CHARTER SCHOOL PERFORMANCE CERTIFICATE

This Performance Certificate ("Certificate") is executed on February 11, 2021, by and between the Idaho Public Charter School Commission (the "Authorizer"), and Cardinal Academy Incorporated (the "School"), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Act of 1998, Idaho Code Section 33-5201 *et seq*, as amended (the "Charter Schools Act.")

RECITALS

WHEREAS, on August 31, 2020 the Authorizer received a petition to establish a new charter school; and

WHEREAS, on December 10, 2020 the Authorizer approved the new charter school petition;

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

SECTION 1: TERMS OF AUTHORIZATION

A. Establishment of School. The School is hereby authorized to implement the program described in the Charter, attached to this Certificate as Appendix C and incorporated herein by this reference. Any significant changes to any section of the Charter, including the educational program, facilities plan, financial plan, or the management plan, during the School's pre-operational period or first operational term shall be treated as an amendment in accordance with the Authorizer's policy.

B. Term of Agreement. This Certificate is effective as of December 10, 2020 if properly executed. The school shall be pre-operational from the effective date of this Certificate through June 30, 2021. The school's operational term shall be from July 1, 2021 and end on June 30, 2026. Subsequent terms of operation may be issued by the authorizer in accordance with Idaho Code and PCSC policy.

C. Pre-Opening Requirements. The School shall not commence instruction until all pre-opening requirements have been completed to the satisfaction of the Authorizer. Pre-opening requirements are attached as Appendix B and incorporated herein by this reference.

D. Pre-Opening Conditions. The School is conditionally approved to operate. Applicable conditions are attached as Appendix D and incorporated herein by this reference. If all pre-opening conditions have been completed to the satisfaction of the Authorizer by the stated due date, the School shall commence operations/instruction with the first day of school after July 1, 2021. In the event that all pre-opening conditions have not been completed to the satisfaction of the Authorizer by the stated due date, the Authorizer may exercise its

authority at its next regularly scheduled meeting to prohibit the School from commencing operation/instruction until the start of the succeeding semester or school year.

SECTION 2: EDUCATIONAL PROGRAM

A. School Mission. The mission of the School is as follows: Cardinal Academy Incorporated will provide a rigorous academic program to pregnant and parenting teens in a supportive environment where students are prepared for parenthood, college, career, and life.

B. Grades Served. The School may serve students in grades 9 through 12.

C. Design Elements. The School shall implement and maintain the following essential design elements of its educational program:

a. The School shall serve pregnant and parenting teens.
b. The School shall provide a layered curriculum instructional model.
c. The School shall include flexible scheduling for students.
d. The School shall provide wrap-around services for students.

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

E. Accreditation. The School shall be accredited as provided by rule of the state board of education. The School shall be accredited by Cognia. All reports issued to the school from the accrediting agency shall be submitted to the Authorizer within five (5) days of receipt.

SECTION 3: SCHOOL GOVERNANCE

A. Governing Board. The School shall be governed by a board (the "Charter Board") in a manner that is consistent with the terms of this Certificate, so long as such provisions are in accordance with state, federal, and local law. The Charter Board shall have final authority with respect to the School's operation, and shall have the responsibility of overseeing academic achievement, financial health, and operational management of the School. The Charter Board shall also be responsible for maintaining and enforcing a compliant board and providing overall board stewardship for the School.

B. Articles of Incorporation and Bylaws. The articles of incorporation and bylaws of the Charter Board shall provide for governance of the operation of the School as a nonprofit corporation and a public charter school, and shall at all times be consistent with all applicable rules, laws, and this Certificate. The School shall notify the Authorizer of any modification to the articles of incorporation or bylaws within five (5) business days of approval by the Charter Board.

C. Charter Board Composition. The composition of the Charter Board shall at all times be determined by and consistent with the articles of incorporation and bylaws, and all applicable law, rule, and policy. The Charter Board shall notify the Authorizer of any changes to its composition and provide an amended School Leadership Roster within five (5) business days of it taking effect.

SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

A. Oversight Allowing Autonomy. The Authorizer's Role shall be to evaluate the School's performance outcomes according to this Certificate and the Performance Framework, and shall be to provide compliance oversight. The Authorizer shall comply with the provisions of Charter Schools Act and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School.

B. Charter School Performance Framework. The Charter School Performance Framework ("Performance Framework") is attached and incorporated into this agreement as Appendix A. The Performance Framework shall be used to annually evaluate the School's academic achievement, board stewardship, operational management, and financial health. The specific terms of the Performance Framework are determined by the Authorizer and shall be binding on the School.

C. Identified Comparison Group. For purposes of evaluating the School against the metrics and measures established in the Performance Framework, the School's comparison group shall be identified as described below and shall be established for the length of the Certificate term:

1. The School's comparison group shall include the following schools:
    - All Alternative Schools in Idaho

D. Authorizer to Monitor School Performance. The Authorizer shall monitor and report on the School's progress in relation to the indicators, measures, metrics, and targets set out in the Performance Framework. A formal report of the School's academic, financial, and operational performance shall be published by the Authorizer annually. Data necessary to conduct this evaluation will be collected throughout the year. Additional reviews may be necessary if compliance concerns arise.

E. School Performance. The School shall meet standard on all measures of the Performance Framework included herein. The Authorizer shall renew any charter in which the public charter school met all of the terms of its Certificate, including all appendices, at the time of renewal.

F. Performance Framework as Basis for Renewal of Charter. The School's performance in relation to the Performance Framework shall provide the basis upon which the Authorizer shall decide whether to renew the School's Charter at the end of the Certificate term.

G. Required Reports. The School shall prepare and submit reports as required by the Authorizer's policy.

H. Authorizer's Right to Review. The Authorizer maintains the right to request and review additional documentation if such becomes necessary in the course of regular oversight duties or to investigate the validity of a compliance concern. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.

I. Site Visits. The Authorizer may conduct site visits in accordance with the Authorizer's policy. Reports from any site visit shall be made available to the School and shall be included in the School's annual Performance Report.

SECTION 5: SCHOOL OPERATIONS

A. In General. The School and the Charter Board shall operate at all times in accordance with all federal and state laws, local ordinances, regulations and Authorizer policies applicable to charter schools.

B. Maximum Enrollment. The maximum number of students who may be enrolled in the school shall be 140. Enrollment shall be limited to the following:

	2021-22	2022-23	2023-24	2024-25	2025-26
Total Enrollment Not to Exceed:	140	140	140	140	140

C. Equitable Enrollment Procedures. The School shall make student recruitment, admissions, enrollment, and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the School than there are spaces available, the School shall select students to attend using a random selection process that shall be publicly noticed and open to the public.

D. School Facilities. The School shall operate at the following location(s): 9492 W Emerald St, Boise, ID 83704.The School shall provide the Authorizer with facilities documentation, including occupancy permits, fire marshal reports, building inspection reports, and health department reports for any facility newly occupied by the School, and any remodeling or construction project for which such documentation is necessary in accordance with Authorizer policy and Administrative Rule.

E. Attendance Area. The School's primary attendance area shall be used for the purposes of determining applicability of this enrollment preference category. The School's primary attendance areas is as follows: Ada County.

F. Staff. Instructional staff shall be certified as provided by rule of the state board of education. All full-time staff members of the School shall be covered by the public employee retirement system, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.

G. Alignment with All Applicable Law. The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the effective date of said amendment.

SECTION 6: SCHOOL FINANCE

A. **General.** The School shall comply with all applicable financial and budget statutes, rules, regulations, and financial reporting requirements, as well as the requirements contained in the School's Performance Framework incorporated into this agreement as Appendix A.

B. **Financial Controls.** At all times, the School shall maintain appropriate governance, managerial procedures, and financial controls which shall include, but are not limited to: (1) commonly accepted accounting practices and the capacity to implement them (2) a checking account; (3) adequate payroll procedures; (4) procedures for the creation and review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year; (5) internal control procedures for cash receipts, cash disbursements and purchases; and (6) maintenance of asset registers and financial procedures for grants in accordance with applicable state and federal law.

C. **Financial Audit.** The School shall submit audited financial statements from an independent auditor to the Authorizer no later than November 1 of each year.

D. **Annual Budgets.** The School shall adopt a budget for each fiscal year, prior to the beginning of the fiscal year. The budget shall be in the Idaho Financial Accounting Reporting Management Systems (IFARMS) format or any other format as may be reasonably requested by the Authorizer.

SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION

A. **Relinquishment.** Should the School choose to relinquish its Charter before the expiration of the Certificate, it may do so upon written notice to the Authorizer. In such a case, the Authorizer's closure protocol shall begin immediately following written notification.

B. **Nonrenewal.** The Authorizer may non-renew the Charter at the expiration of the Certificate if the School failed to meet one (1) or more of the terms of its Certificate, including the Performance Framework. The School may appeal a decision to not renew directly to the state board of education.

C. **Revocation.** The School's Charter may be revoked if the School fails to have sufficient cash on hand as required by the Charter Schools Act. In such event, the Authorizer shall consider whether to revoke the School's Charter at its next regularly scheduled meeting. The decision shall be made at that time. The School may appeal a decision to revoke directly to the state board of education.

D. **Closure.** The Authorizer's closure protocol shall begin immediately after a decision to relinquish is made by the Charter Board, or a decision to revoke or non-renew or is made by the Authorizer. Closure protocol shall begin regardless of whether the School appeals the decision. In the event that closure protocol begins, the School shall cease operations no later than the following June 30th. Closure protocol shall only cease if the state board

of education overturns the Authorizer's decision.

SECTION 8: MISCELLANEOUS

A. **No Employee or Agency Relationship.** None of the provisions of this Certificate will be construed to create a relationship of agency, representation, joint venture, ownership, or employment between the Authorizer and the School.

B. **Additional Services.** Except as may be expressly provided in this Certificate, as set forth in any subsequent written agreement between the School and the Authorizer, or as may be required by law, neither the School nor the Authorizer shall be entitled to the use of or access to the services, supplies, or facilities of the other.

C. **No Third-Party Beneficiary.** This Certificate shall not create any rights in any third parties, nor shall any third party be entitled to enforce any rights or obligations that may be possessed by either party to this Certificate.

D. **Amendment.** This Certificate may be amended by agreement between the School and the Authorizer in accordance with Authorizer policy. All amendments must be in writing and signed by the School and the Authorizer.

IN WITNESS WHEREOF, the Authorizer and the School have executed this Performance Certificate to be effective February 11, 2021.

Alan Reed
Alan Reed (Feb 12, 2021 15:02 MST)

Chairman, Idaho Public Charter School Commission

Patricia Kempthorne (Jan 15, 2021 20:54 MST)

Chairman, Cardinal Academy Incorporated Governing Board

Cardinal Academy Performance Certificate

Final Audit Report 2021-02-12

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Cardinal Academy Signature Page

Final Audit Report 2021-01-16

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Appendix A: Performance Framework
Appendix B: Pre-Opening Requirements
Appendix C: Charter
Appendix D: Conditions of Authorization/Renewal

Appendix A: Performance Framework

IDAHO PUBLIC CHARTER SCHOOL COMMISSION

PERFORMANCE FRAMEWORK

Alternative Campus 9-12

Idaho Public Charter School Commission
304 North 8th Street, Room 242
Boise, Idaho 83702

Phone: (208) 332-1561
pcsc@osbe.idaho.gov

Alan Reed, Chairman
Jenn Thompson, Director

ACADEMIC MEASURES

All School Measures

1. Math Proficiency
2. ELA Proficiency
3. College and Career Readiness

Identified Comparison Group Options:

- All schools in the traditional district in which the school is located as reported on the Idaho Report Card.
- A custom group of individual schools from across Idaho that have similar demographic attributes to the charter school.
- All alternative schools in Idaho.

1. MATH PROFICIENCY

Proficiency Rate: The PCSC will use the proficiency rates as determined by the Idaho Accountability Framework and reported via the Idaho Report Card.

Math and ELA Proficiency Rubric	
Exceeds Standard	The school's proficiency rate is greater than one standard deviation above the mean of the identified comparison group, or the school's proficiency average is in 90th percentile of all Idaho schools.
Meets Standard	**The school's proficiency rate is equal to the mean or falls between the mean and one standard deviation above the mean of the identified comparison group.**
Approaches Standard	The school's proficiency rate falls between the mean and one standard deviation below the mean of the identified comparison group.
Does Not Meet Standard	The school's proficiency rate is more than one standard deviation below the mean of the identified comparison group, OR the school has been identified for comprehensive or targeted support for three consecutive years as per the Idaho Consolidated Plan.

2. ELA PROFICIENCY

Proficiency Rate: The PCSC will use the proficiency rates as determined by the Idaho Accountability Framework and reported via the Idaho Report Card.

Math and ELA Proficiency Rubric	
Exceeds Standard	The school's proficiency rate is greater than one standard deviation above the mean of the identified comparison group, or the school's proficiency average is in 90th percentile of all Idaho schools.
Meets Standard	**The school's proficiency rate is equal to the mean or falls between the mean and one standard deviation above the mean of the identified comparison group.**
Approaches Standard	The school's proficiency rate falls between the mean and one standard deviation below the mean of the identified comparison group.
Does Not Meet Standard	The school's proficiency rate is more than one standard deviation below the mean of the identified comparison group, OR the school has been identified for comprehensive or targeted support for three consecutive years as per the Idaho Consolidated Plan.

6. COLLEGE AND CAREER READINESS

Adjusted Cohort Graduation Rate (ACGR): Alternative schools will be evaluated based on their 5-Year ACGR. All other schools will be evaluated based on their 4-Year ACGR.

Graduation Rate: The PCSC will use either the 4-Year ACGR or the 5-Year ACGR as determined by the Idaho Accountability Framework and reported via the Idaho Report Card.

C&C Readiness Rubric	
Exceeds Standard	The school's 4-Year or 5-Year ACGR is greater than one standard deviation above the identified comparison group, OR the school's ACGR is 100%.
Meets Standard	**The school's 4-Year or 5-Year ACGR is equal to the mean or falls between the mean and one standard deviation above the mean of the identified comparison group.**
Approaches Standard	The school's 4-Year or 5-Year ACGR falls between the mean and one standard deviation below the mean of the identified comparison group.
Does Not Meet Standard	The school's 4-Year or 5-Year ACGR is more than one standard deviation below the identified comparison group.

ADDITIONAL ACADEMIC MEASURES FOR ALTERNATIVE SCHOOLS

Alternative School Measures

1. Math Content Mastery
2. ELA Content Mastery
3. Progress Toward Graduation
4. College and Career Readiness- Alternative

1. MATH CONTENT MASTERY

Note: This measure will be considered in addition to the standard proficiency measure for schools classified as alternative. Non-alternative schools may include this measure as a mission specific goal, in addition to the standard measures, if they feel this data would help the PCSC understand their school's academic outcomes.

Alt Proficiency Rubric	
Exceeds Standard	The percentage of continuously enrolled students who have either already completed all ELA/Math graduation requirements or successfully earned credit for the equivalent of 1 year of instruction in the discipline (ELA or Math) is more than 10% above the school's percentage in the previous year, OR the percentage in the current year is greater than 80%.
Meets Standard	**The percentage of continuously enrolled students who have either already completed all ELA/Math graduation requirements or successfully earned credit for the equivalent of 1 year of instruction in the discipline (ELA or Math) is equal to or up to 10% greater than the school's percentage in the previous year.**
Approaches Standard	The percentage of continuously enrolled students who have either already completed all ELA/Math graduation requirements or successfully earned credit for the equivalent of 1 year of instruction in the discipline (ELA or Math) is below, but no more than 10% below, the school's percentage in the previous year.
Does Not Meet Standard	The percentage of continuously enrolled students who have either already completed all ELA/Math graduation requirements or successfully earned credit for the equivalent of 1 year of instruction in the discipline (ELA or Math) is more than 10% below the school's percentage in the previous year.

2. ELA CONTENT MASTERY

Note: This measure will be considered in addition to the standard proficiency measure for schools classified as alternative. Non-alternative schools may include this measure as a mission specific goal, in addition to the standard measures, if they feel this data would help the PCSC understand their school's academic outcomes.

