

AN AMERICAN CLASSICAL SCHOOLS OF IDAHO CSP Grant Narrative



VALOR
CLASSICAL ACADEMY

VIRTUS • SCIENTIA • FELICITAS

K-12
Opening 2026

Valor Community
P.O. Box 20
Kuna, Idaho 83634

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Point of Contact:
Sean Hunter
shunter@acs-id.org

Board Chair:
Marvin Lasnick
mlasnick@acs-id.org

Valor Classical Academy does not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing education services, activities, and programs including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. Any variance should be brought to the attention of the administration through personal contact, letter, phone, or email.

EXECUTIVE SUMMARY

Valor Classical Academy (VCA) is set to open in Kuna for the 2026-2027 school year. It will serve students from the southern region of the Treasure Valley, including Kuna, Boise, and Meridian. VCA will begin as a K-6 school in August 2026 and will add one grade each year, ultimately accommodating up to 702 students in grades K-12 by the 2032-2033 school year. The mission of VCA is “to train the minds and improve the hearts of students through a classical, content-rich curriculum that emphasizes virtuous living, traditional learning, and civic responsibility.” Our vision for VCA is “to form future citizens who uphold the ideals of our American experiment through a classical, great-books curriculum designed to engage the student in the highest matters and the deepest questions of truth, justice, virtue, and beauty.”

VCA is an American classical school and a Hillsdale-supported founding effort. American classical education is a variant of classical education that blends an intensive focus on developing literacy and numeracy in the early years with a rigorous liberal arts and science curriculum that students grow into as they advance in grade level. VCA’s K-12 scope and sequence are provided free of cost through its partnership with the Office of K-12 Education at Hillsdale College. In addition to this support, Hillsdale K-12 provides leadership and pedagogical training to administrators and faculty at member schools.

The American Classical Schools of Idaho (ACSI) board governs VCA. ACSI will also function as a School Support Office (SSO). This SSO exists exclusively to create economies of scale for business management, food service, transportation, instructional support, and other services or support as requested by member schools. As an ACSI member school, VCA’s grant application will closely mirror previous ACSI school grant applications.

A: Smart Grant Project Goals

In support of VCA’s mission and vision, VCA is requesting \$2,000,000.00 to pursue four goals. The themes that unite these goals are access and outcomes. VCA aims to provide an accessible, high-quality classical education option to all families within our attendance area.

<i>Goal</i>	<i>Measure (s)</i>
1. VCA will provide a rigorous classical education that cultivates both academic excellence and strong character. Our program will meet or exceed Idaho's performance standards in all subjects while fostering virtues like courage, courtesy, honesty, perseverance, self-government, and service. Through this holistic approach, we aim to produce well-rounded students who are prepared for success.	<p>A. VCA will outscore the state average in ELA, mathematics, and science on the ISAT by 5% and scale up by an additional 5% every year thereafter (e.g., 10% in year two) until we approach full proficiency.</p> <p>B. VCA students will exceed the state ISAT growth average in ELA and mathematics each year.</p> <p>C. The annual family survey will ask parents and guardians to use a 5-point Likert scale to rate their agreement with the following statement: “The school cultivates a sound culture that fosters our school virtues and builds good character.” VCA will achieve a 90% or higher positive rating on this prompt each year of operation.</p>
2. In its inaugural year, VCA plans to establish 378 new, high-quality charter school seats for grades K-6, with a gradual expansion to 702 seats by adding one-grade level each subsequent year until becoming a K-12 school.	<p>A. The school will achieve 100% enrollment.</p> <p>B. VCA will enroll a diverse student body that is representative of surrounding community demographics, with a 5% margin of error in terms of race, socioeconomic status, and special education needs.</p>
3. VCA is committed to ensuring that transportation and nutrition are never barriers to continued enrollment, particularly for students from economically disadvantaged backgrounds. The school will provide comprehensive busing services and a federally compliant school lunch program, ensuring that all students—regardless of their financial situation—have the support they need to thrive academically.	<p>A. The number of economically disadvantaged students (operationally defined as Title I status) enrolled at VCA will meet or exceed the average of sending districts.</p> <p>B. VCA will achieve a 95% or higher retention rate among economically disadvantaged students.</p>
4. Starting in its fourth year, VCA will offer a rigorous, comprehensive high school program to foster academic and personal growth. Students will develop customized post-secondary transition plans tailored to their unique goals and aspirations. VCA seniors will possess strong critical thinking and analytical skills, with a solid foundation in moral character. This will empower them to lead purposeful lives and succeed in any path they choose. VCA will invest resources to support achievement goal(s) for all students, including advanced opportunities, apprenticeships, and internships.	<p>A. All high school students will have a personalized post-secondary plan, developed with the support of staff and parents.</p> <p>B. All 12th-grade students will participate in an exit meeting to discuss completing their post-secondary plans. The outcomes of those meetings will show that 100% of graduating seniors achieved their post-secondary transition goal (s).</p>

B: Educational Philosophy, Instructional Practices, and Curriculum

VCA's curriculum was selected to meet the needs of all students within the planned attendance area, and we expect a population of students from diverse backgrounds and learning abilities. Our American classical curriculum is time-tested and has been successfully implemented for students from academically, socially, and economically varied backgrounds across the United States. The American classical education VCA will offer is a liberal arts and science education intended to equip students for virtuous, knowledgeable, and happy lives. Classical education upholds a standard of excellence and has proven itself over time. VCA's high standards and research-based curriculum will give students a traditional education that will challenge them to excel in learning and character development. At VCA, high academic achievement, personal discipline, ethics, and responsibility will be consistently reinforced through studying subjects in the classical tradition. Our students will become engaged citizens and intellectually rigorous contributors, well-qualified for future studies in law, medicine, business, engineering, technology, or any other professional or vocational pursuit.

