

**IDAHO PUBLIC CHARTER SCHOOL COMMISSION  
REGULAR MEETING AGENDA**

**Date:** Thursday, February 12, 2026  
**Start Time:** 9:00 AM, MST

**Physical Location:** Capitol Mall Annex, Senate Conference Room, Third Floor, 514 W. Jefferson Street, Boise, Idaho 83702

**Live Stream:** <https://www.youtube.com/@IPCSC>

- I. COMMISSION WORK (Action Item)**
  - A. Minutes Review / Approval
  
- II. DIRECTOR'S REPORT**
  
- III. CONSIDERATION TO RENEW CHARTER WITHOUT CONDITIONS (Action Item)**
  - A. Alturas Preparatory Academy
  - B. Gem Prep: Meridian North
  
- IV. CONSIDERATION TO RENEW CHARTER WITH CONDITIONS (Action Item)**
  - A. Cardinal Academy
  
- V. PUBLIC COMMENT**
  - A. Public comment will be limited to three minutes per person. To submit written comment please email to [pcsc@osbe.idaho.gov](mailto:pcsc@osbe.idaho.gov) before 5:00 pm MST on Wednesday, February 11, 2026.

**MEETING MINUTES FOR REGULAR MEETING**

**Date:** Thursday, December 11, 2025

**Start Time:** 9:00 AM, MST

**Physical Location:** Capitol Mall Annex, Senate Conference Room, Third Floor, 514 W. Jefferson Street, Boise, Idaho 83702

The meeting was called to order by Chairman Reed at 9:00am.

Commissioners Present:	Staff Present:
Chairman Reed - Present	Director Rachel Burk, IPCSC
Vice Chair Bair - Present	Jared Dawson, IPCSC
Commissioner Hedrick - Present	Joy Lindner, IPCSC
Commissioner Quinn - Present	Monique Bosse, IPCSC
Commissioner Amador - Present	Brian Tillinger, IPCSC
Commissioner Paulos - Present via Zoom	

Karen Sheehan from the Attorney General’s Office was also present.

**I. COMMISSION WORK (Action Item)**

**Motion/Second (Bair/Hedrick)** Motion to approve the October 9, 2025 Regular Commission Meeting Minutes as presented. *The motion passed unanimously.*

**II. DIRECTOR’S REPORT**

Director Rachel Burk gave a report welcoming new staff members Monique Bosse and Brian Tillinger. The Project Impact STEM Academy board has voted not to open their enrollment for the 2026-2027 year. A relinquishment of the Dry Creek Charter Performance Certificate is expected. Updates on the IPCSC budget and the increased charter support program were given.

**III. RECONSIDERATION OF CHARTER APPLICATION AFTER APPEAL DISMISSED AND REMANDED (Action Item)**

Representatives from Trailhead Virtual Preparatory Academy gave a presentation, including Attorney Chris Yorgason, Board Chair Sonja Howerton, Board Member Karen McGee, and Board Member Don Lynn via Zoom. Commissioner Bair recused herself from the discussion and vote.

**Motion/Second (Amador/Quinn)** Motion to approve the application for Trailhead Virtual Academy for a six-year term effective July 1, 2026 with the following conditions:

- a. Trailhead shall submit quarterly enrollment reports to the Commission.
- b. Trailhead shall submit its regular quarterly financials to the Commission that include a balance sheet, income statement, and cash flow.
- c. Trailhead shall make a presentation to the Commission covering enrollment, finances and student performance at the conclusion of the first year of school operations.

*The motion passed 3-1.*

**IV. CONSIDERATION OF NEW CHARTER SCHOOL APPLICATION (Action Item)**

Representatives from Riverton Classical Academy gave a presentation, including Board Chair Marvin Lasnick, Board Members Sage Dixon, Stacy Saylor, Justine Edinger, John Bassetti, and Brian Schwalbach, as well as Principal Matt Seely and Stephen Lambert from American Classical Schools of Idaho.

**Motion/Second (Hedrick/Quinn)** Motion to approve the new charter school application for Riverton Classical Academy for a six-year term effective July 1, 2027 with the following condition: Charter holder provides the IPCSC evidence that all grants, loans and contracts that are part of that year 1 budget are signed or otherwise delivered by June 1, 2027. *The motion passed unanimously.*

**V. CONSIDERATION OF AMENDMENT TO PERFORMANCE CERTIFICATE (Action Item)**

Representatives from Richard McKenna Charter School gave a presentation, including Board Chair William Lamb, Superintendent Dennis Wilson, and Principal Jon Wood.

**Motion/Second (Quinn/Hedrick)** Motion to allow Richard McKenna Charter School to add grades 7 and 8 to the online program and increase the enrollment capacity across all programs to 2000. *The motion passed unanimously.*

**VI. CONSIDERATION OF UNMET RENEWAL CONDITIONS (Action Item)**

**A. Blackfoot Charter**

Representatives from Blackfoot Charter gave a presentation, including Principal Ashley Bartauskay and Board Chair Janelle Hill.

