****

**Transfer Application**

# Table of Contents

Page numbers within the Table of Contents will not automatically update. Therefore, please use this Table of Contents as a guide for understanding how this document is organized. You can click on any item below (ex: Applicant Eligibility, Application Components, etc.) to be taken to that section of the document.

Page numbers at the bottom of each page will automatically update. Therefore, once you have responded to all applicable items within this document, please identify below the page number that each section of the application begins on. You do not need to provide page numbers for the introductory, instructional pages (Applicant Eligibility through Application Instructions). Once you’ve added page numbers, please print this document to be included in the printed version of your application materials.

|  |  |
| --- | --- |
| Contents | Page # |
| [**Applicant Eligibility**](#_heading=h.30j0zll) | **3** |
| [**The CSI Transfer Application Process**](#_heading=h.1fob9te) | **3** |
| [**Application Components**](#_heading=h.tyjcwt) | **6** |
| [**Application Instructions**](#_heading=h.nmf14n) |  |
| [**Transfer Evaluation**](#_heading=h.4d34og8) |  |
| [**Application Checklist**](#_heading=h.2s8eyo1) | **7** |
| [**Executive Summary**](#_heading=h.z337ya) | **11** |
| [**A. Academic**](#_heading=h.37m2jsg) **Program** | **14** |
| [**B. Student Services**](#_heading=h.4i7ojhp) | **23** |
| [**C. Finance**](#_heading=h.2xcytpi) | **25** |
| [**D. Governance**](#_heading=h.49x2ik5) | **28** |
| [**E. Operations**](#_heading=h.2grqrue) | **33** |
| [**F. Evidence**](#_heading=h.2grqrue) **of Need** | **37** |

# Introduction

The Colorado Charter School Institute (CSI) is committed to fostering high-quality charter schools. We understand charter schools and advocate for their success. We offer support, flexibility, and transparent accountability to ensure our schools are in the best position possible to serve their students. This vision is reflected in our approach to requests for charter school expansions.

# Transfer Evaluation

The primary method for evaluation of a school wishing to transfer authorization to CSI is through the CSI Annual Review of Schools (CARS) system. This system was developed in order to build upon the evaluation lens utilized by the State and to provide a more comprehensive and robust evaluation that includes strong indicators of charter viability and sustainability. At the foundation of this evaluation are the CSI Performance Frameworks (available at [www.csi.state.co.us/accountability](http://www.csi.state.co.us/accountability)). These documents were developed in conjunction with the National Association of Charter School Authorizers (NACSA) to evaluate school performance in the areas of academics, finance, and organization.

At the foundation of this evaluation are the CSI Performance Frameworks (available at www.csi.state.co.us/accountability). These documents were developed in conjunction with The National Association of Charter School Authorizers (NACSA) to evaluate school performance in the areas of Academics, Finance, and Organization.

# Transfer Application Process

Transfer applications should focus on providing evidence of the performance of the existing school. The application should be as concise as possible. All requested documentation should be provided as attachments to the narrative. This includes any specific, documented evidence, tables, statistics, and other information which may require elaboration beyond the scope of the narrative. CSI may request additional information during the review period. CSI may, but is not required to, accept any additional information the applicant provides that is not specifically requested.

## Transfer Application Timeline

Schools should submit transfer application materials in accordance with the timelines established annually by the CSI Board and Staff, unless waived. The standard transfer application timeline includes application submission in January and CSI board action on the transfer application in March.

## Applicant Eligibility

An application may only be submitted by an existing charter school. Private schools and current non-charter public schools may not apply to CSI through this process.

CSI can authorize charter schools in:

1. districts that do not retain exclusive chartering authority (ECA), and
2. districts that retain ECA but have or are willing to release an Applicant to CSI or waive ECA through a board resolution.

A list of districts with their chartering authority status can be found on the CDE website: [www.cde.state.co.us/cdechart/distauthinfo](http://www.cde.state.co.us/cdechart/distauthinfo). For applicants planning to locate in a district with exclusive chartering authority, please be sure you have already communicated with the geographic district about the potential to seek authorization with CSI. *Please note, the CSI Board will be unable to act on an application unless the Board of Education of the geographic district releases the applicant.*

## Submission of Application Materials

All application materials—application, required attachments, applicable addenda, geographic district notification, etc.—must be submitted to CSI electronically. The Applicant must address all items within this Transfer Application. **Please limit your responses so that the completed version of this Transfer Application document does not exceed 75 pages.**

To confirm that you have reviewed your application for completeness before submitting to CSI, the Application Checklist contained within this document should be submitted along with the application.

If the Applicant would like to provide additional attachments to supplement information provided in the application narrative or to provide additional information that is not required as part of the Transfer application, the additional attachments should be clearly referenced within the Transfer Application Narrative by filename and/or document title/page number. The CSI Review Team is not required to review information that is not requested as part of the Transfer application process.

## Completeness Check

An application is considered filed when the Institute receives the application. Within 15 days of receiving an application, CSI shall determine whether the application satisfies the requirements listed in the Application Checklist and is therefore complete. If the application is not complete, CSI shall notify the applicant within the 15-day period and provide a list of the information required to complete the application.

The applicant has 15 days after the date it receives the notice to provide the required information to CSI for review. Upon submission of a complete application, the 90-day clock between application receipt and Board vote begins. The Institute is not required to take action on the application if the applicant does not provide the required information within the 15-day period. CSI may request additional information during the review period and provide reasonable time for the applicant to respond.

## Applicant Geographic Meeting

Applicants will host a geographic meeting in the community of the proposed transfer school in **January or February**, to be determined by the Applicant, once the application has been deemed complete. A CSI representative will be in attendance. Applicants will be asked to share information about the proposed transfer and change in authorizer and address questions and concerns from the community.

## Applicant Interview

Applicants will have an interview with members of the CSI Review Team in early **February**. The date and time will be finalized once the application has been deemed complete. The Applicant should bring as many members of the school leadership team, governing board etc. to ensure the team can respond to questions across all sections of the application.

## Applicant Presentation to CSI Board

Applicants will present a 15-minute summary of the proposed transfer school to the CSI Board’s Performance Management Committee during a public hearing in **February.** Following the presentation, there will be an opportunity for members of the Board to ask questions directly of the Applicant.

## CSI Board Discussion

CSI staff will publicly share the staff recommendation report with members of the CSI Board at the Performance Management Committee meeting in **March**. Applicants are invited to attend and will receive a copy of the CSI staff recommendation report in advance of the meeting.

## CSI Board Action

The CSI Board, in a public hearing, will rule on the application in **March.** The CSI Board can vote to approve, conditionally approve, or deny the application.

|  |  |
| --- | --- |
| **Summary of the Transfer Application Process Components** | **Date/Deadline** |
| Letter of Intent Due | November |
| Application Due | December |
| Applicant Geographic Meeting | January or February, Date TBD by Applicant |
| Applicant Interview | Early February, Date TBD by Applicant and CSI |
| Applicant Presentation to CSI Board Performance Management Committee | February |
| Applicant Presentation to CSI Board | February |
| CSI Board Discussion of Recommendation | March |
| CSI Board Action | March |

***Please note that the CSI Executive Director may grant or deny a timeline waiver request for transfer applications provided the request is reasonable, that such timeline waiver does not interfere with CSI’s ability to execute its application processes in line with statutory requirements and best practice, and that the applicant demonstrates a legitimate need for the timeline waiver.***

# Application Components

The following components are required in order for an application to be deemed complete. A more detailed listing of application components can be found in the Application Checklist.

* Transfer Application Narrative

Unless otherwise noted, Applicants must complete all items in this Transfer Application Narrative. Please respond directly below each application question. Do not delete any questions or instructions from this document.

* Required Attachments

As detailed in the Transfer Application Narrative, some sections of the application require the Applicant to submit additional, supporting documentation (ex: the Governance & Operations and Evidence of Need, Support sections). Additionally, an Applicant may be required to submit one or more Addenda based on the proposed school’s model and as determined by responses in the Letter of Intent. A description of two of the required attachments are included below. Please see the Application Checklist or Transfer Application Narrative for a comprehensive list of required attachments.

* Notice to Geographic District :

On or before submitting the application to CSI, the Applicant shall provide notice that it is submitting a Transfer application to CSI to the Board of Education and District Accountability Committee (DAC) of the geographic district in which it is proposing to locate. The Applicant shall provide the Institute proof that it has given such notice as part of its application submission. Such proof may consist of a certified mail receipt, a hand written receipt or other written acknowledgement from the recipient that written notification was provided. Failure to provide the district with notice of the application will result in denial of the application by CSI.

Upon determining it has received a complete application, CSI will make the complete application available on the CSI website. CSI will also post on its website the schedule by which the application will be evaluated and voted on, the details of the geographic meeting, instructions regarding how the school may request additional information, and an invitation of the local board to send any concerns regarding any portion of the application. The Board of Education and District Accountability Committee may each comment on the application, amendment or supplement to the Institute, in writing, within 30 days of receiving notice from CSI of the submission.

* Board Resolution from Districts Retaining Exclusive Chartering Authority

For charter schools proposing to locate in districts that have retained exclusive chartering authority (ECA), a resolution from that district’s Board of Education releasing the school to apply to CSI will be required before the CSI Board can formally consider (i.e. vote on) the application. A list of districts with their chartering authority status can be accessed from the Colorado Department of Education’s website: [www.cde.state.co.us/cdechart/distauthinfo](http://www.cde.state.co.us/cdechart/distauthinfo). Applicants proposing to locate in districts that do not have exclusive chartering authority may submit a proposal directly to CSI without seeking the consent of the geographic district. However, all Applicants should still provide the geographic district notice of its application to CSI. If the Applicant is in the process of attaining the required resolution from the geographic district’s Board of Education, documentation detailing where the Applicant is in the process and the anticipated date of receiving the geographic district’s board resolution should be included.

* Signed School Board Resolution Expressing Intent to Apply to CSI

Applicants must provide a signed local school board resolution expressing intent to apply to transfer authorization to CSI.