Teachers will be instructed in the best techniques and the school's policies and philosophy of what is usually called "classroom management." The basic strategy is to combine structured learning wherein students always know what is expected of them with engagement and discussion that keeps students interested and appeals to the best in their nature through explicit teaching of the moral virtues (of which the school has chosen six "core virtues"). In addition, the school will have a fair and consistent plan of discipline to correct behavior when it is not appropriate or conducive to learning. As with teaching, all teachers will embrace the school's philosophy and practices of promoting good behavior.

Curriculum and Instructional Practices

VCA utilizes the exceptional Hillsdale College K-12 scope and sequence. This comprehensive framework, rooted in the liberal arts and sciences, guides instruction across all subjects, from kindergarten through high school and exceeds the level of rigor contained within the Idaho Content and Common Core Standards. It includes a curated selection of textbooks, primary sources, and resources to support teachers and ensure a world-class education for all students. An overview of the Hillsdale K-12 scope and sequence is depicted in the diagram.

Table!	ELEMENTARY SCHOOL: KINDERGARTEN-6TH GRADE					MIDDLE SCHOOL: 6TH-8TH GRADE			HIGH SCHOOL: 9TH-12TH GRADE				
	Kindergarten	1	2	3	4	5	6	7	8	9	10	11	12
MATH	Singapore Math Dimensions								Algebra I	Geometry	Algebra II	Trigonometry/Pre-Calculus	Calculus
SCIENCE	Life, Physical & Earth Science						Intro to Life & Chemical Sciences	Conceptual Physics		Biology	Chemistry	Physics or Other Advanced Science	Astronomy or Other Advanced Science
LITERATURE	Classic Children's Literature, Sayings & Phrases, Poetry						Classic Literature & Poetry			Ancient Literature	Medieval & British Literature	American Literature	Modern Literature
HISTORY & CIVICS	Intro to American History & Civics	American History & Geography									Europe 500-1815	America 1607-Present	Modern World 1815-Present
		World History & Geography					America to 1877	America 1877-Present		Ancient World to 500	Economics	Moral & Political Philosophy	American Government
READING, WRITING, & SPEAKING	Phonics: Writing, Spelling & Reading Literacy Essentials			Grammar Well Ordered Language Composition Institute for Excellence in Writing						Logic & Rhetoric	Elective		Senior Thesis
FOREIGN LANGUAGES	French, Spanish or German			Greek & Latin Roots			Latin Ia	Latin Ib	Latin II	Latin III	Advanced Latin or Other Foreign Language Elective		
FINE ARTS	Art & Music: History, Theory & Practice									Physical Education, Fine Arts, or Other Electives			
PHYSICAL EDUCATION	Physical Education												

VCA will achieve its mission of providing an American classical education to all its students by adhering to the curriculum. The elements of this curriculum are time-tested, research-based, systematic, coherent with each other, and accessible to all children. This rigorous curriculum exceeds state and federal requirements for each content area. In the early grades, students will engage with an explicit phonics program developed by Access Literacy and a Core Knowledge Sequence-based curriculum covering literature, history, geography, science, the fine arts, and cultural literacy. Mathematics instruction will utilize Singapore Math (Dimensions series) in elementary grades and transition to rigorous texts like Art of Problem Solving, Weeks

& Adkins, Euclid, Precalculus by Michael Sullivan, Trigonometry by Gelfand and Saul, and Calculus by James Stewart in higher grades. Students will study Spanish in K-5, Latin from grades 6-9, engage in systematic grammar instruction using the Well-Ordered Language curriculum, and delve into ancient and modern history through the study of primary sources. The upper school curriculum will follow the comprehensive scope and sequence outlined in the Hillsdale K-12 Program Guide 3.2, encompassing required courses in composition, government, economics, and moral philosophy, culminating in the writing of a senior thesis.

In the elementary years, VCA will use three key programs in the curriculum: *Literacy Essentials: The Journey from Spelling to Reading*, *Singapore Math Dimensions Series*, and the *Hillsdale K-12 Program Guide 3.2*. These programs are designed to lay the foundations of knowledge in the elementary years and thereby enable students to acquire greater knowledge and understanding of the world as they progress in age and advance in their studies.

As students mature, the academic programs transition more of their time and intellectual energy into content-based (as opposed to skill-based) facets of the curriculum. The order and content of these subjects from kindergarten through grade eight (8) are derived from the *Hillsdale K-12 Program Guide 3.2* and influenced by the work of the Core Knowledge Foundation. Technology use is minimal in the elementary and middle school grades, with an emphasis on building key skills in literacy and numeracy. Technology is mainly used for state testing and data collection.

A goal of VCA instruction is to build up knowledge and literacy of the American tradition through a systematic curriculum that eliminates gaps in learning and features “spiraling” wherein students re-encounter subjects they have learned as they reach higher levels of cognition. This sequence was developed to provide a comprehensive order to K-8th education

in the core subjects of literature, science, history, and the arts that constitute the American intellectual inheritance. The school's philosophy embraces the idea of teachers becoming masters of their subject and utilizing the scope and sequence to craft their own lessons.

Although the rhetoric surrounding a classical school often emphasizes the humanities, the sciences are no less important. The curriculum focuses on thematically linked science topics and the biographies and discoveries of great scientists. The coherent order of the scope and sequence allows for regular repetition and mastery of the most important facts and concepts in the sciences, such that students are well versed in the fundamentals by the time they reach the high-school science sequence.