**Motion/Second (Quinn/Hedrick)** Motion to take no action on the unmet renewal conditions and allow the school to continue operations until the next annual report. *The motion passed unanimously.*

**B. Inspire (Empower) Connections Academy**

Representatives from Inspire (Empower) Connections Academy gave a presentation, including School Leader Kenny McAlister, Empower School Administrator Cook Jones, and School Board President Becky Valentine.

**Motion/Second (Hedrick/Quinn)** Motion to take no action on the unmet renewal condition and allow the school to continue operations until the next annual report. *The motion passed unanimously.*

**C. Monticello Montessori Charter School**

Representatives from Monticello Montessori Charter School gave a presentation, including Board Chair Linda Hawley, Board Clerk Shanna Nunez, Instructional Coach Rodd Rapp, and Charter Administrator Jeanne Johnson.

**Motion/Second (Hedrick/Quinn)** Motion to take no action on the unmet renewal condition and allow the school to continue operations until the next annual report. *The motion passed unanimously.*

**D. Peace Valley Charter School**

Representatives from Peace Valley Charter School gave a presentation, including PVCS Director Sita Chiang, Business Manager Gigi Murrfitt, Board Chair Michael Pinkerton, and Education Consultant Marybeth Flachbart.

**Motion/Second (Hedrick/Quinn)** Motion to take no action on the unmet renewal conditions and allow the school to continue operations until the next evaluation on June 30, 2028. *The motion passed unanimously.*

**E. Project Impact STEM Academy (Removed from agenda)**

**VII. PUBLIC COMMENT**

There was no public comment.

Meeting adjourned.

## **II. DIRECTOR'S REPORT**

Director Rachel Burk will give a report.

### **III. CONSIDERATION TO RENEW CHARTER WITHOUT CONDITIONS**

#### **A. Alturas Preparatory Academy**

#### **APPLICABLE STATUTE, RULE, OR POLICY**

The Accelerating Public Charter School Act at Idaho Code §33-5201, et seq.

#### **SUMMARY**

In 2021, Alturas Preparatory Academy was approved for operations with a five-year operating contract. The school began operations in fall 2021. The current certificate term is from July 1, 2021 to June 30, 2026.

Alturas Preparatory Academy has met or exceeded expectations in all categories, with the exception of approaches standard in 2024 for Math Growth and in 2023 for Enrollment Variance. In FY 25 Alturas Preparatory either received a met or exceeded rating on all Academic, Financial, and Operational Measures with the exception of receiving an approaches standard in the Debt Asset Ratio.

Alturas Preparatory Academy enrollment numbers for 2022-2025: Fall 2022: 384, Spring 2023: 352, Fall 2023: 407, Spring 2024: 407, Fall 2024: 464, Spring 2025: 446, Fall 2025: 488.

The school is recommended for renewal without conditions.

#### **STAFF RECOMMENDATION OF CONDITIONS**

No conditions recommended.

#### **SPEAKERS**

Candice Gilbert, Board Chair

Michelle Ball, Executive Director

Reece Drkula, Principal

#### **Performance Outcomes:**

The performance outcomes, by which IPCSC charter schools are evaluated for renewal, are defined in the Commission's Performance Framework Guidance. Alturas Preparatory Academy's detailed Annual Performance Reports are available here: [Alturas Preparatory Academy](#).

The key to the summary of performance ratings in the following tables is as follows:

Exceeds Standard (E)	Meets Standard (M)	Approaches Standard (A)	Does Not Meet Standard (DNM)	Not Measured after 2023	Data Not Available (NA)
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Academics				
Indicator	2025	2024	2023	2022
Math Proficiency	47.4%	43%	47%	47%
Math Growth	59.2%	54%	50%	NA
ELA Proficiency	62.7 %	65%	63%	64%
ELA Growth	60.3 %	71%	63%	NA
College & Career Readiness / 4Yr ACGR	80%	NA	NA	NA

Operational				
Indicator	2025	2024	2023	2022
Governance Structure	M	M	M	M
Governance Oversight	M	M	M	M
Governance Compliance			M	M
Student Services	M	M	M	M
Data Security / Transparency	M	M	M	M
Facility & Services	M	M	M	M
Operational Compliance			M	M

Financial				
Indicator	2025	2024	2023	2022
Current Ratio	E	E	E	E
Unrestricted Days Cash	E	E	E	M
Default	E	E	M	M
Enrollment Variance			A	M
Total Margin			M	M
Multi-Year Cash Flow			M	M

Debt Service Coverage Ratio	E	M	M	E
Debt Asset Ratio	A	E	M	M
Financial Compliance	E	E	M	M

### COMMISSION ACTION

1. A motion to approve the charter renewal without conditions, as presented for Alturas Preparatory Academy, thereby approving the school's renewal application and renewing its charter for a six-year operational term starting July 1, 2026.  
OR
2. A motion to reject the charter renewal for Alturas Preparatory Academy as presented, and to approve the school's renewal application and renew its charter for a six-year operational term beginning July 1, 2026, with the following conditions: **[state revised/new condition(s) in full, including the due date(s)]**.  
OR
3. A motion to reject the charter renewal for Alturas Preparatory Academy pursuant to Idaho Code 33-5209A(8).