# Application Checklist

The Application Checklist should be used by the applicant to ensure all sections of the Transfer Application as well as any required supporting documentation have been completed. The CSI Review Team will also use this checklist during the Completeness Check process. *Note - Please click on each application component to be taken to the corresponding section/requirement of the Transfer proposal.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Application Components** | | **Applicant Check** | **Reviewer Check** |
| [**Letter of Intent**](#bookmark=id.1mrcu09) | | ✔ | ☐ |
| **Transfer Application Narrative**  Items to be completed that are found within the Transfer Application Narrative. | [Executive Summary](#_heading=h.46r0co2) | ✔ | ☐ |
|  | 1. [Academic](#_heading=h.4i7ojhp) Program | ✔ | ☐ |
|  | 1. [Student Services](#_heading=h.4i7ojhp) | ✔ | ☐ |
|  | 1. [Finance](#_heading=h.2xcytpi) | ✔ | ☐ |
|  | 1. [Governance](#_heading=h.49x2ik5) & Operations | ✔ | ☐ |
|  | 1. [Evidence](#_heading=h.2grqrue) of Need, Support | ✔ | ☐ |
| **Required Attachments**  Items to be completed that require the applicant to create separate attachments | [Notice to Geographic District](#bookmark=id.3dy6vkm):   * [BRCS NOTICE TO GEOGRAPHIC DISTRICT DOCUMENT LINK](https://drive.google.com/file/d/1E4YFPAtRRhFO2B8QYNm5eU14LzFBa4k1/view?usp=sharing) | ✔ | ☐ |
|  | [Geographic District Board Resolution](#bookmark=id.1t3h5sf) *if applicable*   * [RE-1 BOARD RESOLUTION DOCUMENT LINK](https://drive.google.com/file/d/1-vWhD9bDYkYCqNECV2L3iMZV5_7o85Yf/view?usp=sharing) | ✔ | ☐ |
|  | [Signed School Board Resolution](#_heading=h.tyjcwt):   * [**BRCS BOARD RESOLUTION DOCUMENT LINK**](https://drive.google.com/file/d/1BJQ2GZ-P8BPBbZbNkKwdVbow6GeWKlw7/view?usp=sharing) | ✔ | ☐ |
|  | A10(a) [All Academic Performance Reports/Dashboards](#bookmark=id.1y810tw)   * [MOY Data Review 2025](https://docs.google.com/presentation/d/1-nH0EG1cmaFmoAgZbYj0qin9U3sZ0D4iAiVnuBTbd5Y/edit?usp=sharing) * [Midyear IReady Data Review January 2024](https://www.canva.com/design/DAF3R_9y83o/0YPSUIyX_7QyMYEq7lfbLw/edit?utm_content=DAF3R_9y83o&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton) * [Data Review Presentation Fall 2024](https://www.canva.com/design/DAGT0gXck94/ozWzzjvhpujvn4_AeA2cJw/edit?utm_content=DAGT0gXck94&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton) * [2024-2025 UIP](https://drive.google.com/file/d/1xKQbwXZzcBpllxvYKMdFalQQfDc7pMTU/view?usp=sharing) | ✔ | ☐ |
|  | C2(a) [Independent Financial Audit](#bookmark=id.1ci93xb)   * [FY 21-22](https://drive.google.com/file/d/1tsmj-pyajHrtYSeZ0nkhhdi2IyJnH4T3/view?usp=sharing) * [FY 22-23](https://drive.google.com/file/d/1_iramM-VB2XsA-1cQyMtuJidxzvbN36_/view?usp=sharing) * [FY 23-24](https://drive.google.com/file/d/1WvrM9jh7eLeMOnTz7Myw11ny-CyofzvZ/view?usp=sharing) | ✔ | ☐ |
|  | C2(b) [Quarterly Financial Statement](#bookmark=id.3whwml4)s   * [All Quarterly Reports for FY 23-24](https://drive.google.com/file/d/1WPPqj58MNzN1SH30QBXF_BQvYd7vh6AZ/view?usp=sharing) * [Q3/2024](https://drive.google.com/file/d/1Xh3VQ7vcmp0q38N7-_kMO7ZJZF-ub4qe/view?usp=sharing) * [Q4/2024](https://drive.google.com/file/d/1MSI2wUk9FHx_NaMCkUjyHd-xGQtdFz9Z/view?usp=sharing) | ✔ | ☐ |
|  | C2(c) [Quarterly Balance Sheet](#bookmark=id.2bn6wsx) | N/A | ☐ |
|  | C2(d) [5-Year Projected Budget](#bookmark=id.qsh70q)   * [BRCS 5-Year Budget Using CSI-School-Budget-Template](https://docs.google.com/spreadsheets/d/193k7CCk5PnwgflYbU20CJrgOlWlAMsvd/edit?usp=sharing&ouid=118107906869048372485&rtpof=true&sd=true) | ✔ | ☐ |
|  | C2(e) [Financial Policies and Procedures](#bookmark=id.3as4poj)   * [BRCS Financial Polices](https://docs.google.com/document/d/1HclSPz3wlz7T04UcQ6SoKSmbfN-3qMU7/edit?usp=sharing&ouid=118107906869048372485&rtpof=true&sd=true) * [BRCS Yearly Fiscal Calendar](https://docs.google.com/spreadsheets/d/1Mlbyg3TIoW6sqGfPpxatySWd8seP93k8YKHWSsARfB0/edit?usp=sharing) | ✔ | ☐ |
|  | C2(f) [All Financial Performance Reports/Dashboards](#bookmark=id.1pxezwc)   * [FY 23-24 Budget Documents](https://drive.google.com/drive/folders/1k0mHfNxiFPS4CBPzmQmWmKlqmd8sxWHG?usp=sharing) * [FY 24-25 Preliminary Budget Presentation: 4/10/24](https://docs.google.com/presentation/d/1_oa1nBxTLWdCVfHmq9uc6DGk7vaFnhj8BQjekmyK_Wk/edit?usp=sharing) * [FY 24-25 Final Budget Presentation: 12/11/24](https://docs.google.com/presentation/d/13ICriN3QThHOZaVUoNs229PAaOlaa_mTkVV5nyDrBas/edit?usp=sharing) * [FY 24-25 Budget Documents](https://drive.google.com/drive/folders/1IOq4UkjEKAq5DQhcqqrZqVMcG8Dsq3vL?usp=sharing) * [Active Grants 2024-2025](https://docs.google.com/spreadsheets/d/1J2v7aiXbC7n6mBntnoTvDbktKcjKe9W99RFYB_31UxU/edit?usp=sharing) * [Profit/Loss Statement: October 15, 2024](https://docs.google.com/spreadsheets/d/1dQShxgI5wruh1U1uNApYoPZ2yK10f9NF/edit?usp=sharing&ouid=118107906869048372485&rtpof=true&sd=true) | ✔ | ☐ |
|  | D7(a) [Current Charter Contract](#bookmark=id.2p2csry)   * [Battle Rock Charter Contract 2024-2025](https://drive.google.com/file/d/1Pzd_C5vUuXdkD78HfzgtxL9kc5DTUcsz/view?usp=sharing) | ✔ | ☐ |
|  | D7(b) [Any Contracts that Describe Preexisting Conditions](#bookmark=id.147n2zr)   * [Cintas](https://drive.google.com/file/d/1_CpXrfY2IN-ZAARfVffwJqWEbUEOduUs/view?usp=sharing) * [ImageNet](https://drive.google.com/file/d/1EZrNMx0B0SA_vTjaIsC9_M_6lblH7Dav/view?usp=sharing) * [Commnet](https://drive.google.com/file/d/1eQ1yhaKHJSWXbBfQ6sDlAgJpz3eyPmLB/view?usp=sharing) * [Vonage](https://drive.google.com/file/d/1gl3EYyBrouQpd3vkmqdlORm5PA7g1gJN/view?usp=sharing) | ✔ | ☐ |
|  | D7(c) [Annual Performance Reports from Current Authorizer](#bookmark=id.3o7alnk) | N/A | ☐ |
|  | D7(d) [External](#bookmark=id.23ckvvd) Evaluations | N/A | ☐ |
|  | D7(e) [Board](#bookmark=id.3o7alnk) Bylaws   * [BRCS Board Bylaws Approved 12-14-2020](https://drive.google.com/file/d/1pqhkVcUPlV08mjMpPPSOREgF_TjjzhC7/view?usp=sharing) | ✔ | ☐ |
|  | D7(f) [Employee Handbook](#bookmark=id.3o7alnk)   * [BRCS Employee Handbook](https://docs.google.com/document/d/1IeLCRNextCJhPu9pvyDMfEbxV0999BtN/edit?usp=sharing&ouid=118107906869048372485&rtpof=true&sd=true) | ✔ | ☐ |
|  | D7(g) [Student Handbook](#bookmark=id.3o7alnk)   * [BRCS Handbook](https://docs.google.com/document/d/1VUUr9-NqLlDm66lXFLLaDC4RrEeJzi61QH9wW-6rN4c/edit?usp=drive_link) | ✔ | ☐ |
|  | D7(h) [Student Discipline Policy](#bookmark=id.ihv636)   * [Student Discipline Flow Charts](https://docs.google.com/presentation/d/1BLW-uTdlljfTeO5RxKB55oLTqwqOFQafSJRE66NoEqA/edit?usp=sharing) * [BRCS Handbook-Discipline Section](https://docs.google.com/document/d/1VUUr9-NqLlDm66lXFLLaDC4RrEeJzi61QH9wW-6rN4c/edit?usp=sharing) | ✔ | ☐ |
|  | D7(i) [School Enrollment](#bookmark=id.32hioqz) Policy   * [Enrollment Policy](https://docs.google.com/document/d/1Bpjuh0_J41wLHC2B3Wexi6XUebGAWukXoYRcnqbiTKk/edit?usp=sharing) | ✔ | ☐ |
|  | D7(j) [Strategic Plan](#bookmark=id.ihv636)   * [Strategic Plan Document](https://drive.google.com/file/d/1H_n1d2kvtFt0yPfSv3Gc3xQpCg2S7qzt/view?usp=sharing) * [Strategic plan tracking tool](https://docs.google.com/spreadsheets/d/1eGS_J9bXKrcYZGTcuL6XdcVw6bVwVc9g6mjm-5itVcA/edit?usp=sharing) | ✔ | ☐ |
|  | D7(k) [School Leader Evaluation and Succession Plan](#bookmark=id.32hioqz)   * [Staff Evaluation Timeline](https://drive.google.com/file/d/1-NChKZZkmwHHkyZOcTYqdKn9bXTUxTrS/view?usp=drive_link) * [Leadership Self-Evaluation](https://docs.google.com/document/d/1sjRdrPqljRtU1rhtlLuopgrfSuGux-7ieuy9AaNOloQ/edit?usp=sharing) | ✔ | ☐ |
|  | D7(l) [Bo](#bookmark=id.1hmsyys)ard Self-evaluation | N/A | ☐ |
|  | D7(m) [All Organizational Performance Reports/Dashboards](#bookmark=id.1hmsyys)   * [April Report](https://www.canva.com/design/DAGB3r-osBI/QESgZ1AC4yNmOfv1TU8mDA/edit?utm_content=DAGB3r-osBI&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton) * [Equity Audit](https://www.canva.com/design/DAGNxvz384A/_uahHtkZi-T8my-2Ud5GkA/edit?utm_content=DAGNxvz384A&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton) * [Parent Engagement Report](https://www.canva.com/design/DAF__IMxAeE/yCDCGXq26WcP8DHxf26Fog/edit?utm_content=DAF__IMxAeE&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton) * [ESS Report](https://www.canva.com/design/DAGAFm0GPcg/CIKFplHnPLQF4xa3VrO74w/edit?utm_content=DAGAFm0GPcg&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton) * [Midyear Data Review](https://www.canva.com/design/DAF3R_9y83o/0YPSUIyX_7QyMYEq7lfbLw/edit?utm_content=DAF3R_9y83o&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton) * [CMAS 2023](https://docs.google.com/presentation/d/1TgrzOOsu-rGPeUgvNcLbAuiLpVCi6BBm0AowTMIZifs/edit?usp=sharing) | ✔ | ☐ |
|  | D7(n) [Lease](#bookmark=id.41mghml) Agreement | N/A | ☐ |
|  | D7(o) [Original Charter Application](#bookmark=id.3o7alnk)   * [Original 1994 Application: Battle Rock Charter School](https://drive.google.com/file/d/1p2Zivs4jzMCaoCmo9BAJYOOwzwlnWJLf/view?usp=sharing) |  | ☐ |
|  | D7(p) [Notices of noncompliance](#bookmark=id.3o7alnk) | N/A | ☐ |
|  | D7(q) Board Meeting Minutes   * [2023-2024 Board Minutes](https://drive.google.com/drive/folders/1DYTsv1mm5S1ZJtDDWbVCF9DZp1BVqkp7?usp=sharing) * [2024-2025 Board Minutes](https://drive.google.com/drive/folders/1GcYlRGynGv85btdiG0Hzn2EXHrVNqPDl?usp=sharing) | ✔ | ☐ |
|  | D7(r) School Accountability Committee Minutes   * [December CSI authorization Presentation](https://www.canva.com/design/DAGWePmxZxU/GEeuphD-hIw4Xjl8zVjRLw/edit?utm_content=DAGWePmxZxU&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton) * [November Family Survey](https://www.canva.com/design/DAGWbK_ZAM8/YLQ_cjihu3dm9GcpitkS3Q/edit?utm_content=DAGWbK_ZAM8&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton) * [October Data Presentation](https://www.canva.com/design/DAGT0gXck94/ozWzzjvhpujvn4_AeA2cJw/edit?utm_content=DAGT0gXck94&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton) * [September Presentation](https://www.canva.com/design/DAGQ9bhw3gQ/SG4y5p0FzcKm-mbX4DYwGg/edit?utm_content=DAGQ9bhw3gQ&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton) * [2023-24 Annual Report](https://www.canva.com/design/DAGHlK7eMdA/DSrE6JyealRSPP90erXqUA/edit?utm_content=DAGHlK7eMdA&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton) * [March 2024](https://www.canva.com/design/DAGAFgB_xjM/0TybP6XunYcl3qVSYrqIwA/edit?utm_content=DAGAFgB_xjM&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton) * [January 2024](https://www.canva.com/design/DAF660rlleg/LbL5XEOLKQ5I9H9XCWMUJw/edit?utm_content=DAF660rlleg&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton) * [December 2023](https://www.canva.com/design/DAF3PS620Uo/X_s0WvmvsTIn6wk9HMg3nw/edit?utm_content=DAF3PS620Uo&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton) * [2022-23 Annual Report](https://www.canva.com/design/DAFlYNlibn8/2s4tTFwNmDWh6mNR4bJJUw/edit?utm_content=DAFlYNlibn8&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton) | ✔ | ☐ |
|  | E9 [Evidence of Support](#bookmark=id.vx1227)   * [Letter from the Board President](https://docs.google.com/document/d/1bsB6L8Uj_Ubq-_ldj3_M8pFqxgjJf-SL2cj-1Yjyr-s/edit?usp=sharing) * [Letter of Support - Julia Buff, Parent and Former Board Member](https://drive.google.com/file/d/1vF6YY-w2SdTxsOafpWLcqsd0z5TTmIt2/view?usp=sharing) * [CSI Reauthorization Survey](https://docs.google.com/spreadsheets/d/1JZJ9-fWQAw0LspWUMzuY-gjAH_zJY6mA-Too8ShABeQ/edit?usp=sharing) | ✔ | ☐ |
|  | Addendum I: [Online School](#_heading=h.3fwokq0) *if applicable* | N/A | ☐ ☐N/A |
|  | Addendum II: [Innovation School](#_heading=h.19c6y18) *if applicable* | N/A | ☐ ☐N/A |
|  | Addendum III: [Education Management Provider](#_heading=h.19c6y18) *if applicable* | N/A | ☐ ☐N/A |
|  | Addendum IV: [Alternative Education Campus](#_heading=h.28h4qwu) *if applicable* | N/A | ☐ ☐N/A |
| **Added page numbers to the** [**Table of Contents**](#_heading=h.gjdgxs) | | ☐ | ☐ |
| **Electronic copy of entire application** | | ☐ | ☐ |

# 

# Executive Summary

**Please provide narrative that summarizes the elements of the application and provides an overview of the school. The Executive Summary should be three to five pages long and include the following:**

* ~~Overview and rationale for the proposed transfer~~
* ~~The school’s name, grade levels served, proposed transfer date (month and year), and growth plan (if the school plans to grow enrollment or add additional grade levels)~~
* ~~Student body to be served, such as key demographic data, targeted geographical area, etc.~~
* ~~Evidence that an adequate number of stakeholders support the transfer to CSI.~~
* ~~A brief description of how the school will adjust its organizational capacity to accommodate the transfer.~~
* ~~A brief description of key financial implications for the organization as a result of the transfer.~~
* ~~A brief description of the educational program and the school’s past track record of academic performance.~~

Battle Rock has continually operated as a school since 1915 and still holds classes in the original sandstone schoolhouse. The original charter for Battle Rock was approved in 1994, making the school one of the first charter schools in Colorado. We take pride in our long, colorful history, small size, and our place in McElmo Canyon. It is Battle Rock’s vision to aspire to pioneer best practices in education, to build forward from the foundation of our one-room schoolhouse, and to serve as a community hub for innovation and social development. We aim to do these things by adhering to our guiding principles (battlerockschool.org/about-us).