In the high school years, the students will attain higher levels of thought and inquiry. In high school, VCA will follow the Hillsdale College recommended course sequence. This comprehensive scope and sequence lays out the entire curriculum along with curricular maps, subject outlines, curricular components, and detailed supporting materials (e.g. cross-curricular references, pedagogical suggestions, and additional online and digital teacher resources). The high school component includes four years of history, literature, mathematics, and science; three years of foreign language; a semester of composition; a full year of American government; a semester of economics; and a semester each of moral and political philosophy. In history, students begin with the Ancient Civilizations and Europe (500-1815) in grades nine and ten, study American government integrated with the Revolution and Founding period of American history (1607-present) in grade eleven, and finish with a year of modern European history (1815-present) in grade twelve. In literature, students read great works, usually in their entirety, with an emphasis on ancient and classical literature in grade nine, medieval and British literature in grade ten, American literature in grade eleven, and modern

literature in grade twelve. The required track for science is biology in ninth, chemistry in tenth (with occasional exceptions based on attained math level), followed by two additional science classes in grades eleven (usually physics) and twelve (usually astronomy or geology). In mathematics, students will follow a sequence based on their ability levels, beginning with Algebra I (which many students will take in eighth grade). That sequence will be Algebra I, Geometry (including Euclidean proofs), Algebra II, Trigonometry/Pre-Calculus, Calculus I, and in some cases, Calculus II. Students who prefer to take another math course (such as Statistics) in their senior year rather than Calculus may do so. In foreign languages, students will be expected to take at least one year of Latin in high school and two additional years of a foreign language, whether advanced Latin or a modern foreign language.

The culmination of this comprehensive education will be the senior thesis. Seniors will be required to write a lengthy thesis based on a work of literature or an aspect of one of the subjects they have studied that attempts to answer a question of their own design—that question somehow being connected in a summative way to their educational experience (broadly, the nature of the human and natural world and the various means of human flourishing). The thesis will be first written and then delivered orally to fellow classmates, teachers, and invited guests, including parents, and will thereby serve as a rite of passage to an independent life of informed thought and responsible citizenship. Seniors will take a Senior Seminar course to prepare for their thesis, including instruction on responsible technology use and properly citing sources when compiling their research.

VCA will also provide room in students' schedules for at least one elective per year from ninth grade onward. Students will be able to take electives in Leadership, Agricultural Science, Robotics, Photography, Orchestra, Choral Ensemble, Studio Art, Drama, and Theater, or other

options that align with the academic model based on student demand. After school, students will be able and encouraged to participate in extracurricular clubs, the fine arts, and competitive athletics. It is also important to mention that the Hillsdale *K-12 Program Guide 3.2* receives regular updates. VCA will review and update aspects of the educational program as appropriate when new curricular resources are made available.

Evidence of Success

American classical education is designed to align with students' natural stages of development by utilizing a cohesive K-12 curriculum with intentional horizontal and vertical alignment. This has led to tremendous results in diverse community contexts throughout the country. This demand is fueled by a combination of high academic performance, a school culture of virtue and respect for all, and a unique educational offering that has no comparable competition in most markets. Treasure Valley Classical Academy (TVCA) is our sister school in Payette County, Idaho. TVCA is excelling in many areas and ways; consider the following:

- 96.9% of students returned to TVCA this school year
- 94% of teachers employed by TVCA choose to return year after year.
- 46% of TVCA teachers have advanced degrees, with 14% holding doctorates
- 7th grade students at TVCA recently outperformed the state average on the ISAT in mathematics by 14% and English language arts by 18%.
- 8th grade students at TVCA recently outperformed the state average on the ISAT in mathematics by 8% and English language arts by 20%.

C: TEACHING AND LEARNING

The foundation of VCA is a high-quality liberal arts and science curriculum that has been proven nationally and is regularly updated on a triennial cycle in response to feedback from

teachers, student outcomes, and advice from professors in their respective disciplines. The curriculum is designed to meet the needs of all learners and will be accompanied by a full range of academic services. These services will be provided through a Response to Intervention (RTI)/Multi-Tiered System of Supports (MTSS) framework built around core instruction (tier one), including targeted interventions (tier two), and intensive support (tier three) to effectively serve all students. The RTI/MTSS framework at VCA will be data-driven and informed by the nationally benchmarked Measure of Academic Progress (MAP), conducted three times per year. Additional information about our data-driven approach to academic support is in part D.

Instructional Practices

VCA will anchor its pedagogical practices on Dr. Copeland's acclaimed work, *Tried and True: A Primer on Sound Pedagogy* from Hillsdale College. This influential text serves as a comprehensive guide for educators, offering invaluable insights into lesson planning, assessment techniques, classroom dynamics, and effective parent engagement. By implementing the principles outlined in this book, VCA aims to foster an environment conducive to student success. From captivating student interest to streamlining classroom management, the book equips teachers with practical strategies to optimize learning experiences. In addition, Hillsdale College's K-12 department provides pedagogical training to faculty and school leaders at member schools. VCA will utilize Hillsdale K-12 for startup training, ongoing professional development, and curricular guidance. VCA teachers have access to Hillsdale K-12's robust collection of online resources and in-person training each year. VCA teachers will receive training on making homework useful and manageable for students of all grade levels.

Curriculum

VCA will utilize the Hillsdale College *K-12 Program Guide 3.2*, a proven curriculum successfully implemented in schools nationwide. This curriculum, informed by the *Core Knowledge Sequence*, ensures all students receive a comprehensive education in the arts, literature, science, history, mathematics, and language, fostering cultural literacy and exceeding Idaho State Standards. The following paragraphs provide additional details on the elementary Literacy and Numeracy programs.

