

CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 13th day of June 2019, by and between the Idaho Public Charter School Commission (the “Authorizer”), and Xavier Charter School, Inc.(the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq*, as amended (the “Charter Schools Law.”)

RECITALS

WHEREAS, on November 30, 2006, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year 2007; and

WHEREAS, the School’s charter was renewed on March 1, 2019, 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, 2019, and shall continue through June 30, 2024, unless earlier terminated as provided herein.

SECTION 2: SCHOOL GOVERNANCE

- A. Governing Board.** The School shall be governed by a board (the “Charter Board”) in a manner that is consistent with the terms of this Certificate so long as such provisions are in accordance with state, federal, and local law. The Charter Board shall have final authority and responsibility for the academic, financial, and organizational performance of the School. The Charter Board shall also have authority for and be responsible for policy and operational decisions of the School, although nothing herein shall prevent the Charter Board from delegating decision-making authority for policy and operational decisions to officers, employees and agents of the School, as well as third party management providers.

- B. Articles of Incorporation and Bylaws.** The articles of incorporation and bylaws of the entity holding the charter shall provide for governance of the operation of the School as a nonprofit corporation and public charter school and shall at all times be consistent with all applicable law and this Certificate. The School shall notify the Authorizer of any modification to the Articles or Bylaws within five (5) business days of approval by the Charter Board.
- C. Charter Board Composition.** The composition of the Charter Board shall at all times be determined by and consistent with the Articles and Bylaws and all applicable law and policy. The Charter Board shall notify the Authorizer of any changes to its composition and provide an amended School Leadership Roster within five (5) business days of their taking effect.

SECTION 3: EDUCATIONAL PROGRAM

- A. School Mission.** The mission of the School is as follows: Xavier Charter Schools are dedicated to providing a classical, academically rigorous, content-rich, liberal arts education, preparing students to excel in every duty and guiding them toward wisdom and virtue.
- B. Grades Served.** The School may serve students in K-12th grade.
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- Xavier Charter Schools have deliberately taken a classical approach to education which includes adherence to a time-tested view of learning and traditional teaching methods. Xavier's classical education approach:
 - a. leads young people to understand themselves and the world around them.
 - b. guides students to acquire concrete skills and gain knowledge in certain disciplines so they can participate fully and effectively in the human community.
 - c. holds that human beings are thinking, moral creatures. Xavier actively teaches moral development.
 - Xavier Charter Schools provides a political education worthy of this nation's founding principles. It exalts the inalienable rights of life, liberty, and the pursuit of happiness as guaranteed by and realized through the American frame of government. It ensures that its students enter the world as citizens fully cognizant of their rights and responsibilities.
 - Xavier Charter Schools value an education in the Arts. Classical education embraces the belief that creating in a specific medium affords young people the opportunity to reflect the beauty of the human spirit. Xavier's study of the Arts includes visual art, aural art, kinetic art, and written art.
- 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 810 students.
- 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.** 1218 N. College Road W., Twin Falls, ID 83301. 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: Twin Falls School District.
- 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 D.
- 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 D.

- 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 D.
- 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, 2019~~



Alan Reed
Chairperson, Idaho Public Charter School Commission



Debbi Burr
Chairperson, Xavier Charter School Inc. Board

IN WITNESS WHEREOF, the Authorizer and Xavier Charter School (XCS) have executed this Amendment to their Performance Certificate to make minor changes to the charter, including formatting, updating statutory references, and mission-related language and references. The Amendment to XCS's Performance Certificate is effective as of September 25, 2019.

A handwritten signature in black ink, reading "Alan Reed", written over a horizontal line.

Alan Reed
Chairman, Idaho Public Charter School Commission

A handwritten signature in black ink, reading "Debbi Burr", written over a horizontal line.

Debbi Burr
Chairman of the Board, Xavier Charter School

IN WITNESS WHEREOF, the Authorizer and Xavier Charter School (XCS) have executed this Amendment to their Performance Certificate to make minor changes to the charter, including formatting, updating statutory references, and mission-related language and references. The Amendment to XCS's Performance Certificate is effective as of September 25, 2019.

A handwritten signature in cursive script, reading "Alan Reed", written in black ink over a horizontal line.

Alan Reed
Chairman, Idaho Public Charter School Commission

A handwritten signature in cursive script, reading "Debbi Burr", written in black ink over a horizontal line.

Debbi Burr
Chairman of the Board, Xavier Charter School

Amendment 2

WITNESS WHEREOF, the Authorizer and Xavier Charter School have executed this amendment to the Performance Certificate, effective 2/4/21:

1. To remove the following language from section 5B of this Performance Certificate:

“with the annual per-class and overall enrollment caps as outlined in the approved Charter attached as Appendix C.”

Chairman, Idaho Public Charter School Commission

Chairman, Xavier Charter School Board

Xavier Charter School

2021-2022 ANNUAL PERFORMANCE REPORT

INTRODUCTION

Each year, Idaho's Public Charter School Commission (IPCSC) 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 IPCSC'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 IPCSC 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 IPCSC office.

PERFORMANCE FRAMEWORK STRUCTURE

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

Academic	The academic section focuses on quantitative academic outcomes. It reflects the IPCSC'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 IPCSC may still use this information for purposes of making authorizing decisions.
Operational	The operational section considers whether schools are operating in compliance with federal and state law, authorizer requirements, and the provisions of their performance certificates.
Financial	The financial section evaluates the near-term and long-term financial status of the school. Schools with management contracts containing deficit protection clauses may be exempted from these indicators.