Battle Rock currently serves 88 students K-6 through both full-time and homeschool programming. About 50% of our students qualify for free or reduced lunch. The students at Battle Rock represent a diverse ethnic population, with approximately 13% Native American, 13% mixed race, 27% Hispanic, and 45% Caucasian. Battle Rock serves students from three school districts in the Four Corners area: Montezuma-Cortez RE-1, Dolores RE-4A, and Mancos RE-6. Battle Rock also serves students from the Ute Mountain Ute reservation in Colorado (Towaoc).

Rather than a traditional leadership hierarchy, Battle Rock has embraced a shared leadership model for several years. This team of teachers and other staff members work closely together to provide strategic, adaptive, and responsive school leadership that draws upon the skills and assets of the team as a whole. Each team member has leadership responsibilities, and we utilize a democratic process for decision-making. While the model isn’t infallible, we have found that the benefits far outweigh the challenges, especially given the difficult budgetary limitations of running a very small school. Shared Leadership allows us to maximize our student-to-staff ratio, support student needs, and develop professional competence. It has also positively impacted teacher retention and the preservation of institutional knowledge.

Over the last ten years, we have grown from a student population of 24 to our current enrollment of 88 students. We attribute this growth to the programming we have developed, which provides differentiated instruction to all students, regardless of special plans, and the very strong school culture we have built. In addition, our enrichment programming (Muse Monday, Quest Specials, and field trips), in which our home school students are invited to participate, offers experiential learning opportunities for all students. We pride ourselves in educating the whole child by implementing restorative practices throughout the school, supporting opportunities for creativity and exploration, and introducing our students to various hands-on opportunities and community expeditions. We consider ourselves a place-based school and provide our students with opportunities to participate in and serve our local and greater community. We offer an inclusive environment for all students through our multi-age classrooms, Orton Gillingham intervention services, and social-emotional instruction and support, often attracting students and families who have not found success in the traditional classroom. Finally, we work hard to engage our families and provide opportunities for parents to be involved in many aspects of our programming.

The leadership team in partnership with the Battle Rock School Board, has received feedback from parents through our Parents as Partners Initiative. Parents as Partners is a monthly luncheon invitation open to all parents and guardians and is one opportunity for parents to engage in questions, discussion, and problem-solving with staff. Through two monthly meetings, staff has presented the opportunity to join CSI and invited feedback from participants who join in person and through Zoom. We have received overwhelming support from our stakeholders and a willingness to partner in problem-solving and challenges we may face in the transfer of authorization.

If accepted to CSI, Battle Rock will need to adjust our organizational capacity to accommodate the increased responsibilities in the following areas:

**Transportation**: Battle Rock is currently in the process of purchasing two buses, and will be establishing ourselves as a transportation department. CDE is assisting us in this process.

**Food Services:** Currently, our lunch and breakfast are provided by Re-1 Montezuma Cortez. Upon release and acceptance into CSI, we will need to establish a food services program. There are two options with which we could proceed.

* Option 1: partner with a local business that could provide or assist us in food preparation
* Option 2: Upgrade our current facility to establish a commercial kitchen and work with CSI to establish ourselves as a Food Services Unit

**ESS Services**: Battle Rock currently partners with BOCES to provide our special service providers. Battle Rock will meet with BOCES to determine if they can continue to provide services and whether the current partnership is advantageous to our school. Currently, we have a verbal commitment with our current speech pathologist and school psychologist to provide contracted services. At this time, Battle Rock also contracts independently with an autism specialist. If we decide to contract independently with service providers, Battle Rock will need to purchase a license to Frontline Enrich, to house our IEPs, 504s, ALPs, and Read Plans.

**Student Information System:**

Battle Rock will need to purchase a license to ALMA, which is the current platform we use for our student information system.

**Payroll and Bookkeeping:**

We have historically purchased payroll and bookkeeping services from the district. That will no longer be an option if we become a CSI school. Our Financial Administrator has identified a provider to support payroll, iSolved. This service will also ease some of the current HR burden on the finance administrator, which will free up time to take on bookkeeping fully in-house. Our financial administrator currently does all the bookkeeping outside of bank reconciliation and entering deposits, so the additional labor should be manageable. We will need to choose a new accounting software and are in the fact-finding stage of that process.

**Financial Impact:**

There are several areas of financial impact we are expecting with a successful transfer to CSI. It is notable, however, that given the existing financial landscape that they are occurring in, they may appear more exaggerated at first glance than they are in reality. Battle Rock, like many schools and districts, has experienced unprecedented funding levels over the past 4 years. These dollars came not only from emergency funding provided by ESSER and CRF grants, but also due to writing many successful local and state grants. The largest of these grants is the over $680,000 in funding we received from the Colorado Health Foundation (CHF) to completely redesign and build our playscape. The next years will, therefore, be unlike the preceding four years whether we successfully transfer or not. We are either in our final year or two of funding with EASI, the Restorative Justice Council, Expanded Learning Opportunities (ELO), CHF, the School Security Disbursement (SSD) and Community Shares of Colorado Non-Profit Infrastructure Grant. Most of these grant funds have been used for infrastructure, staff training, and initiatives outside of our regular school programming, like summer tutoring and our very popular Children’s Chautauqua Summer Arts Camp. While we will continue to pursue grant funding to bring these opportunities to our community, we can operate our regular school programming whether or not we are awarded additional grants in the near future. We are also laying the groundwork to develop relationships with donors and to more intentionally build a donor base that we expect will further support the work we do.

In a successful transfer scenario, our finance committee and board will monitor closely what the impact will be of the loss of Title funds IV, V and IV and lower funding levels for the Title grants we do receive. We will closely monitor the impact of negotiating our own student information system (SIS) contract and the impact of utilizing different services and softwares to support bookkeeping and payroll. We will closely monitor the financial impact of bringing Transportation in-house and finding a Food Service solution that is not our district. We will monitor closely how transferring to CSI might impact our SPED expenses. We do anticipate a positive impact from reduced administrative overhead fees with CSI and from not having indirect costs on grants collected by our district. It is important to note, that due to the deteriorating quality of the purchased services our district has been providing us, many of these areas for attention and monitoring will exist whether we successfully transfer to CSI authorization or not.

The 5-year budget presented in this application does not attempt to estimate the revenue that will be generated by food service (Healthy Meals for All and Federal Lunch Reimbursement) nor does it estimate the costs associated. We are hopeful that these categories will zero each other out, but this is an area that our finance committee and board of directors will pay close attention to. The budget also contains surplus revenues in each year to provide extra cushion in the event that we have more expenses associated with the transfer than initially anticipated. Also of note, our Restorative Justice Coordinator position is grant funded through to the end of FY 25-26. We are researching and applying for grants that might cover the costs of that position in FY 26-27 and beyond. The 5-year budget presented assumes we are successful in finding that funding, however, if we are not successful, we would make adjustments to our staffing model.

**Educational Programming:**

Battle Rock’s educational programming has multiage learning at its center. Research demonstrates that the multiage model is beneficial for educating the whole child and results in improved social-emotional skills, higher empathy, increased self-perception, and reduced aggression. The multiage philosophy prioritizes differentiation and individualized instruction, which can at times conflict with the standardized education system. Battle Rock staff work hard to balance the demands of CMAS with our school's pedagogical mission.

Historically, Battle Rock has faced challenges with the state performance framework due to our small number of students. In 2016 we had Insufficient Data due to low participation, and in 2017 received a rating of Turn Around. As we have increased in enrollment, we have demonstrated improved scores and participation moving to Performance Plan in 2019, and again meeting the participation threshold in 2023 with an Improvement Plan rating. Battle Rock received a Performance Plan rating for the 2023-24 school year. Local testing shows strong growth scores for our student population and we are on track to continue to see strong state testing results.

# A. Academic Program

1. **Complete the Assessment Matrix below, documenting all school-selected and state-required diagnostic, formative, and summative assessments that will be administered at the school.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Assessment Name** | **Content Areas** (ex: Math, Early Literacy) | **Purpose** (Provide a rationale for the selection of this assessment, including alignment with curriculum and instruction.) | **Type** (Diagnostic, Interim, Summative) | **Frequency** (ex: Annual, 2/year) | **Administration Calendar** (ex: Jan-Feb) |
| W-APT | English | Identify language proficiency of students with a home language other than English | Diagnostic | Upon enrollment / | Within 30 days of enrollment / |
| WIDAWIDA | Reading, Writing and Speaking | Identify language proficiency of students with a home language other than English | SUMMATIVE | 1 time each year | FebruaryJan-Feb |
| CMAS | Math, ELA, Science | To evaluate achievement and growth in content areas | Summative | 1 time per year | April |
| I-READY | Math, ELA | To evaluate achievement and growth in content areas | Formative | 3 times per year | August, December, May |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

1. **Please use the CSI Baseline Targets Template below to set annual targets on the various state-required assessments and performance measures.**

*For accountability purposes, schools are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps and postsecondary and workforce readiness. Targets for all state-required assessments are required to be included in this form. If you have mission-specific measures that you wish to incorporate within these standard indicators (such as measures of postsecondary readiness above and beyond those evaluated by the State). Be sure to include or attach a definition of each additional measure, as well as the methodology used to evaluate, document and determine metrics for each measure.*

* *For each assessment identified in* ***Assessment Template Matrix*** *above, please include a target in this form.*
* *Under the* ***Measure*** *column, please identify the measure or interim assessment(s) that is being proposed.*
* *Under the* ***Metric*** *column, please identify what you will be measuring (% at/above benchmark, scale score, etc.)*
* *Under the* ***Annual Performance Targets*** *columns, please set a 1-year and 2-year target for each measure. Because the measure and metric have already been defined in other columns, these columns may just have a numeric value (ex: for the Grad Rate target, a 90 in the Year 1 and 95 in the Year 2 targets would mean that the school is targeting 90% and 95% graduation rates in Years 1 and 2, respectively.*
* *In the* ***Interim Measures during Year 1*** *column*, *identify what interim assessment(s) will be used at least quarterly to monitor progress towards reaching the Year 1 target.*
* *In the* ***Progress Monitoring Strategies*** *column, identify any strategies that will be used to help the school meet the target.*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Indicators** | **Measure** | **Metric** | **Student Group** | **Annual Performance Targets** | | **Interim Measures during Year 1** | **Progress Monitoring Strategies** |
| Year 1 | Year 2 |
| **Academic Achievement** | CMAS/PARCC English Language Arts | Mean Scale Score | All Students | 750 | 755 | I-Ready | ORF, comprehension assessment using comprehension rubric, |
| English Learners | 735 | 740 | I-Ready | ORF, comprehension assessment using comprehension rubric |
| Free/Reduced-Price Lunch Eligible | 735 | 740 | I-Ready | ORF, comprehension assessment using comprehension rubric, |
| Minority Students | 740 | 745 | I-Ready | ORF, comprehension assessment using comprehension rubric, |
| Students with Disabilities | 735 | 740 | I-Ready | ORF, comprehension assessment using comprehension rubric, IEP goal-specific assessments |
| CMAS/PARCC Mathematics | Mean Scale Score | All Students | 725 | 730 | I-Ready | CBM |
| English Learners | 715 | 720 | I-Ready | CBM |
| Free/Reduced-Price Lunch Eligible | 710 | 715 | I-Ready | CBM |
| Minority Students | 715 | 720 | I-Ready | CBM |
| Students with Disabilities | 710 | 715 | I-Ready | CBM, IEP goal-specific assessment |
| ACCESS for ELL | % of students at benchmark |  |  |  | I-Ready |  |
| READ Act (if applicable) | % of students with a Significant Reading Deficiency |  | 28% | 25% | I-Ready | ORF, LNF, LSWF, |
| Interim Assessment Measure: Reading | Interim Assessment Metric: mean %ile rank |  | 50% | 52% | ORF, LNF, LSWF, Comprehension assessment |  |
| Interim Assessment Measure: Math | Interim Assessment Metric: mean %ile rank |  | 45% | 47% | CBM |  |
| Interim Assessment Measure: | Interim Assessment Metric: |  |  |  |  |  |
| Interim Assessment Measure: | Interim Assessment Metric: |  |  |  |  |  |
| **Academic Growth** | CMAS/PARCC English Language Arts | Median Student Growth Percentile | All Students | 65% | 68% |  |  |
| English Learners | 50% | 52% |  |  |
| Free/Reduced-Price Lunch Eligible | 48% | 50% |  |  |
| Minority Students | 50% | 52% |  |  |
| Students with Disabilities | 48% | 50% |  |  |
| CMAS/PARCC Mathematics | Median Student Growth Percentile | All Students | 55% | 60% |  |  |
| English Learners | 50% | 52% |  |  |
| Free/Reduced-Price Lunch Eligible | 48% | 50% |  |  |
| Minority Students | 50% | 52% |  |  |
| Students with Disabilities | 48% | 50% |  |  |
| ACCESS for ELLs | Median Student Growth Percentile |  | 50% | 52% |  |  |
| Interim Assessment Measure: Reading | Interim Assessment Metric: |  |  |  |  |  |
| Interim Assessment Measure: Math | Interim Assessment Metric: |  |  |  |  |  |
| Interim Assessment Measure: | Interim Assessment Metric: |  |  |  |  |  |
| Interim Assessment Measure: | Interim Assessment Metric: |  |  |  |  |  |
| **Postsecondary and Workforce Readiness** | PSAT | Composite Mean Score | N/A |  |  |  |  |
| SAT | Composite Mean Score | N/A |  |  |  |  |
| Graduation Rate | % of Students Graduating | N/A |  |  |  |  |
| Dropout Rate | % of Students Dropping Out | N/A |  |  |  |  |
| Matriculation Rate | % of Students Matriculating | N/A |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Optional Mission-Specific Measures** | Measure 1: | Metric 1: |  |  |  |  |
| Measure 2: | Metric 2: |  |  |  |  |
| Additional Measure(s): | Additional Metric(s): |  |  |  |  |