Alt Proficiency Rubric	
Exceeds Standard	The percentage of continuously enrolled students who have either already completed all ELA/Math graduation requirements or successfully earned credit for the equivalent of 1 year of instruction in the discipline (ELA or Math) is more than 10% above the school's percentage in the previous year, OR the percentage in the current year is greater than 80%.
Meets Standard	**The percentage of continuously enrolled students who have either already completed all ELA/Math graduation requirements or successfully earned credit for the equivalent of 1 year of instruction in the discipline (ELA or Math) is equal to or up to 10% greater than the school's percentage in the previous year.**
Approaches Standard	The percentage of continuously enrolled students who have either already completed all ELA/Math graduation requirements or successfully earned credit for the equivalent of 1 year of instruction in the discipline (ELA or Math) is below, but no more than 10% below, the school's percentage in the previous year.
Does Not Meet Standard	The percentage of continuously enrolled students who have either already completed all ELA/Math graduation requirements or successfully earned credit for the equivalent of 1 year of instruction in the discipline (ELA or Math) is more than 10% below the school's percentage in the previous year.

3. 9-12 PROGRESS TOWARD GRADUATION

Note: This measure will be considered in addition to the standard growth measure for schools classified as alternative. Non-alternative schools may include this measure as a mission specific goal, in addition to the standard measures, if they feel this data would help the PCSC understand their school's academic outcomes.

Alt Growth Rubric	
Exceeds Standard	The percentage of students who either completed 3 credits for every 45 days enrolled (if enrolled for at least 45 days, but not continuously enrolled), or completed 11.5 credits (if continuously enrolled) is more than 10% above the school's percentage in the previous year, OR the percentage in the current year is greater than 80%.
Meets Standard	**The percentage of students who either completed 3 credits for every 45 days enrolled (if enrolled for at least 45 days, but not continuously enrolled), or completed 11.5 credits (if continuously enrolled) is equal to or up to 10% greater than the school's percentage in the previous year.**
Approaches Standard	The percentage of students who either completed 3 credits for every 45 days enrolled (if enrolled for at least 45 days, but not continuously enrolled), or completed 11.5 credits (if continuously enrolled) is below, but no more than 10% below the school's percentage in the previous year.
Does Not Meet Standard	The percentage of students who either completed 3 credits for every 45 days enrolled (if enrolled for at least 45 days, but not continuously enrolled), or completed 11.5 credits (if continuously enrolled) is more than 10% below the school's percentage in the previous year.

4. COLLEGE AND CAREER READINESS – ALTERNATIVE

Note: This measure will be considered in addition to the standard college and career readiness measure for schools classified as alternative. Non-alternative schools may include this measure as a mission specific goal, in addition to the standard measures, if they feel this data would help the PCSC understand their school's academic outcomes.

C&C Readiness Rubric	
Exceeds Standard	The percentage of the not continuously enrolled students who were enrolled for at least 45 days and were eligible to graduate in the same academic year (plus summer) who graduated is more than 10% above the school's percentage in the previous year, OR the percentage in the current year is greater than 75%.
Meets Standard	**The percentage of the not continuously enrolled students who were enrolled for at least 45 days and were eligible to graduate in the same academic year (plus summer) who graduated is equal to or up to 10% greater than the school's percentage in the previous year.**
Approaches Standard	The percentage of the not continuously enrolled students who were enrolled for at least 45 days and were eligible to graduate in the same academic year (plus summer) who graduated is below, but no more than 10% below the school's percentage in the previous year.
Does Not Meet Standard	The percentage of the not continuously enrolled students who were enrolled for at least 45 days and were eligible to graduate in the same academic year (plus summer) who graduated is more than 10% below the school's percentage in the previous year.

OPERATIONAL MEASURES

BOARD STEWARDSHIP

1. Governance Structure
2. Governance Oversight
3. Governance Compliance

OPERATIONAL MANAGEMENT

4. Student Services
5. Data Security and Information Transparency
6. Facility and Services
7. Operational Compliance

BOARD GOVERNANCE

1. Governance Structure Rubric

Data Sources: Board bylaws, articles of incorporation, and any courtesy letters or notifications issued to the school by entities responsible for oversight or enforcement.

Governance Structure Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years.
Meets Standard	**Board Bylaws are compliant with ID law.** **Articles of Incorporation are current.** **No investigations were conducted into either ethical behavior or conflict of interest regarding any board director.** **The board did not experience an Open Meeting Law violation that needed to be cured this year.**
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

2. Governance Oversight Rubric

Data Sources: Board meeting minutes, school policies, continuous improvement plan (or other strategic planning evidence if submitted by the school), and verification of submission of annual administrator evaluation.

Governance Oversight Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years.
Meets Standard	**The board reviews academic data in a timely and thorough manner.** **The board reviews financial reports in a timely and thorough manner.** **The board maintains compliant policies.** **The board engages in strategic planning.** **The board conducts a compliant annual evaluation of their school leader and/or management organization.**
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

3.

Governance Compliance Rubric

Data Sources: If applicable, courtesy letters/notifications of concerns, investigation, or findings issued to the school by entities responsible for oversight or enforcement, and any documentation of correction provided by the school.

Governance Compliance Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years.
Meets Standard	**The PCSC did not issue any courtesy letters or notify an external investigative body of compliance concerns this year.**
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

OPERATIONAL MANAGEMENT

4. Student Services Rubric

Data Sources: If applicable, any notifications or courtesy letters issued by the SDE or SBOE which required corrective action with regard to the school's ELL, SPED, or College and Career Readiness programs, as well as any documentation submitted by the school evidencing correction.

Student Services Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years.
Meets Standard	**The school's English Language Learner program is in good standing.** **The school's Special Education program is in good standing.** **The school's college and career readiness program is in good standing.**
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

5. Data Security and Information Transparency Rubric

Data Sources: periodic desk audit of school website, and any formal notifications regarding data security or public records compliance.

Data Security and Information Transparency Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years.
Meets Standard	**The school's website is compliant with I.C. 33-133(7) (data collection, access, and security policy); I.C. 33-320 (continuous improvement plan); and I.C. 33-357 (expenditures updated monthly, contracts, performance reports, and annual budgets). The school did not experience any issues involving data security this year. The school did not experience any compliance issue regarding public records requests this year.**
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

6. Facility and Services Rubric

Data Sources: Verification of meal service program and transportation services via public documents and/or school website, and any notifications of concerns regarding occupancy or safety issued to the school by entities responsible for oversight or enforcement.

Facility and Building Services Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years.
Meets Standard	**The school's occupancy certificate is current. The school maintains current safety inspections and drills. The school provides daily transportation to students in compliance with Idaho Code. The school provides a compliant lunch program.**
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

7. Operational Compliance Rubric

Data Sources: Periodic observation of enrollment lottery, and if applicable, any corrective action plans issued by the SDE not related to special education, ELL, or college and career readiness (as these are captured elsewhere), or formal notification of late reports or enrollment violations.

Operational Compliance Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years.
Meets Standard	**Required reports are submitted accurately and on time.** **The school maintains a compliant enrollment process.** **No correct action plans were issued by the SDE this year.**
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

FINANCIAL MEASURES

NEAR TERM HEALTH

1. Current Ratio
2. Unrestricted Days Cash
3. Default
4. Enrollment Variance

SUSTAINABLE HEALTH

5. Total Margin and 3Yr Aggregated Total Margin
6. Cash Flow and Multi-Year Cash Flow
7. Debt Service Coverage Ratio
8. Debt to Asset Ratio
9. Financial Compliance Rubric

NEAR-TERM HEALTH

1. Current Ratio

Calculation: Current Assets divided by Current Liabilities

Data Source: Annual Fiscal Audit Report

Current Ratio Rubric	
Exceeds Standard	The school has a current ratio of more than 1.5
Meets Standard	**The school has a current ratio of at least 1.1 (or between 1.0 and 1.1 with a 1 year positive trend)**
Approaches Standard	The school has a current ratio of between .9 and 1.0 (or between 1.0 and 1.1 with a 1 year negative trend)
Does Not Meet Standard	The school has a current ratio of .9 or less.

2. Unrestricted Days Cash

Calculation: Unrestricted Cash and investments divided by ((Total Expenses minus Depreciation Expense) / 365)

Data Source: Annual Fiscal Audit Report

Unrestricted Days Cash Rubric	
Exceeds Standard	The school has more than 60 days cash on hand
Meets Standard	**The school has 60 days cash OR between 30 and 60 days cash and one-year trend is positive. Note: Schools in their first or second year of operation must have a minimum of 30 days cash.**
Approaches Standard	The school has between 15-30 days cash OR between 30-60 days cash, but one-year trend is negative.
Does Not Meet Standard	The school has fewer than 15 days cash on hand.

3. Default

Calculation: No calculation.

Data Source: Annual Fiscal Audit Report, Terms of Debt, Other Formal Notifications Received by School.

Default Rubric	
Exceeds Standard	The school has met standard for at least 3 consecutive years.
Meets Standard	**The school is not in default of any financial obligations, and did not experience any instances of default during the fiscal year. Financial obligations include, but are not limited to, making payments to vendors and utility services on time, complying with all loan covenants, filing any reports required for maintenance of grants or philanthropic funds, meeting all tax obligations, and operating without financial judgements or property liens.**
Approaches Standard	The school experienced one or more instances of minor default during the fiscal year (such as making late payments); however, the school is not currently in default of any financial obligations.
Does Not Meet Standard	School is currently in default of financial obligations.

4. Enrollment Variance

Calculation: Mid-Term ADA divided by Enrollment Projections (as submitted to the PCSC in July).

Data Source: Mid-Term ADA report

Enrollment Variance Rubric	
Exceeds Standard	The school has met standard for at least 3 consecutive years.
Meets Standard	**Enrollment variance is equal to or greater than 95%.**
Approaches Standard	Enrollment variance was between 90% and 95%, OR the enrollment variance was less than 90% and the school provided a mid-year amended budget evidencing at least a break-even budget based on mid-term enrollment and any resulting revenue adjustments.
Does Not Meet Standard	Enrollment variance was less than 90% and the school did not provide evidence of mid-year budget amendments or operational changes evidencing at least a break-even budget based on mid-term enrollment and any resulting revenue adjustments.

SUSTAINABLE HEALTH

5. Total Margin and 3Yr Aggregated Total Margin

Calculation:

Most Recent Year Total Margin: 2019 Net Income divided by 2019 Total Revenue

3-Year Aggregated Total Margin: (2019 Net Income +2018 Net Income +2017 Net Income) divided by (2019 Total Revenue +2018 Total Revenue +2017 Total Revenue)

Data Source: Annual Fiscal Audit Report

Total Margin and 3-Yr Aggregated Total Margin	
Exceeds Standard	The school has met standard for 3 or more consecutive years.
Meets Standard	**Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.**
Approaches Standard	Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard".
Does Not Meet Standard	Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR the most recent year Total Margin is less than -10 percent.

6. Cash Flow and Multi-Year Cash Flow

Calculation (example years are included as reference):

Most Recent Year Cash Flow: 2020 Cash and Investments minus 2019 Cash and Investments

Previous Year Cash Flow: 2019 Cash and Investments minus 2018 Cash and Investments

Multi-Year Cash Flow: 2020 Cash and Investments minus 2018 Cash and Investments

Data Source: Annual Fiscal Audit Report

Cash Flow and Multi-Year Cash Flow	
Exceeds Standard	The school has met standard for 3 or more consecutive years.
Meets Standard	**Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive in the most recent year is positive, OR Multi-Year Cumulative Cash Flow is negative, but documentation identifies this as a result of a one-time, planned purchase (such as a facility remodel). Note: Schools in their first or second year of operation must have positive cash flow.**
Approaches Standard	Multi-Year Cumulative Cash Flow is positive, but Cash Flow is negative in the most recent year.
Does Not Meet Standard	Multi-Year Cumulative Cash Flow is negative and no documentation identifies this as a result of a one-time, planned purchase.

7. Debt Service Coverage Ratio

Calculation:

If school owns its facility or if the school leases its facility and the lease is capitalized: (Net Income + Depreciation Expense + Interest Expense) divided by (Principal + Interest + Lease Payments)

If school leases its facility and the lease is not capitalized: (Facility Lease Payments + Net Income + Depreciation Expense + Interest Expense) divided by (Principal + Interest + Lease Payments)

Data Source: Annual Fiscal Audit Report

Debt Service Coverage Ratio Rubric	
Exceeds Standard	The school's debt service coverage ratio is 1.5 or greater OR the school operates debt-free.
Meets Standard	**Debt Service Coverage Ratio is between 1.1 and 1.49**
Approaches Standard	The school's debt service coverage ratio is between .9 and 1.09
Does Not Meet Standard	Debt Service Coverage Ratio is less than .9

8. Debt to Asset Ratio

Calculation: Total Liabilities divided by Total Assets

Data Source: Annual Fiscal Audit Report

Debt to Asset Ratio	
Exceeds Standard	The school has met standard for 3 consecutive years, OR the school operates debt-free.
Meets Standard	**The school's Debt to Asset Ratio is less than 0.9**
Approaches Standard	The school's Debt to Asset Ratio is between 0.9. and 1.0
Does Not Meet Standard	The school's Debt to Asset Ratio is greater than 1.0

9. Financial Compliance Rubric

Calculation: Total Liabilities divided by Total Assets

Data Source: Annual Fiscal Audit Report, Desk Audit of Policies, Other Formal Notifications Received by School

Financial Compliance Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years.
Meets Standard	**Accounting Practices: finances are managed in compliance with GAAP.** **Financial Transparency: expenditures and contracts are posted on the school's site.** **Internal Controls: the school's internal controls are compliant.**
Approaches Standard	The school was informed of non-compliance with accounting practices, financial transparency, or internal controls, and prompt action to correct is in evidence.
Does Not Meet Standard	The school is operating under a notification of fiscal concern or a notification of possible or imminent closure OR the school was informed of non-compliance with accounting practices, financial transparency, or internal controls and the issues were not corrected within 30 days.

Appendix B: Pre – Opening Requirements

New School Pre-Opening Requirements

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

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

The school has successfully completed all of the tasks as outlined in the accompanying task lists.

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

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

Printed Name and Title of Authorized Charter School Representative

Signature Date

Printed Name of PCSC Representative

Signature Date

Appendix C: Charter

Public Charter School

Serving 9th - 12th Grade Students
Opening August of 2021
Ada County, Idaho
Serving the Boise, West Ada, and Kuna School Districts

Submission Date: September 1, 2020
Revisions submitted: November 9, 2020

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Executive Summary

Mission Statement

Cardinal Academy will provide a rigorous academic program to pregnant and parenting teens in a supportive environment where students are prepared for parenthood, college, career and life.

Cardinal Academy Public Charter School is an alternative high school and specialty program of opportunity focusing on at-risk pregnant and parenting teens and young adults grades 9 through 12. The school is founded by veteran academic and career counselor, Emily Bergstrom, and veteran educator, Deborah Hedden-Nicely, who have almost 30 years combined experience at the former Booth Marian Pritchett School for pregnant and parenting teens and young adults in Boise. The founders will take a comprehensive approach of educating the whole person by providing students with a rigorous and relevant educational experience ***and*** providing on-campus wrap-around services necessary to support pregnant and parenting students staying in school. This will enable students to continue to pursue the completion of a high school education through graduation and beyond. In collaboration with an academic/career counselor, students will develop and "own" their educational future by mapping personal educational goals and plans. Students' academic growth will be monitored using the Renaissance Learning Star Math and Reading assessments, content based formative, informal and summative assessments, and standardized statewide assessments.