# ALTURAS

## PREPARATORY ACADEMY

2280 E 17th St, Idaho Falls, ID 83404  
#560

Reece Drkula, [reece.drkula@alturasacademy.org](mailto:reece.drkula@alturasacademy.org), 208-932-9440  
Candise Gilbert, [candise.gilbert@alturasacademy.org](mailto:candise.gilbert@alturasacademy.org), 208-932-9440

School mission statement: Alturas Academy promotes academic distinction while empowering students to be principled and intellectual leaders as they explore, create, investigate, and analyze in a safe, engaged, collaborative environment that inspires them to make a genuine difference in their local and global community.

### Enrollment by grade level:

6th - 88  
7th - 95  
8th - 87  
9th - 69  
10th - 72  
11th - 45  
12th - 33  
Total: 489

## Renewal Application

### Narrative:

Alturas Preparatory Academy's primary improvement focus for the next performance certificate period is achieving and maintaining a stable and predictable enrollment variance over the next five years. While the school has met or exceeded standards across nearly all academic, operational, and financial indicators, enrollment variance was identified as an area approaching standard during the current performance cycle.

To address this, Alturas Preparatory Academy is implementing a coordinated, network-wide enrollment and marketing strategy designed to support sustained growth and long-term financial stability. These efforts include expanded use of targeted social media outreach, collaboration with marketing professionals, and proactive engagement with families actively seeking high-quality school options in East Idaho.

In addition, the school is partnering with BLUUM through Schola, a technical support initiative that provides charter schools with strategic guidance around enrollment systems, marketing practices, and waitlist development. Alturas Preparatory Academy was selected as one of only five schools to receive this support, reinforcing the school's commitment to continuous improvement and the intentional focus on strengthening enrollment pipelines.

To further support enrollment growth and program sustainability, Alturas Preparatory Academy is also constructing a new gymnasium facility on the APA campus. This expansion will allow the school to host its own athletic events, reduce reliance on external facilities, and enhance student and family engagement. The project will include a multi-purpose gym space, along with additional classrooms and office areas, increasing capacity and flexibility as enrollment continues to grow. This facility investment is a strategic component of the school's long-term plan to align physical infrastructure with enrollment stability and program expansion.

Through these combined efforts, strategic marketing, technical enrollment support, and targeted facility expansion, Alturas Preparatory Academy aims to reduce year-to-year enrollment fluctuations and demonstrate consistent enrollment performance that meets or exceeds Commission standards throughout the next performance certificate term.

### III. CONSIDERATION TO RENEW CHARTER WITHOUT CONDITIONS

#### B. Gem Prep: Meridian North

#### **APPLICABLE STATUTE, RULE, OR POLICY**

The Accelerating Public Charter School Act at Idaho Code §33-5201, et seq.

#### **SUMMARY**

In 2021, Gem Prep: Meridian North was approved for operations with a five-year operating contract. The school began operations in fall 2021. The current certificate term is from July 1, 2021 to June 30, 2026.

Gem Prep: Meridian North has met or exceeded expectations across Academic, Financial, and Operational measures throughout its operating term, with the exception of the Financial category in FY22 and FY23. In FY25, three academic measures were rated as “Approaching Standard,” which is the first occurrence during the current term.

Gem Prep: Meridian North enrollment numbers for 2022-2025: Fall 2022: 392, Spring 2023: 386, Fall 2023: 475, Spring 2024: 474, Fall 2024: 474, Spring 2025: 457, Fall 2025: 481.

The school is recommended for renewal without conditions.

#### **STAFF RECOMMENDATION OF CONDITIONS**

No conditions recommended.

#### **SPEAKERS**

Jason Bransford, Chief Executive Officer

Laurie Wolfe, Chief Academic Officer

Bryan Fletcher, Chief Financial Officer

Mitchell Hill, Principal

Joanne Collins, Assistant Principal

#### **Performance Outcomes:**

The performance outcomes, by which IPCSC charter schools are evaluated for renewal, are defined in the Commission’s Performance Framework Guidance. Gem Prep: Meridian North’s detailed Annual Performance Reports are available here: [Gem Prep: Meridian North](#).

The key to the summary of performance ratings in the following tables is as follows:

Exceeds Standard (E)	Meets Standard (M)	Approaches Standard (A)	Does Not Meet Standard (DNM)	Not Measured after 2023	Data Not Available (NA)
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Academics				
Indicator	2025	2024	2023	2022
Math Proficiency	53.7%	65%	59%	69%
Math Growth	63.1%	67%	66%	NA
ELA Proficiency	68.6%	75%	71%	78%
ELA Growth	63.1%	83%	72%	NA
Literacy Proficiency	Fall IRI: 76.1%	Fall IRI: 71%	Fall IRI: NA	Fall IRI: NA
	Spring IRI: 84.7%	Spring IRI: 82%	Spring IRI: NA	Spring IRI: NA
College & Career Readiness / 4 Yr ACGR	NA	NA	NA	NA