The elementary literacy curriculum, *Literacy Essentials*, focuses on mastery of phonics through a process whereby students learn to write and spell while developing an understanding of English language rules. During the earliest years of instruction, students learn 72 phonograms and memorize the rules associated with their use. This process then flows into the development of reading fluency and comprehension as they progress through the grades. One of the strengths of *Literacy Essentials* is that it contains all the components of a reading intervention program, and these are deployed within the general education classroom for the benefit of all students. Moreover, *Literacy Essentials* utilizes Orton-Gillingham's methodology, which includes a multi-sensory approach to phonics instruction. Orton-Gillingham's methods were originally designed to serve students with dyslexia, but experience shows that all students benefit from seeing, hearing, speaking, and writing as they learn to read. Although every student will receive support through the robust scaffolding built into *Literacy Essentials*, VCA will hire a literacy coordinator in year one to build and operate an elementary reading intervention program. Each elementary classroom will have the assistance of an academic aide to provide targeted interventions under the supervision of the literacy coordinator and classroom teacher. This program aims to ensure that every student receives the support necessary to progress toward language mastery.

Singapore Math Dimensions is a conceptual approach to teaching mathematics. It includes a three-part cycle where students begin with concrete concepts, move on to pictorial representations, and then work through abstract problems only once they have developed the requisite knowledge for success. As new concepts are introduced, this cycle is embedded within each grade level and across the curriculum. There is a strong emphasis on using manipulatives and hands-on learning in mathematics, especially in the earliest years when students focus on developing a keen number sense (including an emphasis on number bonding, place values, and fractions). Later, students utilize pictorial strategies such as bar modeling to solve complex problems visually. These strategies help students develop a deep, conceptual understanding of mathematics before encountering challenging abstract concepts in algebra, geometry, and calculus. The heavy emphasis on concrete and pictorial approaches in Singapore Math reflects what a math intervention might look like in other school contexts. Additionally, grades two through six will share a common math period so that students can be taught in inter-grade and cross-grade ability groups as necessary. This means all students will receive additional support or accelerate their learning as appropriate within and across school years.

Special Education

We recognize that some students will require intensive support beyond targeted academic interventions. To address those needs, VCA will operate a comprehensive special education department that includes a coordinator/director, teachers, paraprofessionals, and other contracted service providers based on student needs. VCA will hire a special education coordinator who will begin working three months before the school officially opens to ensure that appropriate systems are in place and fully prepared to meet the individual needs of students with disabilities when they arrive on the first day of school.

D: STUDENT ACADEMIC ACHIEVEMENT STANDARDS

To achieve our student achievement goals, academic progress must be monitored regularly. This is a necessary component of an RTI/MTSS model because teachers and school leaders cannot engage in data-driven decision-making without current and reliable data to reflect on. VCA will utilize a tripartite data collection system that includes curriculum-based measures (CBMs), NWEA Measures of Academic Progress (MAP), and the Idaho Standards Achievement Test (ISAT).

CBMs occur regularly within the *Singapore Math Dimensions* and *Literacy Essentials* programs and provide teachers with frequent updates regarding student progress that they can use to tailor instruction to meet the needs of individual students between benchmarks. This constitutes an essential form of progress monitoring that all VCA elementary teachers will utilize to inform their instructional choices. This will occur individually throughout the year. VCA school leadership will conduct regular classroom observations to ensure the curriculum is being implemented with fidelity, as this is crucial for achieving consistent and measurable student outcomes.

The NWEA MAP is scheduled three times per year, in the fall, winter, and spring. This provides periodic benchmark data regarding student achievement in relation to national norms, using the Rasch Unit Scale, or RIT score. In that manner, MAP provides essential data to classroom teachers and the process improvement team at the school, where system-wide decisions can be made in response to multi-year trends. MAP data will be analyzed during grade-band meetings and by the school leadership team to inform academic support decisions and professional development. Parents will also be provided with MAP reports to ensure they have the necessary information to be equal stakeholders in their child's academic progress.

The ISAT will be conducted during the required window each year and viewed as the summative assessment of academic progress at VCA. While CBMs and MAP provide us with data to monitor progress and benchmark, the ISAT is an accountability tool that provides the entire VCA community with an understanding of the student and, consequently, school performance. That is why our academic goals are linked directly to the ISAT. Results from the ISAT will be discussed internally and shared publicly to maintain a focus on our school goals.