1. **Describe the prior academic performance and the school’s progress toward meeting its goals. *This response should address:***

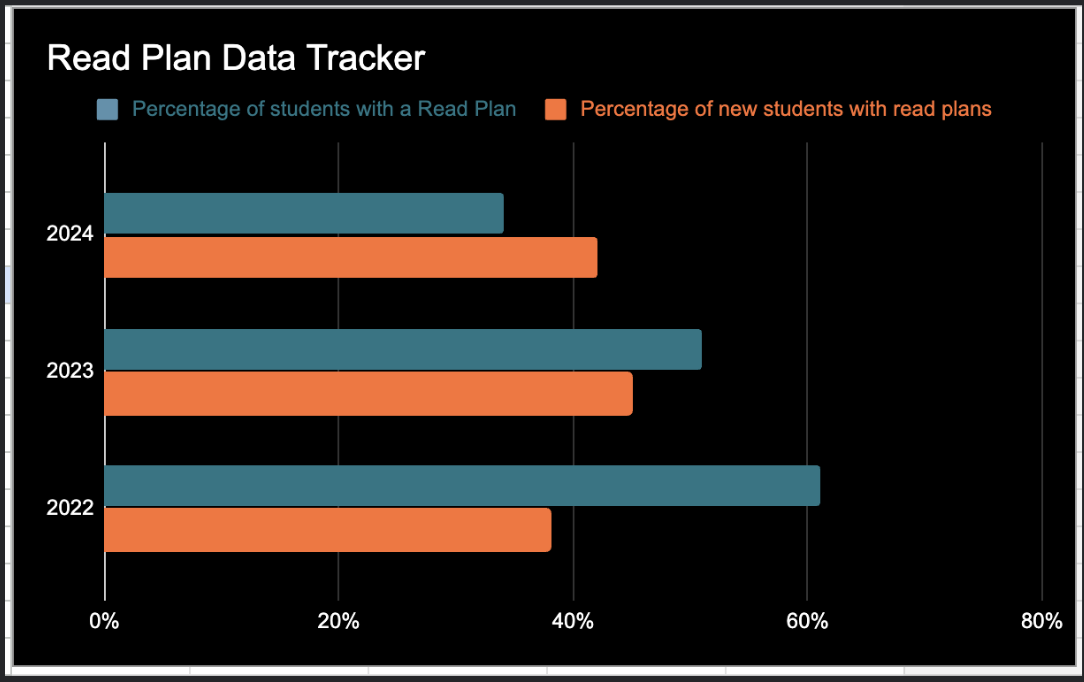
* *~~Prior academic performance on the state assessments as well as any interim assessments~~*
* *~~How the school monitored progress towards meeting its goals, including the frequency of data analysis.~~*
* *~~A reflection upon the underlying factors that have contributed towards the school’s current progress (both positive and negative) towards meeting their goals.~~*
* *~~How authorization with CSI will support the school’s efforts at achieving its goals.~~*

In 2017, Battle Rock received a school performance framework of Turn Around Plan. This rating prompted the implementation of an 8-year journey of a continuous improvement cycle of data-driven decision-making. Using the data we received from the interim assessment measure (at that time, we were using the STAR Renaissance testing platform), we began to make changes regarding our curriculum, instruction, and intervention services. After receiving funding to address our challenges, we adopted curricula that would be utilized across grade levels to honor our multi-age model while providing a scope and sequence that reflected the standards and a common vocabulary. We began reforming our evaluation system so that staff would align with our mission and vision, adult learning principles, and our student evaluation process. We implemented training to support our multi-age model through partnering with Dr. Sandra Stone, founder of NAU's Multi-age Institute. Realizing the challenges of our small staff and discipline, we began implementing restorative practices, partnering with Restorative Solutions and Elevated Dialogue to train staff. Utilizing grant funding, we have been able to hire a restorative practice coordinator since 2020 to integrate restorative practices within our community more fully. We have also offered training for students, parents, and community support staff who might support our students beyond Battle Rock. Through EASI grant funding, we began requiring Orton Gillingham training for all classroom teachers and intervention staff. We have built a structured intervention system to support our students at all reading levels, K-6. We have focused on family, school, and community partnerships, and were awarded a Stronger Connections Grant to support that work. Two staff members are a part of the Community Schools Learning Cohort with CDE this year to grow our capacity in this realm. Our recent school performance ratings have reflected the success of our efforts towards continual improvement, and we are encouraged by this to continue to reflect, evaluate, and improve our services.

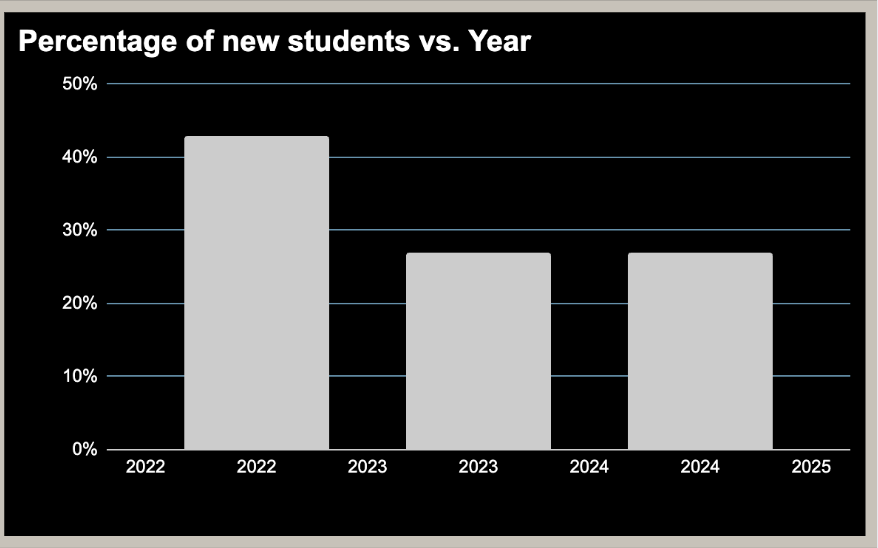
In 2020, we moved from using STAR Renaissance to AIMS web to streamline our testing platforms, as BOCES utilized AIMS web for progress monitoring our ESS students. In 2023, after CDE revamped its acceptable assessments for the READ Act, we adopted I-Ready as our interim assessment. Using I-Ready, we assess students at the beginning, middle, and end of the year, analyzing the data to adjust intervention services, curricula, and staffing. In 2022, this data brought awareness that our ESS population was not making the expected growth, and as a result, we made significant changes to our staffing to remediate this issue. Additionally, our 2023-24 I-Ready data reflected a need for more focus on vocabulary instruction, prompting us to seek curricula supporting that need.

Staff utilize skill-specific progress monitoring assessments such as Running Records to assess fluency and comprehension and phonics and phonological-focused assessments to evaluate decoding skills. Additionally, staff use curriculum-based measures to assess our students' math needs, informal writing assessments, and portfolios to track growth over time.

While these efforts have demonstrated improved student achievement on the state tests and empirical evidence through the number of students who exited from Read Plans (38% of students with Read Plans in the fall of 2023 exited in the spring of 2024), we continue to face challenges. The transient nature of our community provides challenges for uninterrupted growth and achievement as measured by standardized assessment. Last year, 50% of our students qualified for READ plans. However, more than 40% were first-year students at Battle Rock, and only 7% were Kindergarteners.



Below is a graphic representing the percentage of new students enrolled at Battle Rock over the last three years. Battle Rock limits the number of Kindergarten students to 12, so this number of new students is spread throughout the K-6 levels. While students transitioning from one traditional setting to another might face the challenges of integrating into a new learning community and familiarizing themselves with the unique rules of a new classroom, the differences might be minimal. A student transitioning from a traditional setting to Battle Rock faces many unique adjustments. The culture of a multi-age classroom allows students to proceed at their own pace. However, this comes with the additional responsibility of, at times, working independently. Students are not sorted by chronological age; they are immersed in a classroom environment with children spanning several grades. This grouping deters comparison and encourages leadership, collaboration, and peer support. Due to the opportunity to collaborate and for agency, the classrooms are not always a quiet and orderly environment. Finally, adjusting from a more traditional discipline structure to restorative practices requires a new level of communication and responsibility for repair when conflict or difficulty arises. This also commands a shift in thinking and behavior. As a result of this unique learning environment, it often takes time for new students transitioning from a traditional classroom environment to Battle Rock to adjust to the new culture and expectations before authentic performance can be assessed.

****

Although we received an annual report from the Re-1 administration in 2018, we have not received feedback regarding our performance before or since that time. In the fall of 2023, we applied for renewal with the district providing them with a 38-page application, and presentation to their school board. That day we had one board member visit our school unannounced, but have not had an administrator, staff or other board member visit our campus in the 10 years since our current leadership team has been established. The board member who visited campus in 2023 voted against our renewal but was not willing to provide feedback regarding her vote. This lack of support is a significant piece missing for accountability and improvement. With CSI, we look forward to having an authorizer who is willing to provide the time and resources to support our efforts for continuous improvement.

**Please explain how the curriculum was selected, meets the needs of the student population, and is aligned to standards.**

Often confused with multi-grade classrooms, multi-age classrooms do not focus on specific grade-level standards. Instead, learning experiences are provided to the entire class, and expectations are differentiated for each student based on their individualized needs and development rather than their chronological age. Authentic multi-age classrooms are based on a philosophical choice, whereas a multi-grade classroom is typically formed due to necessity and would include 2-grade levels each taughtwith a separate grade-specific curriculum (Ronksley-Pavia et al., 2019). The practice of standardized assessment poses a significant challenge for multi-age settings and a moral dilemma for teachers of a multi-age classroom (Pardini, 2005). Whether to teach to the grade level expectations imposed by the standardized assessment or to support a student at their unique level, which is often more challenging in the area of math, becomes a common struggle for a teacher in a multi-age classroom. Additionally, curriculum is often published by the same companies writing the test, purchasing these materials ensures that instruction is aligned and paced with the time leading up to the test.

In order to support our multi-age philosophy, curricula have been chosen that are not grade-level specific and can be adapted to meet the needs of a larger span of ages. While we utilize the Orton Gillingham methods of instruction for reading and phonics, we also use Lucy Calkins Reading and Writing Workshop as a guide and scope and sequence throughout K-6, as well as Read Naturally to build fluency. The combination of all three curricula supports a well-balanced approach to literacy instruction.

We have also selected Mystery Science as our main curriculum for science, however, due to our multi-year cycle we are also supplementing Mystery Science with Generation Genius. We have chosen these curricula as they align with the standards, but provide lessons that are hands-on and align with our multi-age model.

Finally, we have adopted the Math U See curriculum as our primary source for math practice and are receiving math coaching through the Developing Mathematical Thinking Institute (DMTI) for whole-group instruction. We chose Math U See several years ago as it allows us to assess the individual placement of each student, and provide math practice and instruction at their individual level. The curriculum is marketed as a homeschool curriculum, designed to support independent practice and advancement. As students become comfortable with the skill they are practicing, they can move through the curriculum at their own pace. This curriculum was also designed to establish a solid concrete understanding of the concepts through their mantra “build, write, say”, which encourages students to always start with the manipulatives, write the equation, and explain their thinking. After analyzing our math scores and realizing we need to invest more time and professional learning in math, we began a partnership with DMTI this school year. This organization pairs well with our Math U See and provides professional learning to assist staff in providing math instruction that encourages students to discover math concepts so that students have a better understanding of how to solve problems without creating algorithmic dependence.

Battle Rock established a shared leadership model in 2015, for financial sustainability and also to maintain stability for our model. Under this leadership, we have worked hard to create systems and protocols for the internal evaluation of services, data-driven decision-making, staff evaluations, and student support. We recognize that external feedback and accountability can be a helpful tool for continued improvement and we look forward to receiving feedback and guidance from an authorizer that is not only familiar with alternative models of education but also well-informed regarding best practices in educational systems.

1. **Provide a description of the procedures for taking corrective action if school performance falls below the goals and objectives outlined in the application. Include a corrective action timeline, the responsible person, and possible changes to be considered as appropriate.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week 1**  Identify the Problem | **Weeks 2-3**  Develop a Corrective Action Plan | **Week 3**  Execute Action Plan | **Months 3-4**  Evaluate Effectiveness | **Months 5-9**  Evaluate Effectiveness |
| * Define the problem * Gather data * Conduct a root cause analysis to identify the problem | * Develop a corrective action plan utilizing SMART goals to establish a timeline, including a timeline for progress monitoring and objectives needed to meet the goal * Designate responsibilities and action steps | * Implement corrective action including scheduling needed training * Monitor implementation, collecting data as, and evaluating * Prepare a detailed report regarding the root cause, SMART goals, and action steps. Submit a report to CSI and Battle Rock School Board of Directors. | * Monitor progress utilizing Interim assessments if applicable * Make adjustments as needed to ensure that action steps are corrected as expected. * If not, conduct a new root cause analysis, applying new information to determine whether there is a new root cause that can be identified and if so develop an action plan with SMART goals | * Evaluate SMART goals to determine if goals have been met or progress has been made * Present findings to CSI and Battle Rock Board of Directors |
| Responsible Party  Leadership Team | Responsible Party  Leadership Team | Responsible Party  Leadership Team | Responsible Party  Leadership Team | Responsible Party  Leadership Team |

1. **Please describe programmatic and curricular changes anticipated following the change in authorizer.**

We do not anticipate program or curricular changes if authorization changes hands. Battle Rock has maintained autonomy from our current authorizer and considering the upward trend in data, will continue utilizing the programming that is currently in place. Each spring the leadership team reevaluates programming based on feedback from parents, staff, and students, as well as data from assessments, attendance, behaviors, etc, to make decisions regarding changes in curriculum or programming.