Operational				
Indicator	2025	2024	2023	2022
Governance Structure	M	M	M	M
Governance Oversight	M	M	M	M
Governance Compliance			M	M
Student Services	M	M	M	M
Data Security / Transparency	M	M	M	M
Facility & Services	M	M	M	M
Operational Compliance			M	M

Financial				
Indicator	2025	2024	2023	2022
Current Ratio	E	E	M	M
Unrestricted Days Cash	E	E	M	M

Default	E	E	M	M
Enrollment Variance			M	M
Total Margin			DNM	DNM
Multi-Year Cash Flow			M	M
Debt Service Coverage Ratio	M	M	M	M
Debt Asset Ratio	M	M	A	A
Financial Compliance	E	E	M	M

### COMMISSION ACTION

1. A motion to approve the charter renewal without conditions, as presented for Gem Prep: Meridian North, thereby approving the school's renewal application and renewing its charter for a six-year operational term starting July 1, 2026.  
OR
2. A motion to reject the charter renewal for Gem Prep: Meridian North as presented, and to approve the school's renewal application and renew its charter for a six-year operational term beginning July 1, 2026, with the following conditions: **[state revised/new condition(s) in full, including the due date(s)]**.  
OR
3. A motion to reject the charter renewal for Gem Prep: Meridian North pursuant to Idaho Code 33-5209A(8).

Application for Charter Renewal

Gem Prep: Meridian North  
 5390 McDermott Rd.  
 Meridian, ID 83646

District #549, School #1442, Building #801

Jason Bransford, CEO, 208-238-1388 [jasonbransford@gemprep.org](mailto:jasonbransford@gemprep.org)  
 Barb Femreite, Board Chair [barbfemreite@gemprep.org](mailto:barbfemreite@gemprep.org)  
 Mitchell Hill, GPMN Principal, 208-373-9950 [mitchelhill@gemprep.org](mailto:mitchelhill@gemprep.org)

**Mission Statement:** To prepare students for success in college by providing a high quality, personalized, relevant and rigorous education through exceptional teaching, innovative uses of technology and partnerships with families.

**Current Enrollment by Grade Level**

K	1	2	3	4	5	6	7	8	9	10	11	12
43	54	52	48	46	48	48	50	34	25	16	11	7

**Total Enrollment: 482**

**Narrative**

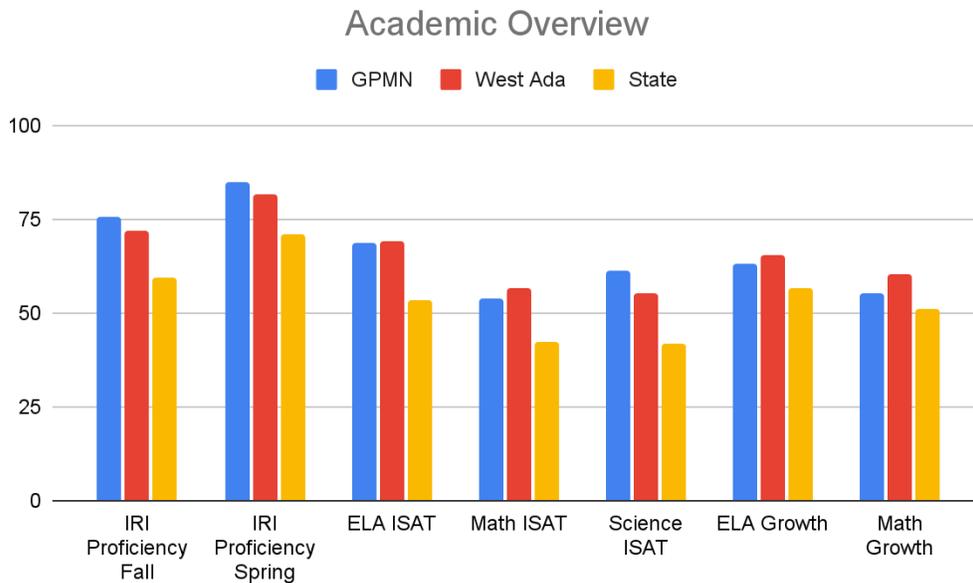
Gem Prep: Meridian North (GPMN) is now in its sixth year of operation and has continued to grow in both opportunity and impact. This year marks Mr. Hill’s first year as principal and second year serving the GPMN, as well as Joanne Collins’ first year as assistant principal. Together, our leadership team has worked to strengthen systems, support staff, and elevate our scholars’ academic and social success.



GPMN's overall academic achievement is strong. In the Spring of 2024, 82% of our students showed mastery on the IRI. On the ELA ISAT, grades 5, 7, 8, and 11 all had proficiency rates above 75%. Further, we place a high emphasis on Science instruction, given the excellent career options available in the field. GPMN's Science scores are significantly higher than their local district and state averages. Additionally, 29% of our high school scholars are currently on track to graduate with an Associate's degree—an achievement that cumulatively reflects both the rigor of our program and the dedication of our students.

