Caprock Academy Board of Directors
Tuesday, August 13, 2024
Regular Business Meeting at 6:00 p.m.
Caprock Academy - 714 24 1/2 Rd, Grand Junction, CO 81505

Meeting can be viewed virtually via Zoom.
In order to attend the meeting via video conference, use the link below:
In order to attend the meeting by phone, dial the number below and follow the prompts:
Join Zoom Meeting
https://us02web.zoom.us/j/86350206719?pwd=eUJYZkZZZnpmN1pVcWh3dHE3clZaQT09
Meeting ID: 863 5020 6719
Passcode: 707033
During the public comment period, you may make a comment by "raising your hand," then waiting to be called on by the host. To raise your hand from video conferencing, select the "Participants" icon, then select "Raise Hand" next to your name.
To raise your hand from a telephone, dial *9 (star 9).
All virtual participants will be muted by the host unless called on after raising a hand. Raised hands will not be recognized once the public comment period has ended.

Mission: We help all students achieve their highest academic and character potential, using proven accelerated academic programs while providing a safe environment.

Board Members in Attendance: Jessica Derryberry, Ryan Schramm, Kathy Cantu, Jenna Coffman, KJ Kline, Ryan McCulley.

Board Members in Attendance on Zoom: Dave Carlo

Others in attendance: Libby Bierbaum, Tisha Moore, Shane Chatfield, Randy Wilkens, Robin Dove, Camile Stitt, Lindsay Alstatt, Carolyn Nenne, Joshua Quigley, Torrin Perrett, Kilee Peck, Aymee Beisswanger, Dana Drones, Dylan Blount, Rose Obst, Cheri Miracle, Seth Thomas, Nita Brammeier, Danelle Sinclair, Justin Sinclair.

Others in attendance on Zoom: Melissa Chavez. Kim Klene, Kimberly Melancon, Lisa Lafever, Kerri Schulze, Andrea Simmonds-Cummings, Andrew Smith, CeCe Vanderwoude, Candice Freeman, Cheala Herrera, Christina Jones, Clayton Nehring, Danielle Zimmerman, Dan Sherrill, Darlene Rice, Heather Hatcher, Horacio Salazar, Deana Orient, Jennie Morris, Jessica Rix, Michelle Jones, Raluca Liles, Sonia Akers.

I. Pledge

II. Call to Order: Jessica Derryberry, CABD President **at 6:10pm**

III. Vision

Vision: Strengthening the community through the involvement of parents, educators and community leaders working together to provide an environment that fosters academic excellence and develops strong character in our students. We shape global citizens who set life goals and practice lives of service and virtue.

IV. Presentation of Excellence: Start of school

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Evan Hunt focused on recognizing the successful and positive beginning of the school year, acknowledging various achievements and areas of improvement as the school community moves forward. Back-to-School Night was well attended, and feedback for enhancement is encouraged to further improve the experience in the future. Additionally, the uniform swap was the most successful to date, raising a record amount of funds. He emphasized the positive energy and momentum within the school, particularly in the middle school, where noticeable improvements have been observed. They expressed hope that this momentum will continue throughout the year and look forward to receiving further feedback from families.

V. General Public Comments

Members of the public may address the Board during this portion of the agenda on any topic. This comment period is not limited to items on the agenda. **Public Comments are limited to three (3) minutes and the total general public comment time is limited to twenty (20) minutes total.** The Board reserves the right to limit or end public comment that it deems to be defamatory, insulting, abusive, or does not comply with character expectations of the Caprock community. Please note that this Public Comment time is separate and distinct from a parent's opportunity to seek Board review of a matter concerning a specific student and a particular class and/or a specific circumstance of administration of a policy (see the Family Handbook, Grievance Policy SE8.5). Similarly, this opportunity is separate and distinct from a Caprock employee requesting Board review of a specific employment matter (see the Employee Handbook, Grievance Policy E 15.0).

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Dana Thomas a high school Spanish and AP Psychology teacher expressed interest in the upcoming grading policy presentation and potential policy review. The teacher noted significant differences in expectations between high school and elementary levels, based on their experience teaching in both settings. Additionally, as an instructor of an Advanced Placement (AP) course, which follows a college-level curriculum, they emphasized the need for a grading policy that appropriately addresses these differences.

Carolyn Nenne high school math teacher, now in her eighth year, expressed interest in the upcoming grading policy presentation and potential policy review. She highlighted the contrast between two educational approaches: standards-based grading and the traditional A-B-C-D-F system currently in place. She noted that the existing policy, which incorporates remediation, creates a blend of the two approaches but does not align with the school's vision of rigor and high performance. She provided an example from her AP courses, where students are allowed to retake math tests for partial credit, which is inconsistent with college standards. She emphasized that in higher education, students typically only have one opportunity to take a test, and this practice of remediation undermines the rigor expected of AP courses. She called attention to the fact that the current grading practices are dictated by the Board, not by teachers or universities, and expressed hope for a thorough discussion on the matter.

Rose Obsts third-grade teacher expressed agreement with Miss Thomas, emphasizing the significant differences between lower grades (K-5) and high school. She noted that high

school students are in the logic stage of learning, while third-grade students are in the modeling stage, highlighting the developmental distinction between the two. She stressed that the grading and remediation policies should be adjusted to reflect the developmental appropriateness of each age group. Rose praised the school's focus on education that is developmentally appropriate, noting that remediations can be particularly beneficial for younger students as they allow for reflection and the opportunity to grasp missed concepts. She concluded by advocating for a review of the current policies to ensure they align with the developmental needs of the students based on their age.

Nita Brammeir a SpEd Paraprofessional emphasized the need for flexibility in the grading policy, particularly for younger students whose cognitive development is still ongoing. She noted that expecting 14- and 15-year-olds to take challenging courses and perform at a high level on their first attempt may not be realistic. Highlighting instances where high-achieving students have experienced significant stress or personal hardships, such as family losses, which have impacted their ability to perform well on exams. Additionally, she expressed concerns about fairness, pointing out that special education students are sometimes granted opportunities that other hardworking students are not. She advocated for giving teachers a greater say in remediation policies, suggesting this would offer more clarity for students and allow teachers greater control in managing their classrooms.

Cheri Miracle a parent expressed concern regarding the school's credit policy, noting that their daughter, who followed an accelerated path by taking high school-level courses in 7th and 8th grade, only received credit for the course completed in 8th grade upon entering high school. She emphasized that this issue needs to be addressed in the policy, as it may discourage students from pursuing higher-level courses if they are not assured of receiving credit for their efforts.

Josh Quigley a parent, with one child who graduated last year and another currently enrolled, expressed appreciation for the efficient format of Back-to-School Night. However, they raised concerns about the absence of a School Resource Officer (SRO) on campus, particularly given their 17 years of experience in law enforcement. The parent noted that other schools in the district (D51) have armed security and, while acknowledging the school's more limited funding, urged the administration to consider implementing a similar security presence. They also mentioned that several police officers have children attending the school, suggesting that collaboration on this issue could be beneficial.

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VI. Consent Agenda

a. Consent Agenda (CABOD Members may request any item(s) be removed to be considered in full at meeting)
    i. June 11, 2024 Regular Business Meeting Minutes
    ii. Treasurer's Report
    iii. Enrollment Report
    iv. CASAC Report
        1. Board Approval for CASAC Membership:
            a. Candice Freeman
            b. Evan Hunt
            c. Sydney Swaim
            d. Tracee Flenard
            e. Bonnie Butler
            f. Lori Muhr

g. Heather Thom
h. Anna Glinko
i. Marisa Barslund
j. Steven Kovarovics
k. Florence Edeigba
l. Laura Kligora
m. Miranda Cordova

v. CAST Report

Motion to approve Consent Agenda w/ amendment to move CASAC Report item 1. "Board Approval for CASAC Membership" to New Business on the agenda. 1st RS, 2nd RM, motion carried.

VII. Financial

a. Consideration and possible approval of May 2024 Financial Reports as submitted.

Motion to approve May 1st RS, 2nd KJ , motion carried.

b. Consideration and possible approval of June 2024 Financial Reports as submitted.

Motion to approve May 1st KJ, 2nd RS , motion carried.

VIII. New Business

a. BOD Nondiscrimination Training

All the Board members are required to do non-discrimination training annually. This has been provided to BOD members to review and complete.

b. UIP Review

Evan Hunt discussed a report provided by the Colorado Department of Education (CDE) for all public schools, with the current focus on the 2023-2024 report, as the updated version has not yet been provided. The report outlines key performance challenges, root causes, and major improvement strategies to guide school improvement efforts. Evan referenced low elementary ELA growth and low middle school math growth as key challenges, attributing them to a lack of curricular fidelity and expertise. The CDE recommended expanding instructional coaching and adjusting middle school scheduling, actions that the school has already implemented. Evan Hunt expressed anticipation for the new report, noting that the instructional coaching program has been in place for nearly a year, and hopes the updated data will reflect improvements. The report is expected to arrive before the next Board of Directors meeting.

c. Grading policy presentation and possible policy review

Rebecca Roseberry presented a PowerPoint on the Impact of the New Grading Policy.

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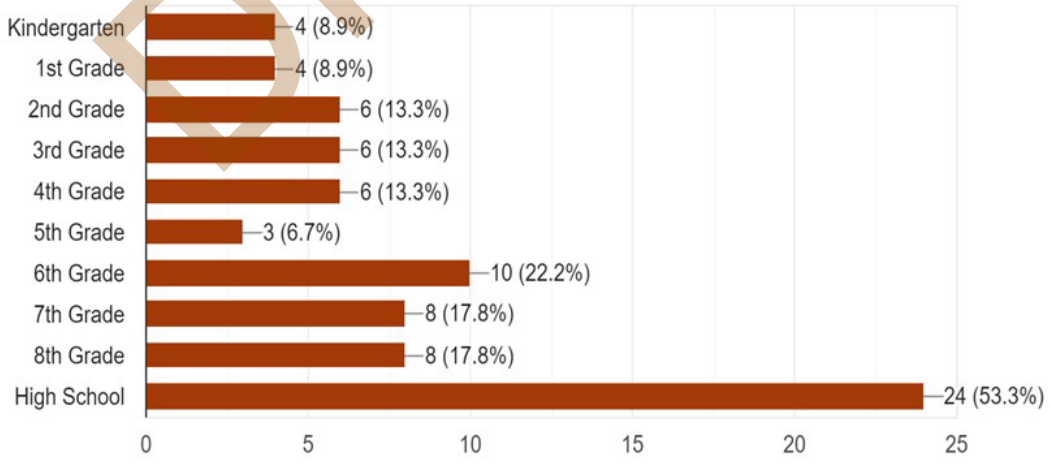
Teacher Survey and purpose

- Survey of teachers at end of last school year and captured those we missed at the beginning of this school year - no responses from new teachers
- Its purpose was to gather data on how the new grading and remediation policies were affecting teachers, students, and grades.

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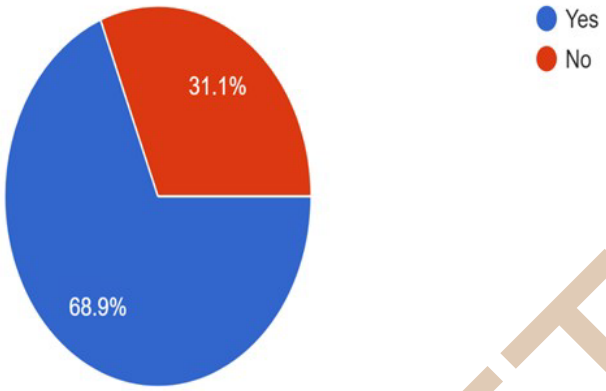
What grade(s) do you teach? (check all that apply)

45 responses



Have you experienced unintended negative consequences of the new grading policy regarding late work and remediations?

45 responses



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Grading Policy on Late Work: Key findings

Positive Feedback:

1. **Increased Motivation and Accountability**:
   - Students are more motivated to turn assignments in on time.
   - Filling out a late form for late submissions helps maintain accountability.
2. **Reduced Stress**:
   - The policy reduces stress, helping students manage their grades better.
   - It provides opportunities for students to keep their grades above a C.

Findings (continued)

3. **Improved Submission Rates**:

- A significant decrease in missing assignments.
- Students are more willing to complete and submit work knowing they won't automatically fail.

4. Fairness and Grace:

- The policy is seen as fairer than the previous one, encouraging students to turn in late work rather than give up.
- Allows teachers to give grace to students with legitimate reasons for late submissions.

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Findings (continued)

Negative Feedback:

1. **Decreased Accountability**:
   - Some believe the policy sets a precedent that due dates aren't important.
   - It allows students to turn in work late without much detriment, potentially promoting mediocrity.
2. **Increased Teacher Workload**:
   - Tracking late submissions and calculating penalties is time-consuming.
   - More inquiries from parents about grades add to the administrative burden.

Findings (continued)

3. **Mixed Impact on Student Behavior**:
   - Some students continue to turn in work late, regardless of the policy.
   - A few teachers noticed more late submissions due to the lesser penalty.
4. **Varied Perception of Effectiveness**:
   - Some teachers did not see a significant change in the quantity or timeliness of late work.
   - A belief that students who tend to turn in work late will do so regardless of the policy.

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Findings (continued)

Neutral/Other Observations:

1. **Impact on Grades**:
   - Mixed views on the impact of the policy on grades. Some noted higher grades due to lesser penalties, while others saw no significant change.
2. **Classroom Dynamics**:
   - Adjustments in classroom routines to prevent students from copying answers.
   - The policy's effect on class plans when students delay work due to lesser penalties.

Summary

In summary, while the new late work policy has had positive effects in terms of reducing student stress and increasing motivation and submission rates, it also presents challenges in terms of accountability, teacher workload, and mixed impacts on student behavior.

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Possible Solution

The original change in policy was a pendulum swing from a strict 50% penalty for all late work to something that might have been too far the other way. After speaking to the other deans and several teachers, I wanted to offer something that might be in the middle.

Most believed that 10% was a good middle place for grades K-6. While 10% seems to be a working solution for these ages, it might need to be a little higher to help with accountability for the older population. The suggestion is 20% for 6-12. These percentages would be the penalty. A straight 10% for K-5 and 20% for 6-12.

Late Work Policy

We also would like to suggest that the late work "drop dead" date be the last Thursday before mid-term and final term for each quarter.

We feel that learning is not happening when a student is waiting until the last week before the term is over to turn in late assignments, when it has possibly been weeks since the content was introduced. At this point, the student is turning in work for points, and learning has ceased or is minimal, at best.

Remediation Policy

Key Issues:

1. **Poor Study Habits**: Many students neglect studying, relying on the opportunity to retake tests after seeing the questions. This leads to insufficient preparation and undermines the development of good study habits essential for future academic success.
2. **Grade Inflation**: Students, including honors students, often use remediations to artificially boost their grades, making their grades not true reflections of their actual knowledge and abilities.

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Remediation Policy (continued)

3. Increased Teacher Workload: Teachers face a significant burden with the need to re-grade tests and track late work, leading to a doubling of grading effort for each test.

4. Lower Academic Rigor: The current policy is perceived to lower the academic rigor and expectations at the school, as it allows students to put in less effort initially, knowing they can make up for it later.

5. Parental Influence: Some parents encourage students to not worry about deadlines or performance, knowing remediations can help recover lost points, further undermining the policy's intent.

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Remediations (continued)

6. Student Mindset: Some students intentionally leave questions blank or perform poorly on initial attempts, counting on remediations to secure their grades later.

A few quotes

"Remediations for math tests has been a struggle this year. I had a lot of students who showed up and took the test not studying. They had the mindset that they could see the test, bomb it, then get a second chance to correct answers after seeing what the questions were on the test. It does not help teach good study habits that will hurt them in college. I also had students who would regularly get A's on tests and then remediate to pad their overall grade for extra points. Remediations make sense if the whole class struggled on key concepts, but for the math department it has created bad study habits and expectations that they did not need to perform well on the first go around."

"Some students will purposely leave questions blank on assessments, saying "I'll just remediate."