1. **Complete the table below to outline the data management system(s) that will be utilized.**

* *In the first column, please identify any other types of data management systems (in addition to a SIS and Plan Management System) that may be used at the school (ex: Learning Management System).*
* *In the* ***System Name*** *column, identify the name of any data management systems that will be used at the school (ex: Infinite Campus).*
* *In the* ***Person Responsible for Data Management*** *column, identify the staff position(s) that will be responsible for the system setup, data entry, and data analysis.*

|  |  |  |
| --- | --- | --- |
|  | **System Name** | **Person Responsible for Data Management** |
| **Student Information System** | ALMA | Sandra Sam |
| **Student Plan Management System (if different than SIS)** | Frontline Enrich | Tegan Lewis |
| **Other** |  |  |

1. **Please provide a copy of the following documents as attachments:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Attachment Contents** | | **Attachment Title** |  |
| a. | All reports/data dashboards provided to the local board in the last year related to academic performance | [MOY Data Review 2025](https://docs.google.com/presentation/d/1-nH0EG1cmaFmoAgZbYj0qin9U3sZ0D4iAiVnuBTbd5Y/edit?usp=sharing)  [Midyear IReady Data Review January 2024](https://www.canva.com/design/DAF3R_9y83o/0YPSUIyX_7QyMYEq7lfbLw/edit?utm_content=DAF3R_9y83o&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)  [Data Review Presentation Fall 2024](https://www.canva.com/design/DAGT0gXck94/ozWzzjvhpujvn4_AeA2cJw/edit?utm_content=DAGT0gXck94&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)  [2024-2025 UIP](https://drive.google.com/file/d/1xKQbwXZzcBpllxvYKMdFalQQfDc7pMTU/view?usp=sharing) |  |

[Click to go back to the Application Checklist](#_heading=h.2s8eyo1)

# B. Student Services

**As applicable, please describe any adjustments to the current programming, resource allocation, and staffing that will occur if the proposed school becomes a CSI charter school.**

1. **Include the comprehensive whole school plan for a Multi-Tiered System of Support or child study process that includes a data driven pre-referral prevention-based framework process that meets legal requirements including identification of special needs students.**

Please see [linked document](https://docs.google.com/document/d/1Gk2P5v02keIur-9FOmjiP6oUfuG1BtC1rhuu8ZAIU0Q/edit?usp=sharing)

1. **Detail plans to support and address student health including the process and procedures for immunizations, record keeping, vision and hearing screenings, health care plans, medication administration, and student illnesses.**

Please see [linked document](https://docs.google.com/document/d/1nXQBbpRUJDmwefqamAZVXnvyKJ99xErLg-FfD37W8VQ/edit?usp=sharing)

1. **Detail how the school will accommodate different learning styles and the needs of all students. Provide plans and procedures that describe how the school will ensure all students will progress adequately. This should include information related to student identification, programming, assessment, progress monitoring, redesignation/exiting, service model delivery and the continuum of supports the school will have in place to serve students. Please respond to these items for each subgroup identified below (a-e).**
2. **Students with Individualized Education Programs (IEPs)**

Please see the [linked document](https://docs.google.com/document/d/1UNqUB9PR-kyvQptoWBUQC9QSGQdv-rDsXXMqKnO7bIY/edit?usp=sharing)

1. **Students with Section 504 plans**

Please see the [linked document](https://docs.google.com/document/d/1GPrN3gUdIflQtiNdbBS8ZBfKF26EzRai8ZlmD8eZbHw/edit?usp=sharing)

1. **Students classified as English Learners**

Please see the [linked document](https://docs.google.com/document/d/1yBUzuHuuKow2fuWUS0MJawDHoXt_BqIvzWLoElnz_nk/edit?usp=sharing)

1. **Students identified as gifted and talented**

Please see the [linked document](https://docs.google.com/document/d/1_SlxjeYgIlwo2B4SNI8Lz-xMKZzhRb5uLI9jWlkH3QY/edit?usp=sharing)

1. **Students identified as at-risk**

Please see the [linked document](https://docs.google.com/document/d/1qAlAkvzZ1Lphc2ARM3EAPB-n4MSQU4TNQputvQrZpBU/edit?usp=sharing)

1. **Detail the proposed staffing structure. Include any changes from the current staffing structure and plans to provide adequate numbers of qualified, in-field staff (including related service providers) to meet the needs of exceptional students in alignment with state requirements. Include information about the proposed contract model to employ staff, any secured agreements or MOUs, and describe the onboarding process for any contract staff.**

Our staffing structure will remain the same except for possible contractual positions for service providers. We currently employ two full-time, certified Special Education Teachers, as well as two paras to support our students. If separation from BOCES is necessary, we will contract with:

* Our current Speech and Language Therapist, Tiffany Ogden
* Our current School Psychologist, Sonda Hanosh
* Our current Autism Specialist, Jaclyn Archibeque

We will need to secure:

* Occupational Therapist (Considering a virtual therapist sourced through connections with our ASD Specialist

Onboarding for new therapists would be limited to an initial meeting followed by monthly team meetings to ensure that the needs of students are being met.

1. **Detail how the budget will align with required resources to support special populations. The narrative should address the student plan management system to house student plans, curricula and instructional materials, and necessary staffing and training needed to serve special populations. *The Applicant is required to submit a budget as part of the application submission as detailed in the CSI Budget Template. The description provided below should clearly align to and reference the submitted CSI Budget Template line items.***

Our budget will expand to allow for funding for purchased professional services from our Speech and Language Therapist, a School Psychologist, an Autism Specialist, and an Occupational Therapist. We currently receive none of our IDEA or ECEA dollars directly and pay a little over $7,000 to BOCES for their services. All of those dollars will be allocated to paying for these contracted services. This is shown in the budget in cell C50 on pages 5-9: 0300 - Prof Services. The entirety of ECEA and IDEA funding is budgeted here in this line and will pay for the contracted services from the specialist listed above. We already have the curricula and materials we need on campus and have been training and coaching staff to become knowledgeable in working with students with ASD. We have a grant this year to pay for furniture and equipment that will help support our ESS population. We are waiting on a quote from Frontline to better understand the costs associated with the necessary SIS for ESS.

1. **Please provide information regarding any Office of Civil Rights (OCR) or state complaints that have found the school to have violated students’ rights or any open OCR or state complaints, if applicable.**

No complaints have been made.

[Click to go back to the Application Checklist](#_heading=h.2s8eyo1)

# C. Finance

1. **Provide a summary of how the transfer to a CSI charter school will financially impact the school (changes in per pupil revenue, categorical funding, grants etc.) Please include contingency plan to mitigate the impacts of decreased funding or increased expenditures, if applicable.**

There are several areas of financial impact we are expecting with a successful transfer to CSI. It is notable, however, that given the existing financial landscape that they are occurring in, they may appear more exaggerated at first glance than they are in reality. Battle Rock, like many schools and districts, has experienced unprecedented funding levels over the past 4 years. These dollars came not only from emergency funding provided by ESSER and CRF grants, but also due to writing many successful local and state grants. The largest of these grants is the over $680,000 in funding we received from the Colorado Health Foundation (CHF) to completely redesign and build our playscape. The next years will, therefore, be unlike the preceding four years whether we successfully transfer or not. We are either in our final year or two of funding with EASI, the Restorative Justice Council, Expanded Learning Opportunities (ELO), CHF, the School Security Disbursement (SSD) and Community Shares of Colorado Non-Profit Infrastructure Grant. Most of these grant funds have been used for infrastructure, staff training, and initiatives outside of our regular school programming, like summer tutoring and our very popular Children’s Chautauqua Summer Arts Camp. While we will continue to pursue grant funding to bring these opportunities to our community, we can operate our regular school programming whether or not we are awarded additional grants in the near future. We are also laying the groundwork to develop relationships with donors and to more intentionally build a donor base that we expect will further support the work we do.

In a successful transfer scenario, our finance committee and board will monitor closely what the impact will be of the loss of Title funds IV, V and IV and lower funding levels for the Title grants we do receive. We will closely monitor the impact of negotiating our own student information system (SIS) contract and the impact of utilizing different services and softwares to support bookkeeping and payroll. We will closely monitor the financial impact of bringing Transportation in-house and finding a Food Service solution that is not our district. We will monitor closely how transferring to CSI might impact our SPED expenses. We do anticipate a positive impact from reduced administrative overhead fees with CSI and from not having indirect costs on grants collected by our district. It is important to note, that due to the deteriorating quality of the purchased services our district has been providing us, many of these areas for attention and monitoring will exist whether we successfully transfer to CSI authorization or not.

The 5-year budget presented in this application does not attempt to estimate the revenue that will be generated by food service (Healthy Meals for All and Federal Lunch Reimbursement) nor does it estimate the costs associated. We are hopeful that these categories will zero each other out, but this is an area that our finance committee and board of directors will pay close attention to. The budget also contains surplus revenues in each year to provide extra cushion in the event that we have more expenses associated with the transfer than initially anticipated. Also of note, our Restorative Justice Coordinator position is grant funded through to the end of FY 25-26. We are researching and applying for grants that might cover the costs of that position in FY 26-27 and beyond. The 5-year budget presented assumes we are successful in finding that funding, however, if we are not successful, we would make adjustments to our staffing model.

1. **Please provide a copy of the most recentversion of the following documents as attachments:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Attachment Contents** | | **Attachment Title** |  |
| a. | Three years of independent financial audits | Battle Rock Charter School Basic Financial Statements: [FY21-22](https://drive.google.com/file/d/1tsmj-pyajHrtYSeZ0nkhhdi2IyJnH4T3/view?usp=sharing)  [FY22-23](https://drive.google.com/file/d/1_iramM-VB2XsA-1cQyMtuJidxzvbN36_/view?usp=sharing)  [FY23-24](https://drive.google.com/file/d/1WvrM9jh7eLeMOnTz7Myw11ny-CyofzvZ/view?usp=sharing) |  |
| b. | Quarterly financial statements pursuant to C.R.S. 22-45-102 | Battle Rock Charter School Quarterly Reports:  [All Quarterly Reports for FY23-24](https://drive.google.com/file/d/1WPPqj58MNzN1SH30QBXF_BQvYd7vh6AZ/view?usp=sharing)  [Q3/2024](https://drive.google.com/file/d/1Xh3VQ7vcmp0q38N7-_kMO7ZJZF-ub4qe/view?usp=sharing)  [Q4/2024](https://drive.google.com/file/d/1MSI2wUk9FHx_NaMCkUjyHd-xGQtdFz9Z/view?usp=sharing) |  |
| c. | Quarterly balance sheet | N/A: We do not currently produce quarterly balance sheets. |  |
| d. | 5-Year budget detailed by source/object code | [BRCS 5-Year Budget Using CSI-School-Budget-Template](https://docs.google.com/spreadsheets/d/193k7CCk5PnwgflYbU20CJrgOlWlAMsvd/edit?usp=sharing&ouid=118107906869048372485&rtpof=true&sd=true) |  |
| e. | Financial policies and procedures | [BRCS Financial Polices](https://docs.google.com/document/d/1HclSPz3wlz7T04UcQ6SoKSmbfN-3qMU7/edit?usp=sharing&ouid=118107906869048372485&rtpof=true&sd=true)  [BRCS Yearly Fiscal Calendar](https://docs.google.com/spreadsheets/d/1Mlbyg3TIoW6sqGfPpxatySWd8seP93k8YKHWSsARfB0/edit?usp=sharing) |  |
| f. | All reports/data dashboards provided to the local board in the last year related to financial performance | [FY23-24 Budget Documents](https://drive.google.com/drive/folders/1k0mHfNxiFPS4CBPzmQmWmKlqmd8sxWHG?usp=sharing)  [FY24-25 Preliminary Budget Presentation: 4/10/24](https://docs.google.com/presentation/d/1_oa1nBxTLWdCVfHmq9uc6DGk7vaFnhj8BQjekmyK_Wk/edit?usp=sharing)  [FY24-25 Final Budget Presentation: 12/11/24](https://docs.google.com/presentation/d/13ICriN3QThHOZaVUoNs229PAaOlaa_mTkVV5nyDrBas/edit?usp=sharing)  [FY24-25 Budget Documents](https://drive.google.com/drive/folders/1IOq4UkjEKAq5DQhcqqrZqVMcG8Dsq3vL?usp=sharing)  [Active Grants 2024-2025](https://docs.google.com/spreadsheets/d/1J2v7aiXbC7n6mBntnoTvDbktKcjKe9W99RFYB_31UxU/edit?usp=sharing)  [Profit/Loss Statement: October 15, 2024](https://docs.google.com/spreadsheets/d/1dQShxgI5wruh1U1uNApYoPZ2yK10f9NF/edit?usp=sharing&ouid=118107906869048372485&rtpof=true&sd=true) |  |

1. **For the proposed budget included with the application, please provide:**
   1. **Detailed assumptions for all donations, private grants, student fees, and foundation revenue**
   2. **Detailed assumptions for professional, technical, and consulting services expenditures.**
   3. **Detailed assumptions for liability, property, and other insurance coverage, including coverage and rates.**
   4. **An explanation of how restricted grant funding will be spent.**
2. **Detail financial metrics and targets, including any debt covenants, the board and school leadership will track during the transition to ensure financial solvency as the school changes authorizers.**

During the transition, the Finance Committee will primarily be keeping an eye on days cash on hand and unrestricted fund balance as a percentage of expenditures.

