IDAHO PUBLIC CHARTER SCHOOL COMMISSION
REGULAR MEETING AGENDA

Date: Thursday, October 8, 2026
Start Time: 9:00 AM**,** MST

Physical Location: Capitol Mall Annex, Senate 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

A. Renewal Work
B. Application Work
C. Annual Reports
D. Budget

III. CONSIDERATION OF NEW CHARTER SCHOOL APPLICATIONS (Action Items)

A. Doral Academy Preparatory
B. Elevate Academy Pocatello

IV. CONSIDERATION OF AMENDMENT TO PERFORMANCE CERTIFICATE (Action Item)

A. Elevate Academy North

V. 2027 COMMISSION MEETING DATES (Action Item)

A. Proposed 2027 Meeting Dates: February 10-11, April 8, June 10, August 19, October 14, December 9

VI. PUBLIC COMMENT

A. Public comment will be limited to three minutes per person. To submit written comment please email to pcsc@osbe.idaho.gov before 5:00 pm MST on Wednesday, October 7, 2026.

IPCSC
IDAHO PUBLIC CHARTER SCHOOL COMMISSION

MEETING MINUTES FOR REGULAR MEETING

Date: Thursday, August 20, 2026
Start Time: 9:00 AM**,** MST
Physical Location: Capitol Mall Annex, IPCSC Office, Third Floor, 514 W. Jefferson Street, Boise, Idaho 83702

Attendance:
Commissioners Present: Chairman Alan Reed via Zoom, Vice Chair Sherrilyn Bair via Zoom, Commissioner Paul Amador via Zoom, Commissioner Wally Hedrick, Commissioner Lisa Paulos via Zoom, Commissioner Wanda Quinn via Zoom
Commissioners Absent: none
IPCSC Staff Present: Director Rachel Burk, Jared Dawson, Monique Bosse, Brian Tillinger, Joy Lindner. Karen Sheehan from the Attorney General's Office was also present via Zoom.

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

I. COMMISSION WORK (Action Item)

Motion/Second (Quinn/Bair) Motion to approve the June 11, 2026 Regular Commission Meeting Minutes as presented. *The motion passed unanimously.*

II. DIRECTOR'S REPORT

Director Rachel Burk gave a report on charter schools opening this fall, the annual Assurances Survey, new applications, the new IPCSC website, and a budget brief.

III. CONSIDERATION OF NEW CHARTER SCHOOL APPLICATION (Action Item)

Representatives from Gem Prep: Caldwell gave a presentation, including Chief Executive Officer Jason Bransford, Chief Financial Officer Bryan Fletcher, Chief Growth Officer Josh Femreite, and Chief Academic Officer Laurie Wolfe.

Motion/Second (Hedrick/Paulos) Motion to approve the new charter school application for Gem Prep: Caldwell for a six-year term effective July 1, 2028 with the following three conditions:

a. Charter holder provides the IPCSC with a signed Facility Lease agreement or Facility Purchase agreement by March 1, 2028;
b. Charter holder provides the IPCSC its budget for year 2028-2029 showing a balanced year 1 budget based on the enrollment numbers from its Spring 2028 lottery by June 1, 2028;

Draft

c. Charter holder provides the IPCSC with a copy of all of its grants, loans and contracts that are part of its year 1 budget by June 1, 2028.

The motion passed unanimously.

IV. PRE-OPENING UPDATES

Program Managers Jared Dawson and Monique Bosse gave a presentation on the six charter schools opening in Fall 2026: Alturas Academy North, Brabeion Academy, Gem Prep: Idaho Falls, North Idaho Classical Academy, Trailhead Virtual Academy, and Valor Classical Academy.

V. PUBLIC COMMENT

a. There was no public comment.

Meeting adjourned.

Draft

II. DIRECTOR'S REPORT

Director Rachel Burk will give a report.

FY27 IPCSC Budget Executive Summary

As of October 5, 2026

FY27 Budget	YTD Expended	Remaining	Budget Status / Pace
$744,700	$179,900	$564,800	9.1% Slower Than FY Pace

Budget Utilization by Fund

General Fund	21.5%
Dedicated Fund	25.1%
Total	**24.2%**
FY Elapsed	**26.6%**

Budget Utilization vs. Pace

General Fund	-5.1%
Dedicated Fund	-1.5%
Total	**-2.4%**
FY Elapsed	**26.6%**

Budget Utilization by Category

Category	General Fund	Dedicated Fund	Total	Variance to FY27 Pace (26.6%)
Personnel Costs	25.5%	25.0%	25.1%	-1.5%
Communication Services	0.0%	1.7%	1.1%	-25.4%
Professional Development	14.2%	23.3%	16.7%	-9.9%
Professional Services	0.0%	14.9%	4.8%	-21.8%
Admin Services and Supplies	0.0%	68.2%	54.3%	27.7%
Computer Services	0.0%	17.0%	10.8%	-15.8%
Computer Supplies	N/A	0.0%	0.0%	-26.6%
Travel	6.2%	32.8%	20.7%	-5.8%
Rentals and Leases	13.3%	44.8%	42.9%	16.3%
Capital Outlay	N/A	N/A	N/A	N/A
State Agency Allocations	N/A	2.4%	2.4%	-24.2%
Unassigned Operations Appropriation	0.0%	0.0%	0.0%	-26.6%

Budget Pace Color Key

Green	Spending is comfortably below FY pace	More than 3 percentage points below FY elapsed
Yellow	Spending is near FY pace / watch range	3 points below through 5 points above FY elapsed
Red	Spending is materially ahead of FY pace	More than 5 percentage points above FY elapsed
Gray / N/A	Not applicable	No budget appropriation
Blue	Reference / benchmark	FY Elapsed

Color status is based on percentage-point variance from FY elapsed.

Green indicates spending below FY pace, not necessarily favorable performance; significant underspending should be evaluated in context.

Key Takeaways

•Overall spending remains below FY pace. 24.2% of the budget has been expended while 26.6% of the fiscal year has elapsed, putting total utilization about 2.4 percentage points below pace.

•Personnel is tracking close to plan. Personnel is 25.1% expended, only about 1.5 points below FY pace, and current projections indicate an estimated $28.8K year-end cushion.

•The main exceptions are concentrated and timing-related. Administrative Services & Supplies and Rentals & Leases are materially ahead of pace, but the brief attributes those variances primarily to early-year support/security charges and the timing of the first-half office-space payment.

FY27 IPCSC Budget Executive Summary - Brief

As of October 5, 2026

Overall: 26.6% of FY27 has elapsed. 24.2% of the $744,700 budget has been expended ($179,900), leaving $564,800. Overall spending is approximately 2.4 percentage points below FY pace, or 9.1% slower than the straight-line fiscal-year pace.

• Personnel Costs — 25.1% expended: $150,801 of $600,600. Personnel spending is closely aligned with the fiscal-year pace, approximately 1.5 percentage points below FY elapsed.

• Operating Expenses — 23.3% expended: $29,099 of $124,900. Overall operating expenditures remain below the fiscal-year pace.

• Administrative Services & Supplies — 54.3% expended: $5,319 of $9,800. This category is 27.7 percentage points ahead of FY pace, driven primarily by early-year OITS consolidated support and security charges.

• Rentals & Leases — 42.9% expended: $14,152 of $33,000. This category is 16.3 percentage points ahead of FY pace, primarily reflecting the timing of the first-half office-space payment.

