



Alternative Charter School

Serving 6th-12th Grade Students

Opening Fall of 2027

Kuna, Idaho

School Administrator

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Non-Discriminatory Statement:

Elevate Academy Kuna does not discriminate based on 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:

Elevate Academy Kuna (EAK) is a secondary charter school that will serve at-risk students grades 6-12 in one of the fastest growing areas in Idaho. Elevate Academy Kuna's mission is to serve at risk students in the South Meridian and Kuna area. We serve these students by providing purposeful instruction so that students take responsibility for leading their own life. EAK offers an educational model that is Career Tech focused that allows for a multitude of different pathways for students after high school in different trade fields.

Our instructional model is mastery-based, integrating project-based learning, direct instruction with individualized support, and flexible timelines to ensure students' progress from foundational understanding to real-world application. Learning is anchored in purpose and relevance, co-constructed with students to foster ownership, resilience, and growth mindset. Cognitive conflict, productive struggle, and vulnerability are embedded in the culture to help students embrace challenge, develop grit, and rebuild hope and trust in themselves and their learning environment.

Students participate in enrichment and elective experiences, including internships, mentorships, leadership development, and community service, all aligned with CTE pathways and Idaho Core Standards. Technology is fully integrated through a 1:1 Chromebook program and the Headrush LMS, supporting digital literacy, mastery tracking, and workforce-ready skills.

EAK serves students with disabilities and other at-risk populations through individualized education plans, evidence-based curricula, restorative practices, and targeted behavioral interventions. Class sizes are small, staffing ratios are designed for personalized support, and professional development ensures educators are equipped to deliver integrated, career-aligned instruction.

The leadership and staffing structures provide experienced oversight, collective efficacy, and a strong school culture focused on academic achievement and social-emotional growth. Our phased enrollment approach ensures sustainable growth, and our financial plan prioritizes high-quality staffing, industry-standard equipment, enrichment opportunities, and equitable access for all students.

Through a combination of mastery-based learning, career-technical focus, and social-emotional support, Elevate Academy Kuna prepares students not just to graduate, but to thrive in life, career, and community.

Part II: Narrative**A: Grant Project Goals****Elevate Academy Kuna – Grant Project Goals and Measures****Goal 1: Academics and Instruction**

Elevate Academy Kuna will align core academic instruction in ELA and Mathematics with workforce-ready competencies integrated into our CTE programs. Through collaborative, project-based learning aligned to state standards, students will gain deeper comprehension, higher engagement, and measurable academic growth. By the end of 8th grade, students who have attended Elevate Academy for the full academic year will meet or exceed state proficiency and growth averages in ELA and Math, as measured by the Idaho Standards Achievement Test (ISAT) or internal metrics such as the STAR Assessment.

Measures:

Proficiency and Growth will be at least a 10% annual increase in the percentage of students meeting or exceeding grade-level proficiency in ELA and Math for State and Elevate metrics.

Goal 2: Workforce Readiness

Elevate Academy Kuna will ensure that all students graduate with the skills, credentials, and confidence to enter the workforce or continue their education. By graduation, 100% of seniors will complete at least two industry-recognized certifications within one of Elevates eight trades. Students will also have access to apprenticeships or pre-apprenticeship programs through partnerships with local employers, unions, and industry leaders, supporting authentic, real-world learning experiences.

Measures:

All graduating seniors will earn at least two industry-recognized certifications. 30% Percent of graduating seniors complete a recognized apprenticeship or internship program in their trade area annually.

Goal 3: Postsecondary Opportunities (“80 for 80 Plan”)

Elevate Academy Kuna will ensure that every student graduates with a clear, actionable postsecondary plan leading to employment, continued education (preferably within a supported trade field), or military service. By the end of each school year, all graduating seniors will complete their Senior Project Plan. Students will be Earning their two industry-recognized certifications within their selected CTE program. Developing a personalized post-secondary plan aligned with their trade focus and demonstrating readiness for employment, post-secondary education, or military service through our Next Step Ready curriculum.

Measures:

All seniors will earn two industry certifications, tracked via CTE program logs. All seniors will complete a personalized postsecondary plan, monitored through Senior Project Plans and Career Coordinator documentation. All seniors will demonstrate readiness for their next step, verified through exit interviews, NSR certification, and follow-up surveys.

Goal 4: Graduation within Five Years

Elevate Academy Kuna will ensure that all high school students, regardless of prior academic achievement, credit deficiencies, or time out of school, can graduate within five years of their original high school enrollment date. The school uses a tiered program structure see appendix A:

Measures:

At least 85% of students graduate with a high school diploma within five years. Progress is tracked through records, credit attainment, and Summit/Peak/Crest program completion data.

Monitoring occurs quarterly by admin, student services, teachers, Career Coordinator, and academic mentors to adjust individualized plans.

Goal 5: Serving At-Risk Students within Local Demographics

Elevate Academy Kuna will create 488 new seats for students in grades 6–12 in the Kuna area who meet Idaho’s at-risk criteria. At full capacity by August 2029, 100% of students will qualify as at-risk, with demographics reflecting local populations within a 5% margin.

Each student’s at-risk status will be documented in an intake meeting with the student, parent(s), and administrator. Students qualify as at-risk if they meet any three criteria (a–g) or any one of the criteria (h–n), including academic, behavioral, or personal risk factors as created by the Idaho State Department of Education. See Appendix B.