"I have to grade every test twice. I had 6 math classes. During finals, I had to have them graded in under twenty-four hours to be ready for "remediation day." Then, I had to regrade them and be finished by Friday at noon. All. Six. Classes. Graded twice. How is this rigorous?"

"Despite any teacher's efforts to keep students from copying homework during class, students could still do so and earn an A on an assignment. Another consequence is that the new policy has increased my individual workload. Late work now takes longer to grade, and test remediations are more complex as well."

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"Students who complete the work late tend to fall behind. This puts them in a bad place because they are not on track with the rest of the group. If they get behind early, they are likely to be behind for the entire quarter or more. Also, if a student does poorly and scores around a 50% that shows that they are not demonstrating knowledge of the necessary material in order to move on. If they remediate, they can get all the way up to a 75%. Not knowing the material and earning a C is inappropriate."

"Student grades are not true reflections of their abilities/knowledge. This policy inflates grades, even for honors students who want to get their class grade from a B to an A."

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Issues that must be addressed

- Loss of 8-12 instructional days per year *at minimum*
- Increased negative classroom behaviors on remediation days (4-8)
  - Remediations are student choice, but under current policy, offering remediation during the school day ***for every summative*** is NOT a choice for the teacher.
- Grades are not reflective of true mastery
  - Students get moved on before they are ready in core classes because retention has not occurred - points were added to a test
- Some summatives are NOT able to be remediated:
  - Science projects/labs, speeches, group work, Socratic seminars, Final Exams

Problems for finals

This past year, the high school implemented finals. We were trying to deal with a cultural issue, promote rigor, and mimic what they might see in college if they were college-bound. We felt that not having finals seemed antithetical to our goals of rigor and was confusing since the District gives finals in most subjects. Our remediation policy required us to offer remediations for finals because it was summative. Since finals were on the last week of the semester, we had to give substandard tests because the goal was to be able to grade fast, since we had to offer them a day to remediate before getting grades in. In my British Lit Honors class, I had to give them a multiple choice test in order to turn it around fast enough for remediations. Multiple choice is the worst choice for testing with rigor.

Possible Solution

The differences in those who felt very strongly about the remediation policy and those who either liked it or had no feelings was based on the subject matter and the age group of the students. Math and science teachers felt the strongest about remediation due to the nature of their subjects and testing. High school and middle school teachers were the most affected as well since we felt this is where we teach note taking, study habits, and prepare them for the expectations and demands in the real world.

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Possible Solution (continued)

For these reasons, we want to propose that grade level teachers and teachers of the same discipline make a plan of how they would like to treat remediations and give their proposals to their respective Deans. The Deans will collectively approve plans that will ensure cohesion among the age levels and monitor age appropriateness of procedures.

The Deans have the unique perspective of seeing everything in their departments from a bird's eye view that can be crucial to the development of these procedures. We can also assure that when there is turnover that there will be continuity.

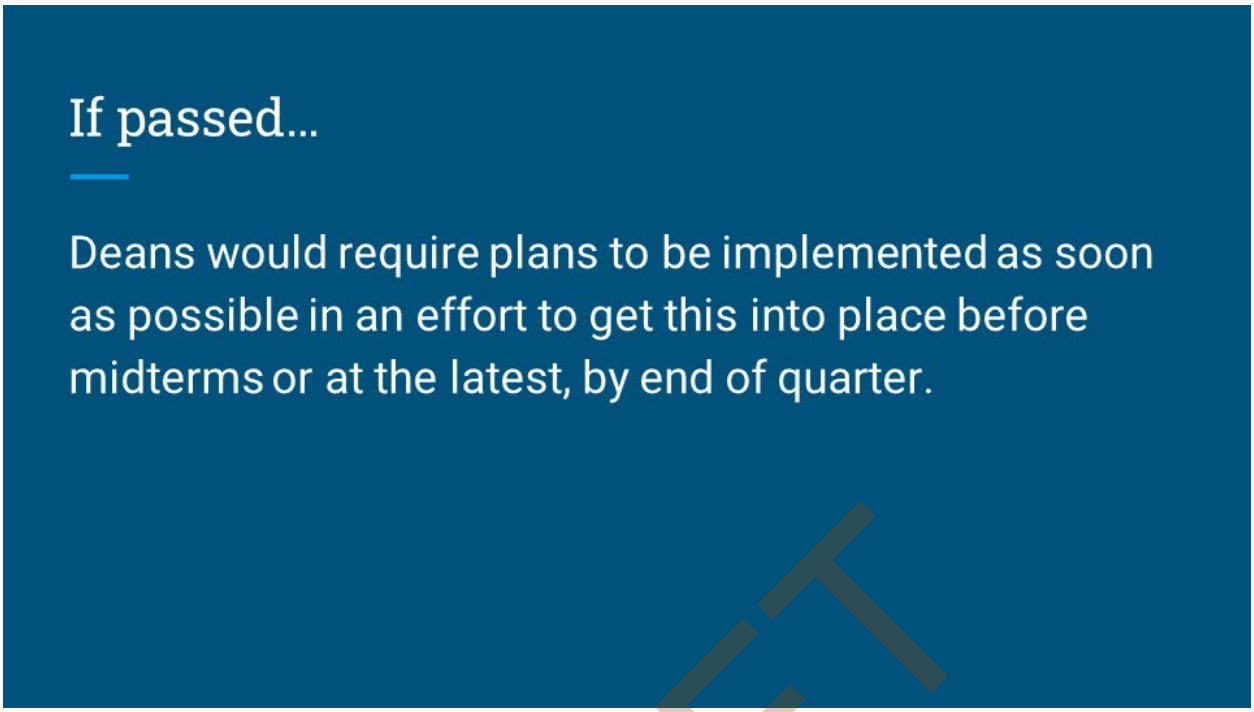
Proposed language:

— All grading policies/remediation policies at Caprock will be built on these guiding principles:

1) **Support the pillars of the Caprock Mission and Vision**
2) **Reflect developmentally-appropriate needs of the grade levels**
3) **Reflect a continuum of student independence and ownership**
4) **Be appropriate for the needs of teachers, students, and families**
5) **Reflect consideration of families with students in multiple grade levels**

***Final approval by Head of School with a concern for consistency and the above principles**

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No motion, BOD decided to not vote and will address this when represented at a later meeting.

d. Policy 7.1 review, discussion and possible vote

Presented by Rebecca Roseberry.

Policy AP 7.4 - Assignment Due Dates, Late Grades, and Remediation (K-12)
All assignment due dates are at the discretion of the classroom teacher. Unless otherwise noted by the classroom teacher, all assignments are required to be turned in on the date due at the beginning of the meeting time of the assigning class. When a student does not turn an assignment in on time, it will be the student's responsibility to communicate with the instructor in order to create a plan for turning the assignment in as soon as possible.
For the K-6, assignments turned in after the due date will be assessed a 10% penalty for every school day the assignment is late up to a maximum of 50%,(remove all of this) beginning immediately after the assignment deadline has passed. For example, an assignment turned in 3 school days after the due date will incur a 30% penalty, meaning the assignment will only be worth 70% of the grade earned.(remove all of this) For the 7-12, assignments turned in after the due date will be assessed a 20% penalty beginning immediately after the assignment deadline has passed. Late assignments must be turned at the last Thursday before midterms for first 5 weeks of quarter or second to last Thursday of a quarter after week 5.
For the K-12, one remediation will be allowed on all Summative Assessments (e.g., end of unit, end of semester, etc). Teachers will ensure that end of quarter/semester assessments will be planned in such a way as to allow time for remediation on such assessments. The purpose of remediation is to encourage students to correct misunderstandings. Therefore, students may earn 50% back on the points they have missed on a summative assessment after being given a chance to remediate. Summative assessment

remediations must be completed within the same quarter that the assessment was originally given. Formative assessment remediations (e.g., regular homework, recursive writing assignments, quizzes, etc) will only be allowed at the discretion of the individual classroom teacher. Remediations will not be allowed to make-up points lost due to turning an assignment in late but may be used to increase scores within the points allowed after factoring in the late penalties.

New language for remediation:
Deans will collectively approve plans proposed by grade level teachers and teachers from disciplines that will ensure cohesion among the age levels and monitor age appropriateness of procedures. All grading policies/remediation policies at Caprock will be built on these guiding principles:

1. Reflect developmentally-appropriate needs of the grade levels
2. Reflect a continuum of student independence and ownership
3. Be appropriate for the needs of teachers, students, and families.
4. Reflect consideration of families with students in multiple grade levels.

*Final approval by Head of School with a concern for consistency and the above principles.

No motion, BOD decided to not vote and will address this when represented at a later meeting.

e. Strategic plan

Jessica Coffman stated that herself, Evan Hunt and Jessica Derryberry met to discuss how they would like to move forward with putting together the Strategic Plan. The BOD will be doing a retreat to complete this in a timely manner.

f. Head of School Operations Update
   i. Hiring update

Significant changes have occurred since the last meeting. The K-4 Dean, Kindra Swim, has departed, and Robin Dove has been appointed to fill this position. Additionally, Horacio Salazar has been hired as Director of Facilities & Safety-Security, with a primary focus on overseeing safety and security measures. Don Christensen has also joined the team as Director of Support Services. There are also a couple of open positions being posted in the following weeks.

   ii. 2024-2025 Enrollment & Waitlist Update

Evan Hunt reported that the current total enrollment stands at 910, indicating positive growth and a strong trajectory for the school. The registrars have been working diligently to reduce the waitlist. With enrollment trending upwards, there is optimism that the upcoming October count will meet the necessary targets.

   i. CASAC Membership approval w/ the addition of Jessica Derryberry as the representative.

      a. Candice Freeman
      b. Evan Hunt
      c. Sydney Swaim

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d. Tracee Flenard
e. Bonnie Butler
f. Lori Muhr
g. Heather Thom
h. Anna Glinko
i. Marisa Barslund
j. Steven Kovarovics
k. Florence Edeigba
l. Laura Kligora
m. Miranda Cordova

Motion to approve 1st KC, 2nd JC motion carried.

IX. Old Business

a. Policy Review update

Jessica Derryberry provided an update, stating that we have contracted with a law firm to review the Employee Handbook. Once the review is completed, a governance committee will be established to begin the process of updating and reviewing the school's policies.

b. Board retreat review

The Board of Directors (BOD) is currently working on implementing several new procedures, including refining the communication procedure and providing a clearer structure for agenda development and review. Additionally, the BOD is evaluating its various committees and their representatives.

X. Future Agenda Items Discussion

a. Title IX policy update

The BOD is currently reviewing the development of a Title IX policy in collaboration with legal counsel and other relevant contractors. The updates will be presented to staff and the public once finalized. The policy is required to be implemented by November 1st.

XI. Adjourn

Motion to Adjourn at7:51 pm 1st JB, 2nd KC, motion carried.

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Caprock Academy Board of Directors Business Meeting
Treasurer Report
Tuesday, September 10, 2024

I. REPORT

The Finance Committee met on August 27, 2024 to review and approve the July 2024 financial reports. We also met to discuss other financial matters affecting the school.

1) **July 2024 Financial Reports**

Caprock's net income for July was $88,284.41. We had budgeted income of right over $30,000 at this point YTD, so we are almost $58,000 ahead of the budget. Specific Account information for July:

- Miscellaneous Revenue-(Acct 1030) – This account contains some deposits that we need details on.
- Capital Construction (Acct 3113) – CDE is funding us on $389.80 per student while this was estimated at $395 per student. We are being paid at 890 FTE as we budgeted.
- State Revenue ECEA (Acct 3130) – This was fully dispersed in July. We have this budgeted on a monthly basis.
- Gifted and Talented (Acct 3150) – This account was fully funded for the year and was based on our prior year student count. This is a small bucket of funding and typically there are no adjustments to this annual bucket that is distributed.
- State MLE (Acct 3951) – They are now paying us quarterly for this and the budget is entered on a straight line basis. This account is budgeted at $833,930 which should be on track for what we receive pending and adjustments at the state level.
- SSD Grant (Acct 3999A) – This account represents the second part of the security grant for cameras to be bought in FY25.
- PPR State Revenue (Acct 5710) – We are currently being funded on 877 FTE at $10,791.65 per FTE instead of 890 students at $10,829.72 as budgeted. This will be updated after the 10/1 student count is submitted for both the rate and the student count.
- Payroll Taxes – Employer (Acct 0220) – The budget amount for this account is listed with the Benefits account (Acct 0200).
- Other Professional Services (Acct 0390) – This account contains charges for a headshot video and chemical management fees for chemistry and janitorial services.
- Custodial Services (Acct 0423) – This account contains a one-time summer carpet cleaning expense. This should be included in the budget.
- Repairs and Maintenance (Acct 0430) – This account contains a deposit on the cleaning of the gym floor as well as many other small repairs. These items are all in the budget.
- Staff Dev – Prof Ed Svcs (Acct 0510) – This account includes the CLCS annual membership fee and is the annual budget.
- Liability/Prop Ins (Acct 0521) – This account is over budget for the year and will need to be adjusted at mid-year. This is the full payment for our insurance policies. We will be working with our provider to get a better number in advance, so the budget is more accurate.
- Telephone (Acct 0531) – This account is over budget for the month as we purchased some new phones and had to fix some phone issues.

- Books and Periodicals (Acct 0640) – This account contains Singapore math books and are in the budget.
- HS Books (Acct 0640b) – There were various high school books purchased and these are in the budget.
- Furniture and Fixtures (Acct 0733) – This account contains a new cork board and furniture for the B5 building. These items are in the budget for the year.
- Technology Equipment (Acct 0734b) – This account contains the purchase of new Chromebooks, and these are in the budget.
- Redemption of Principal (Interest) – This is a new account on the financial statements and is a difference in the full accrual versus modified accrual basis of accounting. Governmental accounting shows this principal payment as a deduction and was included in the budget that was approved in May 2024. This payment for us occurs quarterly so for most months you will see the actual amount listed as $0.00.
- Permanent Facility (Acct 0821J) – This account represents a 50% deposit on 2-9' trophy cases.
- Deferred Rev Concurrent enrollm (Acct 7481E) – The remaining monies left in this account are as of 6/30/22 will need to be repaid to the state. These monies will not affect the income statement and only reduce this account as well as reduce the bank account (both balance sheet accounts). These were monies received pre-COVID for certain expenses determined by the state, but we were not able to expend everything due to COVID.

2) 2024/2025 Budget

The 2024/2025 year budget was approved in the May 2024 board meeting and is presented in these July 2024 financial reports. We are being paid on 877 FTE and are paying us at $10,791.65 per FTE. We have budgeted on 890 FTE at $10,829.72 per FTE. After the October 1 count is final later in the year we will get our student count adjusted as well as the amount per student will be adjusted based on the overall student numbers.

3) Cash On Hand

	July 31, 2024	August 31, 2024
Money Market/CD	$2,070,751	$2,075,924
General Checking	$3,407,137	$3,631,880
Total Cash	$5,477,888	$5,707,804

II. BOARD ACTION RECOMMENDED BY FINANCE COMMITTEE:

1) Approval of July 2024 Financial Reports
Motion to approve the July 2024 Caprock Academy Financial Reports as submitted.