• Travel — 20.7% expended: $6,868 of $33,100. Travel is 5.8 percentage points below FY pace. This is largely due to the timing of travel expenses, with over $5,000 charged in the first month of the FY.

• State Agency Allocations — 2.4% expended: $519 of $22,000. Most of this appropriation remains available and expenditure timing is well below FY pace.

• Budget Flexibility: The full $19,200 Unassigned Operations Appropriation remains available, consisting of $7,000 General Fund and $12,200 Dedicated Fund.

Personnel Outlook: $150,801 expended YTD: Current personnel projections indicate approximately $571,787 in year-end costs against the $600,600 appropriation, leaving an estimated $28,813 (4.8%) cushion. Current personnel funding distribution remains closely aligned with the planned General/Dedicated Fund allocation.

Fund Status: General Fund is 21.5% expended, approximately 5.1 percentage points below FY pace. Dedicated Fund is 25.1% expended, approximately 1.5 percentage points below FY pace. Overall utilization is 24.2%, or 2.4 percentage points below the 26.6% fiscal-year elapsed benchmark.

Current Assessment: Overall spending remains within expectations and below the straight-line fiscal-year pace. Higher utilization in Administrative Services & Supplies and Rentals & Leases is concentrated in timing-related expenditures rather than broad-based budget pressure. No significant budget concerns are identified at this time.

III. CONSIDERATION OF NEW CHARTER SCHOOL APPLICATION

A. Doral Academy Preparatory

BASIS

Pursuant to Idaho Code 33-5205:
APPLICATION TO ESTABLISH A PUBLIC CHARTER SCHOOL – HEARING – APPLICATION DECISION – APPEAL PROCEDURE - TERM. (4) The authorizer shall afford applicants a hearing prior to making a decision, with an opportunity in a public forum for local residents to learn about and provide input on each application. The authorizer shall provide each applicant with its detailed analysis of the application and grant the applicant at least fourteen (14) days to provide additional materials to address any identified deficiencies.

Idaho Code 33-5205(5): No later than ninety (90) days after an application is submitted, the authorizer shall decide to approve or deny the charter application, unless the applicant agrees to a later date. The authorizer shall adopt by resolution all charter approval or denial decisions in an open meeting of the authorizer's governing board and, in the case of a denial, include all reasons for denial in the resolution adopted by the governing board.

BACKGROUND

The new charter school application for Doral Academy Preparatory was initially received on June 30, 2026. IPCSC Staff collaborated with the school to provide feedback and develop the final application and evaluation on September 28, 2026. The final application is available as Attachment III.A(1). The school intends to operate in Ada County, Idaho beginning Fall 2027.

DISCUSSION

The Application Evaluation Report is included in these materials which is a staff evaluation of the application with respect to the IPCSC's established Standards of Quality.

STAFF RECOMMENDATION

Staff analysis is available as Attachment III.A(2). Pursuant to that analysis, the staff recommends conditionally approving a charter for a six-year term under Idaho Code §33-5205(7)(a).

It is recommended that approval be subject to conditions including:

1. Charter holder provides the IPCSC with a signed facility lease agreement or facility purchase agreement by June 1, 2027.
2. Charter holder shall provide the IPCSC with a balanced first-year operating budget based on the enrollment results from the school's most recent lottery no later than June 1, 2027.
3. The charter holder shall provide the IPCSC with copies of all executed material agreements, including grants, loans, and contracts, necessary for the school to commence operations and implement its approved educational program no later than June 1, 2027.

SPEAKERS

Rachel Burk, IPCSC Director
Michael Shapiro, Doral Academy Administrator
Paul Ballou, Academica
Colin Bringhurst, Academica

COMMISSION ACTION

1. A motion to approve the new charter school application for Doral Academy Preparatory for a six-year term effective July 1, 2027.

   OR

2. A motion to approve the new charter school application for Doral Academy Preparatory for an initial charter term of six operating years, subject to the following pre-opening conditions, which must be satisfied no later than June 1, 2027:
   a. The charter holder shall provide the IPCSC with an executed facility lease agreement or facility purchase agreement no later than June 1, 2027.
   b. The charter holder shall provide the IPCSC with a balanced first-year operating budget based on the enrollment results from the school's most recent lottery no later than June 1, 2027.
   c. The charter holder shall provide the IPCSC with copies of all executed material agreements, including grants, loans, and contracts, necessary for the school to commence operations and implement its approved educational program no later than June 1, 2027.

Each condition stated above is a pre-opening condition pursuant to Idaho Code § 33-5205(5)(a) and must be satisfied no later than June 1, 2027. The charter holder shall not commence school operations unless all pre-opening conditions have been timely completed.

Consistent with Idaho Code § 33-5205(7)(a), the charter holder may delay the school's opening for one school year without further action by the Commission. If the charter holder elects to delay opening for one school year, the deadline for satisfaction of the pre-opening conditions shall automatically adjust to June 1 immediately preceding the delayed school year of opening. A delay greater than one school year requires an extension from the Commission pursuant to Idaho Code § 33-5205(7)(a).

If the conditions are not all timely completed, then the application will be deemed denied and the Chair will issue a letter pursuant to Idaho Code § 33-5205(5)(b) stating the reason for the denial is the failure to meet one or more of the pre-opening conditions.

d. OR other Commission-developed conditions

OR

3. A motion to deny the new charter school application for Doral Academy Preparatory on the following grounds:

Attachment III.A(1)

The application is available on the IPCSC website.

Attachment III.A(2)

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IDAHO PUBLIC CHARTER SCHOOL COMMISSION

Application Evaluation Report
Doral Academy Preparatory
September 28th, 2026

Idaho Public Charter School Commission

514 W. Jefferson Street, Suite 303

Boise, Idaho 83702

Phone: (208)332-1561

pcsc@osbe.idaho.gov

Alan Reed, Chairman

Rachel Burk, Director

September 28, 2026

Application Review Summary

Doral Academy Preparatory proposes to open in Fall of 2027, initially enrolling grades 6 through 9, and expanding one grade per year until the school serves grades 6 through 12. The school will enroll 240 students in Year One of operations, eventually growing to 660 students in Year Five of operations. The school will contract with Academica Idaho, LLC, to provide back-office services. Doral Academy of Idaho currently contracts with Academica Idaho for similar services. The application presents two potential primary attendance areas, based upon the ability to secure a facility site in one of two separate locations.

The application does not currently meet the following Standards of Quality and application requirements:

- Section I (Student Demand and Primary Attendance Area): Supported and Credible; Application Item 3a.
- Section VI (Facilities Plan): Application Item 28.
- Section VII (Finance): Supported and Credible.

Overview of Executive Summary and Narrative Section Ratings

Executive Summary ⇓	Section I: Student Demand & Primary Attendance Area ⇓
Meets Standard	**Approaches Standard**
Section II: Educational Program	Section III: Board Capacity & Governance Structure ⇓
Meets Standard	**Meets Standard**
Section IV: School Leadership ⇓	Section V: Education Service Provider ⇓
Meets Standard	**Meets Standard**
Section VI: Facilities Plan ⇓	Section VII: Finance ⇓
Approaches Standard	**Approaches Standard**
Section VIII: Virtual & Blended Schools ⇓	
N/A	

Executive Summary

Criteria	Performance Level
1. Provides a clear, concise, and accurate overview of the proposed school's mission, instructional model, grades served, location, target population, and organizational structure. 2. Communicates a compelling rationale for the proposed school's existence and intended impact. 3. Summarizes key elements of the educational program and anticipated outcomes for students.	**Meets Standard**

Comments

There are no concerns with this section.

