2020
      - Laura Updated these as she was able to visit everyone -Position Adjustments:
        - Laura Updated the board on possible class changes, we discussed that we need to push more support and core level classes rather than electives - Classes for the next year
        - Laura put forward to continue teacher / admin / staff contracts and this was approved by the board, Kevin abstained.
      - Ongoing annual rental agreements for our locations were discussed, the board agreed to will continue by common consent, Kevin abstained.
      - Current Financial Report (Discussion) - Ross presented and answered questions concerning the budget.
      - Update of the Current Year for all programs / Status Update on School - Laura updated the board on the following:
        - Special, Standing, and Informational Reports
          - Training / Professional Development
    - BOARD Training: Reading provided within the Board Folder

All Standing Reports should be provided to the Chairman of the Board in written format. Reports need to be submitted to John Kelleher or his designee 2 weeks prior to the scheduled Board Meeting in order for it to be included with the materials for the Board.

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- Meeting Adjourned
  - Upcoming Dates:
    - Check Website for other activities and important dates including Spring break
  - Next meetings:
    - Next meetings: 4/17/19; 5/15/19 (Budget Review); 6/12/19 (Annual Meeting);
    - Meetings are always at 4:15 at the Another Choice Virtual Charter School Nampa Lab

Signatures as  
Needed from the  
Board if  
Applicable

If you would like to join this, or any future board meetings virtually, please call or ask us to call you to join in a Google Chat.

**Meeting adjourned at 5:30, Respectfully submitted**

*Laura Sandidge*

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### Another Choice Virtual Charter School Meeting Minutes

4/15/20

- 4:15 Welcome
  - In Attendance: John Kelleher; Ruth Kropp; Misty Puckett; Kevin McLaren; Laura Shoemaker; Laura Sandidge; Ross Jones;
    - We had no guests this month.
  - Board Members Absent: None
  - Approval of Board Minutes – By unanimous consent Approved
  - Approval of Meeting Agenda - Motion: – By unanimous consent Approved
- Agenda Items:
  - 4:00 – 4:15 Open Forum – The Board encourages public participation and wishes to ensure that Board members and the public have an opportunity to communicate if needed. The Chairman of the Board will use the following rules of order during this time:
    - An individual who would like to speak on an agenda item will make that known at this time.
    - An individual who would like to speak on a non-agenda item will make that known at this time.
    - The Chairman of the Board may choose to schedule the requested items in a future board meeting.
  - Old Business
    - School Improvement Grant; Commission Conditions Report
      - Commission Phone call discussion – the board discussed the conditions being waived and what that will mean going forward. Another issue was discussed via phone call with the Commission, John Kelleher, and Laura Sandidge. The board was made aware of the discussion within the phone call.
    - Our response to Covid-19 – discussion
      - All in attendance agreed that we need to continue to keep the labs closed in order to ensure the safety for all. Discussion of the Motion to continue lab closure for rest of 2019/20 school year including minimizing lab staff for the first summer school session and to reopen the lab for the second summer school session.
        - Motion made by Misty to keep the labs closed through the first session of summer school and to adhere to the State and CDC procedures when we do open. Kevin seconded. All agreed by unanimous consent.
    - Staffing Requests for 2020,2021
      - Elementary – formal request
      - Laura followed up with the request that was discussed last month to officially request a new teacher position in elementary school.
        - Kevin motioned to have the open position and John seconded, all approved.
    - FYI on the Math position that is open currently
      - Laura presented that there have been some applications and a team will do the interviews as we did last year.
    - Follow up on extending a contract to our current long-term substitute
      - Laura followed up with the request made previously to officially offer a contract to the teacher who has been a long-term sub since November. This was to ensure that the teacher was able to move up in the pay scale if possible.
        - Kevin motioned to have the open position and Laura seconded, all approved.
  - New Business

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- Current Financial Report (Discussion) – Ross presented and answered questions concerning the current budget.
  - By unanimous consent Approved
- Update of the Current Year for all programs / Status Update on School
  - Special, Standing, and Informational Reports
    - Training / Professional Development
    - Continuation of staff for 2020.2021 school year with adjustments as discussed.
    - Laura discussed proposed class changes for the 20.21 school year. All teachers / staff were put forward to offer another continuing contract / Letter of Agreement as is for the 20.21 school year. All agreed to approve ongoing contracts. Kevin McLaren chose not to join in the discussion or vote.
      - Motion made by Misty to approve/extend/continue all teaching contracts for current teaching / administrative staff. John seconded, all voting approved.
    - Discussion of the next two meetings and possible adjustment of moving the dates one week forward for both the May and June meetings. All agreed by unanimous consent. The website will need to be updated.
  - BOARD Training: Educational responses to Covid-19 that are updated continually
    - <https://coronavirus.idaho.gov> – &
    - <https://www.idsba.org/helping-you-stay-informed-2/>
- Meeting Adjourned
  - Upcoming Dates:
    - Check Website for other activities and important dates / and or cancellations
  - Next meetings:
    - Next meetings: 5/20/20 - Graduation day this meeting needs to change; 6/17/20.
    - Remember no meeting in July unless requested;
    - Meetings are always at 4:15 ~~at the Another Choice Virtual Charter School Nampa Lab~~ Virtually till further notice

If you would like to join this, or any future board meetings virtually, please call or ask us to call you to join in a Google Chat.

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Staff	Relationship	Hire Date	Additional Information related to Hiring	Position
Hunter, Kimberly A	Related by blood to another staff, R.H.	8/4/10	ACVS had 2 administrators when staff was hired	Hired as support, still support
Sandiego, Laura A	Related by blood to another staff, J.S., M.J., R.J., C.G., by marriage to L.I.	8/4/10	ACVS had 2 administrators when staff was hired	Hired as an Administrator (one of 2 originally), still an administrator
Lenz, Ember C	Married to D.L. related by Marriage to S.W.	8/6/10	ACVS had 2 administrators when staff was hired	Hired as a teacher, same position now
Blake, Sylvia J	No relation to any ACVS staff/board	8/13/10	ACVS had 2 administrators when staff was hired	Changed over the years, originally ISEE, then teacher, now support
Hawes, Lisa M	No relation to any ACVS staff/board	8/13/10	ACVS had 2 administrators when staff was hired	Hired as a teacher, same position now
Christensen, Laurel	No relation to any ACVS staff/board	8/18/10	ACVS had 2 administrators when staff was hired	Hired as a teacher, same position now
Jonespison, Ryan Thomas	No relation to any ACVS staff/board	8/18/10	ACVS had 2 administrators when staff was hired	Hired as a teacher, same position now
Sandiego, Jason Michael	Related by blood to another staff, L.S., M.J., R.J., C.G., by marriage to L.I.	8/18/10	ACVS had 2 administrators when staff was hired	Hired as IT Supervisor from IT Manager for the Alaska Native Corporation, same position now
Warren, Greg Charles	No relation to any ACVS staff/board	8/18/10	ACVS had 2 administrators when staff was hired	Hired as a teacher, same position now
Wolfe, Jamie Ellen	Related by blood to another teacher, M.W.	5/28/11	ACVS had 2 administrators when staff was hired	Hired as a teacher, same position now
Grauberger, Amy L	Related by blood to another teacher, K.D.	7/1/11	ACVS had 2 administrators when staff was hired	Hired as a teacher, same position now
Jones, Ramona L	Related to L.S., J.S., R.J., C.G., by blood; Related to L.J. by marriage;	7/1/11	ACVS had 2 administrators when staff was hired	Hired as a teacher, same position now
Gilson, Stephen M	No relation to any ACVS staff/board	12/26/11	ACVS had 2 administrators when staff was hired	Hired as a teacher, same position now
Williams, Melinda Ann	Related by blood to another teacher, J.W.	5/16/12	ACVS had 2 administrators when staff was hired	Hired as a teacher, same position now
Dicus, Kim A.	Related by blood to another teacher, A.G.	7/1/12	ACVS had 2 administrators when staff was hired	Hired as IT coordinator, same position now
Williams, Lloyd Sidney	Related by Marriage to E.L. & D.L. related by blood to N.T.	7/12/12	ACVS had 2 administrators when staff was hired	Hired as SPED support, still SPED and office support
Gallea, Crystal A.	Related to L.S., J.S., R.J., M.J., by blood; Related to L.J. by marriage;	5/23/13	ACVS had 2 administrators when staff was hired	Hired as a teacher, same position now
Carreon-Sanders, Lilliana	No relation to any ACVS staff/board	8/1/13	ACVS had 2 administrators when staff was hired	Hired as Business Manager, due to experience / MBA, same position now
Jones, Ross Lawrence	Related to L.S., J.S., M.J., C.G., by blood; Related to L.S., J.S., M.J., C.G.	1/6/14	ACVS had 2 administrators when staff was hired	Hired as Billing Office Manager, same position now
Jones, Lillian L	Married to R.J.; Related by Marriage to S.W.	7/29/14	ACVS had 2 administrators when staff was hired	Hired as a teacher, same position now
Linker, Courtney Irene	No relation to any ACVS staff/board	8/13/14	ACVS had 2 administrators when staff was hired	Hired as student support, still student support
Hirway-Murphy, Shelly Ann	No relation to any ACVS staff/board	8/16/14	ACVS had 2 administrators when staff was hired	Hired as a teacher, same position now
Trindo, Natasha P	Related by blood to another staff, S.W.	7/1/15	ACVS had 2 administrators when staff was hired	Hired as a teacher, same position now
Friend, Heidi Ann	No relation to any ACVS staff/board	7/1/15	ACVS had 2 administrators when staff was hired	Hired as a teacher, same position now
Grover, Candice Ann	No relation to any ACVS staff/board	8/1/15	ACVS had 2 administrators when staff was hired	Hired as a teacher, same position now
Lenz, Dennis R	Married to E.L. related by Marriage to S.W.	8/10/15	ACVS had 2 administrators when staff was hired	Hired as a teacher, same position now
Vincent, Denise A	No relation to any ACVS staff/board	6/20/15	ACVS had 2 administrators when staff was hired	Hired as IT support, still IT support
Valero, Victoria	No relation to any ACVS staff/board	8/1/15	ACVS had 2 administrators when staff was hired	Hired as SPED support, still SPED and office support
Carroll, Michelle Lynn	No relation to any ACVS staff/board	8/1/15	ACVS had 2 administrators when staff was hired	Hired as a teacher, same position now
Gruoa, Pam	No relation to any ACVS staff/board	8/8/15	ACVS had 2 administrators when staff was hired	Hired as a teacher, same position now
Hurn, Angela J	No relation to any ACVS staff/board	8/8/15	ACVS had 2 administrators when staff was hired	Hired as a teacher, same position now
Popescu, Amanda	No relation to any ACVS staff/board	8/1/16	ACVS had 2 administrators when staff was hired	Hired as a teacher, same position now
Willis, Ronnie	No relation to any ACVS staff/board	8/22/16	ACVS had 2 administrators when staff was hired	Hired as support, still support
Lucano, Yessenia	No relation to any ACVS staff/board	8/29/16	ACVS had 2 administrators when staff was hired	Hired as office support, now a teacher
Cook, Taryn	No relation to any ACVS staff/board	12/14/16	ACVS had 2 administrators when staff was hired	Hired as a substitute, now a teacher
Hunter, Nathan	Related by Marriage to L.L.	8/7/17	ACVS had 2 administrators when staff was hired	Hired as Student Services support, same position now
Little, Les	Related by Marriage to N.H.	8/7/17	ACVS had 2 administrators when staff was hired	Hired as office support, still office support
Ramirez, Karra	No relation to any ACVS staff/board	9/25/17	ACVS had 2 administrators when staff was hired	Hired as SLP tech, now a teacher
Dunning, Melboly	No relation to any ACVS staff/board	11/28/17	Hired when ACVS had only one administrator with board approval	Hired as Student Services support, same position now
Galvin, Mark	No relation to any ACVS staff/board	6/4/18	Hired when ACVS had only one administrator with board approval	Hired as support, now Registrar
Chevez, Dean	No relation to any ACVS staff/board	6/4/18	Hired when ACVS had only one administrator with board approval	Hired as support, now Registrar
Lyman, Lori	No relation to any ACVS staff/board	8/1/18	Hired when ACVS had only one administrator with board approval	Hired as SLP tech originally, now a teacher
Hilton, Taylor	No relation to any ACVS staff/board	9/4/18	Hired when ACVS had only one administrator with board approval	Hired as office support, still office support
Hunter, Rhett	Related by blood to another staff, K.H.	10/1/18	Hired when ACVS had only one administrator with board approval	Hired as a substitute, now testing coordinator
Miller, Joseph	No relation to any ACVS staff/board	10/1/18	Hired when ACVS had only one administrator with board approval	Hired as office support, still office support
Wingo, Joan	No relation to any ACVS staff/board	1/10/19	Hired when ACVS had only one administrator with board approval	Hired as office support, still office support
Dorrian, Kevin	No relation to any ACVS staff/board	4/28/19	Hired when ACVS had only one administrator with board approval	Hired as a teacher, same position now
Daniels, Jan	No relation to any ACVS staff/board	5/22/19	Hired when ACVS had only one administrator with board approval	Hired as a teacher, same position now
Murphy, Victoria	No relation to any ACVS staff/board	6/1/19	Hired when ACVS had only one administrator with board approval	Hired as a teacher, same position now
Waltz, Amy	No relation to any ACVS staff/board	8/22/19	Hired when ACVS had only one administrator with board approval	Hired as a teacher, same position now
Crosley, Tracey	No relation to any ACVS staff/board	8/22/19	Hired when ACVS had only one administrator with board approval	Hired as a teacher, same position now
Farley, Emily	No relation to any ACVS staff/board	8/22/19	Hired when ACVS had only one administrator with board approval	Hired as a teacher, same position now
Watkins, Jordan	No relation to any ACVS staff/board	10/8/19	Hired when ACVS had only one administrator with board approval	Hired as support, still support
Walters, Laura	No relation to any ACVS staff/board	10/8/19	Hired when ACVS had only one administrator with board approval	Hired as support, still support
Voelkel, Jelene	No relation to any ACVS staff/board	11/15/19	Hired when ACVS had only one administrator with board approval	Hired as a substitute, now a teacher

Year End Evaluations per policy approved by Board and the Department of Education; IT staff evaluated by IT supervisor; Office staff evaluated by Office Manager; Evaluations from Administrator if related by blood or marriage has Chairman of the Board review and sign as well.

Board Member Name	OFFICE	TERM	Board Focus	Relation Affiliation
Dr. John Kelleher	Chairman	6.17.13-Current	Education; Past experience as an administrator for Emmett School district; special knowledge of our population due to past life/job experiences	NONE by blood or marriage - Came on the board originally on in 2010
Misty Puckett	Secretary / Treasurer	6.17.11-Current	Parent; Has had 3 children at ACVS; special knowledge of our population due to past life/job experiences; special interest in supporting parents	NONE by blood or marriage
Kevin McLaren	Member	6.1.15-Current	Financial; Expertise in business and finance; special knowledge of our population due to past life/job experiences	By Marriage to current administrator, came on board when 2 administrators were with ACVS, came on the board in March 2015
Laura Shoemaker	Member	6.1.17-Current	Community; Special interest in vocational experiences for students; Community support special knowledge of our population due to job experiences	NONE by blood or marriage
Ruth Kropp	Member	8.1.17-Current	Community/Education; Special interest in development of life skills in individuals with disabilities; special knowledge of our population due to past life/job experiences	NONE by blood or marriage

- Update on Grants – Laura discussed the status of the State Grant & Supplemental Grant.
- Discussion of adding on Ramona Jones as a board meeting was discussed. All were positive about the addition. Motion made by Misty to have Ramona Jones join in the board, Kelsey seconded, all approved.
- Discussion on ACVS meetings will be held on the 2<sup>nd</sup> Wednesday with a start time of 4:15 from September to June. The meeting in August will be on the 3<sup>rd</sup> from 2:00 – 4:00.
- Discussion of educational partners and how that will be addressed within the school if needed. It was discussed as to whether it would be more fiscally responsible to contract with an existing agency or to hire our own. The discussion began to talk about contracting with Advocates for Inclusion. Since there could be a possible conflict of interest between the Board Chair. The Board Chair recused herself at that time. Ross, Vice Chair led the discussion. It was determined that it would be more fiscally responsible to contract for educational partners if needed rather than having to hire, pay benefits, and train, especially in light of this being the first year of operation. It was decided that if Advocates for Inclusion wanted to submit a proposal to contract they could do so as they would any other school. The Vice Chair would negotiate and monitor that contract rather than the board chair if deemed appropriate. The Vice Chair wanted the notes to state the following, all contracts submitted and accepted from Advocates for Inclusion, regardless of who submitted them, would only be considered if it could clearly be demonstrated that such contracts were the exactly the same as contracts provided to any other school district.
- Meeting adjourned 5:30.

Page 2 of  
7/13/2010  
Board Notes

Laura Sandidge

Documentation Requirements: As per Idaho Open Meeting law attendance of all board members must be documented. Additionally, motions, resolutions, orders, or ordinances proposed and their disposition must be documented. The results of all votes and upon the request of a member, the vote of each member, by name must be documented. Minutes of executive sessions may be limited to material of which is not inconsistent with the provisions of section 67-2345 of Idaho Code, but shall contain sufficient detail to convey the general tenor of the meeting for disclosure purposes.

Per Idaho Open Meeting Law, Section 67-2344: Neither a full transcript nor a recording of the meeting is required, except as otherwise provided by law. All minutes shall be available to the public within a reasonable time after the meeting.



**Another Choice Virtual Charter School Board Meeting Notes**

8/16/17

- 3:30 Welcome
  - Welcome
  - In Attendance: John Kelleher; Ruth Kropp; Misty Puckett; Kevin McLaren; Laura Shoemaker; Laura Sandidge; Ross Jones;
  - Board Members Absent: None
  - Approval of Board Minutes – By unanimous consent Approved
  - Approval of Meeting Agenda - Motion: – By unanimous consent Approved
- Agenda Items:
  - 3:15 – 3:30 Open Forum – The Board encourages public participation and wishes to ensure that Board members and the public have an opportunity to communicate if needed. The Chairman of the Board will use the following rules of order during this time:
    - An individual who would like to speak on an agenda item will make that known at this time.
    - An individual who would like to speak on a non-agenda item will make that known at this time.
    - The Chairman of the Board may choose to schedule the requested items in a future board meeting.

We had no guests this month.

- Old Business
  - Update on Staffing for 2017.2018
  - Update on Building Repairs
  - Update on ESY and Summer School

Laura updated the board on the new year’s activities and how the summer went. There was a brief discussion.

- New Business
  - Current Financial Report – Ross presented and answered questions concerning the budget.
  - Update Family Engagement Policy 2420 – There was a brief discussion on the updates on this policy as needed. All approved by common consent.
  - Update of the Current Year for all programs / Status Update on School
    - Special, Standing, and Informational Reports
    - Update on Student Numbers
    - Update on New and Returning Student Orientations

All Standing Reports should be provided to the Chairman of the Board in written format. Reports need to be submitted to John Kelleher or his designee 2 weeks prior to the scheduled Board Meeting in order for it to be included with the materials for the Board.

Laura updated the board on upcoming activities and the current status of the school. The board had a few questions, but there were no concerns, all were pleased with how the new year was going.

Contract for renewal of educational support as needed per special education needs was discussed. The board discussed the renewal of the ongoing contract for educational support from AFL. Discussions confirmed all is going well and there is sufficient support as needed. The board approved renewal by common consent. Kevin recused himself from the conversation and approval process as he is the signing representative for the agency.

- BOARD Training: None this month
- Meeting Adjourned
  - Upcoming Dates:
    - Start of School August 21, 2017
  - Next meetings:
    - Next meetings: 4:15; September 20, 2017; Another Choice Virtual Charter School Nampa Lab

Documentation Requirements: As per Idaho Open Meeting law attendance of all board members must be documented. Additionally, motions, resolutions, orders, or ordinances proposed and their disposition must be documented. The results of all votes and upon the request of a member, the vote of each member, by name must be documented. Minutes of executive sessions may be limited to material of which is not inconsistent with the provisions of section 67-2345 of Idaho Code, but shall contain sufficient detail to convey the general tenor of the meeting for disclosure purposes. In accordance with Idaho Code 67-2340 through 67-2346, a motion may be requested to recess this open meeting and convene into an executive session for the purpose of discussing matters pertaining to negotiations, property and/or personnel. Following discussion, the Board will reconvene into open session to take Board action on matters discussed in the executive session and/or adjourn the meeting. Per Idaho Open Meeting Law, Section 67-2344: Neither a full transcript nor a recording of the meeting is required, except as otherwise provided by law. All minutes shall be available to the public within a reasonable time after the meeting.

- Next meetings: 4:15; October 18, 2017; Another Choice Virtual Charter School Nampa Lab
- Next meetings: 4:15; November 15, 2017; Another Choice Virtual Charter School Nampa Lab

If you would like to join this, or any future board meetings virtually, please call or ask us to call you to join in a Google Chat.

**Meeting adjourned at 5:45, Respectfully submitted**

*Laura Sandidge*

Documentation Requirements: As per Idaho Open Meeting law attendance of all board members must be documented. Additionally, motions, resolutions, orders, or 2 ordinances proposed and their disposition must be documented. The results of all votes and upon the request of a member, the vote of each member, by name must be documented. Minutes of executive sessions may be limited to material of which is not inconsistent with the provisions of section 67-2345 of Idaho Code, but shall contain sufficient detail to convey the general tenor of the meeting for disclosure purposes. In accordance with Idaho Code 67-2340 through 67-2346, a motion may be requested to recess this open meeting and convene into an executive session for the purpose of discussing matters pertaining to negotiations, property and/or personnel. Following discussion, the Board will reconvene into open session to take Board action on matters discussed in the executive session and/or adjourn the meeting. Per Idaho Open Meeting Law, Section 67-2344: Neither a full transcript nor a recording of the meeting is required, except as otherwise provided by law. All minutes shall be available to the public within a reasonable time after the meeting.

January 2, 2009

To Whom It May Concern:

Advocates for Inclusion currently leases 958 Corporate Lane, a building that is ADA compliant and approximately 5,600 square feet. This building is owned by Sherfire Properties. This building does have a sprinkler system. Both parties, Sherfire and Advocates for Inclusion are receptive to having Another Choice Virtual Charter School have their office at this site until another property is secured. It is acknowledged that Another Choice Virtual Charter School will not open until 2010, however they will additionally need some working space in the 2009/10 working year.

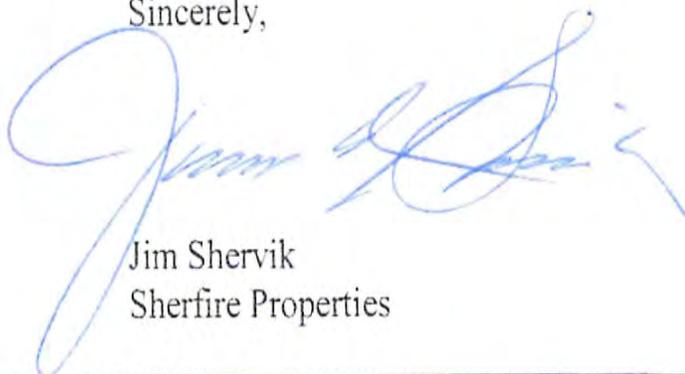
Advocates for Inclusion is very receptive to working with the staff of Another Choice Virtual Charter School in order to accommodate their needs for office space and computer space when needed.

Sincerely,

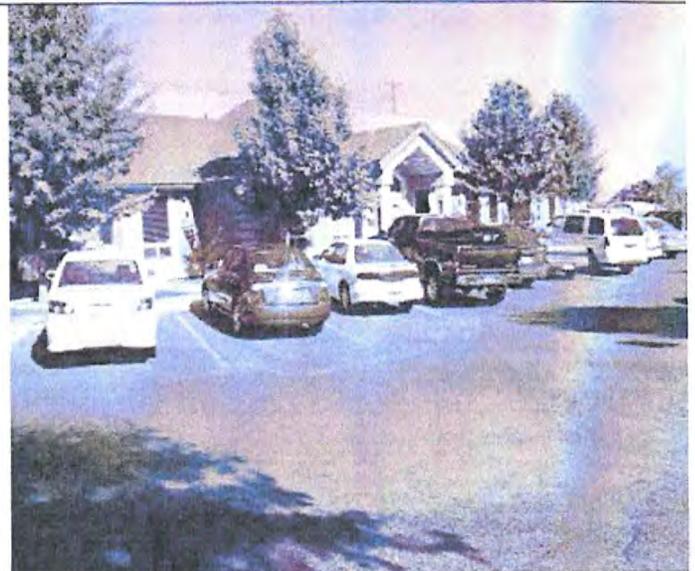
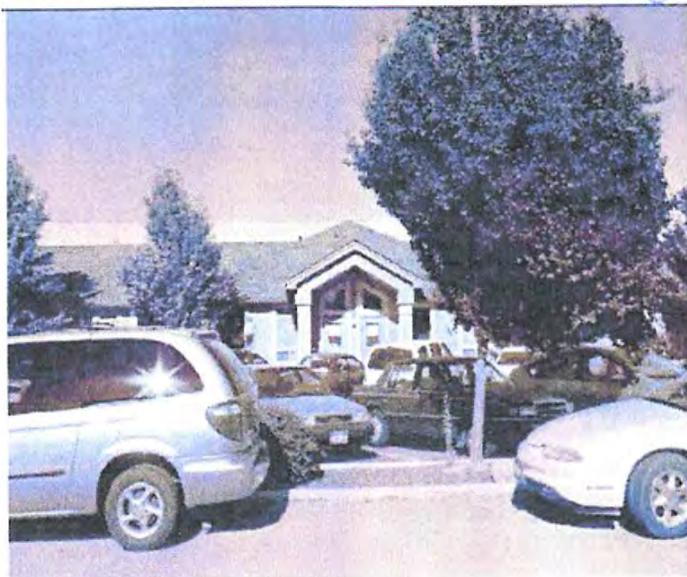


Laura Sandidge, Ph.D.  
Administrator

Sincerely,



Jim Shervik  
Sherfire Properties



Laura Sandidge, Ph.D.  
809 W. Riverstone Court  
Nampa, Idaho 83686  
(208) 467-7524 x 100  
(208) 467-7526 Fax  
lsandidge@advocates4inclusion.net

**Education:**

Doctorate of Education, Special Education, 2000, University of Idaho  
Master's in Education, Reading, 1996, Boise State University  
Bachelors of Arts, Special Education, History, 1987, Boise State University

Honors: Student Incentive Award, 1986  
Dean's List, 1986, 1996, 1997, 1998  
GPA 3.89  
Stillinger Memorial Scholarship, 1998  
Stillinger Memorial Scholarship, 1999

Dissertation: Training General Educators Increase Inclusion Of Students  
with Disabilities In the General Education Classroom:  
Positive Behavioral Supports as a Strategy for Implementation

I attended the University of Alaska from 7/88 to 10/92  
I attended Southeastern University, Oklahoma, in 1989

I have been certified in Special Education Administration, Special Education Director, Special Education K  
- 12, Early Childhood Special Education, Reading K - 12, and History 6 - 12.

**Work Experience:**

August 30, 1999 to Present  
Advocates for Inclusion  
Nampa, Idaho

I am the Administrator and co-owner of an agency that provides services for individuals with disabilities,  
both adult and children, and their families in both Department of Health and Welfare Region's III and IV.  
The services we provide are Intensive Behavioral Intervention, Developmental Therapy, Service  
Coordination, and other therapy based services.

August 30, 2002 to Present  
Nampa, Idaho

I am the Chairman of the Board for a nonprofit that provides many services at no charge to families for  
individuals. All services must enhance quality of life for the individuals we serve.

September 1996 to Current  
Northwest Nazarene University  
Nampa, Idaho

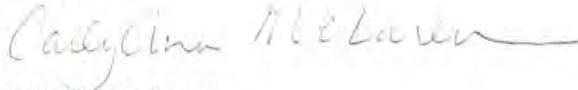
December 15, 2008

To Whom It May Concern:

SMS Enterprises, LLC, currently has plans to build an approximately 7,500 square foot building located on the corner of Roosevelt Ave. and Middleton Ave. in Nampa, ID. The property, approximately four and a half acres, has been purchased and a picture is below. Additionally, we have already purchased and obtained building blueprints as well as building permits for the building.

Our intention, and commitment, is to lease building space to Another Choice Virtual Charter School in order to accommodate their offices, library and computer lab needs. We are aware that the school may not open until 2010. We are very supportive of Another Choice Virtual Charter School and hope to have an ongoing business relationship in the future. If you have any questions please do not hesitate to contact me.

Sincerely,



CarlyAnn McLaren  
Co-Owner



*Wahne Lubiano Real Estate*

1655 Fairview Ave Suite #209 - Boise, Idaho 83702 – 208 703-1244

September 15, 2008

To Whom It May Concern:

My name is Ross Jones. I am currently serving as the Realtor of record for Another Choice Virtual Charter School. Currently Another Choice Virtual School has two extremely viable rental/lease opportunities. Therefore, it is highly unlikely that they would need to retain my services for their building needs. However, if my services are needed, I feel very comfortable in being able to locate an office building that would provide the necessary office and computer space needed for Another Choice Virtual Charter School to operate in. At this time, there are many lease opportunities available within the Treasure Valley area.

Sincerely,

A handwritten signature in black ink, appearing to read "Ross Jones". The signature is fluid and cursive, with a large initial "R" and "J".

Ross Jones, MBA

Realtor

U.S. Bank Confidential Communication



Requested by: Melinda Rodriguez

This check image contains confidential information. If you print this image, please store it in a secure place to avoid unauthorized usage of this information. Increased security awareness when discarding or destroying this document is recommended.

Item #1  
 Account No.: [REDACTED] Check No.: 0 Sequence No.: [REDACTED]  
 Amount: \$25000.00 Routing No.: 12310372 Date: 04/16/2019

Front:

Back:

[REDACTED] 04-16-2019 MWB >123171955<  
 [REDACTED]

FOR DEPOSIT ONLY  
 HOMeward REAL ESTATE, LLC  
 2880123104

U.S. Bank Confidential Communication

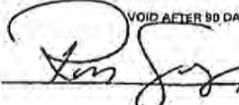


Requested by: Melinda Rodriguez

This check image contains confidential information. If you print this image, please store it in a secure place to avoid unauthorized usage of this information. Increased security awareness when discarding or destroying this document is recommended.

**Item #1**  
**Account No.:** [REDACTED]      **Check No.:** 0      **Sequence No.:** [REDACTED]  
**Amount:** \$25000.00      **Routing No.:** 12317195      **Date:** 05/22/2019

**Front:**

 Mountain West Bank 1223 12TH AVE. ROAD NAMPA, IDAHO 83688  
 **HOMeward REAL ESTATE, LLC**  
 1460 S. WHITEWATER CT. - NAMPA, ID 83688  
 (208) 614-0858  
 92-7195/1231  
 1303  
 MAY FIVE THOUSAND DOLLARS AND \*00\* CENTS  
 05/17/19      \$25,000.00\*\*  
 VOID AFTER 90 DAYS  
  
 AUTHORIZED SIGNATURE  
**ANOTHER CHOICE VIRTUAL CHARTER**  
 1014 W. HEMINGWAY BLVD.  
 NAMPA ID 83651  
 MICR line: ⑈001303⑈ ⑆123171955⑆ [REDACTED]

**Back:**

ENDORSE HERE

PAY TO THE ORDER OF  
 US BANK  
 FROM DEPOSIT ONLY  
 ANOTHER CHOICE VIRTUAL  
 CHARTER SCHOOL, INC.  
 (ISSUES BY 10/2019)

CHECK HERE AFTER  
 MONTHS OR REDIEMT DEPOSIT DATE

DO NOT WRITE BEYOND THIS LINE  
 BEYOND THIS LINE BEYOND THIS LINE





Laura Sandidge Ph.D., Administrator  
1014 W. Hemingway Blvd.  
Nampa, ID 83651  
Office Phone: 208-475-4255  
Fax: 208-475-4274  
lsandidge@anotherchoicecharter.org

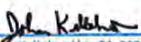
Jenn Thompson  
Director, Public Charter School Commission  
304 North 8<sup>th</sup> Street, Room 242  
P. O. Box 83720  
Boise, Idaho 83720

April 28, 2020

Dear Ms. Thompson;

Since Mr. Jones, MBA, has been with ACVS in various roles since the beginning of the school it has been common knowledge that Ross Jones was related to Laura Sandidge. Things over time are just part of the shared knowledge and community of an organization, therefore, we wanted to verify in writing that we are fully aware that Ross Jones, MBA, is a nephew of Laura Sandidge, Ph.D.

Thank you,

  
John Kelleher (Apr 26, 2020)

John Kelleher, Ph.D.

  
MISTY PUCKETT (Apr 27, 2020)

Misty Puckett

  
Ruth Kropp (Apr 27, 2020)

Ruth Kropp

  
Laura Shoemaker (Apr 27, 2020)

Laura Shoemaker

  
Kevin McLaren (Apr 27, 2020)

Kevin McLaren

Subject: Issue 4, Point 2 – Tuition Reimbursement

Dear Jenn Thompson,

According to our records, Laura's nieces have not received reimbursement for tuition. In fact, the only relative of Laura that has substantially benefited from this benefit is myself. I took courses at the University of Idaho to fulfill my CTE Teacher certification; and I am now participating in the EDS program at Northwest Nazarene University.

Also, we have always made it available for our entire staff to be reimbursed for their educational pursuits. Throughout our entire history we have not rejected one employee for this benefit. All who made request, received their request. This is because the amount requested in all requests for the year has never exceeded our budget for this benefit in that year. The attached email is an example of what is communicated to our staff in one way or another most years.

Sincerely,

Ross Jones

Business Manager



Ross Jones Jr. <ross@anotherchoicecharter.org>

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## ACVS credit reimbursement 2020-21

---

Ross Jones Jr. <ross@anotherchoicecharter.org>

Wed, Apr 22, 2020 at 5:17 PM

To: All Staff <allstaff@anotherchoicecharter.org>

Hello All,

I just wanted to remind you that the deadline for requesting credit and/or tuition reimbursement for next year (July 1, 2020 through June 30, 2021) is April 30, 2020. Making your request prior to this date will make sure that you get some assistance from the amount that ACVS has budgeted for this. We endeavor to fund all requests for approved learning opportunities, and have succeeded for the most part. After funds have been set aside for those that made a request before April 30, 2020, whatever remains in the budget for this will be available to ACVS staff on a first come first serve basis until funds are gone. At this point, funds are still available.

To make a request, let me know which class you are planning on taking, when and where you'll be taking it, along with how much you will need for the class in an email. I will try to let you know what amount has been approved within the first week or two of May.

Thank you everyone. I pray you are all doing well. Take care!

--

**Ross Jones, MBA**  
Business Manager

**Another Choice Virtual Charter School**

1014 W. Hemingway Blvd.

Nampa, Idaho 83651

Office: (208) 475-4255 Ext. 113

Cell: (208) 914-0658

Ross@AnotherChoiceCharter.org

www.AnotherChoiceCharter.org

## PROFESSIONAL DEVELOPMENT

### Available Tracks:

Special Education Certificate

English as a New Language Endorsement

Gifted and Talented Endorsement

Online Teaching Endorsement

\*tracks not listed must receive PRIOR approval

Teachers are required to select a PD track within the first year of being hired. Teachers of ACVS will be allowed a \$500 stipend per year to participate in Continuing Ed/Credits towards the certification/endorsement of their choice. All Teachers are expected to complete a minimum of 1 CEC/Credit per year towards their track.

*Staff Hand book - out dated*

	All students need to be removed from their LMS classes and any other curriculums used in the appropriate manner as per the curriculum team, with the exception of the students that will be taking Kim D's summer school class.
	All Grades - SPED Progress Reports due at front office by 12:00 PM
	Q4 grades stored for ACVS Elementary School by 6:00 PM
	S2 grades stored for ACVS Middle and High School by 5:00 PM
	Q4 Report Cards/SPED Progress Reports for Elementary available at front office by 12:00 PM
	Secondary S2 Report Cards Printed by 3:00 PM
	Elementary and Secondary Reports mailed to families.
<p>Summer School 2020 - this is TENTATIVE -                      If Approved Dates will be June 1, 2020 – June 26, 2020. It is possible we will have a "Summer Semester during the first three weeks of July" this is very tentative.</p>	
	All classes for students need to be ready for all students in LMS or any other system by 7:30 AM
	Summer School teachers confirm that the students in their classes have their class showing in LMS and PS. This will need to be checked each day. No students will be allowed after the 11th.
	Summer School 2020 Ends all students at 11:59 PM
	Teachers need to have their grades finalized by 3:00 PM
	ESY SPED Reports finalized in PS SPED by 3:00 PM
	Summer School Grades stored by 5:00 PM
	Report Cards for Summer School 2020 printed
	Report Cards for Summer School 2020 mailed
	Transcripts available upon request

**PROFESSIONAL DEVELOPMENT**

Typically, every Friday employees of Another Choice Virtual Charter School will meet face to face for required Data Days with the hope to encourage professional learning. All staff will be required to fully participate in that unless notified differently. During this time professional development will occur in various modes.

Additionally, from time to time individuals may be asked to attend conferences within state and/or out of state to develop their skills in a particular area. This time is not to be considered a benefit; this time is to be considered work time. If an individual is asked to attend a conference and they commit to going the individual must attend all sessions as expected and report back minimally to the administration on what they learned. If for some reason they are not able to attend after they have committed to

it they must inform the administrator immediately. It is typical that the staff member will be expected to present on what they learned to other staff either within a data day session or in another format. This will be discussed with the individual prior to them leaving for the event.

In state or within 75 miles from the school events may require mileage reimbursement and or food reimbursement. If that is the case a form must be completed and submitted for payment. If the event provides food for the participant no food expenses will be reimbursed.

Out of state events or events in state that are over 75 miles away from our school typically will require per diem and/or travel expenses. Those will be paid for through our school. Per Diem for each day that the individual is gone will be paid for as follows:

- Prior to leaving for the event staff will receive a Per Diem Check that will be determined as follows:
  - If the staff leaves prior to 9:00 am – they will receive a full day of Per Diem.
  - If the staff leaves between 12:00 and 11:59 pm they will receive a half-day Per Diem.
  - Per Diem for out of state events is \$50.00 for a full day.
- Upon returning from the event staff may request and receive a reimbursement check that will be determined as follows:
  - Typically travel to and from the local airport will be at the expense and responsibility of the person traveling, the costs for that would be covered via the Per Diem, therefore no reimbursement will be provided.
  - The cost for 1 piece of luggage will be reimbursed if a receipt is provided and submitted to the Business office.
  - The cost for transportation to and from the airport and the hotel/event once you are at the out of state location, if a free shuttle is not provided. Please provide a receipt and submit it to the Business office for reimbursement.
  - If you are taking a car and the hotel charges for parking fees please communicate that to the Business Office, this will be reimbursed if you absolutely need to have a vehicle with you during the conference, however if that is just personal choice it may not. Therefore, this would need to be reviewed individually.
  - All receipts should be provided to the Business office within 10 days of returning.
  - All other expenses are expected to be covered within the established Per Diem.



PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

APRIL 21, 2022

ATTACHMENT 1

\*\*\* WEBSITE REPORT \*\*\* ANOTHER CHOICE VIRTUAL CHARTER SCH

(Mo-Yr: 12-2019-12-2019)

04/27/20 Print: 04/27/20 10:08:15 AM PAGE 2

CHECK#	DATE	VENDOR	ADDRESS	DESCRIPTION	AMOUNT
009398	12/18/19	GUAJARDO, RICARDO	NAMPA, ID 83686	SPED PSYCH SERVICES - 35.5 HOURS	2,840.00
009399	12/18/19	INTERNAL REVENUE SERVICE	.	FICA - 122019	1,043.96
				FICA - 122019	10,081.10
				FICA - EMP. SHARE - 122019	894.90
				PERSI ADJ	0.02
009400	12/18/19	PERSI	BOISE, ID 83720-0078	FICA - 122019	3,310.98
				PERSI - 122019	1,602.04
				PERSI - 122019	15,914.88
				PERSI - 122019	5,301.20
				PERSI - EMP. SHARE - 122019	1,442.68
009401	12/18/19	SELECTHEALTH	.	MEDICAL INS - 122019	7,727.18
				HEALTH INSURANCE - 122019	2,393.27
				MEDICAL INS - 122019	1,975.77
				MEDICAL INS - 122019	18,849.78
009402	12/19/19	GRAUBERGER, HOPE	NAMPA, ID 83686	***VOID***	0.00
009403	12/19/19	HAWES, LISA	NAMPA, ID 83687	***VOID***	0.00
009404	12/19/19	NAMPA SCHOOL DISTRICT	NAMPA, ID 83686	***VOID***	0.00
009405	12/19/19	NORTHWEST NAZARENE UNIVERSITY	NAMPA, ID 83686	***VOID***	0.00
009406	12/19/19	NWEA - NORTHWEST EVAL. ASSOC.	PORTLAND, OR 97209	***VOID***	0.00
009407	12/19/19	POWERSCHOOL GROUP, LLC	SAN FRANCISCO, CA 94139-8408	***VOID***	0.00
009408	12/19/19	RICHARDSON, JANELLE	NAMPA, ID 83651	***VOID***	0.00
009409	12/19/19	WARREN, GREGORY	.	***VOID***	0.00
009410	12/19/19	WILKINS, MELINDA	NAMPA, ID 83686	***VOID***	0.00
009411	12/19/19	GRAUBERGER, HOPE	NAMPA, ID 83686	TUTOR - SCHOOL IMPROVEMENT	712.50
009412	12/19/19	HAWES, LISA	NAMPA, ID 83687	CREDIT REIMBURSEMENT	1,434.00
009413	12/19/19	NAMPA SCHOOL DISTRICT	NAMPA, ID 83686	DUAL ENROLLMENT	1,205.75
009414	12/19/19	NORTHWEST NAZARENE UNIVERSITY	NAMPA, ID 83686	CONCURRENT CREDIT	825.00
009415	12/19/19	NWEA - NORTHWEST EVAL. ASSOC.	PORTLAND, OR 97209	VIRTUAL CONSULTING	500.00
009416	12/19/19	POWERSCHOOL GROUP, LLC	SAN FRANCISCO, CA 94139-8408	POWERSCHOOL UNIVERSITY CONFERENCE	12,000.00
009417	12/19/19	RICHARDSON, JANELLE	NAMPA, ID 83651	TUTOR - SCHOOL IMPROVEMENT	442.50
009418	12/19/19	WARREN, GREGORY	.	PLANETARIUM FIELD TRIP	250.00
009419	12/19/19	WILKINS, MELINDA	NAMPA, ID 83686	PAYROLL ADVANCE	250.00

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

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CHECK#	DATE	VENDOR	ADDRESS	DESCRIPTION	AMOUNT
001743	01/03/20	IDAHO STORAGE CONNECTION KARCH	NAMPA, ID 83687	STORAGE UNIT	94.00
001744	01/06/20	ACVS MISC. VENDOR		NEAT CO. - SCANNER SERVICE	149.99
001745	01/07/20	CABLE ONE	PHOENIX, AZ 85062-8407	INTERNET EXPENSE	151.29
				INTERNET EXPENSE	218.99
001746	01/07/20	ACVS MISC. VENDOR		GENERATION GENIUS, INC.	795.00
001747	01/13/20	WILLAMETTE DENTAL INS., INC.	HILLSBORO, OR 97124-5611	DENTAL INSURANCE	547.20
				DENTAL INSURANCE	96.90
				DENTAL INSURANCE	425.25
001748	01/16/20	CABLE ONE	PHOENIX, AZ 85062-8407	INTERNET EXPENSE	294.53
001749	01/21/20	VISTAPRINT		OFFICE SUPPLIES	333.90
001750	01/23/20	CABLE ONE	PHOENIX, AZ 85062-8407	INTERNET EXPENSE	901.65
001751	01/27/20	VISTAPRINT		OFFICE SUPPLIES - MARKETING	23.32
001752	01/02/20	AT&T	NAMPA, ID 83687	TELEPHONE EXPENSE	779.01
001753	01/07/20	IDAHO POWER	SEATTLE, WA 98124-1966	ELECTRICITY EXPENSE	332.00
001754	01/07/20	UNITED HERITAGE LIFE INSURANCE	MERIDIAN, ID 83680-7777	LIFE AND VISION INSURANCE	370.33
				LIFE AND VISION INSURANCE	199.18
001755	01/07/20	DELTA DENTAL OF IDAHO	SALT LAKE CITY, UT 84127-1372	DENTAL INSURANCE	607.76
				DENTAL INSURANCE	607.76
				DENTAL INSURANCE	607.77
001756	01/10/20	U.S. BANK	ST. LOUIS, MO 63179-0408	BEST BUY	119.99
				BEST BUY	849.99
				AMAZON.COM	136.70
				AMAZON.COM	1,059.99
				CDI COMPUTERS	1,550.00
				MICROSOFT	132.75
				CDI COMPUTERS - FOREIGN TRN FEE	31.00
001757	01/10/20	U.S. BANK	ST. LOUIS, MO 63179-0408	AMAZON.COM	47.64
				AMAZON.COM	5.29
				AMAZON.COM	60.41
				AMAZON.COM	52.95
				AMAZON.COM	60.39
				AMAZON.COM	41.28
				AMAZON.COM	54.26
				AMAZON.COM	14.83
				FLYING M COFFEE	49.37
				FLYING M COFFEE	38.16
				FLYING M COFFEE	5.13
				LITTLE CAESARS	31.80
				LITTLE CAESARS	47.70
				COSTCO	999.78
				COSTCO	1,229.97
				COSTCO	373.17
				WALMART	252.28
				WALMART	27.50
				WALMART	163.70
				WALMART	39.07
				WALGREENS	6.97
				NCS PEARSON - CURRICULUM	312.36
				ETSY	25.00
				ALBERTSONS	52.99
				ALBERTSONS	600.00
				NCS PEARSON - CURRICULUM	305.00
				DOLLAR TREE	8.48
				ALBERTSONS	27.05
				RIVERSIDE INSIGHTS	950.66
				ADJUSTMENT	0.03
001758	01/13/20	JONES, ROSS L.	NAMPA, ID 83686	TUITION REIMBURSEMENT	3,429.34
001759	01/14/20	JONES, ROSS L.	NAMPA, ID 83686	NNU CLASSES REIMBURSEMENT	114.00
001760	01/15/20	U.S. BANK	ST. LOUIS, MO 63179-0408	BANK ANALYSIS CHARGE	57.70
001761	01/17/20	SELECTHEALTH		BOARD INSURANCE	3,710.10
001762	01/21/20	MIDCENTURY BUILDERS	NAMPA, ID 83651	HEMINGWAY LEASE	6,000.00
001763	01/28/20	INTERMOUNTAIN GAS CO	BISMARCK, ND 58506-5600	GAS EXPENSE	28.83
				GAS EXPENSE	32.53
				GAS EXPENSE	138.77
001764	01/29/20	IDAHO POWER	SEATTLE, WA 98124-1966	ELECTRICITY EXPENSE	83.27
001765	01/30/20	PITNEY BOWES		POSTAGE EXPENSE	440.44
001766	01/14/20	UPWARD, LLC	NAMPA, ID 83686	CUSTODIAL SERVICES	5,600.00
001767	01/22/20	MIDCENTURY BUILDERS	NAMPA, ID 83651	PROPERTY TAXES	11,311.36
009420	01/10/20	WINGO, JOAN		PAYROLL ADVANCE	300.00
009421	01/15/20	ADVOCATES FOR INCLUSION	NAMPA, ID 83651	SPECIAL ED SERVICES	170,980.56
009422	01/15/20	AUTOMATED OFFICE SYSTEMS INC	BOISE, ID 83705	COPIER EXPENSE	46.13
009423	01/15/20	CHOE, EUJIN	NAMPA, ID 83687	TUTOR HOURS - 39 HOURS	585.00
009424	01/15/20	CROSLEY, TRACEY		TEACHER'S PAYING TEACHERS	52.95
009425	01/15/20	ESCARZAGA, JOSEPHINA	NAMPA, ID 83686	INTERNET STIPEND SPRING 19-20	80.00
009426	01/15/20	FULFER, ERIKA	BOISE, ID 83702	SPED SERVICES	1,704.00
009427	01/15/20	GAONA, PAMELA	NAMPA, ID 83686	KITCHEN SKILLS CLUB	44.31
				KITCHEN SKILLS CLUB	20.00
009428	01/15/20	GRAUBERGER, HOPE	NAMPA, ID 83686	TUTOR - 10 HOURS	150.00
009429	01/15/20	HERFF JONES INC.	CHICAGO, IL 60693-9292	DIPLOMA	13.20
009430	01/15/20	MARLIN CAPITAL SOLUTIONS	PHILADELPHIA, PA 19101-3604	COPIER LEASE EXPENSE	2,486.78
009431	01/15/20	ORTIZ, SARA	NAMPA, ID 83651	INTERNET STIPEND SPRING 19-20	80.00
009432	01/15/20	PURCHASE POWER	PITTSBURGH, PA 15250-7874	POSTAGE MACHINE	201.42
009433	01/15/20	PROXIMITY TELEHEALTH, LLC	BOISE, ID 83716	THERAPY SERVICES	1,976.34
009434	01/15/20	RICHARDSON, JANELLE	NAMPA, ID 83651	TUTOR - 1 HOUR	15.00
009435	01/15/20	SANDIDGE, THAD	NAMPA, ID 83686	TUTOR - 3.5 HOURS	52.50
009436	01/15/20	WESTERN RECORDS DESTRUCTION	BOISE, ID 83709	RECORD DESTRUCTION	35.00
009437	01/15/20	TINYEYE THERAPY SERVICES	SASKATOON, SK S7N 3R3	SPEECH THERAY SERVICES - DEC 2019	3,632.25
009438	01/22/20	GUAJARDO, RICARDO	NAMPA, ID 83686	PSYCH SPED SERVICES	920.00
009448	01/21/20	INTERNAL REVENUE SERVICE		FICA - 012020	3,310.97
				FICA - EMP. SHARE - 012020	894.88
				FICA - 012020	1,043.95
				FICA - 012020	10,081.03

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CHECK#	DATE	VENDOR	ADDRESS	DESCRIPTION	AMOUNT
009449	01/21/20	PERSI	BOISE, ID 83720-0078	PERSI - 012020	5,301.20
				PERSI - EMP. SHARE - 012020	1,442.68
				PERSI - 012020	16,228.40
				PERSI - 012020	1,602.04
				PERSI ADJ	2,176.04CR
009450	01/21/20	SELECTHEALTH		MEDICAL INS - 012020	1,975.77
				MEDICAL INS - 012020	7,727.18
				HEALTH INSURANCE - 012020	2,393.27
				MEDICAL INS - 012020	18,849.78

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CHECK#	DATE	VENDOR	ADDRESS	DESCRIPTION	AMOUNT
001768	02/03/20	IDAHO STORAGE CONNECTION KARCH	NAMPA, ID 83687	STORAGE UNIT	94.00
001769	02/07/20	CABLE ONE	PHOENIX, AZ 85062-8407	INTERNET EXPENSE	151.29
				INTERNET EXPENSE	218.99
001770	02/11/20	WILLAMETTE DENTAL INS., INC.	HILLSBORO, OR 97124-5611	DENTAL INSURANCE	547.20
				DENTAL INSURANCE	196.90
				DENTAL INSURANCE	946.15
001771	02/13/20	CITY OF NAMPA	NAMPA, ID 83651-3921	UTILITIES EXPENSE	2,427.48
001772	02/18/20	CABLE ONE	PHOENIX, AZ 85062-8407	INTERNET EXPENSE	294.53
001773	02/04/20	CABLE ONE	PHOENIX, AZ 85062-8407	INTERNET EXPENSE	901.65
001774	02/04/20	DELTA DENTAL OF IDAHO	SALT LAKE CITY, UT 84127-1372	DENTAL INSURANCE	641.87
				DENTAL INSURANCE	641.87
				DENTAL INSURANCE	641.89
001775	02/04/20	AT&T	NAMPA, ID 83687	TELEPHONE EXPENSE	679.41
001776	02/05/20	UNITED HERITAGE LIFE INSURANCE	MERIDIAN, ID 83680-7777	LIFE AND VISION INSURANCE	653.07
001777	02/05/20	UPWARD, LLC	NAMPA, ID 83686	CUSTODIAL SERVICES	2,240.00
001778	02/06/20	IDAHO POWER	SEATTLE, WA 98124-1966	ELECTRICITY EXPENSE	323.52
001779	02/14/20	U.S. BANK	ST. LOUIS, MO 63179-0408	BANK ANALYSIS CHARGE	59.22
001780	02/18/20	SELECTHEALTH		BOARD INSURANCE	1,767.50
001781	02/20/20	MIDCENTURY BUILDERS	NAMPA, ID 83651	HEMINGWAY LEASE	6,000.00
001782	02/21/20	UPWARD, LLC	NAMPA, ID 83686	CUSTODIAL SERVICES	3,200.00
001783	02/25/20	INTERMOUNTAIN GAS CO	BISMARCK, ND 58506-5600	GAS EXPENSE	24.60
				GAS EXPENSE	30.41
				GAS EXPENSE	113.98
001784	02/28/20	IDAHO POWER	SEATTLE, WA 98124-1966	ELECTRICITY EXPENSE	95.48
001785	02/05/20	WILLIAMS, SIDNEY		MILEAGE REIMBURSEMENT	361.01
009451	02/14/20	HURN, ANGELA	MERIDIAN, ID 83642	TEACHER TECH REIMBURSEMENT	500.00
009452	02/14/20	WINGO, JOAN		PAYROLL ADVANCE	300.00
009453	02/14/20	3P LEARNING INC	PITTSBURGH, PA 15251-9751	MATHSEEDS SUBSCRIPTION	49.60
009454	02/14/20	2M DATA SYSTEMS	OREM, UT 84057	FINANCIAL SOFTWARE	545.00
009455	02/14/20	ADVOCATES FOR INCLUSION	NAMPA, ID 83651	SPED SERVICES	119,800.67
009456	02/14/20	AUTOMATED OFFICE SYSTEMS INC	BOISE, ID 83706	COPIER EXPENSE	38.59
				COPIER EXPENSE	17.91
009457	02/14/20	JEPSEN, MARGARET	NAMPA, ID 83651	TUTOR - FEBRUARY	157.50
009458	02/14/20	CRANE ALARM SERVICE	NAMPA, ID 83653	ALARM SYSTEM SERVICE	95.00
				ALARM SYSTEM SERVICE	95.00
009459	02/14/20	CUEVAS, GUADALUPE	CALDWELL, ID 83607	INTERNET REIMB. 2019-20 2ND SEM	80.00
009460	02/14/20	CURRICULUM ASSOCIATES	N. BILLIERICA, MA 01862-0901	** VOID **	0.00
009461	02/14/20	FULFER, ERIKA	BOISE, ID 83702	SPED SERVICES	1,065.00
009462	02/14/20	GRAUBERGER, HOPE	NAMPA, ID 83686	TUTOR - JANUARY - 22 HOURS	330.00
				TUTOR - FEBRUARY - 16.5 HOURS	247.50
				STUDENT COUNCIL	134.98
009463	02/14/20	GROVER, CANDICE		TUTOR - FEBRUARY	150.00
009464	02/14/20	HERMAN, ANNA	NAMPA, ID 83686	CALDWELL LAB GAS EXPENSE	165.55
009465	02/14/20	INTERMOUNTAIN GAS CO	BISMARCK, ND 58506-5600	CURRICULUM SITE LICENSE	6,200.00
009466	02/14/20	IXL LEARNING	SAN MATEO, CA 94404	SCREENCAST-O-MATIC	15.00
009467	02/14/20	JOSEPHSON, RYAN		MILEAGE REIMBURSEMENT - 205 MILES	110.70
009468	02/14/20	LITTLE, LES		COPIER EXPENSE	3,037.65
009469	02/14/20	MARLIN CAPITAL SOLUTIONS	PHILADELPHIA, PA 19101-3604	TRANSLATION CONTRACTOR - 4 HOURS	100.00
009470	02/14/20	MORENO, JOSE ANGEL	NAMPA, ID 83686	CURRICULUM	2,113.64
009471	02/14/20	PEARSON EDUCATION, INC.	ATLANTA, GA 30384-9496	POSTAGE ACCOUNT	440.44
009472	02/14/20	PURCHASE POWER	PITTSBURGH, PA 15250-7874	TEACHER TECH REIMBURSEMENT	500.00
009473	02/14/20	POPESCU, AMANDA		THERAPY SERVICES	2,549.15
009474	02/14/20	PROXIMITY TELEHEALTH, LLC	BOISE, ID 83716	TUTOR - FEBRUARY - 16 HOURS	240.00
009475	02/14/20	RICHARDSON, JANELLE	NAMPA, ID 83651	TUTOR - JANUARY - 27.5 HOURS	412.50
				PROM DJ	486.01
009476	02/14/20	ROCKY MOUNTAIN ROLL	MERIDIAN, ID 83642	WIRING / INSTALLING CAMERAS	650.00
009477	02/14/20	STEPHEN'S ELECTRIC	NAMPA, ID 83651	SPEECH THERAPY SERVICES	6,222.75
009478	02/14/20	TINYEYE THERAPY SERVICES	SASKATOON, SK S7N 3R3	TUTOR - JANUARY - 37 HOURS	555.00
009479	02/14/20	TONN, JULIE		TUTOR - FEBRUARY - 14.5 HOURS	217.50
009480	02/14/20	TORRES, MARIA	NAMPA, ID 83651	INTERNET REIMB. 2019-20 2ND SEM	100.00
009481	02/14/20	WICKSTROM PLUMBING CO.	NAMPA, ID 83687	TOILET REPAIR	505.06
				TOILET REPAIR	263.51
009482	02/21/20	HOMEGUARD ENVIRONMENTAL LLC	NAMPA, ID 83687	CALDWELL LAB CLEANUP	551.95
009492	02/21/20	INTERNAL REVENUE SERVICE		FICA - EMP. SHARE - 022020	894.90
				FICA - 022020	1,043.95
				FICA - 022020	10,457.42
				FICA - 022020	3,134.29
009493	02/21/20	PERSI	BOISE, ID 83720-0078	PERSI - EMP. SHARE - 022020	1,442.68
				PERSI - 022020	5,301.20
				PERSI - 022020	16,987.57
				PERSI - 022020	1,602.04
				PERSI ADJUSTMENT	2,243.26CR
009494	02/21/20	SELECTHEALTH		MEDICAL INS - 022020	19,936.58
				MEDICAL INS - 022020	7,727.18
				HEALTH INSURANCE - 022020	2,393.27
				MEDICAL INS - 022020	1,975.77



District To Agency Contract | 2017-2020

Another Choice Virtual Charter School District No. 476  
 Contract for Special Services for Student(s)  
 AGENCY: Advocates for Inclusion, Inc.

**WHEREAS** , pursuant to the Individuals with Disabilities Education Act (IDEA), local school districts are responsible for providing a Free Appropriate Public Education (FAPE) to children who are eligible for special education and related services, and

**WHEREAS** , Idaho Code § 33-2004 sets forth provisions whereby school districts may provide FAPE to special education students through a contract with an Private Entity approved by the State Department of Education,

**THEREFORE THIS AGREEMENT**, made this 7th day of August, 2017 by and between Another Choice Virtual Charter School District No 476, hereinafter referred to as the DISTRICT and Advocates for Inclusion a contractor of Behavioral Intervention services, whose address is 958 W Corporate Ln; Nampa, ID 83651, hereinafter referred to the AGENCY.

**WHEREAS**, the DISTRICT must provide appropriate Behavioral Intervention to the students, the DISTRICT and,

**WHEREAS**, the AGENCY agrees to provide special education services / Medicaid reimbursable services in accordance with the following State and Federal laws and regulations: Idaho Code; Idaho State Board of Education Regulations pertaining to special education; the Individuals with Disabilities Education Act; Part 34 of the Code of Federal Regulations, Sections 300.300-300.349 and 300.400-300.576; Section 504 of the Rehabilitation Act, Part 104 of the Code of Federal Regulations, and the Family Educational Rights and Privacy Act. These regulations include, but are not limited to, provisions relating to:

- a. FAPE
- b. Least Restrictive Environment (LRE)
- c. Personnel that meet appropriate standards
- d. Individualized education program (IEP)
- e. Parent participation
- f. Procedural safeguards
- g. Protection in evaluation procedures
- h. Confidentiality of information
- i. Nondiscrimination on the basis of handicap

**WHEREAS**, the AGENCY is fully knowledgeable and has such licenses and certifications as is necessary to act as Behavioral Intervention Therapist and Paraprofessionals; and

**WHEREAS**, the AGENCY desires to contract for the DISTRICT in providing Behavioral Intervention (BI) services to their students,

**NOW THEREFORE**, it is agreed as follows:

- I. Term and Duration: This Agreement shall commence on the 21st day of August, 2017, and shall go through the 29th day of June, 2020. Either party may cancel this CONTRACT with or without cause on a thirty (30) days written notice to the other party. Said notice shall be delivered to each party at the address listed at the heading of this CONTRACT or at such other address as may be designated by the party receiving the notice from time to time. In the absence of the notice to cancel this contract, it shall remain in full force.



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- II. Scope of Work: The work that could be performed by the AGENCY includes all services generally performed by the AGENCY on his and her usual line of work, including but not limited to the following:
  - a. Provide behavioral intervention services including consultation, direct treatment, data collection, and record keeping for students on an IEP receiving behavioral intervention.
  - b. Communication with staff, parents, and other professionals as appropriate regarding the status of students served. Written reports will be completed within one week following the evaluation.
  - c. An accurate record of all student contact time and daily attendance will be recorded on Medicaid forms and billing sheet, as appropriate and regardless of case management option. Completed reports will be submitted to the District on the 10th Day of each month.
  - d. Insure that services are safe and within the bounds of current research and accepted practice.
  - e. Comply with all Federal, State and local regulations concerning IDEA and maintenance of confidentiality.
  - f. The Agency agrees to provide services as set forth in our proposal to your district.
    - The District has requested case management for students.  
The Agency will provide ongoing progress reports that the Agency uses to monitor each student's progress toward IEP goals and objectives, as well as the plans required to bill for services rendered.
    - The District has NOT requested case management for students.
    - The District has requested case management for a select student.
- III. AGENCY'S Responsibilities
  - a. Provide the DISTRICT, on a monthly basis, a billing statement outlining the services rendered and the amount due the AGENCY.
  - b. Maintain a log which documents the date, the duration, the student and the type of service rendered. A copy of said log shall be turned in with the billing statement.
  - c. Provide the participant billing sheets and the Medicaid Service Detail Report showing the itemization of charges with each invoice.
  - d. Any therapist providing service will maintain current licensure and certification with the State of Idaho.
  - e. AGENCY to maintain current malpractice insurance policy.
  - f. Comply with all applicable provisions of Federal and State law relating to the practice of behavioral intervention.
  - g. Comply with the DISTRICT'S policy and procedures regarding the delivery of services to students and disabilities.
  - h. Verification that the Agency personnel responsible for providing special education and related services meet the highest entry level state standards for the appropriate occupation category included, regardless of case management option.
- IV. Independent Contractor: This Agreement does not constitute a hiring of the AGENCY by the DISTRICT. It is the parties' intention that so far as shall be in conformity with the law the AGENCY shall be an independent contractor and not the DISTRICT'S employee. In conformity therewith the AGENCY shall retain sole and absolute discretion and judgment in the manner and means of providing consulting services to the DISTRICT. The AGENCY is under the control of the DISTRICT as to the result of the AGENCY'S work only and not as to the means by which such results are accomplished. This Agreement shall not be construed as a partnership and the DISTRICT shall not be liable for any obligation incurred by the AGENCY. All services rendered by the AGENCY shall be rendered in a competent, efficient and satisfactory manner and in strict accordance with the currently approved practices in the AGENCY'S professional specialty.
- V. AGENCY'S Staff: The DISTRICT acknowledges that the AGENCY has expended and will expend significant effort, time and resources to recruit, hire or engage, and train its therapist.



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In consideration of the foregoing, the DISTRICT agrees that it will not solicit employment or engagement as an independent contractor any person employed by the AGENCY as a therapist and/or assistant at any time during the term of the Agreement.

- VI. Taxes and other Governmental Expenses: The AGENCY shall be responsible for and shall timely pay all Federal, State, and local taxes and fees including, but not limited to, social security payments, Federal and State withholding taxes and unemployment taxes.
- VII. Billing: The DISTRICT shall pay the AGENCY, upon the conditions hereinafter set forth, for all services rendered by the AGENCY, except as herein above provided, within sixty (60) days following the date on which the AGENCY'S invoices have been received by the DISTRICT together with the applicable documentation. The DISTRICT will not pay late fees assessed by the AGENCY.
  - a. The AGENCY shall be paid as follows and according to services rendered in conjunction with an IEP schedule:
    - i) Behavioral Intervention \$40.84 per hour; billable at \$10.21 per 15 minute increments;
    - ii) Behavioral Intervention paraprofessional \$18.04 per hour; billable at \$4.51 per 15 minute increments;
    - iii) Behavioral Intervention-group \$49.24 per hour; billable at \$12.31 per 15 minute increments;
    - iv) Services render must follow an IEP schedule. Services rendered above and beyond an IEP require written authorization from the District.
    - v) If required state mandated readjustments to costs/rates through the term of this contract will be adjusted as necessary.
- VIII. Controlling Law and Attorney Fees: This Agreement shall be governed by the laws of the State of Idaho. If either party defaults in any manner or fails to fulfill any and/or all provisions of this Agreement, and if the non-defaulting party hires an attorney to exercise its rights upon such default or failure, or if the parties are involved in any litigation (including any proceedings in bankruptcy), the prevailing party shall be entitled to recover reasonable attorney fees and costs from the other party. This paragraph shall be enforced by the parties notwithstanding any rescission, forfeiture or other termination of this Agreement.
- IX. Notice: Any notice required to be provided to any party to this Agreement shall be in writing and shall be considered effective as the date of deposit with the United States Postal Service by certified or registered mail, postage prepaid. Each party hereto agree to notify its employees, agents or subsidiaries of any notice given under this Agreement which materially affects the duties of one of the parties to this Agreement. Any changes in the address (noted below) for notice shall be provided to the other party to the Agreement within five (5) days of such change.
  - a. AGENCY: Advocates for Inclusion  
958 W Corporate Lane  
Nampa, ID. 83651
  - b. DISTRICT: Another Choice Virtual Charter School No. 476  
1014 W Hemingway Blvd.  
Nampa, ID. 83651
- X. Civil rights: The AGENCY agrees to comply with the Title VI of Civil Right Act of 1964 and all requirements imposed by or pursuant to the regulation of the Department of Health, Education and Welfare (45 C.F. R. Part 80) issued pursuant to the Title, to the end that, no person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied of benefits of or be otherwise subjected to discrimination under any program or activity for which Federal funds are used in support of the AGENCY'S activities. The AGENCY agrees to comply with the objectives of the American with Disabilities Act. The AGENCY agrees that recruiting, hiring and other employment procedures are free of discrimination based on disability. The AGENCY is an equal opportunity employer.
- XI. Miscellaneous



District To Agency Contract | 2017-2020

- a. This Agreement may not be assigned by either party to this Agreement without the express written consent of the other party or parties,
- b. Each party to the Agreement acknowledges that no representations, inducements, promises or Agreements, orally or otherwise, have been made by any party or anyone acting on behalf of any party, which are not embodied herein, and that no other Agreement, statement or promise not contained in the Agreement shall be valid or binding.
- c. Any modification of this Agreement will be effective only if it is in writing and signed by all parties to this Agreement.

IN WITNESS WHEREOF, the parties hereto have caused this instrument to be executed in their names by their proper officials pursuant to approval of their respective boards.

For the DISTRICT:

  
 \_\_\_\_\_  
 Chairman of the Board Signature

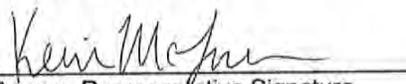
John Kelleher

Printed Name

8/16/17

Date

For the AGENCY:

  
 \_\_\_\_\_  
 Agency Representative Signature

Kevin McLaren

Printed Name

8/16/17

Date

**COMMERCIAL LEASE**

THIS LEASE AGREEMENT made this eighteenth day of July, 2012, between Laura Sandidge, ("Owner"), and Another Choice Virtual Charter School ("Tenant").

**LEASE OF PREMISES**

The Owner hereby leases to the Tenant and the Tenant hereby rents from the Owner, subject to the terms and provisions of this Lease, including the General Provisions hereafter set forth and the Exhibits hereafter identified and attached hereto, those certain premises (hereafter "Premises") shown and described on "Exhibit A" attached hereto and made a part hereof, which Premises are located in that certain building described in Section 1 of the Basic Lease Provisions below. As used in this Lease, reference to the "Building" shall mean the whole of the building structure, parking areas, landscaping and the improvements, together with the underlying land.

**BASIC LEASE PROVISIONS**

1. Building Name: Hemingway Professional Building
2. Premises Address: 1014 W. Hemingway, Nampa, ID 83651
3. Use of Premises: Virtual charter school and student computer lab.
4. Building Rentable Area: 5,900 square feet.
5. Rentable Area of Premises: 5,900 square feet.
6. Premises Percentage: 100%
7. Initial Term: One hundred twenty (120) Months.
8. Rent Commencement Date: Tenant shall commence paying Base Rent in no event later than August 1, 2012.
9. Option(s) to Renew: As described on Exhibit D
10. Annual Base Rent: \$64,900 (\$11.00 per square foot for 5,900 square feet).
11. Monthly Rent Installments: \$5,408.33
12. Rent Adjustment: Rent increase per the following: 2<sup>nd</sup> year to \$11.50 p/square foot; 3<sup>rd</sup> year to \$12.00 p/square foot; 4<sup>th</sup> year to \$13.00 p/square foot; 5<sup>th</sup> year to \$14.00 p/square foot; 6<sup>th</sup> year to \$14.50 p/square foot; 7<sup>th</sup> year to \$15.00 p/square foot; 8<sup>th</sup> year to \$15.50 p/square foot; 9<sup>th</sup> year to \$16.00 per square foot; 10<sup>th</sup> year to \$16.50 p/square foot.
13. Security Deposit: No security deposit to be required.  
Estimated property and building charges and the first months' all due upon issuance of applicable building permits.
14. Tenant's Address for Delivery of Notices:  
Attn: Kim Hunter  
1014 W Hemingway  
Nampa, ID 83686

COMMERCIAL LEASE AGREEMENT

This Commercial Lease Agreement (Lease) is entered into on this 13<sup>th</sup> day of June, 2019, by and between SMS Enterprises (Landlord) and Another Choice Virtual Charter School (Tenant). Landlord is the owner of land and improvements whose address is: 958 W Corporate Lane, Nampa ID. 83651. Landlord makes available for lease a portion of the Building designated as Suites 101 and 102 (Leased Premises).