Overall, a visit to GPMN on any given day would reveal scholars who are smiling, engaged, working independently, and excited about the opportunity to earn college credits while still in high school. This is shown by our high school enrollment increased by 59% from last year. We are proud of the growth we have made and remain committed to the ongoing work needed to ensure every scholar continues to thrive. All of this is done in a school environment that has roughly 10% more low income students than the West Ada school district, which is used for comparison for accountability purposes.

Below are a few data points on GPMN's academic overview.



Data from the above charts came from <https://www.idahoreportcard.org/>.

### Celebrating Success

Gem Prep: Meridian North (GPMN) continues to build strong momentum as we expand our high school program. This year marks our first cohort of 12th-grade scholars, a milestone that reflects

GEMPREP.ORG



years of planning, growth, and commitment to providing a high-quality college-preparatory experience.

As a college-preparatory school, we inspire our scholars to achieve at high levels. Our current schoolwide GPA of 3.21 reflects both strong academic performance and consistent effort across all grade levels. Further, this GPA is for a school where 93% of students in grades 7-12 have taken above-grade level coursework. This includes over 325 college credits completed by high school students this year. In addition to the many students on track to earn their associate's degree by the time they graduate high school, GPMN has 4 secondary students on a trajectory to complete their bachelors degree at roughly the same time they leave high school! Clearly, GPMN's program is designed for every student to earn college credit before graduation, offering flexible schedules to accommodate on-campus courses, and fostering essential college-ready skills and competencies.

### **Addressing Challenges**

While GPMN's overall academic indicators remain strong, there are specific areas of concern in grades 6–8 mathematics and 3rd-grade ELA. These outliers, along with the targeted improvement work underway to address them, will be discussed in the following section.

### **Math Proficiency Challenge and Improvement Plan**

Gem Prep: Meridian North's (GPMN) Math proficiency was 54% compared with the comparison district's (West Ada) 57%. We acknowledge that this is an area of improvement and plan to exceed our comparison district in this critical area in the next cycle.

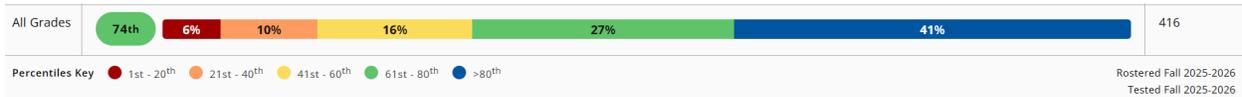
GPMN has implemented several universal practices designed to strengthen learning outcomes. These include research-based professional development on Wednesdays guided by Teach Like a Champion, weekly administrative walkthroughs focused on strong instructional practices and pacing, curriculum that provides immediate feedback with targeted lessons, weekly growth feedback for teachers from administrators, and biweekly collaborative meetings with math teachers.

While these practices provide a strong foundation, a more targeted approach is necessary to address specific gaps. Data analysis reveals that the largest discrepancies are concentrated in our middle school grades, with all 6th–8th grades scoring below 50%. This is simply unacceptable. The teacher whose students performed this way is no longer with GPMN, and a new Math teacher with stronger mission alignment and academic expectations is currently instructing our middle school math students.



We also utilize MAP testing and ISAT practice tests to identify individual student learning gaps. This data informs weekly targeted interventions for grades 6–12 on Thursdays, while elementary interventions are conducted daily under the guidance of classroom teachers. These efforts are designed to provide precise, data-driven support and ensure that all scholars have the opportunity to improve their math proficiency and achieve at high levels.

Strong Math preliminary data from MAP testing below shows optimistic future achievement.



### ELA Proficiency Challenge and Improvement Plan

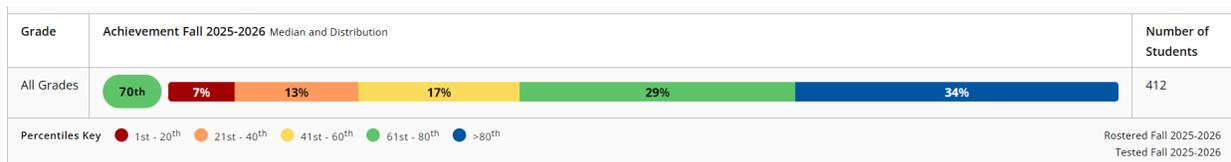
Gem Prep: Meridian North (GPMN) scored 63% in ELA proficiency, slightly below the comparison district’s 65%. We acknowledge that we did not meet the expected goal and recognize the importance of surpassing our comparison district in this key academic area.

GPMN has implemented universal practices to support strong learning outcomes. These include research-based professional development on Wednesdays through Teach Like a Champion, weekly administrative walkthroughs focused on effective instructional practices and pacing, curriculum that provides immediate feedback and targeted lessons, weekly growth feedback for teachers from administrators, and biweekly collaborative meetings with instructional staff.