Section I: Student Demand and Primary Attendance Area

Criteria	Performance Level
1. ***Thorough and Compliant*** – The application provides verifiable data on student demand, including the proposed primary attendance area, target population, and projected enrollment by grade level. All items listed in the Checklist for Narrative Sections for this section are present. 2. ***Supported and Credible*** – The application includes supporting documentation such as surveys, letters of interest, or demographic analysis that demonstrate realistic and sufficient demand to sustain enrollment. 3. ***Connected and Cohesive*** – Enrollment projections and the primary attendance area align with the school's mission, capacity, and educational model. The plan supports equitable access and compliance with lottery and enrollment procedures under § 33-5206(9).	**Approaches Standard**

Comments

Doral Academy (grades K-8) currently has an enrollment cap of 489 students, with an enrollment of 330 students in FY25 and 324 students in FY26.

The application states that "Recent survey results provide strong evidence of substantial family interest in Doral Academy of Idaho's proposed grades 6-12 campus" (page 13). IPCSC staff cannot verify this, as survey data is not included in the application outside of the narrative.

The application states that 95 students indicated they would be interested in attending the new campus based upon survey data (page 13). This is not sufficient data to ensure that the school will be able to meet the initial enrollment of 240 students in Year One of operations (or the break-even budget of 215 students), or the maximum enrollment of 660 students in Year Five of operations.

The primary attendance area for Facility Option 1 will encompass a portion of the Joint School District No. 2 and West Ada School Districts, respectively. Schools in the district have the following enrollment:

- Joint School District No. 2: 38,375
- Boise Independent District: 21,623
- Anser Charter School: 573

- Compass Public Charter School: 1245
- Doral Academy of Idaho: 330
- Future Public School: 368
- Gem Prep: Meridian: 484
- Gem Prep: Meridian North: 457
- Gem Prep: Meridian South: 433
- North Star Charter School: 986
- Peace Valley Charter School: 193
- Sage International School of Boise: 481

The primary attendance area for Facility Option 2 will encompass a portion of the Joint School District No. 2, Kuna School District, and Nampa School Districts, respectively. Schools in the district have the following enrollment:

- Nampa School District: 12364
- Kuna School District: 5649
- Joint School District No. 2: 38,375
- Brabeion Academy (opened FY27): estimated at 700
- Compass Public Charter School: 1245
- Doral Academy of Idaho: 330
- Falcon Ridge Public Charter School: 275
- Gem Prep: Meridian: 484
- Gem Prep: Meridian North: 457
- Gem Prep: Meridian South: 433
- Gem Prep: Nampa 511
- Idaho Arts Charter School: 1388
- Legacy Charter School: 302
- Pathways in Education Nampa: 297
- Victory Charter School: 490

Section II: Educational Program

Criteria	Performance Level
1. ***Thorough and Compliant*** – The application provides a comprehensive explanation of the intended educational program, including curriculum design, instructional philosophy, measurable student outcomes, and alignment with Idaho standards and accountability expectations. All items listed in the Checklist for Narrative Sections for this section are present. 2. ***Supported and Credible*** – The application includes supporting research, evidence of success for the proposed model, or a clear theory of action for new models. 3. ***Connected and Cohesive*** – The educational program aligns with the school's mission and vision, is cohesive across governance, staffing, and financial plans, and demonstrates capacity to meet performance certificate expectations.	**Meets Standard**

Comments

The application provides data for three charter schools currently operating in Idaho that are contracted with Academica (e.g., Doral Academy, Pinecrest Academy, and Pinecrest Academy of Lewiston).

Section III: Board Capacity and Structure

Criteria	Performance Level
1. ***Thorough and Compliant*** – The articles of incorporation and bylaws are compliant with § 33-5204 and Idaho nonprofit law (Title 30, Chapter 30). The application demonstrates understanding of the board's statutory responsibilities, ethics, and oversight duties. All items listed in the Checklist for Narrative Sections for this section are present. 2. ***Supported and Credible*** – The application includes executed and filed corporate documents verifying legal status and board readiness to govern in compliance with state law. 3. ***Connected and Cohesive*** – The governing board's structure and expertise are matched to the needs of the educational program and oversight of operations. The governance narrative aligns with other application components, demonstrating cohesive organizational capacity.	**Meets Standard**

Comments

The board consists of seven members that currently govern one school, Doral Academy, currently in the Idaho Public Charter School Commission's portfolio.

Founding Charter School Board Governance Capacity Interview Packet

This interview protocol is designed to measure the governance capacity of founding charter school boards. It ensures fairness, consistency, and alignment with Idaho Code Title 33, Chapter 52, while allowing flexibility for diverse and innovative charter models.

Date: 8/26/26

Name of Charter: Doral Academy Preparatory

Participants in Interview:

- Sara Frost - Chair
- Angela Perez – Vice Chair
- Alexa Milazzo - Treasurer
- Logan Schmidt – Secretary
- Chantel Morales - Member
- Rodney Saunders - Member
- Emma Wood - Member

Interview Questions

Mission & Vision

How did your board develop the school's mission and vision, and how will you ensure they remain central to decision-making? (Reference: §33-5202 Legislative Intent)

Notes:

- Mission and vision were developed with a focus on rigorous academics integrated with the arts.
- Emphasis on providing a consistent, supportive learning environment beyond 8th grade.
- Core values include student achievement, leadership, and arts integration.
- All decisions are aligned with the mission and vision to support student success.

Governance Roles & Legal Compliance

How does your board understand its role in governance versus management? What steps will you take to comply with Idaho nonprofit corporation law, open meeting law, conflicts of interest, and nepotism policies? (Reference: §33-5204)

Notes:

- The board maintains a clear distinction between governance and management.
- The administrator oversees staffing, discipline, and daily operations.
- Compliance is supported through training, formal reviews, proper meeting structure, and active committees.
- Collaboration with staff is structured to maintain clear role boundaries.
- Open meeting laws, conflicts of interest, and nepotism policies are consistently followed.

Board Capacity & Structure

What expertise does your board bring (finance, education, law, community engagement), and how will you fill gaps? How will you ensure transparency and compliance in board operations (e.g., bylaws, reporting requirements)? (Reference: §33-5205(2)(a)(iii))

Notes:

- Board expertise includes project management, finance, community engagement, and compliance.
- Committee structures, including finance and temporary curriculum teams, strengthen the board's capacity.
- Operations follow by laws, proper postings, and compliance requirements.

- Clear communication and structured processes support transparency and regulatory obligations.

Accountability & Performance

How will your board ensure compliance with the performance certificate, including student proficiency, growth, and stewardship? (Reference: §33-5205B)

Notes:

- The performance certificate guides accountability expectations.
- Regular review of finance, attendance, academic proficiency, and growth data identifies gaps early.
- Principal reports inform timely adjustments and improvement strategies.
- Annual principal evaluation aligns with performance measures, with intervention when necessary.
- Special education needs are monitored consistently.
- Renewal conditions are reviewed and tracked to ensure ongoing compliance.
- Audits are used to maintain compliance and performance.