Landlord desires to lease the Leased Premises to Tenant, and Tenant desires to lease the Leased Premises from Landlord for the term, at the rental and upon the provisions set forth herein.

THEREFORE, in consideration of the mutual promises contained herein, and for other good and valuable consideration, it is agreed:

Term.

The Renewal Term of the Lease shall begin on the 1<sup>st</sup> day of July, 2019, and end on the 30<sup>th</sup> day of June, 2020. Landlord shall use its best efforts to put Tenant in possession of the Leased Premises on the beginning of the Lease term. If Landlord is unable to timely provide the Leased Premises, rent shall abate for the period of delay. Tenant shall make no other claim against Landlord for any such delay.

Tenant may renew the Lease for one extended term of one year. Tenant shall exercise such renewal option, if at all, by providing written notice to Landlord not less than ninety (90) days prior to the expiration of the Initial Term. The renewal term shall be at the rental set forth below and otherwise upon the same covenants, conditions and provisions as contained in this Lease.

Rent.

Tenant shall pay to Landlord during the Initial Term rent of Twenty-One Thousand Six Hundred and Twenty-four Dollars (\$21,624.00) per year, payable in installments of One Thousand Eight Hundred Two Dollars (\$1,802.00) per month. Each installment payment shall be due in advance on the first day of each calendar month during the lease term to Landlord at the following address:

The rental payment amount for any partial calendar months included in the lease term shall be prorated on a daily basis.

Tenant shall also pay to Landlord a "Security Deposit" in the amount of zero Dollars (\$0.00).

Sublease and Assignment.

Tenant shall have the right with Landlord's consent, to assign this Lease to a business with which Tenant may merge or consolidate, to any subsidiary of Tenant, to any corporation under common control with Tenant, or to a purchaser of substantially all of Tenant's assets.

Except as set forth above, Tenant shall not sublease all or any part of the Leased Premises, or assign this Lease in whole or in part without Landlord's consent, such consent not to be unreasonably withheld or delayed.

Repairs.

During the Lease term, Tenant shall make, at Tenant's expense, all necessary repairs to the Leased Premises. Repairs shall include such items as routine repairs of floors, walls, ceilings, and other parts of the Leased Premises damaged or worn through normal occupancy, except for major mechanical systems or the roof, subject to the obligations of the parties otherwise set forth in this Lease.

Alterations and Improvements.

Tenant, at Tenant's expense, shall have the right, upon obtaining Landlord's consent, to remodel, redecorate, and make additions, improvements and replacements of and to all or any part of the Leased Premises from time to time as Tenant may deem desirable, provided the same are made in a workmanlike manner and utilizing good quality materials. Tenant shall have the right to place and install personal property, trade fixtures, equipment and other temporary installations in and upon the Leased Premises, and fasten the same to the premises. All personal property, equipment, machinery, trade fixtures and temporary installations, whether acquired by Tenant at the commencement of the Lease term or placed or installed on the Leased Premises by Tenant thereafter, shall remain Tenant's property free and clear of any claim by Landlord. Tenant shall have the right to remove the same at any time during the term of this Lease provided that Tenant shall repair, at Tenant's expense, all damage to the Leased Premises caused by such removal.

Property Taxes.

Landlord shall pay, prior to delinquency, all general real estate taxes and installments of special assessments coming due during the Lease term on the Leased Premises. All personal property taxes with respect to Tenant's personal property, if any, on the Leased Premises shall be the responsibility of the Tenant. Landlord shall be responsible for paying all personal property taxes with respect to Landlord's personal property at the Leased Premises.

Insurance.

If the Leased Premises or any other part of the Building is damaged by fire or other casualty resulting from any act of negligence by Tenant or by any of Tenant's agents, employees or invitees, rent shall not be diminished or abated while such damages are under repair, and Tenant shall be responsible for the costs of repair not covered by insurance.

Landlord shall maintain fire and extended coverage insurance on the Building and the Leased Premises in such amount as Landlord shall deem appropriate. Tenant shall be responsible, at its expense, for fire and extended coverage insurance on all of its personal property, including removable trade fixtures, located in the Leased Premises.

Tenant and Landlord shall, each at its own expense, maintain a policy or policies of comprehensive general liability insurance with respect to the particular activities of each in the Building with the premiums thereon fully paid on or before due date. Such insurance policy shall be issued by and binding upon an insurance company approved by Landlord, and shall afford minimum protection of not less than \$1,000,000 combined single limit coverage of bodily injury, property damage or combination thereof. Tenant shall provide Landlord with current Certificates of Insurance evidencing Tenant's compliance with this Paragraph.

Utilities.

Tenant shall pay all charges for water, sewer, gas, electricity and other services and utilities used by Tenant on the Leased Premises during the term of this Lease unless otherwise expressly agreed in writing by Landlord.

Tenant shall pay all charges for telephone services.

Tenant shall pay such all such utility charges prior to the due date. Tenant acknowledges that the Leased Premises are designed to provide standard office use electrical facilities and standard office lighting. Tenant shall not use any equipment or devices that utilizes excessive electrical energy or which may, in Landlord's reasonable opinion, over load the wiring or interfere with electrical services to other tenants.

Signs.

Following Landlord's consent, Tenant shall have the right to place on the Leased Premises, at locations selected by Tenant, any signs which are permitted by applicable zoning ordinances and private restrictions. Landlord may refuse consent to any proposed signage that is in Landlord's opinion too large, deceptive, unattractive or otherwise inconsistent with or inappropriate to the Leased Premises or use of any other tenant. Tenant shall repair all damage to the Leased Premises resulting from the removal of signs installed by Tenant.

Entry.

Landlord shall have the right to enter upon the Leased Premises at reasonable hours to inspect the same, provided Landlord shall not thereby unreasonably interfere with Tenant's business on the Leased Premises.

Parking.

During the term of this Lease, Tenant shall have the non-exclusive use in common with Landlord, other tenants of the Building, their guests and invitees, of the non-reserved common automobile parking areas, driveways, and footways, subject to rules and regulations for the use thereof as prescribed from time to time by Landlord. Landlord reserves the right to designate parking areas for Tenant and Tenant's agents and employees.

Building Rules.

Tenant will comply with the rules of the Building adopted and altered by Landlord from time to time and will cause all of its agents, employees, invitees and visitors to do so; all changes to such rules will be sent by Landlord to Tenant in writing.

Damage and Destruction.

If the Leased Premises or any part thereof or any appurtenance thereto is so damaged by fire, casualty or structural defects, such damage or defects not being the result of any act of negligence by Tenant or by any of Tenant's agents, employees or invitees, that the same cannot be used for Tenant's purposes, then Tenant shall have the right within ninety (90) days following damage to elect by notice to Landlord to terminate this Lease as of the date of such damage. In the event of minor damage to any part of the Leased Premises, and if such damage does not render the Leased Premises unusable for Tenant's purposes, Landlord shall promptly repair such damage at the cost of the Landlord. In making the repairs called for in this paragraph, Landlord shall not be liable for any delays resulting from strikes, governmental restrictions, inability to obtain necessary materials or labor or other matters which are beyond the reasonable control of Landlord. Tenant shall be relieved from paying rent and other charges during any portion of the Lease term that the Leased Premises are inoperable or unfit for occupancy, or use, in whole or in part, for Tenant's purposes. Rentals and other charges paid in advance for any such periods shall be credited on the next ensuing payments, if any, but if no further payments are to be made, any such advance payments shall be refunded to Tenant. The provisions of this paragraph extend not only to the matters aforesaid, but also to any occurrence which is beyond Tenant's reasonable control and which renders the Leased Premises, or any appurtenance thereto, inoperable or unfit for occupancy or use, in whole or in part, for Tenant's purposes.

Default.

In the event of a default made by Tenant in the payment of rent when due to Landlord, Tenant shall have fifteen (15) days after receipt of written notice thereof to cure such default. In the event of a default made by Tenant in any of the other covenants or conditions to be kept, observed and performed by Tenant, Tenant shall have thirty (30) days after receipt of written notice thereof to cure such default. In the event that the Tenant shall fail to cure any default within the time allowed under this paragraph, Landlord may declare the term of this Lease ended and terminated by giving Tenant written notice of such intention, and if possession of the Leased Premises is not surrendered, Landlord may reenter said premises. Landlord shall have, in addition to the remedy above provided, any other right or remedy available to Landlord on account of any Tenant default, either in law or equity. Landlord shall use reasonable efforts to mitigate its damages.

Quiet Possession.

Landlord covenants and warrants that upon performance by Tenant of its obligations hereunder, Landlord will keep and maintain Tenant in exclusive, quiet, peaceable and undisturbed and uninterrupted possession of the Leased Premises during the term of this Lease.

Condemnation.

If any legally, constituted authority condemns the Building or such part thereof which shall make the Leased Premises unsuitable for leasing, this Lease shall cease when the public authority takes possession, and Landlord and Tenant shall account for rental as of that date. Such termination shall be without prejudice to the rights of either party to recover compensation from the condemning authority for any loss or damage caused by the condemnation. Neither party shall have any rights in or to any award made to the other by the condemning authority.

Subordination.

Tenant accepts this Lease subject and subordinate to any mortgage, deed of trust or other lien presently existing or hereafter arising upon the Leased Premises, or upon the Building and to any renewals, refinancing and extensions thereof, but Tenant agrees that any such mortgage shall have the right at any time to subordinate such mortgage, deed of trust or other lien to this Lease on such terms and subject to such conditions as such mortgagee may deem appropriate in its discretion. Landlord is hereby irrevocably vested with full power and authority to subordinate this Lease to any mortgage, deed of trust or other lien now existing or hereafter placed upon the Leased Premises of the Building. Tenant agrees that it will from time to time upon request by Landlord execute and deliver to such persons as Landlord shall request a statement in recordable form certifying that this Lease is unmodified and in full force and effect (or if there have been modifications, that the same is in full force and effect as so modified), stating the dates to which rent and

other charges payable under this Lease have been paid, stating that Landlord is not in default hereunder (or if Tenant alleges a default stating the nature of such alleged default) and further stating such other matters as Landlord shall reasonably require.

Security Deposit.

Landlord shall hold the Security Deposit without liability for interest and as security for the performance by Tenant of Tenant's covenants and obligations under this Lease, it being expressly understood that Tenant shall not consider the Security Deposit an advance payment of rent or a measure of Landlord's damages in case of default. Unless otherwise provided by law or regulation, Landlord may commingle the Security Deposit with Landlord's other funds. Landlord may, from time to time, without prejudice to any other remedy, use the Security Deposit to the extent necessary to make good any arrearages of rent or to satisfy any other covenant or obligation of Tenant hereunder. Following any such application of the Security Deposit, Tenant shall pay to Landlord on demand the amount so applied in order to restore the Security Deposit to its original amount. If Tenant is not in default at the termination of this Lease, Landlord shall return the balance of the Security Deposit remaining after any such application to Tenant.

Notice.

Any notice required or permitted under this Lease shall be deemed sufficiently given or served if sent by United States certified mail, return receipt requested, addressed as follows:

Landlord: SMS Enterprises, LLC  
958 W Corporate Lane  
Nampa, ID. 83651  
Tenant: Another Choice Virtual Charter School  
1014 W. Hemingway Blvd.  
Nampa, ID. 83651

Landlord and Tenant shall each have the right from time to time to change the place notice is to be given under this paragraph by written notice thereof to the other party.

Brokers.

Tenant represents that Tenant was not shown the Premises by any real estate broker or agent and that Tenant has not otherwise engaged in, any activity which could form the basis for a claim for real estate commission, brokerage fee, finder's fee or other similar charge, in connection with this Lease.

Waiver.

No waiver of any default of Landlord or Tenant hereunder shall be implied from any omission to take any action on account of such default if such default persists or is repeated, and no express waiver shall affect any default other than the default specified in the express waiver and that only for the time and to the extent therein stated.

Memorandum of Lease.

The parties hereto contemplate that this Lease should not and shall not be filed for record, but in lieu thereof, at the request of either party, Landlord and Tenant shall execute a Memorandum of Lease to be recorded for the purpose of giving record notice of the appropriate provisions of this Lease.

Headings.

The headings used in this Lease are for convenience of the parties only and shall not be considered in interpreting the meaning of any provision of this Lease.

Successors.

The provisions of this Lease shall extend to and be binding upon Landlord and Tenant and their respective legal representatives, successors and assigns.

Consent.

Landlord shall not unreasonably withhold or delay its consent with respect to any matter for which Landlord's consent is required or desirable under this Lease.

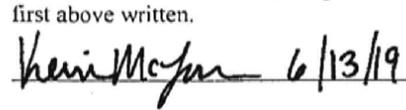
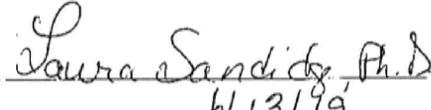
Compliance with Law.

Tenant and Landlord each shall comply with all laws, orders, ordinances and other public requirements now or hereafter affecting the Leased Premises.

Final Agreement.

This Agreement terminates and supersedes all prior understandings or agreements on the subject matter hereof. This Agreement may be modified only by a further writing that is duly executed by both parties.

IN WITNESS WHEREOF, the parties have executed this Lease as of the day and year first above written.

	6/13/19	
Landlord		Tenant

***SUBLEASE AGREEMENT***

This Sublease Agreement (the "Sublease") is made effective as of June 14, 2019, by and between Advocates for Inclusion ("Tenant"), and Another Choice Virtual Charter School ("Subtenant"). Tenant has previously entered into a lease agreement with SMS Enterprises, LLC ("Landlord") dated June 13, 2019 (the "Prime Lease"), a copy of which is attached as an exhibit to this Sublease. The Tenant now desires to sublet the leased property to the Subtenant and the Subtenant desires to sublet the leased property from the Tenant. Therefore, the parties agree as follows:

**PREMISES.** Tenant, in consideration of the sublease payments provided in this Agreement, sublets to Subtenant Williamsburg office building (2808 sq. ft.) located at 10114 W Overland Rd, Boise, Idaho 83709 (the "Premises").

**TERM AND POSSESSION.** The term of this Sublease will begin on July 01, 2019 and unless terminated sooner pursuant to the terms of this Sublease, it will terminate on June 30, 2020. Subtenant shall be entitled to possession on the first day of the term of this Sublease, and shall yield possession on the last day of the term of this Sublease. Tenant and subtenant will utilize Premises 25% and 75%, respectively. Times to be agreed upon by both parties in writing.

**SUBLEASE PAYMENTS.** Subtenant shall pay to Landlord sublease payments of \$3,042 per month, payable in advance on the first day of each month, for a total sublease payment of \$36,504.00. Sublease payments shall be made to Landlord at 958 W Corporate Lane, Nampa, Idaho 83651, which may be changed from time to time by Landlord.

**NOTICE.** Notices under this Sublease shall not be deemed valid unless given or served in writing and forwarded by mail, postage prepaid, addressed as follows to every interested party:

**TENANT:**

Advocates for Inclusion  
958 W Corporate Lane  
Nampa, Idaho 83651

**SUBTENANT:**

Another Choice Virtual Charter School  
1014 W Hemingway Blvd  
Nampa, Idaho 83651

**LANDLORD:**

SMS Enterprises, LLC  
958 W Corporate Lane  
Nampa, Idaho 83651

Such addresses may be changed from time to time by any party by providing notice to the other interested parties as described above.



**7000 SERIES  
FINANCIAL MANAGEMENT**

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**Another Choice Virtual Charter School**

**FINANCIAL MANAGEMENT**

**7000**

Goals

Since educational programs are dependent on adequate funding and the proper management of those funds, Another Choice Virtual Charter School goals can best be attained through efficient fiscal management. As trustee of local, state and federal funds allocated for use in public education, the Board shall fulfill its responsibility to see that funds are used to achieve the purposes intended.

Because of resource limitations, fiscal concerns often overshadow the educational program. Recognizing this, Another Choice Virtual Charter School must take specific action to ensure that education remains primary. This concept shall be incorporated into Board operations and into all aspects of Charter School management and operation.

In the Charter School’s fiscal management, the Board seeks to achieve the following goals:

1. Engage in advance planning, with staff and community involvement, to develop budgets that will achieve the greatest educational returns in relation to dollars expended.
2. Establish levels of funding which shall provide superior education for the Charter School's students.
3. Provide timely and appropriate information to staff who have fiscal responsibilities.
4. Establish efficient procedures in all areas of fiscal management.

Legal Reference: I.C. § 33-701 et seq.      Fiscal Affairs of School Districts

Policy History: Reviewed 8/3/10 & 9/8/10

Adopted on: 9/8/10

Confirmed 7/13/11

Revised on:

**Another Choice Virtual Charter School****FINANCIAL MANAGEMENT****7100**Budget and Program Planning

The annual budget is evidence of the Board's commitment to the objectives of the instruction programs. The budget supports the immediate and long-range goals and established priorities within all areas, instructional, non-instructional and administrative programs.

Prior to presentation of the proposed budget for adoption, the administrative staff shall prepare, for the Board's consideration, recommendations (with supporting documentation) that shall be designed to meet the needs of students within the limits of anticipated revenues.

Program planning and budget development shall provide for staff participation and the sharing of information with patrons prior to action by the Board.

A budget planning meeting will be held annually and the new budget shall be approved no later than on the annual meeting held in June of every year.

Policy History: Reviewed 8/3/10 & 9/8/10

Adopted on: 9/8/10

Confirmed 7/13/11

Revised on:

7100-1

**Another Choice Virtual Charter School****FINANCIAL MANAGEMENT****7110**Budget Implementation and Execution

Once adopted by the Board, the operating budget shall be administered by the administrative staff and his/her designees. All actions of the Administrative staff/designees in executing the programs and/or activities delineated in that budget are authorized according to these provisions:

1. Expenditure of funds for the employment and assignment of staff shall meet the legal requirements of the State of Idaho and adopted Board policies.
2. Funds held for contingencies may not be expended without approval from the Board.
3. A listing of warrants describing goods and/or services for which payment has been made must be presented for Board approval each month.
4. Purchases shall be made according to adopted Board policy.

Legal Reference: I.C. § 33-701 et seq. Fiscal Affairs of School District

Policy History: Reviewed 8/3/10 & 9/8/10

Adopted on: 9/8/10

Confirmed 7/13/11

Revised on:

7110-1

**Another Choice Virtual Charter School**

**FINANCIAL MANAGEMENT**

7120

Budget Adjustments

Any person(s) proposing a budget amendment must provide written notice of the same to each board member at least seven (7) days in advance of the meeting at which such budget amendment will be proposed.

Prior to the final vote on a budget amendment proposal, notice shall be posted and published once in the manner prescribed by Idaho law. The meeting to adopt a budget amendment shall be open and shall provide opportunity for any taxpayer to appear and be heard. Budget procedures shall be consistent with statutory requirements.

With timely notice of a public meeting, trustees, by sixty percent (60%) of the members of the Board of Trustees, may declare by resolution that a budget amendment is necessary to reflect the availability of funds and the requirements of the Charter School. Budget amendments are specifically authorized by I.C. § 33-701.

Revenue derived from maintenance and operation levies made pursuant to I.C. § 33-802(2) are excluded from budget adjustments.

Budget amendments shall be submitted to the state superintendent of public instruction.

Legal Reference: I.C. § 33-701      Fiscal year – Payment and accounting of funds

Policy History: Reviewed 8/3/10 & 9/8/10

Adopted on: 9/8/10

Confirmed 7/13/11

Revised on:

**Another Choice Virtual Charter School****FINANCIAL MANAGEMENT****7200**Accounting System Design

Another Choice Virtual Charter School's accounting system shall be established to present with full disclosure the financial position and results of the financial operations of the Charter School funds and account groups in conformity with generally accepted accounting principles. The accounting system must be in compliance with the accounting system requirements established by legislative action. The accounting system shall be able to demonstrate compliance with finance-related legal and contractual provisions.

Policy History: Reviewed 8/3/10 & 9/8/10

Adopted on: 9/8/10

Confirmed on: 5/28/13

Revised on:

7200-1

**Another Choice Virtual Charter School****FINANCIAL MANAGEMENT**

7210

GASB Statement 34 (Accounting System)**1. Purpose**

The Board recognizes the need to implement the required accounting and financial reporting standards set out in Governmental Accounting Standards Board Statement 34 ("GASB 34")

The primary objectives of implementing the GASB 34 are to assure compliance with state requirements, and to properly account for both the financial and economic resources and to provide new and additional information to users of Charter School financial statements.

**2. Authority**

Participation of and reporting shall be in accordance with Board policy. State of Idaho Fiscal Policies manuals as prepared by the office of the State of Idaho Controller's Office and GASB 34.

**3. Delegation of Responsibility**

The responsibility to coordinate the compilation and preparations of all information necessary to implement this policy is delegated to the Administrative Team in cooperation with the Charter School Accountant/Financial Manager.

The designated individual shall be responsible for implementing the necessary procedures to establish and maintain a fixed asset inventory, including depreciation schedules. Depreciation shall be computed on a straight-line basis over the useful lives of the assets, using an averaging convention. Normal maintenance and repairs shall be charged to expense as incurred; major renewals and betterments that materially extend the life or increase the value of the asset shall be capitalized. A schedule of accumulated depreciation shall be consistent from year to year. The basis for depreciation, including groups of assets and useful lives, shall be in writing and submitted for review to the Board of Trustees.

The Principal in Cooperation with the Charter School's Accountant/Financial Manager shall prepare the required Management Discussion and Analysis (MD&A). The MD&A shall be in the form required by GASB Statement 34 and shall be submitted to the board for approval, prior to publication.

Prior to submission of the MD&A for Board approval, the independent auditors shall review the MD&A, in accordance with SAS No. 52, "Required Supplementary Information."

#### 4. Guidelines

In order to associate debt with acquired assets, and to avoid net asset deficits, any asset that has been acquired with debt proceeds shall be capitalized, regardless of the cost of the asset. The asset life of these assets shall be considered relative to the time of the respective debt amortizations.

For all other assets not acquired by debt proceeds, the dollar value of any single item for inclusion in the fixed assets accounts shall be not less than

{ } \$4,000, we do include all technology on our inventory.

The capitalization threshold shall be set at a level that will capture at least 80% of all fixed assets.

The assets listed below do not normally individually meet capitalization threshold criteria:

1. Library books.
2. Classroom texts.
3. Classroom materials.

These asset category costs shall be capitalized and depreciated as groups when that group's acquisition cost exceeds the capitalization threshold in any given fiscal year.

For group asset depreciation purposes, the estimated useful life of the group may be based on the weighted average or simple average of the useful life of individual items, or on an assessment of the life of the group as a whole. Periodically, the intermediate unit shall review the estimated life of groups of assets and adjust the remaining depreciation life of the group.

Assets that fall below the capitalization threshold for GASB 34 reporting purposes may still be significant for insurance, warranty service, and obsolescence/replacement policy tracking purposes. The intermediate unit may record and maintain these non-GASB 34 asset inventories in subsidiary ledges.

Policy History: Reviewed 8/3/10 & 9/8/10

Adopted on: 9/8/10

Confirmed on: 5/28/13

Revised on:

**Another Choice Virtual Charter School****FINANCIAL MANAGEMENT**

7220

Documentation and Approval of Claims

All financial obligations and disbursements must be documented in compliance with the statutory provisions and audit guidelines. The documentation will specifically describe acquired goods and/or services, the budget appropriations applicable to payment, and the required approvals. All purchases, encumbrances and obligations, and disbursements must be approved by the Administrative Team designated with the authority, responsibility and control over the budget appropriations. The responsibility for approving these documents should not be delegated.

The Charter School Administrative Team in association with the Accountant/Financial Manager will be responsible for the development of the procedures and forms to be used in the requisition, purchase and payment of claims.

Policy History: Reviewed 8/3/10 & 9/8/10

Adopted on: 9/8/10

Revised on:

7220-1

**Another Choice Virtual Charter School**

**FINANCIAL MANAGEMENT**

7230

Financial Reporting and Audits

The Board directs that financial reports of all Charter School funds shall be prepared in compliance with statutory provisions and generally accepted accounting and financial reporting standards. In addition to the reports required for local, state, and federal agencies, financial reports will be prepared monthly and annually and presented to the Board. The financial reports shall reflect the financial activity and status of the Charter School funds.

Appropriate interim financial statements and reports of financial position, operating results and other pertinent information will be prepared to facilitate management control of financial operations.

The Board and or its designee directs that school audits shall be conducted in accordance with Idaho law (I.C. § 67-450B). Each audit shall be a comprehensive audit of the affairs of the Charter School and the Charter School funds. The audits shall comply with all statutory provisions and generally accepted governmental auditing standards.

The report shall be filed with the state department of education after its acceptance by the board of trustees not later than November 10.

Legal Reference: I.C. § 33-701      Fiscal year – Payment and accounting of funds  
    I.C. § 67-405B      Independent Financial Audits by Government Entities

Policy History: Reviewed 8/3/10 & 9/8/10  
 Adopted on: 9/8/10  
 Revised on:

**Another Choice Virtual Charter School**

**FINANCIAL MANAGEMENT**

7240

Federal Impact Funds

It is the intent of Another Choice Virtual Charter School that all American Indian children of school age have equal access to all programs, services, and activities offered by the Charter School.

It is also the intent of the Charter School to fully comply with the requirements of Title VIII (Impact Aid Program) of the Elementary and Secondary Education Act and regulations relating thereto. To that end, the Charter School shall if applicable:

1. Provide tribal officials and parents of Indian children an opportunity to comment on the participation of Indian children on an equal basis in all programs and activities offered by the Charter School;
2. Annually assess the extent to which Indian students are participating on an equal basis in the educational programs and activities of the Charter School;
3. If and when necessary, modify its educational programs to ensure that Indian children participate on an equal basis with non-Indian children served by the Charter School;
4. Disseminate annually the following materials to tribal officials and Indian parents:
  - Title VIII application;
  - Evaluation of programs assisted with Title VIII funds;
  - Program plans and information related to the education programs of the Charter School.

Such materials will be provided to tribal officials and parents of Indian children in sufficient time to allow tribal officials and parents of Indian children an opportunity to review the materials and make recommendations on the needs of Indian children and provide input on how the Charter School might help those children realize the benefits of the Charter School's educational programs and activities.

1. Solicit information from tribal officials and parents of Indian children on Indian views, including information on the frequency, location, and time of meetings;
2. Notify tribal officials and parents of Indian children of the locations and times of meetings;
3. Consult and involve tribal officials and parents of Indian children in the planning and development of the Charter School's educational programs and activities;

4. Modify its Indian policies and procedures, if and when necessary, based upon the results of the assessments referenced below.

Assessments

Tribal officials and parents of Indian children are encouraged to assess the effectiveness of their input regarding the participation of Indian children in the Charter School's educational programs and activities and the development and implementation of the Charter School's Indian policies and procedures and share the results of such assessment with the Charter School.

Legal Reference: 20 U.S.C.S. 7701, et seq. The Impact Aid Program Statute (Title VIII of the Elementary and Secondary Education Act of 1965)  
34 CFR 222.94 What provisions must be included in a local educational agency's Indian policies and procedures?

Policy History: Reviewed 8/3/10 & 9/8/10  
Adopted on: 9/8/10  
Revised on:

**Another Choice Virtual Charter School****FINANCIAL MANAGEMENT****7240B  
(Background)**Federal Impact Funds

A policy and procedure of this nature is necessary in order to be eligible to receive Title VIII funds to provide programs for eligible Indian students.

When submitting the Impact Aid application for federal assistance, Another Choice Virtual Charter School must provide assurance that it has established the required policies and procedures. In addition to submitting the policies and procedures, the Charter School must ensure that:

1. tribes and parents were informed, consulted, and involved;
2. a statement indicating that the Charter School has on file a list of names and addresses of parents that participated in hearings or other such meetings;
3. dates when proposed policies were considered by the Board (first reading, second reading, etc.);
4. how policies and procedures reflect the views of parents of Indian children; and
5. how policies and procedures have been disseminated to the tribes and parents.

While the amendments provide for the involvement of parents of Indian children, such recommendations are advisory only. The Board has the final authority on policy decisions of the Charter School.

Policy History: Reviewed 8/3/10 & 9/8/10

Adopted on: 9/8/10

Revised on:

7240B-1

**Another Choice Virtual Charter School****FINANCIAL MANAGEMENT****7240P**Federal Impact Funds

The Board adopts the following procedures as required by Title VIII (Impact Aid Program) of the Elementary and Secondary Education Act:

1. The Administrative Team and/or his/her designee will meet at least two (2) times annually with tribal officials and parents of Indian children. The purpose of the meetings will be to give tribal officials and parents of Indian children an opportunity to comment on whether Indian children are participating on an equal basis with other children in the Charter School in the educational programs and activities offered by the Charter School. The dates and times of these meetings will be sent to tribal officials and parents of Indian children at the beginning of each school year. In addition to the meetings, tribal officials and parents of Indian children are encouraged to contact the Principal at any time to provide comments or concerns regarding Indian children's equal participation in the education programs of the Charter School.
2. When necessary the Board will review this procedure and the Charter School's Impact Aid Policy (7231).
3. The Administrative Team and/or his/her designee will review school data and the comments and/or concerns of tribal officials, parents of Indian children, the community, and staff members regarding the assessment and extent of Indian students' participation and progress in the educational programs and services of the Charter School.
4. When assessment data indicate Indian students are not participating on an equal basis with non-Indian students or making adequate progress, tribal officials and parents of Indian children will be asked to make recommended changes.
5. The complete Title VIII application will be sent to tribal officials (and the Indian Education Center, if appropriate) and a summary prepared for all Indian parents in conjunction with the January Title VIII public hearing. Review of new or continuing programs is an ongoing process of the Board. Agendas will be regularly forwarded to Tribal officials. An annual summary will be provided at the January Title VIII public hearing. Additional information is available upon request. A Board meeting will be held, usually in January, for the discussion of the disseminated material as part of a regular Board agenda. Tribal officials and Indian parents and staff will be notified at least ten (10) days prior to the meeting. Notice will be posted in the Charter School office and will be sent to the Tribal Council (and Education Center) for posting.

7240P-1

6. At the Board meeting described in 5, above, members of the Indian community will be afforded the opportunity to comment and suggest alternatives to the regularly scheduled times, locations, and frequency of pertinent meetings.
7. Tribal officials, Indian parents, the Title IX Indian Parent Committee, the IPP Committee, and Indian Education Center staff will be notified as to the location and times of meetings in the same manner as that provided for the January Board meeting. Notice will be posted in the Charter School’s office and will also be sent to the Tribal Council and the Tribal Education Center for posting.
8. The Title VIII application will be made available for review by the Title IX Parent Committee and/or the IPP Committee and other interested members of the Indian community, prior to the public meeting generally held in January.

A Board meeting to discuss equal participation of Indian students will generally be held in January.

The Title IX Parent Committee and/or the IPP Committee and interested Indian parents and tribal officials will review assessment data to develop or modify educational programs or services to allow participation of Indian students on an equal basis. These findings and recommendations will be presented to the Board in March or as required by federal guidelines.

Members of the Indian community, tribal officials, members of the Parent Committee and/or the IPP Committee, and staff will be notified of modifications to programs or services as provided in 5, above.

Legal Reference: 20 U.S.C.S. 7701, et seq. The Impact Aid Program Statute (Title VIII of the Elementary and Secondary Education Act of 1965)  
 34 CFR 222.94 What provisions must be included in a local educational agency’s Indian policies and procedures?

Policy History: Reviewed 8/3/10 & 9/8/10  
 Adopted on: 9/8/10  
 Reviewed September 2011 Board Meeting – no changes  
 Revised on:

**Another Choice Virtual Charter School**

**FINANCIAL MANAGEMENT**

**7250**

Fund Accounting System

The accounts of Another Choice Virtual Charter School are organized on the basis of funds, each of which is considered to be a separate accounting entity. The operations of each fund are accounted for by providing a separate set of self-balancing accounts. The following funds are maintained by the Charter School:

**General Funds**

**Federal Funds**

Legal Reference: I.C. § 33-901 et seq.	School Funds
I.C. § 33-701 et seq.	Fiscal Affairs of School District

Policy History: Reviewed 8/3/10 & 9/8/10

Adopted on: 9/8/10

Revised on:

7250-1

**Another Choice Virtual Charter School****FINANCIAL MANAGEMENT**

7260

Student Activity Fund

The Board is responsible for the establishment and management of student activity funds. The purpose of student activity funds shall be to account for revenues and disbursements of those funds raised by students through recognized student body organizations and activities, including:

1. Admission charges for interscholastic activities;
2. The sale of yearbooks and annuals;
3. Student fee collections which are used to provide more than one activity/benefit to all of the students of a school or school building;
4. Student Club fees;
5. Receipt from vending machines located on school property.

The funds shall be deposited and expended by check in a bank account maintained by Another Choice Virtual Charter School for each student activity fund. The use of the student extra- and co-curricular funds is limited to the benefit of the students.

Specific procedures are available via the Administrative and Financial Team.

For other activity or student funds, the board may create a separate fund(s) and implement procedures for the accounting and control of the same.

Legal Reference: I.C. § 33-705 Activity Funds

Policy History: Reviewed 8/3/10 & 9/8/10

Adopted on: 9/8/10

Revised on:

**Another Choice Virtual Charter School**

**FINANCIAL MANAGEMENT**

7270

Property Records

Property records and inventory records shall be maintained on all land, buildings and physical property owned by Another Choice Virtual Charter School.

For purpose of this policy, "equipment" shall mean a unit of furniture or furnishings, an instrument, a machine, an apparatus or a set of articles which retains its shape and appearance with use, is nonexpendable and does not lose its identity when incorporated into a more complex unit. The Administrative Team shall ensure that inventories of equipment are systematically and accurately recorded and are updated annually. No equipment shall be removed for personal or non-school use except according to Board policy.

Property records shall show, appropriate to the item recorded, the:

1. description and identification
2. manufacturer
3. date of purchase
4. initial cost
5. location
6. serial number, if available
7. model number, if available

Equipment may be identified with a permanent tag that provides appropriate District and equipment identification.

Cross Reference: 7210                      GASB Statement 34 (Accounting System)

Legal Reference: I.C. § 33-701        Fiscal year – Payment and accounting of funds

Policy History: Reviewed 8/3/10 & 9/8/10

Adopted on: 9/8/10

Revised on:

**Another Choice Virtual Charter School****FINANCIAL MANAGEMENT****7300**Revenues

Another Choice Virtual Charter School will seek and utilize all available sources of revenue for financing its educational programs. This includes revenues from non-tax, local, state and federal sources. All revenues received for the Charter School will be properly credited to the appropriate fund and account as specified by federal and state statute and the accounting and reporting regulations for Idaho school districts.

The Charter School will collect and deposit all direct receipts of revenues as necessary as appropriate. The Charter School will make an effort to collect all revenues due from all sources, including, but not limited to, rental fees, fines, other fees and charges.

Policy History: Reviewed 8/3/10 & 9/8/10

Adopted on: 9/8/10

Revised on:

7300-1

**Another Choice Virtual Charter School**

**FINANCIAL MANAGEMENT**

7310

Advertising in Schools/Revenue Enhancement

Revenue enhancement through a variety of Charter School-wide and Charter School approved marketing activities, including but not limited to advertising, corporate sponsorship, signage, etc., is a Board-approved venture. These opportunities are subject to certain restrictions as approved by the Board in keeping with the contemporary standards of good taste. Such advertising will seek to model and promote positive values for the students of the Charter School through proactive educational messages and not just traditional advertising of a product. Preferred advertising includes messages that encourage student achievement and the establishment of high standards of personal conduct.

All sponsorship contracts will allow the Charter School to terminate the contract at least on an annual basis if it is determined that it will have an adverse impact on implementation of curriculum or the educational experience of students.

The revenue derived should:

1. Enhance student achievement;
2. Assist in the maintenance of existing Charter School athletics and activity programs; and
3. Provide scholarships for students participating in athletic, academic and activity programs who demonstrate financial need and merit.

Appropriate opportunities for these marketing activities include but are not limited to:

1. Fixed signage
2. Banners
3. Charter School-level publications
4. Television and radio broadcasts
5. Athletic facilities, to include stadiums, high school baseball fields, and high school gymnasiums
6. Charter School level projects
7. Expanded usage of facilities beyond traditional use (i.e., concerts, rallies, etc.)
8. Interior and exterior of a limited number of Charter School buses only if the advertising is associated with student art selected by the Charter School. The only advertising information will note that the student art is sponsored by the participant in the Charter School sponsorship. Maintenance for these buses will include but not exceed normal maintenance costs.
9. Individual school publications (when not in conflict with current contracts)

Advertising will not be allowed in classrooms, and corporate-sponsored curriculum materials are subject to the requirements of Board policy.

The following restrictions will be in place when seeking revenue enhancement. Revenue enhancement activities will not:

1. Promote hostility, disorder or violence
2. Attack ethnic, racial or religious groups
3. Discriminate, demean, harass or ridicule any person or group of persons on the basis of gender
4. Be libelous
5. Inhibit the functioning of the school and/or Charter School
6. Promote, favor or oppose the candidacy of any candidate for election, adoption of any bond/budget issues or any public question submitted at any general, county, municipal or school election
7. Be obscene or pornographic as defined by prevailing community standards throughout the Charter School
8. Promote the use of drugs, alcohol, tobacco, firearms or certain products that create community concerns
9. Promote any religious or political organization
10. Use any Charter School or school logo without prior approval
11. Use age-inappropriate material

Exception

Nothing herein shall be construed to prevent advertising in publications which are published by student organizations, PTA/PTO, booster club, or other parent groups that are approved by ACVS. Funds received for approved projects involving advertising in said publications may be retained by the school-related group that is sponsoring the activity as a fund-raising event.

Solicitations

Salesmen, representatives, or agents shall not solicit or contact pupils, teachers, or other employees in the school buildings or on school grounds without prior approval.

Cross Reference: 2100	Curriculum Development and Assessment
2500	Library Materials
2520	Curricular Materials

Policy History: Reviewed 8/3/10 & 9/8/10

Adopted on: 9/8/10

Revised on:

**Another Choice Virtual Charter School**

**FINANCIAL MANAGEMENT**

**7400**

Purchasing

Authorization and Control

The Administrative Staff is authorized to direct expenditures and purchases within the limits of the detailed annual budget for the school year. Administrative Staff shall have the authority to make capital outlay purchases without advance approval when it is necessary to protect the interests of the School for the health, safety and/or benefit of the staff or students. The Administrative Staff shall establish requisition and purchase order procedures as a means of controlling and maintaining proper accounting of the expenditure of funds. Staff members shall not obligate the Charter School without express authority. Staff members who obligate the Charter School without proper authorization may be held personally responsible for payment of such obligations.

Bids and Contracts

With the exception of the purchase of curricular services or materials, whenever the cost of any construction, repair or improvement or the acquisition, purchase or repair of any equipment, or other personal property necessary for the effective operation of the Charter School exceeds Twenty-Five Thousand and 00/100 Dollars (\$25,000.00), bids shall be called for by issuing public notice as specified in statute. Specifications shall be prepared and be made available to all vendors interested in submitting a bid. The contract shall be awarded to the lowest responsible bidder, except that the trustees may reject any bid, reject all bids and publish notice for bids once again. If after calling for bids a second time, no satisfactory bid is received, the Board may proceed under its own direction, subject to the approval of the state board of education.

In determining what bid is the lowest responsible bidder, the Charter School will not only take into consideration the amount of the bid, the Charter School will also consider the skill, ability and integrity of a bidder to do faithful and conscientious work and promptly fulfill the contract according to the letter and spirit. References may be contacted.

The Administrative Staff shall establish bidding and contract awarding procedures.

Cooperative Purchasing

The Charter School may cooperatively enter into contracts with one (1) or more Charter Schools to purchase materials necessary or desirable for the conduct of the business of the Charter School.

Personnel Conflict of Interest

No employee will make any contractual obligations for or on behalf of the school from any private business or vendor in which or with which the employee has a direct or indirect financial or ownership interest without Board knowledge.

In situations when Board committees are not used for purchases or contracted services from any private business or venture in which any employee of this school has a direct or indirect financial or ownership interest will be made in accordance with the following procedures:

1. The interested employee, the business, or the vendor will disclose the employee's exact relationship to the business or vendor.
2. The affected business or vendor may submit a bid or proposal, written or oral, in compliance with the specifications outlined by the school.
3. This policy will apply to any organization, fund, agency or other activity maintained or operated by the school.

Preferential treatment of gifts, prizes, awards, or merchandise as a result of ordering any items or a result of placing any purchase order with a vendor on behalf of the school will not be given.

Legal Reference: I.C. § 33-601 I.C. § 33-402 I.C. § 33-316	Real and personal property – Acquisition, use or disposal of same. Notice requirements Cooperative contracts to employ specialized personnel and/or purchase materials
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Policy History: Reviewed 8/3/10 & 9/8/10  
 Adopted on: 9/8/10  
 Revised on:

**Another Choice Virtual Charter School**

**FINANCIAL MANAGEMENT**

**7407**

Public Procurement of Goods and Service

The Charter School shall at all times adhere to the bidding requirements for the procurement of goods and services as set out in state law.

**Public Procurement of Goods and Services Bidding**

\$0 to \$25,000	No bidding requirements	IC 67-2803 (2)
\$25,001 to \$50,000	Semi-formal bidding: Issue written requests for bids describing goods or services desired to at least 3 vendors. Allow 3 days for written response, unless an emergency exists; 1 day for objections.	IC 67-2806 (1)
\$50,000 and above	Formal bidding: Publish bid notice at least 2 weeks in advance of bid opening. Make bid specifications available; written objections allowed. May request bid security/bond. Can reject all if able to purchase more economically in the open market.	IC 67-2806 (2)

**Exemptions to Public Procurement of Goods and Services Bidding**

Personal Property	Already competitive bid (piggy-banking)	IC 67-2803 (1)
\$25,000 or less	Contracts or purchases of goods or services	IC 67-2803 (2)
Any Amount	Payments of Wages	IC 67-2803 (3)
Any Amount	Personal or professional services performed by an independent contractor. (Refer to info on qualifications in IC 67-2320)	IC 67-2803 (4)
Any Amount	Procurement of an interest in real property or the lease thereof	IC 67-2803 (5)
Any Amount	Procurement of insurance	IC 67-2803 (6)
Any Amount	Costs of Joint Powers participation	IC 67-2803 (7)
Any Amount	Emergency Expenditures	IC 67-2808 (1)

Legal Reference: I.C. § 67-2801 et seq. Purchasing by Political Subdivisions

Policy History: Reviewed 8/3/10 & 9/8/10

Adopted on: 9/8/10

Revised on:

**Another Choice Virtual Charter School****FINANCIAL MANAGEMENT****7410**Petty Cash Funds

The use of petty cash funds shall be authorized for specific purchases only. Those purchases will include individual purchases of supplies and materials under the amount of Fifty Dollars (\$50), postage, delivery charges, and freight. Individual personal reimbursements which exceed Fifty Dollars (\$50) should not be made from petty cash funds. Petty cash accounts will be maintained as cash on hand, and the total dollar amount of each petty cash account will be limited to Two Hundred Dollars (\$200) for secondary schools and One Hundred Dollars (\$100) for elementary schools and school offices and departments.

Each administrator of a school or department with a petty cash fund account may appoint and designate a fund custodian to carry out the bookkeeping and security duties. Monies which are not specifically petty cash monies shall not be co-mingled with the petty cash fund. At the conclusion of each school year, all petty cash funds must be closed out and the petty cash vouchers and cash on hand returned to the business office for processing.

The Charter School business office shall be responsible for establishing the procedures involving the use and management of petty cash funds.

Policy History: Reviewed 8/3/10 & 9/8/10

Adopted on: 9/8/10

Revised on:

**Another Choice Virtual Charter School****FINANCIAL MANAGEMENT**

7420

Personal Reimbursements

While it is recommended that all purchases of goods or services be made within established purchasing procedures, there may be an occasional need for an employee to make a purchase for the benefit of the Charter School from personal funds. In that event, an employee will be reimbursed for a personal purchase under the following criteria:

1. It is clearly demonstrated that the purchase is of benefit to the Charter School.
2. The purchase was made with the prior approval of an authorized administrator or established procedure.
3. The item purchased was not available from resources within the Charter School.
4. The claim for personal reimbursement is properly accounted for and documented with an invoice/receipt.

The Charter School business office will be responsible for the development of the procedures and forms to be used in processing claims for personal reimbursements.

Policy History: Reviewed 8/3/10 & 9/8/10

Adopted on: 9/8/10

Revised on:

7420-1

**Another Choice Virtual Charter School**

**FINANCIAL MANAGEMENT**

7425

Personal Reimbursements for Technology Expenditures

Use of technology is required in a virtual school environment in order to conduct the business of the school. Most certificated and/or non-certificated staff requires access to a communications device, which could be a phone and/or computer to communicate and access students, staff, families, curriculums and student information systems, which are delivered on line. If a position is consider a 75% or more on site position there will be no technology provided outside of the on site building materials, which would include phones and computers on site.

Individuals that do contract work with Another Choice Virtual Charter School, ACVS, or are temporary hires may check out a computer from the Informational Technology Department for use while they are contracting or working for the school during the school calendar year. Individuals that are considered 75% or more on site may check out a computer as needed with Administrative approval.

Specific items are required for specific staff members that conduct their business remotely, regardless of full time or part time status as outlined below:

Administrative/Coordinator/Manager and Teachers:

Materials needed: Phone and computer for communication purposes and to access the curriculums and Student Informational System

Phone Expenses Reimbursement – Eligible staff members may choose one option:

1. Go on the school plan with the following specifications:
  - 1.1. Be aware that all data is not private and can be accessed at any time as needed by the IT Department or as instructed by the Administrative staff.
  - 1.2. Be aware that there will be a limitation of data as set forth in the school plan. The limitation may change annually based on the number of individuals on the plan.
  - 1.3. Be aware that if there is an overage of the specified data there will be a minimum of \$150 plus fees to reimburse the school for the overage fee.
  - 1.4. Be aware that the cost of the phone or the cost of the phone upgrade will be at the staff member’s expense at the time of purchase. The phone would not be school property. The staff member’s phone number can be taken with them if they leave ACVS.

\* Administrative & specified staff that are required to have a phone at all times for their position will not be limited in their data and a phone will be provided as specifically required for their position.
2. Do not go on the school plan and receive a flat reimbursement rate of \$50 monthly per their contract period to off-set the expense of the phone.
- \*\* The effective date for this updated plan will be August 1, 2017, for all eligible staff.

**Computer/Technology Expenses Reimbursement** – Eligible staff members may choose one of two possible options:

1. Each year, effective the first day of the calendar year in which they are hired the individual will be eligible for up to \$500.00 in reimbursements for technology for full time staff and \$250.00 for part time staff.
    - 1.1. **Approved technology: Computer**  
It is strongly suggested that this expense reimbursement be used for computers. It is acknowledged that computers are typically more than \$500 therefore an eligible staff member could expend up to 2 years expense reimbursement however, it will be required that the individual sign acknowledgement that if they are no longer with ACVS for any reason prior to the expense being fully realized that they will have the option to have the amount deducted from their last check/s as applicable or to turn in the computer to the IT department's inventory.
    - 1.2. **Approved technology: iPad; Tablet; Scanner/Printer; Software for computer; approved peripherals specifically as listed: mouse; external hard drive, headset; external monitor.**  
Items in this category are not eligible for the extended reimbursement option. Items purchased out of this category will not be returned at the end of the year and will not be part of ACVS inventory.
    - 1.3. Staff are required to purchase their own technology and will be reimbursed as per the typical reimbursement standard as listed below. The financial department will be required to have the form signed prior to giving the reimbursement and the form will be retained in the staff's personnel and financial file.
  2. Do not participate in the reimbursement program and check out a computer from the IT Department. Staff will be responsible for the material.
- \*\* The effective date for this updated plan will be August 1, 2017, for all eligible staff.  
\* For the 15 staff members that participated in the 2015-2016 3-year expenditure plan and 2 staff members participated in the 2016-2017 3-year expenditure plan, those plans will be will remain in effect and continue though August 1, 2018. As of August 1, 2018 all staff will be on the same reimbursement plan.

There are specific Support Staff positions that may be eligible and or required to access the Phone Expenses Reimbursement as part of their position. This would be stated in their job description and approved by the Administration. The Computer/Technology expenses would not be reimbursed, as their technology materials would be provided as needed for their position.

An employee will be reimbursed for a personal purchase under the following criteria:

1. It is clearly demonstrated that the purchase falls within this policy.
2. The purchase was made with the prior approval of an authorized administrator and/or Technology team.
3. The claim for personal reimbursement is properly accounted for and documented with an invoice/receipt.

The Charter School business office will be responsible for the development of the procedures and forms to be used in processing claims for personal reimbursements.

Policy History: 1/2016 & 1/18/17 & 2/15/17

Adopted on: 3/15/2017

Revised on:

7425-3

**Another Choice Virtual Charter School****FINANCIAL MANAGEMENT****7430**Travel Allowances and Expenses

Every Charter School employee and trustee will be reimbursed for travel expenses while traveling and engaged in official Charter School business. All travel expenses must be reported on the established travel expense and voucher forms and, for employees, approval must be granted prior to traveling by the employee's supervisor if outside of the job description.

The Charter School business office will be responsible for the development of procedures and forms to be used in connection with travel expense claims and reimbursements.

Legal Reference: I.C. § 33-701      Fiscal year – Payment and accounting of funds

Policy History: Reviewed 8/3/10 & 9/8/10

Adopted on: 9/8/10

Revised on:

7430-1

**Another Choice Virtual Charter School****FINANCIAL MANAGEMENT**

7440

Charter School Credit Cards

The Board of Directors permits the use of charter school credit cards by certain school officials to pay for actual and necessary expenses incurred in the performance of work-related duties for the charter school.

All credit cards will be in the name of the charter school. Credit cards may only be used for legitimate charter school business expenditures. The use of credit cards is not intended to circumvent the charter school's policy on purchasing. Purchases that are unauthorized, illegal, represent a conflict of interest, are personal in nature or violate the intent of this policy may result in credit card revocation and discipline of the employee.

The Principal shall monitor monthly the use of each credit card by reviewing credit card expenditures and report any serious problems and/or discrepancies directly to the Board.

Credit Card Users

Credit card users must take proper care of the credit card(s) and take all reasonable precautions against damage, loss or theft. Any damage, loss or theft must be reported immediately to the Business Office and to the appropriate financial institution. Failure to take proper care of credit cards or failure to report damage, loss or theft may subject the employee to financial liability.

Users must submit detailed documentation, including itemized receipts for services, travel and/or other actual and necessary expenses which have been incurred in connection with school-related business for which the credit card has been used. Failure to provide a proper receipt can make the employee responsible for expenses incurred.

Credit Card Limits

The charter school shall establish a credit line not to exceed what is needed for the need for their position for all cards issued to the charter school.

Return of Credit Card

A charter school employee who is no longer employed by the charter school shall return the credit card upon termination to the Principal no later than five calendar days after termination.

Misuse and/or Unauthorized Use

An employee who violates a provision of this policy shall have his/her credit card revoked immediately and shall be subject to disciplinary action as determined by the Principal and reported to local law enforcement. If the Principal violates a provision of this policy, he/she shall be subject to disciplinary action as determined by the Board and reported to local law enforcement.

Additional Procedures

The Principal, in consultation with the Assistant Principal and/or Business Manager, may establish additional procedures governing the issuance and use of district credit cards that do not contradict any part of this policy. Each cardholder shall be apprised of the procedures governing the use of the credit card and a copy of this policy and accompanying procedures shall be given to each cardholder.

Legal Reference: I.C. § 18-5701 Misuse of Public Money by Officers  
I.C. § 18-5703 Definitions

Policy History: Reviewed 8/3/10 & 9/8/10

Adopted on: 9/8/10

Revised on:

**Another Choice Virtual Charter School**

**FINANCIAL MANAGEMENT**

**7440F**

Credit Card Holder Agreement

By my signature I hereby acknowledge that I have read and understand Another Choice Virtual Charter School's credit card policy. Furthermore, I affirm that I will not use the credit card for personal reasons. I understand that a violation of this agreement may result in disciplinary action up to and including termination, and possible legal action.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Position

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date Signed

Policy History: Reviewed 8/3/10 & 9/8/10  
Adopted on: 9/8/10  
Revised on:

**Another Choice Virtual Charter School**

**FINANCIAL MANAGEMENT**

7500

Special Education Policies and Procedures

As part of Another Choice Virtual Charter School’s original Charter we adopted the most recent Special Education Manual that is written by the Idaho Department of Education, Special Education Department.

Special Education Revenues

Another Choice Virtual Charter School will seek and utilize all available sources of revenue for financing its educational programs including in accessing and dispersing special education funds. This includes revenues from non-tax, local, state and federal sources. All revenues received for Another Choice Virtual Charter School will be properly credited to the appropriate fund and account as specified by federal and state statute and the accounting and reporting regulations for Idaho school districts as documented in ACVS Policy 7300.

As per Federal Regulation Special Education Funds:

§300.202 Use of amounts

(a) General. Amounts provided to the LEA under Part B of the Act

- (1) Must be expended in accordance with the applicable provisions of this part;
- (2) Must be used only to pay the excess costs of providing special education and related services to children with disabilities; and
- (3) Must be used to supplement State, local, and other Federal funds and not to supplant those funds.

Excess Costs

Another Choice Virtual Charter School will refer and adhere to the IDEA Part B Funding Manual provided by the Idaho State Department of Education Division of Student Achievement and School Improvement within the Special Education Department and IDEA for guidelines regarding Excess Costs.

Time and Effort Reporting

Another Choice Virtual Charter School will refer and adhere to the IDEA Part B Funding Manual provided by the Idaho State Department of Education Division of Student Achievement and School Improvement within the Special Education Department and IDEA and the OMB Circular A-87 and A-133 for guidelines regarding Time and Effort Reporting.

Acquisition Of Equipment And For Construction Or Alteration Of Facilities

Another Choice Virtual Charter School will refer and adhere to the IDEA Part B Funding Manual provided by the Idaho State Department of Education Division of Student Achievement and School Improvement within the Special Education Department and IDEA for guidelines

regarding the utilization of Part B and Preschool funds for the acquisition of equipment and for construction or alteration of facilities.

#### Parentally-Placed Private School Children

Another Choice Virtual Charter School will refer and adhere to the IDEA Part B Funding Manual provided by the Idaho State Department of Education Division of Student Achievement and School Improvement within the Special Education Department and the ACVS Adopted Special Education Manual for guidelines regarding Parentally-Placed Private School Children.

#### Coordinated Early Intervening Services (CEIS)

Under the 2004 IDEA amendments and the 2006 IDEA regulations, local education agencies (LEAs) are permitted to use up to 15% of their IDEA Part B and Preschool (Section 611 and Section 619 combined) to “develop and implement coordinated, early intervening services, which may include interagency funding structures, for students in grades kindergarten through grade twelve (with a particular emphasis on students in kindergarten through grade three) who are not currently identified as needing special education or related services, but who need additional academic and behavioral support to succeed in a general education environment.” 34 C.F.R. § 300.226.

A LEA is required to use the maximum amount (15%) of their Part B allocations (Section 611 and Section 619 combined) for CEIS if significant disproportionality is determined through the collection and analysis of student race and ethnicity data in the following areas:

1. The identification of children as children with disabilities
2. The identification of children as children with disabilities in accordance with a particular impairment
3. The placement in particular educational settings of these children
4. The incidence, duration, and type of disciplinary actions, including suspensions and expulsions. 34 CFR § 300.646.

#### Procurement Procedures

Another Choice Virtual Charter School will refer and adhere to the IDEA Part B Funding Manual provided by the Idaho State Department of Education Division of Student Achievement and School Improvement within the Special Education Department and the ACVS Adopted Special Education Manual for guidelines regarding procurement procedures for all commodities and services purchased with Federal Grant Funds. In all cases State and Federal laws shall be implemented in accordance with 34 CFR § 80.36(i)(1).

#### Retention of Fiscal Records

Another Choice Virtual Charter School will refer and adhere to the ACVS Adopted Special Education Manual and best practices set forth by IDAHO ASSOCIATION OF SCHOOL BUSINESS OFFICIALS regarding retention of fiscal records with Federal Grant Funds in accordance with 34 CFR § 80.42. In all cases State and Federal laws shall be implemented.

Maintenance of Effort

The MOE regulations at 34 CFR §300.203 read as follows:

(1) Except as provided in paragraph (b)(2) of this section, the SEA must determine that an LEA complies with paragraph (a) of this section for purposes of establishing the LEA's eligibility for an award for a fiscal year if the LEA budgets, for the education of children with disabilities, at least the same total or per capita amount from either of the following sources as the LEA spent for that purpose from the same source for the most recent prior year for which information is available: (i) Local funds only. (ii) The combination of State and local funds.

(2) An LEA that relies on paragraph (b)(1)(i) of this section for any fiscal year must ensure that the amount of local funds it budgets for the education of children with disabilities in that year is at least the same, either in total or per capita, as the amount it spent for that purpose in the most recent fiscal year for which information is available and the standard in paragraph (b)(1)(i) of this section was used to establish its compliance with this section.

(3) The SEA may not consider any expenditures made from funds provided by the Federal Government for which the SEA is required to account to the Federal Government or for which the LEA is required to account to the Federal Government directly or through the SEA in determining an LEA's compliance with the requirement in paragraph (a) of this section.

Another Choice Virtual Charter School will implement 34 CFR §300.203 fully and will refer to the IDEA Part B Funding Manual provided by the Idaho State Department of Education Division of Student Achievement and School Improvement within the Special Education Department and the ACVS Adopted Special Education Manual for guidelines for implementation of determining Maintenance of Effort Costs.

Policy History: Reviewed 8/3/10 & 9/8/10

Adopted on: 9/8/10

Revised on: 5/16/12

**Another Choice Virtual Charter School**

PART B INVENTORY MANAGEMENT SYSTEMS

7510

Another Choice Virtual Charter School will be able to use IDEA Part B funds to purchase equipment or property as long as they maintain an adequate inventory management that complies with EDGAR Section 80.32.

Property records in the inventory management system should include, at a minimum:

- 1) Property description;
- 2) Identification number;
- 3) Source of funding;
- 4) Acquisition date and cost;
- 5) the location, use\* and condition of the property; and
- 6) any ultimate disposition data including the date of disposal and sale price of the property.

In addition to the above information, the inventory management system should ensure that all source documents in support of the above information are maintained throughout the life and disposition of the equipment, and property records should be updated frequently so that ACVS can account for every piece of equipment purchased with federal funds at any given time.

\* Equipment or property purchased exclusively with IDEA Part B funds must be used exclusively for the benefit of the Special Education Program.

Inventory Controls must provide

Adequate safeguards to prevent loss, damage, or theft

Physical inventory of property at least every two years

Adequate maintenance of equipment    Disposition of Equipment

EDGAR Section 80.32 (e) establishes rules for disposing of equipment: (e) Disposition. When original or replacement equipment acquired under a grant or subgrant is no longer needed for the original project or program or for other activities currently or previously supported by a Federal agency, disposition of the equipment will be made as follows: (1) Items of equipment with a current per-unit fair market value of less than \$5,000.00 may be retained, sold or otherwise disposed of with no further obligation to the awarding agency. (2) Items of equipment with a current per unit fair market value in excess of \$5,000.00 may be retained or sold, and the awarding agency shall have a right to an amount calculated by multiplying the current market value or proceeds from sale by the awarding agency's share of the equipment. (3) In cases where a grantee or subgrantee fails to take appropriate disposition actions, the awarding agency may direct the grantee or subgrantee to take excess and disposition action.

Policy History: Reviewed 5/16/12 & 6/20/12

Adopted on: 6/20/12

Revised on:

7510-2



5/28/2020

Another Choice Virtual School  
1014 W. Hemingway Blvd.  
Nampa, ID 83651  
Delivered via Email

Dear Chairman Kelleher and Dr. Sandidge,

After reviewing the documentation ACVS provided in response to our 4/15/20 letter, I am writing to request additional information. Concerns remain regarding ethics and procurement.

While board meeting minutes evidence that board directors have recused themselves from several votes, they do not provide evidence that proper disclosures were made in compliance with Idaho Code. In addition, the previously submitted documentation does not evidence that various vendors were selected using proper procurement procedures. Please provide documentation to verify ACVS's compliance with ethics in government and procurement.

The following page details the outstanding questions and necessary documentation. I appreciate your continued corporation. Please feel free to reach out if you have any questions.

Sincerely,

A handwritten signature in blue ink, appearing to read "Jenn Thompson".

Jenn Thompson  
Director, Idaho Public Charter School Commission

**REQUEST FOR DOCUMENTS**

- 1) Please provide documentation evidencing the disclosure to the board of directors of each conflict of interest as it relates to SMS Enterprises and Advocates for Inclusion.
- 2) Please provide board meeting minutes (that have not already been submitted to the PCSC) evidencing board approval for each agreement entered into with SMS Enterprises and Advocates for Inclusion.
- 3) Please provide documentation evidencing that the contract for services, entered into with Advocates for Inclusion, was competitively bid.
- 4) Please provide documentation evidencing that Advocates for Inclusion was the lowest bidder.
- 5) If the process utilized in any of the above-described contracts was the request for proposal process (rather than the competitive bidding process), please provide the reason for that choice along with documentation evidencing such process.
- 6) If neither the competitive bidding process nor the request for proposal process were utilized for the contract with Advocates for Inclusion, please state the process that was utilized and the reasoning for that choice.
- 7) Dr. Sandidge stated that Advocates for Inclusion was the sole source of the services the school sought. Please provide evidence to support this claim.

**QUESTIONS**

- 1) Did either Dr. Sandidge or Kevin McLaren take any part in the preparation of the bid specifications or the contract entered into between the school and Advocates for Inclusion? If yes, please describe.
- 2) Did Kevin McLaren take any part in deliberating or voting on the contract with Advocates for Inclusion? If yes, please describe.
- 3) Did either Dr. Sandidge or Kevin McLaren take any part in approving either the bid specifications or the contract with Advocates for Inclusion? If yes, please describe.
- 4) Did either Dr. Sandidge or Kevin McLaren submit a written disclosure to the ACVS board of directors stating Advocates for Inclusion’s intention to bid on the contract and/or stating his or her personal interest in the contract? If yes, please provide a copy of the written disclosure.
- 5) Did the lease agreement between the school and SMS Enterprises utilize the competitive bidding process? If not, please provide reasoning and any supporting documentation you feel is relevant.
- 6) Did either Dr. Sandidge or Kevin McLaren take any part in preparing or approving either the bid specifications (if applicable) or the lease agreement with SMS Enterprises? If yes, please describe.



Laura Sandidge Ph.D., Administrator  
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lsandidge@anotherchoicecharter.org

Jenn Thompson  
Director, Public Charter School Commission  
304 North 8<sup>th</sup> Street, Room 242  
P. O. Box 83720  
Boise, Idaho 83720

July 6, 2020

Dear Ms. Thompson;

Thank you again for allowing me to respond for your request for more information. I do know your time is very valuable, so I will try to clarify your questions in as succinct a way as possible.

I have attached what information and documents I have that will address your concerns mentioned in the request for additional information. If you have any questions on those I am available to respond.

These are the answers to the specific questions that you sought additional information on.

1. Did either Dr. Sandidge or Kevin McLaren take any part in the preparation of the bid specifications or the contract entered into between the school and Advocates for Inclusion? If yes, please describe.

As stated previously, Another Choice Virtual Charter School, ACVS, first contracted with Advocates for Inclusion in 2010. Mr. McLaren was not on the board at that time. Additionally, as per ACVS policy and Idaho Code 67-2803 § 4, a formal bid is not required for the procurement of personal or professional services to be performed by an independent contractor. The services were determined to be needed early on as submitted previously.

There has never been a bid presented by any other agency to ACVS for the services that Advocates for Inclusion provides. The need for that is not specifically necessary or always financially feasible for an outside agency. If another agency wants to work with a student that attends ACVS we allow any agency, or private provider, to come in to the school as long as they can document that they have a background check and they adhere to our lab policies and procedures. In that situation they would do their own billing as per their own agency policies and procedures outside of the school, therefore a contract is not needed to provide services.

2. Did Kevin McLaren take any part in deliberating or voting on the contract with Advocates for Inclusion? If yes, please describe.

Mr. McLaren was not on the board when ACVS began contracting with Advocates for Inclusion and has recused himself since then to the best of my knowledge.

3. Did either Dr. Sandidge or Kevin McLaren take any part in approving either the bid specifications or the contract with Advocates for Inclusion? If yes, please describe.

My area of expertise is very much special education. I hold a doctorate in special education. I have trained at our local universities and I have also trained internationally on how to provide services to individuals with disabilities. I am very particular on the quality of services we provide to our students. Our school focuses on learning differences, so this is very important to me. That said, as the special education director for our school I am involved in the quality of services delivered. I have always tried to remove myself from the contracting with Advocates for Inclusion and Another Choice, however, I am involved in assuring that the services provided are appropriate and meet the needs of our school.

Mr. McLaren is the financial manager for Advocates for Inclusion, consequently it is assumed he would be involved generally in the contracts for that business, from the perspective of that business.

As for his involvement at the school's level, Mr. McLaren recused himself on the voting for any matter associated with Advocates for Inclusion since he has been on the board. He was not on the board when Advocates for Inclusion first started working with ACVS and accordingly would have had no involvement from the school perspective, regarding any matter associated with the contract in regards to bidding, terms, approval or review.

4. Did either Dr. Sandidge or Kevin McLaren submit a written disclosure to the ACVS board of directors stating Advocates for Inclusion's intention to bid on the contract and/or stating his or her personal interest in the contract? If yes, please provide a copy of the written disclosure.

As per ACVS policy and Idaho Code 67-2803 § 4, a formal bid is not required for procurement of personal or professional services to be performed by an independent contractor.

As stated previously, within the Amendments of our initial Charter documents I had submitted my resume. This provided written documentation that I was a co-owner of Advocates for Inclusion. That same written resume was provided as part of my original hiring documentation for ACVS as well. For me and for the people who have been a part of ACVS there has never been a time it was not recognized that I was part of Advocates for Inclusion. This was always part of the public record.

ACVS first contracted with Advocates for Inclusion in 2010 and Mr. McLaren was not on our board at that time.

5. Did the lease agreement between the school and SMS Enterprises utilize the competitive bidding process? If not, please provide reasoning and any supporting documentation you feel is relevant.

As per ACVS policy and section Idaho Code 67-2803 § 5, Procurement of an interest in real property; there was no competitive bidding process. ACVS worked with the resources we had that would be able to rent to a Charter school without any credit history or financial stability and provide buildings that had the size and location specifications that were needed. As a Charter School we always know that our charter is extended at the will of the Commission. Therefore, SMS enterprises was agreeable to knowing that our lease could end unexpectedly. We have rented from other entities and in fact still do as needed. At all times the needs of ACVS have been the priority on any rental contracts we have.

6. Did either Dr. Sandidge or Kevin McLaren take any part in preparing or approving either the bid specifications (if applicable) or the lease agreement with SMS Enterprises? If yes, please describe.

Mr. McLaren, as the clerk for SMS, does do the lease agreements for SMS Enterprises.

The Board is the only authority that can enter into lease agreements of this nature and does approve all such agreements.

Attached with this letter please find documentation responsive to your inquiry. As always, if you have any questions or if you need additional information, please do not hesitate to contact us at your convenience.

Thank you,



Laura Sandidge, Ph.D.  
Administrator / Head of School

Additional requested Attachments

- 1) Please provide documentation evidencing the disclosure to the board of directors of each conflict of interest as it relates to SMS Enterprises and Advocates for Inclusion.
  - a) Board Rental Letter attached.
  
- 2) Please provide board meeting minutes (that have not already been submitted to the PCSC) evidencing board approval for each agreement entered into with SMS Enterprises and Advocates for Inclusion.
  - a) May 2020 Board Notes attached.
  
- 3) Please provide documentation evidencing that the contract for services, entered into with Advocates for Inclusion, was competitively bid.
  - a) Please see the response for question one. There have been no bids for the services that Advocates for Inclusion provides.
  - b) Attachment Section 67-2803 – Idaho State Legislature.pdf.
  - c) Board Policies previously submitted.
  
- 4) Please provide documentation evidencing that Advocates for Inclusion was the lowest bidder.
  - a) Please see the response for question one. There have no bids for the services that Advocates for Inclusion provides.
  - b) An agency or private provider can actually can bill at an amount agreed upon with their client or with Medicaid when they do not go through the school. If they bill through any school the Department of Health and Welfare require the school to subtract 1/3 of the reimbursement of those services.
  
- 5) If the process utilized in any of the above-described contracts was the request for proposal process (rather than the competitive bidding process), please provide the reason for that choice along with documentation evidencing such process.
  - a) Please see the response for question one. There have no bids for the services that Advocates for Inclusion provides.
  - b) Attachment Section 67-2803 – Idaho State Legislature.pdf.
  - c) Board Policies previously submitted.
  
- 6) If neither the competitive bidding process nor the request for proposal process were utilized for the contract with Advocates for Inclusion, please state the process that was utilized and the reasoning for that choice.
  - a) ACVS required the need for the services, at that time the board knew Advocates for Inclusion, the principal of ACVS at that time also knew Advocates for Inclusion. In light

of the law and board policy the choice in 2010 was to work with Advocates for Inclusion. The services provided meet the needs and due to that fact it has just continued over time.

- 7) Dr. Sandidge stated that Advocates for Inclusion was the sole source of the services the school sought. Please provide evidence to support this claim.
- a) I do apologize, I don't know how to prove this to you. I don't have any documentation that a bid came in to ACVS, because there hasn't been one. The only way I know how I can support this claim is with the trust that our board has given me. I haven't gotten a bid for the services that Advocates for Inclusion provides.