A closer examination of our data indicates that the primary discrepancy occurs in 3rd grade, where proficiency is 49%. To address this problem, we hired an experienced 3rd-grade teacher with a proven record of success. This addition has already had a positive impact on classroom instruction and student learning with 79% of our 3rd graders achieving Tier 1 on the December ISIP.

These targeted strategies, combined with our universal practices, are designed to close gaps and ensure all scholars achieve proficiency in ELA while continuing to grow academically.

Strong ELA preliminary data from MAP testing below shows optimistic future achievement.



## Conclusion

Gem Prep: Meridian North (GPMN) has made remarkable progress in its sixth year, demonstrating both strong academic achievement and a positive school culture. Our high school expansion, including the addition of 12th grade, has allowed scholars to access rigorous coursework and dual credit opportunities, with nearly a third on track to graduate with an Associate's degree. Across grade levels, scholars are engaged, independent, and motivated, benefiting from research-based instructional practices, targeted interventions, and dedicated support from our leadership team and faculty. Our families continue to be strong partners in the educational process, contributing to schoolwide initiatives and fostering a culture of shared responsibility for student success.

While we celebrate our successes, we also recognize where growth is needed, particularly in Math and ELA proficiency. GPMN has implemented a comprehensive improvement plan that includes targeted interventions, data-driven instructional support, professional development, and strategic staffing decisions to ensure every scholar reaches their potential. These efforts reflect our commitment to continuous improvement and to meeting and exceeding the expectations of the Idaho Public Charter School Commission. Looking forward, GPMN remains focused on providing a high-quality, college-preparatory experience that prepares every scholar for postsecondary success and lifelong learning.

Sincerely,



Mitchell Hill  
Principal  
Gem Prep: Meridian North



## IV. CONSIDERATION TO RENEW CHARTER WITH CONDITIONS

### A. Cardinal Academy

#### **APPLICABLE STATUTE, RULE, OR POLICY**

The Accelerating Public Charter School Act at Idaho Code §33-5201, et seq.

#### **SUMMARY**

In 2021, Cardinal Academy was approved for operations with a five-year operating contract. The school began operations in fall 2021. The current certificate term is from July 1, 2021 to June 30, 2026.

Cardinal Academy is an alternative school serving an at-risk population of students. Attendance fluctuates and some of the data has been redacted.

Cardinal Academy enrollment numbers for 2022-2025: Fall 2022: 31, Spring 2023: 36, Fall 2023: 46, Spring 2024: 46, Fall 2024: 53, Spring 2025: 41, Fall 2025: 33.

The school is recommended for renewal with conditions.

#### **STAFF RECOMMENDATION OF CONDITIONS**

Condition 1: Cardinal Academy must achieve a minimum 5% year-over-year increase in College and Career Readiness 5-Year ACGR. If the school achieves a Meets Standard rating in College and Career Readiness 5-Year ACGR for two consecutive years this condition is considered met.

Condition 2: Cardinal Academy must achieve a minimum 10% year-over-year increase in Math Achievement and Growth. If the school achieves a Meets Standard rating in Math Achievement and Growth for two consecutive years this condition is considered met.

Condition 3: Cardinal Academy must achieve a minimum 10% year-over-year increase in ELA Achievement and Growth. If the school achieves a Meets Standard rating in ELA Achievement and Growth for two consecutive years this condition is considered met.

Condition 4: Cardinal Academy must achieve a minimum 4% year-over-year increase in Progress Toward Graduation. If the school achieves a Meets Standard rating in Progress Toward Graduation for two consecutive years this condition is considered met.

## SPEAKERS

Jaime Garn, Executive Director

Jason Hudson, Board Chair

### **Performance Outcomes:**

The performance outcomes, by which IPCSC charter schools are evaluated for renewal, are defined in the Commission’s Performance Framework Guidance.

Cardinal Academy’s detailed Annual Performance Reports are available here:

[Cardinal Academy.](#)

The key to the summary of performance ratings in the following tables is as follows:

Exceeds Standard (E)	Meets Standard (M)	Approaches Standard (A)	Does Not Meet Standard (DNM)	Not Measured after 2023	Data Not Available (NA)
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Academics				
Indicator	2025	2024	2023	2022
Math Proficiency	NA	N-Size	N-Size	N-Size
Math Growth	NA	NA	NA	NA
ELA Proficiency	NA	N-Size	N-Size	N-Size
ELA Growth	NA	NA	NA	NA
College & Career Readiness / 5 Yr ACGR	25%	29%	NA	NA

Alternative Academic Measure				
Indicator	2025	2024	2023	2022
Math Achievement and Growth – Option 1	NA	NA	NA	NA
ELA Achievement and Growth – Option 1	NA	NA	NA	NA
Progress toward Graduation – Option 2	45%	NA	NA	NA
Postsecondary Readiness – Option 1	65%	NA	NA	NA

Operational				
Indicator	2025	2024	2023	2022
Governance Structure	M	M	M	M
Governance Oversight	M	M	M	DNM
Governance Compliance			M	DNM
Student Services	M	M	M	M
Data Security / Transparency	M	M	M	M
Facility & Services	M	M	M	M
Operational Compliance			M	M