Financial Oversight

What financial controls and reporting systems will your board adopt to ensure fiscal soundness and compliance with Idaho financial reporting requirements? (Reference: §33-5207, §33-5210)

Notes:

- Financial controls will mirror strong existing practices at Doral Academy of Idaho
- Monthly finance committee meetings and routine financial reviews ensure stability.
- IFARMS compliance and PCSC financial expectations are followed closely.
- Independent annual audits and early identification of risks strengthen financial health.
- Enrollment is monitored monthly to maintain break-even projections.
- Separation of financial duties and use of external data support sound decision-making.

Risk & Conflict Management

How will your board handle conflicts of interest, contracts with educational service providers, and early warning signs of distress (e.g., enrollment decline, turnover)? (Reference: §33-5206(8), §33-5205B(6)(f))

Notes:

- Conflicts of interest are disclosed promptly to the board and commission.
- Annual review of contracts with educational service providers ensures alignment with school needs.
- Enrollment, staffing, spending, and other early warning indicators are monitored monthly.
- Board composition is reviewed to identify gaps and recruit needed expertise.
- Major contracts are assessed regularly to confirm they serve the school's best interests.
- Performance improvement plans are implemented in a timely manner.

Innovation & Community Engagement

How will your board balance innovation and flexibility with accountability to students, parents, and taxpayers? How will you engage your primary attendance area community in decision-making? (Reference: §33-5202 Legislative Intent)

Notes:

- Innovation is aligned with mission, vision, and evidence-based outcomes.
- Parent feedback is incorporated into decision-making.
- Creative approaches are used when they support student success, rely on data, and reflect community priorities.

Board Replication Question

How would your board ensure that it has the governance structures, oversight systems, and financial controls necessary to successfully operate another school while sustaining performance in the original school(s)?

Notes:

- The board is prepared to oversee additional campuses while maintaining strong performance at existing schools.
- Each campus is monitored independently with separate staff and oversight structures.
- Governance capacity expands as needed, supported by committees when appropriate.
- Each school's progress is reviewed individually to maintain focus and stability.

- Dedicated administrative teams and clear separation of duties support compliance and success across campuses.

Section IV: School Leadership

Criteria	Performance Level
1. ***Thorough and Compliant*** – The application clearly describes the school's leadership structure, roles, and qualifications of key personnel, including administrators and instructional leaders. All items listed in the Checklist for Narrative Sections for this section are present. 2. ***Supported and Credible*** – The leadership team's experience, capacity, and qualifications demonstrate readiness to operate a public charter school in compliance with state law. 3. ***Connected and Cohesive*** – The leadership and management approach align with the educational program, governance model, and financial plan, ensuring accountability and operational effectiveness.	**Meets Standard**

Comments

The application notes that the current administrator of Doral Academy, Michael Shapiro, is anticipated to be appointed by the board as administrator of Doral Academy Preparatory (page 93).

The application states "The principal will be responsible for hiring, supervising, and evaluating all faculty and staff, ensuring that personnel decisions align with the school's instructional priorities and performance goals" (page 91).

Section V: Education Service Provider (if applicable)

Criteria	Performance Level
1. ***Thorough and Compliant*** – The application provides a clear and complete description of any proposed relationship with an education service provider (ESP), including the scope of services, fee structure, and terms of the management contract. The contract ensures the governing board retains full legal and fiduciary responsibility in accordance with § 33-5206(8). All items listed in the Checklist for Narrative Sections for this section are present. 2. ***Supported and Credible*** – The application includes executed or draft contracts, documentation of the ESP's prior experience and performance with other schools, and evidence that the arrangement aligns with Idaho's nonprofit governance requirements. 3. ***Connected and Cohesive*** – The ESP relationship aligns with the school's mission, educational program, and financial plan, supports transparency and accountability, and clearly defines roles and responsibilities between the board and provider.	**Meets Standard**

Comments

The school intends to contract with an Education Service Provider, Academica Idaho, LLC. Academica Idaho, LLC, is a subsidiary of Academica, a national ESP that operates several different models of charter schools, including Doral, Pinecrest, and Mater Academies, respectively.

The application provides a copy of the existing agreement between the ESP and Doral Academy. The application states that "Upon charter approval, the Governing Board and Academica Idaho will negotiate a proposed amendment to the existing services agreement that specifically incorporates Doral Academy Preparatory and establishes the terms governing services to the proposed grades 6-12 campus" (page 97).

The ESP provides back-office services for the school, including maintaining school records, bookkeeping, and "shall identify and propose for employment by or on behalf of Doral qualified principals, teachers, paraprofessionals, administrators and other staff members and education professionals for positions in the school" (page 155).

Section VI: Facilities Plan

Criteria	Performance Level
1. ***Thorough and Compliant*** – The application identifies viable facility options with clear timelines, costs, and financing structures. Plans address safety, accessibility, compliance with building codes, and capacity to serve the proposed enrollment. All items listed in the Checklist for Narrative Sections for this section are present. 2. ***Supported and Credible*** – The facility plan includes letters of intent or lease/purchase options, budget alignment for maintenance and operations, and demonstrates the applicant's financial capacity to secure and maintain the site. 3. ***Connected and Cohesive*** – The proposed facilities plan is appropriate for the educational model and student population and is financially feasible within the overall budget and revenue assumptions.	**Approaches Standard**

Comments

The application provides two potential facility options as required. Facility Option 1 consists of an existing structure, while Facility Option 2 will require construction of a new facility.

The Facility Option template shows that the proposed lease agreements for both options have an interest rate of 8.5% after lease stair step for Option One, and an interest rate of 6.5% - 8.5% for Option Two. The facility template also shows a rate escalator after Year Three. It is unclear how these terms were determined, as no documentation related to the proposed lease terms are provided in the application.

The application states that "it (Governing Board) will retain exclusive authority to select the facility, approve any developer or contractor, approve financing and lease terms, and authorize all material facility-related contracts" (page 114).

Facility construction for both Options 1 and 2 will utilize Performance Charter School Development as a vendor/contractor (pages 191, 199). The application includes a letter of support from Performance Charter School Development (page 208).

Section VII: Finance

Criteria	Performance Level
1. ***Thorough and Compliant*** – The financial plan and budget evidence a full understanding of federal and state funding mechanisms, cost structures, and operational needs. Revenue projections are realistic and restricted funds are used appropriately. All items listed in the Checklist for Narrative Sections for this section are present. 2. ***Supported and Credible*** – The application provides documentation, assumptions, and data demonstrating the accuracy and validity of revenue and expenditure estimates. 3. ***Connected and Cohesive*** – The financial and facilities plan aligns with the academic program and intended student body; the budget narrative and template are internally consistent and responsive to the school's educational model.	**Approaches Standard**

Comments

The ESP contract provides a fee schedule (page 160). The school will require 215 students in the first year of operations, which will cost the school a $10,000 flat fee (at break-even capacity) or $75 per student past 225 students (full capacity in Year One of operations at 240 students). The application notes that the updated ESP agreement may pertain to both Doral Academy and Doral Academy Preparatory (page 102).

The pre-operational budget only includes a line item for $13,000, allocated for advertising and marketing, based upon a pre-operational loan (page 215). The application states (page 117) that capital outlay, furniture, etc., will be leased; however, it is unclear how these items will be paid for as a potential pre-operational expense, and how any administrative positions and costs will be paid.