Laura Sandidge, Administrator  
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[lsandidge@anotherchoicecharter.org](mailto:lsandidge@anotherchoicecharter.org)

Jenn Thompson  
 Director, Public Charter School Commission  
 304 North 8<sup>th</sup> Street, Room 242  
 P. O. Box 83720  
 Boise, Idaho 83720

July 1, 2020

Dear Ms. Thompson;

The Board had shared knowledge within the community of the organization since the onset of the lease, that Mr. Kevin McLaren as well as Dr. Laura Sandidge had a portion of ownership of SMS Enterprises.

Thank you,

*John Kelleher*  
John Kelleher (Jul 6, 2020 23:02 MDT)  
 John Kelleher, Ph.D.

*Misty Puckett*  
Misty Puckett (Jul 7, 2020 12:55 MDT)  
 Misty Puckett

*Ruth Kropp*  
Ruth Kropp (Jul 6, 2020 18:52 MDT)  
 Ruth Kropp

*Laura Shoemaker*  
Laura Shoemaker (Jul 7, 2020 11:43 MDT)  
 Laura Shoemaker

*Kevin McLaren*  
Kevin McLaren (Jul 6, 2020 18:25 MDT)  
 Kevin McLaren



### Another Choice Virtual Charter School Board Meeting Agenda

**ZOOM Meeting Address:** Join URL: <https://zoom.us/j/...>

5/13/20

- 4:15 Welcome
  - Welcome
  - In Attendance: John Kelleher; Ruth Kropp; Misty Puckett; Kevin McLaren; Laura Shoemaker; Laura Sandidge; Ross Jones;
  - Board Members Absent: None
  - Approval of Board Minutes – By unanimous consent Approved
  - Approval of Meeting Agenda - Motion: – By unanimous consent Approved
- Agenda Items:
  - 4:00 – 4:15 Open Forum – The Board encourages public participation and wishes to ensure that Board members and the public have an opportunity to communicate if needed. The Chairman of the Board will use the following rules of order during this time:
    - An individual who would like to speak on an agenda item will make that known at this time.
    - An individual who would like to speak on a non-agenda item will make that known at this time.
    - The Chairman of the Board may choose to schedule the requested items in a future board meeting.

We had no guests this month.
  - Old Business
    - School Improvement Grant; Commission Conditions Report
      - Commission Phone call discussion

Laura updated the board on the current status.
    - Our response to Covid-19 – discussion
      - Update

Laura updated the board on the current status – we are actively working with students virtually with our teachers and school improvement tutors, while things are very busy and stressful, students and staff were all working very hard. The elementary team in particular were highly commended on their efforts especially in the area of course completion.
    - Staffing Requests for 2020.2021
      - Special Funding

Laura and Ross updated the board on the current status of special funding that will be forthcoming from the state in light of the Covid-19 situation. The outcome of this discussion determined these funds would be used to pay for additional staff to work directly with and for students in the summer and during the next school year to ensure course completion and development of academic skills.
    - FYI on the Math position that is open currently

Laura updated the board on the current status.
  - Rentals All locations

Ross and Laura discussed the current status on all rental agreements in all locations, Nampa, Boise, and Caldwell. There was a significant discussion on this in order to ensure that there was full understanding on ownership and current use of all locations. Ownership of all buildings is known, but reiterated with the Board as well as the costs associated. Discussion ensured that none of the Board members had concerns or questions with the ownership. Motion made to continue and extend rental agreements for Boise and Nampa locations for another year was made by Ruth Kropp and seconded by John Kelleher. Motion carried with unanimous

Documentation Requirements: As per Idaho Open Meeting law attendance of all board members must be documented. Additionally, motions, resolutions, orders, or ordinances proposed and their disposition must be documented. The results of all votes and upon the request of a member, the vote of each member, by name must be documented. Minutes of executive sessions may be limited to material of which is not inconsistent with the provisions of section 67-2345 of Idaho Code, but shall contain sufficient detail to convey the general tenor of the meeting for disclosure purposes. In accordance with Idaho Code 67-2340 through 67-2346, a motion may be requested to recess this open meeting and convene into an executive session for the purpose of discussing matters pertaining to negotiations, property and/or personnel. Following discussion, the Board will reconvene into open session to take Board action on matters discussed in the executive session and/or adjourn the meeting. Per Idaho Open Meeting Law, Section 67-2344: Neither a full transcript nor a recording of the meeting is required, except as otherwise provided by law. All minutes shall be available to the public within a reasonable time after the meeting.

agreement of all who voted. Mr. McLaren abstained from voting for all Nampa and Boise locations to ensure there was no conflict of interest.

Ross and Laura further discussed that the Caldwell building is in the process of being sold and the owner would like a three year lease at an increased cost. The Board discussed concerns with this in light of finances being held back this year. It was determined by the Board that Ross Jones would work with the owner of the Caldwell building to have no more than a two year contract and to keep the cost as low as possible. It was determined by the board that if this could not be achieved Mr. Jones would need to come back to the board for further discussion. John Kelleher motioned and Misty Puckett seconded. All approved.

- Related Services Contracts

Laura discussed and confirmed with the Board all the related services contracts that are held as well as costs of those services and the ownership of those businesses. While it is known, it was again confirmed that Laura Sandidge and Kevin McLaren have partial ownership of Advocates for Inclusion. This was clearly discussed. Laura Sandidge also confirmed with the board if there ever were concerns they could be brought up at any time during the year for review. The board had no issues with any of the ownership or resulting contracts. John Kelleher motioned and Ruth Kropp seconded to continue the current contract as is with Advocates for Inclusion. Kevin McLaren abstained from discussion or voting. All others approved unanimously. It was discussed that currently we have two speech providers and one provider will be able to provide the needed services next year rather than two. It was determined that we will keep the one speech provider to minimize scheduling issues with students. It was further discussed that if needed services would continue to be virtual in light of us not being able to be face to face with Covid. John Kelleher motioned and Ruth Kropp seconded to continue all related services contracts and to consolidate the speech contract to one provider if possible. All approved.

- New Business

- Current Financial Report (Discussion) Ross presented and answered questions concerning the budget.

- Certification Update

- Staff Reviewed for Certification:

- Victoria Murphy, SPED, has completed the ABCTE process for certification. Discussion that there is a continued area of need for this position. Motion made by Ruth Kropp, seconded by Laura Shoemaker to submit for official certification for this position, all approved.

- Jordan Watkins, ART, has a degree in Graphic Design and is a professional in their photography and graphic design field. Discussion that there is an area of need for this position of teaching an art class. Motion made by Ruth Kropp, seconded by Laura Shoemaker to submit for official certification for this position, all approved.

- Nathan Hunter, taking classes for Math certification, has a degree and is Certified in the State of Idaho in the area of SPED,. Discussion that there is an area of need for a Math position with expertise in working with and understanding students that qualify for SPED. Motion made by Ruth Kropp, seconded by Kevin McLaren to submit for official certification for this position, all approved.

- Financial Policies Review – All financial policies were presented to be reviewed again for updating. This will be discussed again next month.

- First Reading of the Budget Report - Ross presented and answered questions concerning the first reading of the budget for 2020.21.

- Update of the Current Year for all programs / Status Update on School

- Special, Standing, and Informational Reports

- Training / Professional Development

- Graduation

Laura updated the board on upcoming activities and the current status of the school. The board had a few questions on how Graduation plans were progressing. This was discussed, and while it is very difficult to turn this over to virtual there were many who were helping.

- BOARD Training: Educational responses to Covid-19 that are updated continually

- <https://coronavirus.idaho.gov> – &

- <https://www.idsba.org/helping-you-stay-informed-2/>

- Meeting Adjourned

Documentation Requirements: As per Idaho Open Meeting law attendance of all board members must be documented. Additionally, motions, resolutions, orders, or 2 ordinances proposed and their disposition must be documented. The results of all votes and upon the request of a member, the vote of each member, by name must be documented. Minutes of executive sessions may be limited to material of which is not inconsistent with the provisions of section 67-2345 of Idaho Code, but shall contain sufficient detail to convey the general tenor of the meeting for disclosure purposes. In accordance with Idaho Code 67-2340 through 67-2346, a motion may be requested to recess this open meeting and convene into an executive session for the purpose of discussing matters pertaining to negotiations, property and/or personnel. Following discussion, the Board will reconvene into open session to take Board action on matters discussed in the executive session and/or adjourn the meeting. Per Idaho Open Meeting Law, Section 67-2344: Neither a full transcript nor a recording of the meeting is required, except as otherwise provided by law. All minutes shall be available to the public within a reasonable time after the meeting.

- Upcoming Dates:
  - Check Website for other activities and important dates / and or cancellations
- Next meetings:
  - Next meetings: 6/13/20.
  - Remember no meeting in July unless requested;
  - Meetings are always at 4:15 at the Another Choice Virtual Charter School Nampa Lab Virtually till further notice via Zoom or Google Chat.

**Meeting adjourned at 6:15, Respectfully submitted**

*Laura Sanchez*

Documentation Requirements: As per Idaho Open Meeting law attendance of all board members must be documented. Additionally, motions, resolutions, orders, or 3 ordinances proposed and their disposition must be documented. The results of all votes and upon the request of a member, the vote of each member, by name must be documented. Minutes of executive sessions may be limited to material of which is not inconsistent with the provisions of section 67-2345 of Idaho Code, but shall contain sufficient detail to convey the general tenor of the meeting for disclosure purposes. In accordance with Idaho Code 67-2340 through 67-2346, a motion may be requested to recess this open meeting and convene into an executive session for the purpose of discussing matters pertaining to negotiations, property and/or personnel. Following discussion, the Board will reconvene into open session to take Board action on matters discussed in the executive session and/or adjourn the meeting. Per Idaho Open Meeting Law, Section 67-2344: Neither a full transcript nor a recording of the meeting is required, except as otherwise provided by law. All minutes shall be available to the public within a reasonable time after the meeting.



## Idaho Statutes

### TITLE 67

#### STATE GOVERNMENT AND STATE AFFAIRS

#### CHAPTER 28

#### PURCHASING BY POLITICAL SUBDIVISIONS

67-2803. EXCLUSIONS. The procurement requirements established in this chapter shall not be applicable to:

(1) The acquisition of personal property when the procurement duplicates the price and substance of a contract for like goods or services that has been competitively bid by the state of Idaho, one (1) of its political subdivisions, or an agency of the federal government;

(2) Contracts or purchases wherein expenditures are less than fifty thousand dollars (\$50,000), provided such contracts or purchases shall be guided by the best interests of the political subdivision procuring the goods and services as determined by the governing board;

(3) Disbursement of wages or compensation to any employee, official or agent of a political subdivision for the performance of personal services for the political subdivision;

(4) Procurement of personal or professional services to be performed by an independent contractor for the political subdivision;

(5) Procurement of an interest in real property;

(6) Procurement of insurance;

(7) Costs of participation in a joint powers agreement with other units of government;

(8) Procurement of used personal property;

(9) Procurement from federal government general services administration (GSA) schedules or federal multiple award schedules (MAS);

(10) Procurement of personal property or services through contracts entered into by the division of purchasing of the department of administration of the state of Idaho;

(11) Procurement of goods for direct resale;

(12) Procurement of travel and training;

(13) Procurement of goods and services from Idaho correctional industries;

(14) Procurement of repair for heavy equipment;

(15) Procurement of software maintenance, support and licenses of an existing system or platform that was bid in compliance with state law;

(16) Procurement of public utilities;

(17) Procurement of food for use in jails or detention facilities; or

(18) Procurement of used equipment at an auction if authorized by the governing board.

#### History:

[67-2803, added 2005, ch. 213, sec. 37, p. 669; am. 2009, ch. 174, sec. 1, p. 554; am. 2010, ch. 123, sec. 1, p. 269; am. 2011, ch. 320, sec. 1, p. 937; am. 2016, ch. 290, sec. 1, p. 820; am. 2017, ch. 197, sec. 4, p. 484.]

**January 2019**

Advocates for Inclusion – Special Ed Services – 223,060.23 **Conflict**

**April 2019**

Homeward Real Estate – Building Exploration – 25,000.00 **Conflict**

Advocates for Inclusion – SPED Services – 187,962.32 **Conflict**

**May 2019**

Gregory Warren – Tuition Reimbursement – 1430.28

Advocates for Inclusion – Network Solutions Reimbursement – 685.00

**June 2019**

Lisa Hawes – Tuition Reimbursement – 1392.00, 2784.00

**August 2019**

Advocates for Inclusion – SPED Services – 110,709.12 **Conflict**

SMS Enterprises LLC – Leases – 36,504.00, 23,064.00 **Conflict**

**October 2019**

Advocates for Inclusion – SPED Services – 13,090.22 **Conflict**

**November 2019**

Michelle Carroll – Tuition Reimbursement

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**

**APRIL 21, 2022**

**ATTACHMENT 1**

\*\*\* WEBSITE REPORT \*\*\* ANOTHER CHOICE VIRTUAL CHARTER SCH

(Mo-Yr: 01-2019-01-2019)

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CHECK#	DATE	VENDOR	ADDRESS	DESCRIPTION	AMOUNT
008903	01/18/19	JDL INVESTMENTS	CALDWELL, ID 83605	KIMBALL LEASE	1,000.00
				KIMBALL LEASE	1,000.00
				KIMBALL LEASE	1,000.00
				KIMBALL LEASE	1,000.00
				KIMBALL LEASE	1,000.00
				KIMBALL LEASE	1,000.00
				KIMBALL LEASE - JAN LATE FEE	75.00
008904	01/18/19	HUNTER, RHETT	,	LAB SUBSTITUTE	310.50
008905	01/18/19	WINGO, JOAN	,	PAYROLL ADVANCE	150.00
008906	01/18/19	DORRIAN, KEVIN	,	FINGERPRINTS	10.00
				LOWE'S	26.71
008907	01/18/19	FULFER, ERIKA	BOISE, ID 83702	SPECIAL ED SERVICES	1,988.00
008908	01/18/19	GUAJARDO, RICARDO	NAMPA, ID 83686	PSYCH SPED SERVICES - 10.5 HOURS	840.00
008909	01/18/19	INTERMOUNTAIN GAS CO	BOISE, ID 83732-0064	GAS EXPENSE	221.94
008910	01/18/19	MORENO, JOSE ANGEL	NAMPA, ID 83686	TRANSLATION CONTRACTOR	100.00
008911	01/18/19	TINYEYE THERAPY SERVICES	SASKATOON, SK S7N 3R3	SPEECH AND PHYSICAL THERAPY SVCS	9,167.25
				SPEECH THERAPY SERVICES	6,737.25
				PHYSICAL THERAPY SERVICES	81.00
008912	01/23/19	ADVOCATES FOR INCLUSION	NAMPA, ID 83651	SPECIAL ED SERVICES	223,060.03
008913	01/23/19	AUTOMATED OFFICE SYSTEMS INC	BOISE, ID 83706	COPIER EXPENSE	146.71
008914	01/23/19	BRAUN, STEPHANIE	,	TEACHER TECH	1,000.00
008915	01/23/19	CALDWELL CITY WATER	CALDWELL, ID 83606-0880	1207 S KIMBALL - UTILITIES	69.49
008916	01/23/19	CRANE ALARM SERVICE	NAMPA, ID 83653	ALARM SYSTEM SERVICE - NAMPA/CALD	1,067.50
008917	01/23/19	DICUS, KIMBERLY	NAMPA, ID 83686	YARN CLUB	44.62
008918	01/23/19	ESCARZAGA, JOSEPHINA	NAMPA, ID 83686	INTERNET STIPEND 2018-19 1ST SEM.	60.00
008919	01/23/19	GAONA, PAMELA	NAMPA, ID 83686	TEACHER TECH	869.00
008920	01/23/19	GIBSON, STEPHEN	,	FILM CLUB	66.77
008921	01/23/19	GREENS HEATING AND AIR C	NAMPA, ID 83687	REPLACE FLAME SENSORS	270.00
008922	01/23/19	IASBO	HAILEY, ID 83333	MEMBERSHIP RENEWAL	125.00
008923	01/23/19	LITTLE, LES	,	FOOD ALLOWANCE	12.16
				MILEAGE REIMBURSEMENT - 177.7	95.96
008924	01/23/19	MARLIN BUSINESS BANK	PHILADELPHIA, PA 19101-3604	COPIER EXPENSE	843.62
008925	01/23/19	NAMPA SCHOOL DISTRICT	NAMPA, ID 83686	JANE PALMER - COLOR GUARD	344.50
008926	01/23/19	NORTHWEST NAZARENE UNIVERSITY	NAMPA, ID 83686	CONCURRENT CREDIT - ADV OPS	1,040.00
008927	01/23/19	ROJAS, RACHEL	EMMETT, ID 83617	ADAPTIVE ART CLASS	20.83
				ADAPTIVE ART CLASS	21.18
				ADAPTIVE ART CLASS	9.42
008928	01/23/19	TIRADO, NATASHA	,	FINGERPRINTING	10.00
				SDE ACCREDITATION	75.00
008929	01/23/19	UNITED HERITAGE LIFE INSURANCE	MERIDIAN, ID 83680-7777	LIFE AND VISION INSURANCE	543.11
008930	01/23/19	WARREN, GREGORY	,	FORENSIC SCIENCE CLUB	19.07
008931	01/23/19	WESTERN BUILDING MAINTENANCE	BOISE, ID 83707	CUSTODIAL SERVICES	131.25
				CUSTODIAL SERVICES	752.50
				CUSTODIAL SERVICES	537.29
				CUSTODIAL SERVICES - PAYMENT	475.00CR
				CUSTODIAL SERVICES	175.00
008941	01/24/19	INTERNAL REVENUE SERVICE	,	FICA - 012019	2,712.54
				FICA - 012019	1,569.38
				FICA - 012019	7,162.03
				M/CARE - 012019	25.50
				FICA - EMP. SHARE - 012019	853.86
				M/CARE - 012019	47.72
008942	01/24/19	PERSI	BOISE, ID 83720-0078	PERSI - 012019	11,148.84
				PERSI - 012019	41.60
				PERSI - 012019	3,993.67
				PERSI - EMP. SHARE - 012019	1,305.86
				PERSI - 012019	2,411.30
				PERSI - 012019	72.54
008943	01/24/19	SELECTHEALTH	,	MEDICAL INS - 012019	8,924.32
				MEDICAL INS - 012019	13,359.49
				HEALTH INSURANCE - 012019	2,553.00
				MEDICAL INS - 012019	2,998.55
				MEDICAL INS - 012019	26.33
				MEDICAL INS - 012019	96.31

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**

**APRIL 21, 2022**

**ATTACHMENT 1**

\*\*\* WEBSITE REPORT \*\*\* ANOTHER CHOICE VIRTUAL CHARTER SCH

(Mo-Yr: 04-2019-04-2019)

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CHECK#	DATE	VENDOR	ADDRESS	DESCRIPTION	AMOUNT
001528	04/01/19	BEST BUY	NAMPA, ID	COMPUTER SUPPLIES	74.19
001529	04/02/19	IDAHO STORAGE CONNECTION KARCH	NAMPA, ID 83687	STORAGE UNIT	94.00
001530	04/03/19	ACVS MISC. VENDOR	,	IDAHO.GOV	51.00
001531	04/03/19	ACVS MISC. VENDOR	,	CAPITAL CITY	74.50
001532	04/03/19	CITY OF NAMPA	NAMPA, ID 83651-3921	UTILITIES EXPENSE	844.21
001533	04/05/19	AMAZON.COM	,	OFFICE SUPPLIES	118.99
001534	04/08/19	CABLE ONE	PHOENIX, AZ 85062-8407	INTERNET EXPENSE	152.16
				INTERNET EXPENSE	199.20
001535	04/11/19	WILLAMETTE DENTAL INS., INC.	HILLSBORO, OR 97124-5611	DENTAL INSURANCE	213.35
				DENTAL INSURANCE	213.35
				DENTAL INSURANCE	232.90
				DENTAL INSURANCE	149.40
001536	04/15/19	BEST BUY	NAMPA, ID	COMPUTER SUPPLIES	58.28
001537	04/16/19	CABLE ONE	PHOENIX, AZ 85062-8407	INTERNET EXPENSE	294.53
001538	04/23/19	FORK	BOISE, ID	CONFERENCE LUNCH	55.22
001539	04/23/19	CABLE ONE	PHOENIX, AZ 85062-8407	INTERNET EXPENSE	721.72
001540	04/25/19	ACVS MISC. VENDOR	,	BOISE PARKING - CONFERENCE	15.00
001541	04/29/19	ACVS MISC. VENDOR	,	CONFERENCE LUNCH - BONEFISH GRILL	65.93
001542	04/29/19	ACVS MISC. VENDOR	,	STUDENT EVENT DOMINO'S PIZZA	102.52
001543	04/02/19	INTERMOUNTAIN GAS CO	BOISE, ID 83732-0064	GAS EXPENSE	168.63
001544	04/02/19	AT&T	NAMPA, ID 83687	TELEPHONE EXPENSE	764.25
001545	04/02/19	DELTA DENTAL OF IDAHO	SALT LAKE CITY, UT 84127-1372	DENTAL INSURANCE	590.63
				DENTAL INSURANCE	590.63
				DENTAL INSURANCE	590.62
001546	04/04/19	ACVS MISC. VENDOR	,	WILDCAT SCREEN PRINT	69.96
001547	04/04/19	PITNEY BOWES	,	PITNEY POWE'S POSTAGE ACCOUNT	500.22
001548	04/05/19	IDAHO POWER	SEATTLE, WA 98124-1966	ELECTRICITY EXPENSE	365.69
001549	04/12/19	U.S. BANK	ST. LOUIS, MO 63179-0408	BANK ANALYSIS FEE	54.20
001550	04/12/19	SELECTHEALTH	,	BOARD INSURANCE	2,235.00
001551	04/18/19	INTERMOUNTAIN GAS CO	BOISE, ID 83732-0064	GAS EXPENSE	70.91
001552	04/18/19	MIDCENTURY BUILDERS	NAMPA, ID 83651	HEMINGWAY LEASE	6,000.00
001553	04/23/19	ACVS MISC. VENDOR	,	AUTO-OWNERS	44.00
001554	04/24/19	INTERMOUNTAIN GAS CO	BOISE, ID 83732-0064	GAS EXPENSE	15.07
				GAS EXPENSE	16.13
				GAS EXPENSE	87.93
001555	04/24/19	U.S. BANK	ST. LOUIS, MO 63179-0408	MICROSOFT	107.27
				THE UPS STORE	35.72
				BEST BUY	210.91
				BEST BUY	429.00
001556	04/24/19	U.S. BANK	ST. LOUIS, MO 63179-0408	WALMART	15.84
				COSTCO	138.73
				WALMART	27.45
				ALBERSON'S	9.54
				COSTCO	6.36
				WALGREEN'S	3.49
				TEACHER'S PAY TEACHER'S	1.25
				WALMART	8.02
				WITCO	34.00
				AMAZON	311.00
				FLYING M	45.79
				AMAZON	58.06
				DROPBOX	199.00
				ADOBE	14.99
				AMAZON - SUPPLIES	65.80
				AMAZON - SUPPLIES	33.77
				AMAZON - SUPPLIES	99.38
				WITCO	5.90
				CO CALDWELL ONLINE	73.34
001557	04/30/19	IDAHO POWER	SEATTLE, WA 98124-1966	ELECTRICITY EXPENSE	87.13
008982	04/03/19	STATE DEPT OF EDUCATION	BOISE, ID 83720-0027	TEACHER CERTIFICATION	100.00
008983	04/03/19	UNITED HERITAGE LIFE INSURANCE	MERIDIAN, ID 83680-7777	LIFE AND VISION INSURANCE	230.68
009008	04/03/19	2M DATA SYSTEMS	OREM, UT 84057	ACCOUNTING SOFTWARE UPDATE	530.00
009009	04/03/19	HUNTER, NATHANIEL	,	MIDDLE-SCHOOL - SMART FOODSERVICE	17.16
				MIDDLE-SCHOOL - WINCO	23.28
009010	04/03/19	ANDERSON, JULIAN & HULL, LLP	BOISE, ID 83707-7426	ANNUAL ED LAW SEMINAR	550.00
009011	04/03/19	AUTOMATED OFFICE SYSTEMS INC	BOISE, ID 83706	COPIER EXPENSE	65.53
009012	04/03/19	BURKE, KELLI	,	FINGERPRINTS	10.00
009013	04/03/19	CDI TECHNOLOGIES	MARKHAM, ON L6G 1B8	DELL CHROMEBOOK	410.00
009014	04/03/19	CHAVEZ, DEAN	,	MILEAGE REIMBURSEMENT - 160 MILES	86.40
009015	04/03/19	CRANE ALARM SERVICE	NAMPA, ID 83653	ALARM SYSTEM SERVICE	95.00
009016	04/03/19	EDGEUNITY, INC.	SCOTTSDALE, AZ 85250	ODYSSEY K-12	380.00
009017	04/03/19	GROVER, CANDICE	,	STUDENT COUNCIL	147.42
				CREDIT REIMBURSEMENT	369.00
009018	04/03/19	HUNTER, KIM	CALDWELL, ID 83605	CONFERENCE	69.12
009019	04/03/19	IASBO	HAILEY, ID 83333	ASSOCIATION MEMBERSHIP	125.00
				ASSOCIATION MEMBERSHIP	125.00
009020	04/03/19	IDAHO DEPT OF HEALTH & WELFARE	BOISE, ID 83720-0036	MEDICAID MATCH #A0000624	60,000.00
009021	04/03/19	IDAHO DIGITAL LEARNING ACADEMY	BOISE, ID 83707	DUAL ENROLLMENT	225.00
009022	04/03/19	JONES, LILY	NAMPA, ID 83686	POWERSCHOOL AIR TRAVEL	419.20
009023	04/03/19	LENZ, DENNIS	NAMPA, ID 83651	LANDSCAPE MAINTENANCE	744.81
009024	04/03/19	LEXIA LEARNING SYSTEMS, INC.	CONCORD, MA 01742	LEXIA CORE5 READING STDNT SUB REN	6,000.00
009025	04/03/19	LITTLE, LES	,	MILEAGE AND TRAVEL EXPENSE	105.14
009026	04/03/19	MARLIN CAPITAL SOLUTIONS	PHILADELPHIA, PA 19101-3604	COPIER LEASE	1,700.36
009027	04/03/19	MCLAREN, KEVIN	,	PS AIR TRAVEL - JASON SANDIDGE	419.20
				PS AIR TRAVEL - LAURA SANDIDGE	419.20
009028	04/03/19	MILLER, JOSEPH	,	MAP TESTING CONFERENCE - FOOD	175.00
009029	04/03/19	NWEA - NORTHWEST EVAL. ASSOC.	PORTLAND, OR 97209	MAP SKILLS	15.00
009030	04/03/19	POWERSCHOOL GROUP, LLC	SAN FRANCISCO, CA 94139-8408	UNIFIED ADMIN ENROLLMENT CHRTR	8,000.00
				UNIFIED ADMIN ENROLLMENT IMPLEMENT	4,000.00
				TRAINING REMOTE	1,500.00
				POWERSCHOOL UNIVERSITY	5,400.00
				POWERSCHOOL UNIVERSITY	1,200.00

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**

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**ATTACHMENT 1**

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(Mo-Yr: 04-2019-04-2019)

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CHECK#	DATE	VENDOR	ADDRESS	DESCRIPTION	AMOUNT
009031	04/03/19	ROJAS, RACHEL	EMMETT, ID 83617	APPLIED ART CLASS	19.04
				APPLIED ART CLASS	18.99
009032	04/03/19	WESTERN RECORDS DESTRUCTION	BOISE, ID 83709	RECORD DESTRUCTION	35.00
				RECORD DESTRUCTION	35.00
009033	04/03/19	STATE DEPT OF EDUCATION	BOISE, ID 83720-0027	SDE ESCROW ACCOUNT	500.00
009034	04/03/19	STATE INSURANCE FUND	BOISE, ID 83799-0002	AUDIT PREMIUM ADJUSTMENT	1,410.00
009035	04/03/19	TINYEYE THERAPY SERVICES	SASKATOON, SK S7N 3R3	SPEECH AND PHYSICAL THERAPY	7,129.50
009036	04/03/19	WESTERN BUILDING MAINTENANCE	BOISE, ID 83707	CUSTODIAL SERVICES	752.50
				CUSTODIAL SERVICES	175.00
009037	04/03/19	WILLIS, YVONNE	,	KINDNESS CLUB - WALMART	33.54
				KINDNESS CLUB - WALMART	31.74
				KINDNESS CLUB - VOLKERS, MEGAN	20.02
009038	04/03/19	WOLFE, JAMIE	NAMPA, ID 83687	TEACHER TECH	441.00
009039	04/12/19	CARROLL, TIM	,	ID PREVENTION SUPPORT - MILEAGE	185.00
				ID PREVENTION SUPPORT - FOOD	125.00
				ID PREVENTION AND SUPPORT	125.00
009040	04/12/19	CHAVEZ, DEAN	,	SPED SERVICES	1,917.00
009041	04/12/19	FULFER, ERIKA	BOISE, ID 83702	PAYROLL ADVANCE	100.00
009042	04/12/19	WINGO, JOAN	,	BUILDING EXPLORATION	25,000.00
009043	04/16/19	HOMEWARD REAL ESTATE, LLC	,	LAB COVERAGE	588.00
009053	04/24/19	BURKE, KELLI	,	WINCO	8.90
009054	04/24/19	GALEAI, CRYSTAL	NAMPA, ID 83686	PROM - WINCO	63.39
009055	04/24/19	INTERNAL REVENUE SERVICE	,	FICA - EMP. SHARE - 042019	853.86
				FICA - 042019	2,820.06
				FICA - 042019	1,569.36
				FICA - 042019	6,837.84
				M/CARE - 042019	25.50
				M/CARE - 042019	47.72
009056	04/24/19	PERSI	BOISE, ID 83720-0078	PERSI - 042019	3,993.67
				PERSI - EMP. SHARE - 042019	1,305.86
				PERSI - 042019	2,411.30
				PERSI - 042019	10,628.30
				PERSI - 042019	41.60
				PERSI ADJ	0.06
				PERSI - 042019	72.54
009057	04/24/19	SANDERS, AARON	,	SUBSTITUTE - LILIANA	2,000.00
009058	04/24/19	SELECTHEALTH	,	MEDICAL INS - 042019	8,924.32
				MEDICAL INS - 042019	2,998.55
				MEDICAL INS - 042019	12,954.49
				HEALTH INSURANCE - 042019	2,553.00
				MEDICAL INS - 042019	26.33
				MEDICAL INS - 042019	96.31
009059	04/25/19	ADVOCATES FOR INCLUSION	NAMPA, ID 83651	SPED SERVICES	187,962.32
009060	04/25/19	AUTOMATED OFFICE SYSTEMS INC	BOISE, ID 83706	COPIER EXPENSE	82.87
009061	04/25/19	CDI COMPUTER DEALERS INC.	CHICAGO, IL 60675-3064	DELL CHROMEBOOK	410.00
009062	04/25/19	CHAVEZ, FELIPE R.	BOISE, ID 83714	EL TRANSLATION	47.16
009063	04/25/19	FRIEND, HEIDI	MIDDLETON, ID 83644	TEACHER TECHNOLOGY REIMBURSEMENT	834.37
009064	04/25/19	GUAJARDO, RICARDO	NAMPA, ID 83686	PSYCH SPED SERVICES - 13 HOURS	1,040.00
009065	04/25/19	HUNTER, RHETT	,	LAB SUBSTITUTE - 58 HOURS	580.00
009066	04/25/19	IASA	BOISE, ID 83705-1501	IEEW: PRE-PAID DUES	58.00
009067	04/25/19	IDAHO STATE TAX COMMISSION	BOISE, ID 83722-0410	STATE TAXES	147.86
009068	04/25/19	INTERMOUNTAIN GAS CO	BOISE, ID 83732-0064	GAS EXPENSE - CALDWELL	168.92
009069	04/25/19	LENZ, DENNIS	NAMPA, ID 83651	LANDSCAPE MAINTENANCE	657.46
009070	04/25/19	MORETON & COMPANY - IDAHO	BOISE, ID 83719	ICRMP LIABILITY INSURANCE	9,363.00
009071	04/25/19	PARKER, CYNTHIA	CALDWELL, ID 83605	COMPUTER - CORD REPLACEMENT	25.00
009072	04/25/19	POWERSCHOOL GROUP, LLC	SAN FRANCISCO, CA 94139-8408	SW-IS-S-ISPR: REG - ESSENTIAL FEE	1,673.25
009073	04/25/19	RIVERSIDE INSIGHTS	ITASCA, IL 60143	PRODUCT TRAINING	765.00
009074	04/25/19	TINYEYE THERAPY SERVICES	SASKATOON, SK S7N 3R3	SPEECH THERAPY SERVICES - 03-2019	6,270.97
				SPEECH THERAPY SERVICES - 03-2019	0.53
009075	04/25/19	UNITED HERITAGE LIFE INSURANCE	MERIDIAN, ID 83680-7777	LIFE AND VISION INSURANCE	1.76
				LIFE AND VISION INSURANCE	515.93
009076	04/25/19	WILLIAMS, SIDNEY	,	AMAZON	179.80
009500	04/26/19	JONES, RAMONA	NAMPA, ID 83686	PAYROLL ADVANCE	8,000.00

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**

**APRIL 21, 2022**

**ATTACHMENT 1**

\*\*\* WEBSITE REPORT \*\*\* ANOTHER CHOICE VIRTUAL CHARTER SCH

(Mo-Yr: 05-2019-05-2019)

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CHECK#	DATE	VENDOR	ADDRESS	DESCRIPTION	AMOUNT
001558	05/01/19	ACVS MISC. VENDOR	,	CHIC FILA	11.31
001559	05/01/19	ACVS MISC. VENDOR	,	BIG CITY COFFEE - CONFERENCE	29.73
001560	05/02/19	SARAH'S BAGEL CAFE	,	MEETING - BAGELS	11.47
001561	05/02/19	ACVS MISC. VENDOR	,	INDEED	85.55
001562	05/02/19	IDAHO STORAGE CONNECTION KARCH	NAMPA, ID 83687	STORAGE UNIT	106.00
001563	05/03/19	AMAZON.COM	,	AMAZON	95.00
001564	05/08/19	CABLE ONE	PHOENIX, AZ 85062-8407	INTERNET EXPENSE	151.29
				INTERNET EXPENSE	198.54
001565	05/13/19	WILLAMETTE DENTAL INS., INC.	HILLSBORO, OR 97124-5611	DENTAL INSURANCE	213.35
				DENTAL INSURANCE	213.35
				DENTAL INSURANCE	232.90
				DENTAL INSURANCE	149.40
001566	05/16/19	CABLE ONE	PHOENIX, AZ 85062-8407	INTERNET EXPENSE	294.53
001567	05/20/19	ACVS MISC. VENDOR	,	JABBER'S - STUDENT ACTIVITY	206.96
001568	05/23/19	WAHOOS	,	STUDENT ACTIVITY - EOY	416.64
001569	05/23/19	CABLE ONE	PHOENIX, AZ 85062-8407	INTERNET EXPENSE	721.66
001570	05/28/19	CITY OF NAMPA	NAMPA, ID 83651-3921	UTILITIES EXPENSE	1,740.39
001571	05/30/19	ACVS MISC. VENDOR	,	CBI PARALLELS	69.99
001572	05/31/19	OFFICE DEPOT	CHICAGO, IL 60680-1040	OFFICE SUPPLIES	67.82
001573	05/02/19	AT&T	NAMPA, ID 83687	TELEPHONE EXPENSE	902.80
001574	05/07/19	DELTA DENTAL OF IDAHO	SALT LAKE CITY, UT 84127-1372	DENTAL INSURANCE	590.63
				DENTAL INSURANCE	590.63
				DENTAL INSURANCE	590.62
001575	05/08/19	IDAHO POWER	SEATTLE, WA 98124-1966	ELECTRICITY EXPENSE	332.69
001576	05/10/19	U.S. BANK	ST. LOUIS, MO 63179-0408	FLYING M	45.79
				CDI COMPUTERS	410.00
				MICROSOFT	117.66
				DELL BUSINESS	1,756.90
				CDI COMPUTERS - FOREIGN TRANS	8.20
001577	05/10/19	U.S. BANK	ST. LOUIS, MO 63179-0408	COSTCO	233.24
				ALBERTSON'S	9.09
				AMAZON	51.93
				AMAZON	39.81
				AMAZON	150.08
				AMAZON	425.08
				AMAZON	143.07
				AMAZON	109.98
				AMAZON	17.58
				AMAZON	17.93
				AMAZON	17.93
				AMAZON	70.70
				AMAZON	21.19
				AMAZON	129.89
				AMAZON	142.65
				VISTAPRINT	1,470.22
				FLYING M	38.16
				CAFE ZUPA'S	10.25
				LOWE'S	739.74
				WALGREEN'S	29.72
				PEARSON EDUCATION	488.05
				SUN VALLEY CORP	393.12
				ADOBE	14.99
				COSTCO	31.79
				WALMART	16.37
				ALBERTSON'S	13.00
				MICROSOFT OFFICE	99.99
				RECREATION CENTER	65.00
				CAFE ZUPA'S	7.93
				COSTCO	64.02
				COSTCO	198.33
				DOLLAR TREE	74.20
				WALGREEN'S	18.79
				FLYING M	94.42
001578	05/14/19	U.S. BANK	ST. LOUIS, MO 63179-0408	BANK ANALYSIS CHARGE	54.20
001579	05/14/19	SELECTHEALTH	,	BOARD INSURANCE	2,235.00
001580	05/20/19	MIDCENTURY BUILDERS	NAMPA, ID 83651	HEMINGWAY LEASE	6,000.00
001581	05/21/19	INTERMOUNTAIN GAS CO	BOISE, ID 83732-0064	GAS EXPENSE	36.71
001582	05/29/19	INTERMOUNTAIN GAS CO	BOISE, ID 83732-0064	GAS EXPENSE	11.36
				GAS EXPENSE	11.90
				GAS EXPENSE	20.88
001583	05/30/19	IDAHO POWER	SEATTLE, WA 98124-1966	ELECTRICITY EXPENSE	100.37
001584	05/24/19	JONES, LILY	NAMPA, ID 83686	OFFICE DEPOT - REIMBURSEMENT	323.30
009077	05/15/19	WINGO, JOAN	,	PAYROLL ADVANCE	150.00
009078	05/17/19	HURN, ANGELA	MERIDIAN, ID 83642	GRADUATION ROBES - TLC CLEANERS	320.62
009079	05/17/19	WARREN, GREGORY	,	TUITION REIMBURSEMENT	1,430.28
009089	05/23/19	INTERNAL REVENUE SERVICE	,	FICA - 052019	2,969.05
				FICA - EMP. SHARE - 052019	853.85
				FICA - 052019	319.52
				FICA - 052019	4,297.20
				M/CARE - 052019	6,699.47
				M/CARE - 052019	47.72
009090	05/23/19	PERSI	BOISE, ID 83720-0078	PERSI - 052019	4,276.47
				PERSI - 052019	372.32
				PERSI - 052019	6,483.67
				PERSI - EMP. SHARE - 052019	1,305.86
				PERSI - 052019	10,769.42
				PERSI - 052019	72.54
				PERSI ADJ	0.07
009091	05/23/19	SELECTHEALTH	,	HEALTH INSURANCE - 052019	2,553.00
				MEDICAL INS - 052019	329.44
				MEDICAL INS - 052019	7,555.05
				MEDICAL INS - 052019	8,308.43

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**

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CHECK#	DATE	VENDOR	ADDRESS	DESCRIPTION	AMOUNT
				MEDICAL INS - 052019	8,729.06
				MEDICAL INS - 052019	78.02
009092	05/24/19	ADVANCED EDUCATION, INC.	ATLANTA, GA 31193-3823	IMPROVEMENT NETWORK FEE	1,200.00
009093	05/24/19	ADVOCATES FOR INCLUSION	NAMPA, ID 83651	NETWORK SOLUTIONS - REIMBURSEMENT	685.00
009094	05/24/19	AUTOMATED OFFICE SYSTEMS INC	BOISE, ID 83706	COPIER EXPENSE	121.44
				COPIER EXPENSE	22.23
009095	05/24/19	BRAUN, STEPHANIE	,	CLUB EXPENSE - AMAZON	24.36
009096	05/24/19	CHAVEZ, DEAN	,	MILEAGE REIMBURSEMENT - MARCH	69.12
009097	05/24/19	CITY OF CALDWELL	CALDWELL, ID 83605	UTILITIES EXPENSE	69.49
009098	05/24/19	CRANE ALARM SERVICE	NAMPA, ID 83653	ALARM SYSTEM SERVICE	95.00
009099	05/24/19	ESCARZAGA, JOSEPHINA	NAMPA, ID 83686	INTERNET STIPEND 2ND SEM. 2018-19	100.00
009100	05/24/19	EXPRESS PLUMBING SERVICE, INC.	NAMPA, ID 83653	RESTROOM BACKUP	324.00
009101	05/24/19	FRIEND, HEIDI	MIDDLETON, ID 83644	** VOID **	0.00
009102	05/24/19	FULFER, ERIKA	BOISE, ID 83702	SPED SERVICES	2,698.00
009103	05/24/19	GIBSON, STEPHEN	,	COSTCO - TEACHER TECH.	213.00
009104	05/24/19	GUAJARDO, RICARDO	NAMPA, ID 83686	PSYCH SERVICES	720.00
009105	05/24/19	HAWES, LISA	NAMPA, ID 83687	FIELD TRIP REIMBURSEMENT	55.00
009106	05/24/19	HUNTER, RHETT	,	CALDWELL LAB SUB - 6 HOURS	60.00
009107	05/24/19	IDAHO SCHOOL BOARDS ASSOC. INC	BOISE, ID 83707-4797	ISBA CHARTER SCHOOL DUES	2,321.42
009108	05/24/19	JOSEPHSON, RYAN	,	TEACHER TECH	415.00
009109	05/24/19	LENZ, DENNIS	NAMPA, ID 83651	TUITION REIMBURSEMENT	180.00
009110	05/24/19	LITTLE, LES	,	MILEAGE REIMBURSEMENT 114.1	61.61
009111	05/24/19	MARLIN CAPITAL SOLUTIONS	PHILADELPHIA, PA 19101-3604	COPIER EXPENSE	839.94
009112	05/24/19	MORENO, JOSE ANGEL	NAMPA, ID 83686	SPANISH TRANSLATOR	250.00
009113	05/24/19	NWEA - NORTHWEST EVAL. ASSOC.	PORTLAND, OR 97209	CURRICULUM - MAP GROWTH MATH	906.75
				CURRICULUM - MAP GROWTH MATH	6,827.50
009114	05/24/19	PACIFIC BACKFLOW LLC	MERIDIAN, ID 83642	BACKFLOW TEST	40.00
009115	05/24/19	PARKER, CYNTHIA	CALDWELL, ID 83605	CORD REPLACEMENT FEE REIMBURSEMEN	25.00
009116	05/24/19	PURCHASE POWER	PITTSBURGH, PA 15250-7874	POSTAGE	503.50
009117	05/24/19	SCHOLOGY	PITTSBURGH, PA 15251-0350	CURRICULUM - ENTERPRISE SUB	1,200.00
				CURRICULUM - ROLLOVER SERVICES	500.00
009118	05/24/19	WESTERN RECORDS DESTRUCTION	BOISE, ID 83709	RECORD DESTRUCTION EXPENSE	35.00
009119	05/24/19	TINYEYE THERAPY SERVICES	SASKATOON, SK S7N 3R3	SPEECH THERAPY SERVICES	2,838.99
				SPEECH THERAPY SERVICES	4,571.01
009120	05/24/19	TORRES, MARIA	NAMPA, ID 83651	INTERNET STIPEND 2ND SEM. 2018-19	100.00
009121	05/24/19	UNITED HERITAGE LIFE INSURANCE	MERIDIAN, ID 83680-7777	LIFE AND VISION INSURANCE	557.04
009122	05/24/19	WESTERN BUILDING MAINTENANCE	BOISE, ID 83707	CUSTODIAL SERVICES	175.00
				CUSTODIAL SERVICES	752.50
009123	05/24/19	WILLIAMS, SIDNEY	,	CTE CERTIFICATION	85.00
				FINGERPRINTING	25.00
				MILEAGE REIMBURSEMENT - 197 MILES	106.38
009124	05/24/19	WILLIS, YVONNE	,	KINDNESS CLUB - HOBBY LOBBY	4.23
				KINDNESS CLUB - FRANZ	4.22
				KINDNESS CLUB - WALMART	46.49
009125	05/24/19	TIMMY'S TREE SERVICE, LLC	NAMPA, ID 83687	TREE TRIM	225.00

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CHECK#	DATE	VENDOR	ADDRESS	DESCRIPTION	AMOUNT
			(Mo-Yr: 08-2019-08-2019)		
001628	08/02/19	AMAZON.COM		SCHOOL SUPPLIES	10.59
001629	08/02/19	IDAHO STORAGE CONNECTION KARCH	NAMPA, ID 83687	STORAGE UNIT	94.00
001630	08/07/19	CABLE ONE	PHOENIX, AZ 85062-8407	INTERNET EXPENSE	151.29
				INTERNET EXPENSE	198.54
001631	08/09/19	ACVS MISC. VENDOR		MICHAEL'S	34.97
				TARGET	42.61
				BEST BUY	309.98
				COSTCO	825.97
001632	08/12/19	WILLAMETTE DENTAL INS., INC.	HILLSBORO, OR 97124-5611	DENTAL INSURANCE	397.80
				DENTAL INSURANCE	96.90
				DENTAL INSURANCE	213.35
				DENTAL INSURANCE	149.40
001633	08/15/19	HOME DEPOT		BUILDING SUPPLY	8.80
001634	08/16/19	CABLE ONE	PHOENIX, AZ 85062-8407	INTERNET EXPENSE	294.53
001635	08/20/19	STATE DEPT OF EDUCATION	BOISE, ID 83720-0027	ADVANCED OPPORTUNITIES CONFERENCE	135.00
001636	08/23/19	CABLE ONE	PHOENIX, AZ 85062-8407	INTERNET EXPENSE	721.66
001637	08/26/19	MCGRAW-HILL SCHOOL EDUCATION	CHICAGO, IL 60694-1545	CURRICULUM	4,521.00
001638	08/02/19	AT&T	NAMPA, ID 83687	TELEPHONE EXPENSE	790.43
001639	08/06/19	DELTA DENTAL OF IDAHO	SALT LAKE CITY, UT 84127-1372	DENTAL INSURANCE	635.00
				DENTAL INSURANCE	635.00
				DENTAL INSURANCE	636.67
001640	08/08/19	IDAHO POWER	SEATTLE, WA 98124-1966	ELECTRICITY EXPENSE	335.10
001641	08/08/19	U.S. BANK	ST. LOUIS, MO 63179-0408	BEST BUY	288.29
				MICROSOFT	124.19
				BEST BUY	26.49
				ID PRESS TRIBUNE	121.81
				TURO, INC.	776.01
				POWERSCHOOL CONFERENCE	137.00
				POWERSCHOOL CONFERENCE	26.42
				POWERSCHOOL CONFERENCE	5.23
				POWERSCHOOL CONFERENCE	9.61
				POWERSCHOOL CONFERENCE	80.41
				POWERSCHOOL CONFERENCE	15.99
				POWERSCHOOL CONFERENCE	2,062.89
				CHARGE REVERSAL	39.00CR
				MICROSOFT	133.59
				PSUG CONFERENCE	4.26
				PSUG CONFERENCE	21.97
				PSUG CONFERENCE	17.84
				PSUG CONFERENCE	317.72
				PSUG CONFERENCE	5.00
				BANK SERVICE CHARGES	93.19
001642	08/08/19	U.S. BANK	ST. LOUIS, MO 63179-0408	CONFERENCE - MILLER, JOSEPH	273.00
				CONFERENCE - MILLER, JOSEPH	288.50
				CONFERENCE - MILLER, JOSEPH	38.70
				CONFERENCE - MILLER, JOSEPH	43.00
				CONFERENCE - MILLER, JOSEPH	34.70
				CONFERENCE - MILLER, JOSEPH	62.00
				CONFERENCE - MILLER, JOSEPH	414.50
				CONFERENCE - MILLER, JOSEPH	414.50
				ADOBE	179.88
				UPS STORE	15.89
				FLOWERS	55.53
				FLOWERS	59.95
				VISTAPRINT	99.00
				OFFICE DEPOT	53.40
				VISTAPRINT	501.38
				ADOBE	14.99
				MILLER, JOSEPH CONFERENCE	745.69
				COSTCO	70.44
				BANK FEE REVERSAL	39.00CR
				BANK FEE REVERSAL	39.08CR
				BEST BUY REFUND	106.00CR
				COSTCO REFUND	9.00CR
				ADOBE	14.99
				AMAZON	0.99
				AMAZON	9.53
				AMAZON	52.99
				AMAZON	63.58
				AMAZON	279.60
				AMAZON	49.52
				AMAZON	458.34
				AMAZON	57.19
				BEST BUY	233.19
				BEST BUY	455.79
				AMAZON	3.99
				VISTAPRINT	351.92
				HOMES CUSTOM PRODUCTS	55.71
				VISTAPRINT	23.32
				COSTCO	413.47
				BEST BUY	74.19
				TARGET	51.94
				PEARSON EDUCATION	152.50
				DOLLAR TREE	8.48
				AMAZON	246.15
				AMAZON	15.46
				AMAZON	317.94
				AMAZON	137.70
				AMAZON	9.61
				AMAZON	51.92
				BANK SERVICE CHARGE	91.21

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CHECK#	DATE	VENDOR	ADDRESS	DESCRIPTION	AMOUNT
001643	08/14/19	U.S. BANK	ST. LOUIS, MO 63179-0408	BBANK ANALYSIS CHARGE	55.25
001644	08/14/19	SELECTHEALTH	,	BOARD INSURANCE	1,761.00
001645	08/20/19	INTERMOUNTAIN GAS CO	BISMARK, ND 58506-5600	GAS EXPENSE	23.68
001646	08/20/19	MIDCENTURY BUILDERS	NAMPA, ID 83651	HEMINGWAY LEASE	6,000.00
001647	08/21/19	UNITED STATES TREASURY	OGDEN, UT 84201-0005	FEDERAL TAX DEPOSIT PMT	1,930.22
001648	08/27/19	INTERMOUNTAIN GAS CO	BISMARK, ND 58506-5600	GAS EXPENSE	9.79
				GAS EXPENSE	10.31
				GAS EXPENSE	11.90
001649	08/27/19	UNITED HERITAGE LIFE INSURANCE	MERIDIAN, ID 83680-7777	LIFE AND VISION INSURANCE	1,488.02
001650	08/30/19	IDAHO POWER	SEATTLE, WA 98124-1966	ELECTRICITY EXPENSE	162.06
001651	08/20/19	CITY OF NAMPA	NAMPA, ID 83651-3921	WATER EXPENSE	1,375.59
009182	08/23/19	BURKE, KELLI	,	PAYROLL ADVANCE	200.00
009183	08/23/19	HUNTER, RHETT	,	PAYROLL ADVANCE	450.00
009184	08/27/19	INTERNAL REVENUE SERVICE	,	FICA - 082019	3,280.62
				FICA - EMP. SHARE - 082019	911.84
				FICA - 082019	997.92
				FICA - 082019	9,590.11
009185	08/27/19	PERSI	BOISE, ID 83720-0078	PERSI - 082019	5,315.89
				PERSI - EMP. SHARE - 082019	1,442.69
				PERSI - 082019	1,523.23
				PERSI - 082019	15,491.61
009186	08/27/19	SELECTHEALTH	,	MEDICAL INS - 082019	7,856.95
				HEALTH INSURANCE - 082019	2,553.00
				MEDICAL INS - 082019	1,846.00
				MEDICAL INS - 082019	18,690.05
009199	08/06/19	GALVIN, THOMAS MARK	,	PAYROLL ADVANCE	800.00
009200	08/20/19	2M DATA SYSTEMS	OREM, UT 84057	ACCOUNTING SOFTWARE UPDATE	535.00
009201	08/20/19	ADVOCATES FOR INCLUSION	NAMPA, ID 83651	SPED SERVICES	110,709.12
009202	08/20/19	ANDERSON, JULIAN & HULL, LLP	BOISE, ID 83707-7426	COMMUNICATION	78.00
009203	08/20/19	JDL INVESTMENTS	CALDWELL, ID 83605	KIMBALL LEASE	1,000.00
				KIMBALL LEASE	1,000.00
				KIMBALL LEASE	1,000.00
009204	08/20/19	BLACKBOARD, INC.	PITTSBURGH, PA 15251-0154	CL-WC-VCL BB COLLABORATE	2,741.81
009205	08/20/19	CDI TECHNOLOGIES	MARKHAM, ON L6G 1B8	PURCH OF 200 COMPUTERS	82,985.00
009206	08/20/19	CITY OF CALDWELL	CALDWELL, ID 83606-0880	UTILITY EXPENSE	65.59
009207	08/20/19	CRANE ALARM SERVICE	NAMPA, ID 83653	ALARM SYSTEM SERVICE	95.00
				ALARM SYSTEM SERVICE	95.00
				ALARM SYSTEM SERVICE	190.00
009208	08/20/19	IDAHO DEPT OF HEALTH & WELFARE	BOISE, ID 83720-0036	MEDICAID MATCH # A0000624	15,000.00
009209	08/20/19	IDAHO SCHOOL BOARDS ASSOC. INC	BOISE, ID 83707-4797	CS POLICY UPDATE	695.00
009210	08/20/19	INTERMOUNTAIN GAS CO	BISMARK, ND 58506-5600	GAS EXPENSE	21.69
009211	08/20/19	JONES, ROSS L.	NAMPA, ID 83686	TEACHER TECHNOLOGY	136.74
009212	08/20/19	LENZ, DENNIS	MELBA, ID 83641	LANDSCAPE MAINTENANCE	510.00
				LANDSCAPE MAINTENANCE	440.00
009213	08/20/19	MARLIN CAPITAL SOLUTIONS	PHILADELPHIA, PA 19101-3604	COPIER LEASE	1,183.13
009214	08/20/19	MORENO, JOSE ANGEL	NAMPA, ID 83686	TRANSLATION CONTRACTOR - 7 HOURS	175.00
009215	08/20/19	MURPHY, VICTORIA	,	FINGERPRINTS	10.00
009216	08/20/19	NCS PEARSON, INC.	CHICAGO, IL 60693	CURRICULUM	2,044.35
				SUCCESS MAKER2 019-20	13,500.00
009217	08/20/19	NORTHWEST NAZARENE UNIVERSITY	NAMPA, ID 83686	ATTN: RON WILLIAMS	1,392.50
009218	08/20/19	PURCHASE POWER	PITTSBURGH, PA 15250-7874	POSTAGE	714.57
009219	08/20/19	POWERSCHOOL GROUP, LLC	SAN FRANCISCO, CA 94139-8408	HS-PS-S-PSSL: POWERSCHOOL SIS HOST	424.36
				SW-PS-S-PASL PS SIS SUB 575 STDNTS	3,990.50
				PS-PS-S-PDLS: PD SUBSCRIPTION	3,005.00
				HS-PS-S-PSH: PS SIS HOST 575 STDNT	2,512.75
009220	08/20/19	SMS ENTERPRISES, LLC	NAMPA, ID 83651	OVERLAND ROAD LEASE	36,504.00
				CORPORATE LANE LEASE	23,064.00
009221	08/20/19	SODEXO, INC & AFFILIATES	BOISE, ID 83706	EVENT FOOD AND BEVERAGE	235.41
009222	08/20/19	STATE INSURANCE FUND	BOISE, ID 83799-0002	WORKER'S COMPENSATION	8,672.00
009223	08/20/19	TINYEYE THERAPY SERVICES	SASKATOON, SK S7N 3R3	SPEECH THERAPY SERVICES	305.25
009224	08/20/19	WARREN, GREGORY	,	TUITION REIMBURSEMENT	211.25
009225	08/20/19	WILLIAMS, SIDNEY	,	HOTEL CONFERENCE	302.73

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CHECK#	DATE	VENDOR	ADDRESS	DESCRIPTION	AMOUNT
001675	10/02/19	AMAZON.COM		SUPPLIES	51.94
				BUILDING SUPPLIES	145.81
				BUILDING SUPPLIES	42.35
				BUILDING SUPPLIES	158.16
				BUILDING SUPPLIES	300.34
001676	10/02/19	IDAHO STORAGE CONNECTION KARCH	NAMPA, ID 83687	STORAGE UNIT	94.00
001677	10/04/19	ACVS MISC. VENDOR		RIVERSIDE TESTING	395.14
001678	10/07/19	CURRICULUM ASSOCIATES	N. BILLIERICA, MA 01862-0901	CURRICULUM	109.85
001679	10/08/19	CABLE ONE	PHOENIX, AZ 85062-8407	INTERNET EXPENSE	151.29
				INTERNET EXPENSE	198.54
001680	10/11/19	WILLAMETTE DENTAL INS., INC.	HILLSBORO, OR 97124-5611	DENTAL INSURANCE	397.80
				DENTAL INSURANCE	96.90
				DENTAL INSURANCE	425.25
				DENTAL INSURANCE	149.40
001681	10/15/19	SARAH'S BAGEL CAFE		STAFF MEETING	2.29
001682	10/15/19	ACVS MISC. VENDOR		ADOBE	359.88
001683	10/16/19	CABLE ONE	PHOENIX, AZ 85062-8407	INTERNET EXPENSE	294.53
001684	10/23/19	CABLE ONE	PHOENIX, AZ 85062-8407	INTRNET EXPENSE	974.11
001685	10/02/19	AT&T	NAMPA, ID 83687	TELEPHONE EXPENSE	762.27
001686	10/07/19	UNITED HERITAGE LIFE INSURANCE	MERIDIAN, ID 83680-7777	LIFE AND VISION INSURANCE	623.02
001687	10/07/19	IDAHO POWER	SEATTLE, WA 98124-1966	ELECTRICITY EXPENSE	469.99
001688	10/08/19	DELTA DENTAL OF IDAHO	SALT LAKE CITY, UT 84127-1372	DENTAL INSURANCE	647.00
				DENTAL INSURANCE	647.00
				DENTAL INSURANCE	647.13
001689	10/15/19	U.S. BANK	ST. LOUIS, MO 63179-0408	BANK ANALYSIS CHARGE	59.70
001690	10/15/19	SELECTHEALTH		BOARD INSURANCE	2,595.00
001691	10/21/19	MIDCENTURY BUILDERS	NAMPA, ID 83651	HEMINGWAY LEASE	6,000.00
001692	10/24/19	INTERMOUNTAIN GAS CO	BISMARK, ND 58506-5600	GAS EXPENSE	12.54
001693	10/29/19	INTERMOUNTAIN GAS CO	BISMARK, ND 58506-5600	GAS EXPENSE	10.31
				GAS EXPENSE	10.85
				GAS EXPENSE	14.02
001694	10/29/19	PITNEY BOWES		POSTAGE EXPENSE	479.29
001695	10/30/19	IDAHO POWER	SEATTLE, WA 98124-1966	ELECTRICITY EXPENSE	102.32
009266	10/11/19	MORENO, JOSE ANGEL	NAMPA, ID 83686	TRANSLATION CONTRACTOR - 22.5	562.50
				TRANSLATION CONTRACTOR - 19.5	487.50
009267	10/11/19	NAMPA CIVIC CENTER	NAMPA, ID 83651	STUDENT ORIENTATION 8-14-16-2019	2,893.00
				SENIOR MEETING 10-10-2019	558.00
				PARENT/TEACHER CONF. 10-22-2019	758.00
				PSAT TESTING 10-30-2019	691.00
				INTERNET SAFETY NIGHT 11-7-2019	703.00
				PARENT/TEACHER CONF. 3-12-2020	758.00
				ISAT TESTING 4-8-9-2020	1,815.00
				ISAT TESTING 4-14-20	348.00
				ISAT TESTING 4-14-15-2020	1,815.00
				ISAT TESTING 4-20-23-2020	3,435.00
				PROM 5-1-2020	533.00
				AWARDS CEREMONY 5-7-2020	1,011.00
009268	10/11/19	WINGO, JOAN		PAYROLL ADVANCE	200.00
009278	10/23/19	INTERNAL REVENUE SERVICE		FICA - EMP. SHARE - 102019	894.90
				FICA - 102019	997.93
				FICA - 102019	9,805.92
				PERSI ADJ	0.01
				FICA - 102019	3,317.15
009279	10/23/19	PERSI	BOISE, ID 83720-0078	PERSI - 102019	5,301.20
				PERSI - EMP. SHARE - 102019	1,442.69
				PERSI - 102019	1,523.23
				PERSI - 102019	15,757.27
009280	10/23/19	SELECTHEALTH		MEDICAL INS - 102019	1,846.00
				MEDICAL INS - 102019	18,690.05
				MEDICAL INS - 102019	7,856.95
				HEALTH INSURANCE - 102019	2,553.00
009281	10/25/19	2M DATA SYSTEMS	OREM, UT 84057	UNLIMITED PHONE SUPPORT TO 9-30-20	550.00
009282	10/25/19	ADVOCATES FOR INCLUSION	NAMPA, ID 83651	SPED SERVICES	13,090.22
009283	10/25/19	JDL INVESTMENTS	CALDWELL, ID 83605	KIMBALL LEASE - DECEMBER	1,000.00
				KIMBALL LEASE - JANUARY	1,000.00
009284	10/25/19	AUTOMATED OFFICE SYSTEMS INC	BOISE, ID 83706	COPIER EXPENSE	64.38
				COPIER EXPENSE	67.86
009285	10/25/19	CDI TECHNOLOGIES	MARKHAM, ON L6G 1B8	AC ADAPTER FOR EDUGEAR CHROMEBOOK	1,200.00
				BATTERY FOR EDUGEAR CHROMEBOOK	1,500.00
				SHIPPING	100.00
009286	10/25/19	CRANE ALARM SERVICE	NAMPA, ID 83653	ALARM SYSTEM SERVICE	95.00
				ALARM SYSTEM SERVICE	95.00
009287	10/25/19	DANIELS, JANICE	NAMPA, ID 83686	CLASS SUPPLIES	47.66
009288	10/25/19	EDYNAMIC LEARNING	SOUTHLAKE, TX 76092	CURRICULUM FOR CTE / MISC	7,000.00
009289	10/25/19	FULFER, ERIKA	BOISE, ID 83702	SPED SERVICES	2,272.00
009290	10/25/19	GIBSON, STEPHEN		TEACHER TECHNOLOGY	459.60
009291	10/25/19	GROVER, CANDICE		STUDENT COUNCIL / ANTI-BULLY	58.97
009292	10/25/19	GUAJARDO, RICARDO	NAMPA, ID 83686	SPED PSYCH SERVICES - 29.75 HOURS	2,380.00
009293	10/25/19	IDAHO DEPT OF HEALTH & WELFARE	BOISE, ID 83720-0036	MEDICAID MATCH	20,000.00
009294	10/25/19	JONES, LILY	NAMPA, ID 83686	AUDIT - ALBERTSONS	4.23
				AUDIT - WINCO	24.03
009295	10/25/19	JONES, ROSS L.	NAMPA, ID 83686	OFFICE DEPOT - TAX FORMS/DOC SLVS	241.33
009296	10/25/19	MCGRRAW-HILL SCHOOL EDUCATION	CHICAGO, IL 60694-1545	STUDYSYNC ELA ONLINE	5,108.67
009297	10/25/19	PURCHASE POWER	PITTSBURGH, PA 15250-7874	POSTAGE	135.35
009298	10/25/19	POWERSCHOOL GROUP, LLC	SAN FRANCISCO, CA 94139-8408	UNIFIED ADMIN ENROLLMENT CHARTER F	8,239.75
009299	10/25/19	PROXIMITY TELEHEALTH, LLC	BOISE, ID 83716	DIRECT THERAPY	3,658.68
009300	10/25/19	QUEST CPA'S, P.C.	PAYETTE, ID 83661	AUDIT SERVICES	4,575.00
009301	10/25/19	SANDERS, LILIANA	NAMPA, ID 83686	TEACHER TECHNOLOGY	500.00
009302	10/25/19	STATE INSURANCE FUND	BOISE, ID 83799-0002	WORKER'S COMPENSATION	1,716.00
009303	10/25/19	WATTS, AMY		TEACHER TECH - PRINTER	160.00
				TEACHER TECHNOLOGY	340.24

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**

**APRIL 21, 2022**

**ATTACHMENT 1**

\*\*\* WEBSITE REPORT \*\*\* ANOTHER CHOICE VIRTUAL CHARTER SCH

10/21/19 Print: 11/21/19 11:20:12 PM PAGE 2

CHECK#	DATE	VENDOR	ADDRESS	(Mo-Yr: 10-2019-10-2019)	DESCRIPTION	AMOUNT
009304	10/25/19	WILLIAMS, SIDNEY	,		MILEAGE REIMBURSEMENT - 243 MILES	131.22

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**

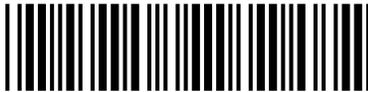
**APRIL 21, 2022**

**ATTACHMENT 1**

\*\*\* WEBSITE REPORT \*\*\* ANOTHER CHOICE VIRTUAL CHARTER SCH

11/21/19 Print: 11/21/19 11:19:01 PM PAGE 1

CHECK#	DATE	VENDOR	ADDRESS	DESCRIPTION	AMOUNT
			(Mo-Yr: 11-2019-11-2019)		
009305	11/06/19	BURK, KELLI	NAMPA, ID 83686	PAYROLL ADVANCE FOR 4 HOURS	80.00
009306	11/06/19	GALVIN, THOMAS MARK	,	NEWS PAPER	222.90
009307	11/06/19	STATE DEPT OF EDUCATION	BOISE, ID 83720-0027	FINGERPRINTS	26.25
009308	11/06/19	JONES, LILY	NAMPA, ID 83686	US POST OFFICE	31.70
				US POST OFFICE	10.85
				US POST OFFICE	8.25
				US POST OFFICE	8.25
				WALGREENS DUCT TAPE	8.88
				US POST OFFICE	78.09
				US POST OFFICE	10.85
				US POST OFFICE	10.85
				US POST OFFICE	10.85
				US POST OFFICE	6.85
009309	11/07/19	AUTOMATED OFFICE SYSTEMS INC	BOISE, ID 83706	COPIER EXPENSE	288.70
009310	11/07/19	CITY OF CALDWELL	CALDWELL, ID 83606-0880	UTILITY EXPENSE	156.60
009311	11/07/19	CRANE ALARM SERVICE	NAMPA, ID 83653	ALARM SYSTEM SERVICE	95.00
				ALARM SYSTEM SERVICE	95.00
009312	11/07/19	DICUS, KIMBERLY	NAMPA, ID 83686	YARN CLUB REIMBURSEMENT	25.58
009313	11/07/19	FULFER, ERIKA	BOISE, ID 83702	SPED SERVICES	2,272.00
009314	11/07/19	GREAT CLIPPINGS LAWN CARE, LLC	NAMPA, ID 83686	SPRINKLER BLOWOUT	60.00
009315	11/07/19	LITTLE, LES	,	MILEAGE REIMBURSEMENT - 116	62.64
009316	11/07/19	MARLIN CAPITAL SOLUTIONS	PHILADELPHIA, PA 19101-3604	COPIER EXPENSE	977.75
009317	11/07/19	PIONEER IRRIGATION DISTRICT	CALDWELL, ID 83606	WATER EXPENSE	112.96
009318	11/07/19	PROXIMITY TELEHEALTH, LLC	BOISE, ID 83716	THERAPY SERVICES	3,636.51
009319	11/07/19	WILLIAMS, SIDNEY	,	MILEAGE REIMBURSEMENT - 261 MILES	140.94
009329	11/07/19	INTERNAL REVENUE SERVICE	,	FICA - 112019	997.91
				FICA - 112019	9,805.84
				FICA - EMP. SHARE - 112019	894.88
				FICA - 112019	3,323.25
009330	11/07/19	PERSI	BOISE, ID 83720-0078	PERSI - 112019	5,301.20
				PERSI - EMP. SHARE - 112019	1,442.69
				PERSI - 112019	1,523.23
				PERSI - 112019	15,757.27
009331	11/07/19	SELECTHEALTH	,	MEDICAL INS - 112019	1,846.00
				MEDICAL INS - 112019	18,690.05
				MEDICAL INS - 112019	7,856.95
				HEALTH INSURANCE - 112019	2,553.00
009332	11/07/19	STATE DEPT OF EDUCATION	BOISE, ID 83720-0027	FINGERPRINTS - VOLUNTEER	26.25
009333	11/07/19	3P LEARNING INC	PITTSBURGH, PA 15251-9751	MATHSEEDS SUBSCRIPTION	425.00
009334	11/13/19	APPTEGY	LITTLE ROCK, AR 72201	WEBSITE	3,970.00
009335	11/13/19	AUTOMATED OFFICE SYSTEMS INC	BOISE, ID 83706	COPIER EXPENSE	33.37
009336	11/13/19	BRAIN POP	NEW YORK, NY 10010	CURRICULUM SUBSCRIPTION 500-999	3,275.00
009337	11/13/19	CUSTOM BATH CREATIONS, LLC	NAMPA, ID 83686	INSTALL NEW BRACKET - WATER HEATER	110.00
				INSTALL DOOR STOP - 8	553.00
009338	11/13/19	ENA SERVICES, LLC	KNOXVILLE, TN 37995-8149	ENA MIBS SERVICE 7-1-19 - 6-30-20	7,539.54
009339	11/13/19	IASA	BOISE, ID 83705-1501	MEMBERSHIP DUES	58.00
009340	11/13/19	INTERMOUNTAIN GAS CO	BISMARCK, ND 58506-5600	GAS EXPENSE	60.56
009341	11/13/19	TINYEYE THERAPY SERVICES	SASKATOON, SK S7N 3R3	SPEECH THERAPY SERVICES	7,245.00
009342	11/21/19	AMERICAN TRANSLATION PARTNERS	BUZZARDS BAY, MA 02532	STUDENT SERVICES	229.72
009343	11/21/19	CARROLL, MICHELLE	,	TUITION REIMBURSEMENT - FALL 2019	313.00
				TUITION REIMBNT - WINTER 2020	1,236.00
				TUITION REIMBNT - SPRING 2020	1,236.00
009344	11/21/19	CDI COMPUTER DEALERS INC.	CHICAGO, IL 60675-3064	CHROMEBOOK BATTERY PACK	1,500.00
				CHROMEBOOK ADAPTOR	1,200.00
				SHIPPING	100.00
009345	11/21/19	GUAJARDO, RICARDO	NAMPA, ID 83686	SPED PSYCH SERVICES - 20 HOURS	1,600.00
009346	11/21/19	LENZ, DENNIS	MELBA, ID 83641	LANDSCAPE SERVICES	315.00
				LANDSCAPE SERVICES	200.00
009347	11/21/19	RICHARDSON, JANELLE	NAMPA, ID 83651	FINGERPRINTS	10.00
009348	11/21/19	WESTERN RECORDS DESTRUCTION	BOISE, ID 83709	DOCUMENT DESTRUCTION	35.00
009349	11/21/19	STATE DEPT OF EDUCATION	BOISE, ID 83720-0027	FINGERPRINTS - VOLUNTEER	26.25
009350	11/21/19	TIRADO, NATASHA	,	FRIENDSHIP CLUB	38.58
009351	11/21/19	VICKERS, RHYS	NAMPA, ID 83686	FINGERPRINTS	10.00
009352	11/21/19	WESTERN BUILDING MAINTENANCE	BOISE, ID 83707	CUSTODIAL SERVICES	175.00
				CUSTODIAL SERVICES	752.50



0003762143



**STATE OF IDAHO**  
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 File #: 0003762143  
 Date Filed: 2/3/2020 11:45:47 AM

Entity Name and Mailing Address: ADVOCATES FOR INCLUSION, INC. The file number of this entity on the records of the Idaho Secretary of State is: 0000436208 Address: 958 W CORPORATE LN NAMPA, ID 83651-1909		
Entity Details: Entity Status: Active-Good Standing This entity is organized under the laws of: IDAHO If applicable, the old file number of this entity on the records of the Idaho Secretary of State was: C143163		
The registered agent on record is: Registered Agent: KEVIN MCLAREN Registered Agent Physical Address: 958 CORPORATE LANE NAMPA, ID 83651 Mailing Address		
Corporate Officers and Directors:		
	Name	Title
	JASON SANDIDGE	Secretary
	KEVIN MCLAREN	Treasurer
	LAURA SANDIDGE	President
	CARLYANN MCLAREN	Vice President
	CHRISTA SANDIDGE	Director
Business Address: 958 W CORPORATE LN NAMPA, ID 83651-1909		
The annual report must be signed by an authorized signer of the entity. <i>Kevin McLaren</i> _____ <i>02/03/2020</i> Sign Here Date Job Title: Treasurer		

B0480-1891 02/03/2020 11:45 AM Received by ID Secretary of State Lawrence Denney



0003704321



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 File #: 0003704321  
 Date Filed: 12/9/2019 11:25:33 PM

Entity Name and Mailing Address:  
 AFI, INC.  
 The file number of this entity on the records of the Idaho Secretary of State is: 0000447797  
 Address: 958 W CORPORATE LN  
 NAMPA, ID 83651-1909

Entity Details:  
 Entity Status: Active-Good Standing  
 This entity is organized under the laws of: IDAHO  
 If applicable, the old file number of this entity on the records of the Idaho Secretary of State was: C147099

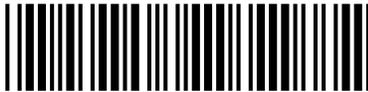
The registered agent on record is:  
 Registered Agent: Laura Sandidge  
 Registered Agent  
 Physical Address: 958 CORPORATE LANE  
 NAMPA, ID 83651  
 Mailing Address: 958 W CORPORATE LN  
 Laura Sandidge  
 NAMPA, ID 83651-1909

Corporate Officers and Directors:

Name	Title	Business Address
JASON SANDIDGE	Director	958 CORPORATE LANE NAMPA, ID 83651
LAURA SANDIDGE	President	958 CORPORATE LANE NAMPA, ID 83651
CARLYANN MCLAREN	Secretary	958 CORPORATE LANE NAMPA, ID 83651
CRYSTAL GALEAI	Director	958 CORPORATE LANE NAMPA, ID 83651

The annual report must be signed by an authorized signer of the entity.  
*Laura Sandidge* \_\_\_\_\_ 12/09/2019  
 Sign Here Date  
 Signer's Title: Laura Sandidge

B0429-1861 12/09/2019 11:25 PM Received by ID Secretary of State Lawrence Denney



0003469482



**STATE OF IDAHO**  
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**REINSTATEMENT ANNUAL REPORT**  
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**-FILED-**  
 File #: 0003469482  
 Date Filed: 4/2/2019 6:40:11 PM

Reinstatement Annual Report Form																	
Standard or Expedited Service (select one)	Standard (filing fee \$30)																
Current Entity Name	AFI, INC.																
The file number of this entity on the records of the Idaho Secretary of State is:	0000447797																
Organized under the laws of:	IDAHO																
Change Entity Name: Do not change the entity name																	
The registered agent on record is: No Agent Assigned																	
Agent or Address Change? <input checked="" type="checkbox"/> Select if you are appointing a new agent.																	
The name and street address of the new registered agent and office in Idaho is:																	
Registered Agent	Registered Agent Laura Sandidge Physical Address: 958 CORPORATE LANE NAMPA, ID 83651 Mailing Address: Laura Sandidge 958 W CORPORATE LN NAMPA, ID 83651-1909																
Signature of newly appointed agent																	
<input checked="" type="checkbox"/> I declare that the newly appointed agent is the person electronically filing this annual report and will electronically sign both as agent and as filer.																	
<i>Laura Sandidge</i>	<i>04/02/2019</i>																
Sign Here	Date																
Signer's Title:	President of the Board																
The mailing address of the corporation is: 958 W CORPORATE LN NAMPA, ID 83651-1909																	
Corporate Officers and Directors:																	
<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="width:33%;">Name</th> <th style="width:33%;">Title</th> <th style="width:33%;">Address</th> </tr> </thead> <tbody> <tr> <td>JASON SANDIDGE</td> <td>Director</td> <td>958 CORPORATE LANE NAMPA, ID 83651</td> </tr> <tr> <td>LAURA SANDIDGE</td> <td>President</td> <td>958 CORPORATE LANE NAMPA, ID 83651</td> </tr> <tr> <td>CARLYANN MCLAREN</td> <td>Secretary</td> <td>958 CORPORATE LANE NAMPA, ID 83651</td> </tr> <tr> <td>CRYSTAL GALEAI</td> <td>Director</td> <td>958 CORPORATE LANE NAMPA, ID 83651</td> </tr> </tbody> </table>			Name	Title	Address	JASON SANDIDGE	Director	958 CORPORATE LANE NAMPA, ID 83651	LAURA SANDIDGE	President	958 CORPORATE LANE NAMPA, ID 83651	CARLYANN MCLAREN	Secretary	958 CORPORATE LANE NAMPA, ID 83651	CRYSTAL GALEAI	Director	958 CORPORATE LANE NAMPA, ID 83651
Name	Title	Address															
JASON SANDIDGE	Director	958 CORPORATE LANE NAMPA, ID 83651															
LAURA SANDIDGE	President	958 CORPORATE LANE NAMPA, ID 83651															
CARLYANN MCLAREN	Secretary	958 CORPORATE LANE NAMPA, ID 83651															
CRYSTAL GALEAI	Director	958 CORPORATE LANE NAMPA, ID 83651															

B0217-9340 04/02/2019 6:40 PM Received by ID Secretary of State Lawrence Denney



The Application for Reinstatement must be signed by at least one governor.