Caprock Academy
Enrollment Totals
as of 09/03/2024

CLASS	TOTAL
HTK	17
FTK-Class A	22
FTK-Class B	22
FTK-Class C	21
1st Grade-Class A	24
1st Grade-Class B	24
1st Grade-Class C	25
2nd Grade-Class A	24
2nd Grade-Class B	23
2nd Grade-Class C	24
3rd Grade-Class A	24
3rd Grade-Class B	28
3rd Grade-Class C	25
4th Grade-Class A	25
4th Grade-Class B	25
4th Grade-Class C	22
5th Grade-Class A	25
5th Grade-Class B	25
5th Grade-Class C	26
6th Grade-Class A	28
6th Grade-Class B	27
6th Grade-Class C	27
7th Grade-Class A	27
7th Grade-Class B	26
7th Grade-Class C	26
8th Grade-Class A	26
8th Grade-Class B	25
8th Grade-Class C	26
9th Grade	58
10th Grade	66
11th Grade	40
12th Grade	34
TOTAL	887

WAITING LIST	TOTAL
HTK	0
FTK	10
1st Grade	2
2nd Grade	1
3rd Grade	1
4th Grade	0
5th Grade	1
6th Grade	1
7th Grade	0
8th Grade	1
9th Grade	1
10th Grade	1
11th Grade	1
TOTAL	20

AVAILABILITY	TOTAL
HTK	1
FTK	2
1st Grade	11
2nd Grade	13
3rd Grade	7
4th Grade	12
5th Grade	8
6th Grade	2
7th Grade	5
8th Grade	7
9th Grade	2
10th Grade	1
11th Grade	20
TOTAL	91

Intent to Return	TOTAL
HTK	0
FTK-Class A	0
FTK-Class B	0
FTK-Class C	0
1st Grade-Class A	0
1st Grade-Class B	0
1st Grade-Class C	0
2nd Grade-Class A	0
2nd Grade-Class B	0
2nd Grade-Class C	0
3rd Grade-Class A	0
3rd Grade-Class B	0
3rd Grade-Class C	0
4th Grade-Class A	0
4th Grade-Class B	0
4th Grade-Class C	0
5th Grade-Class A	0
5th Grade-Class B	0
5th Grade-Class C	0
6th Grade-Class A	0
6th Grade-Class B	0
6th Grade-Class C	0
7th Grade-Class A	0
7th Grade-Class B	0
7th Grade-Class C	0
8th Grade-Class A	0
8th Grade-Class B	0
8th Grade-Class C	0
9th Grade	0
10th Grade	0
11th Grade	0
TOTAL	0

Retention %

Class	Jun/Year			
	20-21	21-22	22-23	23-24
HTK-AM/PM	15	17	17	7
FTK CLASS A	20	22	21	21
FTK-CLASS B	20	22	21	22
FTK-CLASS C	19	21	21	22
1st Grade-Class A	27	25	24	26
1st Grade-Class B	28	24	26	23
1st Grade-Class C	27	24	26	26
2nd Grade-Class A	27	26	25	25
2nd Grade-Class B	27	27	26	27
2nd Grade-Class C	26	26	26	27
3rd Grade-Class A	21	26	25	26
3rd Grade-Class B	25	25	29	27
3rd Grade-Class C	25	24	26	25
4th Grade-Class A	28	27	25	27
4th Grade-Class B	26	24	24	26
4th Grade-Class C	25	25	23	28
5th Grade-Class A	24	25	27	27
5th Grade-Class B	25	26	27	24
5th Grade-Class C	25	27	27	25
6th Grade-Class A	27	23	26	27
6th Grade-Class B	24	22	26	28
6th Grade-Class C	26	25	26	27
7th Grade-Class A	27	27	25	25
7th Grade-Class B	27	28	24	24
7th Grade-Class C	28	28	26	25
8th Grade-Class A	27	27	28	22
8th Grade-Class B	28	28	28	21
8th Grade-Class C	24	24	27	21
9th Grade	58	61	51	65
10th Grade	52	48	52	45
11th Grade	27	42	49	40
12th Grade	42	23	35	42
Total Enroll	877	869	889	878
Total Waitlist	20	0	2	14
Total Enr+Waitlist	897	869	892	892
Final October Count	**893**	**884**	**894**	**893**

2024-2025 School Year	
August	Total
HTK	17
FTK-Class A	22
FTK-Class B	22
FTK-Class C	21
1st Grade-Class A	24
1st Grade-Class B	24
1st Grade-Class C	25
2nd Grade-Class A	24
2nd Grade-Class B	23
2nd Grade-Class C	24
3rd Grade-Class A	24
3rd Grade-Class B	28
3rd Grade-Class C	25
4th Grade-Class A	25
4th Grade-Class B	25
4th Grade-Class C	22
5th Grade-Class A	25
5th Grade-Class B	25
5th Grade-Class C	26
6th Grade-Class A	28
6th Grade-Class B	27
6th Grade-Class C	27
7th Grade-Class A	27
7th Grade-Class B	26
7th Grade-Class C	26
8th Grade-Class A	26
8th Grade-Class B	25
8th Grade-Class C	26
9th Grade	58
10th Grade	66
11th Grade	40
12th Grade	34
Total Enroll	**887**
Total Waitlist	**25**
Total Enr+Waitlist	**v**
Final October Count	

CASAC August 2024 Agenda

Caprock Academy School Accountability Committee:

Meets the responsibilities and duties set forth in the Education Accountability Act of 2009 (S.B. 09-163), which includes making recommendations to the Board and the Head of School, on school budget and finance matters, Head of School evaluations, the school's improvement plan, and family engagement. This committee reviews and evaluates the school's testing data, parent surveys, staff surveys, student surveys, and the Unified Improvement Plan. In addition to the statutory requirements, this committee also makes recommendations to the Board and Head of School regarding curriculum, instructional delivery, and staff professional development.

Caprock Academy Vision:

VISION: Strengthening the community through the involvement of parents, educators and community leaders working together to provide an environment that fosters academic excellence and develops strong character in our students. We shape global citizens who set life goals and practice lives of service and virtue.

1. Call to order: Candice Freeman, Co-Chair CASAC
2. Old Business:
    a. Invitations have been extended to the following positions to present to CASAC during the school year: Finance Committee, Analytics Director, Instructional Advisors/Specialists, Director of Support Services, and each Dean.
3. New Business:
    a. Jordan Jones, Possip – CASAC survey platform presentation. Discussion to follow.
        1. "Pulse Checks" – text message surveys – provide feedback – translated by Possip (no internet needed; no app needed)
        2. Flexible survey questions – can change based on grade
        3. 5 day in advance to get bonus questions out
        4. Yearly fee
        5. Raw data is given – but Possip also summarizes all "pulse checks" and pulls positive highlights in order to easily share via social media
        6. Breaks down different Topics – highlights most "important" comments for easy follow up
            a. Can you have a hotline people can text if they are having more pressing issues

    Discussion brought up about turning off facebook comments – majority rule to turn off comments on facebook. Candice to type up and present talking points to Evan – he will communicate to the board.

    b. CAAT update (Mr. Hunt)
4. Any other items in need of discussion?
5. Adjourn

Caprock Academy
Statement of Activity
July 2024

	Total			
	Jul 2024	Jul 2023 (PY)	Change	% Change
Revenue				
1030 Miscellaneous Revenue	917.80	5.73	912.07	15917.45%
1030b HS parking	14.36	150.00	-135.64	-90.43%
Total 1030 Miscellaneous Revenue	**$ 932.16**	**$ 155.73**	**$ 776.43**	**498.57%**
1040 Donations/Contributions	60.00	3,444.00	-3,384.00	-98.26%
1040s Donation - Security	56.84	25,000.00	-24,943.16	-99.77%
Total 1040 Donations/Contributions	**$ 116.84**	**$ 28,444.00**	**-$ 28,327.16**	**-99.59%**
1067 Records/Transcripts Fee	11.46	5.69	5.77	101.41%
1069 Calculator Revenue	117.42		117.42	
1070 Classroom Teacher Funds	5,027.50	1,409.01	3,618.49	256.81%
1070b Goal Hour	49.31	43.32	5.99	13.83%
1099 Specials			0.00	
1099a Art - Flenard		14.33	-14.33	-100.00%
1099a2 Art - Henson		14.33	-14.33	-100.00%
1099c2 Choral Music		10.51	-10.51	-100.00%
Total 1099 Specials	**$ 0.00**	**$ 39.17**	**-$ 39.17**	**-100.00%**
Total 1070 Classroom Teacher Funds	**$ 5,076.81**	**$ 1,491.50**	**$ 3,585.31**	**240.38%**
1700 Pupil Activity Funds		175.83	-175.83	-100.00%
1705 Yearbook/Journalism		5.00	-5.00	-100.00%
1710 Athletic Booster	170.75	95.51	75.24	78.78%
1715 Basketball			0.00	
1715HS Basketball - High School	1,391.30	71.57	1,319.73	1843.97%
Total 1715 Basketball	**$ 1,391.30**	**$ 71.57**	**$ 1,319.73**	**1843.97%**
1720 Volleyball			0.00	
1720HS HS Volleyball	3,662.30	910.17	2,752.13	302.38%
1720MS MS Volleyball	291.50		291.50	
Total 1720 Volleyball	**$ 3,953.80**	**$ 910.17**	**$ 3,043.63**	**334.40%**
1721 HS Hockey - registration fee			0.00	
1721a Additional fee - HS Hockey	335.00		335.00	
1721b Hockey Fundraising		16,504.00	-16,504.00	-100.00%
1721c HS Hockey donations		25,250.00	-25,250.00	-100.00%
Total 1721 HS Hockey - registration fee	**$ 335.00**	**$ 41,754.00**	**-$ 41,419.00**	**-99.20%**
1736 NJHS	16.00		16.00	
1775 Senior Fees		66.87	-66.87	-100.00%
1785 Soccer			0.00	
1785HS HS Soccer	210.65	57.25	153.40	267.95%
Total 1785 Soccer	**$ 210.65**	**$ 57.25**	**$ 153.40**	**267.95%**

	Total			
	Jul 2024	Jul 2023 (PY)	Change	% Change
1785cHS Cross Country - High School	40.00		40.00	
1799 Uniform Deposits	215.00		215.00	
Total 1700 Pupil Activity Funds	**$ 6,332.50**	**$ 43,136.20**	**-$ 36,803.70**	**-85.32%**
1800 Childcare Revenue	5,469.58	3,272.15	2,197.43	67.16%
3113 Charter School Capital Const.	28,897.35		28,897.35	
3130 State Revenue ECEA	198,380.00		198,380.00	
3150 Gifted and Talented	11,309.47		11,309.47	
3951 State MLE	208,458.03	57,543.11	150,914.92	262.26%
3951 - I 3951 State MLE Interest	0.00		0.00	
Total 3951 State MLE	**$ 208,458.03**	**$ 57,543.11**	**$ 150,914.92**	**262.26%**
3999A SSD grant	14,740.00	110,367.00	-95,627.00	-86.64%
5710 PPR State Revenue	788,689.75	741,894.40	46,795.35	6.31%
Total Revenue	**$ 1,268,531.37**	**$ 986,309.78**	**$ 282,221.59**	**28.61%**
Gross Profit	**$ 1,268,531.37**	**$ 986,309.78**	**$ 282,221.59**	**28.61%**
Expenditures				
0100 Salaries			0.00	
0110 Teacher- Salaries	124,580.71	123,205.14	1,375.57	1.12%
01105 HS Teachers - Salaries	80,268.34	81,329.00	-1,060.66	-1.30%
Total 0110 Teacher- Salaries	**$ 204,849.05**	**$ 204,534.14**	**$ 314.91**	**0.15%**
0111 Admin salaries - Dept 2000	144,187.42	122,555.44	21,631.98	17.65%
0112 EA salaries - Dept 4000	50,989.04	30,573.90	20,415.14	66.77%
0113 Specials Teachers - Dept 5000	51,540.91	43,341.11	8,199.80	18.92%
0115 Contract Subs	1,982.71	2,531.65	-548.94	-21.68%
0116 Childcare - Dept 4040	0.00	2,028.53	-2,028.53	-100.00%
Total 0100 Salaries	**$ 453,549.13**	**$ 405,564.77**	**$ 47,984.36**	**11.83%**
0200 Benefits			0.00	
0210 Teacher- Benefits	164,300.93	35,070.96	129,229.97	368.48%
Total 0200 Benefits	**$ 164,300.93**	**$ 35,070.96**	**$ 129,229.97**	**368.48%**
0220 Payroll Taxes - Employer	8,477.28	6,816.28	1,661.00	24.37%
0300 Professional and Technnical Svs	2,970.00	3,289.00	-319.00	-9.70%
0313 Bank Service/Charge Fees	12.39	3.00	9.39	313.00%
0331 Legal Svcs	422.50	55.00	367.50	668.18%
0332 Accounting / Audit	20,846.67	168.00	20,678.67	12308.73%
0340 Payroll Expenses	3,501.63	2,305.89	1,195.74	51.86%
0390 0390 Other Professional Services	873.43		873.43	
Total 0300 Professional and Technnical Svs	**$ 28,626.62**	**$ 5,820.89**	**$ 22,805.73**	**391.79%**
0400 Purchased Property Services	1,383.39	551.29	832.10	150.94%
0423 Custodial Services	19,055.60	3,276.00	15,779.60	481.67%
0423b Custodial Supplies	4,642.06	978.32	3,663.74	374.49%
Total 0423 Custodial Services	**$ 23,697.66**	**$ 4,254.32**	**$ 19,443.34**	**457.03%**
0430 Repairs and Maintenance	22,526.69	32,195.61	-9,668.92	-30.03%
0430A Auto/Equip Maintenance & Repair	1,242.05	510.00	732.05	143.54%

	Total			
	Jul 2024	Jul 2023 (PY)	Change	% Change
Total 0430 Repairs and Maintenance	**$ 23,768.74**	**$ 32,705.61**	**-$ 8,936.87**	**-27.33%**
0431 Alarms & Monitoring	1,179.99	359.40	820.59	228.32%
0442 Rental of Equip (Includes IT)	499.38	219.80	279.58	127.20%
Total 0400 Purchased Property Services	**$ 50,529.16**	**$ 38,090.42**	**$ 12,438.74**	**32.66%**
0500 Other Purchased Services			0.00	
0510 Staff Dev - Prof Ed Svcs	21,972.22		21,972.22	
0520 Insurance Premiums	2,664.94		2,664.94	
0521 Liab/Prop Ins	92,854.00		92,854.00	
0522 Workman's Comp		208.97	-208.97	-100.00%
Total 0520 Insurance Premiums	**$ 95,518.94**	**$ 208.97**	**$ 95,309.97**	**45609.40%**
0530 Communications			0.00	
0531 Telephone	1,265.00	659.44	605.56	91.83%
0533 Postage	0.00	1,008.50	-1,008.50	-100.00%
0534 Online Services	5,000.78	2,939.81	2,060.97	70.11%
0534b IT agreement	3,484.20	3,795.93	-311.73	-8.21%
Total 0534 Online Services	**$ 8,484.98**	**$ 6,735.74**	**$ 1,749.24**	**25.97%**
Total 0530 Communications	**$ 9,749.98**	**$ 8,403.68**	**$ 1,346.30**	**16.02%**
0540 Advertising	2,389.28		2,389.28	
0541 Promotional Materials		764.17	-764.17	-100.00%
Total 0540 Advertising	**$ 2,389.28**	**$ 764.17**	**$ 1,625.11**	**212.66%**
0551 Office Maintenance Contracts	1,960.07	1,969.95	-9.88	-0.50%
0570 Fundraising Expenses			0.00	
0570a Fundraising - DCIS		188.75	-188.75	-100.00%
Total 0570 Fundraising Expenses	**$ 0.00**	**$ 188.75**	**-$ 188.75**	**-100.00%**
0580 Travel, Registration, Entrance	185.44	537.76	-352.32	-65.52%
0590 Other Purchased Services	34,948.63		34,948.63	
0595 Admin Overhead Costs	1,500.00	545.00	955.00	175.23%
0596 CSI	23,660.69	22,256.83	1,403.86	6.31%
0597 CDE	7,886.90	7,418.94	467.96	6.31%
Total 0595 Admin Overhead Costs	**$ 33,047.59**	**$ 30,220.77**	**$ 2,826.82**	**9.35%**
0599 Purchase Special Ed	3,517.50	698.75	2,818.75	403.40%
Total 0590 Other Purchased Services	**$ 71,513.72**	**$ 30,919.52**	**$ 40,594.20**	**131.29%**
Total 0500 Other Purchased Services	**$ 203,289.65**	**$ 42,992.80**	**$ 160,296.85**	**372.85%**
0600 Supplies			0.00	
0610 Office Supplies	2,478.87	781.34	1,697.53	217.26%
0611 Safety & PPE	742.12		742.12	
0615 Instructional Supplies	7,715.90	2,950.55	4,765.35	161.51%
0615A Assessment Expenses		8,399.20	-8,399.20	-100.00%
0615b Inst Supplies - After School	143.41		143.41	
0615HS HS Instructional Supplies	4,326.46	926.99	3,399.47	366.72%
0616 Software/License	4,295.03	1,874.60	2,420.43	129.12%
0617 Special Ed	121.27		121.27	