Measures:

Students have access to eight CTE pathways connected to community partners and employment opportunities. Every student completes the “80 for 80 Plan”, including two industry certifications and a postsecondary plan aligned to their trade focus. Tiered programming (Summit, Peak, Crest) provides individualized instruction, workforce readiness training, and academic support. At least 85% of students graduate within five years, with progress tracked through credit attainment, certification completion, post-secondary planning, and workforce readiness assessments. Quarterly reviews ensure students remain on track for graduation and successful postsecondary transitions.

B: Educational Philosophy, Instructional Practices, and Curriculum

Educational Philosophy

Elevate Academy Kuna is a 6th-12th learning environment committed to serving at-risk students. Through purposeful instruction, students will take responsibility for leading their own

lives and studying a career track that may include vocational and college paths or a combination thereof. By owning their educational pathway, students will become contributing members of their community and local economy upon graduation. Elevate Academy Kuna operates under the belief system that students from all backgrounds deserve the opportunity to engage in an educational system that is meaningful and allows them to have a sense of purpose and control of their life. Elevate Academy has identified six core tenets that shape how we operate educationally each day:

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

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

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

Mastery Based Personalized Education: We believe that every student should have the opportunity to learn content at a pace that makes sense to them. We believe that taking ownership of your education is paramount to being successful in school and as an adult.

Education at Elevate is offered so students can master content they already know, focus on skills they are learning, and learn to lead their own life when doing so.

Opportunity Driven Focus: We believe in a system that seeks out, creates, and provides opportunities for students that traditionally do not get those opportunities Elevate creates systems that allow students to explore outside of their comfort zone, try new things, practice vulnerability, and gain experience beyond traditional education.

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

Elevate Academy Kuna will intentionally scaffold all students from surface level to a deeper level of knowledge. Our model is based on an adaptation of the *Structure of Observed Outcomes* (SOLO taxonomy). “In this model, there are four levels, termed as ‘uni-structural,’ ‘multi-structural,’ ‘relational,’ and ‘extended abstract’ – which simply means ‘an idea,’ ‘many ideas,’ ‘relating ideas,’ and ‘extending ideas,’ respectively.” (Hattie, *Visible Learning for Teachers*, 2012)

We have adopted this adaptation and created the Elevate Academy Learning Hook. The Elevate Academy Kuna learning hook is an academic and psychological framework that enhances engagement and kids to an understanding and the ability to move on their own timeline. The Elevate Academy Learning Hook has six distinct components that are relevant to higher levels of learning. Four of the components are a direct relation to the SOLO taxonomy. The other two components are psychological strategies that help students understand the purpose behind the work they are doing and embrace the cognitive struggle that occurs when true learning is happening.

The Learning Hook:

The learning hook focuses on the four phases of learning the define, do, explain and apply. First, in the Define/Identify phase, students build a clear understanding of the academic language and concepts in the standards, knowing they are successful when they can make sense of key terms.



Hook Name: Story of Self G.A **#:** 1

The why?

1. Why does knowing my personality traits matter?
2. How can I reflect my personality into my Graphic arts work?

Skills / Standards:

1. **RI.9-10.1:** Cite strong and thorough textual evidence
2. **RI.9-10.4:** Determine the meaning of words and phrases as they are used in a text
3. **W.9-10.2:** Write informative/explanatory texts
4. **W.9-10.9:** Draw evidence from literary or informational texts
5. **L.9-10.4:** Clarify Vocab
6. **L.9-10.6:** Acquire Vocab

Apply: I can integrate my knowledge of symbolism, imagery, mood and understanding of my traits into a story of self presentation

Explain: I will make a pitch to justifying make a movie of my life.

Do:

1. I can read different mediums of stories to locate and discuss examples of theme, symbolism, setting, imagery, and mood.
2. I can interpret my Myers Briggs results to make connections between my traits and life stories.
3. I can identify one major moment in my life that helps define me.

Define:

1. I can define theme, symbolism imagery, setting, and mood.
2. I can define terms necessary to understand the Myers Briggs Personality test in order to determine my personality type

NSR Focus

1. Be Present
2. Have Pride

Next, in the Do/Create phase, students apply their knowledge through projects, connecting surface-level understanding to deeper thinking with the end goal in mind. In the Explain phase, students demonstrate their learning by presenting and teaching others, as articulating understanding is the true test of knowledge. Finally, in the Apply phase, students transfer their learning to new contexts, linking it back to the original purpose and meaning of the content.

Instructional Model with Social Emotional Learning

Elevate Academy Kuna's instructional model integrates research-based practices ground in John Hattie's Visible Learning and mastery-based education frameworks. Our instructional model combines project-based learning, direct instruction with individualized support, and individualized timelines to ensure student progress from foundational understanding to complex real-world applications. Our culture of tough love, collective efficacy, and relationship building creates an environment where students are expected to demonstrate employability skills that are connected to Idaho core content standards, take responsibility for their own lives, and contribute positively to the school and local community.

Students participate in enrichment and elective experiences such as industry internships, mentorships, leadership development curriculum (NSR), and community service. These

opportunities extend learning beyond the classroom and strengthen both academic and career goals while helping students build a sense of purpose and belonging. Aligned with Elevates' integrated curriculum framework, these experiences show students a clear and attainable future connected to their CTE pathway and postsecondary plan an approach grounded in our belief in the power of hope.