ACCOUNTABILITY DESIGNATIONS

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

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

SCHOOL OVERVIEW			
Mission Statement	Xavier Charter Schools are dedicated to providing a classical, academically rigorous, content-rich, liberal arts education, preparing students to excel in every duty and guiding them toward wisdom and virtue.		
Key Design Elements	<div>□ Xavier Charter Schools have deliberately taken a classical approach to education which includes adherence to a time-tested view of learning and traditional teaching methods. Xavier’s classical education approach:<div>a. leads young people to understand themselves and the world around them.</div><div>b. guides students to acquire concrete skills and gain knowledge in certain disciplines so they can participate fully and effectively in the human community.</div><div>c. holds that human beings are thinking, moral creatures. Xavier actively teaches moral development.</div></div> <div>□ Xavier Charter Schools provides a political education worthy of this nation’s founding principles. It exalts the inalienable rights of life, liberty, and the pursuit of happiness as guaranteed by and realized through the American frame of government. It ensures that its students enter the world as citizens fully cognizant of their rights and responsibilities.</div> <div>□ Xavier Charter Schools value an education in the Arts. Classical education embraces the belief that creating in a specific medium affords young people the opportunity to reflect the beauty of the human spirit. Xavier’s study of the Arts includes visual art, aural art, kinetic art, and written art.</div>		
School Location	1218 N. College Rd. W, Twin Falls, ID 83301	School Phone	208-734-3947
Surrounding District	Twin Falls School District		
Opening Year	2007		
Current Term	July 1. 2019-June 30,2024		
Grades Served	K-12		
Enrollment (Approved)	810	Enrollment (Actual)	668
SCHOOL LEADERSHIP			
Debbie Burr		Board Chair	
Amy Wendler		Secretary	
Mark Astin		Treasurer	
Gary Moon		Head of Schools	
STUDENT DEMOGRAPHICS			
	School	Surrounding	Neighboring
Non-White	22%	32%	N/A
Limited English Proficiency	15%	23%	N/A
Special Needs	9%	10%	N/A
Free and Reduced Lunch	19%	26%	N/A

ACADEMIC	Measure	Points Possible K-8	Points Earned K-8	Points Possible 9-12	Points Earned 9-12	Points Possible K-12	Points Earned K-12	Points Possible Alt.	Points Earned Alt.
State Proficiency Comparison	1a	50	0	50	0	50	44		
	1b	50	0	50	0	50	35		
District Proficiency Comparison	2a	50	0	50	0	50	50	50	0
	2b	50	0	50	0	50	39	50	0
Criterion-Referenced Growth	3a	100	0			0	NA*		
	3b	100	0			0	NA*		
Norm-Referenced Growth	4a			100	0	0	NA*	50	0
	4b			100	0	0	NA*	50	0
Post-Secondary Readiness	5a			125	0	0**	0	100	0
Total Academic Points		400	0	525	0	200	168	300	0
% of Academic Points			0%		0%		84%		0%
*Growth measures will not be rated for FY22 due to a lack of assessment data in FY20.									
**FY22 graduation data will be added in when the data set is published.									
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	15			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	25	Total Financial Points			400	400	
	3c	25	25	% of Financial Points				100%	
	3d	25	25						
	3e	25	25						
	3f	25	25						
School Environment	4a	25	25						
	4b	25	25						
Additional Obligations	5a	25	25						
Total Operational Points		400	390						
% of Operational Points			98%						
ACCOUNTABILITY DESIGNATION	Range (% of Points Possible)	Academic Gen Ed Outcome	Range		Operational Outcome	Range	Financial Outcome		
Honor	75% - 100%	84%	90% - 100%		98%	85% - 100%	100%		
Good Standing	55% - 74%		80% - 89%			65% - 84%			
Remediation	31% - 54%		61% - 79%			46% - 64%			
Critical	0% - 30%		0% - 60%			0% - 45%			

ACADEMIC K-12

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

INDICATOR 1: STATE PROFICIENCY COMPARISON				
Measure 1a	Do math proficiency rates meet or exceed the state average?		Result	Points Possible Points Earned
Math Proficiency Rate				
Comparison to State	<p>Exceeds Standard: The school's proficiency rate in math exceeds the state average by 16 percentage points or more.</p> <p>Meets Standard: The school's proficiency rate in math is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p>Does Not Meet Standard: The school's proficiency rate in math is 1 - 15 percentage points lower than the state average.</p> <p>Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the state average.</p>		56	50 30 - 45 15 - 29 0 - 14 44
Notes	The state average will be determined using the same grade set as is served by the public charter school.			
Measure 1b	Do English Language Arts proficiency rates meet or exceed the state average?		Result	Points Possible Points Earned
ELA Proficiency Rate				
Comparison to State	<p>Exceeds Standard: The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.</p> <p>Meets Standard: The school's proficiency rate in ELA is equal to the state average, or exceeds it by 1 - 15 percentage points.</p> <p>Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 15 percentage points lower than the state average.</p> <p>Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the state average.</p>		60	50 30 - 45 15 - 29 0 - 14 35
Notes	The state average will be determined using the same grade set as is served by the public charter school.			