1. **Detail how the budget aligns with the proposed execution of the school’s mission and focus including staffing, curriculum, professional development, and technology.**

Our budget is consistent with Battle Rock’s vision and mission. We have an exceptionally low student:staff ratio which allows each student the opportunity for high-quality connection with a staff member every day. Our restorative coordinator position has allowed us to do important work towards our vision to serve as a community hub for innovation and social development. The budget presented allows that work to continue. The board has had a strategic vision of lifting salary schedule base pays so that we can attract and retain the best teachers and staff possible–we are thrilled that the voters of Montezuma County just approved in November a Mill Levy to make that happen. Given that the finance committee is still in the process of developing scenarios to present to our stakeholders, the Mill Levy is budgeted as a stipend for the time being. We expect that this budget is not necessarily highly predictive of the financial landscape of 5 years into the future–especially with a lot of unknown in the current climate. The Finance Committee will, as always, seek grants to support our vision and mission and the strategic plan of the school. The Committee will be thorough and reflective and conservative when necessary. Please note that this budget currently has technology folded into the supply line.

[Click to go back to the Application Checklist](#_heading=h.2s8eyo1)

# D. Governance

1. **Complete the Board Membership Matrix**

*Applicants are required to have a governing board in place and to submit the Board Membership Matrix as part of the Transfer Application. Information regarding terms and positions below should align with the board membership information included in your bylaws. Resumes for board members are required to be submitted as described in Section H8.*

* *In the* ***Board Member Name*** *row, please identify all board members by name. If there are any vacant seats, please identify them by typing “Vacant” in the cell. This form has room for 11 board members. Please only use as many cells as you need based on the range for the number of board members identified in your bylaws.*
* *In the* ***Term*** *row, please identify each board member’s term (ex: June 2016-June 2017)*
* *In the* ***Board Position*** *row, please identify each board member’s current role (Chair, Secretary, Treasurer, etc.)*
* *In the* ***Competency*** *column, please list the competencies you are seeking for the school board.*
* *Place an X in the box to identify which competencies each of the board members fill. For any vacant positions, place an X in the box to identify which competencies you are seeking in the vacant position.*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| **Board Member Name** | Catherine Baudoin | Joe Magie | Jessica Cowan | Matthew Keefauver | Laura  Blakeman | Regina Whiteskunk | Mary Jo Standard |
| **Competency ↓** |  |  |  |  |  |  |  |
| Education | X | X |  | X |  | X |  |
| Finance | X |  |  | X |  |  | X |
| Facilities | X |  |  |  |  |  | X |
| Fundraising |  |  | X |  | X |  | X |
| **Term 🡪** | 1/19- present | 9/19- present | 10/23 - present | 10/23 - present | 2/24 - present | 12/24 - present | 11/24 - present |
| **Board Position 🡪** | President | Member | Member | Member | Member | Member | Secretary |
| **Board Committee** |  |  |  |  |  |  |  |
| Finance | X |  |  |  |  |  |  |
| Facilities | X |  |  |  |  |  |  |
| Accountability |  | X |  | X |  |  |  |
| Fundraising | X |  | X |  | X |  | X |

1. **Provide a description of the governance structure. Delineate the roles and responsibilities of the school board, school administration, and various non-board committees including but not limited to the School Accountability Committee and any advisory groups.**

Members of the Battle Rock Charter School Board of Directors (“Board”) are expected to fulfill the following tasks and responsibilities:

1. Board members must be dedicated to the goals of academic achievement and character development for all Battle Rock students, with a commitment to the special meaning of our McElmo Canyon history, location and environment.
2. Board members must be willing to contribute to efforts to enhance Battle Rock Charter School’s public image.
3. Board members are required to attend regular meetings of the Board, currently scheduled for the second Wednesday of each month and commencing at 4:30 p.m. Meetings generally are held at the school or via Zoom, and are 1 ½ to 2 hours in duration. Members will notify the Board President in the case of a necessary absence. Any Board member missing more than two meetings in a row without prior Board notification may be dismissed from the Board. Members may also participate in meetings by telephone.
4. The Board shall govern the property, business and affairs of Battle Rock Charter School. It does not manage day to day operations at the School.
5. Board members are expected to review meeting materials and be prepared to take action as necessary. The meeting agenda will include reports and updates from the Leadership Team and other staff, as well as other business as required.
6. Board members are expected to participate in strategic planning and other long-term exercises, for the benefit of the School.
7. Board members are expected to participate in and support major fund-raising events sponsored by the School.
8. Board Members are encouraged to commit to areas of interest related to school property, business and affairs (e.g., physical plant, finance, recruitment, accountability, etc)
9. **Provide a summary of past and planned board training, capacity building, self-evaluation, and succession planning. Please include a discussion of funding and time allocations for board professional development, as well as evaluation tools.**

In 2019, the Battle Rock Board of Directors participated in ongoing training and coaching with Heather Otter, from Region 9 Economic Development Center. While the Battle Rock Board found this informative, we quickly realized that due to the nature of the Battle Rock, we needed more customized training.

In the Strategic Plan, Battle Rock set forth goals for the Board of Directors, including:

1. Review Board skill sets. What do we have and what do we need?
2. Identify recruitment opportunities and skill-building opportunities to meet the board's needs.

As we work through these goals, we will identify areas of need for training and capacity building. We hope to work with CSI and identify training opportunities that will align with our needs. At this time the board does not have a self-evaluation, succession plan, or funding earmarked to support board professional development. These are identified areas of need that the board will begin to address with the transfer to CSI and the additional supports we anticipate that will provide.

1. **Submit most recent strategic plan and detail progress toward meeting the goals and/or objectives identified in the strategic plan.**

[Here](https://drive.google.com/file/d/1H_n1d2kvtFt0yPfSv3Gc3xQpCg2S7qzt/view?usp=sharing) is the marketing version of the current BRCS Strategic Plan. Please see [this internal document](https://docs.google.com/spreadsheets/d/1eGS_J9bXKrcYZGTcuL6XdcVw6bVwVc9g6mjm-5itVcA/edit?usp=sharing) for progress tracking of goals.

1. **Describe any organizational changes related to staffing and leadership anticipated following the transfer and the rationale for the changes.**

At this point in time, Battle Rock does not anticipate any staffing or leadership changes following the transfer. The Battle Rock shared leadership model, along with the working Board serves our staff and students well. In the long term, the Battle Rock team does hope to add a librarian and possibly an additional food service staff member.

1. **Complete the** [**CSI Waiver Request Template**](https://resources.csi.state.co.us/csi-waiver-template-and-sample-waivers/) **if you plan to seek a waiver of rule, law, or policy.**

[Battle Rock State Waivers and Rationale](https://docs.google.com/document/d/1pJMq6edgGpMtfyQtBe_Ch40-9vS4fMAOvjHTd2OOmXw/edit?usp=sharing)

1. **Please provide a copy of the most recent version of the following documents as attachments.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Attachment Contents** | | **Notes** | **Attachment Title** | |
| a. | A copy of the current charter contract |  | [Battle Rock Charter Contract 2024-2025](https://drive.google.com/file/d/1Pzd_C5vUuXdkD78HfzgtxL9kc5DTUcsz/view?usp=sharing) |  |
| b. | A copy of any contracts or instruments that describe pre existing obligations or relationships | This would include any facilities agreements, contracts with an education service provider, contracts with a back office support provider etc. This does not include contracts for school materials that will not extend beyond the current school year. | [Cintas](https://drive.google.com/file/d/1_CpXrfY2IN-ZAARfVffwJqWEbUEOduUs/view?usp=sharing) - Custodial Services  [ImageNet](https://drive.google.com/file/d/1EZrNMx0B0SA_vTjaIsC9_M_6lblH7Dav/view?usp=sharing) - Printers and Copier  [Commnet](https://drive.google.com/file/d/1eQ1yhaKHJSWXbBfQ6sDlAgJpz3eyPmLB/view?usp=sharing) - Internet (we have Erate funding which brings the actual cost much lower than what is stated in the agreement)  [Vonage](https://drive.google.com/file/d/1gl3EYyBrouQpd3vkmqdlORm5PA7g1gJN/view?usp=sharing) - Telephone |  |
| c. | Annual performance reports from the current authorizer for the past five years | Re-1 has not done annual performance reports since 2018. | N/A |  |
| d. | External evaluations (including CSSI site visit reports) |  | N/A |  |
| e. | Board bylaws | Should specify board size, length of term, board election process, board roles, frequency of meetings, dismissal policies and procedures for board members, and conflict of interest policy | [BRCS Board Bylaws Approved 12-14-2020](https://drive.google.com/file/d/1pqhkVcUPlV08mjMpPPSOREgF_TjjzhC7/view?usp=sharing) |  |
| f. | Employee handbook | Include the relationship between the school and its employees (at-will vs. contract). | [BRCS Employee Handbook](https://docs.google.com/document/d/1IeLCRNextCJhPu9pvyDMfEbxV0999BtN/edit?usp=sharing&ouid=118107906869048372485&rtpof=true&sd=true) |  |
| g. | Student Handbook |  | [BRCS Handbook](https://docs.google.com/document/d/1VUUr9-NqLlDm66lXFLLaDC4RrEeJzi61QH9wW-6rN4c/edit?usp=drive_link) |  |
| h. | Student discipline policy | Include suspension and expulsion policies that align with state law and that address the safety of students and staff, provide a level of due process for students, and explain how the school will provide expelled students with alternative education, if applicable. | We utilize the Restorative Justice Approach to behavior issues or conflicts. Linked [here](https://docs.google.com/presentation/d/1BLW-uTdlljfTeO5RxKB55oLTqwqOFQafSJRE66NoEqA/edit?usp=sharing) is the flow chart for handling behavior. Further details regarding discipline can be found in the [BRCS Handbook](https://docs.google.com/document/d/1VUUr9-NqLlDm66lXFLLaDC4RrEeJzi61QH9wW-6rN4c/edit?usp=sharing) |  |
| i. | Enrollment policy | The policy should be consistent with state law [22-30.5-507(3)] and applicable state board rules, and include a process for enrollment of students with special needs consistent with state and federal laws and state board rules. | [Enrollment Policy](https://docs.google.com/document/d/1Bpjuh0_J41wLHC2B3Wexi6XUebGAWukXoYRcnqbiTKk/edit?usp=sharing) |  |
| j. | Strategic plan |  | [Strategic Plan Document](https://drive.google.com/file/d/1H_n1d2kvtFt0yPfSv3Gc3xQpCg2S7qzt/view?usp=sharing)  [Strategic plan tracking tool](https://docs.google.com/spreadsheets/d/1eGS_J9bXKrcYZGTcuL6XdcVw6bVwVc9g6mjm-5itVcA/edit?usp=sharing) | ☐N/A |
| k. | School Leader Evaluation Process | Include the process the school will use for school leader evaluation that aligns with the intent of SB 10-191 (including timeline, standards). | [Staff Evaluation Timeline](https://drive.google.com/file/d/1-NChKZZkmwHHkyZOcTYqdKn9bXTUxTrS/view?usp=drive_link)  [Leadership Self-Evaluation](https://docs.google.com/document/d/1sjRdrPqljRtU1rhtlLuopgrfSuGux-7ieuy9AaNOloQ/edit?usp=sharing) |  |
| l. | Most recent board self-evaluation |  | N/A |  |
| m. | All reports/data dashboards provided to the local board related to organizational performance |  | [April Report](https://www.canva.com/design/DAGB3r-osBI/QESgZ1AC4yNmOfv1TU8mDA/edit?utm_content=DAGB3r-osBI&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)  [Equity Audit](https://www.canva.com/design/DAGNxvz384A/_uahHtkZi-T8my-2Ud5GkA/edit?utm_content=DAGNxvz384A&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)  [Parent Engagement Report](https://www.canva.com/design/DAF__IMxAeE/yCDCGXq26WcP8DHxf26Fog/edit?utm_content=DAF__IMxAeE&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)  [ESS Report](https://www.canva.com/design/DAGAFm0GPcg/CIKFplHnPLQF4xa3VrO74w/edit?utm_content=DAGAFm0GPcg&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)  [Midyear Data Review](https://www.canva.com/design/DAF3R_9y83o/0YPSUIyX_7QyMYEq7lfbLw/edit?utm_content=DAF3R_9y83o&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)  [CMAS 2023](https://docs.google.com/presentation/d/1TgrzOOsu-rGPeUgvNcLbAuiLpVCi6BBm0AowTMIZifs/edit?usp=sharing) | ☐N/A |
| n. | Lease agreement |  | N/A | N/A |
| o. | A copy of the original charter application | Our original charter was approved in 1994. | [Original 1994 Application: Battle Rock Charter School](https://drive.google.com/file/d/1p2Zivs4jzMCaoCmo9BAJYOOwzwlnWJLf/view?usp=sharing) |  |
| p. | Any formal notices of noncompliance or notices of breach of contract received by the school | Schools are only required to include notices received in the current school year and the two prior school years. | N/A | ☐N/A |
| q. | Board meeting minutes from the prior school year and the year-to-date (the preceding 18 months) |  | [2023-2024 Board Minutes](https://drive.google.com/drive/folders/1DYTsv1mm5S1ZJtDDWbVCF9DZp1BVqkp7?usp=sharing)  [2024-2025 Board Minutes](https://drive.google.com/drive/folders/1GcYlRGynGv85btdiG0Hzn2EXHrVNqPDl?usp=sharing) |  |
| r. | School Accountability Committee meeting minutes for the prior school year and the year-to-date (the preceding 18 months) |  | [December CSI authorization Presentation](https://www.canva.com/design/DAGWePmxZxU/GEeuphD-hIw4Xjl8zVjRLw/edit?utm_content=DAGWePmxZxU&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)  [November Family Survey](https://www.canva.com/design/DAGWbK_ZAM8/YLQ_cjihu3dm9GcpitkS3Q/edit?utm_content=DAGWbK_ZAM8&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)  [October Data Presentation](https://www.canva.com/design/DAGT0gXck94/ozWzzjvhpujvn4_AeA2cJw/edit?utm_content=DAGT0gXck94&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)  [September Presentation](https://www.canva.com/design/DAGQ9bhw3gQ/SG4y5p0FzcKm-mbX4DYwGg/edit?utm_content=DAGQ9bhw3gQ&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)  [2023-24 Annual Report](https://www.canva.com/design/DAGHlK7eMdA/DSrE6JyealRSPP90erXqUA/edit?utm_content=DAGHlK7eMdA&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)  [March 2024](https://www.canva.com/design/DAGAFgB_xjM/0TybP6XunYcl3qVSYrqIwA/edit?utm_content=DAGAFgB_xjM&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)  [January 2024](https://www.canva.com/design/DAF660rlleg/LbL5XEOLKQ5I9H9XCWMUJw/edit?utm_content=DAF660rlleg&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)  [December 2023](https://www.canva.com/design/DAF3PS620Uo/X_s0WvmvsTIn6wk9HMg3nw/edit?utm_content=DAF3PS620Uo&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)  [2022-23 Annual Report](https://www.canva.com/design/DAFlYNlibn8/2s4tTFwNmDWh6mNR4bJJUw/edit?utm_content=DAFlYNlibn8&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton) |  |