Many at-risk students come to us having lost trust in the system and in themselves. When trust is compromised, the cognitive capacity for hope is also dismantled. Snyder, Irving, and Anderson (1991) define hope as “a positive motivational state based on an interactively derived sense of successful (a) agency (goal-directed energy) and (b) pathways (planning to meet goals).” Hope consists of four components: goals, pathway thoughts, agency thoughts, and barriers. The concept itself originates from the word *hopa*, meaning “confidence in the future,” and is rooted in the ideas of trust and belief. Because hope is a cognitive function central to positive psychology, it must be intentionally cultivated in schools. When students develop hope, they begin to trust again and feel safe enough to be vulnerable in their learning. In an environment where vulnerability is valued as a pathway to progress, students naturally move toward a growth mindset, embrace cognitive conflict, and engage deeply in the academic and career pathways laid out for them.

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

where they are and connects them to where they should be. By using the strategies employed through Hope Theory students will be guided

We do this with a collaborative evidence-based curriculum known as Spark Brilliance for Education and our own Social Emotional Curriculum known as next step ready(NSR). Students are put into cognitive conflict in an interactive and self-reflective class period for the first 30 minutes each day.

Curriculum

Elevate Academy Kuna's curriculum integrates Idaho Content Standards, Career Technical Education (CTE) standards, Workforce Readiness Standards, and Deep Learning Competencies through the Elevate Academy Learning Hook framework. This framework combines academic rigor with purposeful, career-aligned instruction to ensure all students, particularly those identified as at-risk develop both the academic foundation and the employable skills needed to thrive beyond graduation.

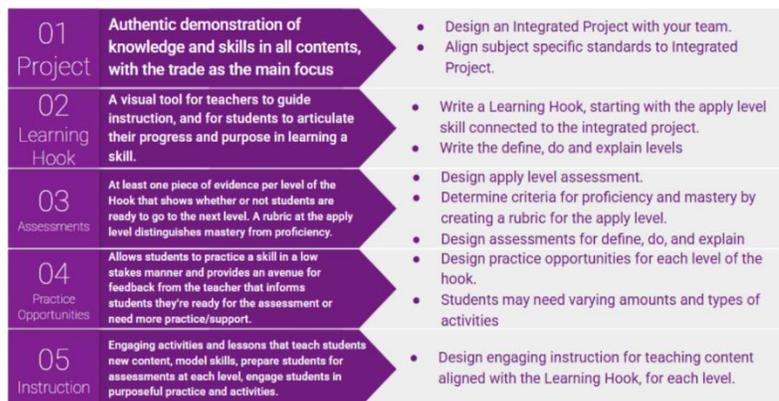
Elevate Academy Kuna's administration and the Elevate Network team collaboratively develop curriculum mapping, cross walking standards to create a cohesive learning model. Instruction in English Language Arts, mathematics, science, and social studies is delivered through project-based learning that connects academic standards with real-world, career-related applications. All instruction materials, digital content, and unit designs are stored in Elevate's customized Learning Management System (LMS), enabling teachers to personalize instruction based on student readiness and need. Each student maintains a digital portfolio that tracks mastery of essential standards, certifications, and progress toward graduation, ensuring transparency and accountability.

Mastery Framework:

At Elevate Academy Kuna,

The Process of Mastery

mastery is the core of our curriculum and instructional design. We believe learning is demonstrated through continual growth, reflection, and practice, with students clearly seeing their targets, tracking progress, and



revising until mastery is reached. Our model emphasizes self-mastery students take ownership of their learning by managing impulses, setting goals, and building resilience. Because each student's path and pace are unique, our mastery framework meets them where they are and provides structured support as they advance.

Using our Learning Hook framework, teachers and students navigate visible stages of learning that scaffold standards toward proficiency. Through Headrush, our customized LMS, teachers continuously assess learning, provide feedback, and document each student's growth toward mastery. Before each Block: five weeks in middle school and ten weeks in high school teachers and CTE teams design an integrated project that follows this mastery shown.

Elevate Academy Kuna Programs (Grades 6–12)

Elevate Academy Kuna provides a cohesive K–12 approach that builds academic, technical, and personal skills through integrated, hands-on learning. In middle school (grades 6–8), students engage in ELA, math, science, and social studies through interdisciplinary projects aligned with Idaho Content Standards and CTE applications. Teachers loop with students in grades 7–8 to strengthen relationships, monitor progress, and ensure continuous academic growth. Students also participate in exploration career units to experience the range of trades offered at Elevate, alongside the Next Step Ready (NSR) curriculum, which develops self-

efficacy, social-emotional skills, and essential work habits. Through the pillars of Hope Restoration, Cognitive Conflict, and Social Responsibility, students build resilience and gain foundational life and technical skills, including basic construction, welding, cooking, CPR, and first aid, preparing them for high school success.

In high school (grades 9–12), students continue with project-based, integrated instruction that aligns core academics with their chosen trade area, ensuring that ELA, math, science, and social studies support workforce readiness and real-world problem solving. Instruction is delivered in structured learning pods that foster community, consistency, and personalized support. Teachers collaborate to design interdisciplinary units that address Idaho Core Standards, CTE competencies, and employability skills, allowing students to progress at their own pace while maintaining accountability through ongoing assessment and digital portfolios. Across both programs, Elevate Academy Kuna ensures students develop the academic, technical, and personal skills needed for post-secondary success while cultivating resilience, purpose, and confidence in their future.