	Total			
	Jul 2024	Jul 2023 (PY)	Change	% Change
0618 Computer Equipment		14,995.00	-14,995.00	-100.00%
Total 0615 Instructional Supplies	**$ 16,602.07**	**$ 29,146.34**	**-$ 12,544.27**	**-43.04%**
0622 Electric/Gas	7,863.51	7,445.17	418.34	5.62%
0623 Water/Sewer	3,025.40	1,195.35	1,830.05	153.10%
0630 Food	2,312.85	716.05	1,596.80	223.00%
0640 Books and Periodicals	38,769.81	-82.72	38,852.53	46968.73%
0640b HS Books	37,467.90	23,730.72	13,737.18	57.89%
Total 0640 Books and Periodicals	**$ 76,237.71**	**$ 23,648.00**	**$ 52,589.71**	**222.39%**
0650 Classroom Fund Expenditures			0.00	
0650b Goal Hour			0.00	
0650b1 Garden Fund Expense	950.00		950.00	
Total 0650b Goal Hour	**$ 950.00**	**$ 0.00**	**$ 950.00**	
0651 Kinder FTK		121.16	-121.16	-100.00%
0653 1st A	56.00	78.62	-22.62	-28.77%
0654 1st B	56.00		56.00	
0654b 1st C	237.57	107.99	129.58	119.99%
0655 2nd A	169.97		169.97	
0656 2nd B	169.97		169.97	
0656b 2nd C	219.30		219.30	
0658 3rd B	112.79	7.48	105.31	1407.89%
0659 4th A	658.46		658.46	
0661 5th A	5.43		5.43	
0661B 5th B	56.36		56.36	
0661C 5th C	61.21	16.99	44.22	260.27%
0662 6th A	8.99		8.99	
0662B2 6th C	70.97		70.97	
0666 High School			0.00	
0666a HS Activity Fund		225.57	-225.57	-100.00%
0666d HS PE	4,700.00		4,700.00	
0666f HS Brady		8.99	-8.99	-100.00%
0666x R Liles - HS		30.04	-30.04	-100.00%
Total 0666 High School	**$ 4,700.00**	**$ 264.60**	**$ 4,435.40**	**1676.27%**
0678 School Nurse	723.06	27.74	695.32	2506.56%
0680 Specials Expenses			0.00	
0680a2 Art	707.48		707.48	
0680c Instrumental Music	155.49		155.49	
0680c2 Choral Music	1,987.98		1,987.98	
0680d1 Science - Akers	374.33		374.33	
0680d2 Science - Wilson	162.15		162.15	
0680j Theatre	73.90		73.90	
Total 0680 Specials Expenses	**$ 3,461.33**	**$ 0.00**	**$ 3,461.33**	
Total 0650 Classroom Fund Expenditures	**$ 11,717.41**	**$ 624.58**	**$ 11,092.83**	**1776.05%**

	Total			
	Jul 2024	Jul 2023 (PY)	Change	% Change
0685 Pupil Activities Expenses	1,185.00		1,185.00	
0685b Basketball			0.00	
0685bHS Basketball - High School	133.99	1,314.26	-1,180.27	-89.80%
Total 0685b Basketball	**$ 133.99**	**$ 1,314.26**	**-$ 1,180.27**	**-89.80%**
0685d NHS	385.00		385.00	
0685d2 NJHS	385.00		385.00	
0685e Volleyball			0.00	
0685eHS HS Volleyball	1,470.00	2,165.12	-695.12	-32.11%
Total 0685e Volleyball	**$ 1,470.00**	**$ 2,165.12**	**-$ 695.12**	**-32.11%**
0685g1 Athletic Booster	500.00	14.84	485.16	3269.27%
0685g2 HS Hockey		657.13	-657.13	-100.00%
0685o Graduation Expenses	33.00		33.00	
0685r Soccer	400.00		400.00	
0685rHS HS Soccer	900.00	5,428.65	-4,528.65	-83.42%
Total 0685r Soccer	**$ 1,300.00**	**$ 5,428.65**	**-$ 4,128.65**	**-76.05%**
Total 0685 Pupil Activities Expenses	**$ 5,391.99**	**$ 9,580.00**	**-$ 4,188.01**	**-43.72%**
0690 Other Supplies	2,915.92	93.87	2,822.05	3006.34%
0690b Parking - HS	225.00		225.00	
Total 0690 Other Supplies	**$ 3,140.92**	**$ 93.87**	**$ 3,047.05**	**3246.03%**
Total 0600 Supplies	**$ 129,512.85**	**$ 73,230.70**	**$ 56,282.15**	**76.86%**
0710 Land and Improvements		547.36	-547.36	-100.00%
0710c Other Business Expenses	171.60		171.60	
Total 0710 Land and Improvements	**$ 171.60**	**$ 547.36**	**-$ 375.76**	**-68.65%**
0711 Playground Expense		515.10	-515.10	-100.00%
0730 Purchase/Lease of Equipment			0.00	
0733 Furniture and Equipment	10,367.10	2,352.95	8,014.15	340.60%
Total 0730 Purchase/Lease of Equipment	**$ 10,367.10**	**$ 2,352.95**	**$ 8,014.15**	**340.60%**
0734b Technology Equipment	22,186.45		22,186.45	
0740 Depreciation	41,874.40	41,874.41	-0.01	0.00%
0740b Depreciation - Tractor&Equip	963.50	239.16	724.34	302.87%
0740c Depreciation - Vehicles		1,225.00	-1,225.00	-100.00%
Total 0740 Depreciation	**$ 42,837.90**	**$ 43,338.57**	**-$ 500.67**	**-1.16%**
0800 Child Care	-629.00	80.00	-709.00	-886.25%
0830 Interest Expense	72,115.97	73,783.47	-1,667.50	-2.26%
0900 gifts and donations	70.00		70.00	
Total Expenditures	**$ 1,185,405.64**	**$ 728,204.27**	**$ 457,201.37**	**62.78%**
Net Operating Revenue	**$ 83,125.73**	**$ 258,105.51**	**-$ 174,979.78**	**-67.79%**
Other Revenue				
1007b CD Interest	1,900.18	20.71	1,879.47	9075.18%
1008a Money Market Interest	2,708.00	214.28	2,493.72	1163.77%
1088a 8th grade trip revenue	756.33	352.26	404.07	114.71%
1090b1 Senior Trip Junior Fundraising		165.34	-165.34	-100.00%

	Total			
	Jul 2024	Jul 2023 (PY)	Change	% Change
Total Other Revenue	**$ 5,364.51**	**$ 752.59**	**$ 4,611.92**	**612.81%**
Other Expenditures				
0664a 8th grade trip expenses	205.83		205.83	
Total Other Expenditures	**$ 205.83**	**$ 0.00**	**$ 205.83**	
Net Other Revenue	**$ 5,158.68**	**$ 752.59**	**$ 4,406.09**	**585.46%**
Net Revenue	**$ 88,284.41**	**$ 258,858.10**	**-$ 170,573.69**	**-65.89%**

Caprock Academy
Statement of Financial Position Comparison
As of July 31, 2024

	As of Jul 31, 2024	Total As of Jun 30, 2024 (PP)	Change	% Change
ASSETS				
Current Assets				
Bank Accounts				
1004 Petty Cash	384.58	384.58	0.00	0.00%
1005 General Checking - Vectra Bank	114,257.43	161,232.76	-46,975.33	-29.14%
1007 Certificate of Deposit - Vectra	526,677.37	524,777.19	1,900.18	0.36%
1015 Sunflower Operating Account	3,936,835.06	2,918,591.43	1,018,243.63	34.89%
1016 Sunflower Payroll Account	238,864.65	745,253.44	-506,388.79	-67.95%
1017 Sunflower Money Market	1,027,401.28	1,024,693.28	2,708.00	0.26%
1018 Sunflower Insurance Account	22,713.28	46,353.11	-23,639.83	-51.00%
1020 1020 Sunflower CD Account	516,672.38	516,672.38	0.00	0.00%
Total Bank Accounts	**$ 6,383,806.03**	**$ 5,937,958.17**	**$ 445,847.86**	**7.51%**
Accounts Receivable				
11000 Accounts Receivable	683.00	14,611.69	-13,928.69	-95.33%
8141 Intergovernmental accounts receivable	0.00	139,893.59	-139,893.59	-100.00%
Total Accounts Receivable	**$ 683.00**	**$ 154,505.28**	**-$ 153,822.28**	**-99.56%**
Other Current Assets				
8184 Escrow Account - Zions	0.00	0.00	0.00	
8184P Zions Sunflower Loan - Principl	83,325.74	43,325.74	40,000.00	92.32%
8184S Zions Sunflower Interest Fund	150,657.30	78,705.63	71,951.67	91.42%
Total 8184 Escrow Account - Zions	**$ 233,983.04**	**$ 122,031.37**	**$ 111,951.67**	**91.74%**
8191 Deposits			0.00	
8191d East Isles Reinsurance	73,287.40	73,287.40	0.00	0.00%
Total 8191 Deposits	**$ 73,287.40**	**$ 73,287.40**	**$ 0.00**	**0.00%**
Total Other Current Assets	**$ 307,270.44**	**$ 195,318.77**	**$ 111,951.67**	**57.32%**
Total Current Assets	**$ 6,691,759.47**	**$ 6,287,782.22**	**$ 403,977.25**	**6.42%**
Fixed Assets				

	Total			
	As of Jul 31, 2024	As of Jun 30, 2024 (PP)	Change	% Change
8231 Buildings	5,240,817.96	5,240,817.96	0.00	0.00%
8231a Buildings - original (2007)	1,071,776.27	1,071,776.27	0.00	0.00%
8231b Buildings - 10 rm modular	685,276.00	685,276.00	0.00	0.00%
8231c 10 rm Modular (2011)	493,148.00	493,148.00	0.00	0.00%
8231d 7 rm modular (2014)	173,402.56	173,402.56	0.00	0.00%
8231e 7 rm modular (2014) Electrical	52,183.54	52,183.54	0.00	0.00%
8231F Storage Shed	27,600.00	27,600.00	0.00	0.00%
8231F2 PE Shed So Field	5,500.00	5,500.00	0.00	0.00%
8231H Main Bldg Phase 2 - 2020	12,021,181.79	12,021,181.79	0.00	0.00%
8231I Mor Storage FY24 Shed	10,302.38	5,151.19	5,151.19	100.00%
8231J Permanent Facility	9,637.50	0.00	9,637.50	
Total 8231 Buildings	**$ 19,790,826.00**	**$ 19,776,037.31**	**$ 14,788.69**	**0.07%**
8232 Accumulated Depreciation - Bldg	-5,469,441.33	-5,427,566.93	-41,874.40	-0.77%
8233 Accumulated Depr. - Equip	-32,525.95	-31,562.45	-963.50	-3.05%
8234 Accumulated Depr - Vehicles	-90,048.46	-90,048.46	0.00	0.00%
8301 Land Purchase - CVVC - 2010	761,083.33	761,083.33	0.00	0.00%
8301b Land - South parcel 2015	1,066,192.46	1,066,192.46	0.00	0.00%
8303 Security System	8,262.00	8,262.00	0.00	0.00%
8304 Gym Additions	35,516.80	35,516.80	0.00	0.00%
8305 Capitalized Equipment	148,331.25	148,331.25	0.00	0.00%
8306 Parking, Drives, Hardscape	301,681.02	301,681.02	0.00	0.00%
Total Fixed Assets	**$ 16,519,877.12**	**$ 16,547,926.33**	**-$ 28,049.21**	**-0.17%**
Other Assets				
8185B Deferred outflow - 2010 Bond	65,364.39	65,705.36	-340.97	-0.52%
Total Other Assets	**$ 65,364.39**	**$ 65,705.36**	**-$ 340.97**	**-0.52%**
TOTAL ASSETS	**$ 23,277,000.98**	**$ 22,901,413.91**	**$ 375,587.07**	**1.64%**
LIABILITIES AND EQUITY				
Liabilities				
Current Liabilities				
Accounts Payable				
20000 Accounts Payable	243,655.99	41,837.81	201,818.18	482.38%

	Total			
	As of Jul 31, 2024	As of Jun 30, 2024 (PP)	Change	% Change
Total Accounts Payable	**$ 243,655.99**	**$ 41,837.81**	**$ 201,818.18**	**482.38%**
Credit Cards				
1006 Vectra Credit Card Control Acct 7875	28,408.06	15,317.68	13,090.38	85.46%
Total Credit Cards	**$ 28,408.06**	**$ 15,317.68**	**$ 13,090.38**	**85.46%**
Other Current Liabilities				
24000 Payroll Liabilities	475,301.61	442,745.59	32,556.02	7.35%
7442S Sunflower Loan Interest Payabl	102,178.87	30,403.87	71,775.00	236.07%
7471 Payroll Insurance Withholdings	38,073.97	55,270.89	-17,196.92	-31.11%
7481 Deferred Revenues	0.00	0.00	0.00	
7481E Deferred Rev Concurrent enrollm	22,421.96	22,421.96	0.00	0.00%
Total 7481 Deferred Revenues	**$ 22,421.96**	**$ 22,421.96**	**$ 0.00**	**0.00%**
7482 Grants - Deferred Revenue	0.00	14,740.00	-14,740.00	-100.00%
Total Other Current Liabilities	**$ 637,976.41**	**$ 565,582.31**	**$ 72,394.10**	**12.80%**
Total Current Liabilities	**$ 910,040.46**	**$ 622,737.80**	**$ 287,302.66**	**46.14%**
Long-Term Liabilities				
7520 Sunflower Loan	19,800,000.00	19,800,000.00	0.00	0.00%
Total Long-Term Liabilities	**$ 19,800,000.00**	**$ 19,800,000.00**	**$ 0.00**	**0.00%**
Total Liabilities	**$ 20,710,040.46**	**$ 20,422,737.80**	**$ 287,302.66**	**1.41%**
Equity				
32000 Unrestricted Net Assets	2,478,676.11	2,478,676.11	0.00	0.00%
Net Revenue	88,284.41		88,284.41	
Total Equity	**$ 2,566,960.52**	**$ 2,478,676.11**	**$ 88,284.41**	**3.56%**
TOTAL LIABILITIES AND EQUITY	**$ 23,277,000.98**	**$ 22,901,413.91**	**$ 375,587.07**	**1.64%**