INDICATOR 2: DISTRICT PROFICIENCY COMPARISON

Measure 2a	Do math (or similar subject area) proficiency rates meet or exceed the district average?	Result	Points Possible	Points Earned
Math Proficiency Rate Comparison to District	<p>Exceeds Standard: The school's proficiency rate in math either exceeds the district average by 16 percentage points or more, or is at least 80%.</p> <p>Meets Standard: The school's proficiency rate in math is equal to the district average, or exceeds it by 1 - 15 percentage points.</p> <p>Does Not Meet Standard: The school's proficiency rate in math is 1 - 15 percentage points lower than the district average.</p> <p>Falls Far Below Standard: 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 ACYS 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>	56	50	50
Notes			30 - 45 15 - 29 0 - 14	0 0 0
				50
Measure 2b	Do ELA (or similar subject area) proficiency rates meet or exceed the district average?	Result	Points Possible	Points Earned
ELA Proficiency Rate Comparison to District	<p>Exceeds Standard: The school's proficiency rate in ELA either exceeds the district average by 16 percentage points or more, or is at least 80%.</p> <p>Meets Standard: The school's proficiency rate in ELA is equal to the district average, or exceeds it by 1 - 15 percentage points.</p> <p>Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 15 percentage points lower than the district average.</p> <p>Falls Far Below Standard: 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 ACYS 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>	60	50 30 - 45 15 - 29 0 - 14	0 39 0 0
Notes				39

INDICATOR 5: COLLEGE & CAREER READINESS (GRADES 9-12)

Measure 5a

Four-Year Adjusted Cohort

Graduation Rate

Are students graduating from high school on time?

Exceeds Standard: The school's four-year ACGR was at least 90%.

Meets Standard: The school either:

a) had a four-year ACGR of 80% - 89% OR

b) had a four-year ACGR of at least 66% AND met its progress goal.

Does Not Meet Standard: The school met its progress goal but had a four-year ACGR below 66%.

Falls Far Below Standard: The school did not meet its progress goal and had a four-year ACGR below 66%.

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.

Notes

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.)

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.

Result	Points Possible	Points Earned
	125	
	100	
	75	
	0-65	0
		0

OPERATIONAL

INDICATOR 1: EDUCATIONAL PROGRAM				
Measure 1a	Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?	Result	Points Possible	Points Earned
Implementation of Educational Program	<p>Meets Standard: The school implements the material terms of the mission, vision, and educational program in all material respects, and the implementation of the educational program reflects the essential elements outlined in the charter and performance certificate. A cohesive professional development program is utilized.</p> <p>Partially Meets Standard: The school partially implements the material terms of the mission, vision, and educational program. However, implementation is incomplete, not cohesive, inconsistent, unclear, and/or unsupported by adequate resources and professional development.</p> <p>Does Not Meet Standard: The school has deviated from the material terms of the mission, vision, and/or essential elements of the educational program as described in the performance certificate, without an approved amendment, such that the program provided differs substantially from the program described in the charter and performance certificate.</p>	25	25	25
Notes				
Measure 1b	Is the school complying with applicable educational requirements?	Result	Points Possible	Points Earned
Educational Requirements	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements, including but not limited to: Instructional time requirements, graduation, and promotional requirements, content standards including the Common Core State Standards, the Idaho State Standards, state assessments, and implementation of mandated programming related to state or federal funding.</p> <p>Partially Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to educational requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>	25	25	25
Notes				

OPERATIONAL

<p>Measure 1c Students with Disabilities</p>	<p>Is the school protecting the rights of students with disabilities?</p> <p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral, appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provisions of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to school's facility and programs; appropriate use of all available applicable funding.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>	<p>25</p> <p>15 15 15</p> <p>0</p> <p>15</p>
<p>Notes</p>	<p>The school was identified for intervention by SDE for SPED: F-22-04-27a; Mediation M-22-03-25a</p>	
<p>Measure 1d English Language Learners</p>	<p>Is the school protecting the rights of English Language Learner (ELL) students?</p> <p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting students from ELL services; and ongoing monitoring of exited students.</p> <p>Partially Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>	<p>25</p> <p>25 25 25</p> <p>15</p> <p>0</p> <p>25</p>
<p>Notes</p>		

OPERATIONAL

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT			
Measure 2a Financial Reporting and Compliance	Is the school meeting financial reporting and compliance requirements?	Result	Points Possible Points Earned
	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable) periodic financial reports as required by IPCSC, and any reporting requirements if the board contracts with an Education Service Provider; on-time completion and submission of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>	25	25 25
Notes			25
Measure 2b GAAP	Is the school following General Accepted Accounting Principles (GAAP)	Result	Points Possible Points Earned
	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit opinion, an audit devoid of significant findings and conditions, material weakness, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.</p> <p>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit. Any matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.</p>	25	25 15 0
Notes			25
Measure 2c Enrollment Variance	Is the school successfully enrolling the projected number of students?	Result	Points Possible Points Earned
	<p>Meets Standard: Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year.</p> <p>Partially Meets Standard: Enrollment variance was between 90 and 95 percent in the most recent fiscal year.</p> <p>Does Not Meet Standard: Enrollment variance was less than 90 percent in the most recent fiscal year.</p> <p>Enrollment variance is calculated by dividing actual mid-term enrollment by the enrollment projection in the school's board-approved budget, as submitted to the SDE at the beginning of the fiscal year.</p>	96.71%	25 15 0
Notes			25