According to the National Dropout Prevention Center/Network, "only about 50% of teen mothers get a high school diploma by age 22, compared with 89% of women who did not have a child during their teen years, and one-third of teen mothers never get a diploma or GED." Who does this affect? Not only the mother/student, but their child, the community, and ultimately our State and nation. Most dropouts are unemployed and when they do get a job, they earn low wages, and as a result will be forced to rely on public and charitable support. In Ada County, according to the Centers for Disease Control WONDER Database, in 2016, there were 81 females under the age of 19 that gave birth and did not have a high school diploma. In 2017 there were 81, and in 2018 there were 72. Clearly there is a demonstrated need to ensure young parents complete their high school education with a plan for a healthy and prosperous future. (Please see Appendix F9, Fig. 1 (page 189) for data verification from CDC WONDER.)

Cardinal Academy will operate a year-round model with an optimal enrollment of 120 students, not to exceed 140. The students will attend five days a week. Cardinal Academy's primary focus is to ensure that the students have the opportunity to fully build their academic capacity in an environment that supports them through their pregnancy and early parenting with knowledge and life/job skills. Through intentional collaboration with our primary partner, The Salvation Army, Boise Corps, and other community partnerships and careful hiring of highly qualified faculty and staff with experience serving at-risk youth, Cardinal Academy's primary goal is to provide a **caring learning community** in order to instill in our students a love for life-long **learning**, **empowering** them to progress to other pursuits such as college or career, thus becoming **contributing** members of their **community**. Students will acquire knowledge and essential skills for a healthy pregnancy and parenting with completion of a high school education and a plan for post-secondary education/career that affords their family a successful life.

Educational Program

Description of Educational Philosophy

Vision

*Cardinal Academy envisions a world where pregnant and parenting students up to the age of 21 are **empowered** to complete their high school education in a **caring learning community**, further their education and career paths, and become self-sustaining and **contributing** members of their **community** and local economy.*

Cardinal Academy will operate with three guiding principles:

1. ***Pregnant and parenting students should have the opportunity to engage in a rigorous and relevant educational experience that they have participated in creating and that prepares them for a prosperous future.***

Cardinal Academy will take a comprehensive approach of educating the whole person by providing students with a rigorous and relevant educational experience ***and*** providing on-campus wrap-around services necessary to support pregnant and parenting students staying in school. This will enable students to continue to pursue the completion of a high school education through graduation and beyond. In collaboration with an academic/career counselor, students will develop and "own" their educational future by mapping personal educational goals and plans. Students' academic growth will be monitored using the Idaho Standards Achievement Test (ISAT), Renaissance Learning Star Math and Reading assessments, content based formative, informal, and summative assessment.

Upon enrollment, the academic/career counselor will meet with the student to develop an Individualized Learning Plan (ILP). **Together, the counselor and student will:**

- Examine, consider, and develop student's pursuits, career interests and aptitudes;
- Discuss transcripts and any standardized test scores, such as the Idaho Standards Achievement Test (ISATs), Scholastic Achievement Test (SAT), or American College Testing (ACT);
- Upon enrollment each student will take the Renaissance Star math and reading assessments to determine an entry baseline;
- Map out short-term and long-term goals; and,
- Develop a learning plan, including specific courses, internships, and apprenticeships.

Throughout their tenure at Cardinal Academy, students will continue to work with the academic/career counselor to:

- Enroll in TRiO to explore career choices, and the education, years of course study required, and funding needed to attain those careers;
- Work on financial aid to complete post-secondary goals; and,
- Monitor progress of goals and academic achievement that will lead to goal attainment.

Individualized Learning Plans will be distributed and discussed among the teachers in order for meaningful, relevant lesson development through the use of Layered Curriculum (See Layered

Curriculum under Instructional Model). Cardinal Academy will provide students with content that is rigorous, learner-centered, connected to their self-created ILP, and integrated with skills to prepare them for the workplace, university or college. Layered Curriculum unit lessons are created to scaffold, individualize, and differentiate learning. Each layer builds on students' learning and moves from acquiring knowledge, to transfer of knowledge by applying and demonstrating what students have learned.

2. ***Pregnant and parenting students need basic essential support in order for learning to occur.***

Young students that become pregnant need specialized support to develop skills and earn credentials critical to their success as adults and as parents. Providing essential support during this critical time can help to avoid a life of poverty and dependence on public or charitable assistance. Cardinal Academy's educational plan leverages years of experience working with this at-risk population with a customized program meeting the complex individual needs of each student. Our philosophy centers around building a stable foundation where a student can continue to learn, develop a growth mindset, and take control of their future.

Pregnant and parenting teens need a ***safe*** *learning environment free of prejudice.* Many young women who become pregnant have already had one or more Adverse Childhood Experiences (ACES) and trauma in their life (Hillis, et al, 2014). Becoming pregnant at an early age is just one more. The prejudice faced by pregnant and parenting students presents a great educational barrier (NWLC, 2011). (Click here for link to video about Adverse Childhood Experiences)

Cardinal Academy's founding staff members, Emily Bergstrom and Deborah Hedden-Nicely, have more than 30 combined years of experience working with pregnant and parenting teens. As long-time staff members at the former Booth Marian Pritchett School (BMPS) in Boise, Emily and Deborah have learned that most students chose to attend BMPS to escape the stigma associated with being pregnant, or being a young parent, in a traditional high school.

Teen parents are often judged harshly by their peers and sometimes by adults who do not understand their situation. This contributes to the high dropout rate for young parents. Louree Ortiz, BMPS 2020 graduate said, "I was scared and alone when I found out at 15 years old that I was pregnant. So many people called me names and I lost my 'friends.' I tried to hide my pregnancy for so long, but people finally started staring. I went to a private school and all I got was whispers to the point I wasn't going to school. I dropped out and my whole family was disappointed. I just cried everyday not knowing what to do. I then found out about this teen mom school. I felt so welcomed and all of the teen moms were so excited to talk to me and tell me their stories."

When the Boise School District closed the Booth Marian Pritchett School in May of 2020, they intended for any pregnant and parenting students to attend the alternative high school. Another student at BMPS, who will be a sophomore next year, said she did not want to attend Frank Church High School because "...the kids there are troubled and I wouldn't feel safe and I would not be happy going there. They say it's not a school for troubled kids, but that is exactly what it is. I'm trying to better my life, not make it worse." She adds that she transferred from a West Ada high school because "being pregnant around a bunch of immature teens does not make the social aspect part of school good."

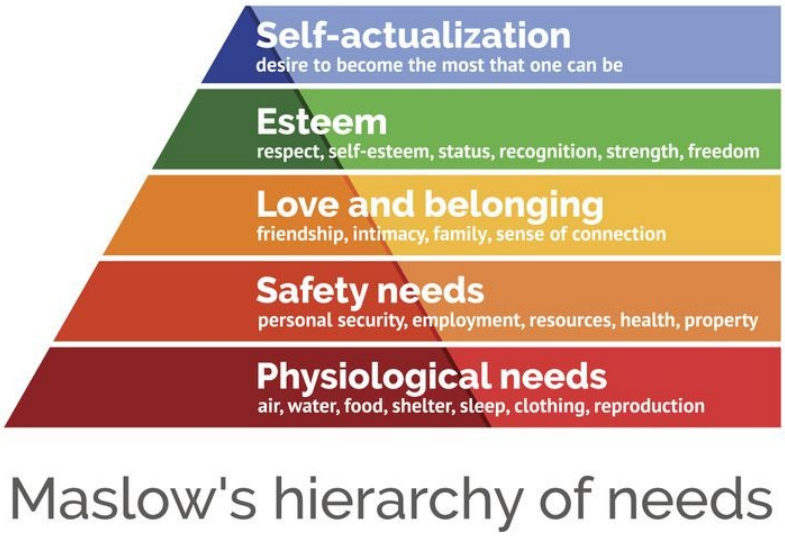


Figure 1: "Students in classrooms or training courses may be distracted. They have other considerations running through their minds, such as their other classes, personal lives, friendships, hobbies, physical distractions like hunger or tiredness, and so much more. When students are sidetracked by these or any other issues, their own education and accomplishment may be prioritized below their more immediate needs. Why is this? One human psychologist suggests that this occurs because immediate needs determine the immediate action of the student. When they are worried about these things, they focus solely on those distractions.

*Pregnant and parenting teens must have **basic needs** met for successful learning.* Attending to the bottom of Jacob Maslow's hierarchy (*Fig. 1*), Cardinal Academy will remove barriers such as transportation, lack of resources for food, living, childcare, and stigma. Through collaborative community partnerships essential services will be provided on-campus, in a caring and nurturing environment, facilitating academic study focused on students achieving their highest academic potential. Cardinal Academy's most important partnership is with The Salvation Army, Boise Corps, who has served pregnant young women for almost 100 years. The Salvation Army will lease Cardinal Academy their new state-of-the-art school building, will provide food services and student transportation. Additional student services provided by The Salvation Army include coordinating with the on-site childcare, awarding child care payment scholarships, social work services, and operation of the student store.

According to a Bill and Melinda Gates Foundation survey (2011), pregnant and parenting students expressed that they would have stayed in school if their school provided necessary services and "demanded more of them". Many pregnant and parenting students are considered low academic achievers; and perhaps, on paper, it appears that way. Cardinal Academy, like the Booth Marian Pritchett School before it, will be a place where students can achieve great heights academically while participating in a learning community filled with inquiry, curiosity, and inspiration, when given assistance with basic needs.

Students will be continuously moving forward to meet individual achievement goals in order to reach post-secondary education or career potential. According to the U.S. Department of Education, Office of Civil Rights publication, *Supporting Academic Success of Pregnant and Parenting Students* (June 2013), Title IX **does not require** school districts, their high schools or their alternative high schools, to establish programs designed to support teen parents, such as on-

campus pre- and post-natal classes, child development and life skills classes or provide child care or early learning opportunities for students' child(ren), or provide physical and mental health, WIC and Head Start appointments. However, Title IX **does protect** a pregnant or parenting student from being asked to leave their regular or alternative school due to her pregnancy. But pregnant and parenting students are still left to struggle with attending to the needs of being pregnant or managing a baby by themselves, leaving no time or energy for academics.

Pregnant and parenting teens need a ***stable and consistent*** *environment.* When a young student becomes pregnant their life can seem to spiral out of control and many lose hope and drop out of school, condemning themselves to a life of poverty and dependence on public and charitable assistance. Teen mothers have lower levels of socioeconomic attainment than their childless peers: they are less likely to complete high school, attend college, or earn a bachelor's degree, and they tend to earn less and are more likely to experience poverty (Diaz and Fiel 2016). Further, children of teenage mothers exhibit lower cognitive and noncognitive skills and are more likely to become parents as teenagers themselves (Diaz and Fiel, 2016). Single mothers without a high school diploma are almost five times more likely to live in poverty and depend on public assistance than a single mother with a bachelor's degree (IWPR, 2015). According to the National Dropout Prevention Center/Network, 50 percent of pregnant teens dropout of school and do not complete their high school education. Less than 2 percent go on to higher education. Cardinal Academy will be a safe, caring community where vulnerable students will receive comprehensive wrap-around social, mental, medical, and child care services on campus by trusted staff members. Providing these services will support students in focusing on their academics to move them toward proficiency, and onto their college and career goals.

3. ***Pregnant and parenting students will benefit from a values-driven school culture that empowers them to be life-long learners who are engaged in civic pursuits and contribute to their community.***

Cardinal Academy's core values were established to embed the following elements into the school community. The core values will be practiced by all students, faculty, staff, and collaborators of the school, throughout the campus and in our daily interactions.

Core Values

Learning. Cardinal Academy believes that learning is fundamental and leads to a multitude of opportunities for our students. Learning will empower and equip our students with the knowledge, skills, and critical thinking that will enable them to pursue a life of learning and apply that learning to gain prosperity and contribute to their community.

Empowering. Cardinal Academy believes that students will flourish in an environment focused on a growth mindset, resilience, hard work and perseverance. Students who are empowered with a growth mindset welcome challenges, persevere when tested, and see effort as a way to learn as a life-long pursuit. Empowerment focuses on a student's ability to bounce back from challenges, possess courage and resolve, and instills confidence in pursuit of their high school education and transition into career or college.

Contributing. Cardinal Academy believes in inspiring community engagement and civic responsibility in our students, first by contributing to their school community. Through content

courses, collaborating partnership opportunities, community service projects, mentorships, and internships, the teachers, mentors, and collaborating partners will lead by example and show students how contributing to their communities in a variety of ways, makes a better place for all.

Caring. Cardinal Academy believes that when students are recipients of a caring environment and atmosphere, they themselves will take on this perspective and care about others, their school, and community. In an article for the Journal of Online Learning Research, Karis K. Barnett of The University of Central Oklahoma stated there are numerous studies addressing what effects at-risk students and dropout rates (2016). "One such influence is the essential concept of caring...caring can be conveyed through active teacher/student relationships." (Barnett, 2016) When caring, understanding, and support is practiced together with learning, students are empowered and inspired to attend school, learn, and succeed.

Community. Cardinal Academy believes in establishing a caring school community where students enjoy learning, which empowers them to complete their high school education and embark on a career or college experience leading to opportunities and choices for prosperity and economic and civic contribution.

Student Academic Achievement Standards

The mission of Cardinal Academy is to provide a rigorous academic program in a supportive environment where students are prepared for parenthood, college, career, and life. Cardinal Academy's academic goals are directly connected to that mission and establish high expectations for the school's students.

First and foremost, the school's goals fully align to meet or exceed the academic standards of the Public Charter School Commission's Performance Framework:

	Meets	Exceeds
Math and ELA Proficiency	Proficiency is equal to the mean or falls between the mean and one standard deviation above the mean of the identified comparison group.	Proficiency is greater than one standard deviation above the mean of the identified comparison group or in the 90th percentile of all Idaho public schools.
College and Career Readiness	a 4-year or 5-year ACGR is equal to the mean or falls between the mean and one standard deviation above the mean of the identified comparison group.	Greater than one standard deviation above the identified comparison group or is equal to 100 percent.

Literacy Proficiency	Proficiency on the spring administration of the statewide literacy assessment is equal to the mean or falls between the mean and one standard deviation above the mean of the identified comparison group; OR the fall to spring change in proficiency rate is between 10 percent and 19 percent.	Proficiency on the spring administration of the statewide literacy assessment is greater than one standard deviation above the mean of the identified comparison group; OR the fall to spring change in proficiency rate is 20 percent or greater.
Alternative Math and ELA Content Mastery	The percentage of continuously enrolled students who have either already completed ELA/Math graduation requirements or successfully earned credit for the equivalent of one year of instruction is equal to or up to 10 percent greater than the school's percentage in the previous year.	The percentage of continuously enrolled students who have either already completed ELA/Math graduation requirements or successfully earned credit for the equivalent of one year of instruction is more than 10 percent greater than the school's percentage in the previous year; OR the percentage in the current year is greater than 80 percent.
Alternative 9-12 Progress Toward Graduation	The percentage of students who either completed 3 credits for every 45 days enrolled (if enrolled for at least 45 days but not continuously enrolled) or completed 11 ½ credits (if continuously enrolled) is equal to or up to 10 percent above the school's percentage in the previous year.	The percentage of students who either completed 3 credits for every 45 days enrolled (if enrolled for at least 45 days but not continuously enrolled) or completed 11 ½ credits (if continuously enrolled) is more than 10 percent above the school's percentage in the previous year, OR the percentage in the current year is greater than 80 percent.

Alternative College and Career Readiness	The percentage of the not continuously enrolled students who were enrolled for at least 45 days and were eligible to graduate in the same academic year (plus summer) who graduated is equal to or up to 10 percent greater than the school's percentage in the previous year.	The percentage of the not continuously enrolled students who were enrolled for at least 45 days and were eligible to graduate in the same academic year (plus summer) who graduated is more than 10 percent greater than the school's percentage in the previous year, OR the percentage in the current year is greater than 75 percent.

Because of Cardinal Academy's unique student population, the school will be applying for alternative school status and plans to include the Commission's alternative school standards among its academic goals.

In addition to the Public Charter School Commission's academic standard, Cardinal Academy has established the following high standards:

- 100 percent of graduating students will pass the state civics exam;
- 90 percent of students will (a) have established career goals or secured a job in a career of choice, or (b) have been accepted by a post-secondary institution; and,
- 90 percent of students will be proficient in the knowledge and skills for a healthy pregnancy, child development, and other parenting best practices, as measured by school-developed assessments.