Caprock Academy
Budget vs. Actuals: FY25 Budget by month - FY25 P&L
July 2024

	Jul 2024				Total			
	Actual	Budget	over Budget	% of Budget	Actual	Budget	over Budget	% of Budget
Revenue								
1030 Miscellaneous Revenue	917.80	2,166.67	-1,248.87	42.36%	917.80	2,166.67	-1,248.87	42.36%
1030b HS parking	14.36		14.36		14.36	0.00	14.36	
Total 1030 Miscellaneous Revenue	**$ 932.16**	**$ 2,166.67**	**-$ 1,234.51**	**43.02%**	**$ 932.16**	**$ 2,166.67**	**-$ 1,234.51**	**43.02%**
1039 CAST Fundraising		5,833.33	-5,833.33	0.00%	0.00	5,833.33	-5,833.33	0.00%
1040 Donations/Contributions	60.00	3,166.67	-3,106.67	1.89%	60.00	3,166.67	-3,106.67	1.89%
1040s Donation - Security	56.84		56.84		56.84	0.00	56.84	
Total 1040 Donations/Contributions	**$ 116.84**	**$ 3,166.67**	**-$ 3,049.83**	**3.69%**	**$ 116.84**	**$ 3,166.67**	**-$ 3,049.83**	**3.69%**
1056 Student Lunch		3,750.00	-3,750.00	0.00%	0.00	3,750.00	-3,750.00	0.00%
1067 Records/Transcripts Fee	11.46		11.46		11.46	0.00	11.46	
1069 Calculator Revenue	117.42		117.42		117.42	0.00	117.42	
1070 Classroom Teacher Funds	5,027.50	5,416.67	-389.17	92.82%	5,027.50	5,416.67	-389.17	92.82%
1070b Goal Hour	49.31		49.31		49.31	0.00	49.31	
Total 1070 Classroom Teacher Funds	**$ 5,076.81**	**$ 5,416.67**	**-$ 339.86**	**93.73%**	**$ 5,076.81**	**$ 5,416.67**	**-$ 339.86**	**93.73%**
1700 Pupil Activity Funds		22,250.00	-22,250.00	0.00%	0.00	22,250.00	-22,250.00	0.00%
1710 Athletic Booster	170.75		170.75		170.75	0.00	170.75	
1715 Basketball			0.00		0.00	0.00	0.00	
1715HS Basketball - High School	1,391.30		1,391.30		1,391.30	0.00	1,391.30	
Total 1715 Basketball	**$ 1,391.30**	**$ 0.00**	**$ 1,391.30**		**$ 1,391.30**	**$ 0.00**	**$ 1,391.30**	
1720 Volleyball			0.00		0.00	0.00	0.00	
1720HS HS Volleyball	3,662.30		3,662.30		3,662.30	0.00	3,662.30	
1720MS MS Volleyball	291.50		291.50		291.50	0.00	291.50	
Total 1720 Volleyball	**$ 3,953.80**	**$ 0.00**	**$ 3,953.80**		**$ 3,953.80**	**$ 0.00**	**$ 3,953.80**	
1721 HS Hockey - registration fee			0.00		0.00	0.00	0.00	
1721a Additional fee - HS Hockey	335.00		335.00		335.00	0.00	335.00	

	Actual	Budget	over Budget	% of Budget	Actual	Budget	over Budget	% of Budget
Revenue								
Total 1721 HS Hockey - registration fee	**$ 335.00**	**$ 0.00**	**$ 335.00**		**$ 335.00**	**$ 0.00**	**$ 335.00**	
1736 NJHS	16.00		16.00		16.00	0.00	16.00	
1785 Soccer			0.00		0.00	0.00	0.00	
1785HS HS Soccer	210.65		210.65		210.65	0.00	210.65	
Total 1785 Soccer	**$ 210.65**	**$ 0.00**	**$ 210.65**		**$ 210.65**	**$ 0.00**	**$ 210.65**	
1785cHS Cross Country - High School	40.00		40.00		40.00	0.00	40.00	
1799 Uniform Deposits	215.00		215.00		215.00	0.00	215.00	
Total 1700 Pupil Activity Funds	**$ 6,332.50**	**$ 22,250.00**	**-$ 15,917.50**	**28.46%**	**$ 6,332.50**	**$ 22,250.00**	**-$ 15,917.50**	**28.46%**
1800 Childcare Revenue	5,469.58	6,875.00	-1,405.42	79.56%	5,469.58	6,875.00	-1,405.42	79.56%
3010 State Revenue			0.00		0.00	0.00	0.00	
3898 PERA On-Behalf		23,289.33	-23,289.33	0.00%	0.00	23,289.33	-23,289.33	0.00%
Total 3010 State Revenue	**$ 0.00**	**$ 23,289.33**	**-$ 23,289.33**	**0.00%**	**$ 0.00**	**$ 23,289.33**	**-$ 23,289.33**	**0.00%**
3113 Charter School Capital Const.	28,897.35	29,295.83	-398.48	98.64%	28,897.35	29,295.83	-398.48	98.64%
3130 State Revenue ECEA	198,380.00	16,531.67	181,848.33	1200.00%	198,380.00	16,531.67	181,848.33	1200.00%
3140 ELPA		180.00	-180.00	0.00%	0.00	180.00	-180.00	0.00%
3150 Gifted and Talented	11,309.47	900.17	10,409.30	1256.37%	11,309.47	900.17	10,409.30	1256.37%
3228 GT-Universal Screening		73.42	-73.42	0.00%	0.00	73.42	-73.42	0.00%
3235 At Risk per pupil add funding		275.92	-275.92	0.00%	0.00	275.92	-275.92	0.00%
3259 READ Act Funds		1,998.33	-1,998.33	0.00%	0.00	1,998.33	-1,998.33	0.00%
3951 State MLE	208,458.03	69,494.17	138,963.86	299.96%	208,458.03	69,494.17	138,963.86	299.96%
3999 FY19 Special Ed Grant		1,228.33	-1,228.33	0.00%	0.00	1,228.33	-1,228.33	0.00%
3999A SSD grant	14,740.00		14,740.00		14,740.00	0.00	14,740.00	
4027 IDEA Part-B		13,998.08	-13,998.08	0.00%	0.00	13,998.08	-13,998.08	0.00%
4365 Title III Revenue		65.00	-65.00	0.00%	0.00	65.00	-65.00	0.00%
4367 Title II Revenue		593.33	-593.33	0.00%	0.00	593.33	-593.33	0.00%
5710 PPR State Revenue	788,689.75	803,204.58	-14,514.83	98.19%	788,689.75	803,204.58	-14,514.83	98.19%
Total Revenue	**$ 1,268,531.37**	**$ 1,010,586.50**	**$ 257,944.87**	**125.52%**	**$ 1,268,531.37**	**$ 1,010,586.50**	**$ 257,944.87**	**125.52%**
Gross Profit	**$ 1,268,531.37**	**$ 1,010,586.50**	**$ 257,944.87**	**125.52%**	**$ 1,268,531.37**	**$ 1,010,586.50**	**$ 257,944.87**	**125.52%**
Expenditures								
0100 Salaries			0.00		0.00	0.00	0.00	

	Actual	Budget	over Budget	% of Budget	Actual	Budget	over Budget	% of Budget
Revenue								
0110 Teacher- Salaries	124,580.71	464,772.83	-340,192.12	26.80%	124,580.71	464,772.83	-340,192.12	26.80%
01105 HS Teachers - Salaries	80,268.34		80,268.34		80,268.34	0.00	80,268.34	
Total 0110 Teacher- Salaries	**$ 204,849.05**	**$ 464,772.83**	**-$ 259,923.78**	**44.08%**	**$ 204,849.05**	**$ 464,772.83**	**-$ 259,923.78**	**44.08%**
0111 Admin salaries - Dept 2000	144,187.42		144,187.42		144,187.42	0.00	144,187.42	
0112 EA salaries - Dept 4000	50,989.04		50,989.04		50,989.04	0.00	50,989.04	
0113 Specials Teachers - Dept 5000	51,540.91		51,540.91		51,540.91	0.00	51,540.91	
0115 Contract Subs	1,982.71		1,982.71		1,982.71	0.00	1,982.71	
0119 Staff Bonuses			0.00		0.00	0.00	0.00	
0119b Staff Stipends		1,014.00	-1,014.00	0.00%	0.00	1,014.00	-1,014.00	0.00%
Total 0119 Staff Bonuses	**$ 0.00**	**$ 1,014.00**	**-$ 1,014.00**	**0.00%**	**$ 0.00**	**$ 1,014.00**	**-$ 1,014.00**	**0.00%**
Total 0100 Salaries	**$ 453,549.13**	**$ 465,786.83**	**-$ 12,237.70**	**97.37%**	**$ 453,549.13**	**$ 465,786.83**	**-$ 12,237.70**	**97.37%**
0200 Benefits			0.00		0.00	0.00	0.00	
0210 Teacher- Benefits	164,300.93	165,269.42	-968.49	99.41%	164,300.93	165,269.42	-968.49	99.41%
0280 Pension Expense		23,289.33	-23,289.33	0.00%	0.00	23,289.33	-23,289.33	0.00%
Total 0200 Benefits	**$ 164,300.93**	**$ 188,558.75**	**-$ 24,257.82**	**87.14%**	**$ 164,300.93**	**$ 188,558.75**	**-$ 24,257.82**	**87.14%**
0220 Payroll Taxes - Employer	8,477.28		8,477.28		8,477.28	0.00	8,477.28	
0300 Professional and Technnical Svs	2,970.00	2,302.92	667.08	128.97%	2,970.00	2,302.92	667.08	128.97%
0313 Bank Service/Charge Fees	12.39	25.00	-12.61	49.56%	12.39	25.00	-12.61	49.56%
0320 Counseling & Guidance Services		1,000.00	-1,000.00	0.00%	0.00	1,000.00	-1,000.00	0.00%
0331 Legal Svcs	422.50	704.17	-281.67	60.00%	422.50	704.17	-281.67	60.00%
0332 Accounting / Audit	20,846.67	21,583.33	-736.66	96.59%	20,846.67	21,583.33	-736.66	96.59%
0340 Payroll Expenses	3,501.63	3,482.25	19.38	100.56%	3,501.63	3,482.25	19.38	100.56%
0390 0390 Other Professional Services	873.43		873.43		873.43	0.00	873.43	
Total 0300 Professional and Technnical Svs	**$ 28,626.62**	**$ 29,097.67**	**-$ 471.05**	**98.38%**	**$ 28,626.62**	**$ 29,097.67**	**-$ 471.05**	**98.38%**
0400 Purchased Property Services	1,383.39	842.25	541.14	164.25%	1,383.39	842.25	541.14	164.25%
0423 Custodial Services	19,055.60	13,208.67	5,846.93	144.27%	19,055.60	13,208.67	5,846.93	144.27%
0423b Custodial Supplies	4,642.06	41.67	4,600.39	11140.05%	4,642.06	41.67	4,600.39	11140.05%
Total 0423 Custodial Services	**$ 23,697.66**	**$ 13,250.34**	**$ 10,447.32**	**178.85%**	**$ 23,697.66**	**$ 13,250.34**	**$ 10,447.32**	**178.85%**
0430 Repairs and Maintenance	22,526.69	8,203.33	14,323.36	274.60%	22,526.69	8,203.33	14,323.36	274.60%
0430A Auto/Equip Maintenance & Repair	1,242.05		1,242.05		1,242.05	0.00	1,242.05	

	Actual	Budget	over Budget	% of Budget	Actual	Budget	over Budget	% of Budget
Revenue								
Total 0430 Repairs and Maintenance	**$ 23,768.74**	**$ 8,203.33**	**$ 15,565.41**	**289.75%**	**$ 23,768.74**	**$ 8,203.33**	**$ 15,565.41**	**289.75%**
0431 Alarms & Monitoring	1,179.99	175.00	1,004.99	674.28%	1,179.99	175.00	1,004.99	674.28%
0442 Rental of Equip (Includes IT)	499.38	916.67	-417.29	54.48%	499.38	916.67	-417.29	54.48%
Total 0400 Purchased Property Services	**$ 50,529.16**	**$ 23,387.59**	**$ 27,141.57**	**216.05%**	**$ 50,529.16**	**$ 23,387.59**	**$ 27,141.57**	**216.05%**
0500 Other Purchased Services			0.00		0.00	0.00	0.00	
0510 Staff Dev - Prof Ed Svcs	21,972.22	2,666.67	19,305.55	823.96%	21,972.22	2,666.67	19,305.55	823.96%
0511 Staff Dev - Board		2,416.67	-2,416.67	0.00%	0.00	2,416.67	-2,416.67	0.00%
0520 Insurance Premiums	2,664.94		2,664.94		2,664.94	0.00	2,664.94	
0521 Liab/Prop Ins	92,854.00	6,379.25	86,474.75	1455.56%	92,854.00	6,379.25	86,474.75	1455.56%
0522 Workman's Comp		2,583.33	-2,583.33	0.00%	0.00	2,583.33	-2,583.33	0.00%
Total 0520 Insurance Premiums	**$ 95,518.94**	**$ 8,962.58**	**$ 86,556.36**	**1065.75%**	**$ 95,518.94**	**$ 8,962.58**	**$ 86,556.36**	**1065.75%**
0530 Communications			0.00		0.00	0.00	0.00	
0531 Telephone	1,265.00	677.08	587.92	186.83%	1,265.00	677.08	587.92	186.83%
0533 Postage	0.00	229.17	-229.17	0.00%	0.00	229.17	-229.17	0.00%
0534 Online Services	5,000.78	8,750.83	-3,750.05	57.15%	5,000.78	8,750.83	-3,750.05	57.15%
0534b IT agreement	3,484.20		3,484.20		3,484.20	0.00	3,484.20	
Total 0534 Online Services	**$ 8,484.98**	**$ 8,750.83**	**-$ 265.85**	**96.96%**	**$ 8,484.98**	**$ 8,750.83**	**-$ 265.85**	**96.96%**
Total 0530 Communications	**$ 9,749.98**	**$ 9,657.08**	**$ 92.90**	**100.96%**	**$ 9,749.98**	**$ 9,657.08**	**$ 92.90**	**100.96%**
0540 Advertising	2,389.28	4,066.67	-1,677.39	58.75%	2,389.28	4,066.67	-1,677.39	58.75%
0550 Printing, Binding and Copying		2,416.67	-2,416.67	0.00%	0.00	2,416.67	-2,416.67	0.00%
0551 Office Maintenance Contracts	1,960.07		1,960.07		1,960.07	0.00	1,960.07	
0580 Travel, Registration, Entrance	185.44	1,666.67	-1,481.23	11.13%	185.44	1,666.67	-1,481.23	11.13%
0590 Other Purchased Services	34,948.63	3,032.75	31,915.88	1152.37%	34,948.63	3,032.75	31,915.88	1152.37%
0595 Admin Overhead Costs	1,500.00		1,500.00		1,500.00	0.00	1,500.00	
0595F BOCES Frontline		1,333.33	-1,333.33	0.00%	0.00	1,333.33	-1,333.33	0.00%
0596 CSI	23,660.69	24,471.25	-810.56	96.69%	23,660.69	24,471.25	-810.56	96.69%
0597 CDE	7,886.90	2,008.00	5,878.90	392.77%	7,886.90	2,008.00	5,878.90	392.77%
Total 0595 Admin Overhead Costs	**$ 33,047.59**	**$ 27,812.58**	**$ 5,235.01**	**118.82%**	**$ 33,047.59**	**$ 27,812.58**	**$ 5,235.01**	**118.82%**
0599 Purchase Special Ed	3,517.50	7,559.42	-4,041.92	46.53%	3,517.50	7,559.42	-4,041.92	46.53%
Total 0590 Other Purchased Services	**$ 71,513.72**	**$ 38,404.75**	**$ 33,108.97**	**186.21%**	**$ 71,513.72**	**$ 38,404.75**	**$ 33,108.97**	**186.21%**