*Laura Sandidge*

Sign Here

*04/02/2019*

Date

Signer's Title:

President of the Board

B0217-9341 04/02/2019 6:40 PM Received by ID Secretary of State Lawrence Denney



0003640723



**STATE OF IDAHO**  
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 File #: 0003640723  
 Date Filed: 10/3/2019 5:21:34 PM

Entity Name and Mailing Address:  
 ANOTHER CHOICE VIRTUAL CHARTER SCHOOL, INC.  
 The file number of this entity on the records of the Idaho Secretary of State is: 0000546650  
 Address: 1014 W HEMINGWAY BLVD  
 NAMPA, ID 83651-1733

Entity Details:  
 Entity Status: Active-Good Standing  
 This entity is organized under the laws of: IDAHO  
 If applicable, the old file number of this entity on the records of the Idaho Secretary of State was: C180749

The registered agent on record is:  
 Registered Agent: LAURA SANDIDGE  
 Registered Agent  
 Physical Address: 1014 W HEMINGWAY BLVD  
 NAMPA, ID 83651  
 Mailing Address: 83651

Corporate Officers and Directors:

Name	Title	Address
JOHN KELLEHER	President	1014 W. HEMINGWAY BLVD. NAMPA, ID 83651
MISTY PUCKETT	Treasurer	1014 W. HEMINGWAY BLVD. NAMPA, ID 83651
RUTH KROPP	Director	1014 W. HEMINGWAY BLVD. NAMPA, ID 83651
KEVIN MCLAREN	Director	1014 W. HEMINGWAY BLVD. NAMPA, ID 83651
LAURA SHOEMAKER	Director	1014 W. HEMINGWAY BLVD. NAMPA, ID 83651

The annual report must be signed by an authorized signer of the entity.  
*Laura Sandidge* 10/03/2019  
 Sign Here Date  
 Signer's Title: Registered Agent

B0365-4032 10/03/2019 5:21 PM Received by ID Secretary of State Lawrence Denney

B0219-1866 04/05/2019 3:40 PM Received by ID Secretary of State Lawrence Denney



**STATE OF IDAHO**  
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**REINSTATEMENT ANNUAL REPORT**  
 Idaho Secretary of State  
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 (208) 334-2301  
 Filing Fee: \$30.00 - Make Checks Payable to Secretary of State

Reinstatement Annual Report Form		
Standard or Expedited Service (select one)		Expedited (+\$20; filing fee \$50)
Current Entity Name		ANOTHER CHOICE VIRTUAL CHARTER SCHOOL, INC.
The file number of this entity on the records of the Idaho Secretary of State is:		0000546650
Organized under the laws of:		IDAHO
Change Entity Name: Do not change the entity name		
The registered agent on record is:		
Registered Agent	LAURA SANDIDGE Registered Agent Physical Address 1014 W. HEMINGWAY BLVD. NAMPA, ID 83651 Mailing Address	
The mailing address of the corporation is: 1014 W HEMINGWAY BLVD NAMPA, ID 83651-1733		
Corporate Officers and Directors:		
Name	Title	Address
JOHN KELLEHER	President	1014 W. HEMINGWAY BLVD. NAMPA, ID 83651
MISTY PUCKETT	Treasurer	1014 W. HEMINGWAY BLVD. NAMPA, ID 83651
RUTH KROPP	Director	1014 W. HEMINGWAY BLVD. NAMPA, ID 83651
KEVIN MCLAREN	Director	1014 W. HEMINGWAY BLVD. NAMPA, ID 83651
LAURA SHOEMAKER	Director	1014 W. HEMINGWAY BLVD. NAMPA, ID 83651
The Application for Reinstatement must be signed by at least one governor.		
<i>Laura Sandidge</i>	<i>Misty Puckett</i>	<i>04/09/2019</i>
Sign Here		Date
Signer's Title:	<i>Laura Sandidge</i> Clerk	Treasurer



0003414362



**STATE OF IDAHO**  
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 File #: 0003414362  
 Date Filed: 1/28/2019 3:23:12 PM

Entity Name and Mailing Address:  
**HOMEWARD REAL ESTATE, LLC**  
 The file number of this entity on the records of the Idaho Secretary of State is: 0000581129  
 Address: 1460 S WHITEWATER CT  
 NAMPA, ID 83686-4835

Entity Details:  
 Entity Status: Active-Existing  
 This entity is organized under the laws of: IDAHO  
 If applicable, the old file number of this entity on the records of the Idaho Secretary of State was: W192496

The registered agent on record is:  
 Registered Agent: ROSS JONES  
 Registered Agent  
 Physical Address: 1460 S WHITEWATER CT  
 NAMPA, ID 83686  
 Mailing Address

Limited Liability Company Managers and Members

Names of managers or members	Title	Address
ROSS JONES	Manager	1460 S WHITEWATER CT NAMPA, ID 83686

The annual report must be signed by an authorized signer of the entity.

Ross L Jones 01/28/2019  
 Sign Here Date  
 Signer's Title: Owner / Broker

B0158-7410 01/28/2019 3:23 PM Received by ID Secretary of State Lawrence Denney



# STATE OF IDAHO

Lawrence Denney | Secretary of State

**Business Office**

450 North 4th Street

PO Box 83720

Boise, ID 83720

SMS ENTERPRISES, L.L.C.  
958 CORPORATE LN  
NAMPA, ID 83651

### Certificate of Dissolution

Issuance Date: December 30, 2019

**RE: SMS ENTERPRISES, L.L.C.**

File # 144205

Effective Date: 12/30/2019

Dear Business Entity:

Pursuant to the provisions of Idaho code §30-21-602, of the Idaho Uniform Business Organization Code, this constitutes notice that the above business entity, is hereby administratively dissolved for the following reason(s):

The business entity may be reinstated upon the elimination of the above indicated ground(s) and the filing of an application for reinstatement. The entity name must be available and otherwise satisfy the requirements of Idaho Code § 30-21-301. The reinstatement application fee is Thirty Dollars (\$30.00). The reinstatement can be filed on our website (noted below).

Lawrence Denney  
Secretary of State

B0446-8074



0003730445



**STATE OF IDAHO**  
 Office of the secretary of state, Lawrence Denney  
**REINSTATEMENT ANNUAL REPORT**  
 Idaho Secretary of State  
 PO Box 83720  
 Boise, ID 83720-0080  
 (208) 334-2301  
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 File #: 0003730445  
 Date Filed: 1/6/2020 11:20:02 AM

Reinstatement Annual Report Form

Select one: Standard, Expedited or Same Day Service (see descriptions below)      Standard (filing fee \$30)

Current Entity Name      SMS ENTERPRISES, L.L.C.

The file number of this entity on the records of the Idaho Secretary of State is:      0000144205

Organized under the laws of:      IDAHO

Entity Type:      Limited Liability Company (D)

---

Entity Subtype:  
 Limited Liability Company Subtype      Limited Liability Company

---

Limited Liability Company Name:  
 Limited Liability Company name      SMS ENTERPRISES, L.L.C.

---

The registered agent on record is:  
 Registered Agent      KEVIN MCLAREN  
    Registered Agent  
    Physical Address  
    958 CORPORATE LN  
    NAMPA, ID 83651  
    Mailing Address

---

The mailing address of the corporation is:  
 958 W CORPORATE LN  
 NAMPA, ID 83651-1909

---

Limited Liability Company Managers and Members

Name	Title	Address
LAURA SANDIDGE	Member	958 CORPORATE LN NAMPA, ID 83651
CHRISTA SANDIDGE	Member	958 CORPORATE LN NAMPA, ID 83651
CARLYANN MCLAREN	Member	958 CORPORATE LN NAMPA, ID 83651
KEVIN MCLAREN	Member	958 CORPORATE LN NAMPA, ID 83651
JASON SANDIDGE	Member	958 CORPORATE LN NAMPA, ID 83651

---

The Application for Reinstatement must be signed by at least one governor.

*Kevin McLaren*      01/06/2020  
 Sign Here      Date

Signer's Title:      Member

B0454-0888 01/06/2020 11:20 AM Received by ID Secretary of State Lawrence Denney



0003713500



**STATE OF IDAHO**  
*Office of the secretary of state, Lawrence Denney*  
**CERTIFICATE OF ORGANIZATION LIMITED LIABILITY COMPANY**

Idaho Secretary of State  
 PO Box 83720  
 Boise, ID 83720-0080  
 (208) 334-2301  
 Filing Fee: \$100.00 - Make Checks Payable to Secretary of State

*For Office Use Only*  
**-FILED-**  
 File #: 0003713500  
 Date Filed: 12/20/2019 10:35:57 AM

Certificate of Organization Limited Liability Company							
Select one: Standard, Expedited or Same Day Service (see descriptions below)	Standard (filing fee \$100)						
1. Limited Liability Company Name							
Type of Limited Liability Company	Limited Liability Company						
Entity name	Upward, LLC						
2. The complete street address of the principal office is:							
Principal Office Address	ROSS L JONES 1460 S WHITEWATER COURT NAMPA, ID 83686						
3. The mailing address of the principal office is:							
Mailing Address	ROSS L JONES 1460 S WHITEWATER CT NAMPA, ID 83686-4835						
4. Registered Agent Name and Address							
Registered Agent	ROSS JONES Registered Agent Physical Address 1460 S WHITEWATER CT NAMPA, ID 83686 Mailing Address						
5. Governors							
	<table border="1"> <thead> <tr> <th>Name</th> <th>Address</th> </tr> </thead> <tbody> <tr> <td>Ross L Jones</td> <td>ROSS L JONES 1460 S WHITEWATER COURT NAMPA, ID 83686</td> </tr> <tr> <td>Laura Sandidge</td> <td>LAURA SANDIDGE 13040 S MAKENNAS WAY NAMPA, ID 83686</td> </tr> </tbody> </table>	Name	Address	Ross L Jones	ROSS L JONES 1460 S WHITEWATER COURT NAMPA, ID 83686	Laura Sandidge	LAURA SANDIDGE 13040 S MAKENNAS WAY NAMPA, ID 83686
Name	Address						
Ross L Jones	ROSS L JONES 1460 S WHITEWATER COURT NAMPA, ID 83686						
Laura Sandidge	LAURA SANDIDGE 13040 S MAKENNAS WAY NAMPA, ID 83686						
Signature of Organizer:							
<i>Ross Jones</i>	<u>12/20/2019</u>						
Sign Here	Date						

B0438-3712 12/20/2019 12:18 PM Received by ID Secretary of State Lawrence Denney

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
APRIL 21, 2022**

**ATTACHMENT 1**

<b>Name</b>	<b>Title</b>	<b>First Board Appointment (if applicable)</b>	<b>Founding Board Members</b>	<b>Idaho Secretary of State Business Search</b>
Blake, Sylvia	Special Services			None
Carroll, Michelle	Admin Assistant/Boise			None
Chavez, Dean	Student Support Services			None
Christensen, Laureli	Teacher			None
Cook, Taryn	Teacher			None
Crosley, Tracey	Teacher			None
Daniels, Jan	Teacher			None
Dicus, Kimberly	Speech Services			None
Dorrian, Kevin	Boise Office			None
Farley, Emily	Teacher			None
Friend, Heidi	Teacher			None
Fulfer, Erika	Occupational Therapist			None
Galeai, Crystal	Admin Assistant			None
Galvin, Mark	Teacher			None
Gaona, Pam	Teacher			None
Gibson, Stephen	Teacher			Gibson Family, Inc. (Hansen, ID); Global Investments International, LLC; Key Real Estate Solutions, LLC; Lone
Gover, Candice	Teacher			None
Grauberger, Amy	Teacher			None
Hanway-Murphy, Shelly	Lab Assistant			None
Hawes, Lisa	Teacher			None
Hilton, Tayler	Teacher			None
Hunter, Kimberly	ISEEs, Data		✓	None
Hunter, Nathan	Teacher			None
Hunter, Rhett	Admin Assistant/Caldwell			None
Hurn, Angela	Counselor/teacher			None
Jones, Lily	Office Manager			None
Jones, Mona	Coordinator			None
Jones, Ross	Business Manager/teacher			Homeward Real Estate, LLC; Upward, LLC
Josephson, Ryan	Teacher			None
Kelleher, John	Chair	2013		None
Kropp, Ruth	Board Member	2012		None
Lenz, Dennis	Teacher			None

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
APRIL 21, 2022**

**ATTACHMENT 1**

Lenz, Ember	Nurse/teacher		None
Linker, Courtney	Teacher		None
Little, Les	Coordinator		None
Lozano, Yessenia	Support		None
Lyman, Lori	Registrar		None
McLaren, Kevin	Board Member	2015	Advocates for Inclusion, Inc.; SMS Enterprises, LLC
Miller, Joseph	Testing Coordinator		All Kimberly, ID - MCM Loading, Inc.; MCM Logistics, Inc.;
Murphy, Victoria	Teacher		Behavior 208, LLC (dissolved)
Popescu, Amanda	Teacher		None
Pucker, Missy	Board Member	2011	None
Ramirez, Karra	Admin Assistant/Nampa		None
Sanders, Liliana	Coordinator/teacher		None
Sandidge, Jason	IT		None
			All Non-Profit: AFI, Inc.; American Friends of International
Sandidge, Laura	Head of School		China Concern Limited; Another Choice Virtual Charter
Shoemaker, Laura	Board Member	2017	None
Tirado, Natasha	Teacher		None
Valero, Victoria	IT		None
Vincent, Denise	Teacher		None
Voelkel, Jolene	Teacher		None
Walters, Laura	Teacher		Inside and Out, LLC
Warren, Greg	Teacher		None
Watkns, Jordan	Teacher		Jordan Watkins Studio, LLC
Watts, Amy	Teacher		None
Wilkins, Mindy	Counselor/teacher		None
Williams, Sidney	IT		None
Willis, Vonnie	Teacher		None
Wingo, Joan	Receptionist/Nampa		None
Wolfe, Jamie	Coordinator/teacher		None



**Another Choice Virtual Charter School Board Meeting Minutes**

**10/21/20**

- 4:15 Welcome
  - Welcome / In Attendance: John Kelleher; Misty Puckett; Kevin McLaren; Ruth Kropp; Laura Shoemaker; Laura Sandidge; Ross Jones;
  - Board Members Absent: None
  - Approval of Board Minutes – By unanimous consent Approved
  - Approval of Meeting Agenda - Motion: – By unanimous consent Approved
- Agenda Items:
  - 4:00 – 4:15 Open Forum – The Board encourages public participation and wishes to ensure that Board members and the public have an opportunity to communicate if needed. The Chairman of the Board will use the following rules of order during this time:
    - An individual who would like to speak on an agenda item will make that known at this time.
    - An individual who would like to speak on a non-agenda item will make that known at this time.
    - The Chairman of the Board may choose to schedule the requested items in a future board meeting.

We had no guests this month.
  - Old Business
    - State Testing – ISATs; SAT/College Placement; Civics etc. – Laura provided an update.
    - Status of the Lab Plan / Covid-19 Response - The plan was reviewed and the board did not make changes.
    - Update on Mentor Program for certain staff – Discussion that several teachers were working through the mentor program and all was going well.
    - School Improvement – CSI UP and CSI Grad Continuation– Laura provided an update, we are working hard to reach our goals.
  - New Business
    - Sustainability Plan
      - Proposal from Jonathan Locust, Ph.D., CSSBB, Winona University – reviewing of a proposal to look at student gain and also resiliencies – Laura presented as part of our overall sustainability plan that a lot of our data the supports success for our students in not demonstrated via testing data. Dr. Locust looks at resiliency and had visited with Laura to explain some of the services he provides in compiling and looking at data. The board had questions and Laura will send for more information.
    - Current Financial Report (Discussion) – Ross shared an update, discussion followed.
    - Financial Audit Update – The hard copy isn't in. Ross will talk more in November but shared the positive findings. When it comes in it will be placed in the folder.
    - Policy Review:
      - 7400P3 addition; Volunteer Policy; Family Engagement Policy; These existing policies were reviewed, discussion; Ms. Puckett to approve, seconded by Ms. Kropp, all approved unanimously.
    - Update of the Current Year for all programs / Status Update on School – Laura provided an update.
      - Special, Standing, and Informational Reports
        - Training / Professional Development

As the meeting was closing Kevin McLaren expressed how much he enjoyed being on the board. He will miss everyone. However, at this time he has submitted his resignation.
  - BOARD Training: Reading of Covid 19 materials
- Meeting Adjourned
  - Upcoming Dates:

Documentation Requirements: As per Idaho Open Meeting law attendance of all board members must be documented. Additionally, motions, resolutions, orders, or ordinances proposed and their disposition must be documented. The results of all votes and upon the request of a member, the vote of each member, by name must be documented. Minutes of executive sessions may be limited to material of which is not inconsistent with the provisions of section 67-2345 of Idaho Code, but shall contain sufficient detail to convey the general tenor of the meeting for disclosure purposes. In accordance with Idaho Code 67-2340 through 67-2346, a motion may be requested to recess this open meeting and convene into an executive session for the purpose of discussing matters pertaining to negotiations, property and/or personnel. Following discussion, the Board will reconvene into open session to take Board action on matters discussed in the executive session and/or adjourn the meeting. Per Idaho Open Meeting Law, Section 67-2344: Neither a full transcript nor a recording of the meeting is required, except as otherwise provided by law. All minutes shall be available to the public within a reasonable time after the meeting.

- Check Website for other activities and important dates
- Next meetings:
  - Next meetings: 11/18/20; 1/20/21
  - Remember no meeting in December unless requested;
  - Meetings are always at 4:15 at the Another Choice Virtual Charter School Nampa Lab; Board members and/or guests may be Virtual.

If you would like to join this, or any future board meetings virtually please call or ask us.

**Meeting adjourned at 5:30, Respectfully submitted**

*Laura Sandidge*

Documentation Requirements: As per Idaho Open Meeting law attendance of all board members must be documented. Additionally, motions, resolutions, orders, or 2 ordinances proposed and their disposition must be documented. The results of all votes and upon the request of a member, the vote of each member, by name must be documented. Minutes of executive sessions may be limited to material of which is not inconsistent with the provisions of section 67-2345 of Idaho Code, but shall contain sufficient detail to convey the general tenor of the meeting for disclosure purposes. In accordance with Idaho Code 67-2340 through 67-2346, a motion may be requested to recess this open meeting and convene into an executive session for the purpose of discussing matters pertaining to negotiations, property and/or personnel. Following discussion, the Board will reconvene into open session to take Board action on matters discussed in the executive session and/or adjourn the meeting. Per Idaho Open Meeting Law, Section 67-2344: Neither a full transcript nor a recording of the meeting is required, except as otherwise provided by law. All minutes shall be available to the public within a reasonable time after the meeting.



**Another Choice Virtual Charter School Board Special Meeting Minutes**

**12/09/21 4:00 PM**

**1014 W. Hemingway Blvd., Nampa Idaho 83651**

- 4:00 – 4:10 Open Forum – The Board encourages public participation and wishes to ensure that Board members and the public have an opportunity to communicate if needed. The Chairman of the Board will use the following rules of order during this time:
  - An individual who would like to speak on an agenda item will make that known at this time.
  - An individual who would like to speak on a non-agenda item will make that known at this time.
  - The Chairman of the Board may choose to schedule the requested items in a future board meeting.
- 4:10 Welcome. In Attendance: John Kelleher (board chairman), Misty Puckett (treasurer), Lori Lyman, Ruth Kropp, Ross Jones (financial manager), Laura Shoemaker (board clerk), and Laura Sandidge (school administrator)
  - Approval of Board Minutes Lori motioned to approve the minutes. Ruth seconded. Unanimously approved.
  - Approval of Special Meeting Agenda Misty motioned to approve the agenda. Ruth seconded. Unanimously approved.
- Agenda Items:
  - Old Business
    - None currently.
  - New Business
    - Proposal of sustainability plan.
    - Executive Session Misty motioned to move into executive session. Lori seconded. Unanimously approved.
      - -----(Board Member) moves that the board, pursuant to Idaho Code 74-206 section 1(f), convene in executive session for the purpose of discussing matters pertaining to communicate with legal counsel for the public agency to discuss the legal ramifications of and legal options for pending litigation, or controversies not yet being litigated but imminently likely to be litigated. The mere presence of legal counsel at an executive session does not satisfy this requirement.
      - Following discussion, the Board will reconvene into open session to take Board action on matters discussed in the executive session and/or adjourn this meeting. Ruth motioned to move out of executive session. Misty seconded. Unanimously approved.

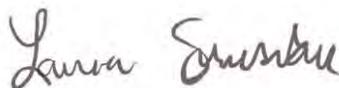
Action Item: Acceptance of sustainability plan. Lori motioned to accept sustainability plan. Ruth seconded. Unanimously approved.

Outline of sustainability plan:

1. Board Chair John signed request for administrative hearing.

2. Dr. Laura Sandidge submitted resignation effective at close of the 2021-2022 school year, June 30<sup>th</sup>, 2022.
  3. Approval to create two administrative positions to replace current administrator/head of school. Will begin recruitment and hiring process.
  4. Recruit two new board members with prior experience and/or seek a board mentor.
- Meeting Adjourned. Misty motioned for meeting to adjourn. Lori seconded. Unanimously approved.
    - Upcoming Dates:
      - Check website for other activities and important dates
    - Next meetings:
      - Next meetings: January 19, 2022. February 16, 2022.
      - Meetings are always at 4:00 at the Another Choice Virtual Charter School Nampa Lab; Board members and/or guests may be Virtual.
- If you would like to join this, or any future board meetings virtually please call or ask us.

**Meeting Adjourned at 5:25, respectfully submitted**



Laura Shoemaker  
Board Clerk

← → ↻ ⚠ Not secure | id-canyon-assessor.governmax.com/propertymax/rover30.asp ☆

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 **Canyon County, Idaho**  
 Brian Stender, Assessor Site Provided by...  
 governmax.com

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**Parcel** Address  
1 of 1

<b>Parcel Number</b>	08145000 0	<b>Site Address</b>	1014 W HEMINGWAY BLVD, NAMPA	<b>Current Total Assessed Value</b>	\$675,950
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**Owner Information**

<b>Owner Name</b>	SANDIDGE LAURA A
<b>Mailing Address</b>	13040 MAKENNAS WAY NAMPA ID 83686
<b>Transfer Date</b>	07/24/2012
<b>Document #</b>	
<b>Deed Book/Page</b>	

---

**Location / Description**

<b>Tax District</b>	002-01	<b>Legal Desc.</b>	17-3N-2W NE COSSEL COMMERCIAL LT 1 & A PORTION OF TX 2 IN LT 7 BLK 4
<b>Parcel Situs Address</b>	1014 W HEMINGWAY BLVD, NAMPA		
<b>Deeded Acreage</b>	1.0500		

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**Parcel Type**

<b>Property Class Code</b>	421 Comm lot/acg in city
<b>Neighborhood Code</b>	520020 NAMPA OFFICE

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**Assessment Information**

	2019	Current Year	2020
<b>Appraised Value Land</b>	0	<b>Appraised Value Land</b>	0
<b>Appraised Value Improvements</b>	0	<b>Appraised Value Improvements</b>	0
<b>Total Appraised Value</b>	0	<b>Total Appraised Value</b>	0
<b>Limited (Capped) Appraised Value Total</b>	0	<b>Limited (Capped) Appraised Value Total</b>	0
<b>Exemption Amount</b>	0	<b>Exemption Amount</b>	0
<b>Taxable Value</b>	0	<b>Taxable Value</b>	0
<b>Assessment Ratio</b>	0	<b>Assessment Ratio</b>	0
<b>Assessed Value</b>	0	<b>Assessed Value</b>	0

(THIS INFORMATION IS FOR REFERENCE USE OF CANYON COUNTY ONLY)  
 (IT MAY CONTAIN ERRORS, AND IS SUBJECT TO CHANGE WITHOUT NOTICE)

**PCSC Board Meeting Observation Summary**

Observation Date: 2/17/2021

Observer: Jared Dawson

ACVS Board of Directors-

Below you will find the summary of the PCSC board meeting observation required by PCSC Policies & Procedures (updated on August 13<sup>th</sup>,2020). The intent of this observation is to follow PCSC standard and serves as documentation of the fulfillment of your annual requirements. If you have any questions/comments/concerns regarding the summary below, please feel free to reach out to the Program Managers or PCSC Director. You have 5 days from the date of receipt of this summary to provide any follow-up as needed.

Director's Name	Office (if applicable)	Present/Remote/Absent
John Kelleher	Chair	Remote
Misty Puckett	Secretary/Treasurer	Remote
Ruth Kropp	Director	Remote
Laura Shoemaker	Director	Remote
School Leadership	Title	Present/Remote/Absent
Laura Sandidge	Administrator	Remote
Ross Jones	Business Manager	Remote

**ACVS Observation Summary**

Observation Category	Status	Date
Open Meeting Law	Concern	2/17/2021
Public Participation	No Concern	2/17/2021
Operational Efficacy	No Concern	2/17/2021
Academic Achievement	No Concern	2/17/2021
Financial Health	No Concern	2/17/2021

**Additional Notes (As Applicable)**

A copy of the agenda was sent via email to PCSC staff. However, PCSC staff were unable to locate the agenda posted anywhere for the public 48 hours prior to the scheduled meeting, including the ACVS website and their Facebook site, which would be a potential violation of Open Meeting Law.

**From:** [Laura Sandidge](#)  
**To:** [Jenn Thompson](#)  
**Subject:** Re: January Meeting  
**Date:** Wednesday, January 27, 2021 8:24:44 PM

---

Oh Jenn I would really appreciate that! It does not need to be formal at all. I just think it would make us all feel a bit more prepared with even a casual question and answer opportunity. I really appreciate you being willing to do that! Thank you so much!

Laura

On Wed, Jan 27, 2021 at 4:09 PM Jenn Thompson <[Jenn.Thompson@osbe.idaho.gov](mailto:Jenn.Thompson@osbe.idaho.gov)> wrote:

You sure can. We are planning to schedule orientation meetings in March, but we can do this earlier if you like. I am still working with our legal counsel to finalize the official guidance documents. The commission wants to simplify the process, so we're working through some final changes. I may or may not have all the documentation available in February, but I should be able to answer most questions and give you a good timeline.

I'd like to bring Jared Dawson with me if that's the case. He's our program manager assigned to your school, and will be helping you with the process. It would be a good opportunity for you all to meet him.

**From:** Laura Sandidge <[lsandidge@anotherchoicecharter.org](mailto:lsandidge@anotherchoicecharter.org)>  
**Sent:** Monday, January 25, 2021 12:30 PM  
**To:** Jenn Thompson <[Jenn.Thompson@osbe.idaho.gov](mailto:Jenn.Thompson@osbe.idaho.gov)>  
**Subject:** Re: January Meeting

Thank you, can we put you on the agenda to talk about the renewal process a bit?

Laura Sandidge

On Mon, Jan 25, 2021 at 12:27 PM Jenn Thompson <[Jenn.Thompson@osbe.idaho.gov](mailto:Jenn.Thompson@osbe.idaho.gov)> wrote:

Okay. I'll plan for February.

Just as a reminder Open Meeting law requires that meetings be noticed at least 5 days in advance and that agendas be posted at least 48 hours in advance of regular meetings. They need to be posted at the location of the meeting and on your website. Make sure you are getting those agendas posted to avoid an Open Meeting Law violation. Linking you to the [PDF manual](#) as a reminder.

---

**From:** Laura Sandidge <[lsandidge@anotherchoicecharter.org](mailto:lsandidge@anotherchoicecharter.org)>

**Sent:** Thursday, January 21, 2021 10:47 AM

**To:** Jenn Thompson <[Jenn.Thompson@osbe.idaho.gov](mailto:Jenn.Thompson@osbe.idaho.gov)>

**Subject:** Re: January Meeting

Thank you Jenn. I am so sorry you were not able to make it. I apologize I didn't send it to you earlier. I had quite the week on a few other little crisis that were going on. I do apologize.

We would love to have you at our board meeting and I will make sure you have that for February. On the website I think it is under board. I haven't actually updated it for a while, we are rolling over to an updated website that will hopefully make things easier to access. We post the schedule at the beginning of the year.

Thank you again and I am really sorry I didn't send the link earlier.

Laura

Sent from my iPhone

On Jan 21, 2021, at 10:00 AM, Jenn Thompson  
<[Jenn.Thompson@osbe.idaho.gov](mailto:Jenn.Thompson@osbe.idaho.gov)> wrote:

That turn-around time wasn't enough for me to attend. I'll plan for February. Will you make sure I have date/time/link with the necessary 48 hour notice for that meeting please. Where are your meetings noticed on your website? I haven't been able to find them.

Thanks, Laura.

**From:** Laura Sandidge <[lsandidge@anotherchoicecharter.org](mailto:lsandidge@anotherchoicecharter.org)>  
**Sent:** Wednesday, January 20, 2021 11:20 AM  
**To:** Jenn Thompson <[Jenn.Thompson@osbe.idaho.gov](mailto:Jenn.Thompson@osbe.idaho.gov)>  
**Subject:** January Meeting

Hi Jenn,

I hope you are doing well. We sadly have several of our team unavailable today so our meeting won't be a typical board meeting, it will only be informational and most likely short. However, Dr. Kelleher felt that it was best to keep our schedule.

Here is the link!

Topic: January Meeting  
Time: Jan 20, 2021 4:15 PM Mountain Time (US and Canada)

Join Zoom Meeting  
[https://us02web.zoom.us/j/87261565570?  
pwd=RXQ4RkdkMDNXdkFvQUdCd2tLM2VlZz09](https://us02web.zoom.us/j/87261565570?pwd=RXQ4RkdkMDNXdkFvQUdCd2tLM2VlZz09)

Thank you,

Laura

--

Laura Sandidge, Ph.D.

Administrator / Head of School

Another Choice Virtual Charter School

<http://www.anotherchoicecharter.org>

\* Please note no links come from me without communication concerning the link.

--

Laura Sandidge, Ph.D.

Administrator / Head of School

Another Choice Virtual Charter School

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--

Laura Sandidge, Ph.D.

Administrator / Head of School

Another Choice Virtual Charter School

<http://www.anotherchoicecharter.org>

\* Please note no links come from me without communication concerning the link.

**From:** [Jenn Thompson](#)  
**To:** [Newton, Rachel](#)  
**Subject:** FW: Notice of Potential Violation re: Another Choice Virtual Charter School  
**Date:** Friday, October 16, 2020 11:21:00 AM

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**From:** Bryan Taylor <[btaylor@canyonco.org](mailto:btaylor@canyonco.org)>  
**Sent:** Friday, October 16, 2020 11:18 AM  
**To:** Jenn Thompson <[Jenn.Thompson@osbe.idaho.gov](mailto:Jenn.Thompson@osbe.idaho.gov)>  
**Cc:** Crystal Walker <[cwalker@canyonco.org](mailto:cwalker@canyonco.org)>  
**Subject:** RE: Notice of Potential Violation re: Another Choice Virtual Charter School

Director Thompson,

Good morning. After reviewing the provided materials, I have decided to have my criminal investigative division begin to investigate allegations of criminal conduct under I.C. §§18-1360 and 74-501, 74-509, etc. I intend that this investigation and potential prosecution proceed entirely separate from any professional standards investigation or discipline pursued by PSC or the Attorney General's Office. Based on the information currently available, and the non-criminal remedies available to the State, I do not intend to pursue prosecution of any civil offense punishable only by a *de minimis* fine.

I have cced Investigator Walker from my Office who will be heading up the matter.

Thank you once again for reaching out.

Best,

Bryan

Bryan Taylor, JD, PhD  
Prosecuting Attorney  
Canyon County Prosecutor's Office  
1115 Albany St.  
Caldwell, ID 83605  
Tel. (208) 454-7391  
Fax (208) 454-7374

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**From:** Jenn Thompson [<mailto:Jenn.Thompson@osbe.idaho.gov>]  
**Sent:** Wednesday, September 30, 2020 4:03 PM  
**To:** Bryan Taylor <[btaylor@canyonco.org](mailto:btaylor@canyonco.org)>  
**Subject:** Notice of Potential Violation re: Another Choice Virtual Charter School

Mr. Taylor,

Pursuant to Idaho Code section 33-5209C(4), I am writing to inform you that the Idaho Public Charter School Commission has reason to believe that a school operating under its authorization, Another Choice Virtual Charter School, located in Nampa, Idaho, may have violated multiple provisions of law. The attached letter provides detail regarding our concerns.

Please feel free to contact our office if you have any questions.

Jenn Thompson

Director, Idaho Public Charter School Commission

office: 208-332-1594

cell: 208-781-2937

[jenn.thompson@osbe.idaho.gov](mailto:jenn.thompson@osbe.idaho.gov)



**Canyon County Prosecuting Attorney**  
**Bryan F. Taylor, JD, PhD**



Canyon County Courthouse \* 1115 Albany Street \* Caldwell, ID 83605  
 Telephone: (208)454-7391 \* General Fax: (208)454-7474 \* Civil Fax: (208)455-5955

Christopher N. Topmiller  
 Chief Deputy  
 Criminal Division

Samuel B. Laugheed  
 Chief Deputy  
 Civil Division

October 20, 2021

*Sent Via Email*

Jenn Thompson  
 304 N. 8<sup>th</sup> Street, Ste. 242  
 Boise, Idaho 83720  
[Jenn.thompson@osbe.idaho.gov](mailto:Jenn.thompson@osbe.idaho.gov)

**Re: Public Records Request Dated October 15, 2021**

Jenn Thompson:

This letter acknowledges receipt of your records request dated and received by the Civil Division of this office on October 15, 2021, which can be summarized as a request for status or final determination of the Canyon County Prosecuting Attorney's Office investigation into Another Choice Charter School, Kevin McLaren, and/or Laura Sandidge in August 2020 (see attached request).

This request was referred to the Criminal Division of this office on October 18, 2021 and we understand that the decision and absence of a letter declining prosecution for statutory reasons were explained to you on October 19, 2021. As there are no other public records that fit the parameters of your request, we consider it closed.

If you believe that you have been improperly denied the information you requested, you have the right to institute proceedings in the district court of this county within 180 days from the date of the mailing of this letter to attempt to compel disclosure of that information.

Sincerely,

Doug Robertson  
 Associate County Attorney, Civil Division

DWR:jc  
 Attachment: request

<b>Public Records Request</b>
<b>Right To Examine Public Documents</b>
<b>Name</b> Jenn Thompson
<b>Address</b> 304 N. 8th St. Ste 242 Boise, ID 83720 United States
<b>Phone</b> (208) 332-1594
<b>Email</b> <a href="mailto:jenn.thomposn@osbe.idaho.gov">jenn.thomposn@osbe.idaho.gov</a>
<b>What office/department is your request intended for?</b> Prosecuting Attorney
<b>Name of Client / Insured (if applicable)</b>
<b>ID, Releases / Authorization, Etc (if applicable)</b>
<b>How Would You Like The Documents Sent?</b> via Email
<b>I am requesting copies of the following public records:</b> Any and all documentation regarding the status or final determination of the Canyon County Prosecutor's investigation into Another Choice Virtual Charter School since August of 2020. Any findings or determinations related to either Kevin McLaren or Laura Sandidge issued by your office during that time period are also requested.  The Canyon County Prosecutor's Office opened an investigation into this matter in 2020 after the Idaho Public Charter School Commission relayed that we had reason to believe law had been violated. Documentation resulting from our investigation was forwarded to your office. Our commission must make a final decision to renew or non-renew the school's operational contract shortly, and status on this investigation is a factor in that decision. Any documentation you can provide is appreciated.
<b>Signature</b> 
<b>Date</b> 10/15/2021

**From:** [Michelle Clement Taylor](#)  
**To:** [Jenn Thompson](#); [Kirsten Pochop](#)  
**Subject:** RE: ISEE Mar 2019 v9 - LEAs still missing certified trials  
**Date:** Tuesday, March 26, 2019 8:29:22 AM

Tim McMurtrey contacted Joel about Chief Taghee. (Sorry my abbreviation should have an "E" in it. Chief Tahgee Elementary Academy)

The other two schools are working with Amy Sigler.

Michelle

**From:** Jenn Thompson <Jenn.Thompson@osbe.idaho.gov>  
**Sent:** Tuesday, March 26, 2019 7:39 AM  
**To:** Michelle Clement Taylor <mtaylor@sde.idaho.gov>; Kirsten Pochop <Kirsten.Pochop@osbe.idaho.gov>  
**Subject:** RE: ISEE Mar 2019 v9 - LEAs still missing certified trials

\*\*\*This message was sent from outside the organization. Please do not click links or open attachments unless you recognize the source of this email and know the content is safe.\*\*\*

Appreciate the update. I will note these in Asana, Kirsten.

Michelle, do you need us to follow up with anyone? CTA? Not sure I know who you mean.

*Jenn Thompson*

Finance and Resource Program Manager

**Idaho Public Charter School Commission**

A division of the Idaho State Board of Education

304 N. 8<sup>th</sup> Street, Suite 242  
 Boise, ID 83702  
 (208) 332-1594  
[www.chartercommission.idaho.gov](http://www.chartercommission.idaho.gov)

**From:** Michelle Clement Taylor <[mtaylor@sde.idaho.gov](mailto:mtaylor@sde.idaho.gov)>  
**Sent:** Monday, March 25, 2019 5:08 PM  
**To:** Jenn Thompson <[Jenn.Thompson@osbe.idaho.gov](mailto:Jenn.Thompson@osbe.idaho.gov)>; Kirsten Pochop <[Kirsten.Pochop@osbe.idaho.gov](mailto:Kirsten.Pochop@osbe.idaho.gov)>  
**Subject:** FW: ISEE Mar 2019 v9 - LEAs still missing certified trials

Hi Jenn and Kirsten,

In missing or late reporting category. The March 2019 upload was due on March 15, 2019.

The following three schools are late with their data.

Amy Sigler the ISEE person Regions 1 – 3 checked with KBA and Another Choice. This is the response she got from each school:

KBA is close, they have systems problems and are working on getting it done.

Another Choice: Thanks for checking in! Unfortunately I have had other deadline this week. I am going to **start work on it again this evening. We know that if I do not get it in by tomorrow we will not get our May payment until next year. I am really going to try. Thanks!**

Just so you know I responded to Another Choice to let them know that being late is more than just missing the May funding, that it impacts our (SDE) data reporting and payment calculations.

I was told the CTA is working on it, but don't have any specific details.

I will follow-up and let you know when we have all three school's data.

Michelle

Michelle Clement Taylor  
School Choice Coordinator  
Idaho State Department of Education  
[mtaylor@sde.idaho.gov](mailto:mtaylor@sde.idaho.gov)  
208-332-6963

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**From:** Todd M. King <[tking@sde.idaho.gov](mailto:tking@sde.idaho.gov)>

**Sent:** Thursday, March 21, 2019 8:30 AM

**To:** Roger Evans <[revans@sde.idaho.gov](mailto:revans@sde.idaho.gov)>; Amy Sigler <[asigler@sde.idaho.gov](mailto:asigler@sde.idaho.gov)>; Brandon C. Phillips <[BCPhillips@sde.idaho.gov](mailto:BCPhillips@sde.idaho.gov)>; Pam Brewer <[pbrewer@sde.idaho.gov](mailto:pbrewer@sde.idaho.gov)>; Mandy Fulbright <[mfulbright@sde.idaho.gov](mailto:mfulbright@sde.idaho.gov)>

**Cc:** Kelly Everitt <[keveritt@sde.idaho.gov](mailto:keveritt@sde.idaho.gov)>; Ayaka Nukui <[anukui@sde.idaho.gov](mailto:anukui@sde.idaho.gov)>; Michelle Clement Taylor <[mtaylor@sde.idaho.gov](mailto:mtaylor@sde.idaho.gov)>

**Subject:** ISEE Mar 2019 v9 - LEAs still missing certified trials

We are down to three LEAs that are still not in. Here is what I know about them.

**Another Choice Virtual Charter School, Inc. (476)**  
No trials on SRM Production

Latest trial on SRM Test, last validated on Sunday 3/17

**Chief Tahgee Elementary Academy, Inc. (483)**

No trials on SRM Production or SRM Test

**The Kootenai Bridge Academy, Inc. (470)**

No trials on SRM Production

Latest trial on SRM Test, last validated on Wednesday 3/20

Warm Regards,

Todd M King

Education Data Systems Reporting Manager

Idaho State Department of Education

208-332-6937

STATE OF IDAHO  
PUBLIC CHARTER SCHOOL COMMISSION

To:	)	
ANOTHER CHOICE VIRTUAL	)	
CHARTER SCHOOL, INC.	)	NOTICE OF DELINQUENCY
1014 WEST HEMINGWAY BLVD.	)	
NAMPA, ID 83651	)	
_____	)	

Pursuant to IDAPA 08.02.04.102, the Public Charter School Commission ("the Commission") hereby issues this Notice of Delinquency to Another Choice Virtual Charter School, Inc. ("AVCS"), on the grounds that AVCS failed to submit payment of the assessed Authorizer Fee. The original invoice was issued on 2/5/19 and payment was due on 3/15/19.

The Commission requests that AVCS submit payment by May 1, 2019. If payment has not been received at that time, the Commission will notify the State Department of Education, and payment will be withheld from the school's May 15<sup>th</sup> regular distribution of funds.

Sincerely,



Tamara Baysinger

Director, Idaho Public Charter School Commission



3/17/20

Another Choice Virtual Charter School  
1014 West Hemingway Boulevard  
Nampa, ID 83651

Pursuant to IDAPA 08.02.04.102, this letter is to inform you that the Idaho Public Charter School Commission has not yet received payment of the assessed Authorizer Fee. The original invoice was issued on 2/1/21 and payment was due on 3/15/21. A copy of the original invoice is included with this letter.

The Idaho Public Charter School Commission (IPCSC) requests that payment be submitted by April, 14 2021. If payment has not been received at that time, the IPCSC will notify the State Department of Education, and payment will be withheld from the school's May 15<sup>th</sup> regular distribution of funds until the IPCSC notifies the State Department of Education that full payment has been received.

Please contact our office if you have any questions.

Sincerely,

A handwritten signature in blue ink, appearing to read "Jenn Thompson".

Jenn Thompson  
Director, Idaho Public Charter School Commission

Enclosure: Authorizer Fee Invoice



May 12<sup>th</sup>, 2021

Another Choice Virtual Charter School, Inc.  
1014 W. Hemingway Blvd.  
Nampa, ID 83651

Dear Board of Directors:

As you are aware, one role of the Idaho Public Charter School Commission (IPCSC) is to provide operational oversight for the schools it authorizes and ensure they remain in compliance with the provisions of their performance certificates, performance frameworks, and all applicable laws. As part of this responsibility, IPCSC staff review each school's policy to ensure that they are in not in conflict with any applicable laws.

Idaho Code §33-5209(C)(1) does not require the IPCSC to submit a formal records request to obtain documentation that aides the authorizer in fulfilling its statutory responsibilities. Unfortunately, multiple requests for documentation have been made over a two month time period. As complete documentation has not yet been received, a more formal request has become necessary.

Our records indicate the following timeline of communication regarding this request:

- An initial request was made to Dr. Sandidge and Mr. Kelleher on March 12, 2021.
- A second request for policy documents was made to Dr. Sandidge on April 7, 2021.
- Dr. Sandidge responded on April 8, 2021 stating that she was working on getting documents into a format that would work to send to the IPCSC.
- A third request for policy documents was made to Dr. Sandidge on April 16, 2021.
- Dr. Sandidge responded on April 20, 2021 with an email that contained one section of policy, and stated that others would be sent soon.
- A fourth request for policy documents was made to Dr. Sandidge on May 10, 2021.

At this time, we have significant concerns about the availability of public documents.

Please consider this a formal public records request under the Freedom of Information Act for all board approved policies held by ACVS. This request includes all relevant documents regardless of whether they are stored on or off school property.

A secure folder has been established for easy file upload. You can access the folder here:

<https://officeofthestateboardofeducation.sharefile.com/f/fod84bce-1daf-41ae-aea6-357834b9f595>

Delivery is expected no later than end of business on Monday May 17, 2021.

We appreciate your prompt response and respectfully request continued transparency and open communication in seeking to resolve these concerns. If you have any questions, please don't hesitate to contact our office any time.

Sincerely,

A handwritten signature in blue ink, appearing to read "Jenn Thompson".

Jenn Thompson | Director

- As of 10/29/21 the Annual Performance Report posted was the 2017-2018 report.

**Another Choice Virtual Charter School**

Enrollment | Contact Us | Curriculum Links | COVID-19 | Onsite Lab Sign Up | Virtual Lab

ANOTHER CHOICE VIRTUAL CHARTER SCHOOL // DISTRICT INFORMATION // ANNUAL REPORT FOR CHARTER SCHOOL

### ANNUAL REPORT FOR CHARTER SCHOOL

Annual Report Framework

---

ACVS – CALDWELL  
 1207 S. KIMBALL AVE

Stay Connected

2018\_Annual\_Report\_Framework.pdf

SCORECARD - ANOTHER CHOICE VIRTUAL SCHOOL - 2017-18									
ACADEMIC		Points Possible	Points Earned	Points Possible	Points Earned	Points Possible	Points Earned	Points Possible	Points Earned
State Proficiency Comparison	50	0	50	0	50	0	50	0	50
Client Proficiency Campaign	50	0	50	0	50	0	50	0	50
Client Proficiency Growth	50	0	50	0	50	0	50	0	50
Client Proficiency Growth	50	0	50	0	50	0	50	0	50
North Behavioral Growth	100	0	100	0	100	0	100	0	100
High Secondary Measures	100	0	100	0	100	0	100	0	100
Total Academic Points	400	0	400	0	400	0	400	0	400
% of Academic Points	0%		0%		0%		0%		0%
MISSION SPECIFIC		Points Possible	Points Earned	ACVS has chosen not to include mission-specific measures.					
Total Mission Specific Points	0	0	0						
% of Mission Specific Points	0%		0%						
OPERATIONAL		Points Possible	Points Earned	FINANCIAL		Points Possible	Points Earned		
Operational Program	25	25	25	New Term	50	50	50	50	50
Financial Management & Oversight	25	25	25	Sustainability	50	50	50	50	50
Governance & Reporting	25	25	25	Total Financial Points	400	380	400	380	380
School Environment	25	25	25	% of Financial Points	95%		95%		95%
Additional Obligations	25	25	25	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 published information that may affect concerns.					
Total Operational Points	175	175	175						
% of Operational Points	100%		100%						
ACCOUNTABILITY DESIGNATION		Range	Academic All-Grade Ed Outcome	Range	Mission Specific Outcome	Range	Operational Outcome	Range	Financial Outcome
Good Standing	75% - 100%	100%	75% - 100%	100%	100%	100%	100%	100%	100%
Remediation	50% - 74%	50%	50% - 74%	50%	50%	50%	50%	50%	50%
Critical	25% - 49%	25%	25% - 49%	25%	25%	25%	25%	25%	25%

2. As of 10/29/21 the Continuous Improvement Plan posted was from 2018-2019

The screenshot shows the ACVS website interface. The top navigation bar includes links for Enrollment, Contact Us, Curriculum Links, COVID-19, Onsite Lab Sign Up, and Virtual Lab. The main content area displays the 'CONTINUOUS IMPROVEMENT PLAN' page with links for 'Continuous Improvement Plan' and 'Combined Plan Metrics'. Below this, a blue banner provides the school's address: 'ACVS — CALDWELL, 1207 S. KIMBALL AVE' and a 'Stay Connected' button. The bottom portion of the image shows a PDF document viewer displaying the 'COMBINED DISTRICT PLAN (2018-2019)'. This document includes a 'Demographic Analysis' table and a 'Community Involvement' section.

**COMBINED DISTRICT PLAN (2018-2019)**  
 Continuous Improvement Plan • College & Career Advising Plan • Literacy Intervention Plan

**Demographic Analysis -**

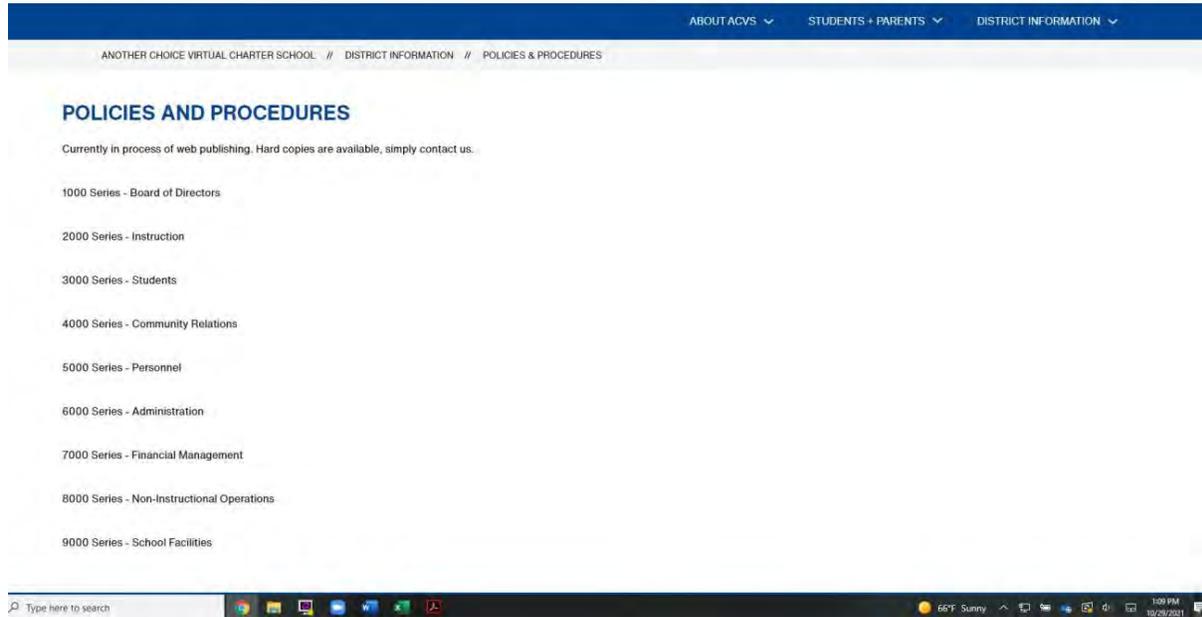
	2017-2018	2018-2019
Male	49%	49%
Female	51%	51%
White	71%	72%
Black/African American	8%	1%
Asian	8%	1.3%
Native American	8%	1.3%
Hispanic/Latino	22%	24%
Free/Reduced Lunch Program	55%	56%
Received Special Education (IEP Students)	38%	39%

**Community Involvement -**

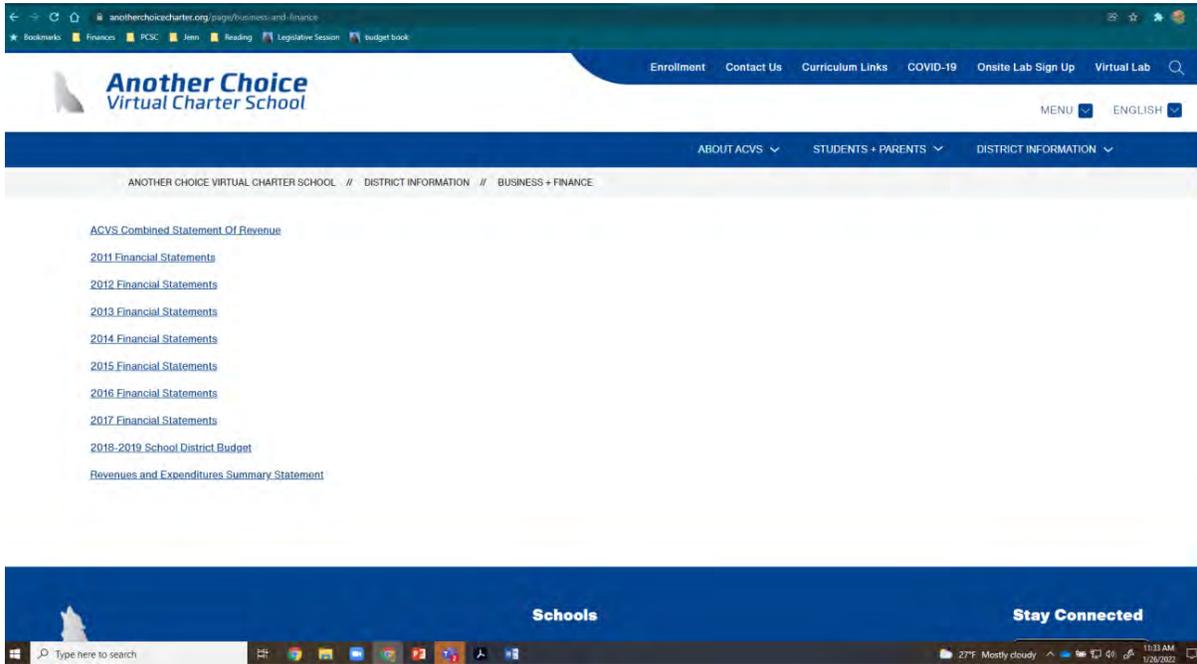
ACVS uses a variety of communication methods for all our parents and students. We have worked very diligently to make sure communication is consistent throughout. We communicate via the following methods:

- In person via face to face contacts.
- Annual surveys to all students and parents that are provided in the spring and used to gather feedback in the development of our plans and policies.
- Parent focus groups to develop our annual needs assessment and Title One needs.
- In person via meetings including elementary meetings, 6<sup>th</sup> Grade transition meetings, 8<sup>th</sup> grade transition meetings, senior meetings, and ongoing parent teacher meetings which are held minimally three times a year.
- Virtually via email and Google Chat.
- Pamphlets offered on site at our learning labs.
- Each month parents and community members are invited to provide input at our board meetings.

3. As of 10/29/2021 the policies and procedures page of the website did not include links. As several policies, including data security are required to be posted, this is not compliant.



- Outdated Financial Documentation as of 1/26/22: Most Recent Budget is 2018-19; Combined Statement of Revenue is 2017; Summary Sheet is 2020. Additionally, contracts do not appear to be posted as required.



The screenshot displays a PDF document titled "REVENUES AND EXPENDITURES SUMMARY STATEMENT - ALL FUNDS 2019-2020" for Another Choice Virtual Charter School. The document includes a table with columns for BUDGET and ACTUAL, and rows for REVENUES, EXPENDITURES, and FUND BALANCE. The table data is as follows:

	BUDGET	ACTUAL
<b>REVENUES</b>		
Local Revenue	\$ -	\$ 8984.00
State Revenue	4,190,894.84	3,075,271.00
Federal Revenue	-	784,637.00
Other Revenue	709,000.00	-
<b>TOTAL REVENUES</b>	<b>\$ 4,889,894.84</b>	<b>\$ 4,770,592.00</b>
Transfers IN	-	-
<b>TOTAL REVENUES &amp; TRANSFERS</b>	<b>\$ 4,889,894.84</b>	<b>\$ 4,770,592.00</b>
<b>EXPENDITURES</b>		
Total Instruction	\$ 2,528,485.87	\$ 2,862,336.00
*Salary & Benefits	2,273,435.07	2,398,238.58
Total Support Services	2,079,209.77	2,048,628.00
*Salary & Benefits	865,044.87	813,451.93
Total Non-Instructional Services	-	-
*Salary & Benefits	-	-
Total Facility Acquisitions	-	-
Total Debt Services	-	-
<b>TOTAL EXPENDITURES</b>	<b>\$ 4,889,894.84</b>	<b>\$ 4,770,592.00</b>
Transfers OUT	-	-
<b>TOTAL EXPENDITURES &amp; TRANSFERS</b>	<b>\$ 4,889,894.84</b>	<b>\$ 4,770,592.00</b>
<b>BEGINNING FUND BALANCE at July 1, 2019</b>	<b>\$ 1,358,086.00</b>	<b>\$ -</b>
Adjustments	-	-
<b>ADJUSTED BEGINNING FUND BALANCE at July 1, 2019</b>	<b>\$ 1,358,086.00</b>	<b>\$ -</b>
<b>ENDING FUND BALANCE at June 30, 2020</b>	<b>\$ 1,432,714.00</b>	<b>\$ 67,734.00</b>

The document also includes a signature block with the following text:

\*This dollar amount is included in the total on the line above.  
 The undersigned certify that this is a true and correct report of the financial condition of the  
 Another Choice Virtual Charter School  
 John S. Kalkbrenner  
 Chairman of the Board  
 Aranna Samuels, Ph.D.  
 Secretary of the Board  
 [Signature]  
 Treasurer of the Board

core-docs.s3.amazonaws.com/document/.../uploaded\_file/1027097.../CV2 Stmt\_of\_Finl\_Cndit.pdf

of\_Finl\_Cndit.pdf

1 / 1 - 100% +

**Another Choice Virtual Charter SCHOOL DISTRICT NUMBER 478**  
 Nampa, IDAHO

COMBINED STATEMENT OF REVENUES & EXPENDITURES WITH CHANGES IN FUND BALANCE - ALL FUNDS

Line	Code	Account	2016-17 Budget	Budget Salary & Benefits	2016-17 Actual	Actual Salary & Benefits
1		REVENUE RECEIPTS				
2	410000	Local Sources	827000		888549.51	
3	420000	County Sources			3367320	
4	430000	State Sources	3504250		248015	
5	440000	Federal Sources	165348			
6	450000	Other Sources				
7		<b>TOTAL REVENUES</b>	<b>4496601</b>		<b>4191884.5</b>	
8	460000	Transfers IN				
9		<b>TOTAL REVENUE &amp; TRANSFERS</b>	<b>4496601</b>		<b>4191884.5</b>	
10						
11		EXPENDITURES				
12	500000	Instructional Services	1833629.2		1965910	
13	600000	Support Services	2927695.6		1871412	
14	700000	Non-Instructional Services				
15	800000	Facility Acquisition Services				
16	910000	Debt Services				
17		<b>TOTAL EXPENDITURES</b>	<b>4761615</b>	0	3837322	0
18	920000	Transfers OUT				
19		<b>TOTAL EXPENDITURES &amp; TRANSFERS</b>	<b>4761615</b>	0	3837322	0
20		<b>Excess (Deficiency) of Revenues over Expenditures &amp; Transfers</b>				
21						
22	320001	Fund Balance at July 1, 2016	170000		153224	
23						
24	320002	Adjustments	347725		347725	
25						
26	320003	Adj. Fund Balance July 1, 2017	517725	0	500950	0
27						
28		<b>FUND BALANCE At June 30, 2017</b>				
	320000	<b>*Total of Line 20 + 26</b>	<b>252710.98</b>	0	<b>4191884.5</b>	0

The undersigned certify that this is a true and correct report of the financial condition of the  
 Another Choice Virtual Charter School District.

*John E. Kelleher*  
 Chairperson of the Board

27°F Mostly cloudy 11:36 AM 1/26/2022

**From:** [Jenn Thompson](#)  
**To:** [Kolts, Rachel](#)  
**Subject:** Fw: Another Choice Funding Information from Corrected ISEE 2019-20 Upload  
**Date:** Monday, September 28, 2020 11:17:05 AM

---

*Jenn Thompson*

Director, Idaho Public Charter School Commission  
office: 208-332-1594  
cell: 208-781-2937  
[jenn.thompson@osbe.idaho.gov](mailto:jenn.thompson@osbe.idaho.gov)

---

**From:** Michelle Clement Taylor <[mtaylor@sde.idaho.gov](mailto:mtaylor@sde.idaho.gov)>  
**Sent:** Monday, September 28, 2020 10:49 AM  
**To:** Jenn Thompson <[Jenn.Thompson@osbe.idaho.gov](mailto:Jenn.Thompson@osbe.idaho.gov)>  
**Subject:** FW: Another Choice Funding Information from Corrected ISEE 2019-20 Upload

Michelle

Michelle Clement Taylor  
School Choice Coordinator  
Idaho State Department of Education  
[mtaylor@sde.idaho.gov](mailto:mtaylor@sde.idaho.gov)  
208-332-6963

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**From:** Shannon Miner <[sminer@sde.idaho.gov](mailto:sminer@sde.idaho.gov)>  
**Sent:** Monday, September 21, 2020 2:53 PM  
**To:** LAURA SANDIDGE <[LSANDIDGE@ANOTHERCHOICECHARTER.ORG](mailto:LSANDIDGE@ANOTHERCHOICECHARTER.ORG)>; KIMBERLY ANN HUNTER <[KHUNTER@ANOTHERCHOICECHARTER.ORG](mailto:KHUNTER@ANOTHERCHOICECHARTER.ORG)>  
**Cc:** Debi Smith <[dsmith@sde.idaho.gov](mailto:dsmith@sde.idaho.gov)>; Brandy Diaz Scott <[bdiazscott@sde.idaho.gov](mailto:bdiazscott@sde.idaho.gov)>; Michelle Clement Taylor <[mtaylor@sde.idaho.gov](mailto:mtaylor@sde.idaho.gov)>; Lisa Colon Durham <[lcolondurham@sde.idaho.gov](mailto:lcolondurham@sde.idaho.gov)>; Cina Lackey <[CLackey@sde.idaho.gov](mailto:CLackey@sde.idaho.gov)>; Todd M. King <[tking@sde.idaho.gov](mailto:tking@sde.idaho.gov)>; Amy Sigler <[asigler@sde.idaho.gov](mailto:asigler@sde.idaho.gov)>; Branwyn Phillips <[BCPhillips@sde.idaho.gov](mailto:BCPhillips@sde.idaho.gov)>  
**Subject:** Another Choice Funding Information from Corrected ISEE 2019-20 Upload  
**Importance:** High

Ms. Sandidge and Ms. Hunter,

We wanted to review the funding issues for Another Choice based on the most recent correct end of year ISEE upload.

**Originally withheld for:**

- **Hunter, Nathanael** – taught Algebra and Geometry. He only holds an Exceptional Child Generalist certificate. He is unable to teach general education. **Unable to restore 2019-20 funding reduction.**
- **Lenz, Ember** – taught Physical Science was recoded Biological Science. **Will restore funding reduction.**
- **Murphy, Victoria** – taught Elective and Special Education. Does not hold a certificate and has not applied for certification. What is the plan for 2020-21? Is she still teaching? **Unable to restore 2019-20 funding reduction.**

**New issues:**

- **Galvin, Thomas** – taught English and Journalism. He applied June 18, 2020. **A reduction from the 2019-20 funding will be reflected in the February 2021 funding payment.**
- **Cook, Taryn** – taught Special Education. Does not hold a certificate and has not applied for certification. What is the plan for 2020-21? Is she still teaching? **A reduction from the 2019-20 funding will be reflected in the February 2021 funding payment.**
- **Hunter, Nathanael** – taught Algebra, Geometry and Math Support (20005 – elective assignment). He holds Exceptional Child Generalist certificate. He is unable to teach general education. Please double check 20005 coding that is listed as Math support – this code is not intended for core subject content. See these documents: [SDE Assignment Reporting Guidance](#) and [2020-2021 Information Regarding Assignment Codes 00005 and 20005](#). **Funding already reduced.**
- **Vincent, Denise** – taught Literacy. She is unable to teach Literacy without a Literacy endorsement. **A reduction from the 2019-20 funding will be reflected in the February 2021 funding payment.**
- **Dorrian, Kevin** – taught History without a contract and without a certificate. We have no application on file. What is the plan for 2020-21? Is he still teaching? **A reduction from the 2019-20 funding will be reflected in the February 2021 funding payment.**
- **Crosley, Tracey** - taught Literacy without a contract and without a certificate. Tracey applied for her certificate on June 12, 2020. Her certificate now is for All Subject K/8 and will not align to Literacy. What is the plan for 2020-21? Is she still teaching this assignment? **A reduction from the 2019-20 funding will be reflected in the February 2021 funding payment.**
- **Chavez, Dean and Lorenzo-Angel, Juana** – were both paraprofessionals, listed as Teacher of Record of an Advisory assignment. **A reduction from the 2019-20 funding will be reflected in the February 2021 funding payment.**

Please review this information and reach out to any of us if you have questions. There are some questions in the body of this email that are very important to the compliance of Idaho Code 33-1201 and what is best for students for the 2020-21 school year. Thank you for your time and transparency with your data.