Statewide and Standardized Assessments

Cardinal Academy students will participate in all state-mandated testing as required by Idaho Code, including ISAT, ISAT Alt, PSAT and SAT. The school's Director of Academics will be responsible for testing, and ensuring the testing procedures outlined by the Idaho State Department of Education (SDE) are followed. Students will take the standardized tests during the state-mandated testing windows as outlined by the SDE. Teachers will use time in the Professional Learning Communities (PLC) to analyze, evaluate, and discuss the data in order to inform and adjust instruction to align with the needs of the students.

Formative and Summative Assessments

Cardinal Academy will utilize both formative and summative assessments to measure student progress. Teachers will use the data from these assessments to inform and plan their instruction and ensure students are progressing toward their ILP goals. Informal assessments will occur in classrooms where teachers use strategies such as oral defense or exit tickets to assess students'

learning. Summative assessments will be utilized at the end of content units. A variety of summative assessments will be utilized. For example, a written essay, a research paper or oral defense presentation, a completed project, or a paper and pencil test. Summative assessments will be aligned to the standards.

All students will take a college entrance exam during their junior year and the civics exam during their senior year. Additionally, each student will complete a senior project. The senior project is intended to be a culmination of each student's academic knowledge, skills, and experiences from their high school career. The project encourages students to think about issues, challenges, and problems, and to seek answers by developing higher order thinking questions that direct their inquiry to find research-based answers that are then produced in a written argument, portfolio, presentation, or product. Students will learn to cite evidence of their claims within a written document and in a works cited page. **These are the skills students will need at university or college as well as in the workplace.** This project will be an opportunity for thoughtful reflection on how a parenting students' goals may have morphed throughout high school and their goals following graduation.

Description of Key Design Elements, Curricula, Tools and Instructional Methods

Cardinal Academy will be a year-round, five-days a week school in order to provide continuity in learning and to prevent a break in the essential wrap-around services that our students and growing families need and depend on during this critical time in their education and life. Missing almost three months during the summer severs ties to not only learning, but to the trusted faculty and staff, and services such as WIC, pregnancy and parenting classes, the school store, and quality childcare. Learning gaps and lack of services can trigger adverse experiences that lead to dropout and other negative consequences. Keeping students at Cardinal Academy engaged and inspired in their academics as well as their growing knowledge of pregnancy and parenthood, is critical to their success. Barnett (2016) states that when at-risk students are out of school too long, they can become isolated and estranged from school, and dropping out can occur. She goes on to say that "school engagement and school membership," are key to preventing students dropping out of school.

Academic learning at Cardinal Academy will be aligned to the **Idaho State Standards** and will provide highly rigorous, learner-centered, differentiated learning. In her article, Barnett (2016) states that effective at-risk programs and strategies for at-risk students include "customized approaches, individualized instruction, low-student teacher ratio, and distinctive curriculum and instructional methods." Cardinal Academy class size will average 12-15 students and courses will correspond with students' individual learning plans (ILP) and with their college or career goals. Under the guidance of the academic/career counselor, students will understand ***why*** they are taking particular courses, and ***how*** the courses are connected to their goals. All highly qualified faculty will be well informed of students' plans in order to support instruction and differentiation. Students having goals embedded in a learning plan that they themselves have developed, will promote confidence and security that accomplishments in school will lead to participation in a career of choice, earning a salary that enables financial support for themselves and their family resulting in a life of success and contribution.

Students will be provided with opportunities to take AP and Dual Credit courses. AP will be offered on campus through our partnership with Boise State University's Computer Science

program. Additional AP courses can be accessed through on-line learning platforms such as the Idaho Digital Learning Academy. Dual Credit can be accessed from school or through College of Western Idaho's Ada County campus due to its proximity to Cardinal Academy. Students will be encouraged to take advantage of Advanced Opportunities to take more rigorous courses and, in some cases, facilitate early graduation.

Students at Cardinal Academy will **complete the High School Graduation Minimum Requirements as set forth by the Idaho State Department of Education and IDAPA 08.02.03, 104, 105, and 106, earning at least 46 credits.**

Curricula and Course Descriptions

Literature and Humanities

Cardinal Academy will **offer 8 credits of English Language Arts**. Cardinal Academy will utilize the Baltimore County Public Schools curriculum for ELA. This curriculum aligns with Idaho Core State Standards, is guided by essential questions, and provides end of unit and end of course assessments. The curriculum makes meaningful, relevant connections between the literature and students' contemporary lives, engaging them and immersing them in literary study that they perceive as interesting. **At least 7 credits of the core Social Studies courses** will be offered at Cardinal Academy. Curriculum from iCivics, JA Economics, New Visions for Public School will be utilized.

Throughout the study of literature and humanities, students will be challenged to analyze and interpret information, and synthesize information in writing. Students will access diverse and varied assigned texts, develop and conduct inquiry-based projects using their knowledge, producing a written argument that demonstrates discourse about the chosen topic. In addition, cultural, social, geographical, and historical context will be analyzed and compared with contemporary issues for students to make meaningful, relevant connections to their studies. Lessons are active and engaging and engender conversations, including interactive simulations encouraging teamwork and cooperative learning. Much of the curricular materials offer high quality digital resources that are easily adapted and differentiated for at-risk learners in the classroom and provide end of unit and end of course assessments.

Math and Science

At least 6 credits of core Math classes will be offered. Cardinal Academy plans to use the student-centered, problem-based and Idaho Core Standards aligned College Preparatory Math (CPM) curriculum. These instructional materials work well with at-risk students as they emphasize students working in small groups or pairs to combine efforts in solving real-life scenarios with math problem solving. The course materials balance procedural fluency (algorithms and basic skills), deep conceptual understanding, strategic competence (problem solving), and adaptive reasoning (application and extension).

Cardinal Academy will offer **6 credits in Science**. The science courses will be lab and inquiry-based with emphasis on projects, observations and investigation in the classroom and field studies. Students answer a central question for themselves, discovering learning through a series of guided discussions, experiments, and hands-on activities over several class periods. Each unit

incorporates a culminating project as the final assessment in which students research a topic, synthesize their research and apply and demonstrate what they know.

A **Physical Education** course will be offered to all students and will include personal health and physical fitness. Students will learn about the benefits of physical exercise, healthy nutrition, self-care, mindfulness, yoga, and meditation.

Electives

Cardinal Academy students will need to complete **at least 17 elective credits**. Through the new program under the Idaho Division of Career Technical Education, the school will offer several electives in **Business Education and Family and Consumer Science**.

The business teacher and school leaders will collaborate with industry experts to form a technical advisory committee for Business Education. The elective offerings are critical in developing students' computer knowledge and skills, as well as preparing them for career, college and personal use. Additionally, the elective choices are centered on empowering teens and young adults to make informed personal financial decisions, while providing practical, real-life connections to our students' lives and increasing relevance and meaning for them.

The Family and Consumer Science teacher will also form a technical advisory committee for Family and Consumer Science Education. Courses such as Child Development allows students to learn the importance of reading to their child beginning at an early age as well as playing fun basic math games and using math manipulatives to teach math. Instruction on the relevance of literacy and numeracy at an early age, and of imagination-play, is also part of the elective course. Students can utilize the brand new on-campus child care facility for their children, newborn to 5-years, and preschool classes will be available to students' children when they reach age three. Head Start will be on campus to enlist the students from pregnancy through to when the child(ren) is eligible for Head Start classes.

In addition to the above electives, Cardinal Academy will offer a critically important course, the **Resilience and Well-being elective.** This class will cover such topics as: Child Development; Pregnancy and Parenting; Food and Nutrition; Resilience and grit (Angela Duckworth); Self-regulation through mindfulness and meditation; Growth Mindset (Carol Dweck); Legal matters for parents; Vulnerability (Brene Brown); Brain Development and learning; Personal and Consumer finance; Decision Making; and, Healthy Relationships and Communication.

Cardinal Academy is decisively affecting two generations: our students, and their child(ren), who will become students in the near future. The Resilience and Well-Being course study includes classes that instruct students on healthy pregnancy for a healthy outcome, food and nutrition for mom, baby and family, and current information and skills with regard to parenting and child development.

Content Area	Course Offering	Credits Earned
Literature and Humanities	English I	2
	English II	2
	English III	2
	English IV	2
	American Government	2
	Economics	1
	US History I	2
	US History II	2
	Speech	1
Math and Science ***in addition to Algebra and Geometry, students must have 2 more credits of Math during their senior year for a total of 6**	Algebra	2
	Geometry	2
	Algebra II *	2
	Pre-Calculus*	2
	Calculus*	2
	Physical Science	2
	Biology	2
	Environmental Science	2
	Physical Education	1-2
Electives	**Business Education**	
	Computer Applications	1
	Personal Finance	1
	Bookkeeping	1
	Foundations in Marketing	1
	Entrepreneurship	1
	Family & Consumer Science	
	Parenting and Child Development	1-2
	Adult Living I & II	1-2
	Healthy Living, Healthy World	1
	Nutrition & Foods	1
	Early Childhood Professions I & II	2-4
	Education Assistant I & II	4-8
	Other	
	Resilience & Well-Being	1-2
	Work-Based Learning	1-4

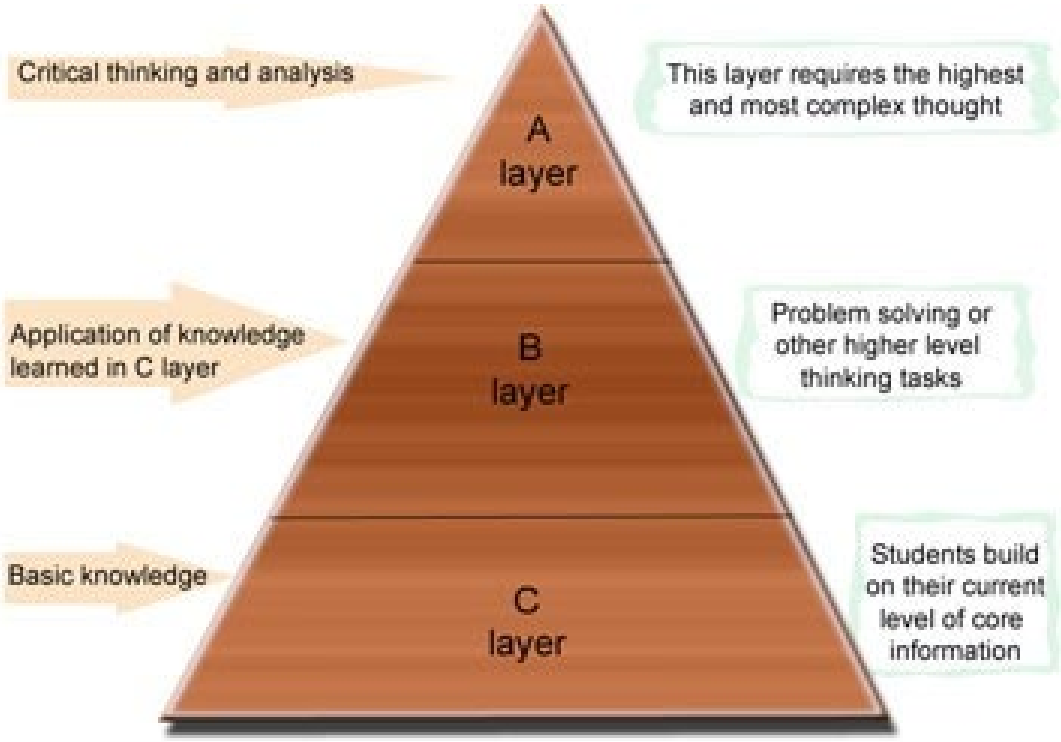
- **See Appendix F7 for more detailed information on curriculum.**

Instructional Model

Cardinal Academy will employ the **Layered Curriculum** instructional model developed and used by Kathie F. Nunley. Ed.D. (Curriculum Vitae, Dr. Nunley: http://help4teachers.com/about.htm)

The main elements of the Layered Curriculum Instructional Model include:

- Individualized instruction;
- Differentiated assignments and assessments;
- Different expectations for different students even with the same assignment;
- Same objectives, different ways of achieving them; and,
- Emphasis on personal growth from different starting points.



https://www.edunators.com/articles/classroom-strategies/differentiating-instruction-using-layered-curriculum

Students begin with **Layer C** to build background, knowledge and activate prior knowledge. This layer consists of a wide variety of assignment **choices**. Students learn basic facts, content, skills, and vocabulary. **Layer B** involves application and problem-solving. The **B** layer offers an assortment of projects or labs and other problem solving activities to **choose** from which allow students to **demonstrate** an application of the knowledge and skills gained in the **Layer C**. **Layer A** moves students into critical thinking and analysis. The **A** layer requires students to critically analyze a current issue of their choice in the real world which relates to the unit of study.

John J. Medina, Professor of Bioengineering at the University of Washington, and author of the book *Brain Rules*, says *"Individually, the worst kind of stress is the feeling that you have no control over the problem - you are helpless."* (Medina 2014) What can help alleviate the stress of having no control? Dr. Medina says ***choice***. According to Dr. Nunley, when the brain is on constant guard, in fight or flight, victim mode, it is difficult to be creative or learn. Most of Cardinal Academy's students have experienced and/or continue to experience adverse childhood experiences and trauma. They have little or no control over their life. Affording the students some choice in their educational pathway and goals, as well as in their daily lessons allows students to have a sense of control, thus allowing them to fully engage in academics. Dr. Nunley further says that *"offering even a simple choice allows students to shift out of their primitive brain, allowing their higher brain (cortex) to engage which gives them the opportunity to be the master of their learning."* (Nunley 2004)

According to Dr. Medina, the brain processes meaning before detail and "likes" hierarchy, processing from the general to the specific. The Layered Curriculum starts with the general idea of a unit of study, **Layer C**, then digs deeper into the specifics ithrough application in **Layers B** and **A**. Dr. Medina further says, *"...the relationship between repetition and memory is clear.* ***Deliberately re-expose yourself*** *to information if you want to retrieve it later.* ***Deliberately re-expose yourself*** *to information more elaborately if you want to remember more of the details.* ***Deliberately re-expose yourself*** *to the information more elaborately and in fixed, spaced intervals if you want the retrieval to be as vivid as possible."* (Medina 2014) Layered Curriculum is a hierarchical system of learning which starts with core concepts and meaning (**Layer C**), then **re-exposes** students more elaborately by applying knowledge and demonstrate understanding (**Layer B**), concluding with **more exposure** by asking students to think critically about how the information connects to their world today (**Layer A**).

Accountability is paramount in the Layered Curriculum Instructional Model and is accomplished through **daily individual oral defense or exit tickets**, and:

- small group discussion;
- written quizzes and tests;
- daily and/or weekly check in with the teacher; and/or,
- presenting research projects.

There are many approaches built into the Layered Curriculum for students of all academic abilities to substantiate what they know, demonstrate the application of that knowledge, and think critically about the content. Teachers are responsive throughout the classroom, engaging with students in question/answer sessions and discussions as students continually relate to the teachers what they are learning.

Layered Curriculum content units can be fully electronic and shared for use in the classroom or at home during maternity leave, when a student or her/his child is sick, or during situations like the Covid-19 pandemic. Assignments can be turned into Google Classroom, and immediate formative feedback is shared using the *Comment* mode. Google Hangouts can be utilized for virtual instruction, discussions, and question/answer sessions.

Additionally, Google Classroom allows teachers and students to expand learning beyond the walls of the classroom. As aforementioned, students are able to access learning while on bedrest, during maternity leave or when a family member falls ill. Further, Cardinal Academy students will be familiar with the blended learning model in the event of another pandemic.