OPERATIONAL

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

OPERATIONAL

Measure 3c Reporting Requirements	Is the school complying with reporting requirements?	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the IPCSC, 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>Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the IPCSC, 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>Does Not Meet Standard: 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 IPCSC, 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	25	25	
	Notes					
	Measure 3d Public Transparency	Is the school complying with public transparency requirements?	<p>Meets Standard: 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>Partially Meets Standard: 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>Does Not Meet Standard: 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	25	25
	Notes					
	Measure 3e Credentialing & Background Checks	Is the school meeting employee credentialing and background check requirements?	<p>Meets Standard: 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>Partially Meets Standard: 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>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to 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	25	25
Notes						

OPERATIONAL

Measure 3f	<p>Information Handling</p> <p>Is the school handling information appropriately?</p> <p>Meets Standard: 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>Partially Meets Standard: 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>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	<p>Result</p> <p>25</p> <p>Points Possible</p> <p>25</p> <p>Points Earned</p> <p>25</p>
Notes		25
Measure 4a	<p>INDICATOR 4: SCHOOL ENVIRONMENT</p> <p>Is the school complying with transportation requirements?</p> <p>Meets Standard: 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>Partially Meets Standard: 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.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to 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>Result</p> <p>25</p> <p>Points Possible</p> <p>25</p> <p>Points Earned</p> <p>25</p>
Notes		25
Measure 4b	<p>Facilities</p> <p>Is the school complying with facilities requirements?</p> <p>Meets Standard: 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>Partially Meets Standard: 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>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to 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>Result</p> <p>25</p> <p>Points Possible</p> <p>25</p> <p>Points Earned</p> <p>25</p>
Notes		25

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

INDICATOR E-NEAR-TERM				
Measure 1a	Current Ratio: Current Assets divided by Current Liabilities			
Current Ratio	<p>Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i></p> <p>Does Not Meet: Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.</p> <p>Falls Far Below Standard: Current ratio is less than or equal to 0.9.</p>	<div>Result</div> <div>6.23</div>	<div>Points Possible</div> <div>50</div>	<div>Points Earned</div> <div>50</div>
Notes				50
Measure 1b	Cash Ratio: Cash divided by Current Liabilities			
Cash Ratio	<p>Meets Standard: Cash Ratio is greater than 1.0 OR Cash Ratio is equal to 1.0 and one-year trend is positive (current year ratio is higher than last year's).</p> <p>Does Not Meet: Cash Ratio is between 0.9 and 1.0 OR Cash Ratio equals 1.0 and one-year trend is negative.</p> <p>Falls Far Below Standard: Cash ratio is equal to or less than 0.9.</p>	<div>Result</div> <div>5.5</div>	<div>Points Possible</div> <div>50</div>	<div>Points Earned</div> <div>50</div>
Notes				50
Measure 1c	Unrestricted Days Cash			
Unrestricted Days Cash	<p>Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense/365)</p> <p>Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i></p> <p>Does Not Meet: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.</p> <p>Falls Far Below Standard: Fewer than 15 Days Cash.</p>	<div>Result</div> <div>433</div>	<div>Points Possible</div> <div>50</div>	<div>Points Earned</div> <div>50</div>
Notes				50
Measure 1d	Default			
Default	<p>Default</p> <p>Meets Standard: School is not in default of financial obligations. Financial obligations include, but are not limited to: nonpayment, breach of financial representation, non-reporting, non-compliance, financial judgements, loan covenants, and/or tax obligations.</p> <p>Does Not Meet: School is in default of financial obligations.</p>	<div>Result</div> <div>None</div>	<div>Points Possible</div> <div>50</div>	<div>Points Earned</div> <div>50</div>
Notes				50

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

5 Year Continuous Improvement Plan September 14, 2023

Short Term Goals (To achieve within 1-2 years)

Long Term Goals (To achieve within 3-5 years)

Green Indicates Progress Towards Goal

Philosophy Statement

Xavier's philosophy rests in the vision of a thorough classical education which is embodied in the following statement:

No nobler training exists but that which cherishes the good, the beautiful, and the true, thus producing disciples of knowledge and lovers of wisdom.

"...for then our youth shall dwell in a land of health, amid fair sights and sounds, and receive good in everything; and beauty, the effluence of fair works, shall flow into the eye and ear, like a health giving breeze from a purer region, and insensibly draw the soul from the earliest years into likeness and sympathy with the beauty of reason." ~Plato's *Republic*

Mission Statement

Xavier Charter Schools are dedicated to providing a classical, intellectually rigorous, content-rich, liberal arts education, preparing students to excel in every duty and guiding them toward wisdom and virtue.

Classical Education is defined as teaching by the same educational principles and toward the same educational pursuits as the ancients. To do so is known as the Trivium, Latin for "the three roads". The three classical subjects are called Grammar (Elementary years), Logic (Middle School years), and Rhetoric (High School years). Levels of development in the classical sense are Knowledge, Understanding, and Wisdom. The picture is that human beings have three areas of mental capacity: one for gathering up information (*Knowledge*), a second for arranging the information in a logical order (*Understanding*), and a third for putting this information and this ordering to practical use (*Wisdom*). These three capacities are mutually dependent upon each other, but have a logical and developmental order between them. They all develop at the same time, from birth, yet they each pass through periods of intensive development until they finally meet each other and work harmoniously together. Classical Education weaves the subjects of literature, history, language, art, music, dance, math and science together to formulate a student's foundation in cultural literacy.

Xavier Charter School's classical mindset of training a virtuous population is supported by a high-energy, high-expectation program known as Great Expectations. Pillars of Character are taught through literature, poetry, prose, quotes, and writing with the end goal of equipping leaders of tomorrow through training of the body, mind and spirit.