Thank you,

**Shannon Miner** | Program Specialist – Alternative Authorizations | Teacher Certification

208-332-6885 | [Address](#) | [Email](#) | [SDE Website](#) | [Alternative Authorization Webpage](#) | [Certification Lookup Tool](#) |

Idaho State Department of Education

*“Supporting Schools and Students to Achieve”*

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1/25/22, 4:10 PM

Mail - Jenn Thompson - Outlook

**RE: Another Choice Virtual School Question**

Julie Oberle &lt;JAOberle@sde.idaho.gov&gt;

Tue 1/18/2022 5:53 PM

To: Jenn Thompson &lt;Jenn.Thompson@osbe.idaho.gov&gt;

Cc: Michelle Clement Taylor &lt;mtaylor@sde.idaho.gov&gt;; Peter McPherson &lt;pmcpherson@sde.idaho.gov&gt;

Hi Jenn. Another Choice received \$411,909.34 last February (2/15/21) and had no adjustments to their amount. Last May (5/15/21), they had a negative adjustment of \$286,215.49 for FY 2020 salary/benefit appropriation revisions. This adjustment resulted them being overpaid for the year, as of the May 15 payment, by \$39,238.88. We did not request reimbursement of this amount. Instead, we told them it would be captured in the July payment. They did receive a July 15 payment of \$306,174.58. Does this give you what you need? Thanks. Julie

**Julie Oberle**

Public School Finance

Superintendent of Public Instruction's Office

P.O. Box 83720

Boise, ID 83720-0027

(208) 332-6840

[JAOberle@sde.idaho.gov](mailto:JAOberle@sde.idaho.gov)***Supporting Schools and Students to Achieve***

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**From:** Jenn Thompson <Jenn.Thompson@osbe.idaho.gov>**Sent:** Tuesday, January 18, 2022 4:18 PM**To:** Julie Oberle <JAOberle@sde.idaho.gov>**Subject:** Another Choice Virtual School Question

\*\*\*This message was sent from outside the organization. Please do not click links or open attachments unless you recognize the source of this email and know the content is safe.\*\*\*

I understand funds were withheld from ACVS last feb.. Do you happen to know that amount? Also is that on the docket for them again this year? The school has argued that the reason one of their financial measures shows low for last year is due to SDE withholding funds. Obviously, the school is responsible for why those funds were withheld, but if you have numbers, that would really help me out.

Also, thank you for the presentation today. Erik made some important connections. You always make difficult things sound simple!

*Jenn Thompson*

Director, Idaho Public Charter School Commission

office: 208-332-1594

cell: 208-781-2937

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IDAHO PROFESSIONAL STANDARDS COMMISSION

In the matter of the certificates of:

Case No. 22030

Laura Sandidge,

STIPULATION

Respondent

BACKGROUND

The Professional Standards Commission received an allegation of unethical conduct concerning Laura Sandidge. Following an investigation, the Executive Committee of the Professional Standards Commission reviewed the information before it and determined that probable cause exists for initiating an administrative action against Laura Sandidge’s certificates. The Executive Committee has recommended the following Stipulation.

STIPULATION

1. This is an agreement (“Stipulation”) between Laura Sandidge (“Ms. Sandidge”) and the Executive Committee (the “Executive Committee”) of the Professional Standards Commission (the “Commission”).

2. If Ms. Sandidge wishes to agree to this Stipulation, she must sign and return this Stipulation and any attachments to the Commission by 5:00 p.m. (Mountain Time) on or before **March 26, 2021**, unless she has been granted an extension.

3. After Ms. Sandidge and the Executive Committee agree to and sign this Stipulation, the Stipulation must be approved by the Commission, and the Commission must enter the attached consent order, before this Stipulation resolves the matter.

STIPULATION – 1  
Laura Sandidge

4. A signed copy of this Stipulation may be submitted via mail or fax to:

Professional Standards Commission  
650 West State Street, 2nd Floor  
P .O. Box 83720  
Boise, ID 83720-0027  
Fax: (208) 334-2228 (Attn: Professional Standards Commission)

**STIPULATED FACTS AND LAW**

5. The Commission regulates teacher certification in Idaho.

6. The Chief Certification Officer is empowered to file an administrative complaint against the certificate of a teacher or other individual certified under the authority of the Idaho State Board of Education. Idaho Code § 33-1209.

7. Ms. Sandidge holds the following certificates and endorsements issued under the authority of the Idaho State Board of Education:

- a. Administrator Certificate with Director of Special Education (Pre-K-12), Superintendent (Pre-K-12), and School Principal (Pre-K-12) endorsements, all of which were effective September 1, 2020 through August 31, 2025.
- b. Standard Secondary Certificate with Literacy (K-12) and History (6-12) endorsements, all of which were effective September 1, 2020 through August 31, 2025.
- c. Administrator Certificate with Director of Special Education (Pre-K-12), Superintendent (Pre-K-12), and School Principal (Pre-K-12) endorsements, all of which were effective September 1, 2015 through August 31, 2020.
- d. Standard Secondary Certificate with Literacy (K-12) and History (6-12) endorsements, all of which were effective September 1, 2015 through August 31, 2020.

STIPULATION – 2  
Laura Sandidge

8. Ms. Sandidge was and has been the administrator and an employee of Another Choice Virtual Charter School (“ACVS”) since 2010.

9. Her son-in-law, Kevin McLaren, is a board member for ACVS and has been since 2015.

10. Under Principle I of the Code of Ethics, Ms. Sandidge, as a professional educator, was required to abide by all federal, state, and local educations, laws, and statutes.

11. Every employee of a public charter school and every member of its board of directors is required to comply with ethical standards and conduct that is also found in the Ethics in Government Act of 2015.

12. This Act requires public officials to not take any action where a conflict of interest exists.

13. If a conflict of interest exists, then it must be disclosed.

14. A public official must prepare a written statement describing the matter to be acted upon and the nature of the potential conflict and deliver such statement to his or her appointing authority.

15. Based upon Idaho Code section 33-5204(6)(a), Idaho utilizes a four-step procedure (found in Idaho Code sections 18-1361 and 181361A) for the award of contracts involving a public charter school to a business in which a board member has a direct or indirect interest, which conflict extends to a person related by blood or marriage within the second degree.

16. The procedure for any board member with a direct or indirect interest in a business that the board is contracting with is generally as follows:

- a. The contract is competitively bid, and the public servant or his relative submits the low bid; and

STIPULATION – 3  
Laura Sandidge

- b. Neither the public servant nor his relative takes any part in the preparation of the contract or bid specifications, and the public servant takes no part in voting on or approving the contract or bid specifications; and
- c. The public servant makes full disclosure, in writing to all members of the governing body, council, or board of said public body of his interest or that of his relative and of his or his relative’s intention to bid on the contract; and
- d. Neither the public servant nor his relative has violated any provision of Idaho law pertaining to competitive bidding or improper solicitation of business.

17. Advocates for Inclusion is a general business corporation, in which Ms. Sandidge is a member and co-owner.

18. Ms. Sandidge’s son-in-law, Kevin McLaren, is a co-owner of Advocates for Inclusion.

19. ACVS contracted at various times with Advocates for Inclusion for behavioral intervention and special education services.

20. In the 2019-20 school year, ACVS agreed to pay Advocates for Inclusion \$500,000 in exchange for special education services.

21. ACVS did not utilize the competitive bidding process for its contracts with Advocates for Inclusion and did not receive other bids or proposals from other similarly situated service providers.

22. SMS Enterprises is a limited liability company in which Ms. Sandidge is a member and co-owner.

STIPULATION – 4  
 Laura Sandidge

23. Ms. Sandidge’s son-in-law, Kevin McLaren, is a co-owner of SMS Enterprises.

24. ACVS rents buildings from SMS Enterprises in both Nampa and Boise.

25. ACVS did not use a competitive bidding process in regard to its lease with SMS Enterprises.

26. Ms. Sandidge signed contracts on behalf of ACVS with Advocates for Inclusion and SMS Enterprises.

27. As an employee of ACVS, Ms. Sandidge had a duty to inform the public of the existence of any conflicts of interest and was required to submit a written statement describing any conflicts of interest when the at-issue contracts were presented to the ACVS Board of Directors.

28. Ms. Sandidge did not prepare or submit a written statement describing a conflict of interest to the ACVS Board of Directors in regard to the contracts with Advocates for Inclusion or SMS Enterprises.

29. The Executive Committee determined that probable cause exists for initiating an administrative action against Ms. Sandidge for violating the following laws and rules governing teacher certification:

a. Ms. Sandidge’s conduct or course of conduct willfully violated a principle of the code of ethics that was adopted by the Idaho State Board of Education. Idaho Code § 33-1208(1)(j) (“Willful violation of any professional code or standard of ethics or conduct, adopted by the state board of education”). Specifically, Ms. Sandidge’s conduct or course of conduct violated Idaho Code § 74-404 and/or Idaho Code § 33-5204A(2).

b. Ms. Sandidge’s conduct or course of conduct willfully violated a principle of the code of ethics that was adopted by the Idaho State Board of Education.

STIPULATION – 5  
 Laura Sandidge

Idaho Code § 33-1208(1)(j) (“Willful violation of any professional code or standard of ethics or conduct, adopted by the state board of education”). Specifically, Ms. Sandidge violated Code of Ethics Principle V. (Idaho Admin. Code r. 08.02.02.076.06) (“A professional educator entrusted with public funds and property honors that trust with a high level of honesty, accuracy, and responsibility.”).

30. Ms. Sandidge, although not admitting that she violated the laws and rules cited in paragraph 29, and in lieu of fully litigating or actually deciding the issue, acknowledges that there is sufficient evidence to support a finding of a violation of the laws and rules cited in paragraph 29.

31. Ms. Sandidge also notes for the record that her son-in-law is no longer on the Board of Directors; that the Board is, as presently constituted, completely independent of her and any person related to her by blood or marriage; and that much of the alleged violations described herein stemmed solely from that familial relationship. Ms. Sandidge, having sought legal counsel, is now more cognizant of the potential for conflicts of interest in her field and her corresponding duties with regard to such conflicts. Ms. Sandidge is confident that the steps she is currently taking, upon the advice of legal counsel, will resolve any issues in the future.

#### STIPULATED DISCIPLINE

32. If this Stipulation is approved by the Commission, the following discipline will be imposed by the Commission on Ms. Sandidge’s certificates:

- a. Issue a letter of reprimand to be placed in her certification file.
- b. Require Ms. Sandidge to take a PSC approved ethics course that may not be used for renewal purposes.

STIPULATION – 6  
Laura Sandidge

33. Any costs associated with Ms. Sandidge's compliance with the terms of this Stipulation are her responsibility.

**PRESENTATION OF THIS STIPULATION**

34. Once Ms. Sandidge signs this Stipulation and timely returns it to the Commission, and the Executive Committee signs this Stipulation, the Deputy Attorney General assigned to the Commission will present this Stipulation to the Commission at the Commission's next business meeting.

35. The Commission may accept, reject, or modify the Stipulation.

36. If the Commission modifies this Stipulation, it must receive Ms. Sandidge's approval on any modification before the Stipulation is effective.

**WAIVER OF RIGHTS**

37. If this Stipulation is approved by the Commission, Ms. Sandidge knowingly, intelligently, and voluntarily waives the following rights:

- a. the right to a hearing;
- b. the right to confront and cross-examine witnesses;
- c. the right to present evidence or to call witnesses or to testify at a hearing;
- d. the right to reconsideration of the Commission's orders;
- e. the right to judicial review of the Commission's orders; and
- f. other rights accorded by the Idaho Administrative Procedure Act and the law and rules governing teacher certification in the State of Idaho.

38. If this Stipulation is approved by the Commission, the Commission may impose discipline upon Ms. Sandidge's certificates without further process.

39. By signing this Stipulation, Ms. Sandidge agrees to waive any requirement for a hearing under Idaho Code § 33-1209(3) to be conducted within 90 days of a request for a hearing. This waiver applies to any hearing request made before the Commission ultimately rejects this Stipulation (if it does) or before Ms. Sandidge ultimately rejects a modified stipulation (if

STIPULATION – 7  
Laura Sandidge

Ms. Sandidge does). If the Commission ultimately rejects this Stipulation or if Ms. Sandidge ultimately rejects a modified stipulation, and Ms. Sandidge has requested a hearing, the 90-day hearing timeframe will begin from the ultimate rejection.

**GENERAL ACKNOWLEDGMENTS**

40. This Stipulation contains the entire agreement between the parties, and Ms. Sandidge is not relying on any other agreement or representation, whether verbal or written.

41. This Stipulation, if approved by the Commission, or modified and approved, is entered into by Ms. Sandidge and the Commission solely for use in resolving the present proceeding before the Commission.

42. This Stipulation, if approved by the Commission, or modified and approved, resolves a contested case. If approved, the Stipulation, consent order, and any attachment are public records. And if approved, the Commission may make available through its or the State Department of Education’s website a copy of the Stipulation, consent order, and any attachment and may report any discipline to the national clearinghouse for teacher certification.

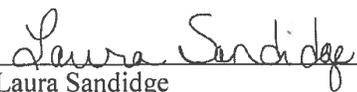
43. Ms. Sandidge agrees that she has read this Stipulation, has had the opportunity to discuss it with legal counsel, if she so chose, and understands that by signing below, she will be agreeing to the terms of this Stipulation.

**SIGNATURES**

**Respondent**

The respondent, Laura Sandidge, agrees to this Stipulation.

DATED this 25th day of March, 2021.

  
\_\_\_\_\_  
Laura Sandidge  
Respondent

STIPULATION – 8  
Laura Sandidge

**Executive Committee**

The Executive Committee recommends that the Commission enter an order based upon this Stipulation.

DATED this 8<sup>th</sup> day of April, 2021.

IDAHO PROFESSIONAL STANDARDS COMMISSION  
EXECUTIVE COMMITTEE

Kathy Davis  
Kathy Davis, Member

STIPULATION – 9  
Laura Sandidge

IDAHO PROFESSIONAL STANDARDS COMMISSION

In the matter of the certificates of:

Laura Sandidge

Respondent

Case No. 22030

CONSENT ORDER

The Professional Standards Commission orders that the Stipulation, entered between Laura Sandidge and the Executive Committee, is adopted as the informal disposition of this case, as permitted under Idaho Code § 67-5241. It will be effective on the 8 day of April, 2021. The discipline listed in the Stipulation is imposed on Laura Sandidge's certificates under Idaho Code §§ 33-1208 and 33-1209. This is a final agency order, and Laura Sandidge has waived the right of judicial review.

IDAHO PROFESSIONAL STANDARDS COMMISSION

  
Elisa Saffle, Member

CONSENT ORDER – 1  
Laura Sandidge

CERTIFICATE OF SERVICE

I HEREBY CERTIFY that on this 12th day of April, 2021, I caused to be served a true and correct copy of the foregoing by the following method to:

Laura Sandidge, Respondent  
C/O Thomas E. Dvorak  
Blake W. Ringer  
P.O. Box 2720  
Boise, ID 83701

- U.S. Mail
- Hand Delivery
- Certified Mail, Return Receipt Requested
- Overnight Mail
- Facsimile:
- Email: tedservice@givenspursley.com  
blakeringer@givenspursley.com

*Attorney for the  
Chief Certification Officer*  
Robert A. Berry  
Deputy Attorney General  
P.O. Box 83720  
Boise, ID 83720-0010

- U.S. Mail
- Hand Delivery
- Certified Mail, Return Receipt Requested
- Overnight Mail
- Facsimile: (208) 854-8073
- Email: robert.berry@ag.idaho.gov  
leslie.gottsch@ag.idaho.gov



Annette Schwab  
Program Specialist  
Idaho State Department of Education

CONSENT ORDER – 2  
Laura Sandidge



STATE OF IDAHO  
**PROFESSIONAL STANDARDS COMMISSION**  
 STATE DEPARTMENT OF EDUCATION  
 PO BOX 83720  
 BOISE, IDAHO 83720-0027

OFFICE  
 650 W State Street  
 PHONE  
 (208) 332-6884  
 FAX  
 (208) 334-2228  
 SPEECH/HEARING IMPAIRED  
 (800) 377-3529

RE: Laura Sandidge  
 Professional Standards Commission Case No. 22030

**LETTER OF REPRIMAND**

The Professional Standards Commission issues a formal reprimand to Laura Sandidge.

The Executive Committee found that probable cause existed to warrant the filing of an administrative complaint against Ms. Sandidge’s certificates by the Chief Certification Officer. In lieu of filing an answer, Ms. Sandidge entered into stipulated discipline. The full Professional Standards Commission considered her case and adopted the discipline recommended by the Executive Committee, which was incorporated into the stipulated discipline. Accordingly, a letter of reprimand is now issued based upon Ms. Sandidge’s failure in her duty to inform the public of the existence of any conflicts of interest, and failure to submit a written statement describing any conflicts of interests when the at-issue contracts with Advocates for Inclusion or SMS Enterprises. were presented to the ACVS Board of Directors. This conduct violate Code of Ethics Principle V and Idaho Code § 74-404 and/or Idaho Code § 33-5204A(2). The Chief Certification Officer is directed to issue and place this letter of reprimand in Ms. Sandidge’s certification file.

Dated this 12 day of April, 2021.

IDAHO STATE DEPARTMENT OF EDUCATION

  
 Lisa Colon Durham, Chief Certification Officer

c: Robert A. Berry, Attorney for the Chief Certification Officer

CONSENT ORDER – 3  
 Laura Sandidge

# Identifying Indicators of Distress in Charter Schools

## Part 1: The Role and Perspective of Charter School Authorizers

*September 2020*



NATIONAL  
CHARTER SCHOOL  
RESOURCE CENTER



The National Charter School Resource Center (NCSRC) provides technical assistance to Federal grantees and resources supporting charter sector stakeholders working across the charter school life cycle. NCSRC is funded by the U.S. Department of Education and managed by Manhattan Strategy Group in partnership with WestEd.

This report was produced by NCSRC in partnership with lead authors Aimee Evan, Laura Groth, and Hannah Sullivan.

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## Key Terms As Used in This Report

**Charter school:** A charter school, in this report, is a public school that operates as a school of choice as described in [the Elementary and Secondary Education Act \(ESEA\) Section 4310\(2\)](#). Charter schools commit to obtaining specific educational objectives in return for increased autonomy. They are exempt from significant state or local regulations related to operation and management but otherwise adhere to regulations of public schools.

**Charter school authorizer (authorizers):** An authorized public chartering agency, as defined under [Section 4310\(1\) of the ESEA](#), is a State educational agency, local educational agency, or other entity responsible for reviewing and approving or rejecting charter applications and monitoring charter school performance related to both academic and fiscal/organizational metrics as well as compliance with relevant laws. State law determines the types and number of organizations permitted to act as authorizers.

**The death spiral:** This is the point in a school's decline when challenges, errors, and barriers become too pervasive, systemic, and intertwined with the school's core functions to allow for easy reversal.

**Early warning system:** This is a process for identifying patterns and characteristics from previous events that turned out to be risky, testing those patterns in a local context to identify specific indicators and thresholds for risk, and then using the characteristics in a systemic way to identify scenarios of risk and to efficiently target interventions.

**Governing board:** Sometimes referred to as a school board, this group of individuals serves as a charter school's governing body. The board is ultimately responsible for a school's quality and performance and serves an integral oversight role. A charter contract to operate a school is often held between the authorizer and the charter school governing board.

**Indicators of distress:** These are characteristics that occur early in a school's decline suggesting a school that is struggling to achieve or maintain high levels of quality. Indicators of distress tend to be more difficult to measure and easier to influence than lagging indicators; as a *leading* indicator, they might predict future failure.

**Indicators of failure:** These are output data points that occur later in a school's decline to measure how a school performed. Indicators of failure are easier to measure than indicators of distress but, as a *lagging* indicator, require more substantive interventions to influence.

**School leader:** This term is frequently used in the singular to most often reference a principal, but depending on the school, this may be one or more individuals who take on leadership or administrative responsibilities of a particular school.

# Introduction

Charter school authorizers (authorizers) that are committed to fostering high-quality charter school options for all students have an imperative to understand the nature of school distress and failure.

**Authorizers and other stakeholders need to be able to identify and understand schools experiencing distress, long before a state accountability grade designates a school as “failing.”**

In theory, the charter school sector relies somewhat on market forces and family choice to remove unsuccessful schools from the educational ecosystem. However, research shows only roughly 5% of academically underperforming schools are closed annually, on average.<sup>1</sup> When schools are allowed to decline to a point that closure becomes the only option, the disruption of school closure and student mobility often exacerbate the negative effects on students.<sup>2</sup>

Rather than wait until a school fails, authorizers may have the ability to identify schools in distress at a much earlier stage. Authorizers often have access to data

that allows them to recognize a school in distress at a stage when successful, manageable interventions are possible and the trajectory of hundreds or thousands of students can be improved. **While policy contexts and appetites for various interventions and supports will vary for different authorizers, all authorizers can benefit from understanding the leading indicators that often precede a school’s decline before decline has affected lagging performance indicators.** These early warning signs of a school in trouble provide a good starting point for flagging schools that may need guidance, supports, or simply a more thorough review.

Based on the needs of the field, the National Charter School Resource Center (NCSRC) sought to identify and describe characteristics observed in schools experiencing difficulty in achieving the ESEA’s definition of a high-quality charter school.<sup>3</sup> We call these early warning signs *indicators of distress*. **This report provides the indicators of distress authorizers regularly encounter as a school’s quality begins to decline.** *Indicators of failure* are defined as those school-level data points that reflect a negative impact on students directly, or which would be unto themselves reasons to categorize a school

## WHO CAN USE THIS REPORT AND HOW

- **State Education Agencies (SEAs):** to articulate definitions of quality schools, identify supports needed for schools to improve, and evaluate quality authorizing.
- **Authorizers:** to review and identify schools in distress prior to failure, potentially creating alignment across their data collection and touch points with their authorized charter schools to ensure they are collecting pertinent information.
- **Charter Support Organizations (CSOs):** to determine what and how to address struggling schools, and what support mechanisms are currently working or not.
- **Charter management organizations (CMOs), charter school boards, and the schools themselves:** to assess the trajectory of quality and health and drive improvement for schools in distress.

<sup>1</sup> CREDO, 2017

<sup>2</sup> CREDO, 2017

<sup>3</sup> This brief is the first in a series identifying indicators that verge away from the level of high quality defined by the U.S. Department of Education under the Every Student Succeeds Act (ESSA). Throughout this brief and series, we refer to schools as *high quality and high performing*. These terms could mean different things in different contexts. States may define quality slightly differently.

as failing under state policy. Table 1 details the indicators of distress identified in our research as well as indicators of failure.

Table 1. Indicators of Distress and Failure in Charter Schools

Indicators of Distress <sup>4</sup>	Indicators of Failure <sup>5</sup>
<p><b>Leadership</b></p> <ul style="list-style-type: none"> <li>• Mismatched leadership competencies to context</li> <li>• Inability to sustain leadership</li> <li>• Lack of systemic leadership development</li> <li>• Lack of leadership</li> </ul> <p><b>Governing Board</b></p> <ul style="list-style-type: none"> <li>• Inability to convene the board</li> <li>• Board’s deteriorating relationship with authorizers</li> <li>• Board’s inability to hold school leaders accountable</li> <li>• Inadequate board capacity to govern</li> </ul> <p><b>Operations</b></p> <ul style="list-style-type: none"> <li>• Breakdown in compliance and reporting functions</li> <li>• Failure to align to market needs</li> </ul> <p><b>Finance</b></p> <ul style="list-style-type: none"> <li>• Failure to properly manage finances</li> <li>• Misappropriation of funds</li> </ul> <p><b>Talent</b></p> <ul style="list-style-type: none"> <li>• Hiring challenges</li> <li>• Increased /midyear teacher turnover</li> <li>• Loss of specialty staff</li> <li>• Decrease in teacher capacity</li> </ul> <p><b>Culture</b></p> <ul style="list-style-type: none"> <li>• Poor student/family connection</li> <li>• Inhospitable professional culture</li> </ul> <p><b>Instruction</b></p> <ul style="list-style-type: none"> <li>• Lack of focus on instruction</li> <li>• Lack of cohesion or alignment in curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Decline in student achievement</li> <li>• Decline in student progress</li> <li>• Decline in student growth</li> <li>• Decline in graduation rates</li> <li>• Decline in student safety</li> <li>• Decline in financial viability</li> </ul>

We found that **authorizers tend to focus on indicators of distress related to leadership, board governance, operations, and finances** when determining whether a school is struggling. **These categories of indicators of distress are nearer to the vantage points of authorizers, who frequently interact with individuals in board or school leadership positions and collect formal data related to a school’s operational and financial practices. However, they are largely indirect influences on student outcomes and in many cases are difficult to measure.**

### METHODOLOGY

We identified nine authorizers from across policy contexts and from a variety of authorizing entities to participate in data collection. A minimum of one person from each authorizer was interviewed for a total of 20 individuals, and documents related to school performance monitoring were collected. Data were analyzed using a coding scheme derived from the literature on core charter school functions, schools in distress, and school improvement. Additional information on this report’s methodology and on early warning systems as a framework can be found in [Appendix A](#).

<sup>4</sup> The leading indicators, or indicators of distress, are derived from an extensive literature review and from authorizers’ perspectives and experiences.

<sup>5</sup> The lagging indicators of charter school failure are derived from a literature review and from a review of state accountability frameworks.

Authorizers also identified other indicators of distress related to a school's talent systems, culture, and instruction, but on a less-frequent basis. Talent, culture and instruction are more directly related to the indicators of failure, so they are no less important to a school's health; however, they were less relevant to the role or scope of oversight of many authorizers. In other words, when authorizers are asked to reflect on indicators of a school in distress, categories closer to a school's educational operation were less likely to emerge.

This report begins with analysis of the indicators of distress in charter schools. The subsequent section elaborates on how authorizers can reflect on the use of an early warning system of school distress in their own contexts. This section includes discussion of two key findings relevant to authorizers' evolving role in identifying and supporting schools in distress:

## EARLY WARNING SYSTEMS

Early warning systems in education are most commonly used to identify students at-risk of not completing high school. We propose that an early warning system methodology can be applied to school-level indicators to identify schools in distress before the negative impacts on students are too severe to reverse.

**This report is only the first step towards creating an early warning system for schools in distress.** Future publications may support authorizers, networks, and schools in using the broader literature and research on indicators of distress to build out an early warning system tailored for each context. In some cases, this may mean using existing data in a different way. In other cases, it may require a system to think about collecting different types of data.

1. [The context and role of authorizing is evolving as the field matures, particularly as it relates to school improvement.](#) Authorizers are grappling with the implications of school improvement needs on their work in supporting school autonomy and accountability.
2. [Authorizers tend to focus on indicators at the upper layer or "stratosphere" of a school's functions.](#) Authorizers identify indicators of distress related to school leadership, school governing boards, operational, and financial elements, which may reflect additional areas of concern lying below the vantage point of authorizers in the areas of talent, culture, and instruction.

## CONTEXT IS EVERYTHING

Not every charter context is the same. Not all authorizers have the capacity or policy directives to collect and examine all potential indicators of distress, and authorizers must tailor their actions to reflect their role and function as articulated by their state's legislation. Additionally, not all indicators will show up in each struggling school. **Early warning systems are great tools that work best when locally validated.** This means that a historical reflection on the characteristics of struggling schools needs to be done in each context to ensure the data being identified are the data most likely to predict further struggling schools.

Said another way, the indicators identified in this brief should be the *start* to the conversation about what schools struggling in your jurisdiction look like, rather than the conclusion of the conversation. An even more meaningful, reflective conversation would include stakeholders from varying levels of the charter sector working together to identify indicators.

# Indicators of Distress in Charter Schools

The indicators of distress identified by authorizers across our sample (see Table 1) coalesced around what we call leadership, board governance, operational functions, and financial functions. This upper stratosphere of indicators may be further removed from student outcomes, but is deeply intertwined with indicators pertaining to the functions of a school that may lie just below an authorizer’s purview, including talent management, instruction, and school culture. The next sections will detail the scope of indicators of distress identified by authorizers across our sample, categorized using an evidence-backed framework on the core elements of a charter school system.<sup>6</sup>

## Leadership

Of all in-school factors, school leadership is second only to teachers in demonstrating effects on student achievement.<sup>7</sup> Not surprisingly given the demands and complexity of the charter school leader role, authorizers almost universally named school leaders as the foundation of a school’s health.

**Mismatched leadership competencies to context.** Schools may be in distress when authorizers observe that the school leader is not the right fit for the school or position. For example, the leadership position is somewhat dependent on the school’s position in the charter school life cycle. A founding principal may not necessarily be capable of transitioning from an entrepreneurial focus on start-up and design to the focus on instructional leadership necessary for a school to sustain high performance. For schools in distress, an otherwise qualified school leader may not have the specific skills necessary to pull the school out of decline.

**Inability to sustain leadership.** Leadership turnover was one of the most prevalent indicators of a school experiencing distress, especially if leadership turnover occurs frequently or in the middle of a school year. Frequent leadership turnover was one of the earliest signs of distress and appeared to inhibit the schools’ capacity to sustain improvement or to create a system or culture for retaining teachers.

**Lack of systemic leadership development.** A lack of succession planning to carry on the operations of a school after a founding principal leaves can indicate cause for concern. Authorizers described looking to see how a school leader “shared the governance burden” including how leaders ensured other staff members understood the school’s long-term plan, data, and assessments. “Founder’s syndrome,” as described by authorizers, may not be visible for many years after a school’s opening if the same leader

### LEADERSHIP INDICATORS

1. Mismatched leadership competencies to context
2. Inability to sustain leadership
3. Lack of systemic leadership development
4. Lack of leadership

<sup>6</sup> In 2017, the federally funded Center on School Turnaround at WestEd developed Four Domains for Rapid School Improvement: A Systems Framework. For schools currently failing, the framework identifies four areas of focus that research and experience point to as central to rapid and significant improvement to pull a school out of failure: *turnaround leadership, talent development, instructional transformation, and culture shift*. In 2020, the seminal framework was [adapted](#) to the charter context, recognizing the operational and financial consequences unique to charter schools looking to improve. It is no surprise, then, that these same focal areas: *leadership, talent, instruction, culture, operations, and finance* emerged from the literature as also being where schools show signs of distress.

<sup>7</sup> Leithwood, Seashore Louis, Anderson, and Wahlstrom, 2004

remains. Until he or she departs, the absence of distributed leadership (such as collaboration between administrators and leadership teams and distribution of decision-making power) and succession plans may be the only indicator of impending distress. One authorizer described their charter sector experiencing a “generational shift” as the first founding wave of “mom and pop” and independent school leaders began to retire without succession plans in place.

**Lack of leadership.** Schools in distress may exhibit a lack of leadership, and the school runs as if no one is in charge. The leader is often away from the building and when present, is “absent” from major activities and decisions. This lack of leadership may exhibit as a loss of focus on the mission and vision of the school or on clear academic priorities, resulting in ineffective staff development or ineffective targeted support for struggling students. Teachers and other school staff can play critical roles in the effective leadership of a school site; however, distributed leadership does not compensate for a lack of principal leadership.<sup>8</sup> For example, one authorizer reflected that an early sign of distress in one school was when the school leader had to go to other staff members for information.

## Governing Board

Well-functioning governing boards focus on the overall health of the school, establish financial and performance goals in alignment of the school’s strategic plan, and ensure current practice is meeting established goals. At a minimum, strong governing boards have a check-in on school performance quarterly or incorporate an update into each month’s meeting for consistency.<sup>9</sup>

Schools in distress may exhibit governing boards in distress, as weak charter school governing boards have been found to contribute to charter school dysfunction.<sup>10</sup> One authorizer articulated a belief that the governing board would nearly always be related to a school’s success or failure, stating, “All the schools [that have failed] – whether it’s strictly academic or financial – it’s really the board.” The strength or weakness of a governing board to either avoid or address indicators of distress were frequently the defining factor in a school’s failure or turnaround. One authorizer noted that “even though we have way more interaction with the school leaders, at the end of the day the charter agreement is with the governing board, so anytime we are having...formal communication (with school leaders) we are looping in the governing board chair, because ultimately it lies with them.”

**Inability to convene the governing board.** Governing board engagement was a key authorizer concern, such as governing boards’ failing to achieve a quorum regularly, experiencing frequent turnovers and not being able to fill seats, or failing to meet regularly. Governing boards may experience high turnover, resulting in institutional memory loss and difficulty in creating and sustaining long-term plans.<sup>11</sup> Governing boards that do not meet often, or have members repeatedly absent from meetings,

### GOVERNING BOARD INDICATORS

1. Inability to convene the governing board
2. Governing board’s deteriorating relationship with authorizers
3. Governing board’s inability to hold school leaders accountable
4. Inadequate governing board capacity to govern

<sup>8</sup> Hallinger & Heck, 2010; Spillane, Halverson, & Diamond, 2001

<sup>9</sup> Charter Board Partners, 2018

<sup>10</sup> Hill & Lake, 2006

<sup>11</sup> Horn & Miron, 2000

lose both the opportunity to review how the school is doing and make a plan to hear input and expertise from members.<sup>12</sup> These indicators were early signs of “disconnect between the board and the school.” Compliance issues related to board membership and attendance raised early red flags for authorizers in some cases.

**Governing board’s deteriorating relationship with authorizers.** Weakened relationships between the authorizer and a school’s governing board, when previously characterized by a positive, problem-solving focus and open communication during good times, can signal a school in distress. Authorizers identified a decrease in communication as an indicator of distress. One authorizer described scenarios in which the

governing board chair would begin avoiding calls from the authorizer, either completely shutting down communication or funneling all communication through a school leader.

## EQUITY REFLECTION: CAPACITY VERSUS ACCESS

Individual and organizational capacity in schools are important influences on the quality of education students receive. An individual teacher’s content expertise, a principal’s instructional leadership skills, or a school’s organizational adaptability are all important factors in school success. However, we caution authorizers to think critically about how they assess any individual or organization’s **capacity** versus **access**. Not all individuals and not all schools have equitable access to resources, funding, and networks. *As you consider these indicators, reflect on how your assessment of an individual or a school is influenced by potential inequities in resource access in your ecosystem.*

**Governing board’s inability to hold school leaders accountable.** Governing boards must balance individual relationships with school leaders to maintain open, supportive communication with the necessary professional distance to allow for accountability. Governing boards of schools in distress with founding leaders still at the helm may have an increased difficulty changing course, as founding leaders tend not to “divest... their influential powers and privileges” (Block & Rosenberg, 2002, p. 354). Governing boards with acting founder-leaders have “difficulty not only to say no to any plan of the founder, but even to subject it to rigorous scrutiny” (Carver, 1992, p. 14). Authorizers described instances when “some boards are completely in the pocket of the school leader,” such as when the founding governing board and principal all emerged from a shared social network. At times

these relationships inhibited the governing boards from conducting proper oversight when a school began exhibiting indicators of distress – one authorizer described a governing board that “chose the leader over the school” resulting in letting the school close rather than replace the school leader.

**Inadequate board capacity to govern.** Governing boards can struggle when they either do not have the correct capacity among members, or fail to deploy it appropriately. When it comes to making real change, evidence indicates that a “board’s stance on school... reform is an important constraint or enabler of...action” (McLaughlin & Talbert, 2003, p. 24). Governing board capacity and competencies are needed on the board in areas such as finance, real estate, pedagogy, human resources, community relations and stakeholder engagement. Well-functioning governing boards not only establish plans for the future, such as setting long-range financial and performance goals in alignment of the school’s strategic plan, but ensure current practice is meeting established goals as well. Boards often establish and monitor school operational, financial, and academic performance goals and hold school leadership accountable to these goals.

Governing boards must strike a delicate balance between autonomy and accountability, providing necessary oversight and governance without overstepping into the direct management of a school.

<sup>12</sup> Block & Rosenberg, 2002

Governing boards act to both monitor and support the school leader without micromanaging the school. Multiple authorizers described boards that struggled with that balance, either erring on the side of autonomy and not interfering even when a school was in need of support, or trying to manage a school directly instead of setting up the appropriate school leadership structures. Inadequate governing boards may also be in denial that the school is struggling. As one authorizer said, “the board wasn’t really willing to look itself in the mirror.” One authorizer recalled a school where the governing board had a deep psychological commitment to the school yet required external expert intervention to grapple with the “cold reality” of financial shortfalls before they could admit that the school had issues to resolve.

## Operational Capacity

While a strong educational plan and team is imperative for a successful school, the operational processes and structures are integral in ensuring the educational plan is implemented. These structures – staffing, budget, schedule, vendors, and data decisions – are most efficient and effective when their support functions are aligned, working coherently with school and student needs.<sup>13</sup> Authorizers echoed this point, observing that operational issues reflected on a school’s capacity to perform other functions, such as those related to academics. As one authorizer described it, “If you have (poor) operations, nothing else will follow.”

**Breakdown in compliance and reporting functions.** A lack of understanding about compliance is often the first indication that a school lacks appropriate organizational structures.<sup>14</sup> Compliance breakdowns as potential indicators of distress include failure to conduct safety requirements such as background checks or fingerprinting, failure to comply with legal requirements such as registering board members appropriately and adapting to new state policy and legal requirements, or failure to adhere to reporting requirements or timelines. While these indicators may only be indirectly related to student achievement outcomes, authorizers described barriers to compliance as raising serious questions about a school’s capacity to safely and effectively provide students with a high-quality education. As one authorizer described it, “We’re finding when they’re missing those simple operational things, there are usually grander operational issues that are in existence.”

**Failure to be responsive to market needs.** Authorizers frequently named a school’s disconnect from the needs of its community as a sign of distress, which most frequently became evident when enrollment declined. Declining enrollment at times reflected overall trends in population shifts, changing communities, or of a charter school’s failure to adapt to changes within the community or maintain positive community relations. A school’s capacity to predict enrollment, including the nature of student need, provided authorizers with insight into the school’s capacity for planning. One authorizer described tracking reported projected enrollment against actual enrollment as a potential predictor of financial concerns. Other authorizers similarly described a school overestimating their enrollment as an indicator of future challenges. Authorizers also noted that declining enrollment can be the first quantitative indicator of other factors such as poor school culture or weak leadership that are more difficult to detect in normal reporting functions. Declining enrollment and financial challenges were indicators that often

### OPERATIONAL INDICATORS

1. Breakdown in compliance and reporting functions
2. Failure to be responsive to market needs

<sup>13</sup> Ouchi, 2009; Zavadsky, 2016

<sup>14</sup> Ameal, 2016

appeared alongside each other as a school experienced decline. Another authorizer put it more succinctly: “Enrollment numbers generate dollars. If you don’t have the dollars, you don’t have a school. It doesn’t matter how much you love kids if you don’t have the dollars.”

## Financial Management

As part of the public school system, charter schools receive public funding based on student enrollment, which, in most cases, comes from a combination of local and state funds. Per-pupil funding formulas and state and local funding amounts vary by state. Besides poor instructional practices, inadequate resources and financial management processes are the most common reasons charter schools fail.<sup>15</sup>

In contrast, sufficient budgetary planning, stable enrollment, and facilities are the three largest causes of financial stability of charter schools.<sup>16</sup> Effective financial management requires schools to budget, manage monthly income and expenditures, plan and execute funding and enrollment strategies and targets, and manage grants as required.

**Failure to properly manage finances.** Indicators of distress related to finances can include a school operating over budget, missing payments to vendors, maintaining low cash on hand, receiving audit findings, or lacking funding to provide sufficient staffing and facilities upkeep.<sup>17</sup> One authorizer described a specific charter school that quickly exhibited facility-related challenges as the first indicator of distress and noted that

### FINANCIAL INDICATORS

1. Failure to properly manage finances
2. Misappropriation of funds

### THE DEATH SPIRAL: HIGH WINDS OR HURRICANE?

Authorizers need to carefully weigh whether indicators of distress are identifying schools experiencing temporary challenges or setbacks versus patterns of indicators that could mean a school is in distress. When a school was flagged as challenged or struggling by an authorizer, it was frequently described as a series of related indicators of distress, with leadership, governance, operations, and finance signaling deeper issues throughout the school. As one authorizer described the experience:

*“It’s kind of like a death spiral frankly. You got a struggling academic program, you lose kids, you’ve got less resources, you aren’t able to attract teachers ...now we’ve got the teacher shortage over the last five years... And so all of those things go together ... it usually isn’t a single reason for declined performance. It’s typically a combination of factors that come to play.”*

failure to secure an appropriate building early in the process could have inhibited other important processes, like teacher hiring. A school experiencing financial struggles, such as failing to keep a certain number of days’ operating expenses in cash, might point to a school leader who was not providing oversight for finances. One authorizer noted that when a school leader is “not marshaling resources correctly, [it] means that you’re getting close to kind of circling the drain.”

**Misappropriation of funds.** Frequently, the first sign of distress cited by authorizers was the authorizer learning of resource mismanagement by “bad actors” holding leadership positions. One authorizer noted that a series of short-term cash flow problems was the first sign of distress in a school that ultimately fell under criminal investigation. These challenges often became known to the authorizer through background reviews early in the charter school’s application process or through reports from other in-school stakeholders alerting the authorizer to potential mismanagement.

<sup>15</sup> CER, 2011; David & Helsa, 2018

<sup>16</sup> Ameal, 2016

<sup>17</sup> Hayes & Keller, 2009

## Talent, Culture, & Instruction: Indicators Within the Lower Stratosphere

Indicators of distress identified in the following sections are closer to a school's core work of teaching and learning, but further from the authorizer's actions and jurisdiction. This does not mean these indicators are any less important in identifying schools in distress, but rather that they frequently fell just outside an authorizer's purview and role. In fact, we heard from many authorizers that indicators of distress in leadership, governance, finance, or operations were frequently tied to concerns related to talent, culture, and instruction but yet these latter categories of concerns fell outside of the authorizer's most frequent means of data collection, and more importantly, jurisdiction of roles. This differentiation underscores the importance of viewing school distress as a systemic state that is the responsibility of multiple stakeholders. While authorizers may see the indicators at the upper stratosphere of school functions, more may lurk beneath. This observation is explored in more depth in the [Discussion](#) section, but additional research is necessary to learn how observers closer to these components describe schools in distress.

### Talent

Strategic talent development requires that charter school leaders understand the short- and long-term talent needs, and recruit, select, support, promote, and retain accordingly. An effective talent system will identify teachers who are excelling, plateauing, or struggling, provide the top performers with opportunities to influence their peers and reach more students, and give teachers the ability to advance while remaining in the classroom. Authorizers' perspectives on talent reflected their understanding of the importance of strong teachers, and especially on the important role that teacher retention and development play in student achievement and school success. However, authorizers often had less direct interaction with a school's instructional staff than with school leadership or a school's board. In addition, authorizers interpret their authority over issues related to talent to be minimal, as their interest is in preserving school-level autonomy over hiring.

- Hiring challenges.** Schools in distress may exhibit ineffective human resources practices, such as limited or late recruitment, limited or no screening of applicants, and "hasty" hiring. Indicators of distress might include failure to hire a full teaching staff before the start of the school year. One authorizer noted a red flag if

a school "couldn't afford to put teachers in the classroom" which points to additional financial concerns.

- High teacher turnover.** Multiple authorizers described high teacher turnover as an indicator of a school in distress, potentially tied to school leadership and to the school's overall culture. Teacher turnover can be a crucial impediment to a school attempting to make improvements or escape from the death spiral.
- Loss of specialized staff.** Multiple authorizers described high turnover in special education teachers as a red flag. One authorizer noted that licensed special education teachers are difficult to replace, especially midyear.
- Decreasing teacher capacity.** Schools in distress, especially schools experiencing declining student enrollment and therefore less funding, may curtail the hiring of qualified personnel and instead rely on new teachers, or untrained paraprofessionals or "volunteers."<sup>18</sup> For multiple authorizers, a general sense of teacher capacity and the quality of instruction and classroom management was identified as an indicator of distress during school visits.

<sup>18</sup> Fryer, 2012

## Culture

High performing schools establish trust, overcome language and cultural barriers, increase the quality and quantity of school-family interactions, and equip families with strategies they can use to support student learning at home.<sup>19</sup> Family engagement is important, particularly in charter schools, as schools often need to actively recruit families by understanding and meeting their needs.

Digging into staff culture, beyond basic data on teacher retention, was often seen as outside the scope of authorizers' work. Authorizers had minimal consensus around what constituted a culture-related indicator of distress and rarely pointed to indicators of distress related to culture, beyond high-level indicators such as enrollment or absenteeism. Only one authorizer mentioned analyzing school discipline trends by student subgroup. Assessing and intervening in school culture was beyond the authorizers' interpretations of their roles. The indicators referenced by multiple authorizers and backed by research are below.

- Poor student and family connection to school.** Multiple authorizers described student re-enrollment, absenteeism, and attendance as the most accessible indicators of school culture

## Instruction

Research has vastly improved our understanding of what high-quality effective instruction looks like; however, the translation of this research into practical implementation varies greatly. Teachers need the capacity and support to be able

<sup>19</sup> Paredes, 2011

<sup>20</sup> Anderson et al., 2010; Lachat & Smith, 2005

<sup>21</sup> Hamilton et al., 2009; Lachat & Smith, 2005; Love et al., 2008

### EQUITY REFLECTION: AN ABSENT INDICATOR?

The capacity of charter schools to provide high-quality education to students from historically disadvantaged and underserved communities is a key interest to all stakeholders. It is notable that throughout data collection, a school's capacity to serve at-risk students, or students from historically disadvantaged and underserved communities was absent. While many charter schools certainly aim to close the opportunity gaps that exist among subgroups, there is little evidence that authorizers consider failure to do so as an indicator of distress. *As you consider these indicators, reflect on how your assessment is holding schools accountable for serving all students.*

and of students and families' connection to the school. One authorizer called these data "the low hanging fruit."

- Inhospitable professional culture.** Some authorizers described receiving direct complaints about poor culture or staff harassment, which would trigger further investigations – although not all authorizers had formal authority to act on these complaints.

to identify student learning needs and base their instruction around them,<sup>20</sup> identify and build effective scaffolding into their instruction to support students based on their needs,<sup>21</sup> and understand

how to use student assessment results to adapt their instructional plans as needed.<sup>22</sup> Effective data use also allows schools and authorizers to track issues of student equity and drive professional learning initiatives for teachers.<sup>23</sup> Schools in distress may lack the alignment and coherence among the curriculum, instruction, and assessment as well as teacher capacity to analyze student assessment data to pick up on clues of this misalignment.<sup>24</sup>

Whether or not it is the purview of authorizers to evaluate a school's instruction beyond their student assessment outcomes is an open question. Authorizers only occasionally named instruction and curricular elements as indicators of distress in charter schools, potentially due to the level of involvement required to identify these issues within schools.

- **Poor or declining assessment outcomes.** Most authorizers named state-reported assessment data as the nearest indicator of instructional quality that could signal a school in distress.
- **Lack of focus on instruction.** One authorizer reflected that they should have recognized a red flag in one school that focused all improvement efforts on structural issues instead of questions of instruction and how to ensure their model was reaching all students.
- **Lack of cohesion or alignment in curriculum.** Some authorizers reviewed schools' curricula against state standards, or against a school's overall mission and instructional design to assess the alignment among these pieces.

<sup>22</sup> Hamilton et al., 2009; Love et al., 2008

<sup>23</sup> Shannon & Bylsma, 2007

<sup>24</sup> Duke, 2008, pg. 669

## Discussion of the Authorizer's Role: Starting the Conversation about Struggling Schools in Your Context

This report should **not** be interpreted as a call for universal increase in data collection by authorizers. The process of identifying schools in distress does not require vast reams of data or an increase in demands on schools to spend staff time creating reports for authorizers. For many authorizers, employing an early warning system based on indicators of distress **simply means looking at existing data differently**. The authorizers interviewed did not require costly data systems to identify nuanced patterns. Instead, they relied on data already being collected and professional judgment honed by decades of collective experience. **Creating an early warning system for schools in distress provides a structure for authorizers and other stakeholders in the ecosystem reviewing data, likely data they are already collecting, in a longitudinal fashion with an eye toward decline.**

However, collecting and reviewing data is just the first step. To act on the findings, authorizers must have the capacity and relationships to work with schools or other stakeholders in their network to identify the indicators of distress and, depending on the nature of their role, support schools in diagnosing core challenges and identifying evidence-backed interventions. In this section, we discuss several implications authorizers considered when identifying schools in distress and the actions to take once they've been identified. We focus on how authorizers can reflect on their role in supporting schools in distress while maintaining school-level autonomy.

Each of the remaining sections of this report include reflection questions to help authorizers, and other charter school supporters, consider their own contexts and capacities related to charter schools in distress and our collective responsibility to supporting all students in receiving a high-quality education. [Appendix C](#) provides the list of questions posed.

### The context and role of authorizing is evolving as the field matures, particularly as they relate to school improvement.

The context of authorizing has continued to evolve as the field matures, particularly as it relates to school improvement. The overall context of charter school authorizing, including supports available for school improvement and the nature of school closure in relation to politics and public opinion, has changed since the early days of charter school legislation. Experienced authorizers noted that the modern charter sector has deepened its understanding of school needs – in other words, professionals working within and near schools know more about how to improve a struggling school than we did 10 or 20 years ago. In regard to struggling schools that ultimately require closure, some authorizers pointed out that market forces alone have not fully eliminated low-quality schools from the ecosystem. As one authorizer described it:

“In 2010, the whole national landscape around authorizing was very different than it is today. At that time, we were dealing with the consequences of letting 1,000 flowers bloom... opening charters just for the sake of innovation with very little accountability...They just felt like market-driven approaches would change things and that’s not always the case.”

The charter sector in 2020 faces slower growth in new school openings, which further complicates the role of authorizers as it relates to low-performing schools.<sup>25</sup> Authorizers are once again revisiting their frameworks and strategies to ensure a balance of autonomy and accountability in their practice of ensuring a high-quality charter sector. Whereas 10 years ago authorizers struggled with how to create formal performance frameworks for accountability, today many authorizers have moved on to how to engage in school improvement, what strategies to employ, and how to operationalize them into practice:

“I think it’s a maturity aspect for the authorizing [sector]...to think about what does intervention look like and how do you operationalize it. I think authorizers are really struggling with putting someone on probation, having an action plan, revisiting that action plan. I think that’s something we’re still trying to figure out as a charter sector.”

For readers interested in exploring this topic further, please see the Reflection Questions in [Appendix C](#).

### *The Delicate Balance of Autonomy and Accountability in Authorizer Practices*

During interviews, authorizers articulated explicit, thoughtful beliefs about their roles in supporting quality at the school level. The underlying tension of autonomy and accountability shape how different authorizers design and interpret their roles and responsibilities related to schools in need of improvement, as depicted in Figure 1 below. In addition to the policy and legislative environments unique to each state and locality, authorizers have varying abilities – dictated both by policy and philosophy – for the work of identifying and supporting schools in distress.

Figure 1. Authorizers’ Balance of Accountability and Autonomy



<sup>25</sup> David & Hesla, 2018; Lake, 2017

For example, one authorizer described direct supports, such as governance board training, as categorically not the role of the authorizer:

“Our value proposition is to make sure that our accountability is high enough that it requires boards to raise themselves to that level...We can connect them with people who can help them do that, and be a really good thought partner...but it’s truly not our responsibility to require, or to hand walk boards through these different things...That wouldn’t be right. Part of the bargain is they need to be autonomous and they need to be able to handle this stuff themselves.”

On the other hand, authorizers also described designing and providing direct trainings to charter school leaders, which often focused on the authorizer-school relationship or specifics of regulations related to charter schools. One authorizer described recognizing this need: “Our office has really taken a turn toward being more proactive on educating our charters than we used to. That’s a new piece for us...previously you got your charter, you opened, and good luck. Now we have a training that all charters attend after approval and prior to opening to alleviate that a bit.” Universally, authorizers focused on helping schools locate other sources for support, including other schools, charter school support organizations, state education agency supports, or external trainings.

**Even when authorizers provided direct supports to schools or reflected on providing any sort of guidance, these interactions were almost always couched as suggestions versus mandates and focusing heavily on the metrics the school would be expected to uphold rather than the specifics of how they achieved them.** One authorizer described this careful balance: “We can throw out suggestions, but then it’s up to them to listen to us. [We’ll say] ‘Okay, here’s my measurement. Down the road, I’m going to have my team measure you and see if [the changes implemented made a difference].”

**Authorizers interpret their role of ensuring schools are of high quality as a crucial element of ensuring autonomy within the charter space.** As one authorizer described their role, “We believe that we can help and support in a lot higher level than just the compliance piece. We don’t own and operate the school, so there’s a fine line there. But ultimately, we want to have quality education, so we look for ways to help support to ensure that’s happening in our schools.” Similarly, other authorizers described the value-add of an authorizer as providing a mechanism to guide an operator to “exit the space” if their application or performance demonstrated that the school was not providing a high-quality option for the students in that community.

When working with schools in distress, one authorizer described their challenge to “balance trust and accountability...**If you’re an authorizer that doesn’t have a trusting relationship with a school, you’re probably not going to be able to get that school leader out of crisis mode.**” The same authorizer noted that “difficult conversations” were often a component of that trusting relationship. In other words, these authorizers interpreted the trusting relationships they developed with schools’ boards and leaders as key to their understanding what schools were in distress and how to support the professionals in those schools to their work to serve students.

Authorizers consider their own value to be far beyond compliance or oversight; however, they also think critically about how to balance autonomy and accountability in the case of a school in decline. Authorizers described the dilemma of negotiating their roles when a school in distress exhibits behaviors or decisions

for interventions that lack an evidence-base or appear to fail to meet the needs of the challenge or context. **As authorizers' role in both monitoring and supporting schools evolves, authorizers are acknowledging the difficulty in knowing how far to allow a struggling school to go in the name of autonomy.** For readers interested in exploring this topic further, please see the Reflection Questions in [Appendix C](#).

## Authorizers tend to focus on indicators at the upper layer of the stratosphere of a school's functions.

Authorizers identified indicators of distress related to school leadership, school governing boards, and operational/financial management elements. These indicators are certainly crucial ones related to charter schools' failure or likelihood of improvement. However, they also tend to be less directly related to student outcomes than other indicators. For example, the quality of the school leader is only indirectly related to student achievement outcomes, whereas the quality of a specific teacher would be expected to correlate to student achievement more directly.

**The reason for this focus at what we call “the upper stratosphere” of school functions is likely related to authorizers' vantage point and area by which an authorizer can influence decisions based on the agreement and balance of autonomy for accountability.** Authorizers described the systemic nature of school distress that often lurked just below the surface of individual indicators. For example, many authorizers described developing deep understandings of governing board capacities and functions since this is the entity the authorizer interacts most with, issues the charter to, and in some cases has an articulated authority or inclination to provide supports in this area.

As another example, multiple authorizers described frequently identifying enrollment declines as an indicator of distress. Declining enrollment on its own would be an important data point, but declining enrollment could also be related to poor relationships with families, decreased quality of instruction, or eroding school culture. Simultaneously, that change in enrollment could lead to financial struggles as overall per pupil funding declined in proportion.

### *The Critical Importance of the Authorizer-School Leader Relationship*

While the existence of indicators of distress at the governing board and leadership level may signal additional indicators below the stratosphere, authorizers universally pointed to the capacity, or lack thereof of board and school leadership's ability to hear and act on difficult information as the deciding factor in a school's trajectory to continued failure or reversal. Authorizers painted the picture of schools in distress as engulfed in what they dubbed the “death spiral” wherein leaders exhibit a downward “spinning” trajectory of distrust, lack of openness, and proactive actions.

The Death Spiral is a strong force that clouds individual professionals' decision-making and ability to look beyond immediate crises to the long-term effects.

Figure 2. Indicators of Distress and the Death Spiral

Indicators of Distress



**Authorizers noted that school leaders’ behaviors often changed noticeably when a school began experiencing distress, signaling they had entered “the death spiral.”** One authorizer described school leaders becoming visibly “hostile” when confronted with objective data, as though “they don’t want to hear the facts or see the facts.” The same authorizer noted that once a school was in the death spiral the leader would regress into “a crisis mentality, and it is catastrophic...they’re not helping themselves. It would be really valuable for them to just take a pause, take a deep breath, and try to solve problems. But they get into this chaos crisis mode and they can never get out of it...they compound the problem.”

Another authorizer named the concerning behavior as “cagey...if I am getting spin and not straight talk. You’re in survival mode. You’re trying to protect what you have and that becomes your orientation. It becomes less student-centric and more about are

we preserving the institution.” As one authorizer noted, “if you’re not being clear with me about those problems then I know things are not going well.”

For readers interested in exploring this topic further, please see the Reflection Questions in [Appendix C](#).

## Conclusion

When schools begin to exhibit indicators of distress, an authorizer may be the first external stakeholder to encounter concerning data or behavior. Authorizers are frequently the first stakeholders beyond the school itself with the capacity to recommend, provide, or mandate (depending on a variety of factors) supports or corrective actions. Yet, authorizers must balance this unique opportunity and vantage point with the structural imperative of maintaining school-level autonomy, even as the need for school improvement in some contexts becomes increasingly central to conversations of policy and practice.

## For Further Reading

For Part 2 of the Indicators of Distress series, the NCSRC will release a toolkit including more detailed descriptions of indicators of distress, including specific data points relevant to each category of indicator and examples of data collection instruments and reflection tools used by authorizers around the country. This toolkit will also include action steps for authorizers interested in building out an early warning system for schools in distress within their portfolios. Additional research is planned to further explore indicators of distress and build out a complete depiction of charter schools in distress, in order to better support all actors in the charter school system in identifying and supporting these schools and the students they serve.

## Appendix A: Methodology

This report was prompted by a need to better understand authorizers' experiences with schools in distress, and by an intention to improve knowledge of the supports provided to or available for struggling charter schools. A brief review of literature and of the needs analysis conducted of Charter School Programs (CSP) grantees in Fall 2019 revealed a gap in research on high-quality authorizing practices and on charter schools in distress. This research did not intend to identify best practices or successful strategies, but rather focused on providing a description of authorizers' observations, grounded in a rich analysis of evidence and corresponding documentation of authorizer processes. Three research questions guided design, data collection, analysis, and the presentation of findings:

1. *What "indicators of distress" do authorizers observe in charter schools prior to designation as a "failing school"?*
2. *How do authorizers of varying capacities identify schools in distress?*
3. *How and under what circumstances do authorizers of varying capacities respond to schools in distress, either with internal processes or interventions to reverse declines?*

## Theoretical Framework: Early Warning Systems

By combining the use of an early warning system for identifying at-risk scenarios before a crisis, and the systemic nature of distress characterized by "the death spiral" of organizational failure, we constructed a framework that considers an early warning system approach to identify charter schools in distress prior to their entering the death spiral of school failure.

An early warning system begins by identifying patterns and characteristics from previous events that turned out to be risky, testing those patterns in a local context to identify specific indicators and thresholds for risk, and then using the characteristics in a systemic way to identify scenarios of risk and to efficiently target interventions. We apply a methodology parallel to an early warning system to identify at-risk schools by collecting data on authorizers' observations of schools in distress and identifying characteristics they observed in schools that eventually closed, with the intention that the resulting findings could inform later empirical testing of these indicators within a local context. Using an early warning system can allow authorizers and other stakeholders to identify schools before they enter a stage of distress or failure that is too deep, systemic, or extensive to recover.

Early warning systems in education are most commonly used to identify students at-risk of not completing high school. The most common use of an early warning system in education is to prevent students from dropping out of high school, by identifying students as early as possible who may be at risk of doing so.<sup>26</sup> These systems are based on broad empirical data, but validated within each local context to determine exactly which indicators of distress can be collected and analyzed to identify students who are not being served well by the current system. Specific patterns of data such as attendance records, course completion, student mobility, and course grades might indicate a student in distress at a stage early enough for

<sup>26</sup> Allensworth & Easton, 2005; Allensworth & Easton, 2007; Balfanz, Herzog, & Mac Iver, 2007; Neild & Balfanz, 2006; Silver, Saunders, & Zarate, 2008

targeted interventions to have a positive impact.<sup>27</sup> Just as a student's decision to drop out of school is a gradual process that starts well before high school, schools that fail to meet their renewal targets also exhibit clear signs ("early warnings") in the years prior, that enable states, authorizers, charter support organizations, and governing board members to identify which schools are at greatest risk of not meeting renewal criteria. Using an early warning system for schools can also provide a roadmap about what schools need to improve their achievement.

## Data Collection and Analysis

Data collection occurred from December 2019-February 2020. Interviews were the primary mode of data collection and were informed by an extensive document review that evolved to form an independent data set informing findings. Table 1 provides additional detail on the sample and data collection. Authorizers were chosen based on the state standing on authorizer practices from Center for Education Reform. The authorizers were sorted by various characteristics the researchers felt should be represented in the overall pool of authorizers to be included in the guide. These "pool" characteristics included:

- Types of authorizers, including local school boards, institutions of higher education, nonprofit organizations, state-level boards and agencies, and local government agencies
- Capacity of the authorizer, as defined by size of authorizers' portfolios, policy environment, length of history of authorizing work and number of staff dedicated to authorizing
- Diversity by authorizing approaches

This research began with a literature review examining the existing research about efficient and effective charter schools and authorizer practice, including theories and essays as well as reviews of empirical research and major research studies. This review identified indicators that the research suggests contribute most to effective charter schools, and when available, indicators of when a school began to decline or was declining, and showing signs of distress. This set of indicators were organized into a framework that served as the basis for the interviews and document review of authorizers practice. The data collection and analysis processes were framed by early warning system methodology.

For the review, a team of three researchers from NCSRC reviewed and analyzed evidence about authorizer practices from each participating authorizer. The review process consisted of two parts: a document review and an authorizer interview. Document review focused on publicly available authorizer documentation related to applications for operation, review, and expansion and replication reviews. The document review informed the analysis of indicators of distress collected by authorizers through formal review processes and provided foundational content to customize interview protocols. Interviews were conducted with volunteers from each authorizer, targeting leadership staff and staff involved with reviewing and supporting schools. Interviews were conducted individually when possible and with teams of staff when the authorizer preferred. All interviews were recorded, transcribed, and coded using a coding scheme derived from the literature review and document analysis. An iterative coding process evolved to incorporate additional themes that emerged from interview analysis. A description of the data collection by authorizer is in Table 2.

<sup>27</sup> Halverson, Prichett, & Watson, 2007; Herman & Gribbons, 2001; Huffman & Kalnin, 2003; Fiarman, 2007

Table 2: Data collection across authorizing agencies

Authorizer (State)	Participants interviewed	Document review: policies and procedures for monitoring and renewal	Document review: performance frameworks (Academic, Organizational, Financial)	Document review: examples of school annual reports and renewal reports	Document review: charter school intervention process
Arizona (AZ)	2	X	X		X
Ball State University (IN)	2	X	X		X
Central Michigan University (MI)	3	X		X	X
Daleville Community Schools (IN)	1	X	X		
Delaware Department of Education (DE)	2	X	X	X	
Indianapolis Mayor’s Office (IN)	6	X	X	X	
Metro Nashville Public Schools (TN)	1	X	X		X
Shelby County Public Schools (TN)	1	X	X	X	
Tennessee State Board of Education	2	X	X		X

To facilitate robust data collection and to ensure participant protections, all interview participants were provided with the opportunity to make all or portions of their interview off the record or anonymous. Participants who are quoted or referenced in examples in this report were given the opportunity to review quotes and statements for accuracy. This report summarizes the aggregate results from the reviews and makes recommendations for authorizers, state education agencies, CSOs, schools boards, and schools to consider within their own contexts and objectives. The final report benefitted from the following review processes:

- Internal reviews by charter school experts including those with backgrounds as: charter school leaders, charter school data and reporting analysts, researchers
- External review by representatives from charter management organizations and authorizers
- External reviews by partner organizations
- Periodic reviews for the application of diversity equity and inclusion standards (see [Appendix B](#))
- Review by representatives of the U.S. Department of Education Office of Charter School Programs

## Appendix B: Diversity Equity and Inclusion Standards for Education

NCSRC employs a protocol for ensuring diversity, equity, and inclusion standards are considered within any major research effort.<sup>28</sup> While not all research will completely align with these standards, the standards provide a framework for review and articulate the goal for all publications. NCSRC strives to improve our capacity to incorporate these standards into research and practice and the authors welcome conversations and feedback.

The protocol requires review at the following stages of research:

- Literature review/background context
- Research questions
- Data collection and sampling
- Data analysis
- Sense-making
- Dissemination

The following standards are a selection of those that guide the review protocol:

- The extent to which the research incorporates the perspectives of diverse populations
- The extent to which the research incorporates the impact or potential impact of proposed interventions on diverse populations
- The incorporation of a plan for bias-awareness and bias-reduction
- The avoidance of a deficit model for describing inequities in educational outcomes
- The incorporation of culturally responsive policy, school operations, and instruction
- The usefulness of resulting publications for a variety of audiences

<sup>28</sup> These standards are informed largely by the [University of Northern Colorado's College of Education and Behavioral Sciences Diversity and Equity Framework](#) and the [American Economic Association's Best Practices in Conducting Research tool](#).

## Appendix C: Reflection Questions From This Report

Authorizers maintain some of the most important data records on individual schools and have capacities for identifying schools in distress well before closure. While charter school authorizers may not always have the capacity or authority to intervene in a struggling school, authorizers do identify as having an imperative to maintain high quality in schools within their portfolios to ensure all students have access to high quality options.

- 1. As an authorizer, how are your authorizing practices continuing to evolve to determine if schools are struggling before students are negatively affected?*
- 2. How can your authorizing capacity or resources be better aligned to identify and support schools in distress?*
- 3. How can your authorizing process better ensure equity of outcomes of all students?*

Authorizers consider their own value to be far beyond compliance or oversight, however they also think critically about how to balance autonomy and accountability in the case of a school in decline. Authorizers described the dilemma of negotiating their roles when a school in distress exhibits behaviors or decisions for interventions that lack an evidence-base or appear to fail to meet the needs of the challenge or context. As authorizers' role in both monitoring and supporting schools evolves, authorizers are acknowledging the difficulty in knowing how far to allow a struggling school to go in the name of autonomy.

- 4. Where does a school's autonomy end and an authorizer's responsibility for accountability begin? Does this balance change in underperforming schools?*
- 5. Does your current relationship with schools support problem-solving collaboration? Are you able to have difficult and transparent conversations with school boards and leaders, for example around equitable outcomes or community responsiveness?*
- 6. At what point and in what ways would you or could you provide support? How would you balance these supports with school-level autonomy?*

Authorizers collect extensive amounts of information about their schools' capacity, programming, functioning that can be used as a way to determine whether schools are struggling, but likely will not contain all the data needed.

- 7. How can you develop and improve partnerships with other stakeholders in your ecosystem to gain a full perspective on the indicators of distress?*
- 8. What other stakeholders in your ecosystem may benefit from having these indicators of distress?*
- 9. What systems are currently in place that could be leveraged to identify and supports struggling schools before student are negatively impacted?*

*10. How do schools in your portfolio seek support if they are showing signs of distress? What supports do they have access to? Do all schools have access to the same supports? What needs are not being served by the current options for support?*

School leaders and boards who were able to reverse the death spiral were willing to hear where they were falling short and were also capable of acting on it. The conversations that we hope to prompt with this research will not be easy or finite. But only by having these ongoing critical conversations across the sector can we continue to improve outcomes for all students.

*11. How do you establish norms for relationship building with schools from the early stages and maintain an open line for suggesting and providing supports and resources?*

*12. How is the information collected, analyzed and shared with the school board and/or school itself?*

Last, how can you consider whether an early warning system would work in your context? To start, begin a conversation within your team and other stakeholders within your ecosystem about indicators of distress in your sector:

*13. Reflecting on a recent school(s) that was underperforming, or you've had to close, were there flags earlier that the school was struggling? What were they?*

*14. At what point do certain red flags or a combination of red flags signal it's time to take a more active role? What is your role at that point?*

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2018 EDITION

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PRINCIPLES & STANDARDS  
FOR QUALITY CHARTER SCHOOL AUTHORIZING

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## ABOUT NACSA

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The National Association of Charter School Authorizers (NACSA) is an independent voice for effective charter school policy and thoughtful charter authorizing practices that lead to more great public schools. Our research, policy, and consultation work advances excellence and accountability in the charter school sector. With authorizers and other partners, we have built the gold standard for charter school authorizing. Through smart charter school growth, these authorizers will give hundreds of thousands of children a better chance each year.

NACSA first ratified *Principles & Standards for Quality Charter School Authorizing* on May 14, 2004.  
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## INTRODUCTION

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Charter school authorizing is a powerful strategy for making excellent public schools and educational opportunities available to all students. Done well, charter authorizing increases student achievement by expanding the supply of quality public schools to satisfy unmet needs—particularly by providing life-changing opportunities for students ill-served by the existing school system.