Benefits of Block Scheduling

Cardinal Academy will utilize the AB|AB|A and AB|AB|B block scheduling format for classes. For at-risk students, this schedule has many benefits: concentration on fewer classes enabling students to focus and learn more deeply toward mastery. The day is less hectic with more time in class learning with teachers' attention and peer collaboration. And students can finish high school early or easily recover lost credits. According to a study conducted by The LAB, a program of The Education Alliance at Brown University, "Time determines class schedules, structures the curriculum, influences teaching, and shapes the interactions between teachers and students… Time is lost in passing between classes, maintaining discipline, structuring classroom activities, and recordkeeping (1998)." Scheduling is critical and has far-reaching effects. Block scheduling with fewer class periods, saves time in passing, in recordkeeping, and provides more time for classroom learning, activities, projects and labs. Superintendent Cedric G. Clark says in an article for the National Association of Secondary Principals, that block scheduling provides more time in class, fewer classes and less information for students to process, and allows students the time to master concepts and develop skills (Clark, 2018).

- ***Learning:*** With block scheduling there is more time for teachers to develop ideas and concepts in-depth, and for students to apply and demonstrate those concepts during the same period with teacher attention and scaffolding. Block scheduling is well suited for various types of activities and assessments, including project-based learning, scientific labs, field studies, field trips, and presentations. Block scheduling allows more time for students to interact with teachers and work collaboratively with peers.

- ***Focus:*** Students can focus on fewer content areas in a day, more in depth, thus mastering a topic of study rather than surveying it. With longer and fewer classes, learning is not as fragmented, and students spend less time in the halls changing classes and more time in class learning.

- **Flexibility:** Block scheduling allows students to earn two more credits per year than the six or seven period day, enabling students to finish high school early. Block scheduling also enables students to recover credits without falling too far behind.

- ***Interaction:*** With fewer classes and longer class times, students will spend more time collaborating with their peers and teachers, and developing trusting relationships, an essential factor for learning for at-risk students. Also, teachers develop their Funds of Knowledge of students and can create lessons that intersect content with students' interests.

- ***Calm Environment:*** Block scheduling is less frantic with less changing of classrooms and content to study. Students can get more done in class with the scaffolding and attention of the teacher and have less homework. Homework is a barrier to completing

high school for parenting students who need to attend to their child(ren) when at home or who must work in the off-school hours to support themselves and their families.

Strategies for Effectively Serving Special Populations

Cardinal Academy is uniquely equipped to serve special populations due to its small size and experienced staff. Our year round calendar expands access to services for all students. We recognize each student's learning path is individual and will serve students with diverse cognitive, physical and social and emotional needs. This will include English Learners (EL), students with intellectual, social emotional and physical disabilities, and Gifted and Talented Learners. Each student will receive equal access to educational opportunities. All of our students will learn in the least restrictive environment in the general education classes. Teachers will modify, differentiate, and accommodate for individual students' learning needs. This is readily accomplished with Layered Curriculum. The main elements of Layered Curriculum are individualization of instruction, differentiated assignments and assessments, different expectations for different students even with the same assignment, same objectives, different ways of achieving them; and an emphasis on personal growth from different starting points. Teachers can differentiate, for example, with assignment and assessment choices, shorter assignments and assessments, and reading assessments aloud to students.

Cardinal Academy's anticipated demographics: 20 percent Special Education, 90 percent Free and Reduced Lunch, 20 percent English Learners, and 15 percent homeless/foster care.

Cardinal Academy's supports for these special populations include:

- Bus services within the attendance zone beginning in year 1;
- Free breakfast and lunch program beginning in year 1;
- Work with our collaborative partner, The Salvation Army, to provide child care, and to provide child care scholarships and assistance in applying for the Idaho Child Care Program (ICCP), a program to help students pay for child care beginning year 1;
- Staff development on working with students and families from low socioeconomic situations;
- Staff development on incorporating effective EL strategies;
- Staff development on working with students with disabilities;
- Support for students and their families by partnering with community organizations;
- Teaching self-regulation and conflict resolution skills to all students;
- Contracting services for Speech Language Pathologists, Physical Therapy, Occupational Therapy and educational psychological testing as necessary;
- Cardinal Academy will hire a special education teacher its first year. The special education teacher will work with all members of the IEP team (parents, teachers, administrators and related service providers) to develop data-based, individualized educational plans that are aligned with student needs. This teacher will begin his or her contract earlier than the other teachers to ensure that SPED students are accommodated on the first day of school. Prior to the SPED teacher's contract, the Executive Director and Director of Academics will consult with the special education consultant for Bluum if any legal compliance questions or concerns arise.;
- Special education teacher collaboration with building staff implementing guidelines outlined in IDEA, Child Find and the Idaho Special Education Manual;

- An academic interventionist will be hired to work alongside the special education teacher and students to ensure students are receiving necessary support; and,
- Cardinal Academy faculty and staff will participate in professional development focused on working with students from low income, English learner, and traumatized backgrounds.

Child Find

Cardinal Academy will develop a Response to Intervention (RTI) process that addresses building-wide intervention needs for all students. The RTI team will work together to gather parent input, review data, problem-solve, and develop/adjust interventions for students needing specific targeted instruction in academic, behavioral, and/or social domains. The team will monitor student progress regularly to assure that any referrals to consider consent for evaluation are considered as appropriate.

Discipline

Cardinal Academy believes in restorative practices which focuses on mediation and agreement rather than punishment. The guidelines provided by the IDEA and the Idaho Special Education Manual will be followed in regards to 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 if a Functional Behavioral Assessment is appropriate. A Behavior Intervention Plan may be implemented if the special education team determines that the behavior of the student impacts their learning and/or the learning of others. This intervention, if deemed necessary, would be included in the IEP.

Counseling, both individual and group, will be available to all students, including those with disabilities. Mental wellness is a priority at Cardinal Academy. We believe all at-risk students should have access to this service on-site.

Gifted and Talented

Gifted and Talented students will be provided with accelerated programs and enrichment of curriculum to provide a challenging educational experience.

English Language Learners (ELs)

Cardinal Academy will use a home-language survey upon student enrollment to identify English Learners as defined by Title III and IX of the ESEA. Students for whom English is a second language will be assessed using the EL placement test.

Cardinal Academy will use instructional approaches such as Sheltered Instructional Observation Protocol (SIOP) to support ELs across the curriculum. Students will work towards proficiency in reading, writing, speaking and listening. An Educational Learning Plan (ELP) including curriculum, teaching strategies, academic goals and assessment accommodations will be developed.

Student growth will be monitored and students can be exited from the EL program once they meet recommended levels of proficiency on the Idaho English Language Proficiency Assessment or other assessments.

Section 504

Any student with a mental or physical impairment that substantially limits one or more major life activity is entitled to a Section 504 Accommodation Plan. Once identified, a team of knowledgeable individuals, including the student's parents will move forward with the Section 504 process. Section 504 is not special education. The 504 process will be coordinated by the school counselor. Section 504 responsibilities are clearly outlined and will be followed by Cardinal Academy. The Board of Directors will develop a process for grievance and 504 hearing procedures for Cardinal Academy.

Title IX

Pregnant and parenting students are protected under Title IX of the Education Amendments of 1972. Students are encouraged to take two weeks (14 days) off of school for a regular birth and three weeks (21 days) off of school for a cesarean birth. These are the generally accepted "medically necessary" time periods agreed to by the student's medical provider. Students are able to make up all work missed due to pregnancy related conditions, including childbirth, and are encouraged to complete work from home to the best of their ability. Blended learning allows for greater access to teachers and class work during times of absence. Students are allowed reasonable breaks to access private spaces for breast milk expression and are allowed and encouraged to feed their newborn children in the classroom to the degree which they are comfortable.

We educate students about their legal right to attend any school they desire while pregnant and parenting. They are not required to attend a special program and sometimes feel forced to do so due to discriminatory leave policies. However, most pregnant and parenting students will be drawn to enroll in our program due to access to affordable childcare, being part of a community of peers who understand the joys and challenges of being a young parent, supportive staff and the broad range of other services provided by Cardinal Academy.

Homeless and Housing-Unstable Student

Pregnant and parenting students sometimes face homelessness or housing instability. In fact, pregnancy can be a risk factor for homelessness. At Cardinal Academy, homeless students will work with social workers to ensure their needs are being met and that all possible measures are taken to try to keep them in school. These services may include connecting them to services for stable housing, providing meals, allowing use of laundry facilities and showers, counseling, and others. Homeless teen mothers are at increased risk for further pregnancies, sexual abuse, mental health issues and dropping out of school (McCoy, 2015). Additionally, Cardinal Academy will adhere to the guidelines of the McKinney-Vento Act.

Multidisciplinary Team

There will be a weekly MDT meeting including the Executive Director, Director of Academics, academic/career counselor, school nurse, school social worker, and The Salvation Army social worker, to discuss student concerns, needs, and solutions.

Professional Development Plan

Cardinal Academy staff share the common mission of serving the whole student. By providing high-quality professional development and time for the Professional Learning Community (PLC), teachers will be better able to help all Cardinal Academy students to reach their potential. PLC sets a school-wide tone for growth by improving the skills and knowledge of its educators. PLC time will be used to foster a positive school culture and community of leaders working to improve educational aspirations and achievement for their students.

Academic Professional Development

Like the students and their Individual Growth Plans (IGPs) for differentiated instruction, each teacher and faculty member will create an Individual Professional Growth Plan (IPGP) to guide their growth and development as an educator through the school year. This will be completed during the first month of school. The IPGP will outline how the teacher/staff member hopes to advance their practice with professional growth goals and a plan for meeting those goals. These goals will connect to the observation and evaluation cycle utilized based on the Danielson Framework as required by the Idaho SDE.

In addition to weekly Professional Learning Community (PLC) meetings, professional development will be held seven (7) times during the school year. Professional development will initially be led by Cardinal Academy Executive Director and Director of Academics, who have master's level degrees in emotional/social well-being and curriculum and instruction respectively. Master teachers who have knowledge and experience in a particular area will also lead PD sessions. Prior to school opening fall of 2021, faculty and staff will attend 3-4 full days of professional development. This is in addition to the seven other scheduled sessions.

Cardinal Academy will use data to drive and inform instruction and assessments. Our professional development will include how teachers will utilize the Renaissance Star math and reading as well as classroom quizzes, summative assessments, writing assignments and other culminating projects and assignments to gather data to inform their instruction and differentiation. These types of assessments are frequent, correlated to classroom instructional objectives, and the results can be quickly analyzed and evaluated to immediately adjust and correct instruction. Teachers will understand that assessments and the data they reveal, are an essential part of instruction, relevant sources of information, and a powerful tool in student learning.

School Culture and Character Professional Development

From their years at Booth Marian Pritchett School, Cardinal Academy's founders know that a well-rounded education goes beyond any established curriculum. In order to ensure our students are prepared for parenthood and life while also being college and career ready, we have

identified some skills-based learning objectives that will take place school-wide in all academic areas.

Cardinal Academy students will gain experience and work towards proficiency in public speaking and presenting, discussing, problem solving, teamwork, listening and critical thinking. All students will work to develop solid study skills including note taking, active reading for understanding, organizing, including scheduling of appointments, and vocabulary.

Cardinal Academy students will become familiar with and will be expected to be proficient in the Idaho State Workplace Skills for Career Readiness standards. All teachers, having participated in professional development on these standards, will integrate opportunities to practice these in the classroom setting. For example, Standard 1.1 is "*demonstrate personal qualities and people skills.*" Students can show proficiency in this standard by coming to school every day on time, being honest and reliable, dressing appropriately and using appropriate language, demonstrating conflict resolution skills and showing creativity and resourcefulness. From their years of experience at Booth Marian Pritchett School, the leaders of the school know that students will either rise or fall to the expectations which are set by those around them. By having high standards for behavior, students are shown that the staff members believe in them and know they are capable of reaching their goals, whatever they may be.

While the Resilience and Well-Being course will focus in large part on character development skills, there is also an opportunity school-wide for teachers to be trained in and share with students these character development related skills. Based on experience, the school founders know that pregnant and parenting students are some of the very most resilient young people in our community. Those who have the grit to stay in school can model a thing or two about what resilience in action really looks like. Teachers will be able to connect character development in their lessons in the same way they work hard to connect their content lessons to students in a relevant way.

It is important to develop common language around these crucial skills such as the development of resilience and grit, the ways mindfulness and meditation can be used for self-regulation, and our school-wide belief in growth mindset. Our staff follows Trauma Informed School practices and realizes that curriculum is but one part of a student's learning process. All staff must serve as role models who exhibit such traits as vulnerability and trustworthiness. Staff will have an understanding of the ways trauma impacts brain development and learning. They will be able to utilize this information for their teaching, but also talk with students about the ways we can work through difficulties.

Professional Development topics may include:

Instruction	● Layered Curriculum - Cathie Nunley ● How to use Star to monitor student growth and inform instruction and differentiation ● How to use classroom assessments to inform instruction and differentiation

	• Google Classroom/Blended learning models and other ways to use technology effectively in the classroom • Workforce Readiness Standards & Career Technical Education
Evaluation	• Danielson Framework for teacher evaluations
Social-Emotional	• Growth mindset - Carol Dweck • Trauma informed school model • Adverse Childhood Experiences (ACEs) • Resiliency building • Trauma and brain development • Trauma Stewardship and self-care • Self-regulation skills for student • Restorative Justice practices
Special Programs	• Working with students living in poverty • Sheltered Instructional Observation Protocol (SIOP) and other strategies for working with English Learners • Section 504 Accommodations • Best practices for Special Education • Best practices for Gifted and Talented

Financial and Facilities Plan

Fiscal Philosophy and Spending Priorities

Cardinal Academy knows that proper financial stewardship is an essential element of a successful school. Proper financial stewardship begins with prudent and balanced multi-year financial plans, as presented in this petition. Proper financial stewardship at Cardinal Academy also includes skilled financial management and oversight. Because of the small size of our school, financial management will be outsourced to a high-quality, experienced school financial management firm.

During the start-up phase and during the first year of operation, Cardinal Academy has contracted to use Bluum for its financial management services at no cost to the school. The school and Bluum anticipate continuing this relationship thereafter.

Financial oversight will be conducted by the board, in particular by its Finance Committee and Treasurer, Catherine Olschanowsky. As part of her management of the Adapt Lab in the College of Engineering at Boise State University, Olschanowsky has contributed to projects with federal funding exceeding $7 million. She directly manages nearly $2 million from the National Science Foundation and National Institute of Health.

Cardinal Academy's philosophy on financial management is to maximize the expenditure of available resources on services and supports that benefit students while maintaining spending flexibility needed to manage unanticipated financial events. Our three-year financial plan is balanced and includes the following assumptions:

- An enrollment of 80 already-pregnant or parenting teens at the beginning of the 2021-22 school year. Eighty is 50% of the average number of teen pregnancies per year in Ada County. Plus, we will add an additional 36 newly-pregnant teens for a total of 120 students during the school year. Both figures are roughly half of each population in Ada County and represent a conservative expectation of enrollment.
- $423,000 of grant funds through start-up, Year 1 to Year 4. Beginning in Year 2 and each year thereafter, end-of-year Net Income exceeds budgeted grant funds. Thus, even if the school did not receive the budgeted grant funds, it would still end the year with a positive balance. In Year 5, no grant funds are budgeted. (See Appendix A for 5 Year budget). The budgeted grant funds are anticipated from the federal Charter Schools Program and/or the J.A. and Kathryn Albertson Family Foundation and are in line with norms among new charter schools in Idaho. More than 70% of Idaho applicants for federal Charter Schools Program grants have been approved and the average grant amount has exceeded $900,000. Cardinal Academy will be seeking less than half of the average amount. In addition, Cardinal Academy is being founded by two educators who are Bluum Fellows and the Albertson Family Foundation has routinely provided financial support to schools started by Bluum Fellows. In addition, the Albertson Family Foundation has a long-standing partnership with The Salvation Army and was a major contributor to the construction of the facility that will house Cardinal Academy. All of these facts indicate the school's projected fundraising income is likely and reasonable.
- While we are confident in our enrollment projections, multiple income and expense items that can be managed differently if enrollment or grant funds do not meet expectations. These tactics could also be used in the event that there is not a 3% yearly budget increase., for example:
    - If enrollment is lower than expected, the school can increase outreach to male parenting teens and to pregnant and parenting teens in Canyon County (which has slightly higher teen pregnancy numbers than Ada County);
    - The budget assumes an attendance rate of 75 percent, which is likely to be higher;
    - The budget assumes a full-time school counselor, which could be switched to part-time if enrollment is lower than projected;
    - The budget Medicaid reimbursement for eligible services provided by the school could be higher;
    - Limit salary increases, which are currently budgeted at 3% increases per year, including across the teacher salary ladder;
    - Fundraising (the school has established significant community support); and,
    - After Year 1, the school is building reserves that could ultimately be leveraged.