Financial				
Indicator	2025	2024	2023	2022
Current Ratio	E	E	E	E
Unrestricted Days Cash	E	E	E	E
Default	E	E	M	M
Enrollment Variance			DNM	DNM
Total Margin			M	M
Multi-Year Cash Flow			M	M
Debt Service Coverage Ratio	E	E	E	M
Debt Asset Ratio	E	E	M	M
Financial Compliance	E	E	M	M

### COMMISSION ACTION

1. A motion to approve the renewal of the charter for Cardinal Academy, renewing the school's charter for a six-year term beginning July 1, 2026 with the four conditions recommended by Commission staff.  
OR
2. A motion to approve the renewal of the charter for Cardinal Academy for a six-year term beginning July 1, 2026, with the following conditions: **[state revised/new condition(s) in full, including the due date(s)]**.  
OR
3. A motion to reject the charter renewal for Cardinal Academy pursuant to Idaho Code 33-5209A(8).



**Renewal Application**  
**Idaho Public Charter School Commission**

**Cardinal Academy Public Charter School**

9492 Emerald Street, Boise, Idaho 83704

LEA #: 566

**Executive Director**

Jamie Garn

Email: [jgarn@cardinalacademycharter.org](mailto:jgarn@cardinalacademycharter.org)

Phone: 208-649-4756

**Board Chair**

Jason Hudson

Email: [jhudson@cardinalacademycharter.org](mailto:jhudson@cardinalacademycharter.org)

Phone: 208-761-6335

**Mission Statement**

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

**Current Enrollment by Grade Level**

- 12th Grade: 14
- 11th Grade: 7
- 10th Grade: 7
- 9th Grade: 4

**Total Enrollment: 32**

***Question 1: What improvements have been undertaken over the term of the current certificate?***

Cardinal Academy Public Charter School opened as an independent public charter school in the 2021–2022 school year to serve pregnant and parenting teens in the Treasure Valley, transitioning from many years of operation as Marian Pritchett School under the Boise School District. The initial charter year presented significant challenges related to enrollment, attendance, staffing alignment, and operational systems, which are common for new schools serving highly specialized and historically underserved populations.

At the conclusion of the 2021–2022 school year, Cardinal faced critical organizational decisions, including the possibility of closure or full leadership restructuring. Beginning in the second year of operation, a leadership transition occurred with the appointment of a new Executive Director and the rebuilding of the staff team with a focus on strengthening organizational capacity, stabilizing school operations, and ensuring continued service to students.

**Organizational Capacity and Governance Improvements**

Over the term of the current performance certificate, Cardinal has made meaningful progress in developing organizational systems and practices appropriate for a small, specialized charter school. Staffing structures were redesigned to better align personnel with enrollment levels while maintaining the ability to meet student needs. Roles and responsibilities were clarified, internal systems were established or refined, and operational practices were improved to support compliance, accountability, and continuity. During this term, Cardinal achieved accreditation, demonstrating growth in organizational readiness and adherence to required standards.

**Enrollment, Attendance, and Student Engagement**

Student enrollment and engagement have improved over the term of the certificate. At the end of the 2021–2022 school year, fewer than ten students were attending regularly. Since that time, enrollment has increased year over year, with the school now serving approximately 35–40 students annually. Attendance has also improved. Following the disruptions of COVID-19 and given the school's high-risk population—where chronic absenteeism is common—Average Daily Attendance initially fell in the low 60 percent range. Through targeted outreach, relationship-building, flexible scheduling, and wraparound supports, Cardinal has increased ADA to approximately 75 percent.

## **Academic Access, Progress, and Postsecondary Outcomes**

Cardinal has strengthened its focus on academic access and completion for students who face significant barriers to traditional schooling. Since opening as a charter school, more than 210 students have enrolled, and 51 students have earned high school diplomas. During the 2024–2025 school year, approximately 45 students were served, with 18 graduates in May 2025. Six of those graduates earned Launch Scholarships and were accepted to the College of Western Idaho. An additional nine students are currently on track to graduate and have completed the Launch Scholarship application.

College and career readiness programming has expanded over the term of the certificate and now includes regular individualized guidance, six career and college speakers, and four postsecondary campus visits (College of Western Idaho, College of Southern Idaho, Boise State University, and Paul Mitchell). These activities support IPCSC performance indicators related to student outcomes and postsecondary preparation.

## **Student Supports and Whole-Family Model**

Recognizing that academic success for pregnant and parenting students is inseparable from basic needs and stability, Cardinal has significantly expanded non-academic supports through community partnerships. Through its partnership with The Salvation Army Booth Program, students receive wraparound services including childcare scholarships, meals, life skills instruction, parenting education, and access to essential items. Since opening, students have participated in 233 life skills classes and 511 parenting classes and have received more than 18,000 meals, nearly 14,000 snacks, over 73,000 diapers, and 1,655 weekend breakfast bags, as well as childcare assistance totaling \$273,240.

These supports directly contribute to improved attendance, persistence, and graduation outcomes and align with IPCSC indicators related to student engagement, retention, and completion.