Body: The atmosphere of the school and the classrooms will reflect mutual respect so that students will feel empowered to take risks necessary for growth and learning. Mistakes will be seen as opportunities to learn and all ideas will be valued.

Teachers will possess positive attitudes necessary to shape and facilitate learning in the classroom through encouraging, believing in the students, caring and requiring excellence in every detail.

Mind: We will seek to challenge every student all of the time through a coherent and orderly classical education curriculum.

We will have high expectations of our students, and our teachers will possess knowledge and skill necessary to assist students in achieving those high expectations.

Students will learn to value knowledge for knowledge's sake.

Spirit: Students will develop the self-respect and discipline necessary to allow them to achieve their personal goals and to become active, responsible members of their communities.

Xavier's uniqueness will be exemplified by:

- The consistency of the instruction models used throughout K-12. Starting with direct instruction in the lower grades and progressing through to Socratic Teaching, concept development, synectics and inquiry models; students will be able to recognize instructional models from grade to grade. Instruction will have the appearance of a spectrum, rather than a patchwork quilt. Students will be able to take those instructional techniques and incorporate them into learning strategies.
- The consistency of the cultural/climate expectations. Behavioral standards are the same for each classroom and teacher throughout the school.

Strategic Goal 1: Xavier Charter School will recruit, employ, develop and retain a highly qualified workforce which will help achieve the mission and goals of our school.

Short Term Goals:

- 1.1.1 The Organizational structure at Xavier Charter School will be clearly defined with continued communication.
- 1.1.2 Meaningful engagement of the faculty in the Xavier Charter School culture by providing opportunities to serve on committees and ad hoc task forces.
- 1.1.3 The framework of a Professional Development Plan for Certified Staff will be assessed and evaluated annually.
- 1.1.4 The Framework for a Mentor Program for newly hired Certified staff will be in place. Ongoing
- 1.1.5 Prioritize Certified staff salaries during the budget process to target a level above the State of Idaho salary scale.
- 1.1.6 Identify colleges and universities that can offer classically trained/liberal arts teachers and create a presence and relationship with them. Work directly with Department Heads as recruitment contact and attend job fairs.

Teachers will be actively recruited from local teacher fairs as well as institutions that are well versed in Classical Education and/or Liberal Arts Education.

- 1.1.7 Staff Satisfaction will be surveyed periodically to discover ways to improve staff engagement and to provide needed resources to support their efforts in delivering exemplary education to the students at Xavier Charter School.

Performance Measures:

- 1.1.1a The following documents are complete as of May 2019: Organizational Chart (including chain of command) and Job Descriptions for new positions for the Business Office. New key role positions will have a current job description.
- 1.1.1b Solicit input from staff on their recommendations for refining and restructuring the Xavier Charter School Leadership Team.

- 1.1.1c Present revised Xavier Charter School Leadership Team structure to the Board by the Spring 2023 with the recommendation to adopt and explanation of how the new structure supports the charter, mission, and vision.
- 1.1.2a Committee work opportunities presented to Faculty regularly. Ongoing
- 1.1.2b Teacher/Staff Satisfaction and/or Teacher/Staff Engagement surveys completed annually each spring. Baseline surveys completed Spring of 2015. Ongoing
- 1.1.2c Recognition award for faculty made by the Xavier Board based on Xavier Charter School's vision and mission. Monthly
- 1.1.2d Involve at least 50% of the faculty in one of the committee work opportunities.
- 1.1.3 Written Professional Development Plan draft framework complete and presented to faculty for comment. Updated annually. Ongoing
- 1.1.4 Faculty Mentor Program completed for each school. Assessed and updated annually
- 1.1.5a Certified Staff salaries target a level above the Idaho salary scale. Teacher Satisfaction and/or Teacher Retention of at least 85% in Logic and Rhetoric Schools by Fall 2019. 90% Teacher Retention for 2017-18 fiscal year. Ongoing-Hard to fill positions are offered a sign-on bonus.
- 1.1.5b Plan to target certified salaries in developing and planning. Completed
- 1.1.5c Form a Salaries Committee and report before the 2019-2020 Budget season. Spring 2019
- 1.1.6a Reach out to Dartmouth, Hillsdale, and Midwestern State University. Spring 2019
- 1.1.6b Invite our legislators to Xavier Charter School twice a year and hold a feedback session. November 2018/April 2019
- 1.1.7a From Staff Survey Spring 2022 (Resource support): Hire additional Special Education Teacher and/or Director.
- 1.1.7b Offer incentive bonus to paraprofessionals who complete the entire school year with at least 90% attendance.
- 1.1.7c From Staff Survey Spring 2022: Gather data on the number of students on IEPs and 540 plans for Elementary and Secondary students in order to use this data during the FY24 Budget cycle.
- 1.1.7d Perform comparison analysis of paraprofessional pay rates in the surrounding Magic Valley school districts in order to attract and hire qualified paraprofessionals.

Long Term Goals:

- 1.2.2 Prioritize and participate in student teaching programs as reasonably possible based on availability.
- 1.2.3 Increase Certified performing arts positions as enrollment and facilities allow/demand: Dance, Drama and Music positions. Ongoing

Performance Measures:

- 1.2.1 Continue relationships with constant communications; actively pursue as education graduates are available.