Transportation and Food Service Plans

Because Cardinal Academy will be serving students from throughout Ada County, transportation will be essential. The Salvation Army has proposed to operate transportation services for Cardinal Academy students, using pass-through funding from the state. Cardinal Academy is

interested in this offer, both directly because of the service The Salvation Army could provide, but also because of the opportunity to strengthen the school's partnership with The Salvation Army. While the school and The Salvation Army have not executed a contract regarding transportation services and are not bound to do so, the budget submitted with this petition reflects a plan that the parties will do so.

Whether or not transportation is provided by The Salvation Army, Cardinal Academy will follow all state reporting requirements for transportation. A formal bid process as outlined by the Idaho State Department of Education and Idaho Code will be followed. Transportation will be provided to the student population as outlined in Idaho Code. These funds are reflected in the budget provided with this petition.

Students with special needs will be provided transportation in accordance with the requirements of state and federal law. A student's IEP will determine if transportation is required and the best method of transportation.

Proper nutrition is important for all students, especially pregnant and parenting teens and Cardinal Academy will ensure all students receive healthy meals. The Salvation Army has proposed to operate a food service program at the school at no charge to students. As it does in locations throughout the country, The Salvation Army proposes to directly administer this program. Because The Salvation Army plans to directly administer food service, including seeking government reimbursements, these are pass-through funds in the Cardinal Academy school budget. While the school and The Salvation Army have not executed a contract regarding food services and are not bound to do so, the budget submitted with this petition reflects a plan that the parties will do so.

Financial Management and Monitoring Plan

Cardinal Academy has contracted with Bluum, an experienced provider of charter school financial management and back office services, for financial management and back office services.

The administrator or their delegate will have the authority to initiate purchase requests. Our outside financial manager will work with the administrator to review purchase requests and submitted invoices and determine the proper account coding for the purchase. The financial manager and Executive Director will also track the expenses and keep a ledger using 2M software of current expenses compared to budgeted expenses, reporting to the board at least monthly. Blank checks will be stored at the outside financial manager's office in a locked cabinet. Payment of expenses will be made by check. The checks will be printed by the financial manager and sent to the administrator for review and signature. Authorized signatories will be the administrator, the board chair, and the board treasurer.

Our outside financial manager will also offer guidance in developing an accurate estimate of the school's budget based on school funding formulas. The Executive Director will develop a budget in accordance with the requirements and timelines set forth by the State Department of Education (SDE).

Cardinal Academy will maintain all financial records in accordance with Generally Accepted Accounting Principles (GAAP) and will follow all requirements set forth by the Idaho State Department of Education.

The Board of Directors will hold the responsibility for the financial oversight of Cardinal Academy. The board's responsibilities will include:

- With input from the Executive Director develop and monitor the annual operating budget, develop a long-term financial plan;
- A quarterly review of the budget-to-actual expenditures and income, and make adjustments as necessary;
- A quarterly review of cash-flow;
- Development of financial policies that follow the requirements of state and federal laws and Generally Accepted Accounting Principles to provide for financial controls;
- Review of the general ledger to verify compliance with policies;
- Meeting with the bookkeeping/accounting personnel or professionals to monitor financial viability; and,
- Conducting an annual audit of the financial statements through the use of a qualified audit firm.

Payroll

Subject to the approval of the Board of Directors and the policies and procedures established by the board, Cardinal Academy's Executive Director will contract with a private company for the purposes of outsourcing the processing of payroll.

Purchasing

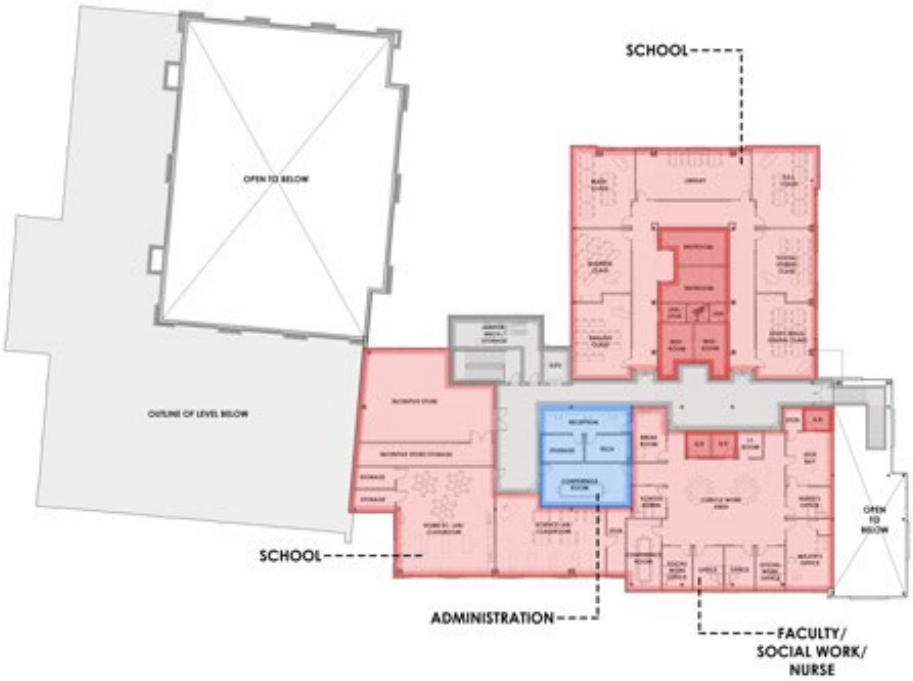
Subject to the approval of the Board of Directors and the policies and procedures established by the board, the Executive Director will develop the procedures for procuring goods and services for Cardinal Academy. All purchasing procedures will comply with Idaho laws and administrative rules, including competitive bidding.

Facilities Plan

Cardinal Academy will be located in a state of the art facility that was completed in 2019 for the purpose of serving a school for pregnant and parenting students. This facility was part of a capital campaign carried out by The Salvation Army to raise over $9 million dollars of philanthropic support to help build the new Booth School Program which was presented to those donors as a joint effort between The Salvation Army and a quality educational program (then BSD - now Cardinal Academy). The community values and supports this program and they were willing to put millions of dollars behind it. Please refer to Appendix F10 for a list of major donors. This facility will be leased from The Salvation Army, Boise Corps. The location of the school at 9492 W. Emerald St. in Boise, Idaho, was carefully selected in order to maximize access to Cardinal Academy's target demographic. The location in West Boise allows students in Boise City proper, students in Kuna, Meridian, Eagle, Star, and even Canyon County, to easily access the school. In addition to the bussing arranged by the school, city busses can be utilized as Cardinal Academy is located along a major city bus line.

The facility provides eight ample classrooms, including a science and home economics classroom/lab. There is office space for administrative staff, the school nurse as well as the services provided on site, such as: mental health counseling, appointments with the Special Supplemental Nutrition Program for Women, Infants and Children (WIC), medical appointments with Family Medical Residency of Idaho (FMRI), Vocational Rehabilitation, and others. Students will have access to a library, a school store, the sick bay, gymnasium, and cafeteria. The commercial kitchen can be used for culinary education. The on-site childcare center provides free, high quality childcare for Cardinal Academy students. On-site, dependable, high quality, childcare is crucial for young parents seeking to further their education.

The school is primarily located on the second floor (Fig. 1). The gym, child care center, and cafeteria are located on the first floor (Fig. 2).



SECOND FLOOR PLAN

Figure 1

FIRST FLOOR PLAN

Figure 2

Street view of school from Emerald

Cardinal Academy and The Salvation Army have agreed to all material terms to a lease, including the annual lease amount and the use of spaces within the building. A detailed lease is currently being negotiated. The Salvation Army has agreed to lease the facility to Cardinal Academy for an amount equal to the state charter school facility funding rate, projected to be $49,980 in Year One. Once Cardinal Academy is eligible for Lottery funds, starting in year 2, the lease amount will increase to include this distribution.

The facility meets state and federal health and safety laws and Americans with Disabilities Act (ADA) requirements. The school will comply with state laws to have annual safety inspections of the facilities and will address any issues that are found during those inspections.

The school will remain in compliance with applicable state and federal guidelines as provided in Section 39-4130, Idaho Code, and the ADA and will provide certification that the facilities meet all requirements for health, safety, fire and accessibility for those with disabilities.

Board Capacity and Governance Structure

Strong governance is the foundation for a strong organization and a strong school. For this reason, Cardinal Academy has established an exceptional Board of Directors who collectively possess a depth and breadth of skills and experiences that will enable the school to be successful.

Cardinal Academy is incorporated as a nonprofit corporation in the State of Idaho and has adopted bylaws that have been reviewed by counsel and determined to be legally compliant and to address all necessary content.

The Board of Directors understands and values the difference between governance and management. Accordingly, the board will perform the proper functions of governance and will:

- Maintain Cardinal Academy's vision and mission;
- Establish academic, operational, and financial goals;
- Adopt policies;
- Ensure the financial viability of the school;
- Hire, evaluate, and determine the compensation of the school leader; and,
- Comply with all applicable laws, including but not limited to laws on public information and open meetings.

Cardinal Academy management will be responsible for implementing operating practices to support the school's vision and mission, achieve the organization's goals, implement board policies, maintain the financial viability of the school, hire and manage all other staff, and comply with all applicable laws. The board will monitor and evaluate how well management is implementing and achieving board policies, goals, and objectives.

Governance Structure

Cardinal Academy's bylaws provide for a Board of Directors comprising no less than five and no more than 15 members. The founding Directors are Hannah Gayle, Jason Hudson, Patricia Kempthorne, Emily McClure, Cathie Olschanowsky, and Greg Richmond. Each founding Director's qualifications are described in the board Member Qualifications section that follows.

Board members serve staggered, three-year terms, with a limit of two terms. Initial board members are those named in the incorporating documents. Thereafter, board members will be selected by the board pursuant to a policy developed by the board. The board will meet at least 4 times a year, including 1 annual meeting and three or more regular meetings, but may choose to meet more frequently.

Board officers are a Chair, Vice-Chair, Secretary, and Treasurer.

The Chair presides at all meetings of the Board of Directors and is an ex officio member of all committees. The Chair oversees implementation of board and organizational policies and ensures that appropriate administrative practices are established and maintained.

The Vice Chair discharges the duties of the Chair in the Chair's absence and shares other responsibilities as appropriate.

The Secretary provides direction for the keeping of legal documents including minutes of all meetings of the board.

The Treasurer provides direction for the financial management of the organization and helps the board to meet its financial oversight responsibilities.

Cardinal Academy's Board of Directors has the following committees:

- **Governance**. Key responsibilities include ensuring all trustees understand their roles and responsibilities, board member recruitment and selection, annually evaluating the full board, individual trustees, and the school leader.
- **Finance**. Key responsibilities include conducting proper oversight of the financial health of the organization and ensuring compliance with all applicable laws.
- **Academic Excellence.** Key responsibilities include ensuring that the full board and the school leader have a shared vision of academic excellence and a clear plan to achieve it, and conducting oversight of that plan.

Cardinal Academy's bylaws allow for the board to add or modify its committee structure through board policy.

Board Member Qualifications

Cardinal Academy's board reflects diverse experiences and skills needed to support the success of the school. In building the composition of the board, Cardinal Academy has considered and will continue to look for Directors with skills and experience in six areas: education, social service, finance, law, post-secondary preparedness, and teen pregnancy and parenting. In addition, Cardinal Academy is working to build a board that reflects the diversity of race, ethnicity, and genders of the community served by the school.

The following presents a brief description of each current Director and her/his qualifications.

Hannah Gayle

Graduate of Booth Marian Pritchett School, Current Boise State University student, and Mentor, Boise State University Young Parent Mentor Program

Hannah Gayle is a Behavioral Interventionist that is skilled in mental health, special education and de-escalation techniques. She currently works for a charter school that equips engineers (students) with the knowledge, skills, and character to succeed in college and the future world. She has developed a peer and faculty mentor program for teen mothers that are pursuing their undergraduate degree and is currently working on finishing her nonprofit management certification. A willingness to adapt and hard work ethic are what set her on a path for achieving her professional goals. She is completing her Bachelor's in Multidisciplinary Studies with a minor in Economics and a Nonprofit Management from the College of Business and Economics.

The bulk of Hannah Gayle's career has been in healthcare working as a Certified Nursing Assistant for Idaho's largest nonprofit hospital St. Luke's. In the Clinical Support Unit, she gained a variety of skills that spanned over three hospitals and many departments including Behavioral Health, Neurology, Oncology and Wound Care. Outside of her career, she has

volunteered her time as an advocate for Education in the Idaho Capitol. She has a great amount of experience in public relations, professional writing and communication and problem solving.

Jason Hudson (Board Secretary)

Director of Government Affairs, Idaho AFL-CIO

Jason Hudson is the Government Affairs Director of the Idaho AFL-CIO, serving as the full-time lobbyist to the Idaho Legislature, as well as the lobbyist to Idaho's federal delegation to the US Congress. He works with the Idaho Governor's office and state administrative agencies on policy matters related to worker rights, worker safety, and building good jobs in Idaho. He educates members and affiliates about participation in government and the political process, and develops and implements electoral programs to support pro-worker candidates for public office.

As the Director of the Idaho Worker's Opportunity Network, he served as the state's Labor Liaison, coordinating activities and communication between the Department of Labor and the local unions across the state affiliated with the Idaho State AFL-CIO. He worked with the Idaho Workforce Development Council and the Idaho Division of Professional-Technical Education to help develop state policies to promote and support a well-educated and well-trained workforce. He served as the chief proponent of JATC Apprenticeship programs in the state, working with the training directors of the 26 apprenticeship training centers that serve Idaho to improve their reach and recruit people to train for high skill careers in the construction crafts. He worked with students in our schools and with adults interested in apprenticeship training to help them understand the options available to them and to provide support through the application process.

Patricia Kempthorne (Board Chair)

Patricia Kempthorne has dedicated her work life and her life's work to building a family-consciousness in her family, workplace, and community. After graduating with a degree in business management from the University of Idaho she chose to build her career in the non-profit sector and community service. In 2014 she was awarded an honorary doctorate in Administrative Policy from the University of Idaho.

A champion for families and children, she was able to shine a spotlight on the issues closest to her while serving as Idaho's first lady from 1999 to 2006. Mrs. Kempthorne volunteered her time to ensure that Idaho continues to be the best place to raise a family. In 2005, she created the Twiga Foundation, Inc. – a non-profit dedicated to continuing that work in organizations through educating them about work-life fit, flexibility, and effectiveness for working parents. Today, the Twiga Foundation focuses on parent engagement and early learning opportunities. In 2009, through a partnership with the University of Idaho, Twiga became the exclusive licensor of BLOCK Fest®. BLOCK Fest® raises awareness of early math and science learning opportunities by offering hands-on block play experiences to families of young children thus helping to develop the workforce of the future.

A leading advocate for women, families, and children, Mrs. Kempthorne serves as the Chair of the Parents as Teachers National Board of Directors, the St. Luke's Children's Hospital Advisory Board and Executive Committee, and the Idaho Food Bank Capital Campaign. In 2016 she was honored by the American Mothers, Inc. as a National Mother of Achievement.

Mrs. Kempthorne and her husband, Dirk, were married in 1977, have two grown children and five grandchildren.