Research-Based Foundations

Elevate Academy Kuna’s instructional framework draws upon established, evidence-based practices that have shown success with at-risk populations:

- **Visible Learning (Hattie, 2012):** Focuses on clarity, feedback, and metacognitive growth.
- **Deep Learning Framework (Fullan, Quinn, & McEachen, 2018):** Embeds communication, collaboration, creativity, and critical thinking across disciplines.
- **Boise State University Research (Williams, 2019):** Confirms the efficacy of the NSR curriculum in promoting engagement, resilience, and self-efficacy among at-risk learners.

This integration of academic standards, social-emotional development, and workforce preparation ensures Elevate Academy Kuna meets or exceeds state expectations in all content areas while fulfilling its mission to transform at-risk youth into capable, purpose-driven members of the community.

Integration of Technology

At Elevate Academy Kuna, technology is essential to learning, career readiness, and everyday life. Our 1:1 Chromebook program ensures every student develops proficiency and confidence to navigate digital tools used in modern workplaces. Students use Google Workspace for communication, collaboration, and organization, reinforcing digital literacy and professional skills.

Technology is fully integrated into both academics and CTE coursework. Industry-specific software allows students to build technical skills aligned with their trade pathways, while our mastery-based LMS, Headrush, tracks student progress, embeds ongoing assessment, and provides feedback, enabling students to take ownership of their learning.

This intentional integration supports our at-risk student population by ensuring equitable access to personalized learning, meaningful assessment, and real-world digital tools. Through flexible, mastery-aligned technology, Elevate Academy Kuna connects academic and technical learning to workforce readiness, making technology foundational supplemental in instruction, assessment, and career preparation.

C: Teaching and Learning

Instructional Practices

One of the unique aspects of EAK is that our project-based learning model completely revolves around the integration of our core subjects into the trade focus the kids have chosen. We

use our core tenets mentioned above, of Mastery Based Education and the Learning Hook to maximize our student's ability to go from surface level information to a deeper knowledge.

Curriculum:

Elevate Academy Kuna (EAK) uses John Biggs' and Kevin Collis' Structure of Observed Learning Outcomes (SOLO Taxonomy) to scaffold learning from surface to deep understanding, helping students maximize their potential. Many at-risk students lack the executive functioning and foundational knowledge required to succeed at higher competency levels. The SOLO framework enables teachers, administrators, and staff to guide students in breaking through barriers, fostering grit, and progressing along individualized learning timelines.

Through our Learning Hooks, students integrate Idaho State Standards in English, math, science, and social studies with their chosen trades. Middle school students explore all eight trades, high school students focus on four, and 11th–12th graders select a single trade for an intensive two-year Elevate Industries program, preparing them academically and professionally for postsecondary careers.

EAK recently partnered with Headrush, a learning management system aligned with our mastery-based model. Headrush supports backward planning from integrated projects, maps core and trade standards across grades 6–12, and aligns both horizontally and vertically to ensure coverage of Idaho State Department of Education standards. Customized to our Learning Hooks, it minimizes ambiguity, supports individualized learning, and reinforces one of our strongest cultural values: collective efficacy.

Psychology of Learning

At Elevate Academy Kuna (EAK), learning is rooted in purpose, grit, and relevance to each student. Inspired by Simon Sinek's *Start with Why*, every classroom and lesson begins with

the question of “why,” ensuring students connect each anchor standard to personal purpose. We go further by co-constructing the “why” with students before each Learning Hook, fostering ownership of their learning. Cognitive growth is driven by productive struggle, or cognitive conflict, as noted by John Hattie. EAK challenges students to think critically while cultivating a growth mindset (Carol Dweck), teaching that learning physically changes the brain and that failure is an essential part of growth. Students learn to embrace difficult tasks as opportunities rather than setbacks.

We pair this with Brene Brown’s principles of vulnerability, teaching students to take risks and learn in the face of uncertainty. Many at-risk students avoid vulnerability due to lost trust or diminishing hope. Through our Next Step Ready curriculum, EAK restores hope defined by Snyder as motivation plus pathways toward goals while developing social-emotional skills, resilience, and the confidence to pursue purpose. By normalizing failure and encouraging vulnerability, students regain trust in themselves and the learning process, enabling authentic, individualized growth.

Three Pillars

EAK focuses on its instruction around three pillars: Literacy, Mathematics, and workforce readiness and all of these are aligned with the industry needs in the Kuna Community. Along with these, we use a four-day school week model to support academic mastery and CTE development with Fridays reserved for interventions, hands on project to further trade skills, internships, and community programs and opportunities.

Literacy Emphasizes informational and technical reading/writing directly connected to workforce applications. Students engage with texts related to their career pathways, improving comprehension and motivation while closing the literacy gap between high school and industry

standards. Mathematics Integrates CTE applications with core math content (Algebra and Geometry). Academic and industry teachers collaborate to create authentic, scaffolded math experiences tied to technical skills. Workforce Readiness embeds Idaho's Career & Technical Education Workplace Skills teamwork, communication, and initiative into classroom culture. These expectations ensure students are prepared to meet employer standards and workplace demands. These posters co constructed with local industry partners are in every learning space and large room in our building and this idea is the foundation of everything we do.