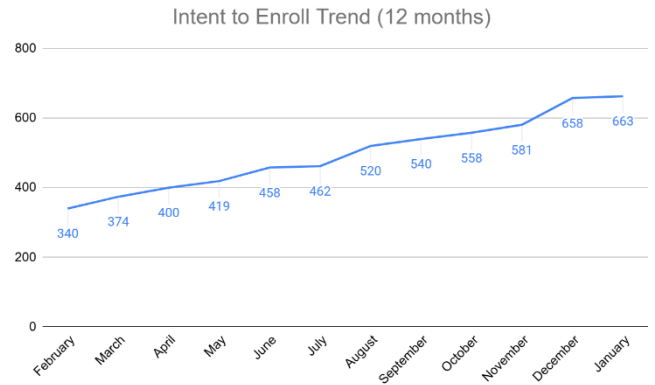
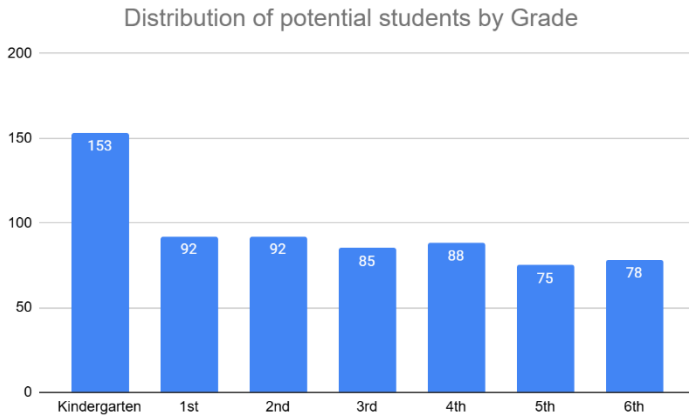
VCA will leverage longitudinal data collected from assessments such as MAP, SAT, ACT, CLT, ISAT, as well as records of attendance, behavior, GPA, referrals, and survey responses. This data will enable the tracking and monitoring of student academic progress and facilitate an evaluation of the school's alignment with its mission and overall performance culture. Staff members will analyze this data, making it a focal point in staff meetings, training sessions, and the monitoring of the school improvement plan. This data will inform decisions regarding professional development, school enhancement initiatives, hiring practices, and interventions.

Formative assessments will play a pivotal role in implementing the curriculum. All teachers will receive comprehensive training on effective formative assessment methodologies. The insights gathered from these assessments will drive the development of lesson plans, instructional strategies, remedial actions, interventions, and other instructional decisions.

E: STUDENT DEMAND AND COMMUNITY/LOCAL SUPPORT

VCA is scheduled to open in 2026, serving students from Kuna, South Meridian, and Southwest Boise in Ada county. The school will begin with 378 students (54 per grade, K-6) and gradually expand to 702 students (K-12) by adding a new kindergarten class each year. Local demand has been extremely strong and demonstrates significant community interest. As of

January 9th, 2024, over 660 students have expressed interest through our intent-to-enroll form for our 378 open seats. Distributions and trends diagrams are below.



The 2024 "Idaho Enrollment Landscape Analysis" by Eschbacher Consulting and Bluum ranks Ada County among the top three counties for future charter school growth. Kuna, with a low 5% charter enrollment and an 11% population increase in the 5-17 age group, is particularly promising. This favorable demographic positions VCA well for successful student enrollment.

Community Outreach Strategies

VCA's classical education model, emphasizing civics and virtue, will distinguish it within the attendance zone. VCA leadership, alongside the community founding group, is spearheading a comprehensive outreach campaign to raise awareness of the unique benefits of classical education. VCA is already actively implementing a multi-faceted marketing campaign, including social media, targeted advertising, and community outreach, to generate interest and drive enrollment. Collaborating with ACSI, VCA has secured over \$15,000 in marketing funds to support these efforts. Focusing on Kuna, southwest Boise, and south Meridian, the campaign will utilize various channels, including door-to-door canvassing, events, traditional marketing, social media, partnerships with organizations like the Boys and Girls Club, and targeted outreach to underserved and Hispanic communities.

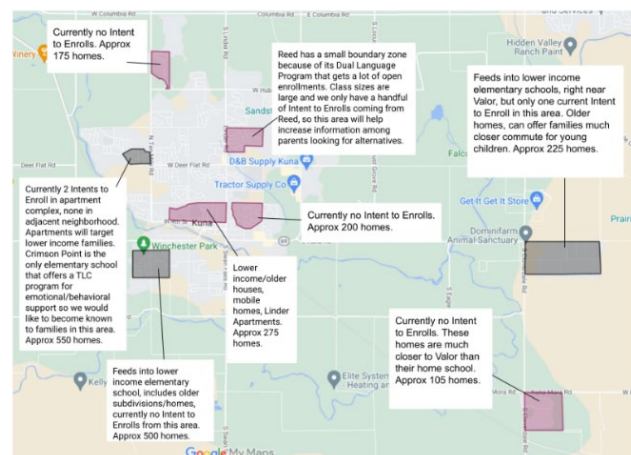
Strategies for recruiting educationally disadvantaged, diverse, & underserved families

VCA outreach strategy will ensure accessibility for all families, including those from diverse and underserved communities. As part of this strategy, VCA emphasizes the availability of this free public education, including transportation and nutrition programs, to ensure all students feel they have equal access to the school's opportunities.

VCA plans to complete a door-to-door campaign with door hangers in Spanish and English for lower-income and multi-family housing areas in the attendance area. In addition, VCA is developing a partnership with the Kuna Boys and Girls Club to support our families. This partnership includes monthly Family Nights, outreach efforts, and after-school homework assistance during the Club's "Power Hour," helping the students of working parents. Recognizing the importance of accessibility, VCA has prioritized affordable uniforms. In addition, a successful fundraising appeal raised over \$9,000 to assist families with uniform costs, and future "uniform swaps" will further enhance affordability. VCA is committed to reaching Spanish-speaking families. A bilingual leadership team member will translate materials, participate in outreach events, and assist families with enrollment. A comprehensive marketing campaign will include Spanish-

language videos, social media content, and local event participation, culminating in an in-person lottery assistance session.

The diagram shows the initial underserved communities projected to be incorporated in VCA's outreach campaign.



Anticipated Student Demographics

VCA outreach and recruitment efforts are designed to ensure a diverse student body enrollment that is representative of the surrounding communities' demographics, with a 5% margin of error in terms of race, socioeconomic status, and special education needs. The table below displays VCA's anticipated student demographics based on assumptions outlined in the enrollment demographics worksheet, which was provided as an attachment.