Strategic Goal 2: Xavier Charter School will ensure an exemplary education for all students, K-12, by focusing on teaching a Classical Education curriculum, supported by interacting with one another as set out in an Xavier modified version of Great Expectations.

Short Term Goals:

- 2.1.1 Provide an exceptional education, K-12, utilizing a quality Classical Education Curriculum, exemplary instruction, and model leadership that complies with all state and federal education standards.

- 2.1.2 Classical Education Curriculum will be coordinated across grade levels for purposeful understanding. Ongoing
- 2.1.3 Promote opportunities for Character Development within curriculum. Ongoing
- 2.1.4 Determine the role of AP and Dual Credit classes in the curriculum at XCS. Ongoing
- 2.1.5 Explore and implement a dedicated process to identify, assist and support struggling students to experience educational success so that they may have a perpetual love of learning. Ongoing
- 2.1.6 Define goals needed to develop a sustainable Rhetoric School within a Classical Education context. Ongoing
- 2.1.7 Evaluate the benefits and feasibility for all day or extended kindergarten.
- 2.1.8 Explore options in retaining students in the 5th – 12th grades.

Performance Measures:

- 2.1.1a Xavier Charter School Leadership will present student outcomes data to the Board monthly. The Lead Team may include input from teachers in the Grammar, Logic and Rhetoric school to help explain results and to propose an action plan to address gaps.
- 2.1.1b Aggregate score for all grade levels at XCS will be above the state average on the ISAT 3rd -6th and IRI for K-3rd. Spring 2022 ISAT scores: 3rd=61% English/ 64% Math; 4th= 50% English/ 63% Math; 5th= 61% English/ 62% Math; 6th= 60% English/67% Math. The scores for the May 2022 IRI testing were a “at benchmark” percentage: K = 80%, 1st= 77%, 2nd= 84%, and 3rd= 80%; *No results were posted to the State website.
- 2.1.1c PSAT aggregate scores for all sophomores will be above the state average. Ongoing
- 2.1.1d Graduation rate (defined as number of students who successfully graduated from XCS divided by the number of students who attempted any part of their senior year at XCS that same year) will be at least 90%. Class of 2022 = 91%. Ongoing
- 2.1.1e At least 75% of Juniors at XCS will be “college ready” in Evidence Based Reading and Writing and Mathematics on the SAT. College Ready Spring of 2022: Evidence Based Reading and Writing=70% and Math=39% Ongoing
- 2.1.1f Average Composite Score on the SAT for Juniors at XCS will be 10% above the state average. Spring 2022= 1037
- 2.1.1g Explore and identify alternate testing instruments that align with XCS mission and vision to 2024, measuring of classical education and fine arts in grades K-12. Testing records through 2024 as a pilot group.
- 2.1.1h Collect data on where students are going after graduation. Class of 2022: 75% Pursued Post-secondary Education, 24 % Entered the Workforce, and 1% Entered the Military
- 2.1.1i Develop a Dashboard to show all the data in the Performance Measures goals 2.1.1a-g. Proposal in November 2023.
- 2.1.1j Percentage of secondary students enrolled in a Fine Arts class for the school year. 96.7% of secondary students enrolled in 2022-2023 School Year
- 2.1.1k Percentage of elementary students enrolled in the Fine Arts classes for the school year, which includes Dance, Music, Drama, and Art. 100% of elementary students enrolled in 2023-2024 School Year
- 2.1.1l Develop a program for the new students coming at the beginning and the middle of the school year. Research Grants that aid in afterschool assistance to help students to integrate into the set standard of curriculum for XCS.
- 2.1.2a Develop a curriculum map for all core classes for 7th – 12th grades. Spring 2024
- 2.1.2b Evaluate a curriculum map for core pieces including unit plans, lesson plans, assessments, and primary resources. Spring 2024
- 2.1.3a Present one of the 9 Pillars of Character to the student body once a month. Ongoing

- 2.1.3b Develop a plan to have students have a role in participating in meaningful leadership and service projects.
- 2.1.3c Publish the percentage of secondary students involved as mentors for elementary students. 100%
- 2.1.3d Publish the percentage of students involved in service projects. 100%
- 2.1.4a AP classes and Dual Credit designation for classes that are in alignment with the classical education model determined before the Spring lottery. Ongoing
- 2.1.5a To track the success of the Literacy Plan with data results. Ongoing
- 2.1.5b Develop a checklist of basic training for Title I paraprofessionals. Ongoing
- 2.1.5c Research and purchase a designated and set Special Education curriculum (Reading, Math, etc.) that aligns with a classical approach and meets the needs of XCS students who use these services.
- 2.1.6 Recruit a person to teach a Logic course for 7th -12th grades. Ongoing
- 2.1.7 Evaluate all day or extended kindergarten and present the results to the Board by Spring 2024.
- 2.1.8a Engage in continuous conversation with the Lead Team on how to retain students in the 5th – 12th grades.
- 2.1.8b Increase the percentage of retaining rate for students in grades 5th - 8th to 85%. Ongoing

Long Term Goals:

- 2.2.1 *Develop a strategy to incorporate scheduling of more elective classes.*
- 2.2.2 *Develop and implement a plan to sustain current enrollment numbers K-12.*
- 2.2.3 *Develop the feasibility of bringing a STEM curriculum to Xavier Charter School by implementing it into the classical education model. Ongoing*

Performance Measures:

- 2.2.2a *Maintain current enrollment in Logic School (5-8). 100% Fall 2016. Ongoing*
- 2.2.2b *Maintain current enrollment in the Rhetoric School (9-12). Increased 12% from 2015 enrollment. Ongoing*
- 2.2.3 *Charter re-write complete, approved by XCS Board and submitted to PCSC by June 1, 2016. Completed*

Strategic Goal 3: Xavier Charter School will provide responsible stewardship of its financial resources and proactively pursue all resources necessary to meet current and future demands

Short Term Goals:

- 3.1.1 The financial resources that support the educational program at XCS will be managed in accordance with GAAP. Priority will be given to funding programs that align with the mission and vision of XCS. An adequate carryover, sufficient to provide for unexpected circumstances or to provide stability for bond investors, shall be maintained. Ongoing
- 3.1.2 Purposefully seek out and apply for grant opportunities to support the mission and vision of XCS. Ongoing
- 3.1.3 Review contracts and purchasing procedures on a regular basis to ensure best prices for XCS. Ongoing
- 3.1.4 Develop plan for facility funding that will provide long term sustainability for XCS. Ongoing
- 3.1.5a Participate in lobbying at the state level for increased funding for charter schools, increase in teacher base pay to attract more people to the profession.

- 3.1.5b Lobby to allow for highly qualified professionals who are not certified to enter the teaching profession (allows the “best and brightest” to teach in the classroom whether they are certified or not).
- 3.1.5c Lobby to allow for charter schools to participate in receiving funding from local bond levies.
- 3.1.6 Engage in an energy audit of the XCS facility, perhaps through Idaho Power, in order to increase efficiency and cost savings.

Performance Measures:

- 3.1.1a Annual audit of XCS will have no major findings. Completed with an unmodified opinion for fiscal years 2013-14, 2014-15, and 2015-16. Ongoing
- 3.1.1b General Fund carryover will never fall below the amount required by our bonding agency. Ongoing
- 3.1.1c Days of cash-on-hand will be calculated annually at the end of the fiscal year. 270 days of cash-on-hand was calculated by the auditor as of September 2019
- 3.1.2 Grant revenue awarded to XCS will be at least \$50,000. June 2018 Grant revenue for 2016-2017 = \$28,160.90
- 3.1.3 Increases in the annual amounts for vendor contracts and purchase of classroom supplies will not exceed 5% from year to year OR commensurate with increases in enrollment.
- 3.1.4a Develop a sustainable plan for expansion and function of space.
- 3.1.4b The Phoenix Fund will operate in achieving the goals of the mission and vision of Xavier Charter School.
- 3.1.4c Hire and fund a Director for the Phoenix Fund. June 2018
- 3.1.5 The Xavier Board will have an annual meeting with its local legislators to discuss education issues. Ongoing
- 3.1.6 Present energy audit report to the Xavier Board. January 2018

Strategic Goal 4: Xavier Charter Schools will effectively communicate the schools' mission and vision and allow stakeholder involvement in an effort to build support in our community

Short Term Goals:

- 4.1.1 Purposefully and effectively articulate the Xavier Charter School Vision and Mission to XCS Faculty/Staff Team, students, stakeholders and community. Ongoing
- 4.1.2 Develop a relationship with Administration and Staff at other charter schools in Idaho and other states that share a common mission, vision, or values with Xavier Charter School. Ongoing
- 4.1.3 Develop and maintain a school-wide social media campaign. Ongoing
- 4.1.4 Develop a more effective parent survey tool that measures stakeholder satisfaction, knowledge of Xavier’s mission and vision, etc. The aggregate findings of this survey will be reported to the Board. Ongoing

Performance Measures and Benchmarks:

- 4.1.1a Develop a vertical response form to our newsletter.
- 4.1.1b Present the XCS Mission to our internal community (teachers, staff, students and stakeholders) in our Newsletter, on the school’s forms, on our internet website, in teacher blogs, and in our students and faculty handbooks. Ongoing
- 4.1.1c Reinstate a community open house that coincides with the lottery by November 2020.
- 4.1.1d Communicate Vision and Mission utilizing Strategic Marketing Plan. Ongoing

- 4.1.1e XCS Student Council actively involved in educating peers. Possible venues include school assemblies or the Student Council webpage. **Ongoing**
- 4.1.1f Increased XCS Faculty/Staff Team satisfaction by June 2018 compared to baseline data from May 2015.
Increased XCS student satisfaction by June 2018 compared to baseline data from 2015.
Increased XCS stakeholder satisfaction by June 2018 compared to baseline data from 2015.
Increased community approval by June 2018.
- 4.1.1g Update XCS marketing brochure for visiting parents, students, and community members by Spring 2019.
- 4.1.1h Compare the Rhetoric School enrollment, retention, and Waiting List beginning May 1, 2019.
- 4.1.2 Annually send XCS Team to other exemplary schools like Renaissance Arts, Victory Schools, and Harbor Method Schools.
- 4.1.3a Increased communications and satisfaction among stakeholders and community. **Ongoing**
- 4.1.3b Add social media mechanism for submitting pictures and add more administrators in order to keep Facebook updated. **January 2020**
- 4.1.4a A new survey tool that includes questions regarding parent knowledge of XCS's mission and vision will be developed by the Xavier Administration by the Spring of 2020.
- 4.1.4b The new survey tool will be administered once a year after it has been developed. **Ongoing**

Long Term Goals:

- 4.2.1 *Develop a relationship with Administration and Staff at other charter schools in the United States that share a common mission, vision or values with Xavier Charter School. **Ongoing***

Performance Measures:

- 4.2.1 *Determine school(s) to visit that align with XCS mission and vision. Travel proposal will be presented to the Board.*

Strategic Goal 5: Xavier Charter Schools will develop fundraising and marketing strategies that are driven by the mission, vision and values of the school

Short Term Goals:

- 5.1.1 Develop Strategic Marketing Plan that is in alignment with the XCS Vision and Mission.
- 5.1.2 Develop Strategic Fundraising Plan that is in alignment with the XCS Vision and Mission.
- 5.1.3 Maintain the Xavier Charter School Phoenix Fund.