Standardized assessments

The Elevate Academy Network team has conducted action research to crosswalk Idaho Content Standards, Career Technical Education (CTE) Standards, Workforce Readiness Standards, and Deep Learning Competencies for every unit. To ensure that instruction is both data-driven and personalized, Elevate Academy Kuna uses a combination of standardized and classroom-based assessments to inform teaching and learning. Students complete the Idaho Standards Achievement Test as required by the State of Idaho as well as STAR assessments three times a year to monitor academic growth and proficiency in literacy and mathematics. Data from these assessments are analyzed collaboratively by instructional teams to identify student strengths, areas of need, and patterns of learning. This information directly informs instructional planning, goal setting, and differentiation within both academic and CTE settings. Teachers utilize these assessment results alongside formative classroom data such as exit tickets, performance tasks, and project-based assessments to tailor instruction for each learner.

Differentiation

Differentiation occurs through varied content delivery, pacing, scaffolding, and targeted skill-building activities designed to meet students where they are on the learning continuum that are already deeply embedded into our instructional practices. Instructional practices are guided by a strong RTI framework. Within this system, Tier I provides high-quality, standards-aligned instruction for all students in the trade; Tier II offers small-group targeted interventions for those needing additional support; and Tier III delivers intensive, individualized interventions coordinated through collaboration between teachers, interventionists, and counselors.

Digital content created by students is stored in Elevate Academy's customized Learning Management System "Headrush" is available for teachers to personalize based on each student's readiness, interests, and needs. This system allows flexible grouping, remediation, and enrichment opportunities embedded within the curriculum. Each student also maintains a digital portfolio that tracks progress and mastery of essential anchor standards, providing transparency for teachers, students, and families. As students' progress into specialized pathways in their high school years, academics continue to be integrated into their technical studies, ensuring alignment with Idaho's high school graduation requirements and preparation for postsecondary success.

D: Student Academic Achievement Standards

EAK is dedicated to a culture of data-driven instruction that ensures all students experience measurable growth and success. EAK uses a balanced system of formative, interim, and summative assessments to guide teaching and learning. Students complete STAR reading and Math assessments three times per year along with ISAT testing (as mentioned before) to measure growth and proficiency. EAK's approach ensures that data analysis is a daily practice. Teachers meet collaboratively each afternoon in end-of-day data review sessions to examine

progress toward individual student goals, adjust instructional groupings, and plan next steps for intervention or acceleration. This process fosters a culture of data-driven instruction that is responsive and adaptive to student needs.

The EAK network benefits from data across four existing campuses, providing a solid foundation of evidence for setting performance benchmarks and annual growth goals. EAK's Performance Management Plan uses data to monitor both student achievement and instructional effectiveness. Teachers receive ongoing professional development in data analysis and differentiation, ensuring assessment results directly informed lesson design and intervention strategies. Network-wide data from all Elevate campuses provide benchmarks for setting and adjusting annual performance goals. Administrators use these data trends to drive policy, refine curriculum, and allocate resources.

Beyond academic growth, EAK measures success through graduation rates, credit attainment, industry certification passage rates, and student/teacher satisfaction surveys. The Career Placement Coordinator monitors post-graduation data to track alumni success in employment, training, or higher education, contributing to continuous improvement and future planning.

Through this data-informed system, Elevate Academy Kuna ensures that every instructional, professional, and policy decision is guided by evidence, reflection, and a commitment to student success.

E: Student Demand and Community Local Support

Elevate Academy Kuna has built strong connections with local businesses and community partners who are invested in providing expanded educational opportunities for students. Current partners include Mountain Steel, ESI, Brighton, and several other community-

oriented organizations who are supporting not only the construction of the physical school building but also the development of meaningful pathways for students into local trades and industries. These partnerships reflect a shared commitment to preparing students for high-demand careers while offering an alternative for students who thrive in hands-on, trade-focused learning environments. Conversations with parents have reinforced the value of these partnerships, as many families are passionate about their children pursuing trade but have seen such opportunities limited for students who struggle academically. Something Elevate Academy will ensure is never the case. (Appendix C: Community Partner Letters of Support)

Student Demand

Elevate Academy Kuna (EAK) meets the growing need for alternative, career-focused education that blends mastery-based academics, workforce readiness, and personalized support for at-risk youth in Kuna and South Meridian. Class sizes are 22 students per learning space with a 17:1 staff-to-student ratio. Year 1 enrollment is projected at 332 students 44 in 6th grade, 66 in 7th–8th, and 78 per high school grade. Middle school cohorts are smaller as alternative options are new, while high school enrollment supports credit recovery and academic catch-up. EAK will grow to full capacity of 488 students by Year 3, with Year 2 projected at 410. A minimum of 290 students in Year 1 ensures operational sustainability. This phased approach balances growth with high-quality instruction and individualized support (see Appendix D).

Community Need

Rapid population growth in Kuna and South Meridian drives demand for alternative pathways. Kuna's population has risen 21% since 2020, with over 5,800 students in the district. Key at-risk populations include 38% low-income, 2% homeless, 3% migrant, 5% English learners, and 15% students with disabilities. Graduation rates highlight the need: 84% district-wide, 70% at the

local alternative school, and just 42.9% continue to post-secondary education. Every student enrolling at Elevate Academy Kuna participates in a personalized intake meeting to identify academic, social, and environmental risk factors, allowing staff to design individualized learning plans and targeted supports. West Ada School District faces similar pressures, with limited access to CTE and fewer than 2% of students earning industry credentials. EAK addresses these gaps through mastery-based instruction, career-aligned CTE programs, and embedded certifications such as OSHA, SERV Safe, and CPR/First Aid.