	Actual	Budget	over Budget	% of Budget	Actual	Budget	over Budget	% of Budget
Revenue								
Total 0500 Other Purchased Services	**$ 203,289.65**	**$ 70,257.76**	**$ 133,031.89**	**289.35%**	**$ 203,289.65**	**$ 70,257.76**	**$ 133,031.89**	**289.35%**
0600 Supplies		47,035.83	-47,035.83	0.00%	0.00	47,035.83	-47,035.83	0.00%
0610 Office Supplies	2,478.87	1,916.67	562.20	129.33%	2,478.87	1,916.67	562.20	129.33%
0611 Safety & PPE	742.12		742.12		742.12	0.00	742.12	
0615 Instructional Supplies	7,715.90		7,715.90		7,715.90	0.00	7,715.90	
0615b Inst Supplies - After School	143.41		143.41		143.41	0.00	143.41	
0615HS HS Instructional Supplies	4,326.46		4,326.46		4,326.46	0.00	4,326.46	
0616 Software/License	4,295.03	435.42	3,859.61	986.41%	4,295.03	435.42	3,859.61	986.41%
0617 Special Ed	121.27		121.27		121.27	0.00	121.27	
Total 0615 Instructional Supplies	**$ 16,602.07**	**$ 435.42**	**$ 16,166.65**	**3812.89%**	**$ 16,602.07**	**$ 435.42**	**$ 16,166.65**	**3812.89%**
0622 Electric/Gas	7,863.51	14,208.33	-6,344.82	55.34%	7,863.51	14,208.33	-6,344.82	55.34%
0623 Water/Sewer	3,025.40	1,583.33	1,442.07	191.08%	3,025.40	1,583.33	1,442.07	191.08%
0630 Food	2,312.85	4,375.00	-2,062.15	52.87%	2,312.85	4,375.00	-2,062.15	52.87%
0640 Books and Periodicals	38,769.81	10,416.67	28,353.14	372.19%	38,769.81	10,416.67	28,353.14	372.19%
0640b HS Books	37,467.90		37,467.90		37,467.90	0.00	37,467.90	
Total 0640 Books and Periodicals	**$ 76,237.71**	**$ 10,416.67**	**$ 65,821.04**	**731.88%**	**$ 76,237.71**	**$ 10,416.67**	**$ 65,821.04**	**731.88%**
0650 Classroom Fund Expenditures			0.00		0.00	0.00	0.00	
0650b Goal Hour			0.00		0.00	0.00	0.00	
0650b1 Garden Fund Expense	950.00		950.00		950.00	0.00	950.00	
Total 0650b Goal Hour	**$ 950.00**	**$ 0.00**	**$ 950.00**		**$ 950.00**	**$ 0.00**	**$ 950.00**	
0653 1st A	56.00		56.00		56.00	0.00	56.00	
0654 1st B	56.00		56.00		56.00	0.00	56.00	
0654b 1st C	237.57		237.57		237.57	0.00	237.57	
0655 2nd A	169.97		169.97		169.97	0.00	169.97	
0656 2nd B	169.97		169.97		169.97	0.00	169.97	
0656b 2nd C	219.30		219.30		219.30	0.00	219.30	
0658 3rd B	112.79		112.79		112.79	0.00	112.79	
0659 4th A	658.46		658.46		658.46	0.00	658.46	
0661 5th A	5.43		5.43		5.43	0.00	5.43	
0661B 5th B	56.36		56.36		56.36	0.00	56.36	

	Actual	Budget	over Budget	% of Budget	Actual	Budget	over Budget	% of Budget
Revenue								
0661C 5th C	61.21		61.21		61.21	0.00	61.21	
0662 6th A	8.99		8.99		8.99	0.00	8.99	
0662B2 6th C	70.97		70.97		70.97	0.00	70.97	
0666 High School			0.00		0.00	0.00	0.00	
0666d HS PE	4,700.00		4,700.00		4,700.00	0.00	4,700.00	
Total 0666 High School	**$ 4,700.00**	**$ 0.00**	**$ 4,700.00**		**$ 4,700.00**	**$ 0.00**	**$ 4,700.00**	
0678 School Nurse	723.06		723.06		723.06	0.00	723.06	
0680 Specials Expenses			0.00		0.00	0.00	0.00	
0680a2 Art	707.48		707.48		707.48	0.00	707.48	
0680c Instrumental Music	155.49		155.49		155.49	0.00	155.49	
0680c2 Choral Music	1,987.98		1,987.98		1,987.98	0.00	1,987.98	
0680d1 Science - Akers	374.33		374.33		374.33	0.00	374.33	
0680d2 Science - Wilson	162.15		162.15		162.15	0.00	162.15	
0680j Theatre	73.90		73.90		73.90	0.00	73.90	
Total 0680 Specials Expenses	**$ 3,461.33**	**$ 0.00**	**$ 3,461.33**		**$ 3,461.33**	**$ 0.00**	**$ 3,461.33**	
Total 0650 Classroom Fund Expenditures	**$ 11,717.41**	**$ 0.00**	**$ 11,717.41**		**$ 11,717.41**	**$ 0.00**	**$ 11,717.41**	
0685 Pupil Activities Expenses	1,185.00		1,185.00		1,185.00	0.00	1,185.00	
0685b Basketball			0.00		0.00	0.00	0.00	
0685bHS Basketball - High School	133.99		133.99		133.99	0.00	133.99	
Total 0685b Basketball	**$ 133.99**	**$ 0.00**	**$ 133.99**		**$ 133.99**	**$ 0.00**	**$ 133.99**	
0685d NHS	385.00		385.00		385.00	0.00	385.00	
0685d2 NJHS	385.00		385.00		385.00	0.00	385.00	
0685e Volleyball			0.00		0.00	0.00	0.00	
0685eHS HS Volleyball	1,470.00		1,470.00		1,470.00	0.00	1,470.00	
Total 0685e Volleyball	**$ 1,470.00**	**$ 0.00**	**$ 1,470.00**		**$ 1,470.00**	**$ 0.00**	**$ 1,470.00**	
0685g1 Athletic Booster	500.00		500.00		500.00	0.00	500.00	
0685o Graduation Expenses	33.00		33.00		33.00	0.00	33.00	
0685r Soccer	400.00		400.00		400.00	0.00	400.00	
0685rHS HS Soccer	900.00		900.00		900.00	0.00	900.00	
Total 0685r Soccer	**$ 1,300.00**	**$ 0.00**	**$ 1,300.00**		**$ 1,300.00**	**$ 0.00**	**$ 1,300.00**	

	Actual	Budget	over Budget	% of Budget	Actual	Budget	over Budget	% of Budget
Revenue								
Total 0685 Pupil Activities Expenses	**$ 5,391.99**	**$ 0.00**	**$ 5,391.99**		**$ 5,391.99**	**$ 0.00**	**$ 5,391.99**	
0690 Other Supplies	2,915.92		2,915.92		2,915.92	0.00	2,915.92	
0690b Parking - HS	225.00		225.00		225.00	0.00	225.00	
Total 0690 Other Supplies	**$ 3,140.92**	**$ 0.00**	**$ 3,140.92**		**$ 3,140.92**	**$ 0.00**	**$ 3,140.92**	
Total 0600 Supplies	**$ 129,512.85**	**$ 79,971.25**	**$ 49,541.60**	**161.95%**	**$ 129,512.85**	**$ 79,971.25**	**$ 49,541.60**	**161.95%**
0649 scholarship expense		1,041.67	-1,041.67	0.00%	0.00	1,041.67	-1,041.67	0.00%
0710 Land and Improvements		3,436.67	-3,436.67	0.00%	0.00	3,436.67	-3,436.67	0.00%
0710c Other Business Expenses	171.60		171.60		171.60	0.00	171.60	
Total 0710 Land and Improvements	**$ 171.60**	**$ 3,436.67**	**-$ 3,265.07**	**4.99%**	**$ 171.60**	**$ 3,436.67**	**-$ 3,265.07**	**4.99%**
0730 Purchase/Lease of Equipment		958.33	-958.33	0.00%	0.00	958.33	-958.33	0.00%
0733 Furniture and Equipment	10,367.10	1,666.67	8,700.43	622.02%	10,367.10	1,666.67	8,700.43	622.02%
Total 0730 Purchase/Lease of Equipment	**$ 10,367.10**	**$ 2,625.00**	**$ 7,742.10**	**394.94%**	**$ 10,367.10**	**$ 2,625.00**	**$ 7,742.10**	**394.94%**
0734b Technology Equipment	22,186.45		22,186.45		22,186.45	0.00	22,186.45	
0740 Depreciation	41,874.40		41,874.40		41,874.40	0.00	41,874.40	
0740b Depreciation - Tractor&Equip	963.50		963.50		963.50	0.00	963.50	
Total 0740 Depreciation	**$ 42,837.90**	**$ 0.00**	**$ 42,837.90**		**$ 42,837.90**	**$ 0.00**	**$ 42,837.90**	
0800 Child Care	-629.00	500.00	-1,129.00	-125.80%	-629.00	500.00	-1,129.00	-125.80%
0830 Interest Expense	72,115.97	71,417.50	698.47	100.98%	72,115.97	71,417.50	698.47	100.98%
0900 gifts and donations	70.00	220.83	-150.83	31.70%	70.00	220.83	-150.83	31.70%
0910 Redemption of Principal (interest)		40,000.00	-40,000.00	0.00%	0.00	40,000.00	-40,000.00	0.00%
Total Expenditures	**$ 1,185,405.64**	**$ 976,301.52**	**$ 209,104.12**	**121.42%**	**$ 1,185,405.64**	**$ 976,301.52**	**$ 209,104.12**	**121.42%**
Net Operating Revenue	**$ 83,125.73**	**$ 34,284.98**	**$ 48,840.75**	**242.46%**	**$ 83,125.73**	**$ 34,284.98**	**$ 48,840.75**	**242.46%**
Other Revenue								
1007b CD Interest	1,900.18		1,900.18		1,900.18	0.00	1,900.18	
1008a Money Market Interest	2,708.00		2,708.00		2,708.00	0.00	2,708.00	
1088a 8th grade trip revenue	756.33		756.33		756.33	0.00	756.33	
Total Other Revenue	**$ 5,364.51**	**$ 0.00**	**$ 5,364.51**		**$ 5,364.51**	**$ 0.00**	**$ 5,364.51**	
Other Expenditures								
0664a 8th grade trip expenses	205.83		205.83		205.83	0.00	205.83	
Reconciliation Discrepancies-1		4,166.67	-4,166.67	0.00%	0.00	4,166.67	-4,166.67	0.00%

	Actual	Budget	over Budget	% of Budget	Actual	Budget	over Budget	% of Budget
Revenue								
Total Other Expenditures	**$ 205.83**	**$ 4,166.67**	**-$ 3,960.84**	**4.94%**	**$ 205.83**	**$ 4,166.67**	**-$ 3,960.84**	**4.94%**
Net Other Revenue	**$ 5,158.68**	**-$ 4,166.67**	**$ 9,325.35**	**-123.81%**	**$ 5,158.68**	**-$ 4,166.67**	**$ 9,325.35**	**-123.81%**
Net Revenue	**$ 88,284.41**	**$ 30,118.31**	**$ 58,166.10**	**293.13%**	**$ 88,284.41**	**$ 30,118.31**	**$ 58,166.10**	**293.13%**

DRAFT

AP 11.5

1 PE Credit

Each season of competitive sports will count as .5 PE credits. Additionally, students may earn PE credits for participation in activities such as sports, cheerleading, dance, or marching band at another school or organized club. Participation must meet the requirements of 2 hours per week for 8 consecutive weeks for each .5 credits earned, not to exceed a total of 1 credit hour. Participation with organized clubs must be documented on the organized club's letterhead and signed by the individual in charge of the activity. Participation at other high schools is documented by the Caprock Academy Athletic and Activities Office.

***Current

1 PE Credit

Each season of competitive sports will count as .25 PE credits. Additionally, students may earn PE credits for participation in activities such as sports, cheerleading, dance, or marching band at another school or organized club. Participation must meet the requirements of 2 hours per week for 8 consecutive weeks for each .25 credit hours earned, not to exceed a total of 1 credit hour. Participation with outside schools or organized club must be documented on the school or organized club's letterhead and signed by the individual in charge of the activity.

COLORADO
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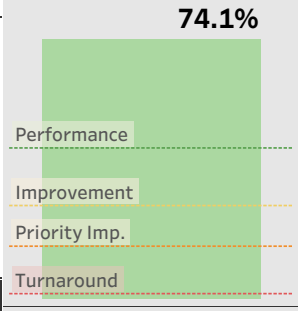
2024 Preliminary School Performance Framework

1279: Caprock Academy | 8001: Charter School Institute

Grade Levels: EMH - (1 Year)

Plan Type	Official Rating based on SINGLE-YEAR SPF Report
Performance Plan	74.1/100 Points Earned

The performance framework evaluates district and school performance on Academic Achievement, Academic Growth, and Postsecondary & Workforce Readiness indicators. The percentage of points earned across all indicators determines the final accreditation rating for a district or the final plan type for a school, which is displayed above. The cut points for final ratings established by the State Board of Education are shown at the right of this page. Failure to meet test participation, safety, and finance assurances may result in a rating being lowered by one level. Refer to the scoring guide near the end of this report for more details on how ratings are determined.



School plan types are based on the total percentage of points earned.

Performance Plan:
53.0% - 100%

Improvement Plan:
42.0% - 52.9%

Priority Improvement Plan:
34.0% - 41.9%

Turnaround Plan:
0.0% - 33.9%

Insufficient State Data:
No reportable achievement and growth data.

Indicator Rating Totals

Performance Indicator	Percent of Points Earned	Points Earned/ Eligible	Rating
Academic Achievement	73.9%	22.2/30	Meets
Academic Growth	57.1%	22.8/40	Approaching
Postsecondary & Workforce Readiness	96.9%	29.1/30	Exceeds

Assurances

	Rating
Participation	Meets 95% Participation

Test Participation Rates and Total Participation Rate Descriptor*

Subject	Total Records	Valid Scores	Total Participation Rate	Parent Excusals	Accountability Participation Rate	Rating
English Language Arts	606	582	96.0%	11	97.8%	Meets 95% Participation
Math	607	585	96.4%	12	98.3%	Meets 95% Participation

Total Participation Rate Descriptor for Planning Purposes:	Meets 95% Total Participation

Summary of Ratings by EMH Level

EMH Level	Performance Indicator	Percent of Points Earned	Points Earned/ Eligible	Rating	Points by Level	Overall Rating by Level
Elementary	Academic Achievement	71.0%	28.4/40	Meets	51.7%	Improvement
	Academic Growth	38.8%	23.3/60	Approaching		
Middle	Academic Achievement	62.9%	25.2/40	Meets	53.8%	Performance
	Academic Growth	47.7%	28.6/60	Approaching		
High	Academic Achievement	89.3%	26.8/30	Exceeds	91.5%	Performance
	Academic Growth	88.9%	35.6/40	Exceeds		
	Postsecondary & Workforce Readiness	96.9%	29.1/30	Exceeds		

(-) No Reportable Data

*Under state accountability policy, 95% of students must participate in state assessments. Students who are excused from testing by a parent or guardian do not impact the Accountability Participation Rate that is used to determine whether the overall rating is reduced by one level. Districts or schools with less than 95% total participation in ELA and Math receive a ''Low Total Participation'' descriptor to help readers when interpreting accountability data. The descriptor does not impact framework calculations. Multilingual Learners in their first year in the U.S. who were eligible to take the ELP assessment count as participants for ELA.

COLORADO
Department of Education

2024 Preliminary School Performance Framework

1279: Caprock Academy | 8001: Charter School Institute

Elementary School - (1 Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	213	94.9%	751.3	78	6.00/8	Meets
	Previously Identified for READ Plan	36	86.4%	716.0	-	0.00/0	-
	Free/Reduced-Price Lunch Eligible	54	91.7%	744.2	60	0.75/1	Meets
	Minority Students	47	98.0%	748.8	71	0.75/1	Meets
	Multilingual Learners	n < 16	-	-	-	0.00/0	-
	Students with Disabilities	21	84.6%	735.1	40	0.50/1	Approaching
CMAS - Math	All Students	213	94.5%	738.8	60	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	54	90.2%	728.5	35	0.50/1	Approaching
	Minority Students	47	96.0%	729.3	37	0.50/1	Approaching
	Multilingual Learners	n < 16	-	-	-	0.00/0	-
	Students with Disabilities	21	84.6%	729.5	37	0.50/1	Approaching
CMAS - Science	All Students	68	94.7%	739.8	57	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0.00/0	-
	Minority Students	16	100.0%	735.8	48	0.50/1	Approaching
	Multilingual Learners	n < 16	-	-	-	0.00/0	-
	Students with Disabilities	n < 16	-	-	-	0.00/0	-
TOTAL		*	*	*	*	22.00/31	Meets

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	135	46.0	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	29	50.0	0.75/1	Meets
	Minority Students	32	47.5	0.50/1	Approaching
	Multilingual Learners	n < 20	-	0.00/0	-
	Students with Disabilities	n < 20	-	0.00/0	-
CMAS - Math	All Students	135	30.0	2.00/8	Does Not Meet
	Free/Reduced-Price Lunch Eligible	29	25.0	0.25/1	Does Not Meet
	Minority Students	32	27.5	0.25/1	Does Not Meet
	Multilingual Learners	n < 20	-	0.00/0	-
	Students with Disabilities	n < 20	-	0.00/0	-
English Language Proficiency	English Language Proficiency	n < 20	-	0.00/0	-
	On Track to EL Proficiency	n < 20	-	0.00/0	-
TOTAL		*	*	7.75/20	Approaching

This page displays the performance indicator data for the elementary school level. For the 1-year report, calculations are based on 2024 state assessment results. Multi-year reports include 2022 through 2024 results.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants. Cut-scores for the CMAS Science metric were re-normed based on 2024 results.
Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups.
For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings, refer to the scoring guide at the end of this document. Additional resources are available at http://www.cde.state.co.us/accountability/accountability-resources

Multilingual Learners describes students that are Non-English Proficient (NEP), Limited English Proficient (LEP), and Fluent English Proficient (FEP) - Monitor Year 1, Monitor Year 2, Exited Year 1, & Exited Year 2.