White	Amer. Indian	Asian	Black	Hispanic	Pacific Islander	2 or More Races	Title I	SPED	EL
74.25%	0.54%	1.90%	2.44%	15.99%	0.54%	4.34%	29.81%	12.74%	6.23%

Enrollment Goals and Management

VCA's maximum initial enrollment capacity is 378 students, with a budget target of 369 students for the first year. The conservative 369 enrollment target is the enrollment needed for a financial viability school. VCA's enrollment expectations by year are detailed in the table.

Grade	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
K	54	54	54	54	54	54	54	54	54	54
1	54	54	54	54	54	54	54	54	54	54
2	54	54	54	54	54	54	54	54	54	54
3	54	54	54	54	54	54	54	54	54	54
4	51	54	54	54	54	54	54	54	54	54
5	51	52	54	54	54	54	54	54	54	54
6	51	51	52	54	54	54	54	54	54	54
7		50	51	51	54	54	54	54	54	54
8			50	51	51	51	51	51	51	51
9				48	48	48	48	48	48	48
10					45	45	45	45	45	45
11						43	43	43	43	43
12							35	35	35	35
Total	369	423	477	528	576	619	654	654	654	654

VCA leadership team is adopting a comprehensive, long-term strategy for enrollment management covering the journey from initial interest to conversion to retention. This comprehensive approach involves several key stages. First, a general awareness campaign aims

to attract potential families. Second, we will cultivate interest through intent-to-enroll forms, ensuring consistent communication to maintain an updated list. Third, families will transition from interest to formal application through a lottery system. Subsequently, we will guide families through the enrollment process, culminating in finalized enrollment. Finally, we will prioritize building a strong sense of community to foster student retention year after year.

Parent and Student Engagement

VCA was founded by a dedicated group of parents who remain actively involved in the school's development. The founding group will serve as the blueprint for two parent and community leadership groups: the Parent Teacher Community Association (PTCA), supporting school events and fundraising, and the Mission Support Team (MST), a collaborative team driving continuous improvement. These groups will empower parents and families to actively participate in the school community. VCA will establish a student council as the school grows, offering students a platform for leadership and civic engagement. The council will advise school leadership on key issues, fostering student voice and ownership within the school community.

F: EFFECTIVELY SERVING ALL STUDENTS

In its recruiting efforts, VCA will ensure prospective parents understand that the school is a public school that intends to meet the needs of all students, including those with learning disabilities. The school will also work to ensure that parent and student rights are protected, including in handling personally identifiable information in student special education records. This section outlines the operation of our special education program, transportation, school lunch, and additional considerations for meeting the needs of all students.

In addition to a strong academic program and the previously outlined interventions that will be available to all students, VCA will also operate a special education program aligned with

our mission to train the minds and improve the hearts of all students. The design of our special education program will emphasize inclusion in the classroom to the maximum extent possible. It will incorporate pullout services only where necessary to meet the unique needs of an individual student. This means that special education teachers and paraprofessionals will be active participants in the classroom and a resource that is available to students not only when they are receiving specific services but also at the exact moment that they need assistance to understand a concept or develop proficiency with a skill. This full-service department will grow and expand along with the student population.

VCA will participate in the National School Lunch Program (NSLP), including free or reduced-price meals for eligible students. This endeavor is expected to be achieved through collaboration with ACSI's food service director and the recruitment of skilled individuals capable of delivering a high-quality food service program. Our meals will stand out as they will be scratch made to the greatest extent possible, ensuring both nutrition and flavor at an affordable rate for families. Financial backing for our school lunch program will come from a blend of federal reimbursements and meal fees.

VCA's attendance area includes low-income communities, necessitating a comprehensive busing program to serve the entire primary attendance zone. VCA plans to purchase four buses and establish routes throughout Kuna, south Meridian, and southwest Boise, including stops at community centers like the Boys and Girls Club. Bus routes will be finalized post-lottery to best accommodate student needs.

Other American classical schools in their first year report a notable percentage of students behind grade level in academic subject areas and with a range of behavioral needs. VCA recognizes this potential need for academic and behavioral support in the early years. Our

plan includes supplementary instruction in phonics and remedial math, as well as a dedicated character education program. Teachers will receive comprehensive training in intervention strategies to ensure all students receive the support they need to thrive.

Teachers will receive training on effective classroom management techniques, emphasizing structured learning combined with engaging instruction that cultivates the school's six core virtues. A fair and consistent discipline plan, adjusted for each grade level, will promote student self-government and a positive learning environment. The guidelines provided by the IDEA (Individuals with Disabilities Education Act) and the Idaho Special Education Manual will be followed regarding disciplining students with disabilities. If a student currently has a Behavior Intervention Plan (BIP), the plan will be reviewed to determine if intervention and response steps were implemented appropriately in a given disciplinary situation. If a BIP is not in place, the IEP team will meet to determine whether a Functional Behavior Assessment is appropriate. A BIP may be implemented if the special education team determines that the behavior of the student impacts his or her learning and/or the learning of others. This intervention, if deemed necessary, would be included in the IEP.

G: STAFFING AND PROFESSIONAL DEVELOPMENT PLAN

VCA will hire an entire elementary school staff (K- 6) prior to the first year of operation. These individuals will primarily come from local, regional, and national markets and include a blend of new and experienced educators with K-12 backgrounds and subject area experts from other sectors. It is important to recognize that there is not a large pool of American classical educators to hire from, so each new school that opens must train and develop its own teachers. For that reason, we anticipate recruiting a faculty made up of professionals with a range of backgrounds. The qualifications that will unite them are (a) subject area expertise, (b) a love of

learning, and (c) a desire to teach and instill virtue in students. After the first year of operation, VCA will begin to build an upper school (7-12). The additional desired qualifications for teachers in the upper school will be for candidates with graduate-level education in a subject area.