Emily McClure (Board Vice-Chair)

McClure Policy LLC

Emily McClure is a Boise lawyer, lobbyist and mom to three children. Her practice, McClure Policy LLC, focuses primarily on government affairs in the fields of education, health care and natural resources both in Idaho and across the West. An advocate for children, she has contributed on behalf of a variety of clients to numerous statutes and regulations aimed at benefiting Idaho's kids, and has worked closely with her clients to improve the legislative climate for charter schools, innovative educators and students. Before starting her own firm, Emily practiced litigation at Givens Pursley in Boise, held a Ninth Circuit clerkship, and dabbled in international law at a United Nations Tribunal. Prior to attending Boston College Law School, Emily worked in Washington D.C. for Senator Mike Crapo where, among other things, she handled education and labor policy.

Catherine Olschanowsky (Board Treasurer)

Ph.D., Assistant Professor, Computer Science, Boise State University

Dr. Olschanowsky became involved in the education of at-risk youth through her involvement in diversity and inclusion efforts for computer science. She designed and implemented a service learning course to expose, recruit, and engage students from historically excluded backgrounds to computer science. During this course university students develop lesson plans and engage high school students in problem solving using computer science. This class has been successfully implemented as a collaboration with the Booth Marian Pritchett School.

Dr. Olschanowsky's primary research interests include high performance scientific computing, in other words, using supercomputers to solve scientific and engineering problems. She teaches a range of courses at Boise State University and has experience teaching high school students computer science basic through project-based learning.

Greg Richmond

Greg Richmond founded the National Association of Charter School Authorizers and served as its CEO from 2005 through 2019. He serves or has served on the boards of the Perspectives Charter School, St. Walter Parish elementary school, and Mother McAuley high school. He has served as a consultant to the Colorado League of Charter Schools, Missouri Public Charter Schools Association, Texas Association of Charter Schools, and the national Coalition of Public Independent Charter Schools. He was a founding board member of the National Alliance for Public Charter Schools and was inducted into the National Charter School Hall of Fame in 2017. Currently, he serves as a Strategic Advisor to Bluum.

Transition Plan

Cardinal Academy's board has been established from the beginning to provide a solid foundation, continuity, and stability for the school now and for years to come. There will not be a "founding board" that transitions to a "governing board." There is a single, continuous board. The board held its first meeting on August 12, 2020, at which it adopted bylaws and elected officers. It has scheduled regular meetings on the first Wednesday of each month through June, 2021.

To provide continuity, individual terms are staggered from the start. One group of Directors will initially serve a one-year term with the option of being re-elected to a three-year term in Spring 2021. A second group of Directors will initially serve a two-year term, with the option of being re-elected to a three-year term in Spring 2022. A third group of Directors will initially serve a three-year term, with the option of being re-elected to a three-year term in Spring 2023. Current board members will be assigned to terms at the September, 2020 board meeting.

This approach allows for the consistent stewardship of the school's mission and vision for years to come.

None of the founding members of the board intends to resign in order to apply for a paid position at the school. Consequently, there is no risk to the board or the school of founder's syndrome derailing the governance of the school.

Board Member Recruitment and Training

Cardinal Academy has identified a set of board member qualities, skills, and experience that will enable the school to thrive for years to come, and has been using those attributes to identify, recruit, and select board members. The goal of the board is to have each attribute filled by at least one board member, and preferably more than one. The list of qualities, skills, and experiences that Cardinal Academy is using to recruit and select board members includes:

1. Gender,
2. Race and ethnicity,
3. Education experience,
4. Social service experience,
5. Finance expertise,
6. Legal expertise,
7. Post-secondary pathways, and
8. Experience with pregnant and parenting teens.

This list of attributes will be used to identify, recruit, and select future board members as well. Board member recruitment will be the responsibility of the Governance Committee.

Cardinal Academy has relationships with two organizations to provide for ongoing training of board members: the Idaho School Boards Association and BoardOnTrack. The expertise of these two organizations is complementary: ISBA has expertise in Idaho school law, policies, and requirements; BoardOnTrack is a national organization with years of experience training and supporting charter school boards.

The Cardinal Academy Board of Directors will use the Idaho School Board Association's "School Board Professional Services," including its Professional Development Modules and its many resources in its New Board Member Packet: Code of Ethics, Basics of Governance, Boardsmanship 101, 8 Characteristics of an Effective Board Member, and more. The New Board Member Packet will serve as the foundation for on-boarding new board members. New board members will also meet with appropriate school staff to learn the history, educational program, finances, and legal obligations of Cardinal Academy.

The Board of Directors is using BoardOnTrack's on-demand online courses, including "What's Your Board's Role in Academic Excellence," "Board Governance 101," "Assess Your Board to Reach a Higher Bar," and more. The information learned from all of the above, especially the results of the "Assess Your Board" course, are being used by the board to develop full board and individualized training programs, both during the initial founding stage of the board and for its on-going self-assessment and improvement. The on-going self-assessments will include opportunities for the school leader, school staff, and school community to provide feedback to the board on the strengths and weaknesses of the school and the board.

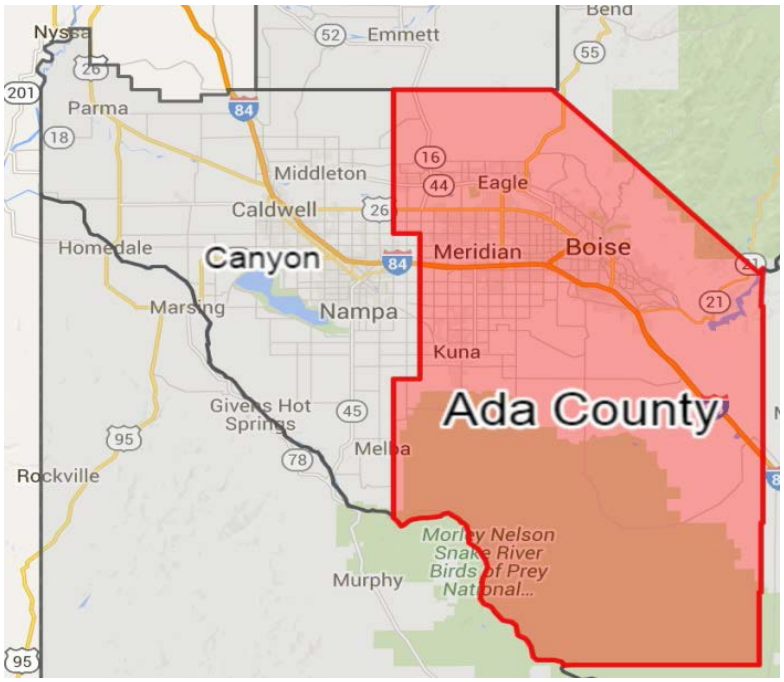
Student Demand and Primary Attendance Area

Primary Attendance Area

Our primary attendance area is Ada County, including Boise, Garden City, Meridian, Eagle, Star and Kuna. Included in this county boundary are the school districts of Boise City, West Ada and Kuna. The population of Ada County continues to grow. According to www.census.gov, there was more than 20 percent population growth recorded between 2010 and 2019. Ada County's residents identify as 91.9 percent white, 1.4 percent Black or African American, .8 percent American Indian or Alaskan Native, 2.7 percent Asian, .2 percent Native Hawaiian or other Pacific Islander, 8.5 percent Hispanic or Latinx and 3.0 percent two or more races. The median household income for 2014-2018 was $63,137, with close to 10 percent of residents living in poverty.

There are 11 traditional high schools and 6 alternative high schools within Ada County, covering the three separate school districts. Only one of them currently provides on-site childcare for parenting students. The provision of childcare is the strongest predictor of school retention (Assini-Meytin et al, 2018). Since the closure of the Booth Marian Pritchett School in spring of 2020, there is no existing designated pregnant and parenting program in the state of Idaho.

The founders of Cardinal Academy know, based on both quantifiable and anecdotal data, that most pregnant and parenting students are in a different subset of at-risk alternative students than those attending traditional alternative high schools. There are similarities, but the glaring difference is pregnancy and parenting which call for a much different set of interventions. A well thought out, comprehensive approach, addressing the specific needs of pregnant and parenting students can ensure their success.



Student Demand

The chart below shows births to mothers 19 or younger in Ada County between 2016 and 2018, according to the CDC WONDER database. During this same time period (2016-2018), there were an additional 324 women between the ages of 20 and 24 who gave birth in Ada County and did not have a high school diploma. This is relevant because Cardinal Academy can serve students up to age 21, allowing previous dropouts to return and finish their high school diploma. Despite birth rates for teens in the U.S. decreasing over the last 20 years, the United States continues to have the highest teen birth rate among developed countries (Kearney and Levine, 2012). Canyon County had a similar birth rate to Ada County during these years. If there is space, pregnant and parenting students from Canyon County and other counties may open enroll in Cardinal Academy, though transportation will not be provided to open enrolled students. We will serve up to 140 pregnant and parenting students each year, with 120 students being optimal enrollment.

According the the CDC WONDER database and Idaho Vital Statistics (Please see Appendix F9, Fig. 2, pg 190 for data verification):

Year	Ada County - Births to mothers 19 or younger
2018	159
2017	173
2016	164

Teen births have decreased significantly in Idaho since the 1990's. And yet, there are still a significant number of young women giving birth each year. As the teen pregnancy rate for Idaho has dropped, the population of Idaho, including Ada County, has continued to grow. Please see Appendix 9, Figs. 3 & 4, pgs 191-102 for more information.

Slightly more than one half of young mothers received a high school diploma by the age of 22, compared with 89 percent of women who had not had a child during their teen years (HHS). This continues to be true according to a 2018 report from Child Trends. Half of all female dropouts and one-third of male dropouts said becoming a parent played a role in their decision to leave school (HHS). Designated pregnant and parenting charter school programs such as New Legacy Charter in Aurora, CO and NET Charter High School in New Orleans, LA show a more than 50 percent increase in their graduation rate (75 percent and 88 percent, respectively, according to their websites). This growth is attributed to the wraparound services these programs provide, such as smaller class size, on-site childcare, and a flexible learning model.

- According to the ACLU, illegal discrimination is a major contributing factor to this high dropout rate among parenting teens (ACLU, 2020). Many schools enact policies that punish rather than support pregnant and parenting teens, despite the Title IV protections.
- Adolescent mothers are more likely to be poor and disproportionately African American and Latinx, live in low-income communities, be born to parents with low educational and employment attainment, have a history of child abuse, reside in chaotic home environments and have limited social support networks (Hodgkinson et al, 2014).
- Parenting teens without financial support from parents are at greater risk of falling behind in their education (Assini-Meytin et al, 2018).
- It is important to include the father in programming, as appropriate and as long as it is a healthy relationship with the mother and child(ren). (HHS).

- There is a link between teen pregnancy and early trauma. Adverse childhood experiences are associated with changes in brain structure which lead to long-term health and social consequences, including adolescent pregnancy (Hawkins & Guinosso, 2014).

- Adolescent mothers experience significantly higher rates of depression, are at elevated risk for suicidal ideation, and almost half of adolescent parents in one study met the full criteria for posttraumatic stress disorder (Hodgkinson, 2014).

- Adolescent parents face significant barriers to accessing mental health services and may be more likely to engage in treatment when appointments are flexible and school-based (Hodgkinson, 2014).

- Small, designated pregnant and parenting programs allow students to avoid the stigma attached to young parents in our society. These students are primarily female, low income, and in large part ethnic minority students. Both popular and policy discourse, tend to question pregnant and parenting girls' intellect and character, while commonly viewing them as "undeserving" and whose poor choices and character caused their predicaments (Kelly, 2000; Pillow, 2004; Wilson et al 2019). (Click here for link to access Salvation Army marketing video from 2017).

- Research shows that 25 percent of teen dads want to be an active part of their child's life, but financial restraints, the relationship with the baby's mother and lack of parenting skills are barriers that make this difficult (The Fatherhood Project, 2016). Cardinal Academy is a school that welcomes and encourages the participation of teen fathers and will help them address some of the barriers to fatherhood, as well as provide them with a well-rounded education that will prepare them for college or career.

- Nationally, if not internationally, there is a glaring gap in services available to teen dads. Not all teen parent relationships are healthy, and Cardinal Academy provides the services necessary to single parents to help navigate these difficulties. However, when a co-parenting agreement can be reached, there are great benefits to the child(ren). These young men became involved fathers who were better able to support their children both financially and emotionally upon the completion of the program.

Cardinal Academy will be the only school in Idaho that addresses and redresses these barriers and issues.

- Continuity of enrollment is especially important for at-risk students. Cardinal Academy is specially equipped to work with students to overcome barriers that interfere with their educational planning. In addition to pregnancy and parenting, Cardinal Academy social workers and counselors will assist students with homelessness, financial difficulties, family problems, mental health issues and other life circumstances that can interfere with education attainment.

- Year round school gives students the opportunity to access the services they need when many schools are out for the summer. Student needs and the needs of their families are not put on hold for summer vacation. Further, students are able to either catch up when they are deficient in credits, stay on target taking into account maternity leave, or get ahead to ensure an early graduation.

- When provided with strong social and functional supports, the majority of teen mothers and their children can have positive outcomes equal to those of their peers who bear children later (Hodgkinson et al, 2014).
- Applied practical skills and basic skills related to problem solving, critical thinking and lifelong learning are crucial in the changing workforce of Idaho (Winters, 2020). These skills can add value to a high school diploma for students who are unable to go onto higher education directly from high school and choose to directly enter the workforce.
- Each level of educational attainment, starting with a high school diploma, reduces the amount of public assistance received by a parent and her/his dependents.
- Of the eight non-graduates who finished the 2019-2020 school year at Booth Marian Pritchett, four are attending Frank Church High School. Two of the remaining students left Boise and two are attending the Booth Young Parent Program at the Salvation Army while attending ICON. Frank Church High School does not have any information on their website about services for pregnant and parenting students as of early October.

Student Population

A student may become pregnant at any time during middle school or high school or may become pregnant after dropping out. Some pregnant and parenting students are on-track for a four year high school graduation and fit neatly into grade levels. However, many pregnant and parenting students are credit deficient, ranging from 1-2 credits behind to several years behind. Enrollment projections by grade level are difficult, if not impossible to ascertain.

It is crucial that Cardinal Academy be able to meet students where they are, literally, both in regard to life-timing and academic planning. When a student comes to register at a designated pregnant and parenting program, she or he is frequently in crisis. Life has been turned upside down. Cardinal Academy is a safe place to land; a place free of stigma and rejection. It is essential we not turn the student away due to inflexible calendars.

No matter the student's academic credit standing, we will meet with her/him to create a clear plan for success. Cardinal Academy will operate with block scheduling which allows for more credits to be earned throughout the school year (16 vs 12-14) and students will have the opportunity to earn additional credits over the summer, as well as trying out internships, job shadows, work experiences or other unique training opportunities. This will be a unique plan, based on the student's previous schooling, Star test measurements in Math and English, and post-secondary goals.

A date will be set for the weighted enrollment lottery. If the school is not at maximum enrollment, an admissions lottery will be held in accordance with Idaho Code.

Any student who is pregnant or parenting, qualifies as "at-risk" according to Idaho Code.

Enrollment Capacity

Centers for Disease Control WONDER data shows that an average of 80 mothers, age 19 or younger, **without a high school diploma**, give birth in Ada County each year. Additionally,

there are eligible mothers ages 20-21, but the data does not delineate these exact numbers. Idaho Vital Statistics states that between the years 2016-2018, there were 2,322 births in Ada County to 20-24 year olds and more than 300 of those births were to mothers without a high school diploma.

For the 2021-22 school year, Cardinal Academy will market itself to teen mothers and fathers who have given birth during the prior two years and will plan to begin the school year with 80 such students (representing a 50 percent enrollment rate for the 160 mothers who gave birth during those two years).

During the 2021-22 school year, Cardinal Academy will continually market itself to new teen mothers and fathers who give birth during the school year, with a goal of enrolling 60 new mothers and fathers by January 1.