(*) Not Applicable; (-) No Reportable Data

COLORADO
Department of Education

2024 Preliminary School Performance Framework

1279: Caprock Academy | 8001: Charter School Institute

Middle School - (1 Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	208	96.4%	742.3	55	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	59	93.8%	734.0	34	0.50/1	Approaching
	Minority Students	43	91.8%	738.2	44	0.50/1	Approaching
	Multilingual Learners	n < 16	-	-	-	0.00/0	-
	Students with Disabilities	24	89.3%	716.0	5	0.25/1	Does Not Meet
CMAS - Math	All Students	211	97.8%	730.0	46	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	60	95.4%	721.9	26	0.50/1	Approaching
	Minority Students	44	93.9%	726.8	38	0.50/1	Approaching
	Multilingual Learners	n < 16	-	-	-	0.00/0	-
	Students with Disabilities	24	89.3%	716.9	16	0.50/1	Approaching
CMAS - Science	All Students	63	97.0%	736.7	59	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	17	100.0%	738.5	63	0.75/1	Meets
	Minority Students	n < 16	-	-	-	0.00/0	-
	Multilingual Learners	n < 16	-	-	-	0.00/0	-
	Students with Disabilities	n < 16	-	-	-	0.00/0	-
TOTAL		*	*	*	*	19.50/31	Meets

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	193	38.0	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	58	29.0	0.25/1	Does Not Meet
	Minority Students	39	39.0	0.50/1	Approaching
	Multilingual Learners	n < 20	-	0.00/0	-
	Students with Disabilities	22	23.0	0.25/1	Does Not Meet
CMAS - Math	All Students	194	47.5	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	57	40.0	0.50/1	Approaching
	Minority Students	40	41.0	0.50/1	Approaching
	Multilingual Learners	n < 20	-	0.00/0	-
	Students with Disabilities	22	46.5	0.50/1	Approaching
English Language Proficiency	English Language Proficiency	n < 20	-	0.00/0	-
	On Track to EL Proficiency	n < 20	-	0.00/0	-
TOTAL		*	*	10.50/22	Approaching

This page displays the performance indicator data for the middle school level. For the 1-year report, calculations are based on 2024 state assessment results. Multi-year reports include 2022 through 2024 results.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants. Cut-scores for the CMAS Science metric were re-normed based on 2024 results.
Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups.
For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings, refer to the scoring guide at the end of this document. Additional resources are available at http://www.cde.state.co.us/accountability/accountability-resources

Multilingual Learners describes students that are Non-English Proficient (NEP), Limited English Proficient (LEP), and Fluent English Proficient (FEP) - Monitor Year 1, Monitor Year 2, Exited Year 1, & Exited Year 2.

(*) Not Applicable; (-) No Reportable Data

COLORADO
Department of Education

2024 Preliminary School Performance Framework

1279: Caprock Academy | 8001: Charter School Institute

High School - (1 Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CO PSAT - Reading & Writing	All Students	107	97.3%	505.3	85	8.00/8	Exceeds
	Free/Reduced-Price Lunch Eligible	26	96.3%	479.6	66	0.75/1	Meets
	Minority Students	20	95.2%	481.5	67	0.75/1	Meets
	Multilingual Learners	n < 16	-	-	-	0.00/0	-
	Students with Disabilities	n < 16	-	-	-	0.00/0	-
CO PSAT - Math	All Students	107	97.3%	459.2	74	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	26	96.3%	434.2	53	0.75/1	Meets
	Minority Students	20	95.2%	444.5	63	0.75/1	Meets
	Multilingual Learners	n < 16	-	-	-	0.00/0	-
	Students with Disabilities	n < 16	-	-	-	0.00/0	-
CMAS - Science	All Students	36	94.7%	746.6	86	8.00/8	Exceeds
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0.00/0	-
	Minority Students	n < 16	-	-	-	0.00/0	-
	Multilingual Learners	n < 16	-	-	-	0.00/0	-
	Students with Disabilities	n < 16	-	-	-	0.00/0	-
TOTAL		*	*	*	*	25.00/28	Exceeds

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CO PSAT/SAT - Reading & Writing	All Students	78	50.0	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	n < 20	-	0.00/0	-
	Minority Students	n < 20	-	0.00/0	-
	Multilingual Learners	n < 20	-	0.00/0	-
	Students with Disabilities	n < 20	-	0.00/0	-
CO PSAT/SAT - Math	All Students	132	68.5	8.00/8	Exceeds
	Free/Reduced-Price Lunch Eligible	29	70.0	1.00/1	Exceeds
	Minority Students	25	70.0	1.00/1	Exceeds
	Multilingual Learners	n < 20	-	0.00/0	-
	Students with Disabilities	n < 20	-	0.00/0	-
English Language Proficiency	English Language Proficiency	n < 20	-	0.00/0	-
	On Track to EL Proficiency	n < 20	-	0.00/0	-
TOTAL		*	*	16.00/18	Exceeds

This page displays the performance indicator data for the high school level. For the 1-year report, calculations are based on 2024 state assessment results. Multi-year reports include 2022 through 2024 results.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants. Cut-scores for the digital PSAT/SAT and CMAS Science metrics were re-normed based on 2024 results.
Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups.
For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings, refer to the scoring guide at the end of this document. Additional resources are available at http://www.cde.state.co.us/accountability/accountability-resources

Multilingual Learners describes students that are Non-English Proficient (NEP), Limited English Proficient (LEP), and Fluent English Proficient (FEP) - Monitor Year 1, Monitor Year 2, Exited Year 1, & Exited Year 2.

(*) Not Applicable; (-) No Reportable Data

COLORADO
Department of Education

2024 Preliminary School Performance Framework

1279: Caprock Academy | 8001: Charter School Institute

High School - (1 Year)

POSTSECONDARY AND WORKFORCE READINESS

Subject	Student Group	Count	Best Rate	Rate/Score	Participation Rate	Pts Earned/ Eligible	Rating
CO SAT - Reading & Writing	All Students	36	*	553.9	97.3%	4.00/4	Exceeds
	Free/Reduced-Price Lunch Eligible	n < 16	*	-	-	0.00/0	-
	Minority Students	n < 16	*	-	-	0.00/0	-
	Multilingual Learners	n < 16	*	-	-	0.00/0	-
	Students with Disabilities	n < 16	*	-	-	0.00/0	-
CO SAT - Math	All Students	36	*	508.9	97.3%	3.00/4	Meets
	Free/Reduced-Price Lunch Eligible	n < 16	*	-	-	0.00/0	-
	Minority Students	n < 16	*	-	-	0.00/0	-
	Multilingual Learners	n < 16	*	-	-	0.00/0	-
	Students with Disabilities	n < 16	*	-	-	0.00/0	-
Dropout Rate	All Students	202	*	0.0%	*	8.00/8	Exceeds
	Free/Reduced-Price Lunch Eligible	27	*	0.0%	*	2.00/2	Exceeds
	Minority Students	45	*	0.0%	*	2.00/2	Exceeds
	Multilingual Learners	n < 16	*	-	*	0.00/0	-
	Students with Disabilities	n < 16	*	-	*	0.00/0	-
Matriculation Rate	All Students	35	*	77.1%	*	4.00/4	Exceeds
	2 Year	*	*	0.0%	*	0.00/0	-
	4 Year	*	*	71.4%	*	0.00/0	-
	CTE	*	*	0.0%	*	0.00/0	-
	Military	*	*	5.7%	*	0.00/0	-
	Postsecondary Program	*	*	0.0%	*	0.00/0	-
Graduation Rate	All Students	24	7yr	100.0%	*	8.00/8	Exceeds
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	*	0.00/0	-
	Minority Students	n < 16	-	-	*	0.00/0	-
	Multilingual Learners	n < 16	-	-	*	0.00/0	-
	Students with Disabilities	n < 16	-	-	*	0.00/0	-
TOTAL		*	*	*	*	31.00/32	Exceeds

REFERENCE TABLE: DISAGGREGATED GRADUATION RATES

Student Group	4-Year Rate	5-Year Rate	6-Year Rate	7-Year Rate	Best Rate
All Students	100.0%	100.0%	100.0%	100.0%	7yr
Free/Reduced-Price Lunch Eligible	-	-	-	-	-
Minority Students	-	-	-	-	-
Multilingual Learners	-	-	-	-	-
Students with Disabilities	-	-	-	-	-

CO SAT: represent outcomes for designated subjects and student groups; participation rates count parent excusals as non-participants. For the 1-year report, calculations are based on 2024 state assessment results. Multi-year reports include 2022-2024 results. Cut-scores were re-normed based on 2024 results.
Dropout Rates: represent percentages of students enrolled in grades 7-12 for districts and 9-12 for schools at any time during the year who left and did not subsequently enroll in another Colorado school. 1-Year calculations are based on the 2023 End of Year (EOY) data submission. Multi-year reports include 2021 through 2023 records.
Matriculation Rates: represent percentages of high school graduates with a qualifying credential, enrollment, or enlistment status in a Career & Technical Education (CTE) program, a 2- or 4-year institute of higher education, a branch of the military, or a postsecondary program. Beginning in 2024, high school graduates who were enrolled in ASCENT, P-TECH, or TREP programs (i.e., Postsecondary Program) during their 5th year of high school count as successes. 1-Year calculations are based on the 2023 graduation cohort. Multi-year reports include 2021 through 2023 records.
Graduation Rates: represent percentages of students graduating high school within designated timeframes. Ratings are based on the best of the 4-, 5-, 6-, and 7-year graduation rates. AYGs designate Anticipated Years of Graduation, which are defined as four years after the year that students initially enroll in 9th grade. Calculations for 1-Year and Multi-Year reports are based on data for students with AYGs between 2020 and 2023.
For additional information about ratings, refer to the scoring guide on the last page of this report. Additional resources are available at http://www.cde.state.co.us/accountability/accountability-resources

Multilingual Learners describes students that are Non-English Proficient (NEP), Limited English Proficient (LEP), and Fluent English Proficient (FEP) - Monitor Year 1, Monitor Year 2, Exited Year 1, & Exited Year 2.

(*) Not Applicable; (-) No Reportable Data

Scoring Guide for 2024 District/School Performance Frameworks

Performance Indicator	Measure/Metric	Rating	Point Value		
Academic Achievement & ELP On Track Growth	*Mean Scale Score was:*		*All Students*	*Each Disaggregated Group*	*ELP On Track Growth*
	• at or above the 85th percentile	Exceeds	8	1.00	2.0
	• at or above the 50th percentile but below the 85th percentile	Meets	6	0.75	1.5
	• at or above the 15th percentile but below the 50th percentile	Approaching	4	0.50	1.0
	• below the 15th percentile	Does Not Meet	2	0.25	0.5
	Students Previously Identified for a READ Plan (bonus point)				
	• CMAS ELA Mean scale score at or above 725 (Approaching Expectations cut-score)		1 bonus point		
Academic Growth	*Median Growth Percentile was:*		*All Students*	*Each Disaggregated Group*	*ELP*
	• at or above 65	Exceeds	8	1.00	2.0
	• at or above 50 but below 65	Meets	6	0.75	1.5
	• at or above 35 but below 50	Approaching	4	0.50	1.0
	• below 35	Does Not Meet	2	0.25	0.5
Postsecondary and Workforce Readiness	*Mean CO SAT Reading and Writing (EBRW) scale score was**:*		*All Students*	*Each Disaggregated Group*	
	1-Year / *3-Year*				
	• at or above 553.1 / 552.5	Exceeds	4	1.00	
	• below previous cut but at or above 494.6 / 495.1	Meets	3	0.75	
	• below previous cut but at or above 448.1 / 452.5	Approaching	2	0.50	
	• below 448.1 / 452.5	Does Not Meet	1	0.25	
	*Mean CO SAT Math scale score was**:* *1-Year* / *3-Year*		*All Students*	*Each Disaggregated Group*	
	• at or above 527.0 / 522.5	Exceeds	4	1.00	
	• below previous cut but at or above 465.8 / 466.4	Meets	3	0.75	
	• below previous cut but at or above 423.3 / 424.7	Approaching	2	0.50	
	• below 423.3 / 424.7	Does Not Meet	1	0.25	
	Dropout Rate: The district or school dropout rate was (of all schools in 2017):		*All Students*	*Each Disaggregated Group*	
	• at or below 0.5%	Exceeds	8	2.0	
	• at or below 2.0% but above 0.5%	Meets	6	1.5	
	• at or below 5.0% but above 2.0%	Approaching	4	1.0	
	• above 5.0%	Does Not Meet	2	0.5	
	Matriculation Rate (of all schools in 2018):		*All Students*		
	• at or above the 75.8%	Exceeds	4		
	• at or above 61.1% but below 75.8%	Meets	3		
	• at or above 46.8% but below 61.1%	Approaching	2		
	• below 46.8%	Does Not Meet	1		
	Graduation Rate and Disaggregated Graduation Rate (Best of 4-, 5-, 6-, or 7-year):		*All Students*	*Each Disaggregated Group*	
	• at or above 95.0%	Exceeds	8	2.0	
	• at or above 85.0% but below 95.0%	Meets	6	1.5	
	• at or above 75.0% but below 85.0%	Approaching	4	1.0	
	• below 75.0%	Does Not Meet	2	0.5	

Academic Achievement: Mean Scale Score by Percentile Cut-Points

The Academic Achievement Indicator reflects achievement as measured by the mean scale score on Colorado's standardized assessments. The presented targets for the Achievement

	English Language Arts & Reading & Writing for CO PSAT				Mathematics				Science		
Percentile	Elementary	Middle	CO PSAT 1-Year	CO PSAT 3-Year	Elementary	Middle	CO PSAT 1-Year	CO PSAT 3-Year	Elem	Middle	High
15th percentile	722.3	724.1	415.1	419.1	719.1	716.5	387.4	397.6	717.9	714.2	721.4
50th percentile	739.5	740.1	458.9	457.7	734.3	731.2	430.2	434.3	736.9	732.8	734.6
85th percentile	755.9	757.3	505.0	505.0	751.9	746.2	480.4	479.4	753.2	749.3	746.4

Percent of Students On Track for ELP Growth Targets

	ELP On Track Growth		
Percentile	Elem	Middle	High
15th percentile	52.1%	13.8%	14.1%
50th percentile	64.4%	24.2%	22.7%
85th percentile	76.7%	37.3%	35.1%

Cut-Points for Each Performance Indicator

	Cut-Point: The district or school earned...of points eligible	
Achievement; Growth; Postsecondary Readiness	• at or above 87.5%	Exceeds
	• at or above 62.5% but below 87.5%	Meets
	• at or above 37.5% but below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Total Possible Points by Performance Indicator

Indicator	Total Possible Points	Elementary/Middle	High/District
Achievement	36 points (8 per subject for all students, 4 per subject by disaggregated group)	40%	30%
Growth	28 total points (8 per subject for all students, 4 per subject by disaggregated group, 2 for ELP growth, 2 for ELP On Track Growth)	60%	40%
Postsecondary Readiness	52 total points (16 for graduation, 4 for matriculation, 16 for dropout, 8 per CO SAT subject)	not applicable	30%

Cut-Points for Plan/Category Type Assignment

	District	*School*	*Accreditation Category/Plan Type*
Total Framework Points	74.0%	not applicable	Accredited w/Distinction (District only)
	56.0%	53.0%	Accredited (District) or Performance Plan (School)
	44.0%	42.0%	Accredited w/Improvement Plan (District) or Improvement Plan (School)
	34.0%	34.0%	Accredited w/Priority Improvement Plan (District) or Priority Improvement (School)
	25.0%	25.0%	Accredited w/Turnaround Plan(District) or Turnaround Plan (School)

* School data used as baseline: 2016 for CMAS & CoAlt ELA & Math (g3-8). 2024 for CO PSAT & CoAlt EBRW/ELA & Math (g9-10). 2024 for CMAS and CoAlt Science (g5, 8, 11). 2024 for ELP On Track to Proficiency Growth as planned prior to the COVID-19 pandemic.