[Click to go back to the Application Checklist](#_heading=h.2s8eyo1)

# E. Operations

1. **Describe any significant operational adjustments that will be required to implement the program after the change in authorizer.**

Separation from the Re-1 School district will require Battle Rock to make several adjustments to our operational organization.

* **Transportation-** We are currently in the process of becoming our transportation department. Our board has approved the purchase of two buses to meet our needs, and we have secured the approved buses. We are working to create a formal agreement with a local school district to provide maintenance, should any mechanical issues develop. Leadership staff is working closely with CDE to meet the requirements to become our transportation unit. We hope to be up and running by the end of January.
* **Food Services**-Battle Rock has found two potential solutions to this need. One option is to partner with a local business that would become a CDE-approved food supplier, to supply our meals. The second option would be to upgrade our current kitchen to a commercial kitchen so that we could provide our own meals. We plan to schedule an inspection with our local health department to determine what upgrades would be necessary. Funding for these upgrades would be provided by some combination of fundraising, grants, and charter school capital construction grant funds in July 2025. We have scheduled a visit from the health department to understand the scope of the work that would have to be done to upgrade our kitchen.
* **Bookkeeping and Payroll**- We have historically purchased payroll and bookkeeping services from the district. That will no longer be an option if we become a CSI school. Our Financial Administrator has identified a provider to support payroll, iSolved. This service will also ease some of the current HR burden on the finance administrator, which will free up time to take on bookkeeping fully in-house. Our financial administrator currently does all the bookkeeping outside of bank reconciliation and entering deposits, so the additional labor should be manageable. We will need to choose a new accounting software and are in the fact finding stage of that process.

***Facilities***

1. **Provide a description of the current facility and any anticipated changes to the facility (including any potential or proposed changes to location of the school) that may occur as a result of the transfer of authorization.**

Originally a one-room schoolhouse, Battle Rock's facilities have expanded significantly in the 110 years since its inception. Our campus is comprised of the original stone building, the teacherage, which now functions as our kitchen, a new LEED-certified library, and three portable buildings housing our Juniper and Pinon classrooms and the office.

Battle Rock has made significant improvements to our facilities in the last five years. We are grateful for the funding provided during COVID-19, which allowed us to upgrade two of our buildings to include indoor plumbing. Before this improvement, we were limited to two bathrooms in the original stone building. Additionally, with the funds from ESSER III, we were able to design and build a library, which was completed in January 2024. This building contains our school library as well as two intervention offices.

As mentioned above, if we were to be accepted to CSI and choose to become our own CDE-approved Food Service Provider, we would need to upgrade our kitchen. This will likely require significant financial investment. The Health Department is scheduled to visit to help us understand the scope of the work necessary and we will be meeting with Ilene Agustin, Maggie Smart, and Maggie Necaise on January 28. In the meantime, the facilities committee has begun work towards identifying possible contractors and requesting quotes for the work we know would be required in order to build an estimate of the financial investment this project would require. Running parallel to this work, members of the committee are also contacting potential community food service providers should the scope and cost of the work prove to be prohibitive.

***Safety***

1. **Please submit your current Emergency Response Plan. If there are proposed changes to the school facility, please explain your process to create and maintain the required Emergency Response Plan.**

Please see [linked document](https://docs.google.com/document/d/1_FJoQW3oQuUGFJbvk5NWgMvJGBu6wF54/edit?usp=sharing&ouid=110932134357782522609&rtpof=true&sd=true).

***Transportation***

1. **Please summarize the extent to which transportation is currently provided at the school.**

Battle Rock has relied on the Re-1 transportation department to provide our busing. As we have grown in size and as the Transportation department has struggled to staff bus drivers, this has become more and more challenging. Battle Rock has worked hard to solve this challenge by hiring our own bus drivers and training staff members to also take on this responsibility. This year, we have found it necessary to pursue independence in this area, and are in the process of becoming our own Transportation Unit with the purchase of a 77-capacity bus and 14-capacity minibus. Regardless of whether we are accepted as a CSI school, this is a necessary step for our school and we expect to be fully independent shortly.

1. **Please identify the option below that best describes the school’s intended transportation should the school transfer to CSI. Then respond to all items within the option that you have selected.**

**Option 1: A school may choose to not provide any transportation services.**

1. **Provide a rationale for why the Applicant is not proposing to provide transportation services.**

**Option 2: A school may provide regular transportation services to and from school.**

1. **Include a description of how the charter school plans to meet the transportation needs of students, including at-risk students.** 
   1. As mentioned above, Battle Rock is in the process of becoming our own transportation department and will continue to provide busing for all of our students.
2. **Provide a description of the daily route that aligns with the transportation plan to meet student needs.**

Currently, Battle Rock runs a large bus (68 capacity) and minibus (14 capacity) from town each day. We have two designated bus stops, one in town at First and Elm, and one located on the south side of town, at Elk’s Petroleum. After leaving the bus stop, the large bus stops at several places on Oak Street and Road G to pick up students who live along the route.

The mini-bus provides a more convenient bus stop for families living on the south side of town and allows us to separate our students and alleviate some behavior issues.

1. **Provide cost details within the school’s budget and summarize details here.**

Adjusting the budget for our independent transportation department involves the following;

The purchase of two vehicles:

2020 Thomas Saf-T-Liner C2 (77-capacity): Purchase Price $83,100

This purchase is financed through ARVEST at 6.38% for 60 months. The annual payments will amount to $20,681.90

2017 Chevrolet Collins (14-capacity): Purchase Price: $65,000

This vehicle will be purchased outright through a resolution from the board to spend down beginning fund balances by the same amount. The board has pledged to make up the lost fund balance by budgeting for an excess of revenues over expenses of at minimum $13,000 for the next 5 years.

We already budget for our own bus driver salaries and our fuel costs so the roughly $15,000 we usually budget for Re-1 transportation services will be free for reallocation towards the debt repayment.

For the first 5-years of operating as a CSI school, we will need to funnel savings from reduced G&A costs and reduced expenses in other categories (notably payroll, bookkeeping and accounting software) first towards paying back our general fund balance and paying off the debt owed to ARVEST.

1. **Include a plan to address insurance and liability issues pertaining to transportation services using private or school vehicles.**
   1. We will use CSDSIP for insurance costs. Our representative has already been contacted and is working on a quote.
2. **Include a description of adequate safety measures that will be implemented for the transportation of students.**
   1. We already have safety measures and procedures in place. This began at the same time that we started having to staff our own bus drivers. Please see the [Transportation section](https://docs.google.com/document/d/1VUUr9-NqLlDm66lXFLLaDC4RrEeJzi61QH9wW-6rN4c/edit?tab=t.0#heading=h.68w8267x0oxp) of our Student Handbook for an overview of our safety procedures. We will comply with all CDE rules and regulations regarding student transport. For increased student safety, we have opted for dropdown chains on our large bus and staff a support person to ride the bus along with the driver to manage student behavior.

**Option 3: A school may provide transportation services for extracurricular activities and events.**

1. **Include a description of how the charter school plans to meet the transportation needs of all students, including at-risk students.**
2. **Provide cost details within the school’s budget and summarize details here.**
3. **Include a plan to address insurance and liability issues pertaining to transportation services using private or school vehicles.**
4. **Include a description of adequate safety measures that will be implemented for the transportation of students.**

***Food Services***

1. **Please summarize the extent to which food services are currently offered at the school.**

Currently**,** breakfast and lunch are provided by our authorizer. Battle Rock staff drives to town each day to pick up our meals and returns to campus to serve the prepared food.

1. **Please check which of the following options the school intends to follow should the school transfer to CSI with regards to food services. Respond to all items within the option that you have selected.**

**Option 1: A school may choose not to participate in any federal Child Nutrition Program through a School Food Authority (SFA). Under this option, the school may elect not to operate a lunch program.**

* 1. **Provide a rationale for why the Applicant is not proposing to provide food services.**

**Option 2: A school may choose not to participate in any federal Child Nutrition Program through a School Food Authority (SFA). Under this option, the school may choose to operate their own meal service(s) that are unsubsidized by federal funds.**

* 1. **Provide a rationale for why the Applicant is proposing to operate its own meal service(s) unsubsidized by federal funds.**
  2. **Include details about how the food service will be provided.**
  3. **Address how the school will provide services to students who forget or cannot provide a lunch.**

**Option 3: A school may choose to participate in federal Child Nutrition Programs and receive federal reimbursement funds. Within this option, a school may elect to contract with a School Food Authority.**

1. **Provide rationale for why the Applicant is selecting this food service option.**

Should we be accepted as a CSI school, this is an option we will explore further. Reasons to select this option are that it would require no adjustments to our physical plant and most closely resembles our current arrangement.

1. **Include details about how the food service will be provided.**

We would partner with a community food service provider and work with them and CSI to get them set up as a School Food Authority. Battle Rock Staff would pick food up for both lunch and breakfasts and serve it.

1. **Provide evidence of a plan for reimbursement through an authorized School Food Authority.**

We would utilize CSI as our School Food Authority.

1. **Address how the school will provide services to students who forget or cannot provide a lunch.**

Healthy Lunches for All has all but solved this problem, but we always keep emergency food stocked for students in need.

**Option 4: A school may choose to participate in federal Child Nutrition Programs and receive federal reimbursement funds. Within this option, a school may obtain state designation as a School Food Authority.**

1. **Provide rationale for why the Applicant is selecting this food service option.**

Due to our large number of students who qualify for free or reduced lunch, we do intend to participate in the federal Child Nutrition Program and receive federal reimbursement of funds. As mentioned above, several steps need to be completed for us to choose this option, however, at this time, we feel this would be the best option to provide healthy and nutritious food to our students and reduce the environmental waste from prepackaged food that exists with our current food service.

1. **Include details about how the food service will be provided.**

This option would require us to upgrade our kitchen to a commercial facility and would require work to train staff, create a menu, and learn how to order supplies. We have scheduled a meeting with Ilene Agustin, to begin planning.

1. **Provide evidence of a plan for reimbursement through an authorized School Food Authority.**

We would utilize CSI as our School Food Authority.

1. **Address how the school will provide services to students who forget or cannot provide a lunch.**

Healthy Lunches for All has all but solved this problem, but we always keep emergency food stocked for students in need.

# F. Evidence of Need, Support

1. **Please identify the projected number of students that will be enrolled at each grade level for each of the first five years of operation following the transfer.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** |
| **PreK** |  |  |  |  |  |
| **K** | 12.5 | 12.5 | 12.5 | 12.5 | 13 |
| **1** | 12.5 | 12.5 | 13.5 | 14 | 14 |
| **2** | 12 | 13.5 | 14 | 14 | 14 |
| **3** | 13 | 14 | 14 | 14 | 14 |
| **4** | 12.5 | 14 | 15 | 15 | 15 |
| **5** | 22 | 14 | 15 | 15 | 15 |
| **6** | 14.5 | 17.5 | 14.5 | 14.5 | 15 |
| **7** |  |  |  |  |  |
| **8** |  |  |  |  |  |
| **9** |  |  |  |  |  |
| **10** |  |  |  |  |  |
| **11** |  |  |  |  |  |
| **12** |  |  |  |  |  |
| **Total** | 99 | 98 | 98.5 | 99.0 | 100.0 |

***If applicable, please describe whether any of the above Year 1 enrollment numbers vary significantly from your existing student population or if additional grades will be served.***

We are implementing a change, pending positive stakeholder feedback, to alter our classroom structures. If implemented, we would be able to enroll more students than we have in the past. In addition, we have gotten a lot of positive feedback from our homeschool families about the changes we have made to the programming we offer them this year. In addition, we expect that those families will be pleased with how we have responded to their feedback in the proposed changes for next year and should see increased enrollment as a result. In addition, we have had a lot of interest in enrollment already for next year.