Section VIII: Virtual and Blended Schools (if applicable)

Criteria	Performance Level
1. ***Thorough and Compliant*** – The application addresses all required components for virtual schools, including learning management systems, teacher availability, student attendance verification, and technical support as required by § 33-5205(3). The application describes the blended learning model, including how online and in-person components will integrate to meet Idaho's thoroughness standards. Attendance, grading, and instructional delivery systems are clearly defined. All items listed in the Checklist for Narrative Sections for this section are present. 2. ***Supported and Credible*** – The application includes evidence or plans demonstrating effective instructional delivery, student engagement, and assessment in an online environment. The application demonstrates that the blended model is supported by credible evidence or a proven track record of success, includes staffing and technology plans, and ensures equitable access for all students. 3. ***Connected and Cohesive*** – The virtual model aligns with the school's mission, capacity, and academic goals, ensuring equitable access, compliance with Idaho standards, and sustainable operations. The blended learning approach aligns with the educational philosophy, staffing model, and financial resources, ensuring academic rigor and operational feasibility within Idaho's statutory framework.	**N/A**

Comments

This section is not applicable.

III. CONSIDERATION OF NEW CHARTER SCHOOL APPLICATION

B. Elevate Academy Pocatello

BASIS

Pursuant to Idaho Code 33-5205:
APPLICATION TO ESTABLISH A PUBLIC CHARTER SCHOOL – HEARING – APPLICATION DECISION – APPEAL PROCEDURE - TERM. (4) The authorizer shall afford applicants a hearing prior to making a decision, with an opportunity in a public forum for local residents to learn about and provide input on each application. The authorizer shall provide each applicant with its detailed analysis of the application and grant the applicant at least fourteen (14) days to provide additional materials to address any identified deficiencies.

Idaho Code 33-5205(5): No later than ninety (90) days after an application is submitted, the authorizer shall decide to approve or deny the charter application, unless the applicant agrees to a later date. The authorizer shall adopt by resolution all charter approval or denial decisions in an open meeting of the authorizer's governing board and, in the case of a denial, include all reasons for denial in the resolution adopted by the governing board.

BACKGROUND

The new charter school application for Elevate Academy Pocatello was initially received on August 10, 2026. IPCSC Staff collaborated with the school to provide feedback and develop the final application and evaluation on October 1, 2026. The final application is available as Attachment III.B(1). The school intends to operate in Bannock County, Idaho beginning Fall 2028.

DISCUSSION

The Application Evaluation Report is included in these materials which is a staff evaluation of the application with respect to the IPCSC's established Standards of Quality.

STAFF RECOMMENDATION

Staff analysis is available as Attachment III.B(2). Pursuant to that analysis, the staff recommends conditionally approving a charter for a six-year term under Idaho Code §33-5205(7)(a).

It is recommended that approval be subject to conditions including:

1. Charter holder provides the IPCSC with a signed facility lease agreement or facility purchase agreement by June 1, 2028.
2. Charter holder shall provide the IPCSC with a balanced first-year operating budget based on the enrollment results from the school's most recent lottery no later than June 1, 2028.
3. The charter holder shall provide the IPCSC with copies of all executed material agreements, including grants, loans, and contracts, necessary for the school to commence operations and implement its approved educational program no later than June 1, 2028.

SPEAKERS

Rachel Burk, IPCSC Director
Matt Strong, Elevate Network Director of Growth and Development
Tegan Byerly, Elevate Network Academic and Curricular Liaison
Logan Waetje, Elevate Academy Pocatello Principal

COMMISSION ACTION

1. A motion to approve the new charter school application for Elevate Academy Pocatello for a six-year term effective July 1, 2028.

   OR

1. A motion to approve the new charter school application for Elevate Academy Pocatello for an initial charter term of six operating years, subject to the following pre-opening conditions, which must be satisfied no later than June 1, 2028:
   a. The charter holder shall provide the IPCSC with an executed facility lease agreement or facility purchase agreement no later than June 1, 2028.
   b. The charter holder shall provide the IPCSC with a balanced first-year operating budget based on the enrollment results from the school's most recent lottery no later than June 1, 2028.
   c. The charter holder shall provide the IPCSC with copies of all executed material agreements, including grants, loans, and contracts, necessary for the school to commence operations and implement its approved educational program no later than June 1, 2028.

Each condition stated above is a pre-opening condition pursuant to Idaho Code § 33-5205(5)(a) and must be satisfied no later than June 1, 2028. The charter holder shall not commence school operations unless all pre-opening conditions have been timely completed.

Consistent with Idaho Code § 33-5205(7)(a), the charter holder may delay the school's opening for one school year without further action by the Commission. If the charter holder elects to delay opening for one school year, the deadline for satisfaction of the pre-opening conditions shall automatically adjust to June 1 immediately preceding the delayed school year of opening. A delay greater than one school year requires an extension from the Commission pursuant to Idaho Code § 33-5205(7)(a).

If the conditions are not all timely completed, then the application will be deemed denied and the Chair will issue a letter pursuant to Idaho Code § 33-5205(5)(b) stating the reason for the denial is the failure to meet one or more of the pre-opening conditions.

a. OR other Commission-developed conditions

OR

2. A motion to deny the new charter school application for Elevate Academy Pocatello on the following grounds:

Attachment III.B(1)

The application is available on the IPCSC website.

Attachment III.B(2)

IPCSC

IDAHO PUBLIC CHARTER SCHOOL COMMISSION

Application Evaluation Report
Elevate Academy Pocatello
September 28, 2026

Idaho Public Charter School Commission

514 W. Jefferson Street, Suite 303

Boise, Idaho 83702

Phone: (208)332-1561

pcsc@osbe.idaho.gov

Alan Reed, Chairman

Rachel Burk, Director

September 28, 2026

Application Review Summary

Elevate Academy Pocatello intends to serve at-risk students in grades 6-12 in the Pocatello area. The school will serve 332 students in Year One of operations, and increase to a full capacity of 488 students in Year Three of operations. The proposed school will incorporate a Career and Technical Education (CTE) model, helping students develop technical skills that will allow them to achieve employment while also moving towards achieving their diploma when possible. The school will engage with local businesses and community partners to provide practical experience and develop skills for the regional workforce. The school also intends to purchase back office and management services from Elevate Academy, Inc. via a professional services agreement. The applicants have experience working with the proposed student population, operating four schools in the Elevate network that are part of the IPCSC portfolio, and two schools authorized by local districts.

The application does not currently meet the following Standards of Quality: Section 1: 3a; Section 2: Supported and Credible; Section 6: Supported and Credible.

Overview of Executive Summary and Narrative Section Ratings

Executive Summary ⇓	Section I: Student Demand & Primary Attendance Area ⇓
Meets Standard	**Approaches Standard**
Section II: Educational Program	Section III: Board Capacity & Governance Structure ⇓
Approaches Standard	**Meets Standard**
Section IV: School Leadership ⇓	Section V: Education Service Provider ⇓
Meets Standard	**N/A**
Section VI: Facilities Plan ⇓	Section VII: Finance ⇓
Approaches Standard	**Meets Standard**
Section VIII: Virtual & Blended Schools ⇓	
N/A	

Executive Summary

Criteria	Performance Level
1. Provides a clear, concise, and accurate overview of the proposed school's mission, instructional model, grades served, location, target population, and organizational structure. 2. Communicates a compelling rationale for the proposed school's existence and intended impact. 3. Summarizes key elements of the educational program and anticipated outcomes for students.	**Meets Standard**

Comments

The application includes an Executive Summary. There are no concerns with this section.