Benchmarks

- 5.1.1a Develop a marketing committee to support the mission and vision of Xavier Charter School.
Develop a marketing plan for new students.
Develop a marketing plan that includes objectives, organization, and a master plan.
- 5.1.1b The marketing committee will review the Marketing Plan with XCS Xavier Board twice a year once established.

Performance Measures:

- 5.1.1a Increased XCS Faculty/Staff Team satisfaction with Marketing by June 2019.
Increased XCS student satisfaction with Marketing by June 2019.

Increased XCS stakeholder satisfaction with Marketing by June 2019.

Increased community approval by June 2019.

5.1.1b Maintain enrollment and Waiting List at 80% of capacity. **Completed**

5.1.1c Develop a systematic way in every grade to have a program to show the good the students have completed during the year.

5.1.1d Make a brochure (Course Catalog and/or Literature) for 9th-12th available on the website and in paper form.

5.1.1e Participate in marketing on social media.

5.1.1f Develop a program that provides the 6th graders with a day spent with the upper level students.

5.1.1g Communicate with new students/parents what to expect once they are drawn in the lottery.

5.1.1h Develop a community event in the next year to bring people who normally would not come.

5.1.2a Pursue grant opportunities that are in alignment with our charter, educational model and operating needs. Track awarded grants. **Ongoing**

5.1.2b Explore the option of hiring a part time or full time executive director for the Xavier Foundation.

Long Term Goals:

5.2.1 Set up a focus group table at the Parent Teacher Conference and talk with people by Fall 2019.

5.2.2 Actively seek out a Sponsor to help purchase/build the new classroom space with branding opportunity (i.e. Albertson's Stadium).

Strategic Goal 6: Xavier Charter School will provide and manage the district's facility in accordance with programmatic needs and best management practices

Short Term Goals:

6.1.1 Perform an annual review and make necessary revisions to the comprehensive Safety Plan that promotes a continued safe school environment to be presented annually. **Ongoing**

6.1.2 Develop an in-depth, multi-year maintenance plan for the XCS facility that will ensure that the building will provide a safe and appropriate learning environment for students. **Ongoing**

6.1.3 Develop Critical Needs Assessment for Expansion and support of the curriculum. **Ongoing**

6.1.4 Develop and update a Safety Plan for all facilities annually. **Ongoing**

6.1.5 Develop a list of upgrades/remodels to the current facility to support programmatic needs.

Performance Measures:

6.1.1a Crisis management plan present in every classroom prior to the start of each academic year. **Ongoing**

6.1.1b Training for staff and students on utilizing the crisis management plan is done at least once per semester. **Completed and ongoing**

6.1.2a Comprehensive maintenance plan/rotation for XCS facilities presented to Board annually.

6.1.2b Continue to work with the building contractor to provide space for Xavier Charter School. **Ongoing**

6.1.2c Develop a list of prioritized capital projects every year. **Ongoing**

6.1.2d Report capital dollars spent at the end of the budget year. **Ongoing**

6.1.2e Develop a spreadsheet of scheduled maintenance items needed to be performed, including a rotation schedule for replacement of furniture, classroom furnishings, paint, etc.

6.1.3a Assess enrollment trends and strategically plan for the development of facilities, such as an Auditorium or classroom space, that align with the mission and vision of XCS reviewed annually.

- 6.1.4a Annually review a safety plan for traffic issues that includes stop signs, flashing crosswalks, or traffic lights etc. Ongoing
- 6.1.4b Investigate safety measures including smoke detectors, property fencing, and installation of additional cameras and develop financial plan to purchase and install. Spring 2020
- 6.1.5a Create a committee to assess and prioritize the needs of classrooms, offices, modular buildings, and additions to current buildings that support the current and future needs of the educational program at XCS. This committee assumes that a new building may not be built for 5-7 years. The committee will present their ideas to the Board by Spring 2023.
- 6.1.5b Build or create an area at the entrance of the school that is “Beautiful” with classical, quality art, and documents that represent XCS’s mission and vision.
- 6.1.5c Create a plan to remodel classrooms to make them “Beautiful” which may include quality furnishings, furniture, paint, built-in bookcases, classical art, etc. Present the plan to the Board by Spring 2023.

Long Term Goals:

- 6.1.5 Review Food Services.
- 6.2.1 Continue to explore the possibilities of replication.

Performance Measures:

- 6.1.5 Review the source selection, grant selection, and federal funding for food services.
- 6.2.1 Reach following thresholds before replicating:
 - Fully Developed Rhetoric Curriculum
 - Master Schedule
 - High Performance across Grammar, Logic, and Rhetoric schools
 - Standardized Operations Book
 - Bond 10-year mark (2025)
 - Access to levies or other funds
 - Research other charters as to why other charters have not replicated when they have a long waiting list

Last Reviewed: 09/19/2022
Board Approved: 10/20/2022