Future Need and Regional Growth

Statewide studies confirm ongoing demand. The BLUUM Foundation's 2024 Idaho Enrollment Landscape Analysis identifies Kuna as a top priority district for charter expansion due to rapid population growth and low charter market share (5%). With over 11,000 new homes planned and Falcon Ridge Charter at capacity, additional alternative options are urgently needed.

South Meridian's growth also elevates West Ada to the top ten districts for opportunity scores, signaling a sustained need for career-focused education. Local employers, including Mountain Steel Fabrication, report ongoing shortages of skilled workers, particularly in trade, health, and public safety fields supported by Elevates credentialing programs.

Community and Local Support

EAK will be actively engaging parents, educators, and community partners in planning. Recruitment efforts will target economically disadvantaged, ELL, and Special Education students, using bilingual materials, social media, and partnerships with schools and nonprofits. Projected demographics are expected to align with local public schools within a 5% variance. Family and community engagement are integral, with parents participating in student-led conferences, advisory committees, and volunteer opportunities. Stakeholder feedback through

surveys and advisory boards informs us of continuous improvement. Local employers and industry partners support mentorship, internships, and real-world learning experiences, further connecting students to career pathways. Each trade creates TAC committees that use these relationships built to inform instruction daily.

Through intentional growth, data-informed planning, and deep community collaboration, Elevate Academy Kuna is positioned to meet a pressing regional need for alternative, career-driven education. With demonstrated demand, sustainable enrollment projections (Appendix D), and strong local partnerships, EAK will serve as a vital educational resource for Kuna and South Meridian empowering at-risk students to thrive, graduate, and contribute meaningfully to Idaho's workforce and economy.

F: Effectively Serving All Students

Educationally Disadvantaged Students

Elevate Academy Kuna is designed to meet the unique needs of all students, including English Language Learners, economically disadvantaged students, and others who may face barriers to academic success. We understand the current and prospective needs of these students through careful analysis of local demographics, district data, and enrollment trends. High expectations are maintained for all students, and academic growth is measured continually through both formative and standardized assessments such as STAR and ISAT.

A comprehensive intervention strategy is embedded within the school's instructional model, combining mastery-based learning, RTI structures, and Multi-Tiered Systems of Support (MTSS) to ensure that students receive targeted academic and behavioral support. Advisory groups, small class sizes, and flexible scheduling allow teachers to provide personalized support, while interventions are closely monitored and adjusted based on real-time data. Staff are trained

in evidence-based instructional strategies and the use of technology to track student progress, ensuring that every learner has access to the resources and support needed to thrive.

Supporting Students with Disabilities

Elevate Academy Kuna is committed to serving students with disabilities to the same high standards as all learners. This includes students with physical, intellectual, and learning disabilities, as well as gifted students who meet at-risk criteria. The school employs or contracts highly qualified special education staff and ensures all instructional staff are trained in best practices. A comprehensive academic and behavioral strategy includes collaborative planning between general and special education teachers, individualized education plans (IEPs), and full adherence to IDEA and Idaho Special Education Manual guidelines. Students are supported with evidence-based curricula, restorative practices, and targeted behavioral interventions when needed. Elevate Kuna maintains accessible facilities, implements ongoing Child Find procedures, and ensures evaluation, referral, and support processes are transparent, consistent, and focused on student success.

Food Service and Transportation

Elevate Academy Kuna provides transportation services for all students in our primary attendance area to remove barriers to attendance. This includes services for students who are homeless, in foster care, or have disabilities, ensuring equity of access. Transportation supports participation in extracurricular activities, internships, and field experiences, aligning with the school's mission to provide comprehensive academic and career-readiness opportunities. Services will be contracted initially, with ongoing evaluation of need and capacity to expand as enrollment grows.

G: Staffing and Professional Development Plan

Leadership Team

Elevate Academy Kuna will be led by John Rezendes, a veteran educator with 10 years of experience in Idaho, spanning classroom instruction, special education, and administration. John has been actively planning Elevate Academy Kuna alongside the co-founders of Elevate Academy Caldwell to launch a 6–12 Career Technical Education (CTE) school that reflects the workforce needs of Kuna, Idaho. He brings deep knowledge of working with at-risk students and a commitment to maintaining strong community and district relationships to support student transitions and success.

Staffing Structure and Recruitment

Elevate Academy Kuna's staff structure is designed to implement the educational model with fidelity. Elevate Academy Inc. provides administrative and operational support through the founders and a team of instructional and operational coaches, allowing the principal to focus on instructional leadership, school culture, and community partnerships. This structure ensures compliance with charter requirements, financial oversight, and curriculum development while maintaining a strong focus on student learning. Staff recruitment prioritizes educators experienced with at-risk youth, CTE integration, and project-based learning. The recruitment plan includes early selection of lead teachers to model school culture and curriculum practices, screening candidates for alignment with Elevate Academy's mission and Core Tenets, and engaging local and statewide networks to attract top instructional talent.

Professional Development and Staff Evaluation

Professional development at Elevate Academy Kuna builds on the successful Twin Falls model, adapted for our local context. Staff receive ongoing training in competency-based education, deep learning pedagogy, integration of CTE with academic content, workforce

readiness standards, and co-curricular projects. Instructional strategies for at-risk populations, including SOLO Taxonomy and John Hattie's visible learning research, are emphasized, along with Elevate Academy's Core Tenets, culture, and Headrush mastery learning processes.