Section I: Student Demand and Primary Attendance Area

Criteria	Performance Level
1. ***Thorough and Compliant*** – The application provides verifiable data on student demand, including the proposed primary attendance area, target population, and projected enrollment by grade level. All items listed in the Checklist for Narrative Sections for this section are present. 2. ***Supported and Credible*** – The application includes supporting documentation such as surveys, letters of interest, or demographic analysis that demonstrate realistic and sufficient demand to sustain enrollment. 3. ***Connected and Cohesive*** – Enrollment projections and the primary attendance area align with the school's mission, capacity, and educational model. The plan supports equitable access and compliance with lottery and enrollment procedures under § 33-5206(9).	**Approaches Standard**

Comments

The primary attendance area will encompass a portion of Pocatello School District. Schools in the district have the following enrollment:

Pocatello School District: 11,092
Gem Prep: Pocatello: 395
Connor Academy: 523
Chief Tahgee Elementary Academy: 109
Pocatello Community Charter: 339

Pocatello School District appears to have one alternative school within the district, New Horizon High School, with an enrollment of 187 students.

The school anticipates an enrollment of 332 students in Year One of operations, with class sizes of approximately 22 students, with a full enrollment of 488 students at capacity in Year Three of operations (page 47).

The application does not provide any documentation related to student interest (e.g., market research, intent-to-enroll surveys, etc.).

The application includes letters of support from Engineered Structures, Inc. (ESI) and East Idaho Plumbers and Pipefitters JATC (pgs. 145-146).

Section II: Educational Program

Criteria	Performance Level
1. ***Thorough and Compliant*** – The application provides a comprehensive explanation of the intended educational program, including curriculum design, instructional philosophy, measurable student outcomes, and alignment with Idaho standards and accountability expectations. All items listed in the Checklist for Narrative Sections for this section are present. 2. ***Supported and Credible*** – The application includes supporting research, evidence of success for the proposed model, or a clear theory of action for new models. 3. ***Connected and Cohesive*** – The educational program aligns with the school's mission and vision, is cohesive across governance, staffing, and financial plans, and demonstrates capacity to meet performance certificate expectations.	**Approaches Standard**

Comments

Elevate Academy Pocatello will utilize a CTE model and provide students with an opportunity to both earn a diploma and also develop specific skills that will help them enter the workforce. Students attend school in a year-round format with a flexible schedule and work to close learning gaps. As an alternative school, the student population will be 100% at-risk students.

Students are categorized into one of three groups (Summit, Peak, and Crest) based upon where they are in relation to earning a diploma. Each group has a primary focus: Summit students focus on achieving graduation within 5 years; Peak students are not on track to graduate in either 5 years or before they turn 21, and focus on workforce readiness, earning one industry certificate, and earning a diploma if possible; Crest students enter Elevate after several years of not attending school, and focus on earning one industry certification, and basic reading and math skills in preparation for the GED. Crest students attend evening-only CTE courses and complete core coursework via an online platform.

The application provides a list of accountability goals, including additional testing (e.g., STAR, Lexile, etc.) (page 15).

The school will "operate on a four days a week schedule for all students, with the fifth day designed for students that need to reach their weekly academic goals, receive

academic interventions and/or work on interest-based Career Technical projects" (page 19).

The three Elevate Network schools currently operating in the Idaho Public Charter School Commission portfolio received the following ratings on the Academic measures of the Performance Framework:

School	Math Proficiency	Math Growth	ELA Proficiency	ELA Growth	5-year ACGR
Elevate Academy	6.6%	17.4%	15.4%	23.5%	64.1%
Elevate Academy Nampa	7.6%	19.3%	24.9%	36.5%	NA
Elevate Academy North	12.1%	27.8%	28.7%	35.2%	NA

The same three Elevate Network schools in the Idaho Public Charter School Commission portfolio received the following ratings on the Alternative Academic measures of the Performance Framework:

School	Math Achievement and Growth	ELA Achievement and Growth	Progress toward Graduation	Postsecondary Readiness
Elevate Academy	76.4%	77.6%	87.57%	93.4%
Elevate Academy Nampa	57.6%	65.38%	61.19%	94.5%
Elevate Academy North	71.19%	77.71%	67.22%	87.5%

Section III: Board Capacity and Structure

Criteria	Performance Level
1. ***Thorough and Compliant*** – The articles of incorporation and bylaws are compliant with § 33-5204 and Idaho nonprofit law (Title 30, Chapter 30). The application demonstrates understanding of the board's statutory responsibilities, ethics, and oversight duties. All items listed in the Checklist for Narrative Sections for this section are present. 2. ***Supported and Credible*** – The application includes executed and filed corporate documents verifying legal status and board readiness to govern in compliance with state law. 3. ***Connected and Cohesive*** – The governing board's structure and expertise are matched to the needs of the educational program and oversight of operations. The governance narrative aligns with other application components, demonstrating cohesive organizational capacity.	**Meets Standard**

Comments

The board currently governs six schools in the Elevate Network, four of which are in the Idaho Public Charter School Commission portfolio: Elevate Academy, Elevate Nampa, Elevate North, and Elevate Kuna (Performance Certificate approved to operate in 2027).

The board governs the school, with a CEO position working on behalf of the board and acting as an intermediary between the board and the school Principal (page 42).

Founding Charter School Board Governance Capacity Interview Packet

This interview protocol is designed to measure the governance capacity of founding charter school boards. It ensures fairness, consistency, and alignment with Idaho Code Title 33, Chapter 52, while allowing flexibility for diverse and innovative charter models.

Date: September 9, 2026

Name of Charter: Elevate Pocatello

Participants in Interview:

- Becki Woodbury – Chair
- Deidre Walters – Treasurer
- Erik Bullock – Member
- Aldolfo Valdez – Member

Interview Questions

Mission & Vision

How did your board develop the school's mission and vision, and how will you ensure they remain central to decision-making? (Reference: §33-5202 Legislative Intent)

Notes:

- The board developed the mission and vision through focused conversations about preparing students to become responsible adults.
- Members contributed perspectives from multiple industries, including workforce development, marketing, and community engagement.
- The mission and vision guide board decision-making and are reviewed annually for alignment.
- The board learned important lessons from starting up their other schools, which strengthened their leadership practices and processes.
- Core values are strongly shared among board members and consistently influence discussions.
- The mission and vision provide clear guidance for what the board intends to accomplish.

Governance Roles & Legal Compliance

How does your board understand its role in governance versus management? What steps will you take to comply with Idaho nonprofit corporation law, open meeting law, conflicts of interest, and nepotism policies? (Reference: §33-5204)

Notes:

- The board focuses on high-level governance rather than day-to-day operations.
- Strong management leaders handle operational decisions and communicate needs to the board when appropriate.
- Each school provides regular presentations to the board that highlight key activities and updates, which helps reinforce appropriate board oversight and supports clarity on governance versus management.
- Ongoing training during board meetings helps members stay focused on governance responsibilities.
- Board members understand their roles and responsibilities and avoid involvement in daily operations.
- The board participates in targeted governance training, retreats, and professional development to maintain strong oversight and ensure compliance.