Our recruitment strategy includes attending job fairs at Hillsdale College and elsewhere to directly engage with teachers trained in classical education. Additionally, we plan to foster relationships with both in-state and out-of-state colleges that share our mission, in order to recruit both student teachers and faculty members. As well we will identify highly qualified paraprofessional staff and assist them to complete teaching certification so they may transition into faculty positions. Finally, VCA is partnering with Mission 43 (an Idaho Veteran organization) to recruit and support Veteran and military spouse educators to join our faculty.

One of the most valuable components of our partnership with the Hillsdale College Office of K-12 Education is that they provide intensive training to the faculty of a new school before it opens (at no cost). The summer before we launch, a team of teacher trainers will come to VCA for two weeks and provide a deep dive for our faculty in all aspects of the curriculum and classical pedagogy. This training will be followed up on internally with twice-monthly professional development sessions built into the faculty meeting schedule and classroom observations conducted by the principal or assistant principal. Observations will occur at a minimum once every two weeks and include follow-up coaching as needed. Moreover, Hillsdale College hosts a free classical education professional development conference every summer that includes segments on curriculum, instruction, and leadership. This conference is a focused follow-up to the initial training provided to school faculty, and sessions are presented by a combination of Hillsdale K-12 staff and teachers employed at

American classical schools throughout the country. VCA has budgeted enough money to ensure that every teacher will have the financial means to travel to the conference annually.

H: FINANCIAL MANAGEMENT AND MONITORING PLAN

VCA's 3-year operating budget is included as an attachment. Please note that VCA anticipates approximately \$2.7 million in grant funds from the Albertson Family Foundation to assist with operating costs. These funds are spread out over five years (including one pre-operational year) and are used to close budgetary gaps until enrollment increases to the point where grant support is no longer necessary to operate the academic program at full capacity. Additionally, fellowships from the Borbonus Family Foundation and Bluum will support the leadership team in establishing and launching the school.

VCA intends to build a new facility on 7.93 acres of donated land in the Valor subdivision in Kuna. This donated land is valued at approximately \$2 million. Construction will be completed in two phases. Phase 1 is planned for over 31,000 sq ft and 23 classrooms to support grades K-9. Based on the initial building plan, VCA anticipates a construction cost of \$10,429,000 for phase 1. Phase 2 will complete the upper school for grades 10-12 and will include a gym. VCA anticipates a construction cost of \$7,274,000 for phase 2. The total square footage of all the facilities combined is 53,000 sq ft.

Through a collaboration between VCA and Bluum, school leadership receives support, resources, and training to create a financial plan. The VCA financial plan emphasizes a prudent and conservative approach to mitigate risk. Key aspects of this plan include budgeting for fewer students than the maximum capacity—369 student enrollments versus 378—and a projected 13% increase in cost per square foot compared to previous projects (\$280 for Idaho

Novus Classical Academy versus \$317 for VCA). Additionally, the plan assumes no changes in the current interest rate environment and the plan will benefit from any rate reductions.

Together with the Bluum financial team and ACSI, VCA leadership is developing a financial structure for constructing the VCA facility. This includes incorporating subordinated, low-interest capital from several sources (Idaho's revolving loan fund, Building Hope, and the Charter School Growth Fund), thus minimizing the loan amount for the senior lender and reducing overall interest payments. Further, VCA has retained Paradigm of Idaho as an experienced owner's representative to manage the construction project and mitigate costs. Using an RFQ process, VCA leadership with Paradigm identified an experienced architect and construction management/general contractor with the qualifications to construct the facility in the timeline and budget required. We expect construction to start in June 2025.

Each year, the school leader will prepare a budget inclusive of all costs. The budget will be reviewed by the board and adjusted as necessary prior to final approval. Bluum will provide no-fee business management services to the school during the first few years of operation while internal capacity is developed. Accounting practices will align with state laws and best practices in public accounting. The board will provide ongoing financial oversight.

I: BOARD CAPACITY AND GOVERNANCE STRUCTURE

VCA will be governed by the board of American Classical Schools of Idaho. While VCA is a Hillsdale K-12 school supported founding effort, Hillsdale College has absolutely no role in its operation or governance. ACSI is a non-profit charter support organization launched in Idaho to assist and govern American classical schools as interested families begin school development projects throughout the state. ACSI will focus on the development of economies of scale in areas such as food service, transportation, and business management to provide support that

will enable consistent and reliable implementation of services in new schools within the network. The ACSI board is the governing authority for VCA, which includes, but is not limited to, responsibility for financial oversight as well as supervision and evaluation of the principal to ensure high-quality implementation of the educational model.

The governing board of ACSI currently includes five talented board members with strong backgrounds in charter school governance and American classical education. ACSI's CEO, an employee of the board, has extensive military leadership experience and is a nationally recognized leader in American classical education. Resumes and biographies for the board members are provided as an attachment.

The initial board was developed to include a combination of representatives from each of the schools that ACSI currently governs and individuals with previous experience in board governance or related expertise. It is important to note that the board is designed so that the current slate of directors will select additional members, with a minimum membership of three and a maximum of 11. Since ACSI is actively working to support founding groups that want to bring an American classical education to their communities, it is conceivable that several additional schools will open over the next five years. The intent of the board is that additional directors will be added as new school development projects come online, so that all schools have local representation on the ACSI board. Board policies and procedures are fully compliant with the law and include the requisite open meetings and open records requirements. There are also clear directives that ensure directors will avoid conflicts of interest. These were developed in conjunction with the board's legal counsel, Chris Yorgason, who is a well-known and respected practitioners of charter school law in Idaho.