## **Overall Improvement**

Over the term of the current performance certificate, Cardinal Academy has progressed from a newly opened charter facing significant operational challenges to a functioning, accredited school with improving enrollment, attendance, graduation outcomes, and organizational capacity. While financial constraints remain an ongoing challenge and the school continues to rely heavily on philanthropic and community support, Cardinal has demonstrated its ability to adapt, prioritize core student needs, and implement systems that support continuous improvement. The school has developed a clearer

understanding of the population it serves and has made measurable progress toward fulfilling its mission of preparing pregnant and parenting students for college, career, and life.

***Question 2: What improvements are planned for the school's next performance certificate term?***

Over the course of the current performance certificate, Cardinal Academy has developed a much deeper understanding of the lived experiences and needs of the pregnant and parenting teens it serves. While pregnancy or parenting is often the most visible characteristic of our students, it is rarely their greatest barrier to success. Many students come to Cardinal with extensive histories of trauma, homelessness or housing instability, food insecurity, abuse, foster care involvement, academic disruption, prior dropout, parental incarceration or addiction, and in some cases, unaccompanied minor status. These realities significantly impact students' ability to persist in school and envision alternative life outcomes.

The initial years of the current certificate were necessarily focused on rebuilding the school and responding to immediate challenges related to enrollment, attendance, staffing, and student engagement. As systems have stabilized, Cardinal is now positioned to move into a more proactive improvement phase. The focus of the next performance certificate term will be to refine, realign, and strengthen programming to more intentionally fulfill the school's mission and improve outcomes aligned with IPCSC performance indicators.

**Mission Alignment and Student Readiness**

A primary area of planned improvement is strengthening mission-aligned programming that prepares students for independent adult living. At the conclusion of the most recent school year, Cardinal conducted an internal review to identify gaps between student needs and existing programming. In response, the school implemented a fully mission-based capstone course beginning this year.

The capstone course is a year-long daily course that focuses on pregnancy and parenting education, child development, healthy relationships, nutrition, meal preparation, financial literacy, independent living, household maintenance, and community engagement, just to name a few. The intent is to provide students with concrete skills and a clearer frame of reference for healthy, stable adulthood—an area many students lack due to generational and environmental factors. Over the next

certificate term, Cardinal will continue refining this course based on student outcomes and feedback.

This work is supported by expanded community partnerships, including Eat Smart Idaho, St. Luke's, St. Alphonsus, Parents as Teachers, and Family Nurse Partnerships, which provide supplemental instruction, resources, and connections. These partnerships will continue to be formalized and aligned to identified student needs.

### **Academic Programming and Credit Completion**

Academically, Cardinal will continue refining instructional delivery to better support students with significant credit deficiencies and prior academic disruption. Many students enter Cardinal well behind grade level or having previously disengaged from school. To address this, the school is shifting toward increased use of self-paced and flexible credit recovery options, allowing students to progress based on mastery and providing staff the ability to offer multiple courses concurrently.

This model is still in development and will be refined over the next certificate term through ongoing analysis of student progress, scheduling effectiveness, and instructional impact. The goal is to improve credit accrual, persistence, and on-time graduation while maintaining instructional quality.

### **Academic Growth and Assessment Outcomes**

Improving literacy and numeracy outcomes is another key focus area. Recognizing that math and reading are persistent areas of weakness for the student population, Cardinal implemented two weekly math intervention sessions and two weekly reading intervention sessions for all students. These interventions are designed to address individual skill gaps, build confidence, and increase student engagement with academic content.

Over the next certificate term, Cardinal will continue to refine these interventions, monitor student progress, and adjust supports as needed. As students experience increased confidence and skill development, the school expects improved participation in standardized assessments and stronger academic growth outcomes.

### **Enrollment, Attendance, and Sustainability**

Cardinal also plans to focus on increasing enrollment and continuing to improve attendance, recognizing the direct connection between student engagement, academic outcomes, and organizational sustainability. Attendance improvement strategies will

continue to emphasize relationship-building, flexibility, and wraparound supports tailored to the realities of pregnant and parenting students.

While the school anticipates continued reliance on philanthropic and community support, the goal for the next certificate term is to operate conservatively, strengthen systems that support consistent enrollment and attendance, and move toward greater operational independence where possible.

### **Anticipated Outcomes**

Through these planned improvements, Cardinal expects to see:

- Stronger alignment between programming and mission
- Improved credit accrual, graduation rates, and postsecondary readiness
- Continued growth in attendance and student engagement
- Increased academic confidence and progress in math and reading
- More consistent systems to support long-term organizational capacity

These actions reflect a deliberate shift from reactive stabilization to proactive, data-informed improvement and demonstrate Cardinal Academy's commitment to continuous improvement in service of one of Idaho's most vulnerable student populations.

## V. PUBLIC COMMENT

Public comment will be limited to three minutes per person. To submit written comment please email to [pcsc@osbe.idaho.gov](mailto:pcsc@osbe.idaho.gov) before 5:00 pm MST on Wednesday, February 11, 2026.