Board Capacity & Structure

What expertise does your board bring (finance, education, law, community engagement), and how will you fill gaps? How will you ensure transparency and compliance in board operations (e.g., bylaws, reporting requirements)? (Reference: §33-5205(2)(a)(iii))

Notes:

- The board has diverse expertise, including business, marketing, law enforcement, agriculture, sales, community engagement, team leadership, and management.
- Members bring leadership experience from large corporations, which helps the board address gaps through collaboration.
- The board remains committed to maintaining a diverse range of industry backgrounds to strengthen decision-making.
- Board members ask clarifying questions when needed to ensure informed governance.
- The board understands when to seek outside professional support, such as legal or auditing services.
- Strong community and workforce ties help inform the board's long-term vision and operational oversight.

Accountability & Performance

How will your board ensure compliance with the performance certificate, including student proficiency, growth, and stewardship? (Reference: §33-5205B)

Notes:

- The board conducts an annual review to evaluate the performance of each school.
- Administrators provide regular reports and updates during board meetings to track progress.
- Data support systems and innovative measurements are used to assess proficiency, growth, and the needs of at-risk students.
- The board continually refines standards to ensure they are appropriate for the student population and aligned with state expectations.
- External experts attend board meetings when needed to provide additional guidance and context.
- Monthly data reviews help identify areas of concern and guide improvement efforts.

Financial Oversight

What financial controls and reporting systems will your board adopt to ensure fiscal soundness and compliance with Idaho financial reporting requirements? (Reference: §33-5207, §33-5210

Notes

- The financial personnel provide strong technical support and delivers monthly financial reports to the board.
- Financial updates are presented to the board as needed to maintain clarity and oversight.
- A financial dashboard supports transparency and helps identify needs or areas requiring attention.
- Consistent monthly reporting ensures timely responses and strengthens fiscal accountability.

Risk & Conflict Management

How will your board handle conflicts of interest, contracts with educational service providers, and early warning signs of distress (e.g., enrollment decline, turnover)? (Reference: §33-5206(8), §33-5205B(6)(f))

Notes:

- Board members recuse themselves from decisions when conflicts of interest arise, ensuring objectivity and transparency.

- Monthly reports allow the board to monitor early warning signs of distress.
- The board takes a proactive approach to identifying and addressing issues, resulting in few surprises.
- Members maintain professionalism and emotional maturity, which supports effective conflict management.
- The board meets monthly and consistently addresses emerging situations to stay ahead of potential concerns.

Innovation & Community Engagement

How will your board balance innovation and flexibility with accountability to students, parents, and taxpayers? How will you engage your primary attendance area community in decision-making? (Reference: §33-5202 Legislative Intent)

Notes:

- The board emphasizes accountability by engaging in direct understanding students to understand their needs and support their success.
- Innovative programming is balanced with responsibility, ensuring students are held to high expectations while receiving individualized support.
- Parents trust the board's structured approach, which prioritizes doing what is best for students, families, and taxpayers.
- The mission and vision guide decisions and reinforce a commitment to preparing students to be "Next Step Ready."
- The board provides a structured environment that supports student accountability, follow-through, and readiness for adulthood.
- Every child is viewed as a promise, and each student is treated and heard individually to support their success in society.

Board Replication Question

How would your board ensure that it has the governance structures, oversight systems, and financial controls necessary to successfully operate another school while sustaining performance in the original school(s)?

Notes:

- Strong financial oversight helps the board understand both network-level and individual school finances.
- Lessons learned from opening previous school locations improve future decision-making and performance monitoring.
- Long-term planning structures are already in place, including an organizational chart to support expansion and staff recruitment.

- Board retreats provide time for deeper analysis, planning, and the development of strategies that shape future work.
- The board plans replication intentionally and has the right administration in place to maintain structure and avoid dilution during expansion.
- Significant training and system codification help ensure the board stays focused and maintains quality during growth.
- The network structure supports collaboration between schools and provides shared resources that improve readiness for expansion.
- Succession planning and financial preparation ensure the organization is positioned for successful replication.

Section IV: School Leadership

Criteria	Performance Level
1. ***Thorough and Compliant*** – The application clearly describes the school's leadership structure, roles, and qualifications of key personnel, including administrators and instructional leaders. All items listed in the Checklist for Narrative Sections for this section are present. 2. ***Supported and Credible*** – The leadership team's experience, capacity, and qualifications demonstrate readiness to operate a public charter school in compliance with state law. 3. ***Connected and Cohesive*** – The leadership and management approach align with the educational program, governance model, and financial plan, ensuring accountability and operational effectiveness.	**Meets Standard**

Comments

The school "will contract with Elevate Academy Inc. for back office support which includes payroll" (page 38).

The application states that "The Elevate Academy Network leadership team will be actively looking for a school leader in Pocatello to be hired in the spring of 2027" (page 57).

Section V: Education Service Provider (if applicable)

Criteria	Performance Level
1. ***Thorough and Compliant*** – The application provides a clear and complete description of any proposed relationship with an education service provider (ESP), including the scope of services, fee structure, and terms of the management contract. The contract ensures the governing board retains full legal and fiduciary responsibility in accordance with § 33-5206(8). All items listed in the Checklist for Narrative Sections for this section are present. 2. ***Supported and Credible*** – The application includes executed or draft contracts, documentation of the ESP's prior experience and performance with other schools, and evidence that the arrangement aligns with Idaho's nonprofit governance requirements. 3. ***Connected and Cohesive*** – The ESP relationship aligns with the school's mission, educational program, and financial plan, supports transparency and accountability, and clearly defines roles and responsibilities between the board and provider.	**N/A**

Comments

This section is not applicable.

Section VI: Facilities Plan

Criteria	Performance Level
1. ***Thorough and Compliant*** – The application identifies viable facility options with clear timelines, costs, and financing structures. Plans address safety, accessibility, compliance with building codes, and capacity to serve the proposed enrollment. All items listed in the Checklist for Narrative Sections for this section are present. 2. ***Supported and Credible*** – The facility plan includes letters of intent or lease/purchase options, budget alignment for maintenance and operations, and demonstrates the applicant's financial capacity to secure and maintain the site. 3. ***Connected and Cohesive*** – The proposed facilities plan is appropriate for the educational model and student population and is financially feasible within the overall budget and revenue assumptions.	**Approaches Standard**

Comments

The application states that approximately 54,000 square feet is anticipated for the full Career and Technical Education (CTE) program facility (page 38).

The application provides two potential facility options.

The application provides current estimates of about $1.4 million for land and $15 million for development.

The application states that Financing is expected through a combination of Building Hope, Charter School Growth Fund, local banks, and Raymond James as financial advisor (page 40). The application does not include documentation related to financing and funding the facility.

Section VII: Finance

Criteria	Performance Level
1. ***Thorough and Compliant*** – The financial plan and budget evidence a full understanding of federal and state funding mechanisms, cost structures, and operational needs. Revenue projections are realistic and restricted funds are used appropriately. All items listed in the Checklist for Narrative Sections for this section are present. 2. ***Supported and Credible*** – The application provides documentation, assumptions, and data demonstrating the accuracy and validity of revenue and expenditure estimates. 3. ***Connected and Cohesive*** – The financial and facilities plan aligns with the academic program and intended student body; the budget narrative and template are internally consistent and responsive to the school's educational model.	**Meets Standard**

Comments

The application states that the board oversees budgeting, long-term planning, monthly budget-to-actuals, cash flow, bank reconciliations, and internal controls.