Charter authorizing is complex work, requiring constant balancing of diverse and often competing interests. It is a public responsibility for authorizing institutions, as well as a highly developed profession for the individuals charged with this stewardship role. Quality authorizing requires specialized knowledge, skills, commitment, and adherence to essential professional standards in order to serve students and the public well, and achieve the purposes of state charter laws. Since 2004, the National Association

**“CHARTER AUTHORIZING IS COMPLEX WORK, REQUIRING CONSTANT BALANCING OF DIVERSE AND OFTEN COMPETING INTERESTS.”**

of Charter School Authorizers (NACSA) has established and widely promoted such standards—the first *Principles & Standards for Quality Charter School Authorizing* and subsequent editions—to provide essential guidance to charter authorizing organizations and their leaders, as well as to policymakers who seek to support quality authorizing.

Because charter authorizing is a continually developing profession, these professional standards must likewise evolve in conjunction with the growth and complexity of the ever-growing charter school sector. *Principles & Standards for Quality Charter School Authorizing* derives from NACSA’s vast experience, research, and lessons learned from working with authorizers across the nation.<sup>1</sup> Accordingly, NACSA revisits and updates these Principles and Standards regularly to ensure that they address current authorizing challenges and reflect the latest lessons drawn from practice, research, and analysis.

### WHO SHOULD USE THIS RESOURCE

These *Principles & Standards* are designed primarily for authorizing institutions, and as such, they provide practical guidance to help authorizer staff and authorizer board members carry out their work as a standards-based profession rather than simply a list of tasks. For policymakers, this publication should highlight the complexity and challenges of quality authorizing—and the need for state policy to contemplate and invest adequately in authorizing to achieve a quality charter school sector.

### PURPOSES OF THESE PRINCIPLES AND STANDARDS

*Principles & Standards for Quality Charter School Authorizing* is intended to serve, above all, as a guide to formative development for charter authorizers at all stages and levels of experience. For new or less-experienced authorizers, these Principles and Standards offer an essential road map to guide planning and organizational development of strong practices, including the identification of areas where deeper guidance or additional assistance is needed. For experienced authorizers, this

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publication is a resource for identifying areas for improvement or refinement to achieve ever-stronger outcomes, as demonstrated by the quality of the schools they oversee.

**“THESE GOALS INCLUDE SAFE-GUARDING THE RIGHTS OF ALL STUDENTS TO ENJOY EQUAL ACCESS TO THE SCHOOLS OF THEIR CHOICE, TO RECEIVE APPROPRIATE SERVICES, AND TO BE TREATED FAIRLY.”**

(NACSA has a wide range of practical resources that offer more guidance and support in fulfilling these Principles and Standards. Most of these resources are available at [www.qualitycharters.org](http://www.qualitycharters.org). In addition, NACSA stands ready to provide further assistance to authorizers upon request.)

NACSA uses these Principles and Standards to guide its professional development of authorizers, authorizer evaluations, and research and policy agendas. NACSA recommends that these professional standards anchor state policies concerning charter authorizing, including adequate investment in authorizing as well as evaluations of authorizer quality. To that end, NACSA recommends that states endorse and apply professional standards for charter authorizing that meet or exceed these Principles and Standards. In recent years, a rapidly growing number of states have done exactly this, and NACSA advocates the adoption of similar policies in all charter school states. We hope NACSA’s *Principles & Standards for Quality Charter School Authorizing* will continue to advance and elevate the profession, giving authorizers clear guidance to develop, strengthen, and refine their practices in pursuit of educational excellence for all students.

In addition to promoting academic success, these Principles and Standards are designed to promote additional goals that are also the responsibility of authorizers. These goals include safeguarding:

1. The rights of all students to enjoy equitable access to the schools of their choice, to receive appropriate services, and to be treated fairly;
2. The public interest in ensuring that publicly funded programs are accountable, transparent, well governed, efficient, and effectively administered; and
3. The autonomy of charter school operators, giving them the freedom to control core functions, which lies at the heart of the charter school concept.

The pursuit of these multiple, sometimes-competing goals will often require an authorizer’s professional judgment and thoughtful balancing.





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## HOW THESE PRINCIPLES AND STANDARDS WERE DEVELOPED

NACSA's *Principles & Standards for Quality Charter School Authorizing* is based on an enormous body of work, research, and input over many years from authorizers and other experts in this unique field. In addition to NACSA's own considerable board, staff, and organizational experience in authorizing, these Principles and Standards are grounded in broad and deep experience collected over the years through:

- Multiple national advisory panels and focus groups bringing together experienced authorizers of all types, researchers, and other experts and leaders in the charter movement;
- Broad input from NACSA members and other education leaders; and
- NACSA's research practice, including in-depth authorizer evaluations, extensive interviews, document and policy analysis, and examination of reported practices and outcomes.

These inclusive processes have produced a rich base of knowledge built on deep experience, study, deliberation, and refinement that reflects collective insights on best practices among authorizers of all types and portfolio sizes across the country.

## THE STRUCTURE AND CONTENT OF THIS PUBLICATION

These Principles and Standards begin with three clearly stated Core Principles, followed by more detailed Standards and accompanying practical guidance that authorizers often seek. Readers should note:

- The Core Principles are broad, bedrock values that authorizers should uphold consistently throughout their pursuit and implementation of the Standards.
- The Standards are presented in five sections, each of which is introduced by a brief statement that summarizes the scope of the Standards that follow.
- Most of the Standards are “essential standards,” meaning that authorizers at every stage of development should place priority on following them. In addition, a small number of “advanced standards” are also fully recommended for all authorizers; but given the need to prioritize, these may be more practical for authorizers who are already implementing the essential standards.

Additional resources are available on NACSA's website: [www.qualitycharters.org](http://www.qualitycharters.org).

# PRINCIPLES FOR QUALITY CHA

A quality authorizer engages in responsible oversight of charter schools by ensuring that schools have both the autonomy to which they are entitled and the public accountability for which they are responsible. The following three responsibilities lie at the heart of the authorizing endeavor, and authorizers should be guided by and fulfill these Core Principles in all aspects of their work:

## THREE CORE PRINCIPLES OF CHARTER AUTHORIZING:

### 1. MAINTAIN HIGH STANDARDS FOR SCHOOLS

### 2. UPHOLD SCHOOL AUTONOMY

### 3. PROTECT STUDENT AND PUBLIC INTERESTS

In short, authorizers should ensure quality oversight that maintains high educational and operational standards, preserves school-level autonomy, and safeguards student and public interests.

#### 1. MAINTAIN HIGH STANDARDS

### 1. MAINTAIN HIGH STANDARDS

A Quality Authorizer...

Sets high standards for approving charter applicants.

Maintains high standards for the schools it oversees.

Effectively cultivates quality charter schools that meet identified educational and community needs.

Oversees charter schools that, over time, meet the performance standards and targets on a range of measures and metrics set forth in their charter contracts.  
(See Box 4)

Closes schools that fail to meet standards and targets set forth in law and by contract.

#### 2. UPHOLD SCHOOL AUTONOMY

### 2. UPHOLD SCHOOL AUTONOMY

A Quality Authorizer...

Honors and preserves core autonomies crucial to school success including:

- Governing board independence from the authorizer;
- Personnel;
- School vision and culture;
- Instructional programming, design, and use of time; and
- Budgeting.

Assumes responsibility not for the success or failure of individual schools, but for holding schools accountable for their performance.

Minimizes administrative and compliance burdens on schools.

# CHARTER SCHOOL AUTHORIZING

Focuses on holding schools accountable for outcomes rather than processes.

### 3. PROTECT STUDENT & PUBLIC INTERESTS

A Quality Authorizer...

Makes the well-being and interests of students the fundamental value informing all the authorizer's actions and decisions.

Holds schools accountable for fulfilling fundamental public-education obligations to all students, which includes providing:

- Nonselective, nondiscriminatory access to all eligible students;
- Fair treatment in admissions and disciplinary actions for all students; and
- Appropriate services for all students, including those with disabilities and English learners, in accordance with applicable law.

Holds schools accountable for fulfilling fundamental obligations to the public, which includes providing:

- Sound governance, management, and stewardship of public funds; and
- Public information and operational transparency in accordance with law.

Ensures in its own work:

- Ethical conduct;
- Focus on the mission of chartering high-quality schools;
- Clarity, consistency, and public transparency in authorizing policies, practices, and decisions;
- Effective and efficient public stewardship; and
- Compliance with applicable laws and regulations

Supports parents and students in being well-informed about the quality of education provided by charter schools.

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These Principles for Quality Charter School Authorizing constitute the foundation for the following Standards for Quality Charter School Authorizing that guide authorizers' practices day to day, from establishing a chartering office through all major stages of chartering responsibility. NACSA's Principles & Standards for Quality Charter School Authorizing provide essential guidance for the unique professional practice of authorizers and their daily balancing act of honoring the autonomy of charter schools while holding them accountable for high achievement, effective management, and serving all students well.

# STANDARDS FOR QUALITY CHA

## 1. AGENCY COMMITMENT & CAPACITY

A quality authorizer engages in chartering as a means to foster excellent schools that meet identified needs, clearly prioritizes a commitment to excellence in education and in authorizing practices, and creates organizational structures and commits human and financial resources necessary to conduct its authorizing duties effectively and efficiently.

PLANNING AND COMMITMENT  
TO EXCELLENCE

### PLANNING AND COMMITMENT TO EXCELLENCE

A Quality Authorizer...

Supports and advances the purposes of charter school law.

Ensures that the authorizer's governing board, leadership, and staff understand and are committed to the three Core Principles of authorizing.

Defines external relationships and lines of authority to protect its authorizing functions from conflicts of interest and political influence.

Implements policies, processes, and practices that streamline and systematize its work toward stated goals, and executes its duties efficiently while minimizing administrative burdens on schools.

Evaluates its work regularly against national standards for quality authorizing and recognized effective practices, and develops and implements timely plans for improvement when it falls short.

States a clear mission for quality authorizing.

### ADVANCED STANDARDS

*Ensures authorizing is visible, championed, and adequately resourced, rather than buried in bureaucracy, and the people responsible for day-to-day authorizing functions have influence over decision making.*

*Articulates and implements an intentional strategic vision and plan for chartering, including clear priorities, goals, and time frames for achievement.*

*Evaluates its work regularly against its goals and utilizes reflective practices to maintain an environment of ongoing and purposeful improvement.*

*Makes decisions that will result in stronger student outcomes, based on an accumulation of evidence, data, and expertise.*

*Provides an annual public report on the authorizer's progress and performance in meeting its strategic plan goals.*



# ARTER SCHOOL AUTHORIZING

## HUMAN RESOURCES

A Quality Authorizer...

Enlists expertise and competent leadership for all areas essential to charter school oversight—including, but not limited to, education leadership; curriculum, instruction, and assessment; special education, English learners, and other diverse learning needs; performance management and accountability; law; finance; facilities; and nonprofit governance and management—through staff, contractual relationships, and/or intra- or inter-agency collaborations.

Employs competent personnel at a staffing level appropriate and sufficient to carry out all authorizing responsibilities in accordance with national standards, and commensurate with the scale of the charter school portfolio.

Demonstrates an on-going commitment to developing and retaining staff members to achieve and maintain high standards of professional authorizing practice, enable continual agency improvement.

## FINANCIAL RESOURCES

A Quality Authorizer...

Determines the financial needs of the authorizing office and devotes sufficient financial resources to fulfill its authorizing responsibilities in accordance with national standards and commensurate with the scale of the charter school portfolio.

Structures its funding in a manner that avoids conflicts of interest, inducements, incentives, or disincentives that might compromise its judgment in charter approval and accountability decision making.<sup>2</sup>

Deploys funds effectively and efficiently with the public's interests in mind.

HUMAN RESOURCES

FINANCIAL RESOURCES

“A QUALITY AUTHORIZER ENGAGES IN  
CHARTERING AS A MEANS TO FOSTER  
EXCELLENT SCHOOLS THAT MEET  
IDENTIFIED NEEDS...”

---

## 2. APPLICATION PROCESS & DECISION MAKING

A quality authorizer implements a comprehensive application process that includes clear application questions and guidance; follows fair, transparent procedures and rigorous criteria; and grants charters only to applicants who demonstrate strong capacity to establish and operate a quality charter school.<sup>3</sup>

PROPOSAL INFORMATION,  
QUESTIONS, AND GUIDANCE

### PROPOSAL INFORMATION, QUESTIONS, AND GUIDANCE

A Quality Authorizer...

Issues a charter application information packet or request for proposals (RFP) that:

- States any chartering priorities the authorizer may have established;
- Articulates comprehensive application questions to elicit the information needed for rigorous evaluation of applicants' plans and capacities; and
- Provides clear guidance and requirements regarding application content and format, while explaining evaluation criteria.

Welcomes proposals from first-time charter applicants as well as existing school operators/replicators, while appropriately distinguishing between the two kinds of developers in proposal requirements and evaluation criteria.

Encourages expansion and replication of charter schools that demonstrate success and capacity for growth.

Considers diverse educational philosophies, approaches, and school models.

Requires applicants to demonstrate capacity to serve students with diverse needs, such as students with disabilities or learning exceptionalities and English learners.

FAIR, TRANSPARENT, QUALITY-  
FOCUSED PROCEDURES

### ADVANCED STANDARDS

*Broadly invites and solicits charter applications while publicizing the authorizer's strategic vision and chartering priorities, without restricting or refusing to review applications that propose to fulfill other goals.*

### FAIR, TRANSPARENT, QUALITY-FOCUSED PROCEDURES

A Quality Authorizer...

Implements a charter application process that is open, well publicized, and transparent, and is organized around clear, realistic timelines.

Allows sufficient time for each stage of the application and school pre-opening process to be carried out with quality and integrity.<sup>4</sup>

Explains how each stage of the application process is conducted and evaluated.

Communicates chartering opportunities, processes, approval criteria, and decisions clearly to the public.

Informs applicants of their rights and responsibilities and promptly notifies applicants of approval or denial, while explaining the factors that determined the decision.

Utilizes a multi-stage process in which applicants are provided information at each stage and are permitted to respond to that information during the process.

Views denied charter applications as an opportunity to provide reasons for denial, so that applicants can decide if they wish to revise their plans based in part on that information and resubmit in the future.

### **RIGOROUS APPROVAL CRITERIA**

A Quality Authorizer...

Requires all applicants to present a clear and compelling mission, a quality educational program, a solid business plan, effective governance and management structures and systems, founding team members demonstrating diverse and necessary capabilities, and clear evidence of the applicant's capacity to execute its plan successfully.

Establishes distinct requirements and criteria for applicants who are existing school operators or replicators. (See Box 1)

Establishes distinct requirements and criteria for applicants proposing to contract with education service or management providers. (See Box 2)

Establishes distinct requirements and criteria for applicants that propose to operate virtual or online charter schools.

### **RIGOROUS DECISION MAKING**

A Quality Authorizer...

Grants charters only to applicants that have demonstrated competence and capacity to succeed in all aspects of the school, consistent with the stated approval criteria.

Rigorously evaluates each application through thorough review of the written proposal, a substantive in-person interview with each qualified applicant, and other due diligence to examine the applicant's experience and capacity, conducted by knowledgeable and competent evaluators.

Engages, for both written application reviews and applicant interviews, highly competent teams of internal and external evaluators with relevant educational, organizational (governance and management), financial, and legal expertise, as well as thorough understanding of the essential principles of charter school autonomy and accountability.

Provides orientation or training to application evaluators (including interviewers) to ensure consistent evaluation standards and practices, observance of essential protocols, and unbiased treatment of all applicants.

Ensures that the application-review process and decision making are free of conflicts of interest, and requires full disclosure of any potential or perceived conflicts of interest between reviewers or decision makers and applicants.

Approves applications that comprise a detailed plan for school opening, operation, and fiscal stability, with little substantive work left for later development.

CONTRACT TERM, NEGOTIATION,  
AND EXECUTION

### 3. PERFORMANCE CONTRACTING

A quality authorizer executes contracts with charter schools that articulate the rights and responsibilities of each party regarding school autonomy, funding, administration and oversight, outcomes, measures for evaluating success or failure, performance consequences, and other material terms. The contract is an essential document, separate from the charter application, that establishes the legally binding agreement and terms under which the school will operate and be held accountable.

#### CONTRACT TERM, NEGOTIATION, AND EXECUTION

A Quality Authorizer...

Executes a contract with a legally incorporated governing board independent of the authorizer.  
Grants charter contracts for an initial term of five operating years or longer only with periodic high-stakes reviews every five years.<sup>5</sup>

Defines material terms of the contract.

Ensures mutual understanding and acceptance of the terms of the contract by the school's governing board prior to authorization or charter granting by the authorizing board.

Allows—and requires contract amendments for—occasional material changes to a school's plans, but does not require amending the contract for non-material modifications.

#### RIGHTS AND RESPONSIBILITIES

A Quality Authorizer...

Executes charter contracts that clearly:

- State the rights and responsibilities of the school and the authorizer;
- State and respect the autonomies to which schools are entitled—based on statute, waiver, or authorizer policy—including those relating to the school's authority over educational programming, staffing, budgeting, and scheduling;

RIGHTS AND RESPONSIBILITIES



- Define performance standards, criteria, and conditions for renewal, intervention, revocation, and non-renewal, while establishing the consequences for meeting or not meeting standards or conditions;
- State the statutory, regulatory, and procedural terms and conditions for the school's operation;
- State reasonable pre-opening requirements or conditions for new schools to ensure that they meet all health, safety, and other legal requirements prior to opening and are prepared to open smoothly;
- State the responsibility and commitment of the school to adhere to essential public-education obligations, including admitting and serving all eligible students so long as space is available, and not expelling or counseling out students except pursuant to a legal discipline policy approved by the authorizer; and
- State the responsibilities of the school and the authorizer in the event of school closures.

Ensures that any fee-based services that the authorizer provides are set forth in a services agreement that respects charter school autonomy and treats the charter school equitably compared to district schools, if applicable; and ensures that purchasing such services is explicitly not a condition of charter approval, continuation, or renewal.

### PERFORMANCE STANDARDS

A Quality Authorizer...

Executes charter contracts that plainly:

- Establish the performance standards under which schools will be evaluated, using objective and verifiable measures of student achievement as the primary measure of school quality;
- Define clear, measurable, and attainable academic, financial, and organizational performance standards and targets that the school must meet as a condition of renewal, including but not limited to state and federal measures; (See Box 3)
- Include expectations for appropriate access, education, support services, and outcomes for students with disabilities;
- Define the sources of academic data that will form the evidence base for ongoing and renewal evaluation, including state-mandated and other standardized assessments, student academic growth measures, internal assessments, qualitative reviews, and performance comparisons with other public schools in the district and state;<sup>6</sup>
- Define the sources of financial data that will form the evidence base for ongoing and renewal evaluation, grounded in professional standards for sound financial operations and sustainability;
- Define the sources of organizational data that will form the evidence base for ongoing and renewal evaluation, focusing on fulfillment of legal obligations, fiduciary duties, and sound public stewardship; and

- Include clear, measurable performance standards to judge the effectiveness of alternative schools and virtual schools, if applicable—requiring and appropriately weighting rigorous mission-specific performance measures and metrics that credibly demonstrate each school’s success in fulfilling its mission and serving its special population.<sup>7</sup>

PROVISIONS FOR EDUCATION SERVICE  
OR MANAGEMENT CONTRACT  
(IF APPLICABLE)

**PROVISIONS FOR EDUCATION SERVICE OR MANAGEMENT CONTRACT (IF APPLICABLE)**

A Quality Authorizer...

For any school that contracts with an external (third-party) provider for education design and operation or management, includes additional contractual provisions that ensure rigorous, independent contract oversight by the charter governing board and the school’s financial independence from the external provider.

(See Box 4)

Reviews the proposed third-party contract as a condition of charter approval to ensure that it is consistent with applicable law, authorizer policy, and the public interest.

“A QUALITY AUTHORIZER DEFINES  
AND COMMUNICATES TO SCHOOLS  
THE PROCESS, METHODS, & TIMING  
OF GATHERING AND REPORTING  
SCHOOL PERFORMANCE AND  
COMPLIANCE DATA.”



#### 4. ONGOING OVERSIGHT AND EVALUATION

A quality authorizer conducts contract oversight that competently evaluates performance and monitors compliance; ensures schools' legally entitled autonomy; protects student rights; informs intervention, revocation, and renewal decisions; and provides annual public reports on school performance.

##### **PERFORMANCE EVALUATION AND COMPLIANCE MONITORING**

A Quality Authorizer...

Implements a comprehensive performance accountability and compliance monitoring system that is defined by the charter contract and provides the information necessary to make rigorous and standards-based renewal, revocation, and intervention decisions.

Defines and communicates to schools the process, methods, and timing of gathering and reporting school performance and compliance data.

Implements an accountability system that effectively streamlines federal, state, and local performance expectations and compliance requirements while protecting schools' legally entitled autonomy and minimizing schools' administrative and reporting burdens.

Provides clear technical guidance to schools as needed to ensure timely compliance with applicable rules and regulations.

Visits each school as appropriate and necessary for collecting data that cannot be obtained otherwise and in accordance with the contract, while ensuring that the frequency, purposes, and methods of such visits respect school autonomy and avoid operational interference.

Evaluates each school annually on its performance and progress toward meeting the standards and targets stated in the charter contract, including essential compliance requirements, and clearly communicates evaluation results to the school's governing board and leadership.

Requires and reviews annual financial audits of schools, conducted by a qualified independent auditor.

Communicates regularly with schools as needed, including both the school leaders and governing boards, and provides timely notice of contract violations or performance deficiencies.

Provides an annual written report to each school, summarizing its performance and compliance to date and identifying areas of strength and areas needing improvement.

Articulates and enforces stated consequences for failing to meet performance expectations or compliance requirements.

RESPECTING SCHOOL AUTONOMY

**RESPECTING SCHOOL AUTONOMY**

A Quality Authorizer...

Respects the school's authority over its day-to-day operations.

Collects information from the school in a manner that minimizes administrative burdens on the school, while ensuring that performance and compliance information is collected with sufficient detail and timeliness to protect student and public interests.

Periodically reviews compliance requirements and evaluates the potential to increase school autonomy based on flexibility in the law, streamlining requirements, demonstrated school performance, or other considerations.

Refrains from directing or participating in educational decisions or choices that are appropriately within a school's purview under the charter law or contract.

PROTECTING STUDENT RIGHTS

**PROTECTING STUDENT RIGHTS**

A Quality Authorizer...

Ensures that schools admit students through a transparent, random selection process that is open to all students, is publicly verifiable, and does not establish undue barriers to application (such as mandatory information meetings, mandated volunteer service, or parent contracts) that exclude students based on socioeconomic, family, or language background, prior academic performance, special education status, or parental involvement.

Ensures that schools provide access and services to students with disabilities as required by applicable federal and state law, including compliance with student individualized education programs and Section 504 plans, facilities access, and educational opportunities.

Ensures clarity in the roles and responsibilities of all parties involved in serving students with disabilities.<sup>8</sup>

Ensures that schools provide equitable access and inclusive services for all students, including but not limited to special populations of English learners, homeless students or those in foster care, and gifted students, as required by federal and state law.

Ensures that schools' student discipline policies and actions are legal, equitable, and fair, and that no student is suspended, expelled, or counseled out of a school outside of that process.



**INTERVENTION**

A Quality Authorizer...

Establishes and makes known to schools at the outset an intervention policy that states the general conditions that may trigger intervention and the types of actions and consequences that may ensue.

Gives schools clear, adequate, evidence-based, and timely notice of contract violations or performance deficiencies.

Allows schools reasonable time and opportunity for remediation in non-emergency situations.

Where intervention is needed, engages in intervention strategies that clearly preserve school autonomy and responsibility (identifying what the school must remedy without prescribing solutions).

Applies professional discretion when intervention is needed and considers context and a range of effective solutions, rather than relying solely on tools or protocols to make decisions.

**PUBLIC REPORTING**

A Quality Authorizer...

Produces an annual public report that provides clear, accurate performance data for the charter schools it oversees, reporting on individual school and overall portfolio performance according to the framework set forth in the charter contract.

INTERVENTION

PUBLIC REPORTING

**“A QUALITY AUTHORIZER REFRAINS FROM DIRECTING OR PARTICIPATING IN EDUCATIONAL DECISIONS OR CHOICES THAT ARE... WITHIN A SCHOOL’S PURVIEW...”**

## 5. REVOCATION AND RENEWAL DECISION MAKING

A quality authorizer designs and implements a transparent and rigorous process that uses comprehensive academic, financial, and operational performance data to make merit-based renewal decisions, and revokes charters when necessary to protect student and public interests.<sup>9</sup>

### REVOCATION

#### REVOCATION

A Quality Authorizer...

Revokes a charter during the charter term if there is clear evidence of extreme underperformance or violation of law or the public trust that imperils students or public funds.

#### RENEWAL DECISIONS BASED ON MERIT AND INCLUSIVE EVIDENCE

A Quality Authorizer...

Bases the renewal process and renewal decisions on thorough analyses of a comprehensive body of objective evidence defined by the performance framework in the charter contract.

Grants renewal only to schools that have achieved the standards and targets stated in the charter contract, are organizationally and fiscally viable, and have been faithful to the terms of the contract and applicable law.

Does not make renewal decisions, including granting probationary or short-term renewals, on the basis of political or community pressure or solely on promises of future improvement.

### RENEWAL DECISIONS BASED ON MERIT AND INCLUSIVE EVIDENCE

**“A QUALITY AUTHORIZER DOES  
NOT MAKE RENEWAL DECISIONS...  
ON THE BASIS OF POLITICAL  
OR COMMUNITY PRESSURE OR  
SOLELY ON PROMISES OF  
FUTURE IMPROVEMENT.”**



### **CUMULATIVE REPORT AND RENEWAL APPLICATION**

A Quality Authorizer...

Provides to each school, in advance of the renewal decision, a cumulative performance report that:

- Summarizes the school's performance record over the charter term; and
- States the authorizer's summative findings concerning the school's performance and its prospects for renewal.

Requires any school seeking renewal to apply for it through a renewal application, which provides the school a meaningful opportunity and reasonable time to respond to the cumulative report; to correct the record, if needed; and to present additional evidence regarding its performance.

### **FAIR, TRANSPARENT PROCESS**

A Quality Authorizer...

Clearly communicates to schools the criteria for charter revocation, renewal, and non-renewal decisions that are consistent with the charter contract.

Promptly notifies each school of its renewal (or, if applicable, revocation) decision, including written explanation of the reasons for the decision.

Promptly communicates renewal or revocation decisions to the school community and public within a time frame that allows parents and students to exercise choices for the coming school year.

Explains in writing any available rights of legal or administrative appeal through which a school may challenge the authorizer's decision.

Regularly updates and publishes the process for renewal decision making, including guidance regarding required content and format for renewal applications.

### **CLOSURE**

A Quality Authorizer...

In the event of a school closure, oversees and works with the school governing board and leadership in carrying out a detailed closure protocol that ensures timely notification to parents; orderly transition of students and student records to new schools; and disposition of school funds, property, and assets in accordance with law.

CUMULATIVE REPORT AND  
RENEWAL APPLICATION

FAIR, TRANSPARENT PROCESS

CLOSURE

## KEY ELEMENTS FOR SPECIAL TOPICS

### BOX 1

#### ELEMENTS FOR EXISTING SCHOOL OPERATORS OR REPLICATORS

Applicants who are existing school operators or replicators should be required to:

- Provide clear evidence of their capacity to operate new schools successfully while maintaining quality in existing schools;<sup>10</sup>
- Document their educational, organizational, and financial performance records based on all existing schools;
- Explain any never-opened, terminated, or non-renewed schools (including terminated or non-renewed third-party contracts to operate schools);
- Present their growth plan, business plan, and most recent financial audits; and
- Meet high standards of academic, organizational, and financial success to earn approval for replication.

### BOX 2

#### ELEMENTS FOR APPLICANTS PROPOSING TO CONTRACT WITH EDUCATION SERVICE OR MANAGEMENT PROVIDERS

Applicants proposing to contract for education services or management should be required to provide:

- Evidence of the service provider's educational and management success;
- A draft (or existing) service/management contract that sets forth proposed key terms, including roles and responsibilities of the school governing board, the school staff, and the service provider; the services and resources to be provided; performance-evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider; financial controls and oversight; investment disclosure; methods of contract oversight and enforcement; and conditions for contract renewal and termination; and
- Disclosure and explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities.



BOX 3

## PERFORMANCE STANDARDS

Performance standards enable schools and authorizers to know the outcomes for which authorizers will hold schools accountable. They are the basis for school evaluation and should be incorporated in the charter contract, commonly as an attachment. Academic, financial, and organizational performance standards should include clearly defined and measurable indicators, measures, metrics, and targets that:

### *Academic Performance*

- Set expectations for student academic achievement status or proficiency, including comparative proficiency;
- Set expectations for student academic growth, including adequacy of growth toward state standards;
- Incorporate state and federal accountability systems, including state grading and/or rating systems;
- Set expectations for postsecondary readiness, including graduation rates (for high schools); and
- Provide schools an option to incorporate mission-specific performance measures for which the school has presented valid, reliable, and rigorous means of assessment approved by the authorizer.<sup>11</sup>

### *Financial Performance*

- Enable the authorizer to monitor and evaluate the school's financial stability and viability based on short-term performance, and
- Enable the authorizer to monitor and evaluate the school's long-term financial sustainability.

### *Organizational Performance*

- Define the essential elements of the educational program for which the authorizer will hold the school accountable;
- Define financial management and oversight standards based on generally accepted accounting principles;
- Hold school governing boards accountable for meeting statutory and board-established operating and reporting requirements;<sup>12</sup>
- Ensure school compliance with student and employee rights and obligations; and
- Establish expectations related to the school environment, including health and safety, transportation, facilities, and appropriate handling of records.

BOX 4

**EDUCATION SERVICE OR MANAGEMENT CONTRACTS**

Charter contracts for schools that are contracting with external (third-party) providers for comprehensive services or management should include additional provisions that:

- Clearly establish the primacy of the charter contract over the third-party contract;
- Clearly identify the school governing board as the party ultimately responsible for the success or failure of the school, and clearly define the external provider as a vendor of services;
- Prohibit the third party from selecting, approving, employing, compensating, or serving as school governing board members;
- Require the school governing board to directly select, retain, and compensate the school attorney, accountant, and audit firm;
- Provide for payments from the authorizer to the school to be made to an account controlled by the school governing board, not the third party;
- Require all instructional materials, furnishings, and equipment purchased or developed with public funds to be the property of the school, not the third party;
- Condition charter approval on authorizer review and approval of the third-party contract; and

Require the third-party contract to articulate:

- The roles and responsibilities of the school governing board and the service provider, including all services to be provided under the contract;
- The performance measures, consequences, and mechanisms by which the school governing board will hold the provider accountable for performance, aligned with the performance measures in the charter contract;
- All compensation to be paid to the provider, including all fees, bonuses, and what such compensation includes or requires;
- Terms of any facility agreement that may be part of the relationship;
- Financial reporting requirements and provisions for the school governing board's financial oversight;
- All other financial terms of the contract, including disclosure and documentation of all loans or investments by the provider to the school, and provision for the disposition of assets in accordance with law;
- Assurances that the school governing board, at all times, maintains independent fiduciary oversight and authority over the school budget and ultimate responsibility for the school's performance;
- Provisions for contract termination without "poison pill" penalties; and
- Respective responsibilities of the governing board and service provider in the event of school closure.



**“PERFORMANCE STANDARDS  
ENABLE SCHOOLS AND  
AUTHORIZERS TO KNOW  
THE OUTCOMES FOR WHICH  
AUTHORIZERS WILL HOLD  
SCHOOLS ACCOUNTABLE.”**

## END NOTES

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- 1 The term “authorizers,” as used in this publication, may refer to authorizing institutions as well as the individuals who carry out the work.
- 2 For example, an authorizing agency that also has non-charter school responsibilities should structure its authorizing-related funding to avoid conflicts or competition with its non-charter school programs and services. Likewise, authorizers that receive funding from school fees should implement protections to ensure that the potential for revenue gain or loss from each school does not influence charter approval, renewal, or revocation decisions. An authorizer’s use of oversight fees should be restricted to fulfillment of its authorizing responsibility so that the authorizing function is revenue neutral.
- 3 Some states refer to the charter application as the charter “petition” or “proposal.”
- 4 Some authorizers allow charter applications to be submitted any time on a rolling basis. NACSA recommends establishing fixed, published application periods and deadlines to enable the authorizer to proactively plan and conduct a high-quality review process—integrated into the authorizer’s annual work calendar—rather than simply react to applications whenever they might arrive. A well-planned process might include minimum timeframes such as: 1) three months from release of the RFP/application packet to the application deadline; 2) three months for evaluation of the applications; and 3) nine months, but preferably 12–18 months, from approval to school opening.
- 5 Although some state laws allow or require shorter charter terms—or do not establish a term at all—NACSA recommends five operating years per charter term. Such a term allows a school to develop beyond the startup phase and to produce a sufficient performance record and body of data needed for sound high-stakes decision making.
- 6 See [www.qualitycharters.org](http://www.qualitycharters.org) for recommendations on selecting comparison schools.
- 7 Alternative schools subject to different performance standards should be formally designated by the state for serving a primarily special-needs, non-traditional, or highly at-risk population. Mission-specific measures for alternative schools may include, for example, measures for student academic growth or postsecondary readiness, and should be grounded in objective, valid, reliable assessments.





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- 8 Many authorizers, particularly those that are state education agencies or local education agencies for special education purposes, have responsibilities of their own regarding the identification, admissions, and placement of students with disabilities who enroll in charter schools, as well as with the delivery of services, transfer of records, and oversight of special-education programs in the schools they oversee. These agencies retain such responsibilities with charter schools they oversee, though the mechanisms, procedures, and roles and responsibilities may shift as a result of the relationship between a charter school and its authorizer.
  - 9 Revocation, as distinguished from non-renewal, may occur at any time during the charter term when there is clear evidence of extreme violations or failings that warrant termination of the charter to protect student and public interests. Non-renewal is an authorizer's decision not to renew a charter at the end of its term.
  - 10 For more detailed guidance on evaluating existing school operators or replicators, see NACSA resources at [www.qualitycharters.org](http://www.qualitycharters.org).
  - 11 NACSA recommends that all authorizers include rigorous assessment of student academic growth in their performance standards for charter schools. Authorizers should be aware that there are a variety of types of growth measures and methodologies, some of which may be used or required by particular states. A majority of states have either adopted or are in the process of adopting student academic growth targets as part of their assessment system. To understand individual student progress in states that do not provide growth analysis, charter authorizers can obtain and analyze state assessment data themselves, or require charter schools to administer national assessments that readily provide student growth data and analysis. To select and implement assessment systems that will produce quality student growth data, it is important for authorizers (and schools) to have a basic understanding of common methods of growth analysis and their respective advantages, limitations, and appropriate (or inappropriate) uses. For a concise, practical guide to growth measures and methodologies, see NACSA Issue Brief No. 19, "An Authorizer's Guide to the Use of Student Growth Data," at [www.qualitycharters.org](http://www.qualitycharters.org).
  - 12 Examples of statutory requirements include compliance with open-meeting and public records laws. Examples of board-established requirements include duly adopted bylaws and policies.



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ALL CHILDREN DESERVE A QUALITY EDUCATION.

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NACSA is an independent voice for effective charter school policy and thoughtful charter authorizing practices that lead to more great public schools.

Visit NACSA's website for additional resources developed to aid authorizers in the implementation of quality practices in charter school authorizing.

[www.qualitycharters.org](http://www.qualitycharters.org)

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**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
APRIL 21, 2022**

**2020-2021 State Payments to Schools as of July 15, 2021**

School	Total Foundation Support Paid as of July 15, 2021	Bond Levy Equalization Support Program	Charter School Facilities	College and Career Advisors and Student Mentors	Continuous Improvement Plans and Training	Early Graduation Scholarship	English Language Acquisition	English Language Grant	Fast Forward (Advanced Opportunities)	Innovation Schools	
001	Boise Independent	133,546,180.75	635,439.76	-	685,506.00	2,500.00	58,156.00	527,945.00	15,000.00	821,844.00	-
002	West Ada Joint	211,523,370.72	962,398.12	-	1,081,780.00	6,600.00	28,069.00	377,344.00	-	514,691.50	-
003	Kuna Joint	29,608,756.55	357,583.04	-	155,557.00	1,900.00	5,628.00	49,155.00	-	19,548.00	-
011	Meadows Valley	1,464,890.06	-	-	10,980.00	1,200.00	5,628.00	837.00	-	-	-
013	Council	2,119,015.09	24,629.35	-	18,000.00	-	-	-	-	5,660.00	-
021	Marsh Valley Joint	7,198,275.43	23,851.01	-	33,740.00	6,600.00	3,752.00	-	-	160.00	-
025	Pocatello	65,653,906.90	-	-	335,978.00	1,200.00	56,495.00	25,101.00	-	76,874.00	-
033	Bear Lake County	7,535,356.07	-	-	28,117.00	-	3,752.00	209.00	-	15,750.00	-
041	St. Maries Joint	6,060,866.43	-	-	23,848.00	3,700.00	-	418.00	-	345.00	-
044	Plummer / Worley Joint	2,875,227.13	-	-	18,000.00	1,300.00	-	-	-	-	-
052	Snake River	11,395,093.09	381,218.54	-	51,762.00	6,600.00	7,362.00	20,708.00	-	25,875.00	-
055	Blackfoot	22,488,341.12	-	-	113,483.00	1,200.00	5,628.00	72,791.00	15,000.00	4,885.00	-
058	Aberdeen	4,484,508.43	217,625.24	-	18,970.00	-	-	52,084.00	-	10,500.00	-
059	Firth	4,855,411.16	-	-	22,019.00	3,700.00	-	3,765.00	-	1,215.00	-
060	Shelley Joint	11,968,474.46	254,314.06	-	58,130.00	4,900.00	-	22,800.00	-	9,413.00	-
061	Blaine County	17,407,840.89	-	-	90,041.00	1,200.00	5,628.00	155,832.00	85,000.00	54,533.00	-
071	Garden Valley	2,299,840.59	-	-	18,000.00	2,000.00	-	-	-	380.00	-
072	Basin	2,524,382.52	-	-	18,000.00	1,400.00	-	837.00	-	-	-
073	Horseshoe Bend	1,867,046.53	13,447.52	-	16,740.00	400.00	-	628.00	-	-	-
083	West Bonner County	5,878,683.60	-	-	23,171.00	6,600.00	-	209.00	-	190.00	-
084	Lake Pend Oreille	20,826,997.55	-	-	94,852.00	-	1,876.00	6,693.00	-	34,338.00	-
091	Idaho Falls	53,703,398.73	370,370.98	-	270,463.00	3,700.00	16,884.00	150,812.00	-	70,143.00	-
092	Swan Valley Elementary	612,295.51	-	-	18,000.00	6,600.00	-	-	-	-	-
093	Bonneville Joint	69,872,422.15	2,472,709.64	-	358,200.00	1,200.00	35,573.00	131,778.00	-	465,845.00	-
101	Boundary County	7,765,232.40	-	-	35,502.00	1,300.00	-	1,464.00	-	6,898.00	-
111	Butte County	2,864,719.07	-	-	18,000.00	2,800.00	-	628.00	-	300.00	-
121	Camas County	1,655,592.79	6,140.85	-	14,580.00	5,250.00	-	-	-	225.00	-
131	Nampa	72,706,696.03	1,825,881.22	-	360,233.00	6,400.00	3,752.00	396,588.00	-	362,730.00	-
132	Caldwell	31,603,328.93	1,043,430.24	-	143,294.00	6,600.00	20,636.00	260,418.00	-	133,974.00	-
133	Wilder	3,204,813.04	78,155.74	-	18,000.00	4,900.00	-	31,376.00	-	2,325.00	-
134	Middleton	21,000,317.02	1,077,955.32	-	120,936.00	5,400.00	9,380.00	24,473.00	-	525.00	-
135	Notus	2,842,158.23	110,948.94	-	18,000.00	6,500.00	-	8,367.00	-	-	-
136	Melba Joint	5,298,887.63	213,938.57	-	24,390.00	4,900.00	-	14,014.00	-	5,890.00	-
137	Parma	6,022,037.33	295,980.67	-	27,168.00	5,100.00	-	20,917.00	-	32,610.00	-
139	Vallivue	49,939,438.20	5,314,155.82	-	238,281.00	1,550.00	5,628.00	247,868.00	-	437,127.00	-
148	Grace Joint	3,711,234.38	95,004.04	-	18,000.00	600.00	-	-	-	-	-
149	North Gem	1,492,389.91	-	-	12,240.00	5,000.00	-	-	-	1,395.00	-
150	Soda Springs Joint	5,992,652.16	9,864.43	-	22,697.00	3,500.00	3,752.00	-	-	18,545.00	-
151	Cassia County Joint	30,831,375.57	634,941.68	-	145,258.00	-	-	147,466.00	-	7,875.00	-
161	Clark County Joint	1,451,177.93	-	-	9,000.00	2,803.79	-	6,275.00	-	-	-
171	Orofino Joint	8,422,718.77	-	-	31,233.00	6,600.00	3,681.00	209.00	-	17,940.00	-
181	Challis Joint	2,406,310.69	-	-	18,000.00	1,800.00	-	628.00	-	300.00	-
182	Mackay Joint	1,808,187.08	-	-	16,020.00	4,100.00	-	-	-	86.00	-
191	Prairie Elementary	133,919.17	-	-	9,000.00	-	-	-	-	-	-
192	Glenns Ferry Joint	2,936,840.28	-	-	18,000.00	-	-	11,504.00	-	-	-

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
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School	Total Foundation Support Paid as of July 15, 2021	Bond Levy Equalization Support Program	Charter School Facilities	College and Career Advisors and Student Mentors	Continuous Improvement Plans and Training	Early Graduation Scholarship	English Language Acquisition	English Language Grant	Fast Forward (Advanced Opportunities)	Innovation Schools
193	Mountain Home	19,820,991.43	-	-	87,128.00	3,300.00	56,476.00	-	36,821.00	-
201	Preston Joint	11,976,362.79	-	-	68,090.00	1,300.00	16,315.00	-	53,214.00	-
202	West Side Joint	4,527,548.37	-	-	20,461.00	1,200.00	628.00	-	49,364.00	-
215	Fremont County Joint	12,808,841.84	29,236.95	-	56,437.00	5,900.00	1,876.00	33,677.00	19,530.00	-
221	Emmett Independent	13,769,335.73	-	-	68,225.00	4,200.00	5,628.00	21,754.00	25,725.00	-
231	Gooding Joint	7,393,031.74	-	-	35,908.00	6,100.00	3,752.00	43,508.00	15,000.00	1,581.00
232	Wendell	6,274,730.97	103,304.18	-	26,152.00	6,458.00	-	85,551.00	-	31,125.00
233	Hagerman Joint	2,533,522.62	-	-	18,000.00	1,200.00	1,876.00	5,229.00	-	-
234	Bliss Joint	1,471,983.11	7,214.52	-	9,000.00	-	-	3,765.00	-	-
242	Cottonwood Joint	3,010,138.61	-	-	18,000.00	-	-	-	1,074.00	-
243	Salmon River Joint	1,499,680.20	-	-	9,000.00	-	-	-	-	-
244	Mountain View	8,066,159.27	-	-	30,353.00	-	-	-	8,320.00	-
251	Jefferson County Joint	32,475,462.97	1,901,172.24	-	163,145.00	1,200.00	13,132.00	59,195.00	85,000.00	120,100.00
252	Ririe Joint	4,273,152.64	260,901.78	-	20,596.00	5,100.00	-	4,602.00	-	1,440.00
253	West Jefferson	4,289,107.46	35,190.68	-	18,000.00	3,600.00	-	10,668.00	-	9,206.00
261	Jerome Joint	22,347,715.14	761,648.44	-	108,537.00	3,800.00	1,876.00	207,079.00	15,000.00	28,335.00
262	Valley	3,874,001.09	-	-	18,000.00	1,600.00	-	23,845.00	-	-
271	Coeur d' Alene	54,081,024.58	127,355.02	-	277,915.00	1,500.00	1,876.00	17,989.00	-	47,116.00
272	Lakeland	23,772,442.94	35,705.72	-	120,597.00	3,200.00	-	3,974.00	-	73,860.00
273	Post Falls	32,069,222.22	161,069.83	-	155,286.00	1,300.00	13,132.00	8,367.00	-	13,485.00
274	Kootenai Joint	1,612,913.11	-	-	10,260.00	6,600.00	-	-	-	-
281	Moscow	11,821,595.79	22,178.72	-	62,805.00	1,200.00	-	14,642.00	-	12,809.00
282	Genesee Joint	2,414,740.99	27,004.19	-	18,000.00	1,200.00	-	-	-	300.00
283	Kendrick Joint	2,072,128.75	20,640.95	-	16,380.00	-	-	-	-	225.00
285	Potlatch	3,161,694.88	-	-	18,000.00	5,200.00	-	-	-	285.00
287	Troy	2,133,751.60	-	-	18,000.00	6,600.00	-	-	-	225.00
288	Whitepine Joint	2,008,941.58	-	-	15,840.00	6,600.00	-	-	-	-
291	Salmon	4,556,502.24	-	-	21,138.00	6,600.00	-	-	-	15,352.00
292	South Lemhi	1,465,218.97	-	-	9,000.00	1,300.00	1,876.00	837.00	-	2,080.00
302	Nezperce Joint	1,659,486.76	9,002.26	-	9,540.00	600.00	-	-	-	525.00
304	Kamiah Joint	2,901,111.70	-	-	18,000.00	6,600.00	-	-	-	525.00
305	Highland Joint	1,701,869.06	-	-	9,360.00	4,900.00	-	-	-	-
312	Shoshone Joint	3,331,504.84	-	-	18,000.00	-	-	28,866.00	-	-
314	Dietrich	1,660,860.66	66,618.93	-	15,480.00	6,400.00	-	4,183.00	-	300.00
316	Richfield	1,708,685.05	103,376.41	-	10,800.00	300.00	-	3,765.00	-	225.00
321	Madison	27,811,604.46	1,036,849.54	-	143,971.00	1,200.00	15,008.00	36,814.00	-	16,755.00
322	Sugar-Salem Joint	9,081,841.14	600,326.83	-	48,171.00	600.00	9,380.00	11,504.00	-	41,580.00
331	Minidoka County Joint	23,842,887.82	369,328.82	-	108,741.00	2,400.00	11,256.00	128,640.00	-	47,688.00
340	Lewiston Independent	25,319,534.97	141,801.08	-	124,120.00	1,200.00	1,876.00	2,928.00	-	31,150.00
341	Lapwai	3,347,265.03	71,070.59	-	18,000.00	1,500.00	-	-	-	-
342	Culdesac Joint	1,396,878.89	-	-	9,000.00	1,500.00	-	-	-	225.00
351	Oneida County	33,865,387.44	-	-	75,001.00	5,200.00	-	2,719.00	-	4,861.00
363	Marsing Joint	5,077,336.66	271,629.28	-	20,596.00	6,600.00	-	33,886.00	-	21,840.00
364	Pleasant Valley Elementary	177,833.97	-	-	-	-	-	-	-	-
365	Bruneau-Grand View Joint	3,289,674.59	69,894.25	-	18,000.00	1,500.00	1,876.00	8,367.00	-	450.00
370	Homedale Joint	7,002,988.69	-	-	32,385.00	1,200.00	-	35,350.00	-	5,700.00

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
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**ATTACHMENT 1**

School	Total Foundation Support Paid as of <b>July 15, 2021</b>	Bond Levy Equalization Support Program	Charter School Facilities	College and Career Advisors and Student Mentors	Continuous Improvement Plans and Training	Early Graduation Scholarship	English Language Acquisition	English Language Grant	Fast Forward (Advanced Opportunities)	Innovation Schools
371	Payette Joint	7,353,366.25	-	-	36,315.00	4,928.49	3,752.00	32,003.00	-	33,635.00
372	New Plymouth	5,661,239.01	107,966.10	-	25,881.00	4,900.00	1,876.00	8,367.00	-	13,480.00
373	Fruitland	9,461,439.33	197,344.77	-	46,884.00	1,200.00	1,876.00	31,376.00	-	31,480.00
381	American Falls Joint	8,865,405.23	44,331.54	-	38,889.00	-	-	70,491.00	-	4,350.00
382	Rockland	1,520,390.82	28,325.31	-	14,580.00	4,900.00	3,752.00	-	-	696.00
383	Arbon Elementary	277,462.04	-	-	-	600.00	-	-	-	-
391	Kellogg Joint	6,265,160.38	123,990.69	-	26,152.00	5,800.00	-	418.00	-	225.00
392	Mullan	1,330,448.68	-	-	9,000.00	-	-	-	-	-
393	Wallace	3,285,249.49	-	-	18,000.00	-	-	209.00	-	-
394	Avery	322,337.92	-	-	9,000.00	-	-	-	-	-
401	Teton County	10,381,122.38	134,574.74	-	49,797.00	1,200.00	-	66,726.00	85,000.00	2,586.00
411	Twin Falls	50,167,456.78	1,415,943.87	-	241,330.00	2,100.00	5,628.00	190,555.00	100,000.00	29,273.00
412	Buhl Joint	7,095,353.89	88,536.30	-	33,469.00	6,600.00	-	44,763.00	-	-
413	Filer	9,239,884.16	291,517.10	-	44,106.00	6,600.00	-	14,224.00	-	2,030.00
414	Kimberly	10,736,131.16	538,688.45	-	47,223.00	775.00	3,752.00	20,917.00	-	1,570.00
415	Hansen	2,357,797.01	-	-	18,000.00	4,200.00	-	7,530.00	-	65.00
416	Three Creek Joint Elementary	127,275.57	491.55	-	-	-	-	-	-	-
417	Castleford Joint	2,407,508.79	-	-	18,000.00	1,500.00	-	6,903.00	-	-
418	Murtaugh Joint	2,851,422.89	197,456.50	-	18,000.00	-	-	8,785.00	-	4,242.00
421	McCall-Donnelly Joint	8,163,116.40	-	-	34,892.00	4,000.00	7,504.00	7,948.00	-	19,213.00
422	Cascade	1,769,264.33	-	-	13,860.00	4,500.00	-	209.00	-	-
431	Weiser	8,500,851.86	-	-	45,326.00	4,300.00	-	27,611.00	-	9,815.00
432	Cambridge Joint	1,584,236.26	-	-	10,620.00	1,400.00	-	-	-	1,820.00
433	Midvale	1,543,196.89	-	-	9,900.00	-	-	-	-	-
768	Meridian Technical Charter High School	1,834,241.50	-	85,280.36	18,000.00	3,600.00	-	418.00	-	2,479.00
785	Meridian Medical Arts Charter High School	1,748,164.57	-	80,636.38	18,000.00	4,100.00	-	209.00	-	92,202.00
795	Idaho Arts Charter School	7,026,164.21	-	538,279.50	22,290.00	5,200.00	-	12,969.00	15,000.00	1,280.00
796	Gem Prep: Nampa	2,447,270.49	-	179,426.50	10,620.00	700.00	-	7,530.00	-	-
751	SEI Tec	1,676,927.97	-	172,671.62	27,710.00	-	-	-	-	-
794	Payette River Technical Academy	1,350,842.85	-	241,909.14	35,366.00	-	-	-	-	-
813	Moscow Charter School	1,163,698.31	-	78,947.66	9,000.00	1,600.00	-	209.00	-	-
790	ARTEC Regional Professional Technical Cha	834,870.00	-	152,406.98	24,458.00	-	-	-	-	-
451	Victory Charter School	2,568,205.91	-	189,136.64	18,000.00	-	-	1,464.00	-	21,540.00
452	Idaho Virtual Academy	21,441,225.32	-	160,304.50	99,865.00	-	16,884.00	1,464.00	-	86,115.00
453	McKenna Charter School	4,308,628.04	-	94,146.14	27,439.00	-	3,967.00	-	-	-
454	Rolling Hills Public Charter School	1,525,256.70	-	109,766.80	9,000.00	2,700.00	-	1,673.00	-	-
455	Compass Public Charter School	6,919,615.85	-	511,259.98	22,426.00	270.00	-	5,020.00	-	1,725.00
456	Falcon Ridge Public Charter School	1,823,762.55	-	115,255.14	9,000.00	-	-	628.00	-	-
457	INSPIRE Connections Academy	9,859,342.88	-	45,403.73	58,808.00	-	11,256.00	3,347.00	-	3,840.00
458	Liberty Charter School	2,960,499.60	-	211,090.00	18,361.00	-	-	837.00	-	21,120.00
460	Connor Academy	2,850,514.59	-	227,977.20	9,000.00	-	-	628.00	-	-
461	Taylor's Crossing Public Charter School	2,327,613.57	-	146,496.46	16,740.00	3,700.00	1,876.00	628.00	-	4,950.00
462	Xavier Charter School	3,866,695.03	-	282,860.60	18,000.00	1,200.00	-	4,183.00	-	3,400.00
463	Vision Charter School	4,617,089.37	-	308,191.40	18,000.00	-	1,876.00	3,765.00	-	31,325.00
464	White Pine Charter School	3,520,680.96	-	265,551.22	17,460.00	1,300.00	-	628.00	-	-
465	North Valley Academy	1,401,407.25	-	94,568.32	16,380.00	6,600.00	-	2,092.00	-	-

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
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School	Total Foundation Support Paid as of July 15, 2021	Bond Levy Equalization Support Program	Charter School Facilities	College and Career Advisors and Student Mentors	Continuous Improvement Plans and Training	Early Graduation Scholarship	English Language Acquisition	English Language Grant	Fast Forward (Advanced Opportunities)	Innovation Schools	
466	iSucceed Virtual High School	5,967,679.48	-	57,777.40	68,293.00	300.00	18,760.00	837.00	17,440.00	-	
468	Idaho Science and Technology Charter Scho	1,830,593.38	-	132,986.70	9,000.00	6,600.00	-	2,301.00	-	-	
469	Idaho Connects Online (ICON)	2,879,623.65	-	22,129.76	18,699.00	-	-	-	-	-	
470	Kootenai Bridge Academy	2,770,115.15	-	37,151.84	19,919.00	-	16,884.00	-	-	-	
472	Palouse Prairie Charter School	1,120,313.52	-	80,636.38	9,000.00	5,800.00	-	-	-	-	
473	The Village Charter School	1,247,781.43	-	103,434.10	9,000.00	5,800.00	-	4,393.00	10,000.00	-	
474	Monticello Montessori Charter School	1,146,410.72	-	89,924.34	9,000.00	3,400.00	-	1,046.00	-	-	
475	Sage International School of Boise	5,650,097.85	-	411,203.32	22,358.00	1,200.00	-	4,602.00	17,493.00	-	
476	Another Choice Virtual Charter School	2,909,690.92	-	75,240.36	22,832.00	-	17,564.00	2,301.00	-	-	
477	Blackfoot Charter Community Learning Cente	2,214,569.03	-	186,181.38	9,000.00	800.00	-	4,183.00	-	-	
478	Legacy Charter School	1,755,449.33	-	116,521.68	9,000.00	-	-	1,673.00	-	-	
479	Heritage Academy	1,181,813.58	-	69,659.70	9,000.00	6,600.00	-	5,648.00	-	-	
480	STEM Charter Academy	3,547,031.47	-	243,175.68	18,000.00	-	1,876.00	-	799.00	-	
481	Heritage Community Charter School	2,742,702.15	-	208,556.92	9,000.00	-	-	34,722.00	10,000.00	-	
482	American Heritage Charter School	2,406,993.81	-	188,292.28	18,000.00	6,600.00	3,752.00	209.00	-	3,190.00	
483	Chief Tahgee Elementary Academy	746,707.58	-	46,861.98	-	-	-	-	-	-	
485	Bingham Academy	1,147,933.68	-	49,395.06	18,000.00	3,700.00	3,752.00	418.00	-	3,150.00	
486	Upper Carmen Charter School	390,201.99	-	22,375.54	-	-	-	-	-	-	
487	Forrest M. Bird Charter School	2,273,229.39	-	125,809.64	18,000.00	-	5,628.00	-	-	4,500.00	
488	Syringa Mountain School	765,841.16	-	54,883.40	9,000.00	-	-	1,046.00	-	-	
489	Idaho Technical Career Academy	2,079,824.45	-	26,400.00	19,648.00	-	3,752.00	209.00	-	13,500.00	
491	Coeur d'Alene Charter Academy	4,034,565.73	-	258,796.34	24,458.00	-	-	-	-	40,260.00	
492	ANSER Charter School	2,550,688.53	-	181,537.40	9,540.00	-	-	-	-	-	
493	North Star Charter School	5,862,092.00	-	409,092.42	18,090.00	-	-	1,046.00	-	13,566.00	
494	Pocatello Community Charter School	1,990,798.97	-	146,074.28	9,000.00	-	-	418.00	-	-	
495	Alturas International Academy	3,090,121.50	-	244,864.40	9,900.00	-	-	1,464.00	-	-	
496	Gem Prep: Pocatello	2,074,085.41	-	174,782.52	10,980.00	700.00	-	209.00	-	-	
497	Pathways in Education - Nampa	1,700,714.30	-	62,060.46	19,851.00	-	-	1,673.00	-	300.00	
498	Gem Prep: Meridian	2,680,156.95	-	197,158.06	16,560.00	700.00	-	1,046.00	-	-	
499	Future Public School	1,552,104.71	-	137,630.68	-	6,000.00	-	8,785.00	-	-	
508	Hayden Canyon Charter School	1,343,770.75	-	123,276.56	9,000.00	3,100.00	-	-	-	-	
511	Peace Valley Charter School	1,641,278.06	-	130,031.44	9,000.00	3,700.00	-	1,255.00	-	-	
513	Project Impact STEM Academy	1,352,462.33	-	84,858.18	9,000.00	5,150.00	-	-	-	-	
518	ARTEC - Industrial	820,635.00	-	159,161.86	25,542.00	-	-	-	-	-	
523	Elevate Academy	4,179,428.65	-	173,938.16	20,596.00	-	-	8,994.00	-	11,005.00	
528	Forge International School	2,063,021.49	-	159,584.04	9,000.00	-	-	1,046.00	-	-	
531	FernWaters Public Charter School	487,790.69	-	25,752.98	9,000.00	6,600.00	-	-	-	-	
532	Treasure Valley Classical Academy	2,213,496.05	-	175,626.88	-	-	-	2,092.00	-	-	
534	Gem Prep: Online	3,862,985.78	-	52,907.25	18,000.00	2,500.00	-	209.00	-	300.00	
540	Island Park Charter School	105,325.73	-	6,332.70	-	-	-	-	-	-	
544	MOSAIC	1,206,737.96	-	114,410.78	-	6,600.00	-	-	-	-	
550	Doral Academy of Idaho	785,177.94	-	62,060.46	-	5,700.00	-	-	-	-	
553	Pinecrest Academy of Idaho	627,432.98	-	53,616.86	-	-	-	-	-	-	
555	COSSA Academy	1,154,085.14	-	-	18,000.00	3,700.00	-	2,301.00	-	2,965.00	
559	Thomas Jefferson Charter School	2,677,524.92	-	153,673.52	18,000.00	-	-	1,883.00	-	4,400.00	
	Total	1,762,790,223.76	25,821,672.91	9,927,391.96	9,000,000.00	444,285.28	501,647.00	4,370,000.00	450,000.00	4,441,654.50	-

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
APRIL 21, 2022

ATTACHMENT 1

School	Total Foundation Support Paid as of	Bond Levy Equalization Support Program	Charter School Facilities	College and Career Advisors and Student Mentors	Continuous Improvement Plans and Training	Early Graduation Scholarship	English Language Acquisition	English Language Grant	Fast Forward (Advanced Opportunities)	Innovation Schools
	July 15, 2021									

**Questions? Please call Aaron McCoy, Public School Finance, at (208) 332-6846.**

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
APRIL 21, 2022**

**ATTACHMENT 1**

2020-2021

School	IT Staffing	Leadership Premiums	Literacy Proficiency	Master Educator Premiums	Mastery Based System Development	Math and Science Requirement	National Board for Professional Teaching Standards				School Buildings Maintenance (Lottery)	School Buildings Maintenance Match	Technology (Classroom, Wireless, Instructional Management System)
							Professional Teaching Standards	Professional Development	Remediation	Safe & Drug-Free			
001	273,112.00	1,759,903.00	1,770,892.00	2,453,986.80	-	313,064.00	4,783.60	779,705.00	372,052.00	303,736.00	1,829,528.00	-	1,735,609.00
002	434,393.00	2,294,631.00	2,140,580.00	2,439,636.00	51,185.36	469,596.00	-	1,014,178.00	451,365.00	473,371.00	2,941,628.00	-	2,740,411.00
003	62,387.00	334,291.00	478,717.00	110,022.80	71,195.18	78,266.00	-	154,584.00	101,561.00	67,715.00	412,839.00	-	411,169.00
011	7,500.00	15,746.00	12,454.00	4,783.60	30,350.00	34,025.00	-	14,904.00	2,901.00	3,854.00	11,670.00	4,015.00	36,945.00
013	7,500.00	20,330.00	27,314.00	-	-	34,025.00	-	16,915.00	5,520.00	5,200.00	20,287.00	8,150.00	46,321.00
021	15,376.00	74,795.00	110,337.00	43,052.40	-	57,851.00	-	40,797.00	16,504.00	16,931.00	93,479.00	35,582.00	110,216.00
025	136,886.00	686,493.00	1,037,187.00	296,583.20	-	234,798.00	2,391.80	309,022.00	171,746.00	149,008.00	921,950.00	-	882,622.00
033	15,528.00	73,697.00	102,255.00	23,918.00	-	7,777.00	-	40,316.00	18,420.00	15,612.00	85,376.00	15,777.00	116,033.00
041	11,938.00	66,582.00	100,505.00	33,485.20	-	7,777.00	-	37,196.00	16,955.00	13,133.00	69,824.00	9,128.00	89,178.00
044	7,500.00	41,575.00	47,634.00	-	-	3,024.00	-	26,231.00	8,900.00	6,169.00	26,278.00	7,506.00	52,929.00
052	23,492.00	111,796.00	162,120.00	14,350.80	-	57,851.00	-	57,022.00	28,840.00	23,163.00	136,767.00	72,272.00	176,545.00
055	45,952.00	238,840.00	388,045.00	57,403.20	-	78,266.00	-	112,730.00	67,200.00	46,727.00	280,070.00	159,553.00	308,595.00
058	9,165.00	49,657.00	83,902.00	23,918.00	-	7,777.00	-	29,774.00	14,364.00	10,387.00	52,756.00	108,375.00	75,307.00
059	10,438.00	47,665.00	74,286.00	-	-	7,777.00	-	28,900.00	15,462.00	12,116.00	63,306.00	36,301.00	85,036.00
060	25,195.00	123,242.00	218,491.00	9,567.20	8,160.00	78,266.00	-	62,041.00	37,149.00	29,728.00	173,439.00	36,024.00	187,470.00
061	36,681.00	319,196.00	286,229.00	90,888.40	-	112,291.00	-	147,965.00	49,147.00	40,157.00	237,770.00	-	248,499.00
071	7,500.00	21,347.00	16,826.00	-	-	34,025.00	-	17,360.00	3,267.00	5,090.00	19,529.00	-	46,887.00
072	7,500.00	27,965.00	24,692.00	19,134.40	-	3,024.00	-	20,262.00	4,534.00	5,870.00	24,115.00	1,291.00	48,951.00
073	7,500.00	19,314.00	14,860.00	4,783.60	-	34,025.00	-	16,469.00	3,211.00	4,687.00	16,915.00	18,998.00	41,662.00
083	12,186.00	76,239.00	98,538.00	28,701.60	-	7,777.00	-	41,430.00	16,335.00	14,008.00	75,790.00	-	93,425.00
084	40,769.00	248,843.00	315,286.00	86,104.80	-	112,291.00	-	117,116.00	53,203.00	45,730.00	275,611.00	-	273,390.00
091	112,914.00	566,504.00	937,554.00	248,747.20	-	214,383.00	4,783.60	256,408.00	174,535.00	121,155.00	748,911.00	-	738,536.00
092	4,500.00	4,778.00	4,372.00	-	-	-	-	10,095.00	676.00	2,640.00	4,051.00	-	20,515.20
093	148,537.00	711,307.00	1,068,650.00	353,986.40	115,389.76	234,798.00	-	319,903.00	196,982.00	158,432.00	981,005.00	-	974,571.00
101	16,365.00	91,710.00	146,172.00	14,350.80	-	57,851.00	-	48,214.00	21,884.00	18,506.00	103,979.00	10,349.00	118,483.00
111	7,500.00	27,954.00	43,478.00	4,783.60	-	3,024.00	-	20,258.00	8,393.00	6,700.00	29,717.00	18,875.00	52,703.00
121	7,500.00	17,789.00	15,948.00	4,783.60	-	34,025.00	-	15,800.00	2,760.00	4,155.00	13,594.00	11,934.00	38,916.00
131	150,658.00	890,295.00	1,320,577.00	167,426.00	73,820.12	234,798.00	-	398,388.00	244,636.00	163,691.00	1,012,470.00	145,513.00	969,714.00
132	64,374.00	361,138.00	809,958.00	119,590.00	-	78,266.00	-	166,356.00	132,344.00	72,723.00	444,070.00	44,224.00	425,032.00
133	7,500.00	32,833.00	86,307.00	-	32,000.00	3,024.00	-	22,397.00	12,054.00	7,880.00	37,035.00	18,038.00	60,625.00
134	45,427.00	211,080.00	287,756.00	105,239.20	31,000.00	78,266.00	-	100,557.00	58,582.00	49,808.00	299,788.00	35,028.00	305,696.00
135	7,500.00	31,309.00	36,491.00	4,783.60	32,610.00	3,024.00	-	21,729.00	7,266.00	6,783.00	30,047.00	22,734.00	50,338.00
136	11,138.00	50,317.00	65,548.00	9,567.20	-	7,777.00	-	30,064.00	15,209.00	12,332.00	64,728.00	33,290.00	88,909.00
137	12,272.00	67,121.00	81,496.00	4,783.60	-	7,777.00	-	37,432.00	17,349.00	14,456.00	77,915.00	48,777.00	98,647.00
139	101,573.00	540,939.00	821,534.00	71,754.00	-	156,532.00	-	245,198.00	144,061.00	114,569.00	701,776.00	79,416.00	657,763.00
148	7,500.00	35,151.00	32,119.00	-	-	3,024.00	-	23,414.00	6,928.00	8,452.00	40,615.00	35,674.00	62,405.00
149	7,500.00	17,149.00	10,271.00	4,783.60	-	34,025.00	-	15,520.00	2,507.00	3,748.00	11,113.00	14,730.00	36,418.00
150	11,277.00	54,069.00	95,261.00	4,783.60	37,800.00	7,777.00	-	31,709.00	14,223.00	13,247.00	70,408.00	-	88,972.00
151	64,488.00	329,504.00	618,118.00	43,052.40	29,443.44	92,091.00	-	152,485.00	102,265.00	66,621.00	406,517.00	133,342.00	408,333.00
161	7,500.00	16,264.00	13,110.00	4,783.60	-	34,025.00	-	15,132.00	2,647.00	3,393.00	8,878.00	26,042.00	34,235.00
171	18,108.00	79,787.00	95,045.00	33,485.20	-	41,802.00	-	42,986.00	17,434.00	16,642.00	92,023.00	35,323.00	107,049.00
181	7,500.00	27,832.00	27,746.00	-	14,960.00	34,025.00	-	20,204.00	8,703.00	5,628.00	23,359.00	8,128.00	46,940.00
182	7,500.00	17,342.00	21,631.00	9,567.20	-	34,025.00	-	15,604.00	3,859.00	4,730.00	16,599.00	17,060.00	41,379.00
191	4,500.00	987.00	439.00	-	-	-	-	8,432.00	113.00	2,034.00	224.00	417.00	6,918.00
192	7,500.00	34,023.00	40,423.00	-	-	3,024.00	-	22,919.00	7,604.00	6,752.00	29,868.00	17,046.00	53,792.00