At that time, there will be 140 students enrolled at Cardinal Academy and the school will be at full enrollment for that school year. For funding purposes, because the 60 additional students will not be enrolled at the school for the full school year, we anticipate that state funding for them will be prorated and we estimate that those 140 students will generate funds equal to 119 or 120 full-time equivalent students.

Pregnant and parenting teens who approach Cardinal Academy after it reaches full enrollment will be provided a wide array of support services, coordinated by The Salvation Army, and will be encouraged to apply to enroll the following school year.

Approximately 40 percent of the student body is expected to be in its senior year and will graduate at the end of the year. Approximately 60 percent of students, or 84 students, will not be completing their diploma at that time.

Of those 84 students, Cardinal Academy expects that 90 percent of them (76 students) will continue to be enrolled for the 2022-23 school year. An additional eight students are expected to enroll during the summer, bringing the total enrollment on the first day of the school year to 84.

During the second year and each successive year, the projections regarding the number of new parents enrolling during the year are the same as the first: 60 new parents will enroll in the school by January 1.

During the second year and each successive year, the projection regarding graduating, continuing students, and new student enrolling for the following year are the same, producing an enrollment of 81 students on the first day of each school year. As Cardinal Academy becomes well-known in the community these conservative numbers for enrollment will likely increase.

Avg. annual # of teen **new** mothers in Ada County w/o a HS diploma	80
Avg. # of teen **already parenting** mothers in Ada County	160
New parent recruitment rate	75%
Parenting mothers recruitment rate	50%
New mother partial year adjustment rate	75%

	YI	**Y2**	**Y3**	**Y4**	**Y5**
FTE					
New mothers	40	44	44	44	44
Parenting/continuing mothers	80	76	76	76	76
Total FTE	120	120	120	120	120
Headcount					
New parents	60	64	64	64	64
Parenting/continuing mothers	80	76	76	76	76
Total headcount	140	140	140	140	140
Headcount after graduation (60%)	84	84	85	85	85
Retention rate	90%				

Enrollment Projections by Grade Level

	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
9	12	12	12	12	12
10	25	24	24	24	24
11	38	36	36	36	36
12	45	48	48	48	48
TOTAL	120	120	120	120	120

Cardinal Academy's optimal enrollment will be 120 students, not to exceed 140.

On-Going Marketing Plan

Pregnant and parenting students in our impact area live throughout Ada County. Therefore, to create awareness of Cardinal Academy, the student recruitment plan must be a consistent, well-timed, well-targeted, public relations and advertising campaign, with an annual budgetary line-item. Cardinal Academy will initiate the student recruitment plan beginning with the development of marketing materials the first week in January. Cardinal Academy's leadership team and Board of Directors will lead the marketing efforts with an Executive Assistant who will coordinate student recruitment activities.

First, a website will be designed and launched and social media accounts will be developed. ***Second***, an electronic, shareable brochure with links to the school website will be created and emailed to medical clinics, physicians, Terry Reilly Health Services, Stanton Healthcare clinic, Planned Parenthood Health Center and mental health clinics in the area. ***Third***, a press conference inviting the local media will be held at the campus to announce the opening of Cardinal Academy. ***And fourth***, a promotion plan of **regularly distributed** press releases and public service announcements to be sent to the local media, and updates will be posted on our website and social media.

Market research of this student population has been commissioned by Cardinal Academy's collaborating partner, The Salvation Army, and paid for with grant funds. The market research is currently being conducted by Drake Cooper Advertising, Marketing & Digital Agency of Boise and Cardinal Academy will use the data to give direction to and increase marketing effectiveness of our student recruitment plan. Using the results, advertising will begin in February, driving potential students and their parents to the website encouraging them to enroll. Student recruitment will continue at various levels of frequency and market saturation each month according to the plan. Additionally, Cardinal Academy will develop easy, student-friendly, enrollment procedures on our website, and implement a plan for **constant contact** with students from enrollment to the start of school.

* One significant difference between Cardinal Academy and Booth Marian Pritchett School will be our commitment to fund and develop an on-going, year-round, student recruitment plan. Student recruitment at BMPS was not prioritized by the Boise School District after 2013; therefore, numbers dwindled.

Community Partnerships and Local Support

Cardinal Academy's strongest and most important partnership is with The Salvation Army, Boise Corps. The Salvation Army has been providing services to young parents in the Boise area for more than 100 years. They will provide our program with the facility, additional social work services, manage the on-site childcare, provide financial assistance for childcare, contract with the school for transportation and work with us to provide nutritious and delicious meals to our students.

Furthermore, Cardinal Academy is strengthened exponentially by our other community partnerships. Cardinal Academy has the great privilege of serving the underserved and will continue to help ensure our students are connected to not only the services for which they are eligible, but connect them to any and all services that can help them to find success.

Cardinal Academy partners with:

- The **Special Supplemental Nutrition Program for Women, Infants and Children (WIC)** to provide on-site access in order to ensure students are utilizing this important program while not having to miss school to attend regular appointments. WIC provides nutritious foods, information on healthy eating and referrals to health care for pregnant women and their infants and children up to age 5.
- **Family Medicine Residency of Idaho** to provide on-site, quality and affordable health care to young parents and their children. They also provide the school with referrals.
- **St. Luke's Regional Medical Center and St. Alphonsus Regional Medical Center** baccalaureate level nurses contribute to the pregnancy and parenting Resilience and Well-Being courses throughout the school year. St. Luke's nurses also teach on-campus child car seat safety classes as well as providing a car seat for students.
- The **Idaho Department of Labor** to connect eligible graduates with case management services, internships, workforce training and assistance with higher education through the Workforce Innovation and Opportunity Act (WIOA).
- **Vocational Rehabilitation** to provide pre-employment transition services to students with disabilities through job exploration counseling, work based learning opportunities, workplace readiness training, and instruction in self-advocacy.
- **TRiO Educational Opportunity Center** to help low-income, first generation and disabled students gain access to post-secondary education by providing free college

advising and financial aid support. TRiO comes to campus to help students complete the FAFSA and are all eligible to take advantage of TRiO services following graduation.

- The **Idaho Workers Opportunity Network (I-WON)** to connect students interested in learning a trade with apprenticeships so they can enter a high demand career directly following completion of high school.

- **College of Western Idaho** to assist our students with applications, financial aid, and course selection on our campus. Further, we collaborate with CWI to ensure our graduates are connected to programs that will help to increase their success in higher education such as support groups and other special programs aimed at increasing student retention.

- Dr. Catherine Olschanowsky of **Boise State University** will provide Cardinal Academy students with an opportunity to learn computer programming and will be collaborating with our math and science departments to provide an opportunity for Dual Credit. Her specialty is increasing diversity in the field of computer science.

- Dr. Sara Fry from **Boise State University** is working closely with our staff and a previous Booth Marian Pritchett School graduate to build a mentor program for our students who choose to attend Boise State. She has also established a scholarship fund for our graduates.

Other collaborative relationships and referral sources include:

- Idaho Department of Health and Welfare
- Idaho Central District Health
- Agency for New Americans
- International Rescue Committee
- Create Common Good
- Life's Kitchen
- The Cabin's Writers in the School program (WITS)
- Micron Foundation's K-12 Outreach program
- Idaho Youth Ranch
- Casey Family Programs
- Baby Steps
- Headstart
- The House Next Door, Nampa, ID
- Ada County Juvenile Probation
- Idaho Coalition Against Sexual and Domestic Violence - Center for Healthy Teen Relationships
- Several bachelor's and master's level counseling and social work programs
- Various charitable organizations and individuals who provide both new and used inventory for the school store

School Leadership and Management

Leadership Team

The school leadership team consists of the Executive Director and Director of Academics. Cardinal Academy's Executive Director is the lead school administrator and will be responsible for the overall leadership and operation of the school. The Executive Director will report to and be evaluated by the Board of Directors of Cardinal Academy. The Director of Academics will report to the Executive Director and is responsible for the academic leadership and educational program of the school. The Executive Director will follow the Code of Ethics for Idaho Professional Educators and maintain a staff who also follow the same code.

Overall Leadership

The Executive Director will be responsible for the overall leadership and operational management of Cardinal Academy. The Executive Director will work with the Board of Directors to develop, amend, and implement the school budget and the overall governing policies and strategies. The Executive Director will also manage other operational responsibilities, including: managing the finances, purchasing, and payroll (with Bluum support) and collaborating with The Salvation Army on the facility, food service, child care services and likely transportation for the students.The Executive Director will know and understand state and federal law requirements. The Executive Director will have knowledge and capable skills in effective personnel management strategies, and in restorative practices of mediation and agreement to successfully implement the student disciplinary practices of the school. The Executive Director will hire the faculty and staff, and will manage, and evaluate the Director of Academics, the school nurse, social worker, and academic/career counselor.

Cardinal Academy is a small school with a lean staff. It is imperative that the Executive Director develop a ***team of leaders*** comprising the faculty and staff, and create an atmosphere of collaboration where the leadership team has a voice in decision making, setting organizational goals and in the implementation of responsibilities. The faculty and staff will meet at least monthly to examine the instructional program, the operation of the school, student concerns, fundraising, and the achievement of the overall mission and vision of the school. Leadership team committees will be created to assist in the overall operation of the school.

The Executive Director will create a viable, vibrant school community where students, faculty, staff, and families develop a pride of ownership. The Executive Director is the face of the school and represents Cardinal Academy in the greater community to communicate the mission and vision, to advocate for the school, to build and maintain collaborative partners, and to bring collaborative partners and other volunteers to campus to instruct and mentor the students. When the community partners and volunteers are an integral part of the school, it gives students a sense of belonging and interdependence in a greater group that will follow them after graduation.

Academic Leadership

The Director of Academics will assist the Executive Director in monitoring and evaluating the effectiveness of the overall academic program to ensure that strategic academic goals are met. The Director of Academics will develop and implement short- and long-term plans for

curriculum and instruction, will collaborate with faculty to create curricular materials, collect and share resources, and will identify and acquire academic resources making sure that it is learner-centered and aligned with Idaho State Standards and the mission of Cardinal Academy.

The Director of Academics will be current with best practices for both student instruction and professional development, lead the faculty in continuous improvement of instruction and school culture, and collaborate with faculty to analyze assessment and research data in order to inform and plan instruction around outcomes.

The Director of Academics will coach and mentor teachers, modeling best practices across multiple content areas and grade levels. The Director of Academics will know and understand the reasoning and basis for the Layered Curriculum instructional model, and will plan professional development to ensure all faculty are knowledgeable and confident in executing this instructional model. The Director of Academics will also collaborate with faculty to prioritize and plan the professional development schedule and Professional Learning Community (PLC) sessions. The Director of Academics will have a firm knowledge of the Danielson Framework in order to evaluate teachers

Executive Director

Emily Bergstrom, M.A., School Counselor and Licensed Professional Counselor, Bluum Idaho New School Fellow

Emily is a master's level counselor, certified in both mental health and school counseling, with more than a decade of extensive experience in the schools working with students, teachers, and administrators. Emily has dedicated her career to serving the underserved, especially pregnant and parenting teens and juvenile offenders. At Booth Marian Pritchett School, Emily was part of a strategic planning and continuous school improvement team. She provided the leadership in researching, developing, training, and implementing a schoolwide effort in becoming a "Trauma-Informed School," providing faculty and staff with the necessary knowledge and skills to work effectively with the student population, many of whom experience great trauma and Adverse Childhood Experiences (ACES) that affect their ability to learn. She also provided the leadership in researching, developing, training, and implementing a schoolwide Growth Mindset culture at Booth Marian Pritchett School. Emily researched and provided training to faculty and staff on the effects of burn-out working with traumatized students and then monitored faculty and staff for symptoms and provided intervention. She collaborated with The Salvation Army social worker to develop and implement the pregnancy, parenting, and life skills programs and services to our students. Emily has strong ties to stakeholders in the Boise community and she coordinated student services with more than 20 collaborating community partners.

Emily has a vision to build a team to create a therapeutic and accessible educational experience for Idaho's most vulnerable young adults and their children. She believes in a school program that provides students with their most basic needs, including mental health counseling for all students who seek it. By meeting basic needs first, students can access education in ways they have not been able to before. Students will be able to invest in their own education by developing

their own plan and goals for learning. These emerging adults can then create the kind of life they desire for themselves and their children.

Emily has completed the required three-credit Danielson Model Teacher Evaluation course through Idaho State University, as required for the Public Charter School Administrator Certificate.

Additionally, during her fellowship year with Bluum, Emily will participate in Idaho-specific training on financial management and legal requirements for schools. She will participate in hands-on learning through residencies in some of Idaho's high-performing public charter schools. Emily will undergo professional development to effectively coach staff and improve their performance, while also regularly being coached by an expert in the field.

Emily will continue to learn and reflect on areas of development while she works to create a positive school culture and learning environment with high expectations for students. She will be evaluated by the Cardinal Academy board using the Idaho Standards for Effective Principals.

Director of Academics

Deborah Hedden-Nicely, M.A. Curriculum and Instruction, Bluum Idaho New School Fellow

Deborah has had an accomplished career as a professional educator and site administrator at the secondary and post-secondary level. She has comprehensive experience in teaching students of all ability levels, ages 13 to adult, creating special programs for at-risk students, especially pregnant and parenting students, and in differentiating curriculum to ensure that all students have the opportunity to learn and succeed.

During her tenure at the Booth Marian Pritchett School, Deborah worked with faculty in analyzing and evaluating assessment data and best practices research in order to inform, enrich, and differentiate their instruction to improve student academic success. She worked closely with Emily Bergstrom, academic/career counselor, in leading the faculty and staff in continual school improvement through professional development in-service during the Professional Learning Community (PLC) time and weekly faculty/staff meetings.

In her 40 year career, Deborah has developed an extensive background in managing an organization and business, including budgetary and financial responsibilities, hiring and managing staff as well as administering the day-to-day operation of a unique speciality high school and a business.

Deborah believes in a *circle of equals* management style, honoring and welcoming all ideas and concepts to the table, empowering people to have ownership in the organization. She believes entrepreneurship, creating and innovating, is as essential in education as it is in business.

Deborah has completed the three-credit Danielson Model Teacher Evaluation course through Idaho State University. As part of her Bluum fellowship, Deborah is committed to her own continued professional development by learning further about the prevailing best practices in

coaching and mentoring faculty, and current directions in effective academics and teacher professional development. She plans on engaging in hands-on experiences in other public charter schools, enrolling in other professional development courses, and by engaging in coaching sessions with an instructional professional.

Fair Hiring Procedures

Cardinal Academy and its Board will comply with all fair hiring procedures as required by the state of Idaho under the advice of The Idaho Department of Labor and the Idaho Human Rights Commission.

Virtual and Blended Programs

Every Cardinal Academy student will be provided a laptop computer to use at school and at home. Our ultimate goal is to have students present on our campus in order to utilize all of the services available, but when students are unable to attend school due to pregnancy complications, maternity leave, and family illness, students will already be equipped to continue their studies at home. By expanding access, we can ensure pregnant and parenting students are receiving the education for which they are entitled. Cardinal Academy will utilize an online educational platform for credit recovery and to supplement with courses we cannot offer onsite. Further, by having an online platform established, we will be better prepared in the event of another pandemic.

Other services can be offered virtually, as well. The fields of telehealth and telemental health have expanded this year in new and exciting ways. Counseling and social work services can be delivered safely and securely in accordance with HIPAA and state/national ethical guidelines. Additionally, the student store, The Salvation Army food pantry, and WIC clinic, can be accessed with appointments, social distancing and wearing masks.

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Appendix D: Conditions of Authorization / Renewal

Appendix D: Conditions of Authorization/Renewal

Cardinal Academy
December 10, 2020

1) No later than May 26, 2021, Cardinal Academy will submit to the PCSC the following information:

a) Evidence of 50 students by record of accepted offers; and
b) Evidence of award of 100% of the anticipated grants and philanthropic dollars included in the pre-operational and break-even year 1 budgets as presented in the petition; and
c) Evidence of a fully executed facility lease specifying that the annual lease payment will not exceed the state reimbursement for facilities and letter funds received by the school in any given year as described in the petition.