1. **Please identify what percentage of each student population is currently served by your school.**

*For schools that anticipate demographics changing from following the transfer, please fill out the* ***Projection*** *row. If you anticipate demographic projections remaining the same, please only fill out one row.*

***If applicable, please explain why any of the above percentages vary significantly from your existing student population.***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Year** | **% Minority** | **% Free/Reduced Lunch Eligible** | **% Special Education** | **% English Learner** | **% Gifted/ Talented** |
| **Current Year** | 48% | 46.8%\* | 13% | 1% | 0%\*\* |
| **Projection (if applicable)** | 50% | 55% | 14% | 0% | 9% |

\*This percentage does not appear to accurately reflect our existing student body. Originally, our district only allowed for direct certification of FRL status this year and reported our percentage as 35%. We were able to work with CDE and the district director of technology to utilize the carryover flexibility provision for students who were marked as “paid” but had FRL status in the year prior. This provision allowed for the identification of 14 more students, but we believe that we have a significant number of new students that would have qualified. We estimate the true percentage to be 55% or more.

**\*\***This percentage does not include the 8 students who are already receiving services that have been identified in our talent pool as needing ALPs. ALP meetings will be set by February

1. **Describe the degree to which the school has engaged existing parents and community members regarding the proposed change in authorizer.**

Battle Rock has held multiple meetings inviting parents to join in the discussion regarding this change. In addition, we have included information in our weekly newsletter throughout the last couple of months inviting parents to the discussion and inviting them to the meetings focused on the change. Additionally, a survey was conducted to quantify parental and staff support for the change in authorizer.

1. **Describe expectations and plans for ongoing parent and community involvement from the time of application through transfer.**

We have several parents on our school board, who have been actively involved in this process. One of our board member parents has offered to organize the community meeting that is scheduled for February 12. Additionally, our PTO president and her husband have offered to house our buses on their secured property and have recently purchased a restaurant in town. They have offered to consider being our food vendor for the next school year.

1. **Please provide evidence that an adequate number of parents, teachers, or pupils support transfer to the Institute. The following may satisfy this requirement and be submitted as attachments:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Attachment Contents** | | **Attachment Title** |  |
| a. | Results from a survey disseminated to all stakeholder groups, including the number and proportion of respondents from each group | [CSI Reauthorization Survey](https://docs.google.com/spreadsheets/d/1JZJ9-fWQAw0LspWUMzuY-gjAH_zJY6mA-Too8ShABeQ/edit?usp=sharing)  The Survey was shared with 85 parents and full-time staff members through our Remind Communication App. | ☐N/A |
| b. | Letters of support from identified stakeholder groups | [Letter from the Board President](https://docs.google.com/document/d/1bsB6L8Uj_Ubq-_ldj3_M8pFqxgjJf-SL2cj-1Yjyr-s/edit?usp=sharing)  [Letter of Support - Julia Buff, Parent and Former Board Member](https://drive.google.com/file/d/1vF6YY-w2SdTxsOafpWLcqsd0z5TTmIt2/view?usp=sharing) | ☐N/A |
| c. | Letters of intent to remain enrolled or enroll in the program following the transfer | Our intent to enroll forms are sent out in March, so we don’t have those in time for the application. We have had four families requesting to transfer to Battle Rock mid-year, since the beginning of January. | * ~~N/A~~ |

1. **In the table below, please list out all existing community partnerships and networking relationships.**

|  |  |
| --- | --- |
| **Entity** | **Nature of Partnership / Description** |
| Axis Health/Generation Schools | Providing in school, virtual counseling for students |
| Axis Health Dental | (Initiating process) Providing on-campus dental exams for students |
| Crow Canyon | Educational Enrichment |
| Montezuma Land Conservancy | Educational Enrichment |
| Montezuma Orchard Restoration Project | Educational Enrichment, Orchard Trees |
| Legacy Tree Solution | Landscaping |
| Fozzie’s Farm | Educational Enrichment |
| Ute Mountain Ute Tribe | Educational Enrichment |
| Canyon of the Ancients | Educational Enrichment |
| Canyon Trails Ranch | Educational Enrichment |
| Wallace Family | Facilities/land |
| Southwest Open School | Networking |
| Kiva Charter | Networking |
| Pleasantview Charter | Networking |
| Kwiyagat Community Academy | Networking |
| LOR Foundation | Funding |
| Calving University | Speech therapy |
| Colorado Health Foundation | Funding for our Playscape |
| Pinon Project | Networking/student support |
| Montezuma County Sheriff’s Department | School Resource Officer/Safety |
| Zu Gallery | Community Engagement Events Host |
| Kiwanis | Funding |
| Suttcliffe Vineyards | Fundraising |
| Wild Edge Brewing | Fundraising |
| Osprey | Supplies |
| Montezuma Cortez Theater Department | Hosting our Summer Arts Camp |
| Grace Church in Cortez | Hosts our Summer Arts Camp |
| Cortez Cultural Center | Hosts our summer arts camp |
| City of Cortez/Parks and Rec | Hosts our Fall Festival, Back to School Barbecue and Graduation |
| McElmo Cemetery District | Partner in the upkeep and care for the Cemetary |
| Porter Farms | Facilities/share a well |
| Mona Makes | Fundraising/catering events |
| Colorado Council for Social Studies | Cliffrose Classroom presented at a state conference in 2023 |
| IMSE | Orton Gillingham Trainings |
| Elevated Dialogue | Restorative Practice Mentoring/training |
| Developing Mathematical Thinking Institute (DMTI) | Math Coaching |
| Resilient Colorado | Training |
| Timberage | Library Construction |
| Clark and Chapin Architects | Library Design |
| Hicks Stone | Rock Work |
| Linda Robinson Studio | Landscape Architect |
| Safe Spaces Action Team | Networking/student support |
| Beech Street Skate Park | Student Services/Recreation |
| Teachers and Parents as Parents (TAPP) | Student behavioral support |
| Positive Behavioral Services of Four Corners | Student Behavioral support |
| Destination Imagination | Enrichment |
| San Juan Mountain Association | Educational Supports/Teacher Training |
| Montezuma Inspire Coalition | Teacher Education/Recreational Supplies |
| Four Corners Child Advocacy Center | Teacher Training |
| Cortez Recreation Center | Field Trips/Field Day |
|  |  |

[Click to go back to the Application Checklist](#_heading=h.2s8eyo1)

# Required Addenda *as Applicable*

## Addendum I: Online School

*The online school addendum should be completed if the school is proposing to be an online school as defined on the CDE website.*

**If the school intends to be a multi-district online school, the Applicant should submit its Plan for Operating an Online School, which begins on page 21 of the** [**CDE Multi-District Online School Application**](https://www.cde.state.co.us/sites/default/files/docs/onlinelearning/Certification_Application_1617.pdf)**, as an addendum to the application.**

**☐This school is proposing to be an online school. This addendum is included in the application packet.**

* **Not Applicable**

## Addendum II: Innovation School

*The innovation addendum should be completed it the application proposes a school model/program with strong potential to accelerate student success through dramatically different school designs, instructional strategies, uses of technology, staffing models, governance arrangements, family and community engagement strategies, and other approaches.*

**If the school intends to propose an innovative educational model/program, the following items should be addressed within the body of the Transfer Application Narrative and summarized in an addendum to the application.**

1. An applicant may propose a model centered on innovation in curriculum, instructional strategies, assessment, governance, family and community engagement strategies, or other areas, or in a combination of two or more areas. Please explain how the proposed model is fundamentally different from typical school models. This should include an explanation of the innovation and the rationale for the chosen innovation, including a detailed, thoughtful and appropriate use/integration of the innovation into the school model/program, and an explanation of how that innovation will improve student outcomes.
2. Please describe and explain any available evidentiary basis for the efficacy of the model or for the ideas underlying the model.
3. Please include an explanation of how the proposed model will be monitored and evaluated and held to the same high accountability standards to which CSI holds all schools.
4. Please include any proposed mission-specific measures that would allow the school to demonstrate the efficacy of the proposed innovations. Use the mission-specific measures template to detail the anticipated design of the measures.
5. Please include any specific staffing structures and/or professional development/training that are unique to the proposed innovations.

**☐This school is proposing to be an innovation school. This addendum is included in the application packet.**

* **Not Applicable**

## Addendum III: Education Management Provider, Collaborative, Incubator

*An Education Management Provider is defined in Colorado law as a nonprofit, not-for-profit, or for-profit entity that contracts with a charter school to provide, manage, or oversee all, or substantially all, of the education services provided by the charter school. An Education Management Provider is different from a Charter School Collaborative or an Incubator. A Charter School Collaborative is defined by law as two or more charter schools contracting with one another to form a legal entity separate from the contracting charter schools and is authorized to provide any function, service, or facility that is lawfully authorized for each of the contracting charter schools. An Incubator is defined as any organization contracted to support the development of the charter school including but not limited to application development, professional development, human resource, and other services in the early years of the school’s operation.*

**If the school intends to contract with an education management provider, incubator, or collaborative, the following items should be addressed and included as an attachment. “Provider” below should refer to whichever contractors (EMP, incubator, or collaborative) you are proposing to contract with. This addendum should not exceed 15 pages.**

1. Provide the rationale for selection of the provider.
2. Provide evidence that demonstrates the effectiveness of the provider with other schools, including particularly schools in Colorado and schools serving a similar population. This should include performance data around academic, financial, and operational success.
3. Provide evidence demonstrating the capacity of the provider for successful expansion while maintaining quality in the school(s) it is currently managing.
4. Include an explanation of any existing or potential conflicts of interest between the governing board of the proposed charter school and the provider.
5. Provide evidence that the provider is authorized to conduct business in Colorado.
6. Include a detailed description of cost sharing, fee structures, and central versus school level functions.
7. Provide a clear understanding of financial obligation to the provider. This should include considerations of changes in costs (increases, decreases, etc.) throughout the duration of the charter term. This should also include building ownership if the developers are making payments to the provider.
8. Include a copy of the actual or proposed performance contract between the governing board for the proposed charter school and the provider that specifies, at a minimum, the following material terms:
   1. Performance evaluation measures
   2. Methods of contract oversight and enforcement that the governing board will use
   3. Delineation of central (provider) vs. school level functions
   4. Conditions for contract renewal and termination
   5. Information around which staff will be hired and terminated by the provider, report to the provider, or will be paid by the provider
   6. The compensation structure and all fees that the proposed charter school will pay to the provider
9. Include copies of the last three years of audited annual financial statements (balance sheets and profit and loss statements), copies of any current or past liens, and copies of and pending or past lawsuits.

**☐This school is proposing to contract with a provider. This addendum is included in the application packet.**

* **Not Applicable**

## Addendum IV: AEC

**If the Applicant intends to apply for designation as an Alternative Education Campus (AEC), the following information must be included in the narrative of the application and summarized as an addendum to the application.**

*Colorado law allows each school, with its authorizer’s approval, to request designation as an Alternative Education Campus (AEC). Alternative Education Campuses (AECs) are defined as schools that have a specialized mission and serve either a special-needs and/or at-risk population, where more than 90% of students have either an Individualized Education Program or meet the definition of a high-risk student. The specific eligibility are listed in 1 CCR 301- 57-2207602-R-3.00. To receive this designation, schools must demonstrate that it meets the eligibility criteria annually.*

1. **Identify the particular high-risk student populations your school will be focused on serving. (A list of the high-risk student populations can be found on the Summary tab of the CDE AEC Application.)**
2. **Be sure your application specifically addresses how your outreach will reach the high-risk student populations required for AEC designation.**
3. **Address how the proposed model will include at least two of the three required elements: a high-quality college and career-ready instruction, programs to build college and career-ready skills, and appropriate supports for students in the first year of postsecondary enrollment. Additionally, please describe how the required elements align to the proposed graduation policy.**
4. **Complete AEC Target Setting Form**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Performance Indicators | Measures/ Metrics | Annual Performance Targets | | Interim Measures for  2018-2019 | Progress Monitoring Strategies |
| 2018-2019 | 2019-2020 |
| Student Engagement | Attendance Rate |  |  |  |  |
| Truancy Rate |  |  |  |  |
| Supplemental Measure(s) |  |  |  |  |
| Postsecondary & Workforce Readiness | Completion Rate |  |  |  |  |
| Dropout Rate |  |  |  |  |
| Mean CO ACT |  |  |  |  |
| Supplemental Measure(s) |  |  |  |  |

**☐This school is proposing to be an AEC. This addendum is included in the application packet.**

* **Not Applicable**

**Resources**

Pardini, P. (2005). The slowdown of the multiage classroom. The School Administrator. Retrieved March 17, 2006 from http://www.aasa.org/publications/saarticledetail.cfm?ItemNumber=986&snIte mNumber=950&tnItemNumber=951.

Ronksley-Pavia, M., Barton, G., & Pendergast, D. (2019). Multiage education: An exploration of advantages and disadvantages through a systematic review of the literature. *Australian Journal of Teacher Education,* *44*(5), 24-41. doi:10.14221/ajte.2018v44n5.2