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
APRIL 21, 2022**

**ATTACHMENT 1**

School	IT Staffing	Leadership Premiums	Literacy Proficiency	Master Educator Premiums	Mastery Based System Development	Math and Science Requirement	National Board for Professional Teaching Standards		Professional Development	Remediation	Safe & Drug-Free	School Buildings Maintenance	School Buildings Maintenance	Technology (Classroom, Wireless, Instructional Management System)
							(Lottery)	Match						
193	41,137.00	211,710.00	421,035.00	33,485.20	-	78,266.00	-	-	100,833.00	74,776.00	47,840.00	288,595.00	-	284,719.00
201	25,420.00	127,075.00	197,300.00	-	16,320.00	78,266.00	-	-	63,721.00	38,923.00	29,863.00	174,737.00	28,662.00	185,994.00
202	9,387.00	47,268.00	64,893.00	23,918.00	31,270.00	7,777.00	-	-	28,727.00	7,661.00	10,907.00	55,890.00	41,302.00	78,867.00
215	26,991.00	136,111.00	192,056.00	-	47,035.85	65,628.00	-	-	67,684.00	38,980.00	27,873.00	161,764.00	-	178,005.00
221	27,498.00	147,751.00	272,680.00	23,918.00	4,437.09	78,266.00	-	-	72,788.00	47,908.00	30,978.00	185,415.00	-	191,702.00
231	15,476.00	81,321.00	132,191.00	95,672.00	-	57,851.00	-	-	43,659.00	26,925.00	18,082.00	100,765.00	-	116,986.00
232	12,898.00	70,648.00	157,755.00	-	-	7,777.00	-	-	38,979.00	25,179.00	15,249.00	83,014.00	2,620.00	102,098.00
233	7,500.00	23,197.00	32,119.00	-	-	34,025.00	-	-	18,172.00	5,267.00	5,671.00	23,107.00	16,342.00	53,539.00
234	7,500.00	14,983.00	14,204.00	-	-	34,025.00	-	-	14,570.00	2,845.00	3,501.00	9,491.00	10,681.00	33,410.00
242	7,500.00	29,591.00	30,368.00	43,052.40	-	3,024.00	-	-	20,975.00	4,084.00	6,688.00	29,297.00	40,525.00	53,717.00
243	7,500.00	16,264.00	13,326.00	-	6,800.00	34,025.00	-	-	15,132.00	1,831.00	3,408.00	9,039.00	16,717.00	34,330.00
244	15,905.00	75,425.00	111,432.00	19,134.40	-	10,801.00	-	-	41,074.00	19,687.00	16,292.00	89,420.00	54,998.00	106,570.00
251	70,699.00	340,564.00	585,344.00	57,403.20	-	78,266.00	-	-	157,334.00	92,323.00	74,669.00	456,278.00	1,049.00	474,960.00
252	9,478.00	42,185.00	53,966.00	4,783.60	-	7,777.00	-	-	26,498.00	10,928.00	10,375.00	52,531.00	34,313.00	77,223.00
253	8,439.00	37,947.00	41,734.00	4,783.60	6,800.00	7,777.00	-	-	24,639.00	9,632.00	9,262.00	45,514.00	44,790.00	68,525.00
261	46,148.00	239,552.00	457,742.00	33,485.20	30,630.00	78,266.00	2,391.80	-	113,042.00	88,661.00	50,593.00	304,727.00	17,052.00	316,198.00
262	7,509.00	43,558.00	52,655.00	14,350.80	-	7,777.00	-	-	27,100.00	11,491.00	8,967.00	43,886.00	-	65,107.00
271	114,510.00	654,005.00	906,090.00	234,396.40	-	156,532.00	-	-	294,777.00	146,708.00	131,645.00	813,766.00	-	746,608.00
272	49,324.00	252,665.00	386,294.00	4,783.60	6,300.00	136,117.00	4,783.60	-	118,792.00	62,046.00	57,444.00	337,878.00	-	331,719.00
273	66,800.00	336,243.00	637,343.00	66,970.40	-	78,266.00	-	-	155,440.00	90,126.00	75,307.00	458,634.00	-	445,831.00
274	7,500.00	18,297.00	11,582.00	-	-	34,025.00	-	-	16,023.00	2,309.00	3,695.00	10,696.00	2,332.00	36,631.00
281	24,290.00	172,604.00	169,769.00	52,619.60	-	78,266.00	2,391.80	-	83,686.00	25,207.00	28,628.00	167,314.00	-	179,567.00
282	7,500.00	25,819.00	17,914.00	14,350.80	-	34,025.00	-	-	19,322.00	2,619.00	5,691.00	23,240.00	9,641.00	46,618.00
283	7,500.00	18,907.00	25,125.00	4,783.60	-	34,025.00	-	-	16,291.00	4,591.00	4,911.00	18,282.00	19,570.00	43,783.00
285	7,500.00	34,033.00	46,755.00	9,567.20	-	3,024.00	-	-	22,923.00	8,477.00	7,521.00	34,893.00	9,629.00	56,516.00
287	7,500.00	22,160.00	17,482.00	14,350.80	-	34,025.00	-	-	17,717.00	1,296.00	5,341.00	21,147.00	15,869.00	45,412.00
288	7,500.00	19,395.00	23,814.00	-	-	34,025.00	-	-	16,505.00	3,042.00	4,798.00	17,520.00	9,360.00	41,333.00
291	9,355.00	49,678.00	77,563.00	14,350.80	31,561.49	7,777.00	-	-	29,783.00	14,420.00	11,022.00	56,882.00	-	72,759.00
292	7,500.00	12,706.00	12,015.00	-	-	34,025.00	-	-	13,572.00	1,662.00	3,179.00	7,505.00	14,465.00	34,088.00
302	7,500.00	16,955.00	10,488.00	14,350.80	-	34,025.00	-	-	15,435.00	1,183.00	3,824.00	11,477.00	20,344.00	37,504.00
304	7,500.00	35,070.00	44,356.00	-	-	3,024.00	-	-	23,378.00	7,858.00	6,602.00	29,179.00	37,080.00	53,902.00
305	7,500.00	16,264.00	19,448.00	-	-	34,025.00	-	-	15,132.00	2,957.00	3,934.00	12,257.00	12,152.00	37,373.00
312	7,500.00	36,595.00	65,109.00	-	6,800.00	3,024.00	-	-	24,046.00	10,280.00	7,608.00	35,400.00	18,076.00	60,623.00
314	7,500.00	15,248.00	19,664.00	-	-	34,025.00	-	-	14,686.00	3,183.00	4,320.00	14,667.00	36,520.00	40,813.00
316	7,500.00	17,281.00	24,036.00	-	-	34,025.00	-	-	15,577.00	3,408.00	4,525.00	15,877.00	6,030.00	39,470.00
321	59,768.00	289,524.00	377,118.00	310,934.00	-	78,266.00	-	-	134,954.00	72,580.00	67,571.00	399,470.00	12,742.00	398,753.00
322	19,243.00	90,806.00	115,148.00	-	-	57,851.00	-	-	47,817.00	20,954.00	21,132.00	119,640.00	22,918.00	139,015.00
331	48,974.00	252,909.00	509,748.00	23,918.00	39,748.00	78,266.00	-	-	118,899.00	82,719.00	51,201.00	309,117.00	14,924.00	326,391.00
340	51,445.00	310,759.00	383,240.00	76,537.60	-	78,266.00	-	-	144,266.00	71,312.00	57,522.00	348,828.00	-	349,536.00
341	7,500.00	40,661.00	76,908.00	-	-	3,024.00	-	-	25,829.00	11,519.00	7,932.00	37,764.00	44,230.00	60,054.00
342	7,500.00	13,978.00	8,960.00	-	-	34,025.00	-	-	14,129.00	2,169.00	3,202.00	7,645.00	17,077.00	33,345.00
351	81,721.00	385,067.00	297,149.00	9,567.20	30,400.00	7,777.00	-	-	176,849.00	46,866.00	42,669.00	253,560.00	-	576,494.00
363	10,633.00	55,197.00	99,633.00	-	-	7,777.00	-	-	32,203.00	13,209.00	12,013.00	63,018.00	24,534.00	85,931.00
364	4,500.00	1,017.00	655.00	-	-	-	-	-	8,446.00	-	2,093.00	608.00	1,281.00	7,513.00
365	7,500.00	25,413.00	27,091.00	-	-	34,025.00	-	-	19,143.00	6,140.00	5,559.00	22,408.00	37,420.00	46,899.00
370	14,728.00	73,230.00	128,691.00	-	-	57,851.00	-	-	40,111.00	23,996.00	16,460.00	90,673.00	44,149.00	113,740.00

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
APRIL 21, 2022**

**ATTACHMENT 1**

School	IT Staffing	Leadership Premiums	Literacy Proficiency	Master Educator Premiums	Mastery Based System Development	Math and Science Requirement	National Board for Professional Teaching Standards		Professional Development	Remediation	Safe & Drug-Free	School Buildings Maintenance	School Buildings Maintenance	Technology (Classroom, Wireless, Instructional Management System)
							(Lottery)	Match						
371	15,448.00	85,713.00	168,242.00	-	-	57,851.00	-	-	45,584.00	31,572.00	17,950.00	100,848.00	63,303.00	115,369.00
372	11,790.00	55,391.00	74,069.00	14,350.80	-	7,777.00	-	-	32,288.00	14,026.00	13,435.00	71,642.00	34,862.00	93,645.00
373	20,227.00	91,924.00	165,837.00	4,783.60	-	57,851.00	-	-	48,308.00	26,897.00	21,731.00	123,461.00	20,811.00	143,566.00
381	17,883.00	97,535.00	140,057.00	57,403.20	-	57,851.00	-	-	50,768.00	30,192.00	20,325.00	115,103.00	53,537.00	131,687.00
382	7,500.00	17,353.00	9,832.00	4,783.60	-	34,025.00	-	-	15,609.00	1,915.00	4,040.00	12,871.00	51,742.00	38,358.00
383	4,500.00	2,033.00	1,095.00	-	-	-	-	-	8,891.00	28.00	2,188.00	1,189.00	-	7,731.00
391	12,441.00	73,108.00	122,575.00	-	-	7,777.00	-	-	40,057.00	17,575.00	14,502.00	78,661.00	61,164.00	96,659.00
392	7,500.00	15,248.00	8,082.00	-	-	34,025.00	-	-	14,686.00	2,169.00	3,159.00	7,357.00	57,698.00	28,604.60
393	7,500.00	43,416.00	51,127.00	-	-	3,024.00	-	-	27,037.00	7,999.00	7,746.00	36,409.00	26,662.00	58,731.00
394	4,500.00	1,931.00	3,061.00	-	-	-	-	-	8,847.00	-	2,290.00	1,848.00	-	8,165.00
401	20,712.00	115,406.00	165,181.00	43,052.40	-	57,851.00	4,783.60	-	58,604.00	33,628.00	23,433.00	134,754.00	-	148,582.00
411	105,327.00	522,794.00	945,642.00	215,262.00	-	156,532.00	-	-	237,241.00	153,552.00	116,097.00	714,009.00	637.00	682,188.00
412	15,032.00	76,706.00	149,010.00	-	13,808.95	57,851.00	-	-	41,635.00	25,714.00	17,181.00	95,160.00	19,152.00	113,616.00
413	19,632.00	93,519.00	149,450.00	38,268.80	-	57,851.00	-	-	49,008.00	29,319.00	21,331.00	121,469.00	34,078.00	139,592.00
414	22,967.00	115,801.00	193,367.00	9,567.20	6,482.34	57,851.00	-	-	58,778.00	34,670.00	26,628.00	154,641.00	15,260.00	160,339.00
415	7,500.00	25,189.00	26,875.00	4,783.60	-	34,025.00	-	-	19,045.00	5,239.00	5,855.00	24,283.00	27,875.00	49,463.00
416	4,500.00	915.00	1,311.00	-	-	-	-	-	8,401.00	56.00	2,086.00	542.00	811.00	6,717.00
417	7,500.00	23,380.00	39,768.00	4,783.60	-	3,024.00	-	-	18,252.00	7,548.00	5,896.00	24,305.00	14,779.00	49,727.00
418	7,500.00	27,701.00	32,335.00	-	-	34,025.00	-	-	20,146.00	4,563.00	6,424.00	27,695.00	5,815.00	53,983.00
421	16,071.00	96,763.00	101,160.00	124,373.60	-	57,851.00	-	-	50,429.00	12,195.00	17,533.00	97,625.00	-	118,047.00
422	7,500.00	19,314.00	18,793.00	4,783.60	-	34,025.00	-	-	16,469.00	2,985.00	4,233.00	14,153.00	2,652.00	40,566.00
431	18,047.00	90,958.00	131,752.00	9,567.20	-	57,851.00	-	-	47,884.00	27,573.00	20,076.00	113,619.00	73,280.00	129,871.00
432	7,500.00	15,532.00	12,893.00	-	-	34,025.00	-	-	14,811.00	2,394.00	3,523.00	9,663.00	16,047.00	37,648.00
433	7,500.00	14,617.00	8,305.00	-	-	34,025.00	-	-	14,410.00	1,915.00	3,280.00	8,129.00	11,267.00	34,491.00
768	7,500.00	15,258.00	-	4,783.60	-	7,777.00	-	-	14,690.00	422.00	4,367.00	14,910.00	-	41,093.00
785	7,500.00	15,746.00	-	9,567.20	-	7,777.00	-	-	14,904.00	197.00	4,282.00	14,345.00	-	40,221.00
795	15,207.00	69,123.00	119,737.00	19,134.40	-	7,777.00	-	-	38,310.00	17,659.00	16,706.00	92,069.00	-	118,351.00
796	7,500.00	20,280.00	54,189.00	-	-	-	-	-	16,892.00	6,337.00	6,808.00	31,259.00	-	57,156.00
751	7,500.00	13,520.00	-	-	6,800.00	-	-	-	13,928.00	-	4,441.00	15,526.00	-	41,200.00
794	7,500.00	13,215.00	-	-	-	-	-	-	13,795.00	-	4,433.00	15,094.00	-	36,804.00
813	7,500.00	12,717.00	17,259.00	-	-	-	-	-	13,576.00	2,563.00	4,196.00	13,844.00	-	39,475.00
790	4,500.00	17,891.00	-	-	-	-	-	-	15,845.00	-	4,472.00	15,550.00	-	19,933.20
451	7,500.00	17,820.00	15,515.00	4,783.60	-	7,777.00	-	-	15,814.00	2,197.00	6,716.00	29,584.00	-	52,059.00
452	43,022.00	111,532.00	79,529.00	23,918.00	6,800.00	78,266.00	-	-	56,906.00	33,121.00	23,316.00	137,221.00	-	284,034.00
453	9,067.00	26,867.00	24,692.00	-	-	7,777.00	-	-	19,781.00	4,450.00	7,652.00	37,399.00	-	62,709.00
454	7,500.00	17,027.00	17,259.00	4,783.60	-	-	-	-	15,466.00	3,830.00	4,947.00	18,529.00	-	43,935.00
455	14,537.00	65,301.00	35,835.00	33,485.20	-	7,777.00	-	-	36,634.00	7,407.00	15,830.00	86,405.00	-	113,846.00
456	7,500.00	16,691.00	18,353.00	14,350.80	-	-	-	-	15,319.00	2,056.00	5,287.00	20,516.00	-	45,693.00
457	21,933.00	54,191.00	35,835.00	-	-	57,851.00	-	-	31,762.00	16,758.00	13,584.00	73,439.00	-	161,770.00
458	7,500.00	17,748.00	17,698.00	-	-	7,777.00	-	-	15,783.00	3,408.00	6,971.00	31,126.00	-	54,934.00
460	7,500.00	25,921.00	53,966.00	9,567.20	-	-	-	-	19,366.00	8,055.00	8,503.00	40,540.00	-	64,223.00
461	7,500.00	17,901.00	23,597.00	-	-	34,025.00	-	-	15,849.00	3,436.00	6,395.00	27,484.00	-	50,751.00
462	8,564.00	34,562.00	44,573.00	-	-	3,024.00	-	-	23,155.00	8,393.00	10,596.00	53,549.00	-	73,632.00
463	9,401.00	32,020.00	41,512.00	4,783.60	-	7,777.00	-	-	22,041.00	8,477.00	10,645.00	54,083.00	-	78,214.00
464	7,764.00	33,077.00	73,414.00	-	36,234.37	-	-	-	22,504.00	7,182.00	9,150.00	44,665.00	-	71,248.00
465	7,500.00	14,638.00	28,402.00	4,783.60	31,000.00	34,025.00	-	-	14,419.00	4,168.00	4,614.00	16,498.00	-	40,415.00

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
APRIL 21, 2022**

**ATTACHMENT 1**

School	IT Staffing	Leadership Premiums	Literacy Proficiency	Master Educator Premiums	Mastery Based System Development	Math and Science Requirement	National Board for Professional Teaching Standards		Professional Development	Remediation	Safe & Drug-Free	School Buildings Maintenance (Lottery)	School Buildings Maintenance Match	Technology (Classroom, Wireless, Instructional Management System)
							Professional Teaching Standards	Professional Development						
466	12,156.00	26,877.00	-	-	-	78,266.00	-	-	19,785.00	4,816.00	8,827.00	45,215.00	-	80,179.00
468	7,500.00	26,063.00	31,135.00	-	-	-	-	-	19,429.00	8,815.00	6,032.00	25,439.00	-	47,140.00
469	7,500.00	21,530.00	-	-	-	3,024.00	-	-	17,441.00	3,887.00	5,426.00	22,397.00	-	46,541.00
470	7,500.00	7,919.00	-	-	-	-	-	-	11,472.00	1,887.00	4,500.00	16,384.00	-	49,827.00
472	7,500.00	12,767.00	22,070.00	-	-	-	-	-	13,598.00	2,084.00	4,257.00	14,214.00	-	40,044.00
473	7,500.00	15,248.00	49,161.00	-	-	-	-	-	14,686.00	9,548.00	5,592.00	22,917.00	-	42,937.00
474	7,500.00	13,215.00	48,506.00	-	-	-	-	-	13,795.00	4,168.00	4,848.00	18,038.00	-	40,245.00
475	12,179.00	73,047.00	39,113.00	4,783.60	-	7,777.00	-	-	40,030.00	11,547.00	13,746.00	73,408.00	-	96,187.00
476	7,500.00	33,820.00	16,826.00	4,783.60	-	7,777.00	-	-	22,830.00	11,519.00	8,114.00	38,455.00	-	57,677.00
477	7,500.00	29,225.00	125,636.00	-	-	-	-	-	20,815.00	11,294.00	9,304.00	45,932.00	-	57,623.00
478	7,500.00	12,961.00	20,104.00	-	-	-	-	-	13,683.00	3,999.00	5,558.00	22,266.00	-	46,135.00
479	7,500.00	12,351.00	26,875.00	-	-	-	-	-	13,416.00	4,760.00	3,657.00	10,547.00	-	37,399.00
480	8,078.00	29,083.00	34,085.00	-	-	3,024.00	-	-	20,752.00	2,507.00	8,592.00	41,383.00	-	68,418.00
481	7,500.00	26,938.00	79,529.00	-	-	-	-	-	19,812.00	11,829.00	7,757.00	35,965.00	-	61,047.00
482	7,500.00	22,567.00	41,512.00	-	31,680.00	34,025.00	-	-	17,895.00	3,408.00	6,768.00	29,917.00	-	57,018.00
483	4,500.00	7,675.00	30,368.00	-	-	-	-	-	11,365.00	1,803.00	2,990.00	6,391.00	-	34,002.00
485	5,625.00	10,368.00	-	-	3,400.00	3,024.00	-	-	12,546.00	817.00	3,379.00	8,635.00	-	33,669.00
486	4,500.00	3,680.00	8,305.00	-	-	-	-	-	9,614.00	1,380.00	2,667.00	4,209.00	-	17,735.60
487	7,500.00	23,278.00	-	-	-	7,777.00	-	-	18,207.00	5,661.00	5,713.00	23,171.00	-	47,741.00
488	4,738.00	8,773.00	26,658.00	-	-	-	-	-	11,847.00	1,887.00	3,289.00	8,135.00	-	34,916.00
489	7,500.00	13,540.00	-	4,783.60	-	7,777.00	-	-	13,937.00	1,662.00	4,026.00	13,086.00	-	45,121.00
491	8,769.00	32,528.00	-	47,836.00	-	7,777.00	-	-	22,264.00	2,732.00	9,924.00	49,692.00	-	71,734.00
492	7,500.00	27,823.00	33,213.00	-	-	-	-	-	20,200.00	5,886.00	6,430.00	27,647.00	-	57,188.00
493	11,836.00	49,687.00	39,984.00	4,783.60	-	7,777.00	-	-	29,788.00	9,153.00	13,830.00	74,117.00	-	95,579.00
494	7,500.00	18,044.00	48,506.00	-	-	-	-	-	15,912.00	6,168.00	6,140.00	25,799.00	-	50,907.00
495	7,500.00	30,089.00	46,978.00	-	-	-	-	-	21,194.00	7,266.00	8,590.00	41,335.00	-	67,731.00
496	7,500.00	20,219.00	35,835.00	-	-	-	-	-	16,866.00	2,422.00	5,596.00	23,017.00	-	55,681.00
497	7,500.00	11,182.00	-	-	-	7,777.00	-	-	12,903.00	3,774.00	5,073.00	20,253.00	-	43,444.00
498	7,500.00	20,330.00	39,657.00	-	-	-	-	-	16,915.00	2,591.00	6,394.00	27,955.00	-	59,348.00
499	7,500.00	21,347.00	79,641.00	4,783.60	-	-	-	-	17,360.00	1,859.00	5,540.00	22,073.00	-	49,809.00
508	7,500.00	17,281.00	-	-	-	-	-	-	15,577.00	-	2,000.00	-	-	47,045.00
511	7,500.00	19,761.00	70,792.00	-	-	-	-	-	16,665.00	4,196.00	5,216.00	20,427.00	-	47,700.00
513	7,500.00	14,994.00	38,673.00	-	10,000.00	-	-	-	14,575.00	4,647.00	4,441.00	15,737.00	-	40,603.00
518	4,500.00	16,772.00	-	-	-	-	-	-	15,355.00	-	4,465.00	15,499.00	-	23,874.80
523	8,883.00	31,238.00	-	-	32,000.00	-	-	-	21,697.00	6,731.00	5,701.00	23,476.00	-	55,363.00
528	7,500.00	30,495.00	45,228.00	4,783.60	-	-	-	-	21,372.00	4,028.00	5,155.00	19,954.00	-	53,352.00
531	4,500.00	3,761.00	-	-	-	-	-	-	9,649.00	1,577.00	2,687.00	4,315.00	-	19,979.60
532	7,500.00	25,647.00	54,405.00	-	-	-	-	-	19,246.00	4,084.00	5,521.00	22,458.00	-	56,102.00
534	8,246.00	21,073.00	18,353.00	-	-	7,777.00	-	-	17,240.00	8,196.00	5,904.00	25,201.00	-	68,337.00
540	4,500.00	1,017.00	-	-	-	-	-	-	8,446.00	-	2,000.00	-	-	7,628.00
544	7,500.00	14,231.00	-	-	-	-	-	-	14,240.00	-	2,000.00	-	-	45,592.00
550	5,013.00	9,657.00	-	-	-	-	-	-	12,234.00	-	2,000.00	-	-	36,184.00
553	4,500.00	9,149.00	-	-	-	-	-	-	12,012.00	-	2,000.00	-	-	34,849.00
555	7,500.00	13,032.00	-	-	-	-	-	-	13,714.00	1,774.00	3,446.00	9,368.00	25,030.00	34,905.00
559	7,500.00	20,330.00	13,326.00	4,783.60	-	34,025.00	-	-	16,915.00	3,211.00	6,618.00	28,880.00	-	52,161.00
	4,000,000.00	19,142,870.00	26,146,800.00	8,907,063.20	964,221.95	6,507,917.00	26,309.80	9,850,000.00	4,715,000.00	4,021,602.00	22,866,810.00	2,624,768.00	26,500,000.00	

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
APRIL 21, 2022**

**ATTACHMENT 1**

School	IT Staffing	Leadership Premiums	Literacy Proficiency	Master Educator Premiums	Mastery Based System Development	Math and Science Requirement	National Board for Professional Teaching Standards	Professional Development	Remediation	Safe & Drug-Free	School Buildings Maintenance (Lottery)	School Buildings Maintenance Match	Technology (Classroom, Wireless, Instructional Management System)
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**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
APRIL 21, 2022**

**2020-2021**

School	Unemployment Insurance (paid directly to DOL) (net of CARES Act Credit)	Total State Support Paid as of <b>July 15, 2021</b>
	001	131,306.35
002	146,658.53	230,091,886.23
003	126,222.82	32,607,097.39
011	1,712.77	1,664,395.43
013	5,064.82	2,363,931.26
021	2,803.70	7,884,102.54
025	26,498.59	71,004,740.49
033	1,571.80	8,099,464.87
041	3,040.41	6,547,919.04
044	9,534.49	3,131,807.62
052	5,043.31	12,757,880.74
055	9,542.42	24,494,251.74
058	(460.58)	5,248,609.09
059	147.28	5,267,544.44
060	1,974.35	13,308,778.07
061	16,072.53	19,384,970.82
071	8,323.70	2,500,375.29
072	1,620.39	2,733,578.31
073	5,837.76	2,086,524.41
083	7,503.26	6,380,786.46
084	35,993.43	22,569,093.78
091	29,393.22	58,739,595.73
092	20.70	688,543.41
093	15,929.06	78,617,218.01
101	12,427.53	8,470,687.73
111	61.44	3,109,894.11
121	564.29	1,849,557.53
131	50,882.59	81,485,148.96
132	24,083.94	35,953,840.11
133	65.16	3,659,327.94
134	11,932.10	23,859,145.64
135	268.23	3,240,857.00
136	234.75	5,951,134.15
137	1,650.74	6,873,489.34
139	37,819.18	59,856,982.20
148	2,548.12	4,082,668.54
149	6,838.57	1,675,628.08
150	2,644.62	6,483,181.81
151	83,753.97	34,296,930.06
161	2,251.13	1,637,517.45
171	15,266.57	9,077,332.54
181	867.67	2,652,931.36
182	2,571.66	2,020,260.94
191	-	166,983.17
192	3,553.16	3,192,848.44

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
APRIL 21, 2022**

School	Unemployment Insurance (paid directly to DOL) (net of CARES Act Credit)	Total State Support Paid as of <b>July 15, 2021</b>
193	4,283.30	21,591,395.93
201	3,035.05	13,084,597.84
202	662.83	5,007,731.20
215	3,340.09	13,900,966.73
221	15,067.44	14,993,276.26
231	1,907.06	8,189,715.80
232	1,531.78	7,045,069.93
233	432.57	2,779,199.19
234	627.36	1,637,799.99
242	1,897.72	3,299,931.73
243	227.66	1,667,279.86
244	11,383.53	8,676,954.20
251	10,419.49	37,217,715.90
252	1,480.11	4,897,330.13
253	2,461.44	4,678,076.18
261	7,021.12	25,259,499.70
262	710.99	4,200,557.88
271	41,928.08	58,795,741.08
272	45,146.51	25,803,072.37
273	21,327.23	34,854,149.68
274	2,149.75	1,775,012.86
281	16,487.26	12,936,060.17
282	1,009.71	2,668,994.69
283	136.77	2,307,280.07
285	1,604.41	3,427,622.49
287	1,888.69	2,362,765.09
288	4,756.76	2,213,430.34
291	2,278.71	4,977,022.24
292	(25.96)	1,621,003.01
302	81.97	1,852,321.79
304	337.13	3,174,522.83
305	-	1,877,171.06
312	3,712.50	3,657,144.34
314	56.18	1,944,524.77
316	746.81	1,995,627.27
321	6,261.77	31,270,143.77
322	5,963.29	10,454,890.26
331	13,497.81	26,381,253.45
340	16,601.17	27,510,922.82
341	613.60	3,753,870.22
342	1,259.55	1,550,893.44
351	1,505.60	35,862,793.24
363	6,620.57	5,842,656.51
364	-	203,946.97
365	3,193.21	3,624,553.05
370	4,250.07	7,685,502.76

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
APRIL 21, 2022**

School	Unemployment Insurance (paid directly to DOL) (net of CARES Act Credit)	Total State Support Paid as of <b>July 15, 2021</b>
371	8,790.79	8,174,670.53
372	3,159.29	6,250,144.20
373	5,750.42	10,502,747.12
381	1,761.91	9,797,569.88
382	887.65	1,771,560.38
383	-	305,717.04
391	5,559.12	6,951,824.19
392	147.17	1,518,124.45
393	743.91	3,573,853.40
394	-	361,979.92
401	5,541.97	11,532,535.09
411	30,040.07	56,031,607.72
412	1,334.86	7,894,923.00
413	2,439.25	10,354,318.31
414	1,336.65	12,206,744.80
415	28.42	2,617,753.03
416	-	153,106.12
417	607.23	2,633,481.62
418	-	3,300,093.39
421	6,903.57	8,935,624.57
422	2,455.66	1,955,762.59
431	1,524.15	9,309,906.21
432	1,344.86	1,753,457.12
433	462.09	1,691,497.98
768	5.93	2,054,825.39
785	-	2,057,851.15
795	4,295.00	8,139,551.11
796	248.06	2,846,216.05
751	-	1,980,224.59
794	8.90	1,718,967.89
813	159.33	1,364,744.30
790	-	1,089,926.18
451	401.49	2,958,513.64
452	7,181.27	22,690,704.09
453	1,851.39	4,636,425.57
454	61.02	1,781,734.12
455	7,011.05	7,884,385.08
456	40.89	2,094,452.38
457	(2,399.89)	10,446,720.72
458	-	3,374,852.60
460	670.44	3,326,431.43
461	76.83	2,689,018.86
462	2,528.48	4,438,915.11
463	(149.47)	5,249,050.90
464	2,687.84	4,113,546.39
465	1,507.47	1,723,017.64

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
APRIL 21, 2022**

School	Unemployment Insurance (paid directly to DOL) (net of CARES Act Credit)	Total State Support Paid as of <b>July 15, 2021</b>
466	-	6,407,207.88
468	842.03	2,153,876.11
469	-	3,048,198.41
470	-	2,943,558.99
472	1,775.04	1,334,058.94
473	3,468.72	1,551,466.25
474	707.52	1,400,803.58
475	1,961.10	6,480,732.87
476	309.43	3,237,239.31
477	4,348.23	2,726,410.64
478	-	2,014,850.01
479	991.86	1,390,218.14
480	-	4,026,804.15
481	1,077.25	3,256,435.32
482	796.81	2,880,123.90
483	34.90	892,698.46
485	853.17	1,308,664.91
486	150.44	464,818.57
487	4,002.64	2,570,217.67
488	6,784.20	937,797.76
489	-	2,254,766.05
491	7,355.82	4,618,691.89
492	682.30	2,928,335.23
493	1,967.13	6,642,388.15
494	639.65	2,325,906.90
495	-	3,577,032.90
496	9.26	2,427,902.19
497	-	1,896,504.76
498	903.43	3,077,214.44
499	5,062.02	1,919,495.01
508	-	1,568,550.31
511	2,197.96	1,979,719.46
513	1,104.17	1,603,744.68
518	-	1,085,804.66
523	483.59	4,579,534.40
528	3,300.07	2,427,819.20
531	-	575,612.27
532	20.27	2,586,198.20
534	0.55	4,117,229.58
540	-	135,249.43
544	-	1,411,311.74
550	-	918,026.40
553	-	743,559.84
555	6,170.66	1,295,990.80
559	-	3,043,231.04
	<u>1,286,524.51</u>	<u>1,955,306,761.87</u>

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
APRIL 21, 2022

ATTACHMENT 1

School	Unemployment Insurance (paid directly to DOL) (net of CARES Act Credit)	Total State Support Paid as of <b>July 15, 2021</b>

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

APRIL 21, 2022

ATTACHMENT 1

2020-2022 Federal Final Allocations Authorized through the Every Student Succeeds Act

Updated 11/09/2020

School Year	Local Education Agency Number	Local Education Agency	Title I-A Improving Basic Programs	Set-aside to support Neglected and At-Risk Youth, included in Title I-A allocation.	Title I-C Education of Migratory Children	Title I-C ID&R	Title II-A Supporting Effective Instruction	Title III-A English Language Acquisition	Title III-A Immigrant	English Learner	Title IV-A Student Support and Academic Enrichment	Title V-B Rural Education Program	Title I-D Neglected or Delinquent, Subpart 1	Title I-D Neglected or Delinquent, Subpart 2	Title IX-A Homeless Children and Youths
2020-2021	1	BOISE INDEPENDENT DISTRICT	\$4,493,376	\$21,435			\$723,979	\$262,848	\$41,616	\$527,945	\$457,787			\$33,013	\$31,400
2020-2021	2	JOINT SCHOOL DISTRICT NO. 2	\$4,227,440				\$846,367	\$187,868	\$27,370	\$377,971	\$369,726				\$24,840
2020-2021	3	KUNA JOINT DISTRICT	\$890,766		\$92,056		\$126,659	\$24,473		\$49,155	\$102,387				
2020-2021	11	MEADOWS VALLEY DISTRICT	\$59,041				\$10,626			\$837	\$10,000				
2020-2021	13	COUNCIL DISTRICT	\$64,250				\$11,788				\$10,000				
2020-2021	21	MARSH VALLEY JOINT DISTRICT	\$205,353				\$44,187				\$19,813				
2020-2021	25	POCATELLO DISTRICT	\$2,598,524	\$15,428			\$437,107	\$12,497		\$25,101	\$256,300			\$90,043	\$12,440
2020-2021	33	BEAR LAKE COUNTY DISTRICT	\$181,296				\$35,226			\$209	\$17,882				
2020-2021	41	ST MARIES JOINT DISTRICT	\$161,564				\$32,940			\$418	\$15,936				
2020-2021	44	PLUMMER-WORLEY JOINT DISTRICT	\$285,915				\$40,876				\$28,201	\$6,440			
2020-2021	52	SNAKE RIVER DISTRICT	\$319,711		\$15,972		\$51,237	\$10,310		\$20,708	\$36,748	\$34,222			
2020-2021	55	BLACKFOOT DISTRICT	\$699,474		\$51,964	\$58,808	\$136,047	\$36,241		\$72,791	\$56,497				\$7,717
2020-2021	58	ABERDEEN DISTRICT	\$153,444		\$88,657		\$27,999	\$25,931		\$52,084	\$16,070				
2020-2021	59	FIRTH DISTRICT	\$87,902				\$21,623				\$3,765	\$10,000			
2020-2021	60	SHELLEY JOINT DISTRICT	\$258,656		\$17,105		\$54,768	\$11,351		\$22,800	\$25,512				
2020-2021	61	BLAINE COUNTY DISTRICT	\$282,844				\$68,565	\$77,584		\$155,832	\$28,795				
2020-2021	71	GARDEN VALLEY DISTRICT	\$90,272				\$9,744				\$10,000			\$20,330	
2020-2021	72	BASIN SCHOOL DISTRICT	\$65,100				\$14,818			\$837	\$10,000				
2020-2021	73	HORSESHOE BEND SCHOOL DISTRICT	\$50,761				\$9,173			\$628	\$10,000				
2020-2021	83	WEST BONNER COUNTY DISTRICT	\$417,566				\$58,540			\$209	\$45,330	\$18,414			
2020-2021	84	LAKE PEND OREILLE SCHOOL DISTRICT	\$777,479	\$17,638			\$146,943			\$6,693	\$68,399			\$71,528	\$3,880
2020-2021	91	IDAHO FALLS DISTRICT	\$2,014,250		\$78,351		\$351,241	\$75,085		\$150,812	\$198,671			\$51,720	
2020-2021	92	SWAN VALLEY ELEMENTARY DISTRICT					\$1,456								
2020-2021	93	BONNEVILLE JOINT DISTRICT	\$1,530,312		\$55,795		\$291,695	\$65,608		\$131,778	\$150,939				
2020-2021	101	BOUNDARY COUNTY DISTRICT	\$484,728		\$17,915		\$87,049			\$1,464	\$40,826	\$26,915			
2020-2021	111	BUTTE COUNTY JOINT DISTRICT	\$87,569				\$14,687			\$628	\$10,000				
2020-2021	121	CAMAS COUNTY DISTRICT	\$26,328				\$5,843				\$10,000				
2020-2021	131	NAMPA SCHOOL DISTRICT	\$3,646,265		\$351,552	\$67,179	\$536,398	\$197,449		\$417,087	\$410,389			\$51,115	\$38,295
2020-2021	132	CALDWELL DISTRICT	\$1,940,554		\$632,794		\$305,425	\$129,654		\$260,418	\$191,403			\$118,847	\$17,650
2020-2021	133	WILDER DISTRICT	\$198,407		\$54,230		\$24,477	\$15,621		\$31,376	\$21,538				
2020-2021	134	MIDDLETON DISTRICT	\$345,383		\$94,215		\$73,627	\$12,184		\$24,473	\$35,414				
2020-2021	135	NOTUS DISTRICT	\$78,390				\$11,426			\$8,367	\$10,000				
2020-2021	136	MELBA JOINT DISTRICT	\$116,327		\$38,312		\$21,807			\$14,014	\$11,474				
2020-2021	137	PARMA DISTRICT	\$188,556		\$59,950		\$36,002	\$10,414		\$20,917	\$18,598				
2020-2021	139	VALLIVUE SCHOOL DISTRICT	\$1,234,927		\$538,093		\$242,508	\$123,405	\$15,206	\$247,868	\$121,805				\$12,330
2020-2021	148	GRACE JOINT DISTRICT	\$63,650		\$0		\$13,867			\$0	\$10,000				
2020-2021	149	NORTH GEM DISTRICT	\$18,187				\$3,710				\$10,000				
2020-2021	150	SODA SPRINGS JOINT DISTRICT	\$97,116				\$22,048				\$10,000				
2020-2021	151	CASSIA COUNTY JOINT DISTRICT	\$941,711		\$351,498	\$77,585	\$183,002	\$73,418		\$147,466	\$88,096				
2020-2021	161	CLARK COUNTY DISTRICT	\$34,532				\$5,902			\$6,275	\$10,000				
2020-2021	171	OROFINO JOINT DISTRICT	\$254,584				\$45,134			\$209	\$20,500			\$139,489	\$6,090
2020-2021	181	CHALLIS JOINT DISTRICT	\$144,665				\$21,632			\$628	\$10,000				
2020-2021	182	MACKAY JOINT DISTRICT	\$25,209				\$4,231				\$10,000				
2020-2021	192	GLENN'S FERRY JOINT DISTRICT	\$159,301		\$9,389		\$24,282			\$11,504	\$11,540				
2020-2021	193	MOUNTAIN HOME DISTRICT	\$899,462		\$203,431		\$164,108	\$28,118		\$56,476	\$76,169		\$9,576	\$41,960	
2020-2021	201	PRESTON JOINT DISTRICT	\$258,856				\$63,439			\$16,315	\$23,228				
2020-2021	202	WEST SIDE JOINT DISTRICT	\$80,935				\$19,010			\$628	\$10,000				
2020-2021	215	FREMONT COUNTY JOINT DISTRICT	\$522,743		\$18,670		\$93,785	\$16,766		\$33,677	\$50,453	\$42,022		\$33,013	\$3,300
2020-2021	221	EMMETT INDEPENDENT DISTRICT	\$621,995		\$30,326		\$109,120	\$10,831		\$21,754	\$61,006	\$46,167		\$37,415	
2020-2021	231	GOODING JOINT DISTRICT	\$280,715		\$60,705		\$46,845	\$21,661		\$43,508	\$28,092	\$26,115			
2020-2021	232	WENDELL DISTRICT	\$221,111		\$63,403		\$42,791	\$42,593		\$85,551	\$18,571				\$4,380
2020-2021	233	HAGERMAN JOINT DISTRICT	\$84,246				\$15,883			\$5,229	\$10,000				
2020-2021	234	BLISS JOINT DISTRICT	\$32,259				\$4,969			\$3,765	\$10,000				
2020-2021	242	COTTONWOOD JOINT DISTRICT	\$78,131				\$12,156				\$10,000				
2020-2021	243	SALMON RIVER JOINT SCHOOL DISTRICT	\$36,012				\$5,504				\$10,000				
2020-2021	244	MOUNTAIN VIEW SCHOOL DISTRICT	\$257,569				\$51,785				\$24,760				
2020-2021	251	JEFFERSON COUNTY JOINT DISTRICT	\$616,631		\$19,911		\$135,621	\$29,472		\$59,195	\$65,371				\$3,000
2020-2021	252	RIE JOINT DISTRICT	\$51,543				\$12,511			\$4,602	\$10,000				
2020-2021	253	WEST JEFFERSON DISTRICT	\$88,528		\$30,056		\$21,258			\$10,668	\$10,000				
2020-2021	261	JEROME JOINT DISTRICT	\$802,062		\$201,488		\$156,224	\$103,098	\$30,411	\$207,079	\$77,962				
2020-2021	262	VALLEY DISTRICT	\$97,111				\$20,561	\$11,872		\$23,845	\$10,000				
2020-2021	271	COEUR D'ALENE DISTRICT	\$1,835,202	\$9,554			\$307,191			\$17,989	\$205,049			\$169,989	\$15,920

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
APRIL 21, 2022**

**ATTACHMENT 1**

2020-2021	272	LAKELAND DISTRICT	\$797,383			\$134,569			\$3,974	\$90,115							
2020-2021	273	POST FALLS DISTRICT	\$1,104,282			\$191,301			\$8,367	\$114,161							
2020-2021	274	KOOTENAI DISTRICT	\$49,110			\$8,255				\$10,000							
2020-2021	281	MOSCOW DISTRICT	\$345,662			\$72,265			\$14,851	\$34,094							
2020-2021	282	GENESEE JOINT DISTRICT	\$39,288			\$6,792				\$10,000							
2020-2021	283	KENDRICK JOINT DISTRICT	\$30,973			\$5,174				\$10,000							
2020-2021	285	POTLATCH DISTRICT	\$72,924			\$16,927				\$10,000							
2020-2021	287	TROY SCHOOL DISTRICT	\$31,172			\$8,127				\$10,000							
2020-2021	288	WHITEPINE JOINT SCHOOL DISTRICT	\$37,637			\$8,430				\$10,000							
2020-2021	291	SALMON DISTRICT	\$248,575			\$39,289				\$24,518	\$14,900		\$4,402				\$4,560
2020-2021	292	SOUTH LEMHI DISTRICT	\$20,638			\$2,840			\$837	\$10,000							
2020-2021	302	NEZPERCE JOINT DISTRICT	\$22,008			\$4,851				\$10,000							
2020-2021	304	KAMIAH JOINT DISTRICT	\$376,224			\$47,297				\$30,863							
2020-2021	305	HIGHLAND JOINT DISTRICT	\$31,791			\$5,778				\$10,000							
2020-2021	312	SHOSHONE JOINT DISTRICT	\$104,228	\$14,300		\$20,590	\$14,371			\$28,866	\$10,210						
2020-2021	314	DIETRICH DISTRICT	\$53,883	\$41,765		\$9,844				\$4,183	\$10,000						\$3,000
2020-2021	316	RICHFIELD DISTRICT	\$55,077			\$9,451				\$3,765	\$10,000						
2020-2021	321	MADISON DISTRICT	\$1,047,209	\$21,368		\$198,554	\$18,329			\$36,814	\$98,935						
2020-2021	322	SUGAR SALEM JOINT DISTRICT	\$215,650			\$46,491				\$11,504	\$16,655						
2020-2021	331	MINIDOKA COUNTY JOINT DISTRICT	\$774,036	\$328,295		\$147,991	\$64,046			\$128,640	\$76,345		\$33,013				\$6,075
2020-2021	340	LEWISTON INDEPENDENT DISTRICT	\$770,868			\$146,568				\$2,928	\$76,033		\$43,892				\$7,040
2020-2021	341	LAPWAI DISTRICT	\$169,272			\$21,344					\$17,896						
2020-2021	342	CULDESAC JOINT DISTRICT	\$30,488			\$4,804				\$10,000							
2020-2021	351	ONEIDA COUNTY DISTRICT	\$135,803			\$28,442				\$2,719	\$13,395						
2020-2021	363	MARSING JOINT DISTRICT	\$265,002	\$40,597	\$76,570			\$16,871		\$33,886	\$27,405						\$4,200
2020-2021	364	PLEASANT VALLEY ELEMENTARY DISTRICT															
2020-2021	365	BRUNEAU-GRAND VIEW JOINT SCHOOL DISTRICT	\$115,862	\$12,519		\$19,502				\$8,367	\$11,428						
2020-2021	370	HOMEDALE JOINT DISTRICT	\$276,747	\$114,126		\$44,262	\$17,600			\$35,550	\$29,047	\$22,929					
2020-2021	371	PAYETTE JOINT DISTRICT	\$438,251			\$69,301	\$15,933			\$32,003	\$43,226	\$28,767					\$14,231
2020-2021	372	NEW PLYMOUTH DISTRICT	\$187,597	\$42,251		\$31,829				\$8,367	\$19,075						
2020-2021	373	FRUITLAND DISTRICT	\$208,869	\$66,695		\$44,245	\$15,621			\$31,376	\$20,601						
2020-2021	381	AMERICAN FALLS JOINT DISTRICT	\$360,172	\$50,453		\$62,556	\$35,095			\$70,491	\$35,525	\$26,928					\$3,975
2020-2021	382	ROCKLAND DISTRICT	\$27,416			\$5,406					\$10,000						
2020-2021	391	KELLOGG JOINT DISTRICT	\$321,213	\$4,944		\$53,148				\$418	\$31,682	\$20,537					\$3,615
2020-2021	392	MULLAN DISTRICT	\$61,292			\$7,684					\$10,000						
2020-2021	393	WALLACE DISTRICT	\$163,700			\$27,991				\$209	\$13,678						
2020-2021	394	AVERY ELEMENTARY DISTRICT				\$1,589											
2020-2021	401	TETON COUNTY DISTRICT	\$250,255			\$51,146	\$33,221			\$66,726	\$24,683						
2020-2021	411	TWIN FALLS DISTRICT	\$2,173,445	\$12,288	\$258,794	\$370,458	\$94,871			\$190,555	\$180,379		\$39,616				\$16,840
2020-2021	412	BUHL JOINT DISTRICT	\$335,302		\$33,995	\$65,639	\$22,286			\$44,763	\$30,816						
2020-2021	413	FILER DISTRICT	\$228,309		\$57,576	\$42,003				\$14,224	\$24,627						
2020-2021	414	KIMBERLY DISTRICT	\$177,714		\$75,221	\$42,829	\$10,414			\$20,917	\$16,818						
2020-2021	415	HANSEN DISTRICT	\$92,980		\$37,718	\$16,629				\$7,530	\$10,000						
2020-2021	416	THREE CREEK JOINT ELEMENTARY DISTRICT															
2020-2021	417	CASTLEFORD DISTRICT	\$64,353			\$10,889				\$6,903	\$10,000						
2020-2021	418	MURTAUGH JOINT DISTRICT	\$47,136	\$49,374		\$9,585				\$8,785	\$10,000						
2020-2021	421	MCCALL-DONNELLY JOINT SCHOOL DISTRICT	\$111,079			\$20,015				\$7,948	\$12,602						
2020-2021	422	CASCADE DISTRICT	\$190,800			\$22,227				\$209	\$16,594	\$4,196					
2020-2021	431	WEISER DISTRICT	\$322,473	\$39,121		\$59,710	\$13,746			\$27,611	\$27,436						\$3,210
2020-2021	432	CAMBRIDGE JOINT DISTRICT	\$44,140			\$5,700					\$10,000						
2020-2021	433	MIDVALE DISTRICT	\$33,436			\$4,362					\$10,000						
2020-2021	451	VICTORY CHARTER SCHOOL, INC.	\$43,328			\$7,786				\$1,464	\$10,000						
2020-2021	452	IDAHO VIRTUAL ACADEMY, INC.	\$519,010			\$74,616				\$1,464	\$52,473						\$4,335
2020-2021	454	ROLLING HILLS PUBLIC CHARTER SCHOOL, INC.	\$40,263			\$7,350				\$1,673	\$10,000						
2020-2021	455	COMPASS PUBLIC CHARTER SCHOOL, INC.	\$82,562			\$18,623				\$5,020	\$10,000						
2020-2021	456	FALCON RIDGE PUBLIC CHARTER SCHOOL, INC.	\$25,480			\$3,719				\$628	\$10,000						
2020-2021	457	INSPIRE ACADEMICS, INC.	\$261,776			\$48,140				\$3,347	\$18,179						\$3,000
2020-2021	458	LIBERTY CHARTER SCHOOL, INC.	\$44,041			\$8,002				\$837	\$10,000						
2020-2021	460	THE ACADEMY, INC.	\$57,462			\$8,519				\$628	\$10,000						
2020-2021	461	TAYLOR'S CROSSING PUBLIC CHARTER SCHOOL, INC.	\$48,577			\$9,307				\$628	\$10,000						
2020-2021	462	XAVIER CHARTER SCHOOL, INC.	\$57,947			\$12,188				\$4,183	\$10,000						
2020-2021	463	VISION CHARTER SCHOOL, INC.	\$73,701			\$16,900				\$3,765	\$10,000						
2020-2021	464	WHITE PINE CHARTER SCHOOL, INC.	\$50,112			\$11,004				\$628	\$10,000						
2020-2021	465	NORTH VALLEY ACADEMY, INC.	\$48,162			\$8,144				\$2,092	\$10,000						
2020-2021	466	ISUCCEED VIRTUAL HIGH SCHOOL, INC.	\$149,775			\$26,421				\$837	\$13,090						
2020-2021	468	IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL, INC.	\$74,905			\$13,965				\$2,301	\$10,000						
2020-2021	472	PALOUSE PRAIRIE EDUCATIONAL ORGANIZATION, INC.	\$18,433			\$4,119					\$10,000						
2020-2021	473	THE VILLAGE CHARTER SCHOOL, INC.	\$51,541			\$9,241				\$4,393	\$10,000						\$3,000
2020-2021	474	MONTICELLO MONTESSORI CHARTER SCHOOL, INC.	\$49,417			\$8,779				\$1,046	\$10,000						
2020-2021	475	THE SAGE INTERNATIONAL SCHOOL OF BOISE	\$132,817			\$24,928				\$4,602	\$10,996						
2020-2021	476	ANOTHER CHOICE VIRTUAL CHARTER SCHOOL, INC.	\$127,495			\$21,872				\$2,301	\$12,245						
2020-2021	477	BLACKFOOT CHARTER COMMUNITY LEARNING CENTER, INC.	\$130,383			\$24,341				\$4,183	\$10,020						

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
APRIL 21, 2022**

**ATTACHMENT 1**

2020-2021	478	LEGACY PUBLIC CHARTER SCHOOL, INC.	\$39,400			\$5,902			\$1,673	\$10,000			
2020-2021	479	HERITAGE ACADEMY, INC.	\$51,416			\$5,922			\$5,648	\$10,000			
2020-2021	480	NORTH IDAHO STEM CHARTER ACADEMY, INC.				\$14,433							
2020-2021	481	HERITAGE COMMUNITY CHARTER SCHOOL, IN	\$123,919			\$20,944	\$17,287		\$34,722	\$12,223			
2020-2021	482	AMERICAN HERITAGE CHARTER SCHOOL, INC.	\$40,277			\$9,053			\$209	\$10,000			
2020-2021	483	CHIEF TAHGEE ELEMENTARY ACADEMY, INC.	\$43,530			\$7,284				\$10,000	\$0		
2020-2021	485	IDAHO STEM ACADEMY, INC.	\$21,253			\$3,720			\$418	\$10,000			
2020-2021	487	SANDPOINT CHARTER SCHOOL, INC.	\$77,360			\$13,940				\$10,000			\$3,000
2020-2021	488	SYRINGA MOUNTAIN SCHOOL, INC.	\$21,281			\$3,256			\$1,046	\$10,000			
2020-2021	489	IDAHO COLLEGE AND CAREER READINESS ACADEMY, INC.							\$209				
2020-2021	490	IDAHO DISTANCE EDUCATION ACADEMY, INC.							\$0				
2020-2021	492	ANSER OF IDAHO, INC.	\$44,307			\$8,958							
2020-2021	493	NORTH STAR CHARTER SCHOOL, INC.				\$5,574			\$1,046				
2020-2021	494	THE POCATELLO COMMUNITY CHARTER SCHC	\$69,490			\$12,417			\$418	\$10,000			
2020-2021	495	ALTURAS INTERNATIONAL ACADEMY, INC.	\$71,420			\$15,445			\$1,464	\$10,000			
2020-2021	496	GEM PREP: POCATELLO, LLC	\$69,933			\$10,175			\$209	\$10,000	\$3,611		
2020-2021	497	PATHWAYS IN EDUCATION - NAMPA, INC.	\$38,131			\$6,384			\$1,673				
2020-2021	498	GEM PREP: MERIDIAN, LLC	\$77,544			\$13,912			\$1,046	\$10,000			
2020-2021	499	FUTURE PUBLIC SCHOOL, INC.	\$61,546			\$10,054			\$8,785	\$10,000			
2020-2021	508	HAYDEN CANYON CHARTER SCHOOL, INC.	\$27,874			\$6,554							
2020-2021	511	PEACE VALLEY CHARTER SCHOOL, INC.	\$24,736			\$5,090			\$1,255	\$10,000			
2020-2021	513	PROJECT IMPACT STEM ACADEMY, INC.	\$37,703			\$5,747				\$10,000			\$3,000
2020-2021	523	ELEVATE ACADEMY INC.	\$81,165			\$11,711			\$8,994	\$10,000			
2020-2021	528	FORGE INTERNATIONAL, LLC	\$33,045			\$7,990			\$1,046	\$10,000			
2020-2021	531	FERN-WATERS PUBLIC CHARTER SCHOOL, INC.	\$21,406			\$3,702							
2020-2021	532	TREASURE VALLEY CLASSICAL ACADEMY, INC.	\$29,240			\$6,239			\$2,092	\$10,000			
2020-2021	534	GEM PREP: ONLINE LLC	\$103,519			\$9,356			\$209	\$11,900			
2020-2021	544	MOSAICS PUBLIC SCHOOL, INC.	\$34,893			\$7,352							
2020-2021	550	DORAL ACADEMY OF IDAHO, INC.	\$13,356			\$2,741							
2020-2021	553	PINECREST ACADEMY OF IDAHO, INC.	\$0			\$1,520							
2020-2021	555	CANYON-OWYHEE SCHOOL SERVICE AGENCY (COSSA)							\$2,301				\$3,000
2020-2021	559	THOMAS JEFFERSON CHARTER SCHOOL, INC.	\$31,676			\$7,467			\$1,883				
2020-2021	596	IDAHO BUREAU OF EDUCATIONAL SERVICES FOR THE DEAF AND THE BLIND							\$0				
2020-2021	671	IDAHO DEPARTMENT OF CORRECTIONS									\$162,785		
2020-2021	709	IDAHO DEPARTMENT OF JUVENILE CORRECTIONS				\$50,685			\$0		\$323,177		



## CARES & CRRSA - FY20, FY21, FY22 DRAW DOWN OVERVIEW

CARES ACT GRANTS	Appropriated	Awarded	Expended/ Drawn Down	Balance	Percentage Funds Expended	Total Recipient	Recipient Count - Draw Down	Percentage Recipient that have drawn down funds
<b>CARES Coronavirus Relief - CFAC</b>								
CARES Coronavirus Relief - CFAC - Special Distribution	\$99,272,496	\$99,231,514	\$99,214,335	\$17,179	99.98%	183	182	99.45%
CARES Coronavirus Relief - CFAC - Technology	\$1,000,000	\$1,000,000	\$999,496	\$504	99.95%	65	65	100.00%
CARES Coronavirus Relief - CFAC - Blended Learning	\$24,920,000	\$24,920,000	\$24,873,119	\$46,881	99.81%	174	174	100.00%
CARES Coronavirus Relief - CFAC - Non ESSER I	\$1,000,000	\$1,000,000	\$998,040	\$1,960	99.80%	53	50	94.34%
CARES Coronavirus Relief - CFAC - Substitute and Staff Recruitment	\$10,000,000	\$10,000,000	\$9,705,524	\$294,476	97.06%	177	160	90.40%
CARES Coronavirus Relief - CFAC - Child Nutrition	\$2,000,000	\$1,723,004	\$1,667,389	\$55,615	96.58%	107	102	95.33%
<b>CARES ESSER I</b>								
CARES ESSER I - Flow Through	\$43,069,226	\$43,069,226	\$41,681,882	\$1,387,344	96.78%	154	149	96.75%
CARES ESSER I - State Set-Aside LMS	\$3,785,469	\$3,784,437	\$2,869,114	\$915,324	75.81%	182	136	74.73%
CARES ESSER I - State Set-Aside SEL	\$1,000,000	\$995,128	\$678,126	\$317,002	68.14%	182	134	73.63%
<b>CARES Child Nutrition State Grant</b>								
CARES Child Nutrition State Grant	\$45,582,200	\$45,481,967	\$45,481,967	\$0	100.00%	207	207	100.00%
<b>Grand Total</b>	<b>\$231,629,391</b>	<b>\$231,205,276</b>	<b>\$228,168,993</b>	<b>\$3,036,283</b>				

CRRSA ACT GRANTS	Appropriated	Awarded	Expended/ Drawn Down	Balance	Percentage Funds Expended	Total Recipient	Recipient Count - Draw Down	Percentage Recipient that have drawn down funds
<b>CRRSA ESSER II</b>								
CRRSA Act - ESSER II F/T	\$176,301,372	\$176,301,372	\$60,743,173	\$115,558,199	34.45%	161	123	76.40%
CRRSA Act - ESSER II Set Aside	\$19,589,041	\$11,780,761	\$5,644,825	\$6,135,936	47.92%	94	45	47.87%
<b>Grand Total</b>	<b>\$195,890,413</b>	<b>\$188,082,133</b>	<b>\$66,387,997</b>	<b>\$121,694,136</b>				

ARP ACT GRANTS	Appropriated	Awarded	Expended/ Drawn Down	Balance	Percentage Funds Expended	Total Recipient	Recipient Count - Draw Down	Percentage Recipient that have drawn down funds
<b>ARP ESSER III</b>								
ARP Act - ESSER III FT- Learning Loss	\$78,718,367	\$79,223,746	\$5,302,152	\$73,921,594	6.69%	161	60	37.27%
ARP Act - ESSER III FT- Discretionary	\$314,873,466	\$316,894,984	\$5,326,267	\$311,568,717	1.68%	161	47	29.19%
ARP Act - ESSER III - Set Aside	\$11,003,298.00	\$11,003,298.00	\$214,440.55	\$10,788,857.45	0.019488752	59	5	8.47%
<b>ARP Act Homeless</b>								
ARP Act Homeless I	\$720,464	\$720,464	\$38,838	\$681,626	5.39%	34	11	32.35%
ARP Act Homeless II	\$1,509,909	\$1,509,909	\$8,989	\$1,500,920	0.60%	57	5	8.77%
<b>Grand Total</b>	<b>\$405,315,595</b>	<b>\$407,842,492</b>	<b>\$10,881,698</b>	<b>\$396,960,794</b>				



### CARES and CRRSA - FY20 & FY 21 REIMBURSEMENTS BY CATEGORY

CARES ACT GRANTS	Salaries and Benefits	Purchased Services	Professional Development	Supplies Materials	Capital Objects	Transportation	Other	Travel	Indirect Cost Collection	Meals	Total
<b>CARES Coronavirus Relief - CFAC</b>											
CARES Coronavirus Relief - CFAC - Special Distribution	\$ 68,305,301.75	\$ 5,336,988.73	\$ 18,001,243.26	\$ 248,936.92	\$ 7,224,313.03	\$ -	\$ 63,565.69	\$ 31,405.90	\$ 2,579.74	\$ -	\$ 99,214,335.02
CARES Coronavirus Relief - CFAC - Technology	\$ 2,500.00	\$ 90,994.11	\$ 651,177.58	\$ -	\$ 254,824.60	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 999,496.29
CARES Coronavirus Relief - CFAC - Blended Learning	\$ 1,457,720.83	\$ 1,851,731.18	\$ 14,772,688.50	\$ 427,015.21	\$ 6,228,971.03	\$ -	\$ -	\$ 134,992.08	\$ -	\$ -	\$ 24,873,118.83
CARES Coronavirus Relief - CFAC - Non ESSER I	\$ 236,319.92	\$ 134,075.58	\$ 428,214.91	\$ 31,606.00	\$ 166,307.93	\$ -	\$ -	\$ 33.03	\$ 1,483.06	\$ -	\$ 998,040.43
CARES Coronavirus Relief - CFAC - Substitute and Staff Recruitment	\$ 9,705,524.42	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 9,705,524.42
CARES Coronavirus Relief - CFAC - Child Nutrition	\$ 168,136.42	\$ 1,785.15	\$ -	\$ 1,463,231.90	\$ 3,431.91	\$ 27,261.51	\$ -	\$ 3,542.34	\$ -	\$ -	\$ 1,667,389.23
<b>CARES ESSER I</b>											
CARES ESSER I - Flow Through	\$ 18,940,248.70	\$ 4,173,971.43	\$ 104,179.71	\$ 12,868,377.87	\$ 3,178,449.81	\$ 155,634.18	\$ 766,647.36	\$ 2,859.75	\$ 1,491,513.43	\$ -	\$ 41,681,882.24
CARES ESSER I - State Set-Aside LMS	\$ 56,820.09	\$ 1,330,198.40	\$ 47,512.50	\$ 1,197,677.46	\$ 117,957.48	\$ -	\$ 40,868.84	\$ -	\$ 78,079.11	\$ -	\$ 2,869,113.88
CARES ESSER I - State Set-Aside SEL	\$ 172,938.27	\$ 184,388.35	\$ 44,834.97	\$ 253,376.65	\$ 8,000.00	\$ -	\$ 4,316.90	\$ 3,372.76	\$ 6,898.33	\$ -	\$ 678,126.23
<b>CARES Child Nutrition State Grant</b>											
CARES Child Nutrition State Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 45,481,967.00	\$ 45,481,967.00
<b>Grand Total</b>	<b>\$ 99,045,510.40</b>	<b>\$ 13,104,132.93</b>	<b>\$ 34,049,851.43</b>	<b>\$ 16,490,222.01</b>	<b>\$ 17,182,255.79</b>	<b>\$ 182,895.69</b>	<b>\$ 875,398.79</b>	<b>\$ 176,205.86</b>	<b>\$ 1,580,553.67</b>	<b>\$ 45,481,967.00</b>	<b>\$ 228,168,993.57</b>
<b>Percentage</b>	<b>43.4088%</b>	<b>5.7432%</b>	<b>14.9231%</b>	<b>7.2272%</b>	<b>7.5305%</b>	<b>0.0802%</b>	<b>0.3837%</b>	<b>0.0772%</b>	<b>0.6927%</b>	<b>19.9335%</b>	<b>100.0000%</b>

CRRSA ACT GRANTS	Salaries and Benefits	Purchased Services	Professional Development	Supplies Materials	Capital Objects	Transportation	Other	Travel	Indirect Cost Collection	Meals	Total
CRRSA Act - ESSER II F/T	\$ 33,057,440.22	\$ 8,931,490.98	\$ 565,167.33	\$ 10,115,516.42	\$ 4,779,623.30	\$ 32,979.39	\$ 2,213,097.78	\$ 12,206.66	\$ 1,035,650.50	\$ -	\$ 60,743,172.58
CRRSA Act - ESSER II Set Aside	\$ 2,661,706.89	\$ 2,400,246.48	\$ 3,495.43	\$ 400,437.35	\$ 178,938.69	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,644,824.84
<b>Grand Total</b>	<b>\$35,719,147</b>	<b>\$11,331,737</b>	<b>\$568,663</b>	<b>\$10,515,954</b>	<b>\$4,958,562</b>	<b>\$32,979</b>	<b>\$2,213,098</b>	<b>\$12,207</b>	<b>\$1,035,651</b>	<b>\$0</b>	<b>\$66,387,997</b>
<b>Percentage</b>	<b>53.8036%</b>	<b>17.0690%</b>	<b>0.8566%</b>	<b>15.8401%</b>	<b>7.4691%</b>	<b>0.0497%</b>	<b>3.3336%</b>	<b>0.0184%</b>	<b>1.5600%</b>	<b>0.0000%</b>	<b>100.0000%</b>

ARPA GRANTS	Salaries and Benefits	Purchased Services	Professional Development	Supplies Materials	Capital Objects	Transportation	Other	Travel	Indirect Cost Collection	Meals	Total
ARP Act - ESSER III FT- Discretionary	\$ 2,121,232.44	\$ 993,787.65	\$ 50,452.11	\$ 1,008,557.99	\$ 1,116,254.80	\$ 377.10	\$ 34,103.47	\$ 1,501.60	\$ -	\$ -	\$ 5,326,267.16
ARP Act - ESSER III FT- Learning Loss	\$ 1,769,805.08	\$ 141,302.75	\$ 22,687.99	\$ 3,112,608.20	\$ 183,024.08	\$ 3,180.14	\$ -	\$ 828.00	\$ 68,715.29	\$ -	\$ 5,302,151.53
ARP Act - ESSER III - Set Aside	\$ 96,226.60	\$ 15,107.00	\$ -	\$ -	\$ 103,106.95	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 214,440.55
ARP Act- Homeless I	\$ 3,935.63	\$ 565.37	\$ 3,947.10	\$ 26,837.21	\$ -	\$ 1,892.62	\$ -	\$ 1,660.56	\$ -	\$ -	\$ 38,838.49
ARP Act- Homeless II	\$ 544.44	\$ 4,100.00	\$ -	\$ 1,084.23	\$ 3,260.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 8,988.67
<b>Grand Total</b>	<b>\$3,991,744</b>	<b>\$1,154,863</b>	<b>\$77,087</b>	<b>\$4,149,088</b>	<b>\$1,405,646</b>	<b>\$5,450</b>	<b>\$34,103</b>	<b>\$3,990</b>	<b>\$68,715</b>	<b>\$0</b>	<b>\$10,890,686</b>
<b>Percentage</b>	<b>36.6528%</b>	<b>10.6041%</b>	<b>0.7078%</b>	<b>38.0976%</b>	<b>12.9069%</b>	<b>0.0500%</b>	<b>0.3131%</b>	<b>0.0366%</b>	<b>0.6310%</b>	<b>0.0000%</b>	<b>100.0000%</b>