Teachers are trained to embed deep learning competencies—collaboration, critical thinking, creativity, communication, citizenship, and community engagement—into daily instruction. Student mastery is assessed through integrated projects and senior exit presentations. CTE educators, including those transitioning from industry, receive coaching in classroom management, formative assessment, and pedagogy, while traditional educators are trained in industry applications and content integration. This dual approach fosters collective efficacy, alignment with industry standards, and student ownership of learning. Staff evaluation follows the Danielson Framework, focusing on teacher growth, effective curriculum implementation, and visible learning outcomes.

Continuous Improvement and Retention

Elevate Kuna will maintain a culture of continuous improvement through monthly professional development, data-driven instruction, and leadership coaching. The school's four-day traditional week, with a fifth day dedicated to professional development and data analysis, ensures teachers have time to adjust instruction and refine curriculum integration. Professional development days will emphasize collaboration, curriculum alignment, and fidelity to both academic and CTE standards. Retention strategies focus on building a collaborative culture, supporting staff growth, and providing opportunities for leadership within the network. Lead teachers and administrators will mentor new staff to ensure ongoing alignment with the mission, high expectations, and student success.

H: Financial Management and Monitoring Plan

Elevate Academy Kuna's financial plan is designed to prioritize the needs of educationally disadvantaged and at-risk youth. Our fiscal philosophy maximizes every dollar to directly support student learning, with key investments in high-quality staff, industry-grade CTE equipment, and enrichment opportunities beyond the traditional school day. These priorities ensure access to career-aligned pathways, individualized support, and experiences that remove barriers to engagement and accelerate academic and skill development (see Appendix E for the full three-year budget). Our four-day school week, paired with a dedicated fifth-day enrichment model, strategically allocates resources for targeted interventions, workforce readiness, offsite learning, and professional teacher development. Transportation support through CSP funds, Building Hope, or contracted services ensures access is never a barrier for the at-risk students who depend on us most.

To maintain financial stability, Elevate Academy Kuna has built conservative enrollment projections, contingency allocations, and risk-mitigation strategies into its budget. These include protections against enrollment variance, cost overruns, or state holdbacks, ensuring the school can fulfill its mission without compromising services for at-risk learners. Financial oversight is provided by the Elevate Academy Inc. Board of Directors and CFO, with regular monitoring of budget-to-actuals, cash flow, and compliance with GAAP. Through this structure, Elevate Academy Kuna ensures that its budget not only supports, but actively strengthens, the systems, staffing, and programs required to meet the needs of the students who need us most.

I: Board Capacity and Governance Structure

Board Composition and Selection

The Elevate Academy Inc. Board of Directors serves as the governing body for all of the Elevate Academy buildings including Kuna and is selected to ensure expertise across key areas,

including education, law, real estate, strategy, finance, management, and community relations. Board members are recruited for their ability to support the mission of Elevate Academy while bringing essential skills to oversee operations effectively. Current members include seasoned professionals and civic leaders with experience in traditional and charter school governance, financial management, and strategic growth. The Board has identified gaps in scaling and expansion expertise, which are addressed through targeted recruitment, local advisory board pipelines, and succession planning for technical advisory committee members. This ensures continued representation from education and CTE industry sectors and strengthens oversight for all areas critical to the school's success.

Board Policies and Oversight

The Board has established clear policies and procedures to guide its oversight of Elevate Academy Kuna, maintaining governance-level responsibilities while delegating day-to-day operations to the Chief Executive Officer and administrative staff. Responsibilities include policy development and review, financial oversight, legal compliance, budget approval, and monitoring academic and operational performance. The Board ensures transparency and compliance with Open Meetings and Open Records Laws, annually reviews all policies, conducts a self-assessment, and completes Conflict of Interest disclosures. Through these structures, the Board guarantees that oversight is proactive and strategic, rather than operational, ensuring the school meets its performance, academic, financial, and legal obligations.

Board-Professional Development

Elevate Academy Inc. prioritizes ongoing professional development for Board members, incorporating training on school governance, finance, ethics, strategic planning, and academic excellence. Training is conducted through the Idaho School Boards Association or equivalent

providers, with participation planned and budgeted annually. The Board engages in regular self-evaluations to identify areas for improvement and actively integrates lessons learned into governance practices. This commitment ensures that Board members remain informed, effective, and accountable to the school's mission and stakeholders.

J: School Leadership and Management

Leadership and Administration

Elevate Academy Kuna (EAK) has a clear, comprehensive leadership structure to manage all aspects of charter operations, compliance, and student support. The Lead School Administrator reports to the CEO, CGO, and CFO of Elevate Academy Inc. and oversees daily operations, including human resources, finances, special education, legal compliance, curriculum, testing, professional development, and CTE programming. The Lead Administrator works closely with the Vice Principal to supervise staff and operational areas such as food service, maintenance, and grounds. EAK benefits from the network's experience operating multiple schools, enabling proactive planning for challenges unique to new openings. Leadership performance is evaluated by the Board of Directors using measurable outcomes, including academic achievement, operational compliance, student growth, and policy adherence, with monthly updates provided through the school report. John Rezendes, Lead Administrator, brings extensive experience with at-risk students and the Elevate network, ensuring high expectations, collective efficacy, and a positive, structured school culture. Combined with network support, ongoing evaluation, and professional development, this leadership team is equipped to implement and sustain a high-quality, student-centered school.