Oversight of VCA's finances is a chief responsibility of the board. Directors receive regular reports pertaining to the status of school budgets. Part of the oversight process involves monitoring implementation of spending procedures, including a robust internal controls policy. Additionally, the board selects an independent auditor each year to review and publicly report on VCA's financial status and compliance with law and internal policy. The board conducts a self-evaluation and arranges targeted ongoing training annually.

Some training, especially related to policies and procedures, will be conducted internally. The Hillsdale College Office of K-12 education offers in-depth training on effective governance and oversight twice a year at no cost and the ACSI board participates to help facilitate continuous improvement. This training includes information on the responsibilities of a governing board and the distinction between governance and management activities.

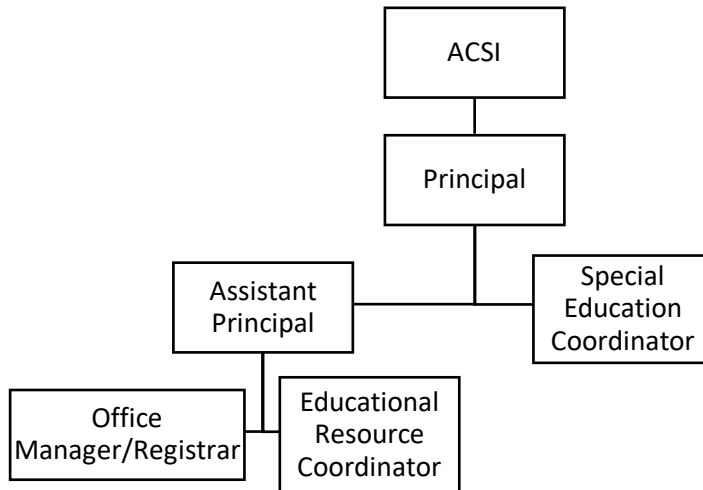
J: SCHOOL LEADERSHIP AND MANAGEMENT

The initial leadership model that VCA has selected will enable a successful launch in year one. We have also developed a target leadership model to effectively support students, faculty, and staff as the school grows. Please note that VCA has already retained a principal and assistant principal who are on the ground supporting school founding efforts.

Leadership Team Structure Through Year Three: Initial Leadership Model

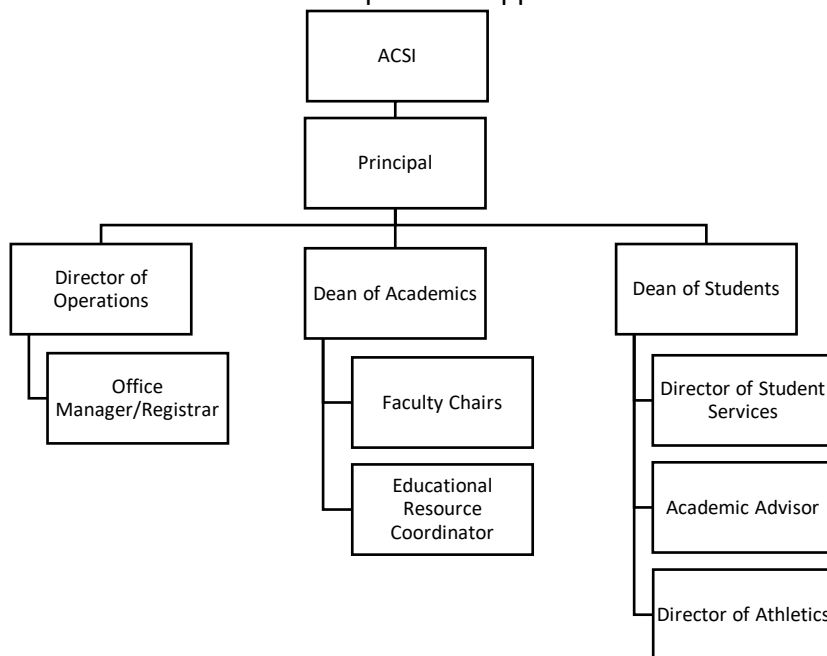
The school will be led by a principal under the authority of a governing board. The principal will serve as the school's chief academic officer and supervise an assistant principal, special education coordinator, all faculty, and academic support staff. The assistant principal heads operations and will supervise all ancillary staff. The special education coordinator will develop and implement the special education program and supervise all paraprofessionals. The office manager/registrar is responsible for managing workflow in the office and all processes

with the student information system. The educational resource coordinator is responsible for curriculum, instructional materials, classroom supplies, and equipment distribution activities.



Leadership Team Structure in Year Four and Beyond: Target Leadership Model

Faculty chairs will be identified to create additional opportunities for teacher leadership. An academic advisor will be added to facilitate student post-secondary transition planning. A director of athletics will be identified to provide support for extra-curricular programs.



Supervision and Evaluation of the Principal

Throughout the school year, there will be an ongoing conversation about the progress of the school between the board of directors and the school leader. At the end of the academic year, the board will conduct a formal evaluation of the school leader, drawing on several sources: an annual parent survey, an annual employee survey, school visits, as well as observation of faculty training, classes, standardized testing results, enrollment numbers, the school's budget, and the school leader's self-evaluation.

Classical Innovations in Leadership

Another important element of the leadership structure at VCA is that all school leaders will teach one or more courses after the first year of operation. This is a central aspect of American classical education, where leaders are expected to be teachers first. This enables leaders to incorporate first-hand experience into educational policy decisions and fosters reciprocal empathy between school leadership and teachers.