The application states that board approval is required for expenditures over $10,000, and that funds will be maintained separately among Elevate network schools. Elevate's network CFO handles budgeting, accounting, purchasing/contracts, financial records, and reporting.

The pre-operational budget includes salaries and benefits for an Administrator and Assistant Administrator, along with education program and startup costs, and is fully dependent on grant funding. The ongoing operating budget is structured without continued grant support.

Elevate plans to operate its own transportation service using Federal CSP grant funding in conjunction with BLUUM, with Building Hope Grant funding as an alternative. Contracted transportation is identified as the final fallback.
The staffing plan includes four bus drivers, with transportation available five days per week.

The application notes anticipated grants of $250,000 in the pre-operational budget (page 66). The application includes an Idaho New School Fellowship Agreement, entered into on June 4, 2026 (page 147).

Section VIII: Virtual and Blended Schools (if applicable)

Criteria	Performance Level
1. ***Thorough and Compliant*** – The application addresses all required components for virtual schools, including learning management systems, teacher availability, student attendance verification, and technical support as required by § 33-5205(3). The application describes the blended learning model, including how online and in-person components will integrate to meet Idaho's thoroughness standards. Attendance, grading, and instructional delivery systems are clearly defined. All items listed in the Checklist for Narrative Sections for this section are present. 2. ***Supported and Credible*** – The application includes evidence or plans demonstrating effective instructional delivery, student engagement, and assessment in an online environment. The application demonstrates that the blended model is supported by credible evidence or a proven track record of success, includes staffing and technology plans, and ensures equitable access for all students. 3. ***Connected and Cohesive*** – The virtual model aligns with the school's mission, capacity, and academic goals, ensuring equitable access, compliance with Idaho standards, and sustainable operations. The blended learning approach aligns with the educational philosophy, staffing model, and financial resources, ensuring academic rigor and operational feasibility within Idaho's statutory framework.	**N/A**

Comments

This section is not applicable.

IV. CONSIDERATION OF AMENDMENT TO PERFORMANCE CERTIFICATE

A. Elevate Academy North

BASIS

Pursuant to Idaho Code 33-5205B(5), "A charter holder or the authorizer may enter into negotiations to revise a charter or performance certificate at any time. If a charter holder applies to revise its charter or performance certificate, the authorizer's review of the application shall be limited in scope solely to the proposed revisions." IPCSC Policy Section IV provides for Charter and Performance Certificate Amendments, including changes to the primary attendance area.

BACKGROUND

Elevate Academy North's current Performance Certificate can be found on the IPCSC website.

The current attendance area is:
From Hwy 41/W. Prairie Ave. westbound to N. Chase Rd. Southbound on N Chase Rd, past W. Seltice Way, southbound on N. Spokane St. to E. Third Ave. Eastbound on E. Third Ave. to N. Greensferry Way, northbound to E. Seltice Way. Eastbound on E. Seltice Way to Hwy 95. Northbound on Hwy 95 to W. Hayden Ave. Westbound on W. Hayden Ave. to N Atlas Rd., southbound on N. Atlas Rd. to W. Prairie Ave. and westbound to Hwy 41.

The proposed primary attendance area is:
From Hwy 41/W. Prairie Ave. westbound to N. Beck Rd. Southbound on N Beck Rd to W Expo Pkwy. Eastbound on W Expo Pkwy to N ldahline Rd. Northbound on ldahline Rd to Seltice Way. Eastbound on Seltice Way to N Spokane St. Southbound on N. Spokane St. to E. Third Ave. Eastbound on E. Third Ave. to N. Greensferry Rd, northbound to E. Seltice Way. Eastbound on E. Seltice Way to Hwy 95. Northbound on Hwy 95 to W. Hayden Ave. Westbound on W. Hayden Ave. to N Atlas Rd., southbound on N. Atlas Rd. to W. Prairie Ave. and westbound to Hwy 41.

Enrollment numbers: Fall 2022: 221, Spring 2023: No data, Fall 2023: 282, Spring 2024: 278, Fall 2024: 304, Spring 2025: No data, Fall 2025: 301, Spring 2026: 298.

IMPACT

If the IPCSC approves the amendment, the IPCSC will have 30 days in which to execute an amendment to the performance certificate.

SPEAKERS

Rachel Burk, IPCSC Director
Matt Strong, Elevate Network Director of Growth and Development

COMMISSION ACTION

1. A motion to approve Elevate Academy North's request to amend its Performance Certificate to modify the school's primary attendance area as proposed.

   OR

2. A motion to deny Elevate Academy North's request to amend its Performance Certificate to modify the school's primary attendance area as proposed.

   OR

3. A Commission-developed motion.

ELEVATE ACADEMY NETWORK

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To Chairman Reed,

Elevate Academy North would like an amendment to its primary attendance area. The reason for the change is the growth of the city of Post Falls on the East Side of town close to the Washington/Idaho State line. We currently have 17 students outside of our attendance area that need transportation. With the growth of apartment complexes going up in the area Elevate North would add more students to its current enrollment with bus transportation.

We are wanting to expand our western boundaries along the north border on Prairie Ave from Chase Rd to Beck Rd. The western border would be Beck Rd from Prairie Ave to Expo Pkwy. The southern border would be Expo Pkwy to Idahline, which goes north to Seltice Way, which would be the southern border until we get to Spokane St, at which point we would maintain our current boundaries.
So, the updated attendance area would be defined as: From Hwy 41/W. Prairie Ave. westbound to N. Beck Rd. Southbound on N Beck Rd to W Expo Pkwy. Eastbound on W Expo Pkwy to N Idahline Rd. Northbound on Idahline Rd to Seltice Way. Eastbound on Seltice Way to N Spokane St. Southbound on N. Spokane St. to E. Third Ave. Eastbound on E. Third Ave. to N. Greensferry Rd, northbound to E. Seltice Way. Eastbound on E. Seltice Way to Hwy 95. Northbound on Hwy 95 to W. Hayden Ave. Westbound on W. Hayden Ave. to N Atlas Rd., southbound on N. Atlas Rd. to W. Prairie Ave. and westbound to Hwy 41.

Matt Strong
President of Operations and Growth

Elevate Academy

V. 2027 COMMISSION MEETING DATES

BACKGROUND

The IPCSC typically holds regular meetings on the second Thursday of every other month.

STAFF RECOMMENDATION

Proposed meeting dates for 2027 are listed below. The August meeting is scheduled for the *third* Thursday of that month. The February meeting is scheduled for Wednesday, February 10 and Thursday, February 11.

February 10-11, 2027
April 8, 2027
June 10, 2027
August 19, 2027
October 14, 2027
December 9, 2027

SPEAKER

Rachel Burk, IPCSC Director

COMMISSION ACTION

1. Motion to approve the proposed meeting dates for 2027.
   OR
2. Motion to approve the following meeting dates for 2027:

VI. PUBLIC COMMENT

Public comment will be limited to three minutes per person. To submit written comment please email pcsc@osbe.idaho.gov before 5:00 pm MST on Wednesday, October 7, 2026.