Pandemic Relief Funds Data Report - Detail by LEA		Substitute and Staff Recruitment			ARP Homeless II			ARP Homeless I			ARP ACT ESSER III Set Aside			ARP Act ESSER III Flow Through Discretionary			ARP Act ESSER III Flow Through Learning Loss			CRSRA Act ESSER II Flow Through			CRSRA Act ESSER II Set Aside			CARES Act ESSER I Flow Through			CARES Act ESSER I ESSER LMS			CARES Act ESSER I ESSER SEL			
LEA #	LEA Name	Awarded	Expended	Balance	Awarded	Expended	Balance	Awarded	Expended	Balance	Awarded	Expended	Balance	Awarded	Expended	Balance	Awarded	Expended	Balance	Awarded	Expended	Balance	Awarded	Expended	Balance	Awarded	Expended	Balance	Awarded	Expended	Balance	Awarded	Expended	Balance	
1	BOISE INDEPENDENT DISTRICT	\$812,076	\$812,076	\$0	\$157,493	\$0	\$157,493	\$112,446	\$12,258	\$100,188	\$0	\$0	\$0	\$26,465,168	\$0	\$26,465,168	\$6,616,292	\$76,398	\$6,539,894	\$14,723,633	\$2,247,283	\$12,476,350	\$0	\$0	\$0	\$3,810,114	\$3,810,114	\$0	\$230,034	\$230,034	\$0	\$53,904	\$53,904	\$0	
2	JOINT SCHOOL DISTRICT NO. 2	\$1,284,428	\$1,284,428	\$0	\$132,598	\$0	\$132,598	\$73,816	\$0	\$73,816	\$0	\$0	\$0	\$24,898,853	\$0	\$24,898,853	\$6,224,713	\$0	\$6,224,713	\$13,852,229	\$0	\$13,852,229	\$2,340,564	\$0	\$2,340,564	\$3,077,192	\$2,443,070	\$634,122	\$360,799	\$355,477	\$5,322	\$84,159	\$71,098	\$13,061	
3	KUNA JOINT DISTRICT	\$184,346	\$184,346	\$0	\$26,469	\$0	\$26,469	\$12,830	\$0	\$12,830	\$0	\$0	\$0	\$5,246,450	\$0	\$5,246,450	\$1,311,612	\$91,613	\$1,219,999	\$2,918,810	\$1,016,508	\$1,902,302	\$0	\$0	\$0	\$852,154	\$852,154	\$0	\$55,137	\$55,137	\$0	\$13,442	\$0	\$13,442	
11	MEADOWS VALLEY DISTRICT	\$5,242	\$5,242	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$347,741	\$0	\$347,741	\$86,935	\$0	\$86,935	\$193,462	\$0	\$193,462	\$0	\$0	\$0	\$43,153	\$43,153	\$0	\$7,138	\$0	\$7,138	\$2,338	\$2,338	\$0	
13	COUNCIL DISTRICT	\$9,872	\$9,872	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$378,421	\$0	\$378,421	\$94,605	\$0	\$94,605	\$210,531	\$133,083	\$77,448	\$0	\$0	\$0	\$41,932	\$41,932	\$0	\$8,107	\$2,649	\$5,458	\$2,562	\$0	\$2,562	
21	MARSH VALLEY JOINT DISTRICT	\$41,226	\$40,091	\$1,135	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,209,492	\$0	\$1,209,492	\$302,373	\$0	\$302,373	\$672,889	\$350,337	\$322,552	\$0	\$0	\$0	\$164,905	\$164,905	\$0	\$16,990	\$5,331	\$11,659	\$4,617	\$0	\$4,617	
25	POCATELLO DISTRICT	\$406,752	\$406,752	\$0	\$75,814	\$890	\$74,924	\$40,894	\$3,747	\$37,147	\$0	\$0	\$0	\$15,304,834	\$0	\$15,304,834	\$3,826,209	\$98,285	\$3,727,924	\$8,514,692	\$6,773,191	\$1,741,501	\$0	\$0	\$0	\$2,133,161	\$2,133,161	\$0	\$115,787	\$102,940	\$12,847	\$27,474	\$27,474	\$0	
33	BEAR LAKE COUNTY DISTRICT	\$44,972	\$44,972	\$0	\$5,877	\$0	\$5,877	\$0	\$0	\$0	\$0	\$0	\$0	\$1,067,800	\$0	\$1,067,800	\$266,950	\$0	\$266,950	\$594,060	\$594,060	\$0	\$17,223	\$17,223	\$0	\$148,828	\$148,828	\$0	\$16,075	\$16,075	\$0	\$4,405	\$0	\$4,405	
52	SNAKE RIVER DISTRICT	\$30,572	\$30,572	\$0	\$7,318	\$0	\$7,318	\$0	\$0	\$0	\$0	\$0	\$0	\$951,583	\$0	\$951,583	\$237,896	\$0	\$237,896	\$529,404	\$0	\$529,404	\$0	\$0	\$0	\$132,630	\$81,222	\$51,408	\$14,296	\$0	\$14,296	\$3,994	\$0	\$3,994	
44	PLUMMER-WORLEY JOINT DISTRICT	\$12,970	\$12,970	\$0	\$6,541	\$0	\$6,541	\$0	\$0	\$0	\$0	\$0	\$0	\$1,683,987	\$0	\$1,683,987	\$420,977	\$10,363	\$410,634	\$936,870	\$84,808	\$852,062	\$0	\$0	\$0	\$234,711	\$234,711	\$0	\$9,075	\$5,782	\$3,293	\$2,785	\$2,782	\$3	
52	SNAKE RIVER DISTRICT	\$60,496	\$60,496	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,883,040	\$0	\$1,883,040	\$470,760	\$0	\$470,760	\$1,047,610	\$938,002	\$109,608	\$0	\$0	\$0	\$305,852	\$305,852	\$0	\$21,744	\$21,744	\$0	\$5,717	\$5,717	\$0	
55	BLAKEFOOT DISTRICT	\$133,962	\$133,962	\$0	\$18,261	\$0	\$18,261	\$7,877	\$0	\$7,877	\$0	\$0	\$0	\$4,119,775	\$621,266	\$3,498,509	\$1,029,944	\$281,036	\$748,908	\$2,291,996	\$2,004,692	\$287,304	\$0	\$0	\$0	\$470,219	\$470,219	\$0	\$39,299	\$25,889	\$13,410	\$9,779	\$0	\$9,779	
58	ABERDEEN DISTRICT	\$23,626	\$23,626	\$0	\$5,117	\$0	\$5,117	\$0	\$0	\$0	\$0	\$0	\$0	\$903,757	\$226,753	\$677,004	\$225,939	\$29,859	\$196,080	\$502,796	\$214,361	\$288,435	\$0	\$0	\$0	\$133,747	\$133,747	\$0	\$11,989	\$7,225	\$4,764	\$3,460	\$0	\$3,460	
59	FIRTH DISTRICT	\$28,052	\$28,052	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$517,727	\$0	\$517,727	\$129,432	\$8,888	\$120,544	\$288,032	\$81,920	\$206,112	\$85,114	\$0	\$85,114	\$65,437	\$65,438	\$109	\$13,152	\$13,152	\$0	\$3,729	\$3,700	\$29	
60	SHELLEY JOINT DISTRICT	\$76,700	\$76,700	\$0	\$5,201	\$0	\$5,201	\$2,830	\$2,435	\$395	\$0	\$0	\$0	\$1,523,427	\$62,122	\$1,461,315	\$380,859	\$27,914	\$352,945	\$847,549	\$653,939	\$193,610	\$106,773	\$33,690	\$73,083	\$212,334	\$212,334	\$0	\$26,217	\$26,217	\$0	\$6,752	\$4,500	\$2,252	
61	BLAINE COUNTY DISTRICT	\$107,476	\$107,476	\$0	\$15,538	\$0	\$15,538	\$0	\$0	\$0	\$0	\$0	\$0	\$1,665,900	\$0	\$1,665,900	\$416,475	\$0	\$416,475	\$926,807	\$0	\$926,807	\$332,219	\$0	\$332,219	\$239,654	\$220,857	\$18,797	\$35,583	\$11,878	\$23,705	\$8,919	\$3,500	\$5,419	
71	GARDEN VALLEY DISTRICT	\$10,894	\$10,894	\$0	\$0	\$0	\$0	\$2,877	\$0	\$2,877	\$0	\$0	\$0	\$531,686	\$312,671	\$219,015	\$132,921	\$2,893	\$130,028	\$295,798	\$83,234	\$212,564	\$0	\$0	\$0	\$81,561	\$81,561	\$0	\$8,178	\$8,050	\$128	\$2,578	\$2,563	\$15	
72	BASIN SCHOOL DISTRICT	\$11,506	\$11,506	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$383,427	\$80,616	\$302,811	\$95,857	\$36,720	\$59,137	\$213,316	\$213,316	\$0	\$0	\$0	\$0	\$38,281	\$38,281	\$0	\$8,626	\$8,626	\$0	\$2,682	\$2,682	\$0	
73	HORSESHOE BEND SCHOOL DISTRICT	\$7,932	\$7,932	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$298,973	\$34,745	\$264,228	\$74,743	\$15,533	\$59,210	\$166,331	\$123,135	\$43,196	\$0	\$0	\$0	\$41,670	\$41,670	\$0	\$7,869	\$0	\$7,869	\$2,507	\$0	\$2,507	
83	WEST BONNER COUNTY DISTRICT	\$32,648	\$32,648	\$0	\$13,164	\$0	\$13,164	\$0	\$0	\$0	\$0	\$0	\$0	\$2,459,388	\$0	\$2,459,388	\$614,847	\$116,931	\$497,916	\$1,368,256	\$4,819	\$1,363,437	\$0	\$0	\$0	\$377,273	\$315,960	\$61,313	\$14,895	\$298	\$14,597	\$4,132	\$88	\$4,044	
84	LAKE PEND OREILLE SCHOOL DISTRICT	\$118,506	\$118,506	\$0	\$23,890	\$0	\$23,890	\$14,245	\$0	\$14,245	\$0	\$0	\$0	\$4,579,210	\$66,236	\$4,512,974	\$1,144,803	\$277,217	\$867,586	\$2,547,598	\$1,715,745	\$831,853	\$0	\$0	\$0	\$569,277	\$569,277	\$0	\$39,237	\$14,180	\$25,057	\$9,764	\$0	\$9,764	
91	IDAH0 FALLS DISTRICT	\$340,606	\$340,606	\$0	\$53,673	\$0	\$53,673	\$0	\$0	\$0	\$0	\$0	\$0	\$11,863,566	\$0	\$11,863,566	\$2,965,892	\$0	\$2,965,892	\$6,600,177	\$400,000	\$6,200,177	\$0	\$0	\$0	\$1,653,524	\$1,653,524	\$0	\$96,172	\$0	\$96,172	\$0	\$22,936	\$0	\$22,936
92	SWAN VALLEY ELEMENTARY DISTRICT	\$2,418	\$2,339	\$79	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$349,143	\$38,036	\$311,107	\$0	\$0	\$0	\$0	\$0	\$0	\$26,868	\$26,868	\$0	\$0	\$0	\$0	\$6,258	\$3,554	\$2,704	\$2,134	\$2,000	\$134	
93	BONNEVILLE JOINT DISTRICT	\$450,192	\$450,192	\$0	\$40,189	\$194	\$39,995	\$0	\$0	\$0	\$0	\$0	\$0	\$9,013,260	\$67,643	\$8,945,617	\$2,253,315	\$746,110	\$1,507,205	\$5,014,437	\$5,014,437	\$0	\$624,498	\$624,498	\$0	\$1,256,253	\$1,254,046	\$2,207	\$123,059	\$85,165	\$37,894	\$29,157	\$22,157	\$7,000	
101	BOUNDARY COUNTY DISTRICT	\$45,244	\$42,842	\$2,402	\$20,972	\$0	\$20,972	\$0	\$0	\$0	\$0	\$0	\$0	\$2,854,960	\$0	\$2,854,960	\$173,740	\$0	\$173,740	\$1,588,329	\$314,119	\$1,274,210	\$0	\$0	\$0	\$339,788	\$272,047	\$67,741	\$18,584	\$18,487	\$97	\$4,985	\$4,956	\$29	
111	BUTTE COUNTY JOINT DISTRICT	\$12,494	\$0	\$12,494	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$515,765	\$0	\$515,765	\$128,941	\$0	\$128,941	\$286,941	\$0	\$286,941	\$0	\$0	\$0	\$73,173	\$23,566	\$49,607	\$9,286	\$0	\$9,286	\$2,835	\$2,818	\$17	
121	CAMAS COUNTY DISTRICT	\$6,434	\$6,434	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$156,070	\$155,067	\$10,003	\$0	\$10,003	\$38,767	\$86,270	\$86,270	\$0	\$26,370	\$26,370	\$0	\$17,694	\$17,694	\$0	\$7,288	\$7,288	\$0	\$2,372	\$2,372	\$0	
123	NAMPA SCHOOL DISTRICT	\$450,396	\$450,396	\$0	\$146,605	\$0	\$146,605	\$107,870	\$4,686	\$103,184	\$0	\$0	\$0	\$21,475,838	\$0	\$21,475,838	\$5,368,960	\$870,159	\$4,498,801	\$11,947,869	\$3,887,470	\$8,060,399	\$0	\$0	\$0	\$3,415,624	\$3,411,734	\$3,890	\$129,433	\$129,433	\$0	\$30,631	\$29,802	\$829	
132	CALDWELL DISTRICT	\$190,474	\$190,474	\$0	\$64,344	\$0	\$64,344	\$40,281	\$0	\$40,281	\$0	\$0	\$0	\$11,429,510	\$0	\$11,429,510	\$2,857,378	\$0	\$2,857,378	\$6,358,694	\$0	\$6,358,694	\$0	\$0	\$0	\$1,593,025	\$1,573,248	\$19,777	\$59,627	\$0	\$59,627	\$14,481	\$0	\$14,481	
133	WILDER DISTRICT	\$16,716	\$16,716	\$0	\$8,327	\$0	\$8,327	\$0	\$0	\$0	\$0	\$0	\$0	\$1,168,581	\$0	\$1,168,581	\$292,145	\$0	\$292,145	\$650,129	\$79,595	\$570,534	\$0	\$0	\$0	\$179,261	\$152,982	\$26,279	\$10,273	\$10,273	\$0	\$3,063	\$3,063	\$0	
134	MIDDLETON DISTRICT	\$133,178	\$133,178	\$0	\$24,751	\$0	\$24,751	\$0	\$0	\$0	\$0	\$0	\$0	\$2,034,243	\$0	\$2,034,243	\$508,561	\$0	\$508,561	\$1,131,731	\$0	\$1,131,731	\$449,390	\$0	\$449,390	\$294,748	\$240,980	\$53,768	\$41,526	\$0	\$41,526	\$10,294	\$0	\$10,294	
135	NORTUS DISTRICT	\$11,780	\$11,780	\$0	\$6,226	\$5,707	\$5,707	\$0	\$0	\$0	\$0	\$0	\$0	\$461,703	\$0	\$461,703	\$115,426	\$0	\$115,426	\$256,864	\$0	\$256,864	\$0	\$0	\$0	\$74,056	\$22,738	\$51,318	\$9,331	\$0	\$9,331	\$2,845	\$0	\$2,845	



Pandemic Relief Funds Data Report - Detail by LEA		Substitute and Staff Recruitment			ARP Homeless II			ARP Homeless I			ARP ACT ESSER III Set Aside			ARP Act ESSER III Flow Through Discretionary			ARP Act ESSER III Flow Through Learning Loss			CRSRA Act ESSER II Flow Through			CRSRA Act ESSER II Set Aside			CARES Act ESSER I Flow Through			CARES Act ESSER I ESSER LMS			CARES Act ESSER I ESSER SEL		
LEA #	LEA Name	Awarded	Expended	Balance	Awarded	Expended	Balance	Awarded	Expended	Balance	Awarded	Expended	Balance	Awarded	Expended	Balance	Awarded	Expended	Balance	Awarded	Expended	Balance	Awarded	Expended	Balance	Awarded	Expended	Balance	Awarded	Expended	Balance	Awarded	Expended	Balance
312	SHOSHONE JOINT DISTRICT	\$16,920	\$16,920	\$0	\$5,378	\$3,260	\$2,118	\$0	\$0	\$0	\$0	\$0	\$0	\$613,884	\$147,807	\$466,077	\$153,471	\$15,383	\$138,088	\$341,528	\$95,790	\$245,738	\$0	\$0	\$0	\$84,976	\$84,976	\$0	\$10,035	\$10,035	\$0	\$3,008	\$3,008	\$0
314	DIETRICH DISTRICT	\$7,116	\$7,116	\$0	\$0	\$0	\$0	\$2,123	\$1,757	\$366	\$0	\$0	\$0	\$317,361	\$7,536	\$309,825	\$79,340	\$0	\$79,340	\$176,561	\$0	\$176,561	\$0	\$0	\$0	\$33,683	\$33,683	\$0	\$7,508	\$3,521	\$3,987	\$2,423	\$2,423	\$0
316	RICHFIELD DISTRICT	\$6,366	\$6,366	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$324,394	\$16,551	\$307,843	\$81,098	\$975	\$80,123	\$180,473	\$0	\$180,473	\$0	\$0	\$0	\$39,575	\$39,575	\$0	\$7,578	\$0	\$7,578	\$2,439	\$2,439	\$0
321	MADISON DISTRICT	\$183,052	\$183,052	\$0	\$24,751	\$0	\$24,751	\$0	\$0	\$0	\$0	\$0	\$0	\$6,167,871	\$0	\$6,167,871	\$1,541,968	\$471,166	\$1,070,802	\$3,431,434	\$3,316,715	\$114,719	\$0	\$0	\$0	\$823,425	\$823,425	\$0	\$53,403	\$53,403	\$0	\$13,041	\$13,041	\$0
322	SUGAR-SALEM JOINT DISTRICT	\$54,130	\$54,130	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,270,139	\$0	\$1,270,139	\$317,535	\$29,275	\$288,260	\$706,629	\$357,756	\$348,873	\$40,961	\$40,961	\$0	\$138,618	\$138,618	\$0	\$19,790	\$19,790	\$0	\$5,265	\$5,265	\$0
331	MINIDOKA COUNTY JOINT DISTRICT	\$145,162	\$145,162	\$0	\$25,603	\$0	\$25,603	\$14,150	\$3,572	\$10,578	\$0	\$0	\$0	\$4,558,931	\$0	\$4,558,931	\$1,139,733	\$375,054	\$764,679	\$2,536,316	\$1,535,983	\$1,000,333	\$0	\$0	\$0	\$635,416	\$635,416	\$0	\$43,719	\$43,719	\$0	\$10,801	\$10,801	\$0
340	LEWISTON INDEPENDENT DISTRICT	\$157,622	\$157,622	\$0	\$27,124	\$0	\$27,124	\$0	\$0	\$0	\$0	\$0	\$0	\$4,540,272	\$0	\$4,540,272	\$1,135,068	\$0	\$1,135,068	\$2,525,935	\$2,143,141	\$382,794	\$0	\$0	\$0	\$632,815	\$632,815	\$0	\$47,882	\$22,394	\$25,488	\$11,764	\$11,630	\$134
341	LAPWAI DISTRICT	\$16,478	\$16,478	\$0	\$15,315	\$0	\$15,315	\$0	\$0	\$0	\$0	\$0	\$0	\$996,981	\$0	\$996,981	\$249,245	\$0	\$249,245	\$554,661	\$220,529	\$334,132	\$0	\$0	\$0	\$148,948	\$148,948	\$0	\$10,299	\$8,922	\$1,377	\$3,069	\$352	\$2,717
342	CULDESAC JOINT DISTRICT	\$3,950	\$2,499	\$1,452	\$0	\$0	\$0	\$0	\$0	\$0	\$125,563	\$0	\$125,563	\$179,569	\$0	\$179,569	\$44,892	\$0	\$44,892	\$99,901	\$0	\$99,901	\$8,999	\$0	\$8,999	\$25,116	\$25,116	\$0	\$6,655	\$6,655	\$0	\$2,226	\$2,226	\$0
351	ONEIDA COUNTY DISTRICT	\$27,712	\$27,712	\$0	\$7,872	\$0	\$7,872	\$8,207	\$0	\$8,207	\$0	\$0	\$0	\$799,855	\$0	\$799,855	\$199,964	\$0	\$199,964	\$444,991	\$0	\$444,991	\$1,837,077	\$1,837,077	\$0	\$111,483	\$111,483	\$0	\$35,011	\$35,011	\$0	\$8,786	\$8,786	\$0
363	MARSING JOINT DISTRICT	\$28,972	\$28,972	\$0	\$11,110	\$0	\$11,110	\$0	\$0	\$0	\$0	\$0	\$0	\$1,560,814	\$0	\$1,560,814	\$390,203	\$0	\$390,203	\$868,343	\$455,098	\$413,245	\$0	\$0	\$0	\$228,087	\$228,087	\$0	\$13,187	\$11,000	\$2,187	\$3,737	\$1,431	\$2,306
364	PLEASANT VALLEY ELEMENTARY DISTRICT	\$374	\$0	\$374	\$0	\$0	\$0	\$0	\$0	\$0	\$349,143	\$0	\$349,143	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$6,272	\$0	\$6,272	\$0	\$0	\$0	\$5,791	\$0	\$5,791	\$2,026	\$0	\$2,026
365	BRUNEAU-GRAND VIEW JOINT SCHOOL DISTRICT	\$10,384	\$10,384	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$682,406	\$100,737	\$581,669	\$170,602	\$0	\$170,602	\$379,650	\$179,501	\$200,149	\$0	\$0	\$0	\$95,113	\$95,113	\$0	\$8,476	\$1,776	\$6,700	\$2,648	\$2,632	\$16
370	HOMEDALE JOINT DISTRICT	\$41,636	\$41,636	\$0	\$11,011	\$0	\$11,011	\$0	\$0	\$0	\$0	\$0	\$0	\$1,629,990	\$0	\$1,629,990	\$407,497	\$0	\$407,497	\$906,828	\$0	\$906,828	\$0	\$0	\$0	\$241,756	\$241,756	\$0	\$16,506	\$16,506	\$0	\$4,505	\$4,505	\$0
371	PAYETTE JOINT DISTRICT	\$44,358	\$44,358	\$0	\$31,803	\$0	\$31,803	\$32,309	\$0	\$32,309	\$0	\$0	\$0	\$2,581,219	\$0	\$2,581,219	\$645,305	\$33,721	\$611,584	\$1,436,035	\$79,470	\$1,356,565	\$0	\$0	\$0	\$359,766	\$359,766	\$0	\$18,003	\$18,003	\$0	\$4,852	\$0	\$4,852
372	NEW PLYMOUTH DISTRICT	\$32,750	\$32,750	\$0	\$13,359	\$0	\$13,359	\$11,745	\$5,444	\$6,301	\$0	\$0	\$0	\$1,104,912	\$0	\$1,104,912	\$276,228	\$0	\$276,228	\$614,707	\$296,271	\$318,436	\$0	\$0	\$0	\$158,761	\$158,761	\$0	\$14,278	\$14,278	\$0	\$3,990	\$3,990	\$0
373	FRUITLAND DISTRICT	\$55,730	\$22,299	\$33,431	\$12,829	\$0	\$12,829	\$0	\$0	\$0	\$0	\$0	\$0	\$1,230,200	\$0	\$1,230,200	\$307,550	\$0	\$307,550	\$684,410	\$0	\$684,410	\$83,495	\$0	\$83,495	\$171,463	\$171,463	\$0	\$20,397	\$20,397	\$0	\$5,405	\$0	\$5,405
381	AMERICAN FALLS JOINT DISTRICT	\$51,848	\$51,848	\$0	\$16,829	\$0	\$16,829	\$11,415	\$0	\$11,415	\$0	\$0	\$0	\$2,121,348	\$154,982	\$1,966,366	\$530,337	\$141,433	\$388,904	\$1,180,191	\$272,374	\$907,817	\$0	\$0	\$0	\$295,670	\$295,670	\$0	\$19,411	\$15,947	\$3,464	\$5,178	\$500	\$4,678
382	ROCKLAND DISTRICT	\$5,822	\$5,822	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$148,091	\$0	\$148,091	\$161,475	\$0	\$161,475	\$0	\$0	\$40,369	\$89,835	\$0	\$89,835	\$19,914	\$0	\$19,914	\$18,421	\$18,421	\$0	\$18,421	\$7,244	\$0	\$7,244	\$2,362	\$0
383	ARBON ELEMENTARY DISTRICT	\$578	\$578	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$349,143	\$0	\$349,143	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$8,404	\$761	\$7,643	\$0	\$0	\$0	\$5,863	\$4,000	\$1,863	\$2,042	\$158	\$1,884
391	KELLOGG JOINT DISTRICT	\$34,724	\$0	\$34,724	\$12,244	\$0	\$12,244	\$9,009	\$0	\$9,009	\$0	\$0	\$0	\$1,891,886	\$0	\$1,891,886	\$472,972	\$0	\$472,972	\$1,052,532	\$219,898	\$832,634	\$0	\$0	\$0	\$263,688	\$263,688	\$0	\$15,300	\$0	\$15,300	\$4,226	\$0	\$4,226
392	MULLAN DISTRICT	\$2,996	\$2,996	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$360,999	\$0	\$360,999	\$90,250	\$0	\$90,250	\$200,838	\$51,206	\$149,632	\$0	\$0	\$0	\$43,493	\$42,652	\$841	\$6,619	\$6,543	\$76	\$2,218	\$1,298	\$920
393	WALLACE DISTRICT	\$15,660	\$15,660	\$0	\$5,879	\$0	\$5,879	\$0	\$0	\$0	\$0	\$0	\$0	\$964,163	\$0	\$964,163	\$241,041	\$0	\$241,041	\$536,403	\$87,081	\$449,322	\$0	\$0	\$0	\$113,840	\$113,840	\$0	\$10,079	\$4,790	\$5,289	\$3,018	\$3,018	\$0
394	AVERY ELEMENTARY DISTRICT	\$784	\$0	\$784	\$0	\$0	\$0	\$0	\$0	\$0	\$349,143	\$0	\$349,143	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$10,830	\$0	\$10,830	\$0	\$0	\$0	\$5,941	\$5,910	\$31	\$2,061	\$2,049	\$12
401	TETON COUNTY DISTRICT	\$61,176	\$61,176	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,473,956	\$0	\$1,473,956	\$368,489	\$0	\$368,489	\$820,021	\$426,941	\$393,080	\$7,705	\$7,705	\$0	\$205,438	\$205,438	\$0	\$22,440	\$22,440	\$0	\$5,878	\$5,878	\$0
411	TWIN FALLS DISTRICT	\$312,520	\$312,520	\$0	\$69,705	\$0	\$69,705	\$44,997	\$596	\$44,401	\$0	\$0	\$0	\$12,801,196	\$96,206	\$12,704,990	\$3,200,299	\$0	\$3,200,299	\$7,121,818	\$3,290,560	\$3,831,258	\$0	\$0	\$0	\$1,501,280	\$1,501,280	\$0	\$90,440	\$90,440	\$0	\$21,611	\$21,611	\$0
412	BUHL JOINT DISTRICT	\$41,568	\$41,245	\$323	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,974,868	\$0	\$1,974,868	\$493,717	\$0	\$493,717	\$1,098,698	\$529,382	\$569,316	\$0	\$0	\$0	\$256,476	\$256,476	\$0	\$17,008	\$17,008	\$0	\$4,621	\$4,621	\$0
413	FILER DISTRICT	\$54,368	\$54,368	\$0	\$5,973	\$0	\$5,973	\$0	\$0	\$0	\$0	\$0	\$0	\$1,344,699	\$0	\$1,344,699	\$336,175	\$0	\$336,175	\$748,110	\$0	\$748,110	\$23,500	\$23,500	\$0	\$204,965	\$203,432	\$1,533	\$20,238	\$0	\$20,238	\$5,369	\$5,369	
414	KIMBERLY DISTRICT	\$64,104	\$64,104	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,046,703	\$0	\$1,046,703	\$261,676	\$136,891	\$124,785	\$582,323	\$303,184	\$279,139	\$219,366	\$214,128	\$5,238	\$139,975	\$139,975	\$0	\$24,200	\$24,200	\$0	\$6,285	\$6,285	\$0
415	HANSEN DISTRICT	\$11,848	\$11,838	\$10	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$547,635	\$92	\$547,543	\$136,909	\$35,008	\$101,901	\$304,671	\$0	\$304,671	\$0	\$0	\$0	\$80,919	\$75,072	\$5,847	\$8,661	\$0	\$8,661	\$2,690	\$2,258	\$432
416	THREE CREEK JOINT ELEMENTARY DISTRICT	\$102	\$0	\$102	\$0	\$0	\$0	\$0	\$0	\$0	\$349,143	\$0	\$349,143	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$6,272	\$6,272	\$0	\$0	\$0	\$0	\$5,783	\$5,783	\$0	\$2,024	\$0	\$2,024
417	CASTLEFORD DISTRICT	\$11,438	\$6,739	\$4,699	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$379,027	\$0	\$379,027	\$94,757	\$0	\$94,757	\$210,868	\$169,861	\$41,007	\$0	\$0	\$0	\$56,054	\$56,054	\$0	\$8,635	\$3,692	\$4,943	\$2,684	\$2,138	\$547
418	MURTAUGH JOINT DISTRICT	\$13,174	\$13,174	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$3,526	\$0	\$3,526	\$277,622	\$69,406	\$0	\$0	\$0	\$69,406	\$154,453	\$153,906	\$547	\$43,771	\$13,189	\$30,582	\$33,010	\$33,010	\$0	\$8,916	\$8,916	\$0	\$2,749	\$2,749	\$0
421	MCCALL-DONNELLY JOINT SCHOOL DISTRICT	\$43,644	\$43,644	\$0	\$0	\$0	\$0																											



Pandemic Relief Funds Data Report - Detail by LEA		Substitute and Staff Recruitment			ARP Homeless II			ARP Homeless I			ARP ACT ESSER III Set Aside			ARP Act ESSER III Flow Through Discretionary			ARP Act ESSER III Flow Through Learning Loss			CRRSA Act ESSER II Flow Through			CRRSA Act ESSER II Set Aside			CARES Act ESSER I Flow Through			CARES Act ESSER I ESSER LMS			CARES Act ESSER I ESSER SEL			
LEA #	LEA Name	Awarded	Expended	Balance	Awarded	Expended	Balance	Awarded	Expended	Balance	Awarded	Expended	Balance	Awarded	Expended	Balance	Awarded	Expended	Balance	Awarded	Expended	Balance	Awarded	Expended	Balance	Awarded	Expended	Balance	Awarded	Expended	Balance	Awarded	Expended	Balance	
495	ALTURAS INTERNATIONAL ACADEMY, INC.	\$12,970	\$12,970	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$420,651	\$0	\$420,651	\$105,163	\$0	\$105,163	\$234,025	\$0	\$234,025	\$29,690	\$0	\$29,690	\$52,859	\$52,859	\$0	\$10,616	\$0	\$10,616	\$3,143	\$0	\$3,143	
496	GEM PREP-POCATELLO, LLC	\$14,094	\$14,094	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$782,499	\$49,978	\$732,521	\$195,625	\$0	\$195,625	\$435,335	\$119,307	\$316,028	\$0	\$0	\$0	\$55,241	\$55,241	\$0	\$8,529	\$8,485	\$44	\$2,660	\$2,460	\$200	
497	PATHWAYS IN EDUCATION - NAMPA, INC.	\$5,004	\$0	\$5,004	\$0	\$0	\$0	\$0	\$0	\$0	\$69,514	\$0	\$69,514	\$224,585	\$0	\$224,585	\$56,146	\$1,426	\$54,720	\$124,945	\$12,480	\$112,465	\$25,999	\$14,194	\$11,805	\$0	\$0	\$0	\$8,354	\$3,905	\$4,449	\$2,618	\$2,603	\$15	
498	GEM PREP- MERIDIAN, LLC	\$15,898	\$15,898	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$456,720	\$0	\$456,720	\$114,180	\$0	\$114,180	\$254,092	\$132,292	\$121,800	\$0	\$0	\$0	\$58,351	\$58,351	\$0	\$9,066	\$9,066	\$0	\$2,783	\$2,783	\$0	
499	FUTURE PUBLIC SCHOOL, INC.	\$11,098	\$11,094	\$4	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$552,091	\$0	\$552,091	\$138,023	\$0	\$138,023	\$307,151	\$0	\$307,151	\$0	\$0	\$0	\$50,524	\$45,831	\$4,693	\$8,344	\$2,200	\$6,144	\$2,616	\$2,601	\$15	
508	HAYDEN CANYON CHARTER SCHOOL, INC.	\$9,940	\$9,940	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$144,732	\$0	\$144,732	\$164,173	\$0	\$164,173	\$41,043	\$0	\$41,043	\$91,336	\$91,336	\$0	\$23,969	\$0	\$23,969	\$16,053	\$16,053	\$0	\$8,406	\$8,406	\$0	\$2,632	\$2,632	\$0	
511	PEACE VALLEY CHARTER SCHOOL, INC.	\$10,520	\$10,520	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$167,745	\$0	\$167,745	\$145,691	\$0	\$145,691	\$36,423	\$0	\$36,423	\$81,053	\$19,968	\$61,085	\$40,942	\$0	\$40,942	\$14,534	\$14,534	\$0	\$8,248	\$6,715	\$1,534	\$2,594	\$2,594	\$0	
513	PROJECT IMPACT STEM ACADEMY, INC.	\$6,842	\$6,842	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$72,653	\$0	\$72,653	\$289,052	\$31,104	\$257,948	\$72,263	\$3,592	\$68,671	\$160,811	\$64,322	\$96,489	\$0	\$0	\$0	\$33,438	\$33,438	\$0	\$7,578	\$7,578	\$0	\$2,439	\$2,425	\$14	
518	ADVANCED REGIONAL TECHNICAL EDUCATION INDUSTRIAL, INC.	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$6,941	\$6,941	\$0	\$0	\$0	\$0	
523	ELEVATE ACADEMY INC.	\$14,026	\$14,026	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$633,429	\$0	\$633,429	\$158,357	\$0	\$158,357	\$352,402	\$50,732	\$301,670	\$58,552	\$0	\$58,552	\$66,630	\$66,630	\$0	\$8,494	\$8,494	\$0	\$2,652	\$2,652	\$0	
528	FORGE INTERNATIONAL, LLC	\$12,868	\$12,868	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$106,811	\$0	\$106,811	\$224,820	\$46,795	\$178,025	\$56,205	\$0	\$56,205	\$125,077	\$44,779	\$80,298	\$46,582	\$17,820	\$28,763	\$21,511	\$21,511	\$0	\$8,002	\$8,002	\$0	\$2,537	\$2,537	\$0	
531	FERN-WATERS PUBLIC CHARTER SCHOOL, INC.	\$2,076	\$600	\$1,476	\$0	\$0	\$0	\$0	\$0	\$0	\$192,165	\$461	\$191,704	\$126,077	\$125,975	\$102	\$31,519	\$7,971	\$23,548	\$70,142	\$60,608	\$9,534	\$0	\$0	\$0	\$0	\$0	\$0	\$6,231	\$6,103	\$128	\$2,128	\$2,128	\$0	
532	TREASURE VALLEY CLASSICAL ACADEMY, INC.	\$14,162	\$14,162	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$133,422	\$0	\$133,422	\$314,628	\$0	\$314,628	\$78,654	\$0	\$78,654	\$175,040	\$0	\$175,040	\$65,863	\$0	\$65,863	\$24,002	\$1,431	\$22,571	\$8,398	\$0	\$8,398	\$2,630	\$0	\$2,630	
534	GEM PREP- ONLINE LLC	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$609,708	\$0	\$609,708	\$152,427	\$0	\$152,427	\$339,205	\$176,606	\$162,599	\$0	\$0	\$0	\$99,043	\$99,043	\$0	\$8,565	\$8,565	\$0	\$2,668	\$2,586	\$82	
540	ISLAND PARK CHARTER SCHOOL, INC.	\$510	\$400	\$110	\$0	\$0	\$0	\$0	\$0	\$0	\$349,143	\$0	\$349,143	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$5,918	\$0	\$5,918	\$0	\$0	\$0	\$5,862	\$0	\$5,862	\$2,042	\$0	\$2,042	
544	MOSAICS PUBLIC SCHOOL, INC.	\$9,226	\$9,226	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$93,259	\$0	\$93,259	\$237,395	\$0	\$237,395	\$59,349	\$0	\$59,349	\$132,072	\$0	\$132,072	\$0	\$0	\$0	\$18,312	\$15,678	\$2,634	\$8,371	\$0	\$8,371	\$2,622	\$0	\$2,622	
549	GEM PREP- MERIDIAN NORTH, LLC	\$7,184	\$7,184	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$65,381	\$0	\$65,381	\$119,652	\$0	\$119,652	\$227,009	\$29,913	\$0	\$56,753	\$66,567	\$33,014	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
550	DORAL ACADEMY OF IDAHO, INC.	\$5,004	\$5,004	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$251,198	\$0	\$251,198	\$78,668	\$13,551	\$65,117	\$19,666	\$7,346	\$12,320	\$43,765	\$16,080	\$27,685	\$19,050	\$0	\$19,050	\$0	\$0	\$0	\$7,456	\$0	\$7,456	\$2,411	\$2,411	\$0	
553	PINECREST ACADEMY OF IDAHO, INC.	\$4,324	\$2,762	\$1,562	\$0	\$0	\$0	\$0	\$0	\$0	\$349,143	\$0	\$349,143	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$40,242	\$0	\$40,242	\$0	\$0	\$0	\$7,456	\$0	\$7,456	\$2,411	\$0	\$2,411	
555	CANYON-OWYHEE SCHOOL SERVICE AGENCY (COSSA)	\$4,324	\$4,324	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$60,837	\$0	\$60,837	\$0	\$0	\$0	\$6,910	\$6,874	\$36	\$2,284	\$2,284	\$0		
559	THOMAS JEFFERSON CHARTER SCHOOL, INC.	\$12,392	\$12,392	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$116,851	\$0	\$116,851	\$186,566	\$0	\$186,566	\$46,641	\$0	\$46,641	\$103,794	\$103,794	\$0	\$70,267	\$45,025	\$25,242	\$17,362	\$17,362	\$0	\$9,101	\$5,155	\$3,946	\$2,791	\$2,124	\$667	
560	ALTURAS PREPARATORY ACADEMY, INC.	\$10,180	\$10,180	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$115,011	\$0	\$115,011	\$173,195	\$0	\$173,195	\$187,305	\$43,299	\$0	\$46,826	\$96,355	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
562	RISE CHARTER SCHOOL	\$4,222	\$4,222	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
566	CARDINAL ACADEMY	\$1,668	\$1,668	\$0	\$0	\$0	\$0	\$1,411	\$0	\$1,411	\$141,565	\$0	\$141,565	\$111,050	\$0	\$111,050	\$166,063	\$27,763	\$0	\$41,515	\$61,782	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
596	IDAHO BUREAU OF EDUCATIONAL SERVICES FOR THE DEAF AND THE BLIND	\$3,676	\$2,026	\$1,650	\$0	\$0	\$0	\$0	\$0	\$0	\$590,000	\$0	\$590,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$6,557	\$4,193	\$2,365	\$2,203	\$2,203	\$0	
751	S E I TEC CHARTER SCHOOL, INC.	\$13,890	\$0	\$13,890	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$102,558	\$102,558	\$0	\$0	\$0	\$0	\$7,543	\$0	\$7,543	\$2,431	\$2,431	\$0	
768	MERIDIAN TECHNICAL CHARTER HIGH SCHOOL, INC.	\$6,876	\$3,923	\$2,953	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$101,789	\$0	\$101,789	\$0	\$0	\$0	\$7,482	\$7,482	\$0	\$2,417	\$2,417	\$0	
785	MERIDIAN MEDICAL ARTS CHARTER HIGH SCHOOL, INC.	\$6,502	\$6,435	\$67	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$96,877	\$35,947	\$60,930	\$0	\$0	\$0	\$7,412	\$7,027	\$385	\$2,401	\$0	\$2,401	
790	ADVANCED REGIONAL TECHNICAL EDUCATION, INC.	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
794	PAYETTE RIVER TECHNICAL ACADEMY, INC.	\$19,472	\$0	\$19,472	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$75,218	\$0	\$75,218	\$0	\$0	\$0	\$7,447	\$0	\$7,447	\$2,409	\$0	\$2,409	
795	IDAHO ARTS CHARTER SCHOOL, INC.	\$43,406	\$43,406	\$0	\$0	\$0	\$0	\$3,679	\$0	\$3,679	\$0	\$0	\$0	\$1,022,216	\$0	\$1,022,216	\$255,554	\$0	\$255,554	\$568,700	\$0	\$568,700	\$395,853	\$136,596	\$259,257	\$0	\$0	\$0	\$16,567	\$0	\$16,567	\$4,520	\$3,933	\$587	
796	GEM PREP- NAMPA, LLC	\$14,468	\$14,468	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$524,305	\$26,973	\$497,332	\$131,076	\$0	\$131,076	\$291,692	\$0	\$291,692	\$146,055	\$146,055	\$0	\$0	\$0	\$9,577	\$9,551	\$26	\$2,902	\$2,902	\$0		
813	MOSCOW CHARTER SCHOOL, INC.	\$6,366	\$6,366	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$66,755	\$41,190	\$25,565	\$0	\$0	\$0	\$7,349	\$0	\$7,349	\$2,387	\$785	\$1,602		



## CLOSURE PROTOCOL

Idaho Public Charter School Commission

304 North 8<sup>th</sup> Street, Room 242

Boise, Idaho 83702

Phone: (208)332-1561

[pcsc@osbe.idaho.gov](mailto:pcsc@osbe.idaho.gov)

Alan Reed, Chairman

Jenn Thompson, Director

## Purpose

Idaho Code §33-5212 requires charter school authorizers to maintain a school closure protocol. In the unfortunate case that a school must close, the closure protocol is intended to support as smooth a transition as possible for the students and help ensure that taxpayer dollars and assets are appropriately managed.

Should your school be notified in writing of the IPCSC's decision to non-renew or revoke your charter, or should your school choose to voluntarily relinquish its charter, closure protocol must begin immediately.

Within 3 days of notification, representatives from your school's board and administration, the IPCSC, and the SDE will meet to review the protocol, assign responsibilities, and identify progress monitoring dates.

Your school may choose to appeal a decision to non-renew or revoke. If so, closure protocol begins regardless of whether the school has chosen to appeal the decision and continues unless the decision is overturned by the Idaho State Board of Education.

Whenever possible, school closures should take place at the end of a school year. This provides students opportunity to participate in other school's lotteries, it allows teachers to seek employment during the regular hiring season, and it allows sufficient time for districts to prepare for student intake. It also allows the closing school time to complete the many steps in an orderly way.

If you have been notified of closure or you are concerned that closure might happen to your school, please review this protocol. Feel free to reach out to the IPCSC office with any questions or concerns.

## Notification and Initial Steps

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p><b>Meet with IPCSC and SDE staff</b>                      Within 3 business days of the authorizer’s or school’s initial / intended closure decision, the charter school administrator, and a representative of the school’s board. will meet (in-person or via telephone or web conference) with staff representatives of the IPCSC and SDE to:</p> <ol style="list-style-type: none"> <li>1. Review the remaining process for finalizing the closure decision as applicable.</li> <li>2. Review the Closure Protocol and tasks, clarify critical deadlines, and review procedures for maintaining communication with the IPCSC and the SDE throughout the process.</li> <li>3. Identify points of contact for media or community questions</li> </ol>	<p>School,                      IPCSC,                      SDE</p>			
<p><b>Notify Parents / Guardians of Potential Closure</b></p> <ol style="list-style-type: none"> <li>1. Within one week of the authorizer’s or school’s initial / intended closure decision, the charter school will send letters to enrolled families. Notification should include:                             <ul style="list-style-type: none"> <li>• The reasons for closure.</li> <li>• If applicable, an explanation of the appeals process and likely timeline for a final decision.</li> <li>• Assurance that instruction will continue through the end of the school year or an estimation of when instruction will cease.</li> <li>• Assurance that after a final decision is reached, parents/students will be notified and assisted in the reassignment process.</li> <li>• Contact information for parents/guardians with questions.</li> </ul> </li> </ol>	<p>School,                      IPCSC</p>			
<p><b>Notify Impacted School Districts</b></p> <ol style="list-style-type: none"> <li>1. Within one week of the authorizer’s or school’s initial/ intended closure decision, the charter school will send letters to districts materially impacted by the closure decision. Notification should include:                             <ul style="list-style-type: none"> <li>• The reasons for closure.</li> <li>• If applicable, an explanation of the appeals process and likely timeline for a final decision.</li> <li>• Copy of the letter sent to parents. Contact information for questions.</li> </ul> </li> </ol>	<p>School,                      IPCSC</p>			

<p><b>Meet with Charter School Faculty and Staff</b> Administrator and charter board chair meet with the faculty and staff to:</p> <ol style="list-style-type: none"> <li>1. Discuss reasons for closure, status of appeals process (if applicable), and likely timeline for a final decision.</li> <li>2. Emphasize importance of maintaining continuity of instruction through the end of the school year.</li> <li>3. Emphasize need to limit expenditures to necessities.</li> <li>4. Discuss plans for helping students find new schools and need for teachers and staff to have organized student files prepared for transfer.</li> <li>5. Identify date when last salary checks will be issued, when benefits terminate, and anticipated last day of work.</li> </ol> <p>Describe assistance, if any, that will be provided to faculty and staff to find new positions.</p>	<p>School</p>			
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<p><b>Review and Report on Finances</b></p> <ol style="list-style-type: none"> <li>1. Review budget to ensure that funds are sufficient to operate the school through the end of the school year, if applicable.</li> <li>2. Limit expenditures to only those in the approved budget and delay approving expenditures that might no longer be necessary, regardless of whether an appeal was filed. Communicate with the SDE regarding whether there are any anticipated changes to remaining disbursements from the state.</li> </ol>	<p><b>School, IPCSC, SDE</b></p>			
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Develop/Monitor Implementation of the Closure Plan

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p><b>Establish Transition Team, Develop Closure Plan, and Assign Roles</b></p> <p>1. Contact appropriate entities to establish a transition team, including:</p> <ul style="list-style-type: none"> <li>• A member of the IPCSC</li> <li>• A member of the SDE staff</li> <li>• Charter school board chair</li> <li>• Lead administrator from the charter school</li> <li>• Lead finance person from the charter school</li> <li>• Additional members as deemed appropriate</li> </ul> <p>Develop plan, review roles of primary entities, identify individuals responsible for closure tasks, and exchange contact information.</p>	<p>School, IPCSC, SDE</p>			
<p><b>Establish a Schedule for Meetings and Interim Status Reports</b></p> <p>Agree on a meeting schedule to review progress and interim, written status reports to include:</p> <ol style="list-style-type: none"> <li>1. Assist students with finding a next school and transfer student records.</li> <li>2. Identification of long-term storage location of student and personnel records; plan for access and communication to parents regarding access.</li> <li>3. Notification to entities doing business with the school.</li> <li>4. The status of the school’s finances, including outstanding expenses and payment of creditors and contractors.</li> <li>5. Sale, dissolution, or return of assets.</li> </ol> <p>Submission of all required reports and data to the authorizer and/or state.</p>	<p>School</p>			
<p><b>Submit Final Closure Report</b></p> <p>Submit the completed closure Protocol document and appropriate final closure documents to the IPCSC (see the Reporting section for more details).</p>	<p>School</p>			

Finalize School Affairs: Governance and Operations

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p><b>Maintain Identifiable Location</b>                      Maintain the school’s current location through the winding up of its affairs or relocate its business records and remaining assets to a location with operational telephone service that has voice message capability.</p>	<p>School</p>			
<p><b>Protect School Assets</b>                      Protect the school’s assets and any assets in the school that belong to others against theft, misappropriation, and deterioration.</p> <ol style="list-style-type: none"> <li>1. Maintain existing insurance coverage on assets, including facility, until the disposal of such assets in accordance with the closure plan.</li> <li>2. Negotiate school facility insurance with entities that may take possession of school facility – lenders, mortgagors, bond holders, etc.</li> </ol> <p>Obtain or maintain appropriate security services. Action may include moving assets to secure storage after closure or loss of facility.</p>	<p>School</p>			
<p><b>Notify Commercial Lenders / Bond Holders (if applicable)</b>                      If the school has existing loans - Within 10 days after the final decision to close the charter school (after appeals process is complete), notify banks, bond holders, etc., of the school’s closure and projected dates for the school’s last payment towards its debt and if/when default will occur.</p>	<p>School</p>			
<p><b>Terminate EMO /CMO Agreement (if applicable)</b>                      Review the management agreement and take steps needed to terminate the agreement at the end of the school year or prior to the intended closure date.</p> <ol style="list-style-type: none"> <li>1. The management company should be asked for a final invoice and accounting, including an accounting of any retained school funds and the status of grant funds.</li> <li>2. The school and the management company should agree upon how the company will continue to provide educational services until the last day of instruction.</li> </ol> <p>The school and the management company agree when other services including business services will end.</p>	<p>School</p>			

<p><b>Maintain and Organize Records</b></p> <p>1. Maintain all corporate records related to:</p> <ul style="list-style-type: none"> <li>• Loans, bonds, mortgages, and other financing.</li> <li>• Contracts.</li> <li>• Leases.</li> <li>• Assets and their sale, redistribution, etc.</li> <li>• Grants -- records relating to federal grants must be kept in accordance with 34 CFR 80.42.</li> <li>• Governance (minutes, bylaws, policies).</li> <li>• Accounting/audit, taxes, and tax status, etc.</li> <li>• Employees (background checks, personnel files).</li> <li>• Employee benefit programs and benefits.</li> <li>• Any other items listed in the closure plan.</li> </ul> <p>Determine where records will be stored after dissolution.</p>	<p>School</p>			
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<p><b>Transfer Student Records and Testing Material</b></p> <ol style="list-style-type: none"> <li>1. Ensure that all student records are organized and complete.</li> <li>2. Within 10 days of receiving a records request, send student records, including final grades and evaluations, to the receiving school. Records must include:             <ul style="list-style-type: none"> <li>• Individual Education Programs (IEPs) and all records regarding special education and supplemental services.</li> <li>• Student health / immunization records.</li> <li>• Attendance record.</li> <li>• Any testing materials required to be maintained by the school.</li> <li>• Student transcripts and report cards.</li> <li>• All other student records.</li> </ul> </li> <li>3. Document the transfer of records to include:             <ul style="list-style-type: none"> <li>• Date of transfer (for each individual student file transferred).</li> <li>• Signature and printed name of the charter school representative releasing the records.</li> <li>• Name and contact information of the receiver’s representative.</li> </ul> <p>The total number and percentage of general and special education records transferred.</p> </li> </ol>	<p>School</p>			
<p><b>Inventory Assets and Prepare Federal Items for Pick-up</b></p> <ol style="list-style-type: none"> <li>1. Inventory school assets, and identify items:             <ul style="list-style-type: none"> <li>• Loaned from other entities.</li> <li>• Encumbered by the terms of a contingent gift, grant or donation, or a security interest.</li> <li>• Belonging to the EMO/CMO, if applicable, or other contractors.</li> <li>• Purchased with federal grants or funds (i.e., Charter Start grant)                 <ul style="list-style-type: none"> <li>➢ Items purchased with federal funds should be listed on the Federal Items Inventory spreadsheet provided by the PCSC. The list should be very detailed and complete, and items should not be sold or re-distributed.</li> </ul> </li> </ul> </li> <li>2. Return assets not belonging to school where appropriate documentation exists. Keep records of assets returned.</li> <li>3. Organize and pack items purchased with federal funds and arrange for IPCSC walk-through and pick-up.             <ul style="list-style-type: none"> <li>➢ Boxes should be packed, closed, taped, and <i>clearly</i> labeled with name(s) and/or number(s) corresponding to the inventory.</li> <li>➢ IPCSC walk-through must be scheduled advance and must be at least 2 days prior to the scheduled move day.</li> </ul> <p>At the time of the walk-through, all federal items must be prepared and distinctly separate from other school assets. If the school’s items are not adequately prepared for moving, the IPCSC will delay the date for pick-up of federal items.</p> </li> </ol>	<p>School, IPCSC</p>			

Finalize School Affairs: Finance

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p><b>Maintain IRS 501(c)(3) Status</b>                      Maintain IRS 501(c)(3) status until final dissolution. Notify IRS regarding any address change(s) and file required tax returns and reports.</p>	School			
<p><b>Notify Funding Sources / Charitable Partners</b>                      Notify all funding sources, including charitable partners of school closure. Notify state and federal agencies overseeing grants / programs of school closure.</p>	School			
<p><b>Review and Revise School Budget</b></p> <ol style="list-style-type: none"> <li>1. Review the school’s budget and overall financial condition.</li> <li>2. Make revisions, taking closure expenses into account closure while prioritizing continuity of instruction. Submit budget to IPCSC and SDE.</li> </ol> <p>Identify acceptable use of reserve funds.</p>	School, IPCSC, SDE			
<p><b>List all Creditors and Debtors</b>                      Formulate a list of creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor. Note that the creditor list is not the same as the contractor list (above) but should include any contractors with whom the school owes money (based on a contract or invoice).</p> <ol style="list-style-type: none"> <li>1. Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors.</li> </ol> <p>Debtors include persons who owe the school fees or credits, any lessees or sub-lessees of the school, and any person holding property of the school.</p>	School			
<p><b>Notify Debtors and Process Payments</b>                      Contact debtors to request payment. Process and document received payments.</p>	School			

Finalize School Affairs: Reporting

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p><b>Prepare and Submit End-of-Year Reports</b></p> <p>1. Communicate with the IPCSC regarding necessary end-year or annual data or reporting that needs to be submitted and identify deadlines. Prepare and submit annual reports to the authorizer.</p>	School, IPCSC			
<p><b>Prepare Final Report Cards and Student Records Notice</b> Provide parents / guardians with copies of final report cards and notice of where student records will be sent along with contact information.</p>	School			
<p><b>Prepare and Submit Final ISEE Report</b> Within 10 days of final closure, submit a final ISEE report to the SDE.</p>	School, SDE			
<p><b>Prepare and Submit Final Budget and Financial Reporting</b> Within 120 days of final closure, submit a final budget and financial reporting, including final financial audit, to the SDE and the IPCSC.</p>	School, SDE			
<p><b>Prepare and Submit All Other Required State and Federal Reports</b></p> <p>1. Communicate with the SDE and the federal government to identify any outstanding or final reports required for federal, state, or special programs (special education, Title I, etc.) and confirm deadlines. Prepare and submit reports to the SDE and/or federal government.</p>	School, SDE			

<p><b>Prepare and Submit Final Closure Report to the IPCSC</b> Submit the completed closure Protocol document and a narrative and/or attachments that outline the following:</p> <ol style="list-style-type: none"> <li>1. The name and contact information of the individual(s) with whom the IPCSC can follow-up after closure if there are questions or issues to be addressed.</li> <li>2. The school's final financial status, including the final independent audit.</li> <li>3. The status of the transfer and storage of student records, including:             <ul style="list-style-type: none"> <li>• The school's total enrollment at the start of the final semester</li> <li>• The number and percentage of student records that have been transferred prior to closure.</li> <li>• The plan for storage and access to student records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure.</li> <li>• A copy of public communication to parents regarding how to access student records after closure.</li> </ul> </li> <li>4. The status of the transfer and storage of personnel records, including:             <ul style="list-style-type: none"> <li>• The school's total number of staff at the beginning of the final semester</li> <li>• The number and percentage of personnel records that have been distributed to staff and/or new employers.</li> <li>• If necessary, the plan for storage and access to personnel records after closure, including the</li> </ul> </li> </ol>	<p align="center">School, IPCSC</p>			
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<p>signature of the person / entity that has agreed to be responsible for transferring records after closure.</p> <ul style="list-style-type: none"><li>• A copy of communication to staff regarding how to access personnel records after closure.</li></ul> <p>Additional documentation (inventories, operational info, etc.) may be included with the report</p>				
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Dissolution

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p><b>Dissolve the Charter School (I.C. § 30-3-110)</b></p> <ol style="list-style-type: none"> <li>1. Give appropriate notice of the meeting per Open Meeting law and statute, including the intention to vote on the dissolution of the corporation.</li> <li>2. The charter school board adopts a plan of dissolution indicating to whom the assets of the non-profit corporation will be distributed after all creditors have been paid. (I.C. § 33-5206(9))</li> </ol> <p>Unless otherwise provided in the bylaws, the board of directors' votes on the resolution to dissolve. A non-profit corporation is dissolved upon the effective date of its articles of dissolution. (I.C. § 30-3-112)</p>	<p>School, IPCSC</p>			
<p><b>Notify the Secretary of State (I.C. § 30-3-112)</b></p> <ol style="list-style-type: none"> <li>1. After the resolution to dissolve is authorized, dissolve the corporation by delivering to the Secretary of State for filing articles of dissolution setting forth: <ul style="list-style-type: none"> <li>• The name of the non-profit corporation.</li> <li>• The date dissolution was authorized.</li> <li>• A statement that dissolution was approved by sufficient vote of the board.</li> <li>• If approval of members was not required (commonly true for public charter schools), a statement to that effect and a statement that dissolution was approved by a sufficient vote of the board of directors or incorporators.</li> </ul> </li> </ol> <p>Such additional information as the Secretary of State determines is necessary or appropriate.</p>	<p>School</p>			
<p><b>Notify Known Claimants (I.C. § 30-3-114)</b></p> <p>Give written notice of the dissolution to known claimants after the effective date of the dissolution. Claimants have 120 days from the effective date of the written notice to submit a claim.</p>	<p>School, SDE</p>			
<p><b>End Corporate Existence (I.C. § 30-3-113)</b></p> <p>A dissolved non-profit corporation continues its corporate existence, but may not carry on any activities except as is appropriate to wind up and liquidate its affairs, including:</p> <ol style="list-style-type: none"> <li>1. Preserving and protecting its assets and minimizing its liabilities.</li> <li>2. Discharging or making provision for discharging its liabilities.</li> <li>3. Disposing of its properties that will not be distributed in kind.</li> <li>4. Returning, transferring, or conveying assets held by the corporation upon a condition requiring return, transfer or conveyance, which condition occurs by reason of dissolution, in accordance with such condition.</li> <li>5. Transferring, subject to any contractual or legal requirements, its assets as provided in or authorized by its articles of incorporation or bylaws.</li> </ol>	<p>School, SDE</p>			

<p>Doing every other act necessary to wind up and liquidate its assets and affairs.</p>				
<p><b>Notify IRS</b>                  Notify the IRS of dissolution of the education corporation and its 501(c)(3) status and furnish a copy to the authorizer.</p>	<p>School, SDE</p>			

BEFORE THE PUBLIC CHARTER SCHOOL COMMISSION  
STATE OF IDAHO

In the Matter of the Charter Renewal for:

Case No. 21-52502

ANOTHER CHOICE VIRTUAL CHARTER  
SCHOOL, INC.

**FINDINGS OF FACT, CONCLUSIONS OF  
LAW, AND FINAL ORDER**

**INTRODUCTION AND PROCEDURAL HISTORY**

1. This matter came for hearing before the Idaho Charter School Commission (“Commission”) on February 11, 2022. The hearing concerned whether to renew, renew with conditions, or nonrenew the charter held by ANOTHER CHOICE VIRTUAL CHARTER SCHOOL, INC. (“ACVS”) pursuant to Idaho Code section 33-5209B. The hearing was conducted in person in the West Conference Room of the Joe R. Williams Building, located at 700 W. State Street, Boise, Idaho. All members of the Commission were present. Chairman Alan Reed presided over the hearing. Bret Walther of Anderson Julian & Hull, LLP represented ACVS. Deputy Attorney General Rachel Kolts represented Commission Staff.

2. The parties offered documentary evidence, as follows: Commission Staff offered Exhibits A through NN and ACVS offered Exhibits 1 through 9. Prior to the hearing, the parties stipulated to the admission of Commission Staff Exhibits A through HH, and JJ through NN; and to ACVS Exhibits 1 through 7. Commission Staff objected to the admission of ACVS Exhibits 8 and 9, and ACVS objected to the admission of Commission Staff Exhibit II. The objections to the exhibits were taken up at the hearing. ACVS withdrew Exhibits 8 and 9, and Commission Staff withdrew Exhibit II.

3. The following witnesses provided testimony at the hearing:

On behalf of Commission Staff:

Jenn Thompson, Director of the Idaho Charter School Commission

On behalf of ACVS:

Dr. Laura Sandidge, ACVS Administrator  
 Lori Lyman, ACVS Board Chairman  
 Ross Jones, ACVS Chief Financial Officer  
 Victoria Murphy, Teacher, ACVS  
 Denice Vincent, Teacher, ACVS  
 Cara Mia Dorrian, Teacher, ACVS  
 Claudia Frent, Parent  
 Marnie Dundas, Parent

4. At the conclusion of the hearing, the Commission carefully reviewed and considered the testimony and materials presented by the parties, and orally voted on a resolution of this matter. Pursuant to Idaho Code section 33-5209C(5), this written Order memorializes the Commission’s decision in this matter.

**FINDINGS OF FACT**

5. ACVS opened in 2010, with a mission focused on academic achievement. Ex. A at 3. It currently serves approximately 400 students in grades K-12, and offers a virtual instructional model with multiple student labs.

6. The Commission granted ACVS a Charter School Performance Certificate on June 30, 2017, which authorized ACVS to operate as a public charter school in Idaho for a term of five years with conditions, effective July 1, 2017. Ex. B.

7. ACVS filed a Charter Renewal Application in 2021. *See* Ex. 6 and Ex. D.

8. On November 15, 2021, the Director of the Idaho Public Charter School Commission (“Director”) sent ACVS a Notice and Acknowledgment of Commission Director’s Recommendation for Nonrenewal of Charter (“Recommendation”). Ex. C. The Recommendation recommended that ACVS’s charter not be renewed for reasons relating to ACVS’s failure to meet the terms of its Performance Certificate. Specifically, the Recommendation listed the following reasons that ACVS’s charter should not be renewed: (1) ACVS did not meet standard on

“Operational Measure 3a: Governance Requirements” of the Commission’s Performance Framework; (2) ACVS did not meet standard on Operational Measure 3d: Public Transparency” of the Commission’s Performance Framework; (3) “ACVS did not meet standard on Operational Measure 3c: Reporting Requirements” of the Commission’s Performance Framework; (4) ACVS did not meet standard on “Operational Measure 3b: Board Oversight” of the Commission’s Performance Framework; (5) ACVS did not meet standard on “Operational Measure 5a: Additional Obligations” of the Commission’s Performance Framework; (6) ACVS has had consistently low academic performance during the current Performance Certificate term; and (7) the financial audit for the fiscal year 2021 reflects outcomes indicative of financial distress. *See* Ex. C at 2-6. *See also* Ex. J (detailing how ACVS’s outcomes during the most recently completed school year measure up against the expectations established in the Performance Framework); Ex. G. at 16 (summarizing ACVS’s academic, operational, and financial performance between 2016 and 2021). In addition, the Recommendation informed ACVS that it must either accept the Director’s recommendation as presented or request a hearing by no later than December 15, 2021. Ex. C at 1-2.

9. ACVS timely notified Commission Staff that it did not agree with the Recommendation and requested an administrative hearing. *See* Ex. D at 2. It also provided a response detailing the changes that ACVS had implemented or proposed to be implemented, to address the concerns outlined in the Recommendation. Ex. D at 3-25. Specifically, ACVS responded as follows:

- a. ACVS acknowledged that it did not meet standard on Operational Measure 3a: Governance Requirements. ACVS provided background as to why it was an issue and asserted that it had taken several steps to address the concern. First, ACVS stated that

Board membership has been increased from five to seven and that Board members have received and will continue to receive training regarding Board ethics and governance through the Idaho School Boards Association (“ISBA”) and through Anderson, Julian & Hull, LLP. Further, ACVS asserted that the ACVS Board worked with the ISBA to structure, model, and update its policies per school district and charter school policy manuals. In addition, ACVS stated that Kevin McLaren, ACVS Board member, and Dr. Laura Sandidge, ACVS Administrator, resigned to ensure that no conflict of interest or mismanagement issues occurred. ACVS also expressed its willingness to accept additional suggested improvements from the Commission. Ex. D at 3-5.

b. ACVS acknowledged that it did not meet standard on “Operational Measure 3d: Public Transparency” of the Commission’s Performance Framework. It explained that the issue was related to a concern that the ACVS Board may have violated the Open Meetings Law by failing to post the agenda in the summary and that the issue was resolved after ACVS made changes to its website. In addition, ACVS noted that it enhanced the ease of accessing information on its website, which has increased data security and transparency. Ex. D at 8-10.

c. ACVS addressed the issue that it was not meeting standard on “Operational Measure 3c: Reporting Requirements” of the Commission’s Performance Framework by describing changes it had made to staff responsibilities. Specifically, ACVS stated that in around spring 2021, ACVS restructured key roles, which required staff to learn new tasks. According to ACVS, those staff members received significant training. ACVS asserts these changes have been beneficial to ACVS on working toward meeting standard on “Operation Measure 3c: Reporting Requirements.” Ex. D at 6.

d. ACVS acknowledged that it did not meet standard on “Operational Measure 3b: Board Oversight” of the Commission’s Performance Framework and acknowledged that this measure required the ACVS Board practice consistent and effective oversight over the school and its administrator. ACVS asserted that it did not recognize any issue regarding the relationship between Dr. Sandidge and ACVS as the relationship had been documented at the school’s inception and ACVS believed the Commission was aware of the relationship. ACVS explained that it has updated its practices relating to procurement and made adjustments to how key responsibilities are delegated to staff so that tasks are completed comprehensively and timely. Ex. D at 5-6.

e. Regarding not meeting standard on “Operational Measure 5a: Additional Obligations” of the Commission’s Performance Framework, ACVS asserted that the standard was still in progress based on the timeframes outlined by the Commission. According to ACVS, the Commission did not inform Dr. Sandidge that she needed to complete an ethics training prior to recertification in 2025, and as a result, Dr. Sandidge had not completed the training as of at least December 15, 2021. Ex. D at 5.

f. ACVS acknowledged that it has had consistently low academic performance and that it has not met the growth measures in Academic Outcomes during the current Performance Certificate term. But it stated that this outcome is still in progress. ACVS described the efforts it took to increase Academic Outcomes for all students attending the school. It noted that it was involved with the Department of Education School Improvement Project between the 2018-2019 school year through the 2021-2022 school year; and that because of the progress ACVS has made, it is no longer eligible for that program. ACVS asserted it has worked individually with each student to help them grow

in ELA, Math, and Informational Reading. ACVS also asserted that its student demographic impacts graduation rates. ACVS described three changes made that have significantly impacted students and staff: (1) all students in grades K-12 are required to take the NWEA Measuring Academic Performance (“MAP”) tests three times per year; (2) depending on the MAP test scores, students are given additional classes or are placed in different classes to help them grow; and (3) ACVS curriculum is aligned with the State standards and embeds progress monitoring to ensure students are achieving. Ex. D at 11-14.

g. ACVS disagreed that its financial audit for the fiscal year 2021 reflected outcomes indicative of financial distress. ACVS asserted that it did not experience financial hardship as it was responsible with its budget and accumulated sufficient funds to withstand potential hardship. Further, ACVS emphasized that its auditor found that ACVS’s ending fund balance/carryover for FY2021 is on the high-end of their reserve recommendation. In addition, ACVS noted that performance reports prepared and distributed by the Commission considered ACVS’s fiscal accountability as exemplary and provided ACVS with a designation of “Honor.” Ex. D. at 7-8.

10. Pursuant to written notice, on February 11, 2022, an evidentiary hearing was held before the Commission.

11. Director Thompson testified as to the reasons behind the Recommendation, including that ACVS’s academic outcomes, financial status, and operational conduct were below standard. Specifically, Director Thompson testified as follows:

a. ACVS’s Board has been on notice of the issues forming the basis of the Recommendation and of the possibility of revocation or nonrenewal since 2017.

b. ACVS's comparison group is the Statewide Average Outcome and the Aggregated Average of All Virtual Schools. Based on these comparison groups, ACVS did not meet the minimum "meets standard" mark across all years of the Performance Certificate term. While there was discussion of creating a custom comparison group for ACVS, custom comparison groups must be based on similar demographic makeups. In the case of ACVS, using alternative school demographic data would not provide an apples-to-apples comparison, as ACVS's at-risk students make up 62% of the school's student body and alternative schools' student body must be made up of 100% of at-risk students.

c. While ACVS's financial outcomes have been designated as "Honor," it does not have the minimum 60 days of cash-on-hand to meet standard. In addition, records show that ACVS had made several late payments, which also causes it to not meet standard on financial outcomes.

d. ACVS's outlook on its operational outcomes is most concerning to Commission Staff. In fact, ACVS has failed to meet standard on any of the outcomes in this category. While ACVS was notified of potential ethical and legal violations by Commission Staff and by other agencies, like the Idaho Professional Standards Commission and Canyon County Prosecutor, it failed to promptly address the issues. Further, issues relating to public transparency and reporting requirements have been ongoing.

12. Dr. Sandidge testified as to the allegations contained in the Recommendation, as well as to her role in the circumstances. Specifically, she testified as follows:

a. Dr. Sandidge described the types of students attending ACVS, and some of the challenges those students face regarding academic achievement. ACVS has

extensively revamped its academic programs aimed at assisting students in reaching academic success. Many students attending ACVS are admitted with low scores; this in turn impacts ACVS's performance outcomes. Nevertheless, ACVS has worked hard to help students achieve academically.

b. Dr. Sandidge accepted responsibility for the failures of ACVS's operational outcomes. Further, Dr. Sandidge stated she resigned, and ACVS has a succession plan in place. Dr. Sandidge acknowledged that ACVS had failed to submit reports, etc., but that the school has worked hard to ensure that good leadership is in place. She emphasized that ACVS is just now beginning to move forward, and she is optimistic of its future.

13. Mr. Jones testified to ACVS's financial status. Specifically, he testified that:

a. ACVS has been profitable, and its financial position has been very strong every year, except during 2021. Despite ACVS having to access operating reserve funds during 2021, the school has 90 days of operating revenue. And while the report indicates that ACVS only has 41 days of cash-on-hand, after receivables were deposited, ACVS had a fund balance larger than it has ever had. In sum, ACVS is financially sound. *See Ex. A* at 8.

b. ACVS chose not to claim pandemic relief funds out of an abundance of caution. ACVS decided that it would appear more prudent to not access taxpayer dollars, particularly because ACVS had been able to operate throughout the pandemic.

14. Chairman Lyman testified as to ACVS and its mission, and her role as ACVS Board Chair. Chairman Lyman recognized that the ACVS Board needs training, which will address many of the deficiencies noted in the Recommendation. She also stated that the changes made to the

Board structure will help ACVS succeed, and that she believed that the Board will be able to make the improvement needed to address the Commission's governance and oversight concerns.

15. Ms. Murphy, Ms. Dorrian, and Ms. Vincent testified to their experience as teachers at ACVS, the education students receive at ACVS, and the role ACVS plays in students' lives.

16. Ms. Frent and Ms. Dundas testified to their experience with ACVS as parents and how they feel ACVS has served their children while attending ACVS.

17. During deliberation, the Commission emphasized that it does not take its decision lightly and recognized the impact nonrenewal would have on the teachers and students of ACVS. However, the Commission was deeply concerned about the lack of leadership development, the lack of evidence of leadership's understanding of compliance issues or responding timely to them, the breakdown in reporting functions, the inability to hold leadership accountable, and the inadequate capacity to govern. The Commission found it significant that these issues are identified by the National Charter School Resource Center as indicators that ACVS is in distress. *See Ex. HH.* Finally, the Commission did not see that ACVS Board or leadership had been proactive in fixing these issues.

18. In addition, the Commission noted that the evidence presented at the hearing showed that ACVS did not meet the terms of the Performance Certificate entered in 2017.

19. Therefore, based on the evidence and testimony before it, the Commission voted to not renew ACVS's charter and to require ACVS to cease operations as of June 30, 2022.

#### CONCLUSIONS OF LAW

20. The Commission has the authority and discretion to nonrenew the charter held by ACVS, pursuant to Idaho Code section 33-5209B(2) and (9); and Rules Governing Public Charter Schools, IDAPA 08.02.04 *et seq.*

21. During deliberations, the Commission emphasized that it does not make its decision lightly and recognized the impact nonrenewal would have on the teachers and students of ACVS. However, the Commission was deeply concerned about the lack of leadership development, the lack of evidence of leadership's understanding of compliance issues or responding timely to them, the breakdown in reporting functions, the inability to hold leadership accountable, and the inadequate capacity to govern. The Commission found it significant that these issues are identified by the National Charter School Resource Center as indicators that ACVS is in distress. *See* Ex. HH. Finally, the Commission did not see that ACVS Board or leadership had been proactive in fixing these issues.

22. In addition, the Commission noted that the evidence presented at the hearing showed that ACVS did not meet the terms of the Performance Certificate entered in 2017.

23. Therefore, based on the evidence and testimony before it, the Commission voted to not renew ACVS's charter and to require ACVS to cease operations as of June 30, 2022.

### FINAL ORDER

Based on the foregoing Findings of Fact and Conclusions of Law, and good cause being shown, IT IS ORDERED that:

1. The charter held by Another Choice Virtual Charter School, Inc. is **NOT renewed**.
2. Another Choice Virtual Charter School, Inc. will cease operations as of June 30, 2022.
3. The Director shall begin closure protocol. In addition, all parties shall adhere to the Commission's Closure Protocol in closing school operations. The Commission's Closure Protocol is contained in Exhibit NN.

IT IS SO ORDERED.

DATED this 10th day of March, 2022.

IDAHO PUBLIC CHARTER SCHOOL  
COMMISSION

By: Alan Reed  
ALAN REED  
Chairman

**NOTICE OF APPEAL RIGHTS**

This is a final order of the Idaho Public Charter School Commission relating to a charter non-renewal decision. This order may be appealed by the public charter school to the Idaho State Board of Education (“Board”), pursuant to Idaho Code section 33-5209C(8).

The notice of appeal must be in writing and submitted to the Board within 30 days of the date on this order at the following address:

Idaho State Board of Education  
Attn: Matt Freeman, Executive Director  
650 West State Street, 3rd Floor  
Boise, ID 83702  
[matt.freeman@osbe.idaho.gov](mailto:matt.freeman@osbe.idaho.gov)

Along with the notice of appeal, the public charter school must submit to the Board one hard copy and one electronic copy of the complete record of all actions taken with respect to the decision to non-renew the charter.

A copy of the notice of appeal must also be submitted to the Idaho Public Charter School Commission at the following address:

Idaho Public Charter School Commission  
Attn: Jenn Thompson, Director  
304 North 8th St., Suite 242  
Boise, ID 83702  
[jenn.thompson@osbe.idaho.gov](mailto:jenn.thompson@osbe.idaho.gov)

Appeals relating to a charter non-renewal decision are governed by the procedure described in the Rules Governing Public Charter Schools, IDAPA 08.02.04.403, which are available on the internet at: <https://adminrules.idaho.gov/rules/current/08/080204.pdf>.

Additional information relating to submission of an appeal can be found there.

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CERTIFICATE OF SERVICE

I HEREBY CERTIFY that on March 10, 2022, I caused to be served a true and correct copy of the foregoing by the following method to:

Representing ACVS:

Bret A. Walther  
Anderson, Julian & Hull  
250 S. 5th St., Ste. 700  
P.O. Box 7426  
Boise, ID 83707  
Email: [bwalther@ajhlaw.com](mailto:bwalther@ajhlaw.com)

- U.S. Mail
- Hand Delivery
- Overnight Mail
- Facsimile
- Email

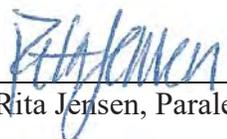
Representing Commission Staff:

Rachel Kolts  
State General Counsel & Fair Hearings Division  
954 W. Jefferson St., 2nd Floor  
P.O. Box 83720  
Boise, ID 83720-0010  
Email: [Rachel.Kolts@ag.idaho.gov](mailto:Rachel.Kolts@ag.idaho.gov)

- U.S. Mail
- Hand Delivery
- Overnight Mail
- Facsimile
- Email

Jenn Thompson, Director  
Idaho Public Charter School Commission  
304 N. 8th St., Ste. 242  
Boise, ID 83702  
Email: [Jenn.Thompson@osbe.idaho.gov](mailto:Jenn.Thompson@osbe.idaho.gov)

- U.S. Mail
- Hand Delivery
- Overnight Mail
- Facsimile
- Email

  
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Rita Jensen, Paralegal