** 2024 school data used as baseline for CO SAT & CoAlt EBRW/ELA & Math (g11).

August 15, 2024

Non-discrimination Training for Charter School Boards

The following is provided for informational purposes only and is not be construed as legal advice or formal legal opinion on behalf of the author or CDE

As part of effective governance practices, the Schools of Choice Unit of CDE contracted Education Board Partners to develop a non-discrimination training for charter schools.

Charter schools are public schools funded through public dollars and must adhere to national and state anti-discrimination laws.



Non-discrimination for Governing Boards

1. Understand the legal and HR definition of Non-discrimination
2. Understand the CROWN Act and what it means
3. Recognize appropriate student recruitment, enrollment and discipline policies and practices
4. Comprehend the board's role in ensuring students with special needs are welcome and the school is compliant
5. Adapt and apply a racial equity lens to board practices

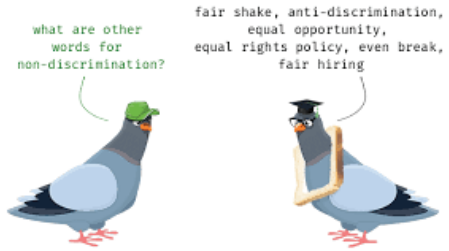
Non-discrimination Definitions

Discrimination

dis·crim·i·na·tion

/dəˌskrimə'nāSH(ə)n/

the unjust or prejudicial treatment of different categories of people or things, especially on the grounds of race, age, gender, or ability.



Charter Schools & Non-discrimination

Charter Schools are subject to all federal and state laws regarding non-discrimination. The Charter School provides evidence of annual training on non-discrimination laws to employees and board members, and otherwise ensures that its board and leadership stay current on all relevant provisions.

1 CCR 301-88

HR Definition of Non-Discrimination

Colorado follows state anti-discrimination and civil rights laws and guidance. In 2008, Colorado passed a law (S.B. 08-200) expanding prohibitions against discrimination. The law calls out the need to protect all regardless of "disability, race, creed, color, sex, sexual orientation, marital status, national origin, or ancestry" in all places of public accommodation. This law defines sexual orientation as "a person's orientation toward heterosexuality, homosexuality, bisexuality or transgender status or another person's perception thereof."

Review Your Data and Policies

	Policy	Data
Hiring **Discipline/Dismissal** **Promotions**	Are your HR policies clear about non-discrimination?	What is the demographic composition of your staff?
		Are there patterns in your staff discipline or dismissal data?
		Which staff members are being promoted?

CROWN Act

The CROWN Act

The act enacts the "Creating a Respectful and Open World for Natural Hair Act of 2020", also known as the "CROWN Act of 2020", which specifies that, for purposes of anti-discrimination laws in the context of public education, employment practices, housing, public accommodations, and advertising, protections against discrimination on the basis of one's race include hair texture, hair type, or a protective hairstyle commonly or historically associated with race, such as braids, locs, twists, tight coils or curls, cornrows, Bantu knots, Afros, and headwraps.

What It Means For You

- Be cognizant of the policies you create and approve and the effect they have on all students and staff.
- Ask yourself how your dress code policies affect all students and staff.
- The following slide shows examples of schools that put themselves in compromising positions from not understanding the impact of their policies.

Ripped From the Headlines

Georgia Elementary School Is Accused of Racial Insensitivity Over Hairstyle Guidelines Display



A Fresno honor student got a popular haircut, but school officials didn't like it

A black high school wrestler told by a referee to cut his dreadlocks or forfeit a wrestling match

Black Malden charter students punished for braided hair extensions

Review Your Data and Policies

	Policy	Data
Dress code	Is your dress code gender and race neutral?	Which students are being called out for dress code violations?
Discipline	Do your dress code policies cause students to be removed from class and hinder equal opportunities to learn?	Which students are missing class time for discipline issues?

Recruitment, Enrollment, Discipline

Student Recruitment and Enrollment

Enrollment in a charter school must be open to any child who resides within the school district; except that no charter school shall be required to make alterations in the structure of the facility used by the charter school or to make alterations to the arrangement or function of rooms within the facility, except as may be required by state or federal law. Enrollment decisions shall be made in a nondiscriminatory manner specified by the charter school applicant in the charter school application.

What It Means For You

- Be aware of the recruitment and enrollment decisions in your charter and ensure that they are being adhered to at the school level.
- As public schools, charters may not discriminate or inhibit some populations of students from enrolling in the school.
- The following slide provides some national headlines that impact negatively on the charter sector as a whole.

Ripped From the Headlines

Tailoring the Charter School Population

Students with behavior problems, low achievement or special needs are sometimes not encouraged to apply to charter schools

When School Choice Means School's Choice

Parents of students who are "harder to educate" may have a hard time getting schools to reply to their emails about how to apply.

CHARTER SCHOOLS MAY DISCOURAGE APPLICATIONS FROM 'HARD' KIDS

Cannot Limit Enrollment Access

- Students with disabilities
- Academically low-achieving pupils
- English learners
- Homeless pupils
- Pupils who are economically disadvantaged (determined by eligibility for any free or reduced-price meal program)
- Foster youth
- Pupils based on nationality, race, ethnicity, or sexual orientation

Review Your Data and Policies

	Policy	Data
Recruitment	Do our recruitment policies create any potential barriers that might limit access based on socioeconomic status, language, disability, or culture?	Do we recruit a disproportionately low percentage of these student groups compared to who is in our community?
Enrollment	Do any of our policies or practices seem to limit access to enrollment for any of these groups?	Do we enroll a disproportionately low percentage of these student groups compared to surrounding schools?

Consider Possible Barriers in Recruitment or Enrollment

- What supports are there for families that do not speak English?
- How does a family's access to technology influence the application process?
- What information are families required to supply for the application? Are there any questions on the application that could deter particular categories of families, such undocumented or homeless families?
- Are families required to visit the school in order to apply?
- Are there parent participation requirements, uniform costs, or other school fees required for enrollment that could pose barriers for low-income families?
- Does the school participate in the federal free and reduced-price lunch program (or provide a comparable program)?
- Does the school provide transportation for enrolled students?

Discipline

Public charter schools have autonomy over their mission and educational model in exchange for increased accountability for student outcomes. They must follow the same rules and regulations that traditional public schools must follow affecting health, safety, and students' rights, including those that protect students with disabilities. The design and implementation of discipline policies can pose challenges in any public school setting, but in the charter school context, tensions between charter autonomy and public school obligations can raise additional issues.

What It Means For You

- Seek to fully understand the discipline policies you create and approve.
- Be knowledgeable about the effect the discipline policies at your school have on certain populations.
- The following slide shares some examples of how discipline policies may harm certain populations more than others.

Ripped From the Headlines

Charter Schools Suspend Black and Disabled Students More, Study Says

The Harsh Discipline of No-Excuses Charter Schools: Is It Worth the Promise?

Study Finds Many Charter Schools Feeding "School-to-Prison Pipeline"

Review Your Discipline Data and Policies

Policy	Data
Does our discipline policy maximize the time students are in school and learning?	Have we looked at disaggregated discipline data by subpopulations?
Do we have a policy on staff discipline training or professional development?	Have we looked for patterns in who submits discipline concerns?

Resource

The U.S. Departments of Education and Justice have worked closely with educators through the #RethinkDiscipline campaign to support initiatives that build positive school climates and develop alternative approaches to school discipline. Some guiding principles to know:

- Maximize the time students are in school and learning
- Cultivate systems that acknowledge and remedy the root causes of students' and educators' challenges in school
- Leverage data to inform equitable disciplinary systems
- Engage the entire school community in professional development and accountability systems that encourage alignment on the school's intended processes and cultural goals

Students With Special Needs

Serving Students with Special Needs

The Charter Schools Act [C.R.S. 22-30.5-104 (3)] prohibits discrimination on the basis of need for special education services. As a public school, a charter school must comply with the federal Individuals with Disabilities Education Act (IDEA), the Americans with Disabilities Act (ADA), the Office of Civil Rights (OCR) and any state special education laws.

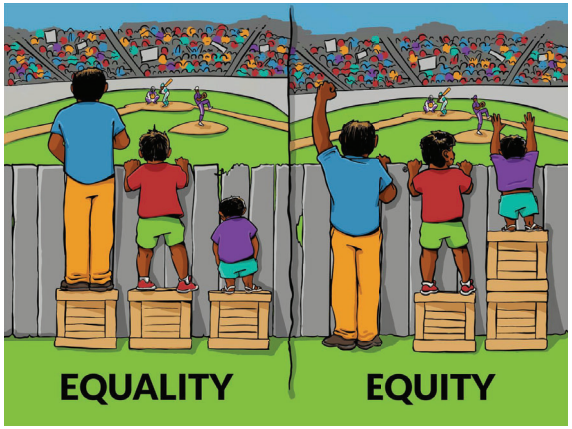
Discipline for students with disabilities must be in accordance with a student's IEP or 504 and include all the procedural safeguards for students with disabilities mandated by state and federal law.

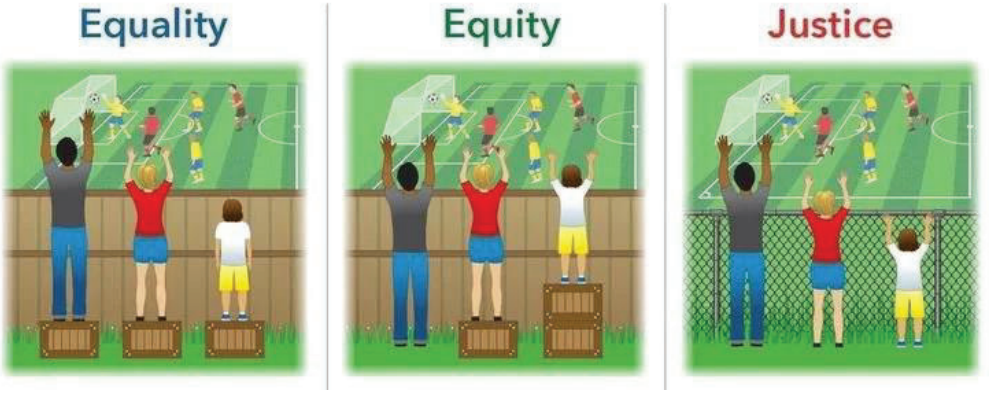
Questions to Ask About Your Students with Special Needs

- What is the parent satisfaction level with our special education program?
- How are we measuring it?
- What percentage of students with IEPs are mastering their IEP goals?
- How are we set up to serve all students well (curriculum, teacher quality, behavior supports/expectations, ratios, etc.)?
- How does our special education enrollment compare with comparable schools?
- How are teachers trained and supported for implementation of special education services?
- How does our school performance (and our sped demographics) compare in context of our community?
- What does our discipline data for our special needs students look like?

Governing with an Equity Lens

Defining Equity





If we declare all students regardless of background should have access to the exact same opportunities that is **equality.**

Equity is acknowledging students' differences and giving them what they need to be successful.

Equity focuses on outcomes.

Equity is a commitment to giving every student what he or she needs so they can participate fully in educational opportunities.

The focus of **equity** work in schools must be to remove the barriers that limit the success for all children.

Equity Work Starts with Looking in the Mirror



Is our school's reputation being negatively or positively impacted by our board's current composition vis-à-vis diversity?

What are we doing/can be done to cultivate a deeper understanding of the community, families and students that we serve and bringing their perspectives, needs, feedback, and priorities into our strategic boardroom discussions?

Are we ever at risk of making decisions without fully understanding how these decisions may affect those we serve?
How? In what situations? Examples?

If we were to make a deeper commitment to DEI, specifically equity, what would that mean for our mission, our work, and the students we serve?

Goal: Equitable Outcomes for All Students

Think through the following questions:

- Who thrives at this school? Who struggles?
- Does enrollment in advanced classes represent a diverse body of students?
- Are interventions offered for struggling students? If so, are they effective?
- Is there evidence of equitable outcomes?
- Is there evidence of inequitable outcomes?

Six Steps Toward Governing with Equity

1. Identify your "**WHY**"
2. Build **Awareness**
3. Conduct **Analysis**
4. Take **Action**
5. Build **Accountability**
6. Determine **Impact**

Identify Your Why

- Why does deepening our focus and expertise/competence on equity ***make sense for us***?
- ***Why*** is ***now*** the right time to focus on equity in governance?
- How do our ***mission and values align with equity***-focused ***governance***?
- What's happening related to ***equity in our organization? Region? Nationally***?
- What can/will ***sustain*** the WHY?

Build Awareness

- What ***vision, goals, effort/initiatives*** have been identified or undertaken ***at*** your ***school***?
- What has been the ***outcomes of DEI efforts***?
- What do our ***stakeholders believe? Need? Want***?
- What does ***research*** suggest?

Conduct Analysis

- What do we/others ***say/think*** about ***what's going on***?
- How do we/others ***interpret what's going on***?
- Where do you/others ***think you should be***?
- What ***patterns*** do you see?
- What ***strengths and gaps*** exist?
- What are the ***highest priorities*** for the ***board***? ***Others***? Are there ***conflicts***?
- *Consider drafting a summary of findings, analysis and conclusions.*

Take Action

- ***Engage*** multiple stakeholders to ***craft an equity vision***.
- Given the vision-where you want to be, ***identify your priorities***?
- What potential ***courses of action*** exist to achieve your vision?
- ***Develop*** and ***implement your plan*** to eliminate inequity in your school/board.
  a. *The plan should include metrics, indicators and deadlines*
  b. *Engage diverse stakeholders in audit of programs/services, quality of faculty/staff*
  c. *Share progress with stakeholders and standardize opportunities to gather stakeholder feedback regularly*

Build Accountability

- What ***structures, practices, procedures/processes*** can ***sustain*** your ***commitment*** to equity, eliminate inequity.
- ***Plan and fund*** ongoing ***learning*** and development in DEI skills and competencies throughout the board and org.
- ***Engage diverse stakeholders*** in analysis of plan, strategies and impact.
- ***Share progress*** with stakeholders and standardize opportunities to gather stakeholder feedback regularly

Determine Impact

- What was the ***impact*** of our ***actions/decisions***? Was this our ***intention***?
- What was the impact and ***experience for various stakeholders***?
- Did our plan create ***unintended impacts (+/-)*** for any stakeholder(s)?
- What did we ***learn***?
- What will we ***do differently***?

Training Designed by Education Board Partners

Education Board Partners is a national nonprofit whose mission is to ensure that the nonprofit boards governing public charter schools, autonomous public schools, and education ecosystem organizations are actively and successfully working to improve **quality, equity**, and **accountability** in public education, so that all students have access to a great public school.

Find additional resources and services at:

www.edboards.org
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Resources

- 1 Colo. Code Regs. § 301-88-2.02
- Colorado CROWN Act
- Colorado Charter Schools Act
- Rethinking School Discipline
- Schools of Choice Equity Convening Toolkit
- National Center for Special Education in Charter Schools
- BoardSource: Taking Action on Board Diversity
- EBPs Six Steps Towards Governing with Equity