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Part III: Appendix

Appendix A:

Summit Program: For students on track to graduate within five years, including integrated academic and CTE coursework, workforce readiness training, and at least two industry certifications.

Peak Program: For credit-deficient or at-risk students, providing individualized academic plans, workforce readiness training, and at least one industry certification, with a pathway to reintegrate into Summit.

Crest Program: For students entering later or significantly behind in credits, offering workforce readiness, one industry certification, and foundational reading and math intervention.

Appendix B: At Risk qualification Idaho State Department of Education

An at-risk youth is any secondary student grade sixth through twelve (6-12), who meets any three (3) of the following criteria, Subsections (a) through (g), or any one of criteria in Subsections (h) through (n).

- a. Has repeated at least one grade.
- b. Has absenteeism that is greater than ten percent during the preceding semester.
- c. Has an overall grade point average that is less than 1.5 (4.0 scale) prior to enrolling in an alternative secondary program.
- d. Has failed one or more academic subjects in the past year.
- e. Is below proficient, based on local criteria or standardized test, or both
- f. Is two or more semester credits per year behind the rate required to graduate or for grade promotion.
- g. Has attended three (3) or more schools within the previous two (2) years, not including dual enrollment.
- h. Has a documented or pattern of substance abuse behavior.
- i. Is pregnant or a parent.
- j. Is an emancipated or unaccompanied youth.
- k. Is a previous dropout.
- l. Has serious personal, emotional, or medical issue(s).
- m. Has a court or agency referral.
- n. Demonstrates behavior that is detrimental to their academic progress

Appendix C: Letters of Community Support

August 27, 2025

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

Re: *Elevate Academy – SH 69 and Lake Hazel*

Dear Commissioners,

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

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

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

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

Sincerely,

Brighton Corporation



Robert L. Phillips
President



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

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

August 6, 2025

Dear Commissioners,

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

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

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

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

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

Sincerely,

A handwritten signature in black ink, appearing to read 'Joe Jackson', is written over a faint, larger version of the signature.

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

Hello John

Thank you for your visit today, and for taking the time to describe the Elevate Academy Program.

This type of program will most definitely ensure not only the success of your students, but for companies like Mountain Steel in our efforts to obtain highly qualified talent. What a partnership!

We look forward to future opportunities to collaborate.

Thanks again -

Matt Connelly
Mountain Steel Fabrication
Office: (208) 344-5930
Cell: (208) 996-6096
matt@msfoise.com

Appendix D: Enrollment & Growth Projections

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

Appendix E: Three Year Budget

Financial Summary					
Worksheet Instructions: This page will auto-populate as you complete the Pre-Operational and Operational Budget tabs.					
Revenue					
Anticipated Enrollment for Each Scenario:		290	330	410	488
	Pre-Operational Budget	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget
Cash on Hand/ Other Revenue Sources	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Child Nutrition Program	\$0.00	\$100,000.00	\$105,000.00	\$110,000.00	\$115,000.00
Federal Funds	\$0.00	\$75,006.00	\$80,006.00	\$103,506.00	\$123,996.00
Grants	\$250,000.00	\$0.00	\$0.00	\$0.00	\$0.00
Base Support	NA	\$847,357.00	\$964,234.00	\$1,359,642.00	\$1,682,193.00
Salary and Benefit Apportionment	NA	\$1,868,139.00	\$2,125,813.00	\$3,088,727.00	\$3,725,687.00
Transportation Allowance	NA	\$80,000.00	\$85,100.00	\$95,000.00	\$110,000.00
Special Distributions	NA	\$267,420.00	\$296,000.00	\$355,245.00	\$406,961.00
REVENUE TOTAL	250,000.00	\$3,237,922.00	\$3,656,745.00	\$5,112,120.00	\$6,163,837.00
Expenditures					
	Pre-Operational Budget	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget
Staff and Benefit Totals	\$233,071.00	\$2,001,015.00	\$2,360,094.00	\$3,345,561.00	\$3,884,512.00
Educational Program Totals	\$12,929.00	\$205,960.00	\$217,500.00	\$285,500.00	\$298,500.00
Technology Totals	\$4,000.00	\$94,415.00	\$103,724.00	\$107,802.00	\$113,836.00
Capital Outlay Totals	\$0.00	\$64,545.00	\$75,000.00	\$86,000.00	\$98,000.00
Board of Directors Totals	\$0.00	\$49,600.00	\$49,600.00	\$57,500.00	\$64,500.00
Facilities Totals	\$0.00	\$673,385.00	\$673,385.00	\$1,016,000.00	\$1,253,500.00
Transportation Totals	\$0.00	\$46,502.00	\$51,002.00	\$53,000.00	\$53,700.00
Nutrition Totals	\$0.00	\$88,000.00	\$98,000.00	\$125,000.00	\$150,000.00
Other	\$0.00	\$14,500.00	\$14,500.00	\$14,500.00	\$14,500.00
EXPENSE TOTAL	250,000.00	\$3,237,922.00	\$3,642,805.00	\$5,090,863.00	\$5,931,048.00
OPERATING INCOME (LOSS)	-	\$0.00	\$13,940.00	\$21,257.00	\$232,789.00
PREVIOUS YEAR CARRYOVER		-	\$0.00	\$13,940.00	\$35,197.00
NET INCOME (LOSS)	-	\$0.00	\$13,940.00	\$35,197.00	\$267,986.00

Full three year budget is attached in: Charter School Multi-Year Budget (